

2005-2006
DIVISION I
ATHLETICS
CERTIFICATION
SELF-STUDY
INSTRUMENT

Introduction to Self-Study Report

Introduction to Self-Study Report

Institutional Information

1. Type of Institution: Public
2. Year institution was founded: 1908
3. Special Affiliation? No
4. Coeducational? Yes
5. Total student enrollment (undergraduate and graduate combined) [using a full-time-equivalency (FTE) basis]: 15500
6. Number of Faculty [using a full-time-equivalency (FTE) basis]: 935
7. Highest level of academic degree offered: doctorate
8. Institution's governing entity: Board of Visitors
9. a. Regional accreditation agency: Southern Association of Colleges and Schools
9. b. Date of most recent regional accreditation self-study: April 2002
9. c. Current accreditation status: Accredited

Athletics Information

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

Baseball	Colonial Athletic Association
Field Hockey	Colonial Athletic Association
Football	Atlantic 10 Conference
Men's Archery	Not on File
Men's Basketball	Colonial Athletic Association
Men's Cross Country	Colonial Athletic Association
Men's Golf	Colonial Athletic Association
Men's Gymnastics	Eastern College Athletic Conference
Men's Soccer	Colonial Athletic Association
Men's Swimming	Colonial Athletic Association
Men's Tennis	Colonial Athletic Association
Men's Track, Indoor	Eastern College Athletic Conference
Men's Track, Outdoor	Colonial Athletic Association
Men's Wrestling	Colonial Athletic Association
Softball	Colonial Athletic Association

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Women's Archery	Independent
Women's Basketball	Colonial Athletic Association
Women's Cross Country	Colonial Athletic Association
Women's Fencing	Eastern College Athletic Conference
Women's Golf	Colonial Athletic Association
Women's Gymnastics	Eastern College Athletic Conference
Women's Lacrosse	Colonial Athletic Association
Women's Soccer	Colonial Athletic Association
Women's Swimming	Colonial Athletic Association
Women's Tennis	Colonial Athletic Association
Women's Track, Indoor	Eastern College Athletic Conference
Women's Track, Outdoor	Colonial Athletic Association
Women's Volleyball	Colonial Athletic Association

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

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

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

None.

Previous Certification Self-Study

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

Date of previous orientation visit - April 15, 1997

Date of evaluation visit - April 12-15, 1998

Date of interim self-study report - July 2002

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

James Madison University was certified as a result of a decision reached by the NCAA at their July 19-21, 1998 meeting.

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

None.

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

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Jeffrey Bourne joined the institution as Director of Athletics in July 1999. Kevin White was selected as Associate Athletics Director for Sports Programs in February 2004 replacing Brad Babcock who retired. Sheila Moorman was selected as Associate Athletics Director and Senior Women's Administrator in June 2004 after a successful career as the Women's Basketball coach and Director of Facilities.

The university provides opportunities in 28 sports, with softball having begun full competition in 2002.

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

In 2001, the University's Board of Visitors formally approved a recommendation to maintain 28 sports programs, 13 with scholarship funding at the maximum allocation or a formal plan to reach maximum funding. The remaining 15 sports receive no scholarship funding, unless otherwise provided through private sources. Further information, including the minutes of the 2001 Board of Visitors meetings is included in Section 3.1.

Certification Self-Study Information

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

(a) After members of the steering committee and three subcommittees for the NCAA recertification were identified they were asked to communicate with their constituencies to offer input into the self-study report.

(b) After the self-study report was drafted, copies of the report were made available to the:

- * Athletics Committee of the Board of Visitors
- * President of the University and Vice Presidents
- * Athletic Advisory Committee
- * Kathleen Batterson, Colonial Athletic Association
- * Student Team Captains Group
- * University Web site

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

WRITTEN PLAN FOR COMPLETING THE SELF-STUDY FOR ATHLETICS RECERTIFICATION FOR JAMES MADISON UNIVERSITY 2005-2007

A. Objectives Related to the Self-Study

1. Stated Goals for the Process

A. To have a representative group of James Madison University (JMU) faculty, staff, students and off campus constituencies conduct a comprehensive, independent and candid review of all aspects of Intercollegiate Athletics at JMU.

B. To improve campus awareness of all aspects of Intercollegiate Athletics at JMU.

C. To provide Intercollegiate Athletics at the conclusion of the self-study process with a list of achievable and measurable recommendations and suggestions that will strengthen the athletics program.

2. First cycle plans for improvement

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A. As a result of the first certification process, JMU was required to: "provide evidence that the institution has developed a strategy to evaluate annually the progress in implementing its gender issues and minority opportunity plans."

B. JMU responded on October 5, 1998 to the requirement in A2A. JMU is prepared to demonstrate its responses to NCAA legislation since 1998 in the University's self-study report.

B. Major Components of the Self-Study

1. Steering Committee Chair

A. Dr. Linwood H. Rose, President of JMU, has appointed Dr. Al Menard as Steering Committee Chair

B. Dr. Menard has been a staff member with generalist responsibilities at JMU for 27 years. He is currently Associate Vice President for Planning and Analysis. Dr. Menard reports directly to the President in all matters related to this process and has no administrative ties current or past to Intercollegiate Athletics.

2. Appointment of the steering committee and subcommittees

A. The names of all steering and subcommittee members and their University roles are attached.

B. The President, the Faculty Athletic Representative, the Director of Athletics and the Senior Woman Administrator have been appointed to the steering committee.

C. Based on JMU's experience with the first certification process and NCAA guidelines, it is believed that the steering committee and subcommittees are more than adequate in number, broad-based in the constituencies represented; and chaired by senior faculty. Members have made time commitments greater than what is believed to be necessary and have been assured that they will have access to any Intercollegiate Athletics or indeed other University documentation that they believe is related to their charge.

D. Subcommittee chairs are members of the steering committee.

3. Responsibilities of steering committees and subcommittees

A. All constituencies of the University should be represented in the the preparation of the final internal report.

B. Constituencies should be informed directly through personal contact and indirectly through formal communications of the committee's work and final report.

C. The Steering Committee is responsible for the overall management of the entire process and the preparation of the final internal report.

D. The three subcommittees are responsible for the management of the areas in their charge and through the chairs responsible for a draft of their final subcommittee report.

E. The Steering Committee and the three subcommittees are responsible for keeping a written record of all meetings, including members present and contacts that they might have.

F. Responsibility for the writing of each subcommittee's report rests with the chair of the subcommittee and the Chair of the Steering Committee is responsible for the writing of the final internal report. Subcommittees and the final Steering Committee's reports must have the approval of the majority of the committee's membership.

4. Institution liaison

A. Mr. Geoff Polglase, Associate Director for Athletics, will be the campus liaison.

B. Mr. Polglase will function as a liaison between the Steering Committee and the three subcommittees, obtaining from Intercollegiate Athletics any needed information and setting up necessary appointments.

5. Conference assistance

A. Ms. Kathleen Batterson, from the Colonial Athletic Association, has agreed to serve as JMU's conference liaison. Ms. Batterson served in this capacity for the initial certification process.

B. Ms. Batterson will participate in the process as her time permits and will review the final internal report and be a part of the external team visit.

6. Outline and schedule

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A. Summer 2005 - Appointment of Steering Committee and Subcommittees.

B. September 2005 - Submission of Written Plan Outline to the NCAA.

C. October 6, 2005 - Videoconference orientation.

Members of the Steering Committee and all Subcommittees are asked to attend.

D. February 1, 2006 - Deadline for subcommittees to complete a draft of their reports.

E. March 15, 2006 - Deadline for Steering Committee to complete the internal report.

F. March 15 to April 15, 2006 - Time for campus groups and individuals to review the report and provide feedback.

G. March 15 to April 15, 2006 - Time for Intercollegiate Athletics with the assistance of other University offices to compose a University plan for improvement of areas noted in the report.

H. May 1, 2006 - The Final Internal Report is sent to the NCAA.

I. Fall, 2006 - The External Peer Review Visit occurs.

J. Spring 2007 - JMU responds to recommendations and suggestions from the External Peer Review report.

7. Self-study report

A. Dr. Al Menard, Chair of the Steering Committee, will be the chief report writer.

B. Work-related needs will be met through the resources of the sub-committee chairs' department, the chair of the Steering Committee's budget or through Intercollegiate Athletics.

C. The Internal Report; recommendations and suggestions from the External Peer Review visit; and the final NCAA decision about recertification will be shared with the University and its outside constituencies through the usual electronic and print media on and off campus.

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Operating Principle

1.1 Institutional Control, Presidential Authority and Shared Responsibilities

Self-Study Items

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

James Madison University did not receive any recommendations for corrective actions, conditions for certification or strategies for improvement from the NCAA Division I Committee on Athletics Certification during its first-cycle certification decision as they relate to Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities).

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

It was recommended during the first cycle of certification that the Director of Athletics, with members of the management team, evaluate the progress of the nine proposals described in the 1994 Strategic Plan (pg.5-6) and discuss a specific timetable for the accomplishment of any proposed changes not fully implemented, as well as a timetable for completing any newly proposed changes. Due to the amount of elapsed time and changes created by the Board of Visitors (particularly the sweeping changes made in 2001), several of the items from the 1994 Strategic Plan have been rendered moot. The following are responses to the nine items recommended by the institution during the first cycle of certification.

1) The current model of the associate and assistant directors reporting to the Director of Athletics as part of a management team is quite functional and will be retained.

RESPONSE: This system remains in place with subtle changes. Each Associate Director of Athletics reports to the Director of Athletics and two Assistant Directors of Athletics report to the Director of Athletics. Two Assistant Directors of Athletics report to an Associate Director of Athletics. Those with a direct reporting line to the Director of Athletics serve as the management team.

2) Intercollegiate sports should be organized into a three tier system.

RESPONSE: Athletics currently operates under a four tier system.

3) For consistency of evaluation and supervision, all head coaches should report to the Executive Associate Athletics Director.

RESPONSE: The position of Executive Associate Athletics Director no longer exists. Head coaches report to either the Director of Athletics or one of two Associate Directors of Athletics for Sport Programs.

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4) A Director of Athletics Facilities position should be added as soon as funds are available.

RESPONSE: This position was created in October 2003.

5) The Director of Marketing and Promotion, separate from the Director of the Duke Club, is another major personnel need.

RESPONSE: This position was created in 1998.

6) The Senior Woman Administrator and Chief Compliance Officer should not supervise coaches.

RESPONSE: The Assistant Director of Athletics/Director of Compliance currently does not supervise coaches.

7) It should be the objective to have full-time university employees as head coaches for all Tier One and Tier Two sports.

RESPONSE: All Tier One and Tier Two head coaches are full-time university employees.

8) All Tier One sports should have full-time assistant coaches. Tier Two sports should have part-time assistant coaches.

RESPONSE: All Tier One and Tier Two sports have at least one full-time assistant coach.

9) Coaches of Tier Three sports would be part-time, or divided time with another department on campus.

RESPONSE: All head coaches of Tier Three sports are full-time.

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

The 1998 self-study recommended that the Director of Athletics, with members of the management team, evaluate the progress of the nine proposals described in the 1994 Strategic Plan (pg. 5-6) and discuss a specific timetable for the accomplishment of the two changes not yet fully implemented, as well as a timetable for completing any newly proposed changes. In response, the 1994 Strategic Plan has been incorporated into the current strategic plan.

It was recommended that the University be consistent when referring to various athletic boards in official University documents to avoid confusion relating to the specific committees and the duties of each. Of particular concern was the need for consistency in referring to the University Athletic Board (also referred to as the Athletics Committee) in official University documents to avoid confusing this organization with the Athletics Committee of the Board of Visitors. This has been addressed and rectified. There is now a clear separation in referring to these groups.

The 1998 self-study also recommended that the responsibilities, roles and functions related to intercollegiate athletics for the Athletics Committee of the Board of Visitors, the Faculty Advisory Council and the Executive Vice President be clearly delineated in the Handbook for Coaches, Administrators and Staff.

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

The governing board of James Madison University is the Board of Visitors. The five standing committees of the Board of Visitors are the Athletics Committee, the Audit Committee, the Development Committee, the Education and Student Life Committee, and the Finance and Physical Development Committee. The Board of Visitors meets four times a year and each area of the University falls under one of the five standing board committees. As part of

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the schedule for the Board meetings, the standing committees meet and the five areas of the institution provide informational updates regarding all aspects of their divisions. Following the standing committee meetings, the chairs of these committees give reports to the full Board regarding the discussions and actions of the committee. Some decisions require full Board approval which results in resolutions and votes. An example of a decision that requires full Board approval is an increase in tuition rates.

Over the past three years, representatives from intercollegiate athletics have provided many informational updates to the Athletics Committee of the Board of Visitors on a variety of topics including recruiting, fundraising, NCAA issues, peer institution comparisons, academic standards, policies, facility condition reports and reviews of sports team performances.

The Board of Visitors approves the salaries of athletics department personnel. Board approval of salaries for University departments is consistent for all divisions of the University.

The Board of Visitors also approves capital outlay expenditures.

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

During the past three years the Chief Executive Officer has been involved in a number of decisions regarding personnel, facility improvements, fundraising and conference decisions. Specifically, the President has been an active participant in the following decisions:

The President was briefed on the decision not to renew the Men's Basketball head coach's contract and concurred with the decision. Subsequently the coach resigned.

Hiring of a Men's Basketball coach

The President was intricately involved in the hiring process for the Men's Basketball coach. He interviewed all of the final candidates and approved the recommendation for hire of the successful candidate.

Hiring of a Women's Basketball coach

Although an existing employee was promoted into the position, the President approved the promotion, prior to the offer being extended.

Extension of the head football coach's contract

The President was involved in determining the terms and conditions included in the new contract for the head football coach.

Decision to install a new video scoreboard

Due to the level of expense, the President approved the purchase of a video scoreboard for the football facility prior to installation.

Design of new facilities and renovation to existing ones

During the past three years, the President has been very involved in plans to renovate our football stadium seating and football field as well as to improve our Convocation Center (basketball arena). The President was also involved in the planning and fundraising for the Athletic Performance Center.

Approval of NCAA legislation

The President approves all NCAA legislation for James Madison University at both the conference and NCAA level. He also reviews and approves all required reporting information submitted to the NCAA, including graduation rates, eligibility, etc.

CAA/Athletic-10 conferences

The President is an active participant in the conferences associated with the University's sports programs and was engaged in the process of transitioning conference participants.

Admissions

The President is responsible for approving admissions policies relative to student-athletes and relays that information to the Admissions Office and the Director of Athletics.

Faculty Athletics Representative

The President consults and meets frequently with the Faculty Athletics Representative.

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

Major decisions regarding athletics requires input from a number of campus constituents, depending on the nature of the decision. Each group has the following roles and authorities:

Student-Athlete Advisory Council(SAAC): The Student-Athlete Advisory Council, comprised of a minimum of one student-athlete from each intercollegiate team, was established to provide a voice for James Madison University student-athletes and to maintain an open channel of communication with athletics administration and the JMU community (James Madison University Student-Athlete Handbook, 2005-06, pg. 2).

As a representative group, the SAAC will provide a voice for student-athletes at JMU. The group promotes unity and support among all JMU student-athletes by providing an open channel of communication between administration, faculty and coaches. SAAC will provide information to, and seek feedback from, JMU team representatives about issues and concerns raised during regular meetings. As a council, SAAC encourages good sportsmanship and fair play in all JMU, CAA, Atlantic 10, ECAC and NCAA intercollegiate sporting events. Members of SAAC support all JMU athletics events throughout the University and the community-at-large, as well as increasing the level of participation in community service activities. Members of the SAAC promote a sense of pride in being a JMU student-athlete (James Madison University Student-Athlete Handbook, 2005-06, pg. 2).

Athletic Advisory Committee: According to the 2005-06 James Madison University Coaches' Handbook (pg. 4), the mission of the Athletic Advisory Committee is to provide suggestions and guidance on broad policy issues relating to intercollegiate athletics at James Madison University and act as an internal constituency to review individual program reviews conducted by the Department of Athletics.

Faculty Athletics Representative (FAR): Responsible for serving as the liaison between the athletics department and the faculty and representing concerns relative to the institution's conduct of its intercollegiate athletics program. The FAR has an integral role relative to ensuring academic integrity, facilitating institutional control and enhancing the student-athlete experience. This individual encourages compliance with NCAA regulations as well as the intent and ethical standards evident within the rules. The FAR, an additional resource for the student-athletes, acts as a liaison between the student and the University as appropriate. Duties include serving as a member of the University Athletics Committee and advising the CEO, Athletics Director, staff and University faculty on athletics matters. Additional responsibilities relative to compliance include validating rules violations, conducting exit interviews, administering reviews, serving as a campus delegate to the NCAA and conference, and assisting with the administration of the Coaches Certification Exam.

Director of Athletics: Under the authority delegated by the Board of Visitors and the President, the Director of Intercollegiate Athletics (referred to herein as the Director of Athletics) has the full administrative responsibility for the direct supervision, approval, conduct and control of the athletics programs. The Director of Athletics provides the Senior Vice President for Administration and Finance, the President and the Board of Visitors with such documentation and recommendations necessary for decisions pertaining to policy, administration, budget, personnel, programs and related matters. Prior to presenting recommendations to the Senior Vice President, the Director of Athletics would solicit feedback from the Student-Athlete Advisory Council, the Faculty Athletics Representative and the Athletic Advisory Committee.

The Director of Athletics, the Associate Director of Athletics for Sports Programs and the Associate Athletics Director/SWA are also responsible for the maintenance and implementation of policies approved by the Board of Visitors and for those policies that are subject to the rules and regulations of the NCAA, CAA, ECAC and Atlantic 10 Football Conference (2005-06 James Madison University Coaches' Handbook, pg. 3)

Senior Vice President for Administration and Finance: Upon receiving a recommendation or proposal from the Director of Athletics, the Senior Vice President will evaluate the proposal and then deny or approve the request. In some cases, the Senior Vice President will present the proposal to the President with a recommendation for approval.

President: The President of the University is responsible to the Board of Visitors and is the Chief Executive Officer directing the operation of the University and all of its programs and services, including intercollegiate athletics. The President is the University official responsible for certifying that the University is in compliance with the rules and regulations of the National Collegiate Athletic Administration, the Colonial Athletic Association, the Eastern College

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Athletic Conference, the Atlantic 10 Football Conference and other conferences in which the University may have membership (2005-06 James Madison University Coaches' Handbook. pg. 3). The President will consider all recommendations presented by the Senior Vice President for Administration and Finance and Director of Athletics and review all the facts and analysis that were provided regarding the proposal. The President has the authority to make most decisions regarding athletics but would bring governance-related issues to the Board of Visitors for approval.

Board of Visitors: Under the laws of the Commonwealth of Virginia, governance of James Madison University is the responsibility of the Board of Visitors. Thus, the Board has the responsibility and final authority for making and revising intercollegiate athletics policy.

Over the past three years, representatives from intercollegiate athletics have provided many informational updates to the Athletics Committee of the Board of Visitors on a variety of topics including recruiting, fundraising, NCAA issues, peer institution comparisons, academic standards, policies, facility condition reports and reviews of sports team performances.

The Board of Visitors approves the salaries of athletics department personnel. Board approval of salaries for University departments is consistent for all divisions of the University.

The Board of Visitors also approves capital outlay expenditures.

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

Athletic Advisory Committee

According to the 2005-06 James Madison University Coaches' Handbook (pg. 5) the mission of the Athletic Advisory Committee is to provide suggestions and guidance on broad policy issues relating to intercollegiate athletics at James Madison University and act as an internal constituency to assess individual program reviews conducted by the Department of Athletics.

Members of the committee serve a rotating, three-year term, except for student members who serve a one-year term.

FACULTY

John C. Arndt, History Department
 Anna Lynn Bell, Student Affairs
 Jerry Benson, Dean, CISAT
 Alex Gabbin, College of Business
 Teresa Gonzalez, Associate VP for Academic Affairs
 Donna Harper, President's Office
 Al Menard, Associate VP for Planning and Analysis
 Mike Riordan, College of Business
 James Robinson, Equal Opportunity
 Jane Smith, School of Education

STUDENTS

Female Athlete
 Male Athlete
 SGA Representative

OFF-CAMPUS

Hugh Lantz, Duke Club Board Member

SUPPORT

Jeff Bourne, Director of Athletics
 Casey Carter, Associate Athletics Director for Student-Athlete Services
 Frank Luth, Faculty Athletics Representative
 Shelia Moorman, Associate Athletics Director/SWA
 Geoff Polglase, Associate Athletics Director for Development & Marketing
 Kevin White, Associate Athletics Director for Sports Programs

The President will appoint the membership of the Athletics Committee of the Board of Visitors. Members will be representative of the administration, faculty and undergraduate student body. Sitting as non-voting, ex-officio members are the Associate Athletics Director for Sports Programs, Associate Athletics Director/SWA, Associate Athletics Director for External Operations, Associate Athletics Director for Student-Athlete Services and Assistant

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Athletics Director for Sports Medicine. The Director of Athletics is the chair of the Board of Visitors Athletics Committee.

Current members of the Board of Visitors Athletics Committee are:

Mark T. Bowles, Executive VP for State Government Relations, McGuire Woods Consulting

John Grover, VP for Development, Great Coastal Express, Inc.

Dr. Delores Z. Pretlow, Assistant Superintendent of Operations, Richmond Public School System

Wharton B. Rivers Jr., (Chair), President and CEO of TerreStar Networks

Judith Strickler, Retired, former teacher at JMU

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

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

Evaluation

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

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Operating Principle

1.2 Rules Compliance

Self-Study Items

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

No conditions for certification or strategies for improvement were imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision as they relate to Operating Principle 1.2 (Rules Compliance).

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

No actions were required based on the first-cycle certification process for Operating Principle 1.2.

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

The NCAA Self-Study Subcommittee on Governance and Commitment to Rules Compliance had noted that improvements needed to be made in the area of education of booster groups. The committee's major recommendation was the creation of a booster guide. This recommendation has been implemented with the completion of a booster guide, created with involvement from the Compliance Office, and it is currently being distributed. The Assistant Athletics Director for Development and Marketing and the ticket manager are responsible for the distribution of the guide to all Duke Club members and season ticket holders. In addition, the Duke Club staff participates in rules education sessions conducted by the Compliance Office.

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

The activities of the institution's athletics booster groups, support groups and other representatives of the institution's athletics interests are maintained under the clear control of the institution. Institutional personnel serve on the Duke Club board as ex officio members. These include the Director of Athletics, the Faculty Athletics Representative and a person designated from the JMU Foundation. There are rules education sessions geared specifically for the Duke Club staff. In addition, the Booster Guide clearly discusses rules compliance. The Booster Guide is distributed to all Duke Club members and season ticket holders for all sports.

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

The Director of Athletics is responsible for the overall development, implementation and review of the University Compliance Program. Each individual associated with James Madison University Athletics and those outside of the athletics department with compliance responsibilities are responsible for maintaining an awareness of the governing legislation as it applies to the individual's duties within and outside the department.

Chief Executive Officer (CEO): Responsible for clearly communicating the importance of compliance. In addition, the CEO has compliance responsibilities with regard to the athletic certification process including expressing that the self-study is a priority and that the entire institution, not just the department of athletics, is responsible for its completion.

Senior Vice President for Administration and Finance: Oversees the entire athletics department and therefore is responsible for clearly communicating to all constituents a commitment to rules compliance.

Athletics Advisory Committee: As a guiding body for the athletics department, this group is responsible for the promotion of compliance with University, conference and NCAA rules education and regulations. The committee is also responsible for assisting with the NCAA self-study as determined by the President and with program reviews within the department.

Faculty Athletics Representative (FAR): Responsible for serving as the liaison between the athletics department and the faculty and representing concerns relative to the institution's conduct of its intercollegiate athletics program. The FAR has an integral role relative to ensuring academic integrity, facilitating institutional control and enhancing the student-athlete experience. This individual encourages compliance with NCAA regulations as well as the intent and ethical standards evident within the rules. The FAR, an additional resource for the student-athletes, acts as a liaison between the student and the University as appropriate. Duties include serving as a member of the University Athletics Committee and advising the CEO, athletics director, staff and University faculty on athletics matters. Additional responsibilities relative to compliance include validating rules violations, conducting exit interviews, administering reviews, serving as a campus delegate to the NCAA and conference, and assisting with the administration of the Coaches Certification Exam.

Director of Athletics: Responsible for overseeing the University's compliance with NCAA, conference, and institutional rules and regulations.

Associate Director of Athletics/Senior Woman Administrator: Responsible for the education, initial interpretations and routine implementation of the regulations and monitoring procedures applicable to scheduling, events, facilities, games management and sport supervision.

Associate Director of Athletics for Sports Programs: Responsible for the education, initial interpretations and routine implementation of the regulations and monitoring procedures applicable to sports supervision.

Associate Director of Athletics for Development and Marketing: Responsible for the education, initial interpretations and routine implementation of regulations and monitoring procedures regarding institutional publications, publicity, ticket operations, fundraising and booster activities (e.g., JMU Duke Club) associated with the athletics program.

Associate Director of Athletics for Student-Athlete Services: Responsible for the education, initial interpretations, and routine implementation of regulations and monitoring procedures regarding academics, the tutor program, eligibility, extra benefits, and services and expenses for student-athletes.

Assistant Director of Athletics for Compliance: Responsible for the daily operation of the compliance program.

Assistant Director of Athletics for Sports Medicine: Responsible for the education, initial interpretations and routine implementation of the regulations and monitoring procedures applicable to drug testing and the provision of medical and rehabilitation services and expenses for student-athletes.

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Assistant Director of Athletics for Marketing: Responsible for the education, initial interpretations and routine implementation of regulations and monitoring procedures regarding marketing, including promotional activities associated with the athletics program.

Assistant Director of Athletics for Development: Responsible for the education, initial interpretations and routine implementation of regulations and monitoring procedures regarding fundraising, including booster activities (e.g., JMU Duke Club) associated with the athletics program.

Director of Business Operations: Responsible for the education, initial interpretations and routine implementation of the regulations (institutional and NCAA) and monitoring procedures applicable to tickets operations, extra benefits, services and recruiting expenses.

Director of Facilities and Events: Responsible for the education, initial interpretations and routine implementation of regulations and monitoring procedures applicable to scheduling, events, facilities and games management.

Director of Sports Media Relations: Responsible for the education, initial interpretations and routine implementation of regulations and monitoring procedures regarding institutional publications and publicity surrounding athletics at the University.

Director of Ticket Operations: Responsible for the education, initial interpretations and routine implementation of the regulations and monitoring procedures applicable to the distributions of complimentary tickets, group ticket policies and ticket sales.

Coaches: Responsible for the education, initial interpretations and routine implementation of the regulations and monitoring procedures applicable to personnel, amateurism, recruiting, eligibility, financial aid, awards and benefits, and playing seasons as these areas relate to the student-athletes and support staff. Coaches are expected to fully participate and cooperate in compliance-related activities, procedures and evaluations, including cooperation with the NCAA, conference or institution with truthful and complete information concerning involvement in or knowledge of rules violations. A coach may be suspended or terminated if found to be involved in deliberate and serious violations of NCAA regulations.

Strength and Conditioning Coaches: Responsible for the education, initial interpretations and routine implementation of the regulations and monitoring procedures applicable to in-season and out-of-season conditioning programs.

Equipment Managers: Responsible for the education, initial interpretations and routine implementation of the regulations and monitoring procedures applicable to the issue and return of equipment.

Admissions: Responsible for admitting student-athletes within institutional and NCAA regulations. In addition, the individual is responsible for spot checking initial eligibility records.

Financial Aid: Responsible for awarding athletically-related financial aid and certifying squad lists on an annual basis. This individual is also responsible for the interpretations and routine implementation of the regulations and monitoring procedures applicable to the distribution, renewal, non-renewal and cancellation of all athletics grants.

Registrar: Responsible for the interpretations and routine implementation of the regulations and monitoring procedures applicable to the academic standards for athletics eligibility.

Office of Residence Life: Responsible for the interpretations and monitoring procedures applicable to housing benefits awarded to student-athletes.

Athletics Committee of the Board of Visitors: Helps to formulate the direction for JMU Athletics. As such, they are responsible for fostering a commitment to NCAA, conference and university rules compliance.

Internal Auditor: Responsible for the independent review of the JMU rules compliance system.

INFRACTIONS

Each year all coaches and designated staff members are required to sign the NCAA Certification of Compliance Form. In doing this, each individual represents to the University's President that any and all violations of NCAA legislation have been reported. Therefore, all staff members are required to report any potential violations of NCAA, conference, and institutional rules and regulations to the Director of Compliance. Additionally, all student-athletes are required to report to their coaches or compliance staff any violations to which they are aware.

Self-Reporting

James Madison University is committed to operating its athletics programs in a manner that is consistent with the rules and regulations of the NCAA, the Colonial Athletic Association, the Atlantic 10 and the University. This

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includes the self-reporting of violations by coaches, student-athletes, departmental staff members and other constituents.

Secondary Violations

Preliminary information concerning the violation should be reported in writing to the Director of Compliance or a designee. The Director of Compliance will conduct a review of the matter and when necessary consult with the Athletics Director to determine if further investigative action is warranted and whether to request outside counsel in an investigation.

All individuals associated with the University are expected to fully cooperate with any review, whether conducted by the athletics department or outside counsel.

After the potential infraction has been reported, the Director of Compliance will continually update the Director of Athletics of the status of the investigation. The Director of Athletics will inform the CEO as appropriate.

If a secondary violation is confirmed, the University will impose its own penalties and report all findings and actions to the applicable conference office and the NCAA in conjunction with the NCAA Secondary Violation Penalty Schedule.

Major Violations

Preliminary information concerning the violation should be reported in writing to the Director of Compliance. The Director of Compliance shall conduct a review of the matter and when necessary consult with the Director of Athletics to determine if further investigative action is warranted and whether to request outside counsel in an investigation.

All individuals associated with the University are expected to fully cooperate with any review, whether conducted by the athletics department or outside counsel.

After the potential infraction has been reported, the Director of Compliance will continually update the Director of Athletics of the status of the investigation. The Director of Athletics will inform the CEO, as appropriate.

If a confirmed infraction is considered "major," the University will submit a detailed report to the applicable conference and the NCAA. The objectives of this report will be to set forth specific reasons that will justify the NCAA Committee on Infractions accepting the University's imposed penalties and foregoing any additional penalties suggested in the NCAA enforcement procedures.

Sanctions

Any coach, athletics staff member or university official found to be willfully and knowingly violating University, conference or NCAA rules will be subject to immediate disciplinary or corrective action. Disciplinary action may include suspension without pay for a period of time or termination of employment in accordance with University policies governing such action.

Any student-athlete found involved in a secondary rule infraction will be immediately declared ineligible. After consulting with the Colonial Athletics Association Office and/or the Atlantic 10 and assessing its own penalty upon the ineligible student-athlete, the University will appeal to the NCAA for restoration of the student-athlete's eligibility.

Any student-athlete found to have been knowingly involved in a major NCAA rules infraction will be immediately declared ineligible and no appeal will be made by the University for restoration of such eligibility.

If an individual defined by the NCAA rules as a "representative of the University's athletics interests" knowingly violates any NCAA rule, that individual will be officially disassociated from the University for a period of time determined by the Director of Athletics after consulting with the CEO.

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

James Madison University ensures that rules compliance is a central element in personnel matters for individuals inside the athletics department. For example, the Orientation Guide to Compliance for New Staff Members, the JMU Sports Camps and Clinics Compliance Guidelines and the Student-Athlete Handbook/Planner are documents outlining this process. Additionally, JMU ensures compliance through monthly rules education sessions, the "Dukes Rule" monthly compliance newsletter and the JMU Department of Athletics calendar. All coaches' and staff's contracts, job descriptions and yearly performance evaluations stipulate a commitment to rules compliance. All JMU full and part-time coaches must take and pass the NCAA Recruiting Certification Exam prior to being permitted to recruit off-campus.

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

James Madison University ensures that rules compliance is a central element in personnel matters for individuals outside the athletics department who are involved in rules-compliance activities. The JMU Compliance Manual and the Booster Guide are documents which establish and explain the importance of rules compliance. These are distributed to individuals outside the athletics department. Job descriptions, contracts and performance evaluations stipulate adherence to rules compliance. The offices of financial aid, housing, the registrar and admissions are required to include a commitment to rules compliance in their job descriptions, contracts or letter of appointment, and in performance evaluations. The majority of positions outside of athletics already included this requirement while the remaining few are being updated and will be available for review by the external visiting team.

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

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

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

The Director of Compliance schedules and conducts rules education meetings and seminars throughout the year with coaches, student-athletes, other athletics staff members and other institutional staff members. The Associate Director of Athletics for Development and Marketing, along with the Director of Compliance, is responsible for the education of representatives of the University's athletics interests. Rules education is also conducted through the provision of copies, to the appropriate constituencies, of the JMU Compliance Manual, JMU Department of Athletics Compliance calendar, Boosters Guide, NCAA Manual, the "Dukes Rule" monthly compliance newsletter and NCAA Guide for the College-Bound Student-Athlete. Staff members are expected to attend compliance education sessions throughout the year and the Director of Compliance meets individually with staff members as needed. Student-athlete tutors attend a rules education session yearly.

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

Kathleen Batterson, Senior Associate Commissioner, CAA, and James Sheets, Audit Manager, Office of Audit and Management Services, JMU are the individuals responsible for conducting the institution's rules-compliance evaluation. Neither of these individuals report to the athletics department at JMU.

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

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

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

Corrective actions planned or implemented from CAA audit, October 20, 2004 are listed below.

I. Organization and Structure

Recommendation: Provide University Faculty Athletics Committee and Athletics Committee of the Board of Visitors with copies of audit reports for review (i.e., JMU audits, conference compliance review reports, Program Review Committee audits, etc.)

Corrective Actions: 2/13/06. This will occur beginning with the next outside audit of JMU's compliance procedures, including the NCAA Self-Study that is currently in progress.

II. Recruiting

A. Recruitment Monitoring

Recommendation: All coaches should be reminded that any 'answered' telephone call to a prospect must be included on the Telephone Logs, even when a prospect was not available by telephone and a brief message was left on an answering machine or with a family member, since these calls will show on billing statements.

Corrective Actions: Reviewed the phone log sheets and an appropriate area to log answered phone calls does exist. As these logs and memos are sent out for next fall, it will be emphasized to the coaches the importance of documenting any calls that were left on an answering machine or were answered by a parent or guardian.

B. Official Visits

Recommendation: None.

C. Student Host Guidelines and Expense Report

Recommendation: None.

D. Recruitment Monitoring

Recommendation: None.

III. Student-Athlete Eligibility Certification

A. Initial Eligibility

Recommendation: None.

B. Transfer Eligibility

Recommendation: None.

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C. Continuing Eligibility

Recommendation: None.

D. Mid-year Certification

Recommendation: None.

E. Monitoring of Full-time Enrollment

Recommendation: To provide a system to alert Athletics Academic Advisors to changes made to student-athlete schedules via e-campus. For example, run a report of coded student-athletes to show transactions made to course schedules via e-campus or block coded student-athletes from being able to make changes via e-campus without the prior approval of an Athletics Academic Advisor.

Corrective Action: 11/28/05. The Associate Athletics Director met with the University Registrar on this issue. It was concluded that a variation on this recommendation might be more feasible on this campus. The Registrar suggested a meeting with personnel in IT to discuss the creation of a weekly report which would detail any transaction to a student-athlete's schedule. This report could be printed and shared with all advisors on Friday of each week with the expectation that each advisor would check the record of each of their advisees to identify problem areas in a timely fashion. The report could be printed each day of the week of the course adjustment deadline each semester. This has been done.

F. Pre-Approval for Summer Courses

Recommendation: None

IV. Student-Athlete Financial Aid

A. NCAA Squad List

Recommendation: None

B. Squad List Changes/Updates

Recommendation: None

C. Outside Scholarships

Recommendation: None

D. Financial Aid Hearing Appeal

Recommendation: None

E. Certifying Non-counters

Recommendation: None

F. Student-Athlete Employment

Recommendation: None

V. Rules Compliance Education

A. Coaches/Staff

Recommendation: None

B. Student-Athlete

Recommendations:

- i. Revise the Student-Athlete Handbook and eligibility handouts regarding six-hour rule to indicate that the six hours must be degree applicable, if declared.
- ii. Consider including the CAA Sportsmanship Policy and Intra-Conference Transfer Rule in the Student-Athlete Handbook.
- iii. Ensure that student-athletes have easy access to the Student-Athlete Handbook. Consider having printed copies of the handbook available around campus (e.g., coaches offices, locker rooms, academic advisor offices, study hall, computer lab, training room).

Corrective Actions: 3/14/05. The Director of Compliance met with Associate Athletics Director for Sport Programs to discuss the above recommendations.

10/26/05. The 2005-2006 handbook is in print but the above recommendation (i), the CAA Intra-Conference Transfer Policy, and the recommendation regarding interpretations and violations did not make the publication. Athletics will include these items in the 2006-2007 version of the handbook. The CAA Sportsmanship policy is located in the Student-Athlete Handbook. Every student-athlete was personally given a copy of the handbook at the beginning of their sport season.

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C. Personnel Outside of Athletics Office

Recommendation: None

D. Representatives of Athletics' Interests

Recommendation: None

E. Prospective Student Athletes

Recommendation: None

VI. Investigating Alleged Violations and Self-Reporting Process

Recommendation: Include in the Student-Athlete Handbook the process for reporting alleged violations and requesting interpretations.

Corrective Action: 3/14/05. The Director of Compliance met with the Associate Athletics Director for Sport Programs to discuss the above recommendation.

10/26/05. The 2005-2006 handbook is in print but the above recommendation did not make the publication. We will include this item in the 2006-2007 version.

VII. Employee Performance Evaluations

Recommendation: None

VIII. Academic and Support Services

A. Student-Athlete Services

Recommendation: None

B. Academic Advising

Recommendation: The Athletics Academic Advisors inform student-athletes in writing regarding academic eligibility deficiencies (e.g., required summer school hours, deadlines to declare a major) and head coaches and the Director of Compliance receive copies of the correspondence.

Corrective Action: 11/28/05. Beginning January 2006, this procedure will be implemented in Student-Athlete Services. There is a system in place that will include the Compliance Director in the notification loop.

C. Life Skills Course

Recommendation: None

D. Study Hall

Recommendation: None

E. Academic Progress Reports

Recommendations:

- i. Consider adding a space for the professor to record current grades on the student-athlete progress report forms.
- ii. Consider involving the Faculty Athletics Representative in the progress report process. As the liaison to the faculty his involvement in helping the faculty understand the importance of progress reports may result in a higher percentage of grade reports being returned. For example, a cover letter (or e-mail) from the FAR could accompany the grade report request. In addition, the FAR can discuss the importance of progress reports with the Faculty Senate.

Corrective Actions: 11/28/05. The Associate Athletics Director discussed these recommendations with the Faculty Athletics Representative who would like to present his ideas on this subject. He does not feel comfortable sending a cover letter with the progress reports. He does send a letter to faculty each year thanking them for their understanding, support and flexibility relative to academic concerns for student-athletes (e.g. travel schedules). The FAR feels that our faculty response to the request for progress reports is excellent and might be damaged with a more aggressive approach to the process. He also felt that faculty members might object to a request for a definite grade on the progress report. He believes and athletics concurs that on this campus such a request might be viewed as intrusive or a form of pressure. Since advisors meet with our at-risk student-athletes on a weekly or bi-weekly basis to ascertain academic information and class standing, it is believed that process, together with the progress reports, provides us with timely, pertinent information on these students. Athletics has enjoyed a positive, productive relationship with the faculty for many years at JMU and would be very hesitant to do anything to compromise this working partnership.

F. Missed Class Absence Policy

Recommendation: None

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G. Tutoring

Recommendation: None

H. Evaluation of Academic Support Program

Recommendation: None

IX. Student-Athlete Issues

A. Complimentary Admissions

1. Prospective Student-Athletes

Recommendation: Require all coaches to utilize the Complimentary Admission Form for Visiting Prospective Student-Athletes and their guests (instead of e-mail or telephone messages) so that the Director of Ticket Operations can maintain consistent and accurate records of complimentary admissions provided to prospective student-athletes during official and unofficial visits.

Corrective Actions: 3/25/05. The Director of Compliance met with the Director of Ticket Operations to discuss the above item. They revamped the official and unofficial Complimentary Admissions Form and will require all applicable coaches to utilize the form, thereby eliminating the e-mails and phone calls for pass list requests.

2-4. No Recommendations

5. Reconciling Tickets

Recommendations:

- i. Continue to educate ticket office staff, gate staff and others involved in the complimentary admission process (e.g., sport secretaries, Basketball Operations staff).
- ii. Prior to the start of the season, have the Director of Ticket Operations meet with teams in order to review complimentary admission policies and procedures.

Corrective Actions: The Director of Compliance met with the Director of Ticket Operations to discuss the above items. During summer 2005, complimentary admission process information will be relayed to all coaches from the sports of football, basketball, soccer and baseball as well as the support staff for those teams and the ticket office. This will satisfy items i and ii from Page 19 of this report.

B. Book Scholarship Policy

Recommendation: None

C. Uniforms and Equipment

Recommendations:

- i. Include all sports (e.g., football) in the software program to track equipment and apparel. Consider networking all equipment rooms into the new system (e.g., Godwin Hall, Convocation Center, Bridgeforth Stadium).

Corrective Actions: 2/14/06. Met with the Athletics Director who assigned this project to the Associate Director of Athletics for Sport Programs. He is to work with the Football Equipment Manager to ensure that they are networked into the main equipment room tracking system. The anticipated due date is 4/1/06.

- ii. It was reported that the apparel and equipment for swimming & diving is inventoried by the Equipment Room Manager, issued to the head coach and disbursed to student-athletes by the head coach. Equipment is then returned either to the head coach or Equipment Room Manager, making the inventory difficult to monitor. It is recommended that all sports use the equipment room staff for issuance and retrieval of equipment to ensure that items are accounted for in a timely and accurate manner.

Corrective Action:

3/10/05. The Director of Compliance met with the Equipment Room Manager to discuss the above item. They agree that this procedure is not ideal and it was expressed that all equipment from all sports should be issued and returned to the appropriate equipment room. Additionally, awards tracking has been revamped. The Equipment Room Manager now utilizes a spreadsheet to assist with calculating total award values for each category (e.g. participation awards, conference awards and national awards).

D. Promotional and Fund-raising Activities

Recommendation: None

X. Student-Athlete Exit Interviews

Recommendation: Provide a summary of exit interview results to other individuals as appropriate (e.g., Faculty Athletics Representative, Intercollegiate Athletics Committee, University President, Director of Athletics) to share

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information about the student-athletes' experiences, evaluate the athletics program, and make decisions or take corrective action for future athletics improvements.

Corrective Actions: 2/14/06. Met with the Athletics Director to discuss this issue, and this practice will begin at the conclusion of the 2005-2006 academic year. Results of student-athlete exit interviews will be shared with all applicable individuals and committees.

XI. Sport Camps and Clinics

Recommendation: None

XII. Playing and Practice Seasons

Recommendation: Continue to educate student-athletes and coaches on the playing and practice season limitations (e.g., regular reminders throughout the season). The NCAA provides comprehensive educational materials for this purpose.

Corrective Actions: The playing and practice season limitations material is readily visible throughout the athletics department, including training rooms, weight rooms, academic centers and Office of Compliance. The recommendation is to continue this process and we plan to do so.

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

- List of athletics booster organizations and their officers.
- Description of athletics booster group policies and procedures (e.g., constitution and bylaws).
- Documentation required by the institution to maintain compliance with NCAA rules (e.g., compliance manual, recruiting logs, eligibility files).
- Documentation generated as a result of conference involvement with the institution in reviewing compliance efforts.
- Documentation related to secondary rules violations for the last three years and the institutional response to those violations.
- Conference manual.
- Planning documents related to athletics (if any).
- Job descriptions for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Contracts or letters of appointment for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Personnel evaluation criteria for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Philosophy statements and other applicable sections of policy manuals for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Documentation related to the evaluation of the institution's rules-compliance program by an authority outside of athletics at least once every four years.
- (Rules Compliance) Policies and Procedures.

Evaluation

1. Does the institution demonstrate that it has in place a set of written policies and procedures that assign specific responsibilities in the areas of rules compliance, including assignment of direct accountability for rules compliance to the individual the president or chancellor assigns overall responsibility for the athletics program? **Currently Yes**

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2. Does the institution demonstrate that in critical and sensitive areas, institutional compliance procedures provide for the regular participation of persons outside of the athletics department? **Currently Yes**
3. Does the institution demonstrate that rules compliance is the subject of an ongoing educational effort? **Currently Yes**
4. Does the institution demonstrate that a clear and unambiguous commitment to rules compliance is a central element in all personnel matters for individuals involved in the intercollegiate athletics program? **Currently Yes**
5. Does the institution demonstrate that at least once every four years, its rules-compliance program is the subject of evaluation by an authority outside of the athletics department? **Currently Yes**

Academic Integrity

Operating Principle

2.1 Academic Standards

Self-Study Items

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

James Madison University did not receive any recommendations for corrective actions, conditions for certification or strategies for improvement from the NCAA Division I Committee on Athletics Certification during its first-cycle certification decision as they relate to Operating Principle 2.1 (Academic Standards).

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

There were no plans for improvement or recommendations developed by the institution during the first-cycle certification relating to Operating Principle 2.1. There are, therefore, no actions upon which to report any progress.

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

There were no additional plans for improvement or recommendations regarding Operating Principle 2.1 developed since the first-cycle certification decision was rendered by the Committee on Athletic Certification.

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

All students applying to the University are admitted through, and only through, the Office of Admissions. No other office has the authority or discretion to admit any student.

All students, including student-athletes, are required to submit a complete application, an application fee, official high school and college transcripts (if any), and official Scholastic Aptitude Test (SAT) or American College Testing Assessment (ACT) test scores.

Academic Integrity

A Student-Athlete Recommendation Form, known as the slot form, typically accompanies each student-athlete application. This form is provided to the Office of Admissions by the Associate Athletics Director for Student-Athlete Services. The slot form is a control document to identify each student-applicant as such during the admission process, and it contains the admission recommendation of the coach for the sport in which the student-athlete applicant would compete. A coach may not recommend a student-athlete applicant unless the applicant meets the admission standards for student-athletes. For the 2005-2006 academic year these standards are contained in the 2005-2006 Admission Standards (for Student-Athletes Entering Fall 2006). A copy of these standards is available for inspection.

Regular admission decision evaluations for student-athlete applicants are made along with all other first year and transfer applicants. All admission decision evaluations are performed by the Office of Admissions. Admission decisions are communicated to all students, including student-athletes, by the dates indicated on the admission calendar. The milestone dates in the admission process are included in the 2005-2006 Admission Standards (for Student-Athletes Entering Fall 2006), which is available for inspection. This admission process is purely competitive for all applicants. A majority of student-athletes are admitted through this process.

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

The following analysis is based solely on the academic measures presented in the following charts. Discussion of competitiveness relates solely to academic measures. These inferences are not based on any measure of athletic ability and the inferences do not pertain to athletic competitiveness of groups or individuals in any way.

In this self-study item and others that follow, data is shown for student-athletes by sport group, gender or ethnic group. No inferences are made on sample sizes of fewer than 10 persons based on the very limited statistical reliability in doing so.

The first two of the following three charts provide information on standardized test scores (SATs) for all first year students and for first year student-athletes. This information enables a comparison of first year student qualifications between entering first year student-athletes and the general entering first year population. This information shows SATs for gender and ethnic groups between first year student-athletes and their counterparts in the general first year student population.

The third chart shows SAT scores and core grade point averages (GPAs) for different sports groups. This information enables comparisons between sports groups of academic achievement prior to attending James Madison University and comparison of SATs between groups. In some years the number of students shown in "Test Scores" for some Sport Groups exceeds those shown for "GPA". Core GPAs could not be located for these 7 of 186 students. In all instances where the discrepancy occurs, the reported GPA shown exceeds 3.0. If individual missing GPAs were 0.0, the revised reported aggregate GPAs that would appear would still range from 2.2 to 3.1.

In analyzing the data on these charts, the first chart, Part I-A: Standardized Test Scores, by Gender, shows that female first year students in the general student population have SAT scores that exceed those of their female peers in the student-athlete population by approximately 100 points. Likewise, the male first year students in the general population have SAT scores that exceed their student-athlete first year peers by approximately 150 points.

Part I-B: Standardized Test Scores, by Racial or Ethnic Group, the second chart, reveals material differences between groups.

The top portion of the chart shows SAT statistics for all entering first year students for each of three years. The average SAT for these three entering first year classes ranged from 1162 to 1167. White students as a group had SAT scores very consistent with those average scores. As this group constitutes a large majority of each of these classes, their influence on the average would likewise be large. Average SAT scores for Asian students are less than 15 points behind the overall average SAT for those years. Hispanic students as a group for each year have SAT scores lagging behind the average by no more than about 30 points. The American Indian group has a census of no more than eight persons each year so those small samples would make analysis murky. Black students in the first

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year class in general had the lowest average SAT scores among the groups shown. They were between 111 and 146 average SAT points behind the overall first year class SAT average score.

The lower portion of the chart shows average SAT scores for student-athletes in those same three first year classes organized by the same racial and ethnic groups. The American Indian, Asian and Hispanic groups have very small sample sizes. Inferences based on the SAT scores for those groups of student-athletes would be precarious. Conversely, the white group of student-athletes shown in the chart has larger census numbers each year. For the three years shown, their SAT scores are 77 to 119 points below the average first year student SAT scores for all white students in each year. Black student-athletes as a group shown in the chart show annual SAT scores 65 to 147 points below their counterpart of black students in the total first year population. These annual average SAT scores for black first year student-athletes as a group range from 196 to 292 points below the average total SAT scores for all first year students.

These comparisons provide some insight into entering first year students, both generally and in athletics, that are congruent with the environment of the University.

First, like many other universities, James Madison is more popular with prospective women students when compared to their male counter parts as shown in the first chart. More women than men apply to and attend James Madison University for many reasons, including the academic programs offered at the University, the social environment on and off campus, or a combination of elements at the University and in the surrounding community. Currently, nearly two-thirds of the James Madison student body is female. This substantial difference in student population gender is reflected in the first chart. In regard to gender differences between student-athletes, SAT scores for female student-athletes exceed their male counterparts by 30 and 52 points in two of the three years shown in the first chart. They are virtually the same in the third year. In contrast, men's SAT scores exceeded those of women by 34 to 45 points in the general first year student populations for these three years.

The proportions of male and female student-athletes shown in the chart are closer in value than in the overall student and first year student populations. This may be indirectly due to the influence of Title IX compliance on total numbers of student-athletes.

Second, James Madison is an extremely popular university, receiving about 17,000 applications for the approximately 3,700 available first year positions each year. Students admitted generally have competitive SAT scores. This generalization does not pertain as strongly to admitted black students. Although the last two years have shown clear improvement, the last decade has been challenging for recruiting black students. This may have occurred as a result of traits of the University, its external environment, the keen competitiveness among most colleges and universities to recruit black students, or some combination of these factors and others. James Madison's strong competitiveness for students produces overall SAT scores higher than those for all enrolled black first year students since the University is not commensurately as competitive in attracting black students.

Third, the overall lower SAT scores for student-athletes versus the total first year population for the years shown indicate that James Madison is not as generally competitive in recruiting athletes as other Division I colleges and universities. Only the white group of student-athletes clearly has sample sizes large enough to provide the integrity to compare the actual differences in SAT scores among years. Although the black student group has a fairly small sample size, it is probably large enough to provide reliable results to indicate that a larger sample of black student-athletes would have at least slightly lower SAT scores than their ethnic peers in their first year class. Two adversities that James Madison consistently faces may likely create these results for black student-athletes. The University is less competitive in recruiting black students in general and less competitive in recruiting athletes as compared to other Division 1 colleges and universities. As a result, these two recruiting challenges combine to make the University particularly less competitive in recruiting black athletes with SAT scores commensurate with the overall student populations.

Students in the "Other" group (non-resident aliens and those not selecting a racial or ethnic group membership) were excluded from the preceding analysis as the amalgamation in that group makes conclusions about the group unreliable.

The last of the three charts, Part II: GPA and Test Scores, by Sport Group, displays the entering first year student-athletes' secondary educational GPA of core courses and their SAT scores. This information is shown for each sport group for both men's and women's sports. Performing an analysis of or drawing conclusions from this information is difficult due to small sample sizes for most sports. Sample sizes in "Women's Other Sports" are adequate for some interpretation with confidence. They show very respectable GPAs but also reveal SAT scores that lag behind the average SAT score for their total first year cohort class by as few as 90 and as many as 130 points. There are two years in which football and one year in which baseball show samples of 10 or more. These statistics, as did the aforementioned women's group, show solid secondary education GPAs, but SAT scores behind their respective

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overall first year class' SAT averages. Further interpretation of this information on football and baseball, as well as of other information in the table, would be unreliable due to small sample sizes.

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

The University admits some first year and transfer students each semester who have special admission considerations. Most of these students have some unique talent or trait that will enhance the University learning, cultural and social environment significantly. The talents possessed by these students are not commonly found in the pool of student applicants, but they can greatly benefit the University environment. Accordingly, the University considers these student applicants worthy of admission considerations not available to other students in the student applicant pool.

Since these special student applicants have traits that pertain to specific programs, the Director of the Office of Admissions confers with officials in those programs to determine which applicants may enrich the University environment the most. These special admission cases can be found in every academic college of the University.

Although the applicant's special talent or trait warrants additional consideration, there are minimum academic standards that an applicant must meet in order to be admitted. These standards are established between the Office of Admissions and the programs that can be enhanced by admitting applicants with these special talents and who may not have been selected for admission in the regular admission process described in Self-Study Section 2.1, Question #4. The Office of Admissions is an administrative unit that reports to the Special Assistant to the President and these minimum standards are sanctioned by the Special Assistant.

Student applicants with exceptional music, theatre, dance, or art talents and those with exceptional athletic ability most commonly receive special consideration for their unique talents and traits. However, students who enrich the university's diverse environment or bring unique life experiences to their classroom peers are not uncommon in this group of applicants receiving additional admission consideration. The number of students admitted to enhance each aspect of the University's environment is limited and is established in consort with setting the minimum academic standards.

The minimum academic standards for admitting student-athletes with this additional consideration are defined in the 2005-2006 Admission Standards (for Student-Athletes Entering Fall 2006) which is available for inspection. Generally these minimum standards require a minimum 2.5 high school GPA, an SAT score of at least 920 with minimum math (400) and verbal (430) scores, and a "C" grade or grade average in certain high school core courses in English, mathematics, laboratory sciences, social sciences, and foreign languages. Those student-athlete applicants applying for transfer to the University have commensurate requirements to fulfill for admission. Student-athletes who partially fulfill these standards are admitted in very restrictive numbers after careful deliberations.

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

The Special Admissions Information chart provides comparisons of two groups of information. First, for the years shown, the chart displays the percentage of first year students in each total first year class that received special admission consideration. That same total percentage is shown for first year student-athletes on financial aid. Second, that total percentage for first year student-athletes on aid is disaggregated by sport.

Although the percentage comparisons indicate that a larger percentage of first year athletes were admitted under special admission than were all first years, the actual numbers reveal that comparison of these percentages is precarious. The following table shows the actual number of students admitted under special admission from the two groups shown in the next chart.

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NUMBER OF STUDENTS ADMITTED UNDER SPECIAL ADMISSIONS

Year All Freshman Students All Freshman Student-Athletes on Aid

04-05 209 6

03-04 191 8

02-03 250 7

The actual number of students admitted under special admission among all first year students dwarfs the number admitted as student-athletes on aid. This provides a more reliable comparison of the admissions from two groups. To grasp this improved reliability of comparing these two groups using the actual census, consider how small changes in each number could have widely differing results. For example, imagine that two fewer first year student-athletes were admitted each year under special admissions. The related percentage rates would drop to:

* 7.8% from 11.8% for 2004-2005, to

* 8.3% from 11.1% for 2003-2004, and to

* 7.2% from 10.1% for 2002-2003.

This would cut each year's percentage difference for the two groups by at least half. And for 2002-2003, the percentage of special admissions in the entire class would be greater than for the student-athletes.

If two fewer students in the annual general first year populations were admitted each year under special admission, the percentages for each of the three years would remain unchanged except for 2004-2005. It would drop a meager 1/10 percent.

Had the pool of potential student-athletes seeking aid been slightly different in each of these years, these hypothetical percentages could have easily been a reality. Small absolute changes in relatively small populations can have drastic effects on percentage calculations. These small changes may simply be attributable to random events between years so there would no causal explanation for the variation in the percentage.

Aside from the inherent distortion that may be impounded in the following table, the percentage of student-athletes admitted under special admission is no larger than just over five percent in any one year, and was as low as 2.5 percent in 2002-2003. This difference, particularly in the face of the aforementioned weakness of using percentages in small populations, is clearly not material. This marginally larger percentage of first year student-athletes on aid that were admitted to the University is most likely attributable the same challenges in recruiting student-athletes that are fully described in the preceding Self-Study Section 2.1, Question #5.

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

The Assistant Athletics Director for Compliance uses the NCAA Initial-Eligibility Clearinghouse to certify the initial eligibility for all incoming student-athletes, both first year students and those transferring to the University. It is the responsibility of this Assistant Athletics Director to verify that all first year and new transfer student-athletes have been certified by the Clearinghouse. All conference contacts, NCAA Internet resources and the final eligibility form, form 48-C, are used to obtain the information necessary to assess a student-athlete's initial eligibility status.

As soon as a prospective student-athlete has been identified, the head coach or the coach's designee informs the prospective student-athlete of the requirement to register with the NCAA Initial-Eligibility Clearinghouse. Each prospective student-athlete completes the Student Release Form in hard copy or online and submits it to the Clearinghouse. The student also has his or her SAT or ACT test scores forwarded to the Clearinghouse. The scores may be sent directly from the testing agency, or they may be forwarded to the Clearinghouse on an official high school transcript. If the scores are sent from the testing agency, the student designates the Clearinghouse as a recipient when he or she takes the test or the student may use an Additional Score Report.

Likewise, as soon as a prospective student-athlete has been identified as a potential JMU student-athlete, the head coach of that sport or the coach's designee completes an Institution Request List via the Internet. It is the head coach's responsibility to keep this list updated (i.e., process additions and deletions) as appropriate and track the status of prospects by accessing the Web Status Report. This report indicates the current initial-eligibility status of the prospective student-athletes who were submitted to the Clearinghouse on an Institution Request List.

After the student completes a Student Release Form, the Clearinghouse reviews that individual's file and determines whether it is complete. If the file is complete and a certification decision can be made for a student, the decision is reported to the institution via the Web Status Report. For a student with an incomplete file, the Clearinghouse contacts the individual or school responsible for providing the outstanding documents and requests

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that the information be sent to the Clearinghouse as soon as possible. This process of review and evaluation continues until a final determination on eligibility can be made.

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

Student-athletes are held to the same standards of academic performance as other students. The University Registrar verifies the academic standing of all students at the end of each regular semester and each summer session. At these times, all students, including student-athletes, who do not meet the University's academic standards are placed on probation or suspension by the Associate Vice President for Academic Affairs and are subject to the regulations and restrictions spelled out in the University Catalog (pgs. 18-31). No differentiation is made in the regulations for student-athletes in this regard.

The University Registrar is responsible for certifying that each student-athlete is academically eligible to participate in intercollegiate athletics in accordance with established JMU and NCAA regulations including the continuing eligibility requirements. This certification process is completed each semester prior to the first scheduled contest for each athletic team. The Assistant Athletics Director for Compliance, who acts as the coordinator of the eligibility process, sends copies of these rosters to Student-Athlete Services and the University Registrar. From this list, Student-Athlete Services is responsible for completing an Academic Eligibility Review form for each student-athlete, with the exception of incoming first year students. The review form is designed to encompass the following NCAA academic eligibility regulations:

1. Declaration of major
2. Progress toward degree
3. Percentage of degree requirements, and
4. Minimum GPA requirements.

Each academic counselor in Student-Athlete Services is assigned to coordinate with specific teams for the academic year. Using information contained on students' transcripts and degree audit reports, the counselors prepare the Academic Eligibility Review forms for their teams and make a preliminary determination of each athlete's continuing eligibility. Within the Academic Support Services Office, this process and the consistent application of the rules are supervised by the Assistant Director of Student Athletics Services who also acts as that office's liaison with the Assistant Athletics Director for Compliance and the University Registrar's Office.

The completed forms, with all supporting documentation, are sent with the Eligibility Certificate for each team to the Associate Registrar. The Eligibility Certificate summarizes the eligibility components and status of each student. After the Associate Registrar or Registrar has reviewed, verified and signed every Academic Eligibility Review form and each Eligibility Certificate, the documents are returned to the Assistant Athletics Director for Compliance. After verifying that each review form is completed and signed, the Assistant Athletics Director for Compliance returns the documents to Student-Athlete Services, which uses the information to advise student-athletes and review eligibility progress through the year.

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

Graduation rates for student-athletes on financial aid differ from those of all students in their first year cohort. Furthermore, graduation rates for student-athletes disaggregated by sport, gender and ethnic group also differ from the graduation rate of students in their first year cohort.

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In some instances, categorical student-athlete graduation rates exceed that of their aggregate first year cohort. However, these do not represent most of such categorical comparisons that can be made. There are several fundamental determinants that influence these differences in graduation results.

First, the University is a highly selective institution. Each year the University enrolls approximately 3,700 freshmen from among approximately 17,000 students that apply. The vast majority of these students are admitted through either the early or regular admissions processes. The competition for admission based on academic performance among these applicants is fierce. This produces an academic environment that is challenging to student-athlete graduation rates for two reasons. Each year the likelihood of students graduating in the total first year cohort grows as more qualified students are admitted. Also, the annually improving academic abilities of each first year cohort increase the academic standards of the University.

Second, recruiting student-athletes at the University is challenging for the University athletics program. Although the University does compete at the Division I, 1-A level in most sports in which students receive athletic aid, coaches have great difficulty recruiting student-athletes in the face of recruiting competition from other Division I-A schools. Potential student-athletes with national-level prominence in their sport and strong academic ability are attracted more effectively to colleges and universities with premier athletics programs and teams.

Third is the gender of those applying to, and attending, the University. Currently, almost two-thirds of the student body is women, and the percentage of women in the student body has been increasing for several years. James Madison is not only more popular with women in general but also with prospective women student-athletes. This phenomenon enables coaches in women's sports to be more effective in recruiting more academically capable student-athletes than their fellow coaches who are recruiting male student-athletes. As seen in the following reports on graduation statistics, women student-athletes regularly have higher graduation rates than do their male counterparts. This occurs because the University successfully recruits women student-athletes with academic potential that collectively exceeds that of male student-athletes.

This disparity between male and female students is also evident in the student population as a whole. The graduation results in the accompanying table also show that female students in the general student population exceed the graduation rates for all male students as a group.

Fourth, the University strives diligently to create a diverse student population. It is deeply committed to diversity within the student body and devotes much effort and financial resources to realize that goal. For reasons that may pertain to the University's geographic location, characteristics of the local community, or perhaps aspects of the University, attracting capable minority students to the University is difficult. This difficulty in attracting minority students also extends to minority student-athletes. The challenges that James Madison faces in recruiting student-athletes in general, and particularly male student-athletes, are exacerbated when recruiting minority student-athletes. The more athletically talented or more academically able a minority student-athlete is, the more likely that student-athlete will be successfully recruited by a school with a more substantial athletic reputation than James Madison. In the face of this even keener competition for minority student-athletes than for student-athletes generally, those minority student-athletes who come to James Madison face the greatest challenge among student-athletes in graduating.

In evaluating the graduation statistics shown in the following table, the percentages shown for student-athlete groups graduating can be distorted by small census numbers in some categories. For example, if the only student-athlete in a certain category graduates then that category shows a 100 percent graduation rate. If that student-athlete does not graduate then it shows a 0 percent graduation rate. Consequently, exercising caution is imperative in developing conclusions based on the small graduation census numbers shown in the following reports.

Based on appropriate inquiries there is no indication that differences in graduation rates are attributable to identifiable factors associated with the manner in which teams and individual athletes are supervised by their coaches. There is also no indication that athletics academic support provides services to student-athletes in any manner other than to fully meet the needs of each and every student-athlete.

Universal characteristics of different sports, such as travel, practice and game schedules, may affect individual student academic performance. However, these attributes of different sports are well known by those in student-athletics academic support. Accordingly, as described elsewhere in this study, they carefully monitor the performance of student-athletes exposed to the duress of these known, but uncontrollable, challenges to student academic performance. These efforts have a positive influence on student-athlete graduation rates.

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

The undergraduate academic regulations of the University are contained in the University undergraduate catalogs. They can be found on pgs. 18-31 of the 2005-2006 Undergraduate Catalog which is available for inspection. In addition to the catalog, pgs. 17-19 of the 2005-2006 Student-Athlete Handbook reiterate a portion of the regulations defined in the catalog and further place specific responsibility for class attendance on the student-athlete. Student-athletes are subject to the same academic standards and policies as the remainder of the undergraduate student population.

Student-athletes do enjoy specific academic support services. They are discussed in the Self-Study Section 2.2, Question #5. These services do not diminish or eliminate the student-athletes' academic accountability as defined in the University Undergraduate Catalog and the Student-Athlete Handbook.

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

At the beginning of the term, the coaches' offices prepare a list of away-games and travel dates for their team members and present these lists to the Office of Student-Athlete Services. Using the dates provided by the coaches' offices, Student-Athlete Services prepares individual notices for each of the team members stating the departure and return dates and times for each away competition to be held throughout the semester. These notices are distributed to the athletes who then present them to their instructors. In the case of teams that make frequent trips during a semester, such as Men's Basketball, Student-Athlete Services prepares additional memoranda prior to each event to notify or remind instructors of travel dates. Copies of all notices are kept in the Office of Student-Athlete Services and will be available for the external review team.

During the semester, Student-Athlete Services also distributes and collects grade progress reports from individual instructors. As part of the progress report, instructors are asked to comment on a student-athlete's class attendance, which provides Student-Athlete Services with information on absences related and unrelated to travel for competition purposes.

The University has no official policy, standards or guidelines on class attendance nor on the impact that class attendance or absences may or may not have on student grades. All faculty members have the ultimate discretion to determine how class attendance will be addressed in the administration of their classes.

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

The Office of Student-Athlete Services uses grade progress reports from instructors, as well as other feedback from instructors, to determine whether missed class time for any individual team has become excessive. To date, this has not been the case; however, the amount of missed class time will be influenced by the larger geographic size of the expanded Colonial Athletic Association conference area and by the timing of conference athletic competitions relative to the academic calendar. With expansion of the conference area to schools in Georgia and Massachusetts, the amount of travel time needed to participate in athletic competitions will consequently increase.

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

During team meetings held at the beginning of each semester, time is allotted for advisors from the Office of Student-Athlete Services to discuss with the student-athletes the policies and practices contained in the Student-Athlete Handbook. These policies address the schedules of competitions and the procedures for informing instructors of scheduled competitions that will result in a student's absence from class. The policies are also included in the coaches' handbooks.

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

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

Evaluation

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

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Operating Principle

2.2 Academic Support

Self-Study Items

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

James Madison University did not receive any recommendations for corrective actions, conditions for certification or strategies for improvement from the NCAA Division I Committee on Athletics Certification during its first-cycle certification decision as they relate to Operating Principle 2.2 (Academic Support).

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

There were no plans for improvement or recommendations developed by the institution during the first-cycle certification relating to Operating Principle 2.2. There are, therefore, no actions upon which to report any progress.

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

There were no additional plans for improvement or recommendations regarding Operating Principle 2.2 developed since the first-cycle certification decision was rendered by the Committee on Athletic Certification.

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

Academic and advising services to student-athletes are provided by the Office of Student-Athlete Services. The office is lead by the Associate Athletics Director (AAD) for Student-Athlete Services. The AAD supervises the academic advising process described below, coordinates the first year and transfer advising for student-athletes, leads the Student-Athlete Advisory Council, manages the office's participation in student-athlete recruiting, and serves as the athletics liaison with the Office of Admissions and Office of Residence Life. The AAD also reports periodically on the academic progress of student-athletes to the Board of Visitors, the University President, the Athletics Director, coaches and the Faculty Athletics Representative, as well as serves as a volunteer in activities of the NCAA.

The core of the office is the cadre of six academic advisors who provide services for each student-athlete. Each of these six athletic academic advisors has an academic advising case load that centers on one or more sports. Each advisor works with members of at least one entire team, enabling the advisor to better understand the student-athletes by understanding the demands of their sport. The arrangement also allows each academic advisor to work with the coach of each team to more closely monitor the academic progress and commitment of every student-

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athlete. This proximity to the student-athletes enables the advisor to more quickly identify and address circumstances that require remediation.

In addition to working with individual teams, the advisors also benefit from formal academic reporting on each student that includes grade reports, attendance reporting, feedback from tutors and other information described in more detail in Self-Study Section 2.2, Question #5. Using this information; personal observations from working closely with student-athletes, their coaches and their teams; and information from interviews with the student-athletes, the advisor can assist students with learning and advising resources available in the athletics department and elsewhere in the University.

To supplement the on-going advising activities of the academic advisors, some of the advisors also fulfill other duties. Four of the six advisors manage other academic service activities, including the Life Skills Program, the Mentoring Program, NCAA continuing reporting and monitoring continuing academic eligibility for all student-athletes.

The Office of Student-Athletic Services also has an employee that coordinates the tutoring program described more fully in Self-Study Section 2.2, Question #5 and coordinates on-campus housing for student-athletes.

The activities of the academic advisor who oversees the continuing academic eligibility of all student-athletes is supported by the University Associate Registrar and the Office of Financial Aid.

There are also three student assistants and one graduate assistant who provide support to those persons and activities in Student-Athletic Services previously discussed.

Student-athletes also have access to the academic support provided to all students by the University. Those resources are explained more fully in Self-Study Section 2.2, Question #5.

The new Athletic Performance Center, which opened in April 2005, features an academic support area with a state-of-the-art computer lab, individual office areas for each academic support staff member, large and small areas for meetings and study groups, and areas for personalized tutorial sessions. The Academic Center also provides space for comprehensive advising for all 28 of the university intercollegiate sports programs and secure storage areas for maintaining student-athlete files essential for monitoring student progress toward degrees per NCAA regulations. This new building affords the staff of Student-Athlete Services the opportunity to offer expanded services while maintaining the core programs that have been successful in the past.

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

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

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

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

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

First, as students of the University, student-athletes have full access to services available to all students. The University has many programs designed to ensure student success across the curriculum. There are academic support services staffed by full-time staff professionals that include:

- A writing laboratory to improve student composition skills on specific assignments and projects in which the students are involved. The lab also assists them in improving writing and verbal skills for graduate entrance examinations.

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- An educational skills development laboratory that examines students' study habits and works to improve listening, note-taking, test-taking, reading and comprehension skills.
- A reading, writing and mathematics support laboratory that provides assistance to first year students.
- A reading center that provides diagnostic services for students with reading difficulties.
- A First-Year Involvement program designed to assist first year students in their adjustment to university life.
- A specialization among reference librarians where each reference librarian concentrates on the library resources pertinent to the programs and majors in one college.
- A student counseling center staffed by qualified professionals to assist students with a myriad of personal challenges from dealing with test anxiety, to improving test taking skills, to facing matters of personal emotional crisis.
- The academic advising and career development center assists students in choosing academic majors early in their academic career, helps them with employment interviewing and placement as their academic careers come to a close, and gives them support for everything in between those two academic milestones.
- An academic environment with a high degree of personal involvement where class sizes are small and faculty are evaluated on their personal commitment to students. For all faculty teaching effectiveness is the most significant aspect of their annual performance evaluation as well as their promotion and tenure evaluations. Faculty members assist students with course work matters, but also serve as advisors to students on other academic and career issues. The University employs only a limited number of adjunct faculty. The vast majority of students never have graduate teaching assistants as regular classroom instructors.

The University has some of the highest student fees among state-funded colleges and universities in Virginia. These academic support programs attest that the University spends a huge portion of those fees on academic support for all students.

Furthermore the staff in Office of Student-Athlete Services (OSAS) utilizes these university academic support activities for the betterment of student-athletes. OSAS incorporates these university services into its strategies for supporting student-athletes, enabling it to focus its own resources more concertedly on providing the support to athletes. OSAS personnel coordinate with the University staff, providing these resources to assist every student-athlete.

The Associate Athletics Director for Student-Athlete Services supervises a staff including six academic advisors. These advisors, each assigned to specific sports teams, work with student-athletes to develop class schedules and choose major fields of study. These advisors also assist students with priority registration for classes. After seniors, those groups with priority registration, such as honors students, music majors, students with disabilities and student-athletes, register for classes.

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

Student-athletes have full access to the academic support services which are available to all students. Services offered by the Office of Student-Athlete Services are available only to student-athletes.

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

Student-athletes are informed of existing services through the athletics advisor assigned to them, their major advisors, the team-meetings held periodically throughout the semesters and publications such as the Student-Athlete Handbook.

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

The Athletics Director and Associate Athletics Director for Student-Athlete Services make reports to the JMU Board of Visitors during quarterly meetings and include data related to the involvement of student-athletes in the academic services areas as well as reports of student-athlete academic performance. In addition, the Colonial Athletic Association and the James Madison University internal auditors make alternating bi-annual reviews of the athletics program for NCAA rules compliance. A copy of the most recent CAA report will be available for inspection during the Review Team's visit.

Academic Integrity

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

The JMU Athletics Advisory Board, composed of representatives from each of the administrative divisions of the university, reviews the services offered by the Office of Student-Athlete Services and other athletics areas on a periodic basis.

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

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

The Office of Student-Athlete Services provides tutoring to student-athletes. Student-athletes will enter tutoring in one of three different ways: student-athletes can personally request tutoring, the athletic academic advisors may require students to take tutoring due to at-risk academic performance, or the Office of Student-Athletic Services may organize tutoring for courses that typically challenge all students, such as certain science, math or accounting courses. Student-athlete tutors are recruited for their expertise in the field. These tutors are normally undergraduate or graduate students who have majors or undergraduate degrees in the field in which tutoring will occur. Retired faculty and others with related professional and academic expertise have also served as tutors. Tutoring can be individualized or may be delivered to small groups depending on the needs of the student-athlete or the number of student-athletes who will benefit from tutoring. Detailed information about student tutoring is available in the Tutor Handbook 2005-2006 produced by the Office of Student-Athlete Services. It is available for inspection.

During the fall 2005 semester, there were 37 individual tutors. In spring 2006 there are 45 individual tutors. Five group tutors in both the fall 2005 and spring 2006 have provided tutoring for material from courses that student-athletes frequently take. Group tutors have been scheduled for twice a week (day or evening) on a regular basis throughout each semester. Students needing help attend to receive assistance collectively and individually.

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

Services offered by the Office of Student-Athlete Services are available only to student-athletes.

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

Student-athletes are informed of existing services through the athletics advisor assigned to them, their major advisors, the team-meetings held periodically throughout the semesters and publications such as the Student-Athlete Handbook.

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

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

The JMU Athletics Advisory Board, composed of representatives from each of the administrative divisions of the university, reviews the services offered by the Office of Student-Athlete Services and other athletics areas on a periodic basis.

Academic Integrity

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

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

Student-athletes who require assistance in developing effective skills for academic success, or college life in general, use those same services provided to other students. These are shown in the list of student success services provided by the University. However, the student-athlete advisors in the Office of Student-Athlete Services monitor their students carefully to identify when students can benefit from those services. Staff liaisons from some service centers that are often used by student-athletes work closely with student-athlete advisors to identify the specific needs of the student-athlete and how to effectively address them.

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

Student-athletes have full access to the academic support services which are available to all students. Services offered by the Office of Student-Athlete Services are available only to student-athletes.

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

Student-athletes are informed of existing services through the athletics advisor assigned to them, their major advisors, the team-meetings held periodically throughout the semesters and publications such as the Student-Athlete Handbook.

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

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

The JMU Athletics Advisory Board, composed of representatives from each of the administrative divisions of the university, reviews the services offered by the Office of Student-Athlete Services and other athletics areas on a periodic basis.

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

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

Study halls for student-athletes are housed within the Office of Student-Athlete Services located in the JMU Athletic Performance Center. Study halls are open from 7:00 a.m. until 10 a.m. Monday through Thursday, on Fridays from 7:00 a.m. to 5:00 p.m. and on Sundays from 4:00 p.m. to 10:00 p.m. Participation in study halls is determined in consultation between the academic advisors and individual team coaches. Members of the teams are required to participate in study halls according to this mandate, and compliance is monitored through a card-swipe system where each student's entry and exit times are electronically recorded. A report is printed every Friday and shared with team coaches.

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

Services offered by the Office of Student-Athlete Services are available only to student-athletes.

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

Academic Integrity

Student-athletes are informed of existing services through the athletics advisor assigned to them, their major advisors, the team-meetings held periodically throughout the semesters and publications such as the Student-Athlete Handbook.

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

The Athletics Director and Associate Athletics Director for Student-Athlete Services make reports to the JMU Board of Visitors during quarterly meetings and include data related to the involvement of student-athletes in the academic services areas as well as reports of student-athlete academic performance. In addition, the Colonial Athletic Association and the James Madison University internal auditors make alternating bi-annual reviews of the athletics program for NCAA rules compliance. A copy of the most recent CAA report will be available for inspection during the Review Team's visit.

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

The JMU Athletics Advisory Board, composed of representatives from each of the administrative divisions of the university, reviews the services offered by the Office of Student-Athlete Services and other athletics areas on a periodic basis.

5. Freshman/Transfer orientation Availability, attendance requirements.

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

All entering first year and transfer students, including student-athletes, attend an orientation session prior to the beginning of their first semester at JMU. Orientation events are scheduled in the Orientation Office in coordination with a number of campus offices, including the General Education office, the Academic Advising and Career Development Center, the Office of the Registrar, the Office of Residence Life, and various other student life and administrative areas. Students receive information about JMU policies and campus services, instruction in the use of the student information system, and assistance with scheduling classes and selection of major programs.

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

Student-athletes have full access to the academic support services which are available to all students. Services offered by the Office of Student-Athlete Services are available only to student-athletes.

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

Student-athletes are informed of existing services through the athletics advisor assigned to them, their major advisors, the team-meetings held periodically throughout the semesters and publications such as the Student-Athlete Handbook.

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

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

Academic Integrity

The JMU Athletics Advisory Board, composed of representatives from each of the administrative divisions of the university, reviews the services offered by the Office of Student-Athlete Services and other athletics areas on a periodic basis.

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

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

As with all JMU students, responsibility for satisfying graduation requirements rests with individual student-athletes. Student responsibility is stressed in publications made available to student-athletes and in individual conferences with their advisors. All first year students at JMU receive mid-semester grades and all students receive final grades at the conclusion of each semester or summer term. The Office of Student-Athlete Services and athletic advisors associated with the office distribute academic progress reports one or two times per semester to instructors who have athletes in their classes. In addition, the advisors have access to grade records which are used to identify student-athletes who are encountering academic difficulty. Athletes who are identified as being at risk attend weekly meetings with their athletic advisors and may be guided to tutorial or sources of assistance.

Class attendance is not regulated by university policy, but the athletics department provides instructors with away competition schedules for athletes enrolled in their classes to apprise them of pending absences related to travel for athletic competitions. Travel for competition may not be considered an excused absence, and if so, the expectation is that the student-athlete will place the priority on class attendance. Attendance is reported as part of the academic progress report submitted by faculty periodically throughout a semester.

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

Student-athletes have full access to the academic support services which are available to all students. Services offered by the Office of Student-Athlete Services are available only to student-athletes.

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

Student-athletes are informed of existing services through the athletics advisor assigned to them, their major advisors, the team-meetings held periodically throughout the semesters and publications such as the Student-Athlete Handbook.

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

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

The JMU Athletics Advisory Board, composed of representatives from each of the administrative divisions of the university, reviews the services offered by the Office of Student-Athlete Services and other athletics areas on a periodic basis.

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

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

Academic Integrity

The JMU Office of Disability Services (ODS) is available to all currently enrolled students who have a documented disability that substantially limits them in one or more of life's major activities. Once a student has registered with the ODS, the director will determine, with the student's input, what services and accommodations are needed. Students who believe they have an undiagnosed disability may schedule a screening appointment with the Learning Resource Center where a recommendation for standardized assessment may be made. The Office of Disability Services provides students with documented disabilities with instruction in learning strategies and access plans for courses in which an accommodation has been determined as appropriate.

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

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

Student-athletes are informed of existing services through the athletics advisor assigned to them, their major advisors, the team-meetings held periodically throughout the semesters and publications such as the Student-Athlete Handbook.

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

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

The JMU Athletics Advisory Board, composed of representatives from each of the administrative divisions of the university, reviews the services offered by the Office of Student-Athlete Services and other athletics areas on a periodic basis.

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

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

The Department of Foreign Languages and Literatures, the Department of Mathematics and Statistics, and the Writing Program offer placement test opportunities to students. They use the results of the testing to recommend placement in courses. Assessment at a university level is conducted through the Office of Assessment and Research Studies, and all programs at JMU are expected to collect data annually on their graduating students and report their assessment findings as an integral component of their annual reports. All students, including student-athletes, are expected to take part in assessment events.

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

Student-athletes have full access to the academic support services which are available to all students. Services offered by the Office of Student-Athlete Services are available only to student-athletes.

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

Student-athletes are informed of existing services through the athletics advisor assigned to them, their major advisors, the team-meetings held periodically throughout the semesters and publications such as the Student-Athlete Handbook.

Academic Integrity

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

The Athletics Director and Associate Athletics Director for Student-Athlete Services make reports to the JMU Board of Visitors during quarterly meetings and include data related to the involvement of student-athletes in the academic services areas as well as reports of student-athlete academic performance. In addition, the Colonial Athletic Association and the James Madison University internal auditors make alternating bi-annual reviews of the athletics program for NCAA rules compliance. A copy of the most recent CAA report will be available for inspection during the Review Team's visit.

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

The JMU Athletics Advisory Board, composed of representatives from each of the administrative divisions of the university, reviews the services offered by the Office of Student-Athlete Services and other athletics areas on a periodic basis.

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

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

JMU offers its students opportunities to participate in mentor-relationships through the Peer Mentor program sponsored by the Counseling and Student Development Center, the Center for Multicultural/International Student Services mentor program, the Black Alumni Chapter mentoring program and programs offered by various academic areas designed to promote interaction between majors and individual faculty. Each program is coordinated by the sponsoring office and offers individual approaches to identifying and pairing mentors with student-athletes.

Additionally, the athletics department has recently initiated a mentoring program for student-athletes in which graduate students in education are paired with either student-athletes requesting mentoring assistance or with academically at-risk student-athletes identified by the athletic counselors for student-athletes. Student-athletes could be identified as at-risk by the Office of Student-Athlete Services' staff for many reasons, such as a poor high school academic background, a diagnosed learning disability or difficulty adjusting to the academic rigors of JMU. Mentors assist student-athletes with developing general college survival skills as well as identifying personal academic needs and helping them find resources to fulfill those needs.

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

Student-athletes have full access to the academic support services which are available to all students. Services offered by the Office of Student-Athlete Services are available only to student-athletes.

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

Student-athletes are informed of existing services through the athletics advisor assigned to them, their major advisors, the team-meetings held periodically throughout the semesters and publications such as the Student-Athlete Handbook.

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

The Athletics Director and Associate Athletics Director for Student-Athlete Services make reports to the JMU Board of Visitors during quarterly meetings and include data related to the involvement of student-athletes in the academic services areas as well as reports of student-athlete academic performance. In addition, the Colonial Athletic Association and the James Madison University internal auditors make alternating bi-annual reviews of the athletics program for NCAA rules compliance. A copy of the most recent CAA report will be available for inspection during the Review Team's visit.

Academic Integrity

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

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

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

Student-athletes identified as encountering academic difficulty meet once a week with an advisor in the Office of Student Athlete Services. They may be counseled to participate in one or more of the services described previously. Students in the general student population who have been identified by their advisors as being in academic difficulty may also be advised to take advantage of services offered through the Learning Resource Centers.

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

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

Student-athletes are informed of existing services through the athletics advisor assigned to them, their major advisors, the team-meetings held periodically throughout the semesters and publications such as the Student-Athlete Handbook.

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

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

The JMU Athletics Advisory Board, composed of representatives from each of the administrative divisions of the university, reviews the services offered by the Office of Student-Athlete Services and other athletics areas on a periodic basis.

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

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

Athletic aid is available on a limited basis to student-athletes who have completed their athletic eligibility and are still in the process of completing their bachelor's degree. Students must apply for the exhausted eligibility grants by submitting a request form to the Assistant Athletics Director for Compliance by July 1. Departmental advising and university support services remain open to athletes no longer eligible for competition just as they are with students in the general student population.

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

Academic Integrity

Athletic aid is available only to student-athletes.

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

Student-athletes are informed of existing services through the athletics advisor assigned to them, their major advisors, the team-meetings held periodically throughout the semesters and publications such as the Student-Athlete Handbook.

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

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

The JMU Athletics Advisory Board, composed of representatives from each of the administrative divisions of the university, reviews the services offered by the Office of Student-Athlete Services and other athletics areas on a periodic basis.

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

A copy of the January 2005 CAA review report that includes results of the review on student-athlete academic support services will be available among the supplementary materials.

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

The following information was included in the CAA report mentioned above. There are three recommendations. Each is followed by the athletics department's response to the recommendation.

Recommendation 1: To provide a system to alert Athletics Academic Advisors to changes made to student-athlete schedules via e-campus. For example, run reports of coded student-athletes to show transactions made to course schedules via e-campus or block coded student-athletes from being able to make changes via e-campus without the prior approval of an Athletics Academic Advisor.

Response of 11/28/05: Associate Athletics Director Casey Carter met with Sherry Hood, University Registrar, on this issue. They concluded that a variation on this recommendation might be more feasible on this campus. Ms. Hood suggested a meeting with Mr. Pete DeSmit in Information Technology to discuss the creation of a weekly report which would detail any transaction to a student-athlete's schedule. This report could be printed and shared with all advisors each Friday with the expectation that each advisor would check their advisees' records to identify problem areas in a timely fashion. The report could be printed each day of the week during the course adjustment deadline each semester. Ms. Carter is in the process of setting up a meeting with Mr. DeSmit to consider this option. Mr. DeSmit designed the Study Hours Report this year and is very familiar with our area.

Recommendation 2: That the Athletics Academic Advisors inform student-athletes in writing regarding academic eligibility deficiencies (e.g., requirement of summer school hours, deadline to declare a major), and that head coaches and the Director of Compliance receive copies of the correspondence.

Response of 11/28/05: Beginning January 2006 this procedure will be implemented in Student-Athlete Services. We have had a system in place but will now include the Compliance Director in the notification loop.

Academic Integrity

Recommendation 3:

- i. Consider adding a space for professor to record "current grade" on the student-athlete progress report forms.
- ii. Consider involving the Faculty Athletics Representative in the progress report process. As the liaison to the faculty his involvement in helping the faculty understand the importance of progress reports may result in a higher percentage of grade reports being returned. For example, a cover letter (or e-mail) from the FAR could accompany the grade report request. In addition, the FAR can discuss the importance of progress reports with the Faculty Senate.

Response of 11/28/05: Casey Carter discussed these recommendations with the Faculty Athletics Representative and would like to present his ideas on this subject. Dr. Luth does not feel comfortable sending a cover letter with the progress reports. He sends a letter to faculty each year thanking them for their understanding, support and flexibility relative to academic concerns for student-athletes (i.e. travel schedules, etc.). Dr. Luth feels that our faculty response to the request for progress reports is excellent and might be damaged with a more aggressive approach to the process. Dr. Luth also feels that faculty members might object to a request for a definite grade on the progress report. He and Ms. Carter agree that on the JMU campus such a request might be viewed as intrusive or a form of pressure. Because advisors meet with our at-risk student-athletes on a weekly or bi-weekly basis to ascertain academic information and class standing, we feel that that process, together with the progress reports, provides us with timely, pertinent information on these students. We have enjoyed a positive, productive relationship with the faculty for many years at JMU and would be very hesitant to do anything to comprise this working partnership. Ms. Carter hopes that this response is received as a respectful suggestion from those who have lived and worked for many years in the unique academic culture at JMU.

Evaluation

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

Academic Integrity

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

PART I-A: Standardized test Scores, by Gender

		Gender							
		Male Students		Male Student-Athletes		Female Students		Female Student-Athletes	
Academic Year		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2004-2005	1169	1187	1005	19	1148	2112	1057	32
	2003-2004	1219	1196	1043	34	1151	2167	1041	38
	2002-2003	1167	1187	1008	38	1153	2116	1038	31

Name of person completing this chart: Sherry Hood and Brad Roof

Title: University Registrar and Associate Dean, CoB

Academic Integrity

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

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

Racial or Ethnic Group - All Entering Freshman Students													
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other	
Average Standardized Test Score	Academic Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
	2004-2005	1179	8	1149	153	1051	61	1149	56	1164	2785	1179	218
	2003-2004	1126	5	1154	179	1036	63	1142	74	1172	2931	1151	134
	2002-2003	1139	8	1154	149	1019	113	1132	66	1172	2804	1171	143
Racial or Ethnic Group - All Entering Freshman Student-Athletes on Aid													
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other	
Average Standardized Test Score	Academic Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
	2004-2005	0	0	0	0	949	12	0	0	1087	32	942	5
	2003-2004	0	0	0	0	971	16	995	2	1067	43	1053	11
	2002-2003	0	0	0	0	872	9	1030	2	1053	50	1009	7

Name of person completing this chart: Sherry Hood & Brad Roof

Title: University Registrar & Associate Dean, COB

Academic Integrity

FOR FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID

PART II: GPA and Test Scores, by Sport Group

		Sport Group															
		Football		M e n ' s Basketball		Baseball		Men's Track/Cross Country		Men's Other Sports and Mixed Sports		W o m e n ' s Basketball		Women's Track/ Cross Country		W o m e n ' s Other Sports	
	Academic Year	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students
Average Core Course GPA	2004-2005	2.854	8	2.755	2	3.838	4	0	0	3.145	4	2.857	4	3.924	4	3.533	24
	2003-2004	3.061	12	2.904	5	3.448	9	0	0	3.067	5	3.394	5	3.494	2	3.295	28
	2002-2003	2.902	15	3.106	3	3.011	11	0	0	3.004	6	3.192	2	3.134	5	3.415	21
	Academic Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2004-2005	953	8	975	2	1125	4	0	0	978	4	938	4	1085	4	1072	24
	2003-2004	1009	12	988	5	1090	9	0	0	1089	7	980	6	1025	2	1054	30
	2002-2003	940	15	953	3	1054	11	0	0	1065	8	925	2	1056	5	1035	21

Name of person completing this chart: Sherry Hood and Brad Roof

Title: University Registrar and Associate Dean, CoB

Academic Integrity

SPECIAL-ADMISSIONS INFORMATION

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

	Year	All Freshman Students	All Freshman Student-Athletes on Athletics Aid **	Sport Group (Freshman)							
				Baseball	M e n ' s Basketball	Football	Men's Track/Cross Country	Men's Other Sports and Mixed Sports	W o m e n ' s Basketball	Women's Track/Cross Country	Women's Other Sports
% of Special Admits	2003-2004	6%	12%	0%	2%	4%	0%	0%	4%	0%	2%
	2002-2003	6%	11%	1%	3%	4%	0%	2%	1%	0%	0%
	2001-2002	8%	10%	1%	3%	4%	0%	0%	2%	0%	0%

Name of person completing this chart: Michael Walsh and Brad Roof

Title: Director of Admissions and Associate Dean, CoB

Equity and Student-Athlete Welfare

Operating Principle

3.1 Gender Issues

Self-Study Items

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

James Madison University is in compliance with all operating principles specified by the NCAA, per the 1998 Certification. Additionally, the Steering Committee has identified no significant deficiencies in its athletics program or operation.

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

Issues and actions for the Gender Equity Plan Certification Self-Study Recommendations for 1998 are numbered 1 - 6. The timetable for these actions, including the current status, is listed with each recommendation.

Before reviewing these recommendations, readers should be aware of major changes that have occurred within the Department of Athletics since 1998. In 2001, the Board of Visitors made the decision to maintain all 28 varsity sports; however, only 13 sports maintained funding for scholarships (Athletics Grant and Aid). This change in direction forced the athletics department to create a tier system among the teams. The top two tiers continue to offer scholarships with the expectation that they be competitive, a greater expectation for Tier One sports.

The James Madison University Board of Visitors met on March 23, 2001. The following is a summary of actions taken by the Board and key areas of discussion at the board meeting.

The Board agreed to a recommendation from the University administration to continue offering all 28 intercollegiate sports that are now available at JMU. This decision was ultimately enacted in order to maximize athletic participation while containing costs. Additionally, the action created a reallocation of resources among sports programs that would bring JMU closer to Title IX guidelines and would also provide needed funding to upgrade the athletics department's academic support and sports medicine programs.

Under the Board action, JMU teams would be divided into two categories: one that would receive the maximum scholarship aid allowed by the NCAA and one that would receive no scholarship aid from the University. The programs, however, may raise private funds for scholarships. (An earlier recommendation to the University from the

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Centennial Sports Committee, a group of faculty, administrators and community representatives, had proposed the elimination of eight intercollegiate sports.)

Under the action taken by the Board, 13 JMU teams would receive the NCAA maximum number of scholarships from the University and would be expected to consistently perform among the top teams in their conference and frequently appear in national rankings. Scholarships would be offered in football, baseball, soccer and basketball for men and in soccer, basketball, field hockey, lacrosse, softball, volleyball, indoor track, outdoor track and cross country for women.

The 15 other intercollegiate teams would receive no future scholarship aid from the University but would continue to have their operations funded by the University. Those sports are archery, golf, gymnastics, swimming/diving, indoor track, outdoor track, cross country, tennis and wrestling for men and archery, fencing, golf, gymnastics, swimming/diving and tennis for women. The two archery teams and the fencing team did not offer scholarships in the past. While no new University scholarships would be available for these sports, the programs would have the University's endorsement and assistance in raising private funds for scholarships.

Existing scholarships would be honored until the student-athlete graduates or exhausts his or her athletic eligibility. Expectations for success by these teams would be commensurate with the fact they would be operating without University scholarship support. Whether they are on scholarship teams or not, all student-athletes would have the full support of the University so they could have positive experiences while representing JMU on the intercollegiate level.

The following is a breakdown of the current tier system at JMU.

Tier One

Men's Sports: Football, Basketball

Women's Sports: Basketball

Tier Two

Men's Sports: Baseball, Soccer

Women's Sports: Cross Country, Field Hockey, Indoor Track, Lacrosse, Outdoor Track, Soccer, Softball, Volleyball

Tier Three

Men's Sports: Cross Country, Golf, Gymnastics, Indoor Track, Outdoor Track, Swimming/Diving, Tennis, Wrestling

Women's Sports: Golf, Gymnastics, Swimming/Diving, Tennis

Tier Four

Men's Sports: Archery

Women's Sports: Archery, Fencing

The original plan consists of six Issues/Actions:

1a. Intercollegiate Athletics should improve communication with its student-athletes about reasons for any differences in treatment for individual sports (e.g., coach's contract with shoe company, coach's decision on what to spend, per diems).

1b-e. STATUS: Since 1998, the athletics program has made efforts to increase awareness regarding issues pertaining to equity by educating the Student-Athlete Advisory Council (SAAC), formerly known as the Players Council, and the Athletics Advisory Committee. Additionally, these two groups are given the opportunity to present any gender equity concerns to the athletics department. The Athletics Advisory Committee provides suggestions and guidance on broad policy issues relating to intercollegiate athletics.

Twenty-eight sports and a tiering system tend to create differences in treatment. Although not all sports are treated the same, prior to arriving on campus, student-athletes are educated in reference to the tiering system and the expectations within that system.

Listed below are issues pertaining to the 1998 plan that were addressed with both SAAC and the Athletics Advisory Committee.

*While departmental shoe and apparel contracts have been considered, a department-wide contract has not been implemented. Assignment of such contracts are in place based on existing relationships between coach and company.

*There are written guidelines for policies on meal per diems. This information can be referenced in the 2006-2007

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Student-Athlete Handbook. All coaches are encouraged to use state per diem rates for all meals; however, coaches have the ability to use the budgeted money as they see fit.

2a. The exit interview process should be discussed in more depth in the Student-Athlete Handbook. The handbook also should state that completing the exit survey is a requirement of all student-athletes.

2b-e. STATUS: Refer to the 2006-2007 Student-Athlete Handbook for guidelines relative to exit interviews. All student-athletes who have finished their eligibility are required to complete the Exit Interview/Questionnaire.

3a. While JMU is in compliance with NCAA regulations concerning exit interviews of student-athletes, the subcommittee recommends that Intercollegiate Athletics increase the number of student-athletes surveyed during the exit interview process to provide a more representational sampling of student-athletes, including a better gender/racial sampling. Additionally, student-athletes leaving JMU early should be asked to complete an exit survey form to gather information on their leaving JMU before completing their eligibility.

3b-e. STATUS: Since 1999, all JMU student-athletes have been required to complete the Senior Exit Interview/Questionnaire upon finishing their eligibility, thereby offering a representative sampling of all genders and races. Additionally, all student-athletes who vacate a JMU varsity athletic team prior to completing their eligibility are asked to complete the same process.

4a. Intercollegiate Athletics has made commendable progress in enhancing the scholarship opportunities for female student-athletes. This progress should be continued as opportunities become available until scholarship funding for female student-athletes is proportional to the scholarship funding available to their male counterparts.

As part of the 1998 plan, the original goal was to continue to increase scholarship awards for women by adding a minimum of two scholarships for women to every one scholarship added for men until all women's sports were funded to 1997-1998 maximum NCAA equivalencies. The enhancement decision enacted by the BOV in 2001 changed the structure of the athletics department specifically in terms of scholarship allocation. The athletics program has made great strides in the area of scholarship allocation since the 1998 plan. As a result of the BOV decision, nine women's sports were chosen to receive scholarships and four men's sports were chosen to receive scholarships.

The maximum NCAA Equivalency Limits and number of funded scholarships from 2006 were secured from the Director of Business Operations of the athletics department. Since JMU changed its scholarship policy beginning fiscal year 2006, this information is included in this section. Prior to 2006, scholarships were allocated based on a dollar figure rather than an unrestricted (in-state vs out-of-state tuition) equivalency number. In addition, scholarship information is listed in the EADA for fiscal years 2003-2005. The EADA information is based on 13 men's sports and 15 women's sports.

Men's Athletics-Related Student Aid Percentages

2002-2003: 59%

2003-2004: 56%

2004-2005: 54%

Men's Athletics-Participation Percentages

2002-2003: 53%

2003-2004: 50%

2004-2005: 52%

Men's Athletics-Related Student Aid

2002-2003: \$1,836,021

2003-2004: \$1,815,957

2004-2005: \$1,803,408

Women's Athletics-Related Student Aid Percentages

2002-2003: 41%

2003-2004: 44%

2004-2005: 46%

Women's Athletics-Participation Percentages

2002-2003: 47%

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2003-2004: 50%

2004-2005: 48%

Women's Athletics-Related Student Aid

2002-2003: \$1,290,071

2003-2004: \$1,454,429

2004-2005: \$1,549,744

Men's 2006 JMU Scholarship Sports (4)

Men's 2006 NCAA maximum equivalencies and JMU allocations:

Football - NCAA (63), JMU (63)

Basketball - NCAA (13), JMU (13)

Soccer - NCAA (9.9), JMU (9.9)

Baseball - NCAA (11.7), JMU (11.7)

Total NCAA maximum equivalencies = 97.6

Total JMU equivalency allocations = 97.6

Based on NCAA max, JMU equivalency allocation = 100%

Women's 2006 JMU Scholarship Sports (9)

Women's 2006 NCAA maximum equivalencies and JMU allocations:

Softball - NCAA (12), JMU (12)

Basketball - NCAA (15), JMU (15)

Soccer - NCAA (12), JMU (12)

Lacrosse - NCAA (12), JMU (12)

Volleyball - NCAA (12), JMU (12)

Field Hockey - NCAA (12), JMU (12)

XX(I)/(O)Track - NCAA (18), JMU (14.3)

Total NCAA maximum equivalencies = 93

Total JMU equivalency allocations = 89.3

Based on NCAA max, JMU equivalency allocation = 96%

4b-e. STATUS: According to the EADA analysis, during the 2005 fiscal year, women were receiving 46 percent of available scholarship dollars with an athletic participation rate of 48 percent. With the addition of Women's Softball in 2001, 12 more scholarships were added for women. Additionally, eight of the nine women's scholarship sports are currently fully funded. Track/cross-country is currently funded at 14.3 out of NCAA maximum equivalency of 18 with a commitment to add one scholarship each fiscal year until it is fully funded (see future plan). In Women's Soccer, 2005 NCAA legislation changed the maximum equivalency from 12 to 14. Currently, Women's Soccer receives 12 scholarships, but there is a commitment from the athletics department to add one scholarship each of the next two fiscal years in order to reach fully funded status by the 2008 fiscal year. The 2006 analysis proves that JMU is fully committed to providing athletic aid to all of the scholarship sports. JMU men's scholarship teams are given 100 percent funding and JMU women's scholarship teams are 96 percent funded.

5a. Intercollegiate Athletics should continue its policy of paying the head coaches and assistant coaches of men's and women's sports comparable salaries when experience in coaching, years of service at JMU and success of their teams are taken into account.

Goal: Continue to conduct reviews of coaches' salaries to evaluate equity, including the consideration of job-related factors and experience; make corrections where necessary.

5a-e. STATUS: A comprehensive Coaches Salary Review was conducted in 2004, which included information from multiple peer institutions. This review provided analysis of JMU's head and assistant coaching salaries in order to provide the administration with a framework for reference of current salary allocations. In addition, the athletics department gathered salary data from its member institutions in the Colonial Athletic Association. As listed below, salary information is also provided in the EADA from the last three fiscal years.

Men's Head Coach Salary Percentages

2002-2003: 51%, 14 coaches

2003-2004: 57%, 13 coaches

2004-2005: 58%, 13 coaches

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In fiscal year 2003, the average men's head coach salary was \$45,439 and in fiscal year 2005, the average salary was \$77,276. The 2005 data included a contract pay-out on a men's basketball coach, and a bonus and salary increase for the football coach after winning the NCAA DI-AA championship.

Women's Head Coach Salary Percentages

2002-2003: 49%, 14 coaches

2003-2004: 43%, 15 coaches

2004-2005: 42%, 15 coaches

In fiscal year 2003, the average women's head coach salary was \$44,535 and in fiscal year 2005, the average salary was \$52,973.

Women's assistant coaches salaries accounted for 35 percent of allocated dollars for 15 coaches in 2003. In 2005, the salaries remained at 35 percent of the allocated dollars with a total of 26 coaches.

After comparing the fiscal year allocations, while there are obvious increases in salary allotments for coaches of both men's and women's teams, there are some deficiencies in this area which are addressed in the Future Gender Equity Plan.

6a. The commitment to Equity Subcommittee endorses the athletic department's pledge, as stated in the Student-Athlete Equity Plan, to offer softball as the 15th women's sport by the year 2001 and recommends that efforts be made to fund the sport at the maximum allowable scholarships.

Goal: As a result of the 2001 Board of Visitors' decision, softball became a Tier Two Program.

Timetable: Begin stadium/field construction in 1998.

Hire head coach by January 2000.

Hire assistant coach by January 2001.

Recruit first class for fall 2000, including five scholarship equivalents.

Begin play in spring 2002.

Phase in achievement of NCAA maximum equivalencies by 2008 as part of item 1 above.

6b-e. STATUS: The stadium was completed with a capacity of 500. The head coach and three assistant coaches were in place in accordance with the timetable. The softball team is a Tier Two sport and began competing at the varsity level in spring 2002. Softball received the NCAA maximum of 12 equivalencies during the 2006 fiscal year, two years earlier than originally projected.

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

The following recommendations were generated as part of the 1998 Gender Equity Plan-Results document. These recommendations are not directly related to the NCAA Certification Self-Study Report (January 1998); however, they have been developed by the institution since the first-cycle certification decision was rendered.

1a. Continue to conduct reviews of sport operating budgets to evaluate equity; make corrections where necessary.

1b-e. STATUS: Listed below is an analysis of sport operating budgets from the EADA.

Men's Athletic Participation

2002-2003: 53%

2003-2004: 50%

2004-2005: 52%

Men's Operating Budgets Percentages

2002-2003: 56%

2003-2004: 55%

2004-2005: 57%

Women's Athletic Participation

2002-2003: 47%

2003-2004: 50%

2004-2005: 48%

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Women's Operating Budgets Percentages

2002-2003: 44%

2003-2004: 45%

2004-2005: 43%

In 2006, the athletics department made a commitment to increase the overall operating budget for women in order for the operating budget to become more proportional to women's athletic participation (see Gender Equity Plan "Plan for Improvement").

2a. Where male coaches are serving as head coaches of women's sports, extra effort should be made to hire female coaches if and when these positions become available even if additional funds must be appropriated.

2b-e. STATUS: Female and minority candidates are always encouraged to apply for coaching positions. Although the University appreciates these candidates, it is the goal of the athletics department to hire the most qualified individual for its coaching positions. Both the gender equity and minority equity plans address the Department of Athletics' commitment to candidates of the underrepresented gender and race. The Department of Athletics has made a number of position changes that prove the aforementioned commitment in this area.

Currently, there are 15 women's varsity sports programs offered at JMU. Seven of those programs have a female as head coach. Three of these programs have a male as head coach who serves as the head coach for both the men's and women's programs (i.e., gymnastics). Women's Indoor and Outdoor Track have both a male and a female head coach. Basketball, soccer and cross country have male head coaches. In 2004, a female field hockey head coach replaced another female head coach. In 2005, a female swimming head coach replaced a male head coach and a female fencing head coach replaced a male fencing head coach.

3. To accommodate evolving standards of the NCAA and to review our progress toward achievement, JMU will conduct a biennial evaluation of compliance with gender equity policies and goals.

3b-e. STATUS: Salary reports (see 5b-e), ongoing EADA analysis and a 2004 Title IX Review have been utilized in order to monitor gender equity policies and goals.

The 2004 Athletics Department: Title IX Issues and Alternatives report was conducted by the Sports Law Group upon request by the athletics department of James Madison University.

Exert of report: "At the outset, it must be recognized that James Madison University has a significant history of focusing on and dealing with Title IX issues within the context of its athletic[s] department. This historical focus, review and emphasis on Title IX helps demonstrate the University's commitment in this area. The NCAA Self-Study Reports in 1994 and 1998, the Title IX Compliance Report of April 2000, the Centennial Sports committee's Report of 2000, and the Interim Certification Report of 2002-2003 are documents that reflect the University's efforts in this regard. Moreover, the recognition that Title IX compliance within the athletic[s] department as an issue for the institution as a whole enable the University to deal with issue in both a responsible and comprehensive manner."

After further review, members of the future planning gender equity committee concluded a more comprehensive analysis of gender equity should be performed by the athletics department. As a result, a more thorough analysis of the 13 program areas will be performed on an annual basis (see Gender Equity Future Plan).

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

The University has appointed two Associate Athletics Directors, one with the dual role of Senior Woman Administrator, whose responsibilities consist of ensuring gender equity and minority equity both meet the guidelines provided by NCAA.

As part of the institutional future plan, the Senior Woman Administrator will generate an Annual Athletics Department Gender Equity Report which will review each of the 13 program areas under gender equity. Additionally, as part of the future plan, JMU athletics will organize a Gender Equity Committee comprised of various members of the athletics department. This committee will ultimately review the Annual Athletics Department Gender Equity Report, and it will address any inequities identified in the report.

The Director of Business Operations in athletics is responsible for completing the annual Equity in Athletics Disclosure Act report, reviewed by the University Finance Office, as required by federal law.

Equity and Student-Athlete Welfare

The Student-Athlete Advisory Council is a group that exists to promote student-athlete welfare. This group is a representative sampling of all JMU varsity athletic programs. The Associate Athletics Director for Student-Athlete Services and the Faculty Athletics Representative provide oversight of this council, thereby providing a direct link between the student-athletes and the administration. This council is the main contact for participation in governance and decision making for the athletics department.

Additionally, the Athletics Advisory Committee provides suggestions and guidance on broad policy issues pertaining to intercollegiate athletics, including gender equity.

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

The following information is an analysis of the Equity in Athletics Disclosure Act for the years of 2004-2005, 2003-2004 and 2002-2003.

According to the published federal regulation governing EADA reporting, a participant is defined as a student-athlete who, as of the day of a varsity teams first scheduled contest, is:

- * listed by the institution on the varsity teams roster,
- * receives athletic-related student aid, or
- * practices with the varsity team and
- * receives coaching from one or more varsity coaches.

This report does not address actual participation in competition.

Any student-athlete who satisfies one or more of these criteria is a participant, including a student on a team the institution designates or defines as junior varsity, freshman or novice; a student withheld from competition to preserve eligibility (i.e., a redshirt); or for academic, medical or other reasons.

Men's Undergraduate Student Population

2002-2003: 40%
2003-2004: 39%
2004-2005: 39%

Men's Athletic Participation

2002-2003: 53%
2003-2004: 50%
2004-2005: 52%

Men's Operating Expenses

2002-2003: 56%
2003-2004: 55%
2004-2005: 57%

Men's Athletic Student Aid

2002-2003: 59%
2003-2004: 56%
2004-2005: 54%

Men's Recruiting

2002-2003: 49%
2003-2004: 56%
2004-2005: 56%

Men's Head Coaches Salaries

2002-2003: 51%, 14 coaches
2003-2004: 57%, 13 coaches
2004-2005: 58%, 13 coaches

Men's Assistant Coaches Salaries

2002-2003: 65%, 18 coaches
2003-2004: 62%, 19 coaches
2004-2005: 65%, 28 coaches

Equity and Student-Athlete Welfare

Women's Undergraduate Population

2002-2003: 60%

2003-2004: 61%

2004-2005: 61%

Women's Athletic Participation

2002-2003: 47%

2003-2004: 50%

2004-2005: 48%

Women's Operating Expenses

2002-2003: 44%

2003-2004: 45%

2004-2005: 43%

Women's Athletic Student Aid

2002-2003: 41%

2003-2004: 44%

2004-2005: 46%

Women's Recruiting

2002-2003: 51%

2003-2004: 44%

2004-2005: 44%

Women's Head Coaches Salaries

2002-2003: 49%, 14 coaches

2003-2004: 43%, 15 coaches

2004-2005: 42%, 15 coaches

Women's Assistant Coaches Salaries

2002-2003: 35%, 15 coaches

2003-2004: 38%, 16 coaches

2004-2005: 35%, 26 coaches

The athletic participation average for men over the three year reporting period was 51.5 percent, which is 12.5 percent higher than the overall men's student population. The average athletic participation for women was 48.5 percent compared to the current overall women's student population of 61 percent, thereby denoting an 11.5 percent disparity. While these figures show inconsistency in proportionality, the athletics department continues to make efforts to increase opportunities for women as evidenced by the addition of women's softball. Also, significant strides have been made in the area of scholarship allotments. In fiscal year 2005, women's teams accounted for 46 percent of scholarship dollars, almost proportionate to the participation rate of 48 percent.

There are deficiencies for women in the areas of recruiting and operating expenses; however, the athletics department recognizes this disparity and has made a commitment to add money in these areas as indicated in the Gender Equity Future Plan. The goal is to achieve proportionality in both of these areas.

As indicated earlier in this report, there are some deficiencies in the area of salary allocation for both head and assistant women's coaches. The Gender Equity Future Plan addresses this concern and denotes a commitment to establish a firm policy and thorough study of this area.

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

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

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

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

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

The member of the Student-Athlete Welfare Subcommittee for Gender Issues responsible for compiling this information is not employed by the JMU Department of Athletics. The results were forwarded to the entire subcommittee for review before the final submission was made.

A list of 2002-2003, 2003-2004 and 2004-2005 team expenditures for the 28 JMU team sports was secured from the Director of Business Operations of the athletics department.

The percentages of individual male and female student-athletes was secured from two sources:

Roster Management Reports: Address athletic participation in competitive events, not athletic scholarship recipients. Student-athletes who have been inactivate, even those receiving scholarships, do not appear on these reports. These reports do not include the following: exhausted eligibility, medicals, male practice players or inactives.

Equity In Athletics Disclosure Act (EADA) Reports: Show all student-athletes who are listed as members of varsity teams, receive athletic aid, and/or practice with a varsity team and receive coaching from a varsity coach. This report does not address actual participation in competition.

Due to the fact these reports are generated in two different ways, the EADA will continue to be referenced in this report. The roster management reports are available in table report, which is an additional reference database not included in this written report.**

The maximum NCAA Equivalency Limits and number of funded scholarships for the current fiscal year were secured from the Director of Business Operations of the athletics department.

The 2005-2006 Statistical Summary prepared by the JMU Office of Institutional Research was used to secure the percentage of enrolled students by gender for the 2004-2005 and 2005-2006 academic years.

The 2004-2005 Statistical Summary prepared by the JMU Office of Institutional Research was used to secure the percentage of enrolled students by gender for the 2003-2004 academic year. Although this table is listed as part of the 2004-2005 Statistical Summary, it provides an enrollment comparison between the fall terms of the 2003-2004 and 2004-2005 academic years.

The 2003-2004 Statistical Summary prepared by the JMU Office of Institutional Research was used to secure the percentage of enrolled students by gender for the 2002-2003 academic year. Although this table is listed as part of the 2003-2004 Statistical Summary, it provides an enrollment comparison between the fall terms of the 2002-2003 and 2003-2004 academic years.

**Table report available for reference.

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

MEN'S 2006 JMU SCHOLARSHIP SPORTS (4)

Men's 2006 NCAA maximum equivalencies and JMU allocations

Football - NCAA (63), JMU (63)

Basketball - NCAA (13), JMU (13)

Soccer - NCAA (9.9), JMU (9.9)

Baseball - NCAA (11.7), JMU (11.7)

Total NCAA maximum equivalencies = 97.6

Total JMU equivalency allocations = 97.6

Based on NCAA max, JMU equivalency allocation = 100%

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WOMEN'S 2006 JMU SCHOLARSHIP SPORTS (9)

Women's 2006 NCAA maximum equivalencies and JMU allocations

Softball - NCAA (12), JMU (12)

Basketball - NCAA (15), JMU (15)

Soccer - NCAA (12), JMU (12)

Lacrosse - NCAA (12), JMU (12)

Volleyball - NCAA (12), JMU (12)

Field Hockey - NCAA (12), JMU (12)

XX(I)/(O)Track - NCAA (18), JMU (14.3)

Total NCAA maximum equivalencies = 93

Total JMU equivalency allocations = 89.3

Based on NCAA max, JMU equivalency allocation = 96%

EADA data for fiscal years 2003-2005

28 JMU sports teams: 13 Men, 15 Women

Programs that are given aid: 4 men's programs, 9 women's programs

2004-2005:

Undergraduate Population: 39% men, 61% women

Athletic Participation: 52% men, 48% women

Men's teams: 54% total student aid

Men's total aid: \$1,803,406

Women's teams: 46% total student aid

Women's total aid: \$1,549,744

2003-2004:

Undergraduate Population: 39% men, 61% women

Athletic Participation: 50% men, 50% women

Men's teams: 56% total student aid

Men's total aid: \$1,815,957

Women's teams: 44% total student aid

Women's total aid: \$1,454,429

2002-2003:

Undergraduate Population: 40% men, 60% women

Athletic Participation: 53% men, 47% women

Men's teams: 59% total student aid

Men's total aid: \$1,836,021

Women's teams: 41% total student aid

Women's total aid: \$1,290,071

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

During the 2005 fiscal year, women were receiving 46 percent of available scholarship dollars with an athletic participation rate of 48 percent, according the EADA. With the addition of Women's Softball in 2001, 12 more scholarships were added for women. JMU committed scholarship dollars to nine women's sports and only four men's sports in order to reach proportionality. Additionally, seven of the nine women's scholarship sports are currently fully funded. Track/cross-country is currently funded with 14.3 out of NCAA maximum equivalency of 18, and there is a commitment to add one scholarship each fiscal year until it is fully funded (see future plan). In Women's Soccer, 2005 NCAA legislation changed the maximum equivalency from 12 to 14. Currently Women's Soccer receives 12 scholarships, but there is a commitment from the athletics department to add one scholarship for the next two fiscal years in order to reach fully funded status. The 2006 analysis proves that JMU is fully committed to providing athletic aid to all of the scholarship sports. Men's JMU scholarship teams are given 100 percent funding and women's JMU scholarship teams are given 96 percent funding. Overall, significant strides have been made in the area of scholarship allotments.

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It should also be noted that after the 2001 BOV decision to cut scholarships, JMU made a commitment to honor existing scholarships until student-athletes exhausted their eligibility. Fiscal years 2003-2005 show evidence of this commitment as some student-athletes in current non-scholarship sports still received scholarship dollars.

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

The Gender Equity Plan was written by the athletics department and reviewed by the Peer Review Steering Committee. It is believed that the plan addresses these issues accurately. The Department of Athletics has made a commitment to fully fund all scholarship sports by the year 2010, based on 2006 NCAA maximum equivalencies. In addition, there is a commitment to maintain full funding in all JMU scholarship sports should there be any new legislation brought forth by the NCAA.

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

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

The Office of Institutional Research (OIR) conducted a survey in 2000, "Survey of Student Interests in Athletics, Fitness and Sports Activities." As a result of "Accommodation of Interest and Abilities," softball for women was funded as a varsity sport.

The University will continue to consider faculty, staff and student suggestions to determine future changes to the athletics department. The 2000 OIR survey results included a gender aspect which concluded that less than 12 percent of females report participating in an intercollegiate or club athletic activity during the past year. During the same time, 20 percent of males report participating in intercollegiate or club athletic programs.

Studies such as this are conducted to measure students' interests in athletics, fitness and sports activities. The goals of the surveys are to estimate how many JMU students are currently involved in the various programs offered, and how many are interested in becoming involved and how to identify the most common obstacles which need to be overcome in order to increase participation. In accomplishing these goals, JMU will be able to evaluate better compliance with Title IX. This compliance issue focuses on proportional representation of students in programs and meeting the interests and levels of both male and female students.

At the time of the last survey (2000), there did not seem to be any interest by the female student body to add additional sports; however, this survey is six years old and does not represent the current student population.

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

James Madison University has exhibited a history of expanding athletic opportunities for female student-athletes by funding Women's Softball as a varsity sport due to the strong interest by the "Club Team" and the results of previous university surveys. This funding for softball includes a facility, scholarships and staffing. Field hockey, lacrosse, and track/field have also benefited greatly due to new facilities.

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

The current JMU student body is composed of 61 percent women and 39 percent men. Approximately 4 percent of the total JMU population are athletes.

All compliance in the area of "Accommodation of Interest and Abilities" has been met by the University. One concern in this area is the lack of current data. The most recent "Survey of Student Interests in

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Athletics, Fitness and Sports Activities" was conducted in 2000 and, as a result, Women's Softball was added in 2001. Since that time, there have been no formal requests to add other women's varsity sports. In the meantime, because current women's athletic participation is 48 percent and women's undergraduate enrollment is 61 percent, the athletics department will continue to conduct timely surveys in order to assess student interest.

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

The Gender Equity Plan was written by the athletics department and reviewed by the Peer Review Steering Committee. It is believed that the Gender Equity Plan addresses these issues accurately. This plan addresses the concern presented by the subcommittee. As a result, the athletics department has made a commitment to closely examine these areas on a more frequent basis.

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

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

Interviews were conducted with the Equipment Managers. One manager oversees Football Equipment, while the other manager oversees all of the other varsity sports teams. These interviews provided information regarding the quality, amount, suitability, maintenance, replacement, and availability of equipment and supplies relative to all varsity sport teams at JMU.

In addition to interviews, a variety of data sources provided information pertaining to equipment and supplies budgets. The Director of Business Operations provided a three-year analysis of equipment budgets for all sports. In addition, a coaches forum held in February 2006 provided coaches with an opportunity to give feedback pertaining to their equipment budgets and proposed needs. Additionally, the Student-Athlete Advisory Council had a feedback session in March 2006 which offered student-athletes the opportunity to address any concerns regarding the quality, amount, suitability or availability of their equipment.

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

The Director of Business Operations in the athletics department provided the following information. It represents a three-year analysis of equipment budgets for all varsity teams. There are 28 varsity programs, with 15 women's teams and 13 men's teams.

2002-2003 Equipment Budgets

Men: 60.2%

Women: 39.8%

2003-2004 Equipment Budgets

Men: 59.9%

Women: 40.1%

2004-2005 Equipment Budgets

Men: 64.4%

Women: 35.6%

The athletics department has two separate equipment managerial staffs. One group of employees is responsible for football, and the second group is responsible for the remaining varsity sports.

The following information was gathered from the football equipment manager:

- The football equipment room staff consists of one full-time AEMA certified head manager, three part-time laundry personnel and six to eight student staff members.
- The football equipment room is open to student-athletes Sunday through Saturday 8:00am-7:30pm during the traditional football season. The football equipment room operates from 8:00am-5:00pm during the nontraditional football season.
- The football equipment manager and head football coach oversee the purchase of practice and

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competition apparel and equipment to serve the needs of the football team. Practice apparel and equipment are issued to each student-athlete at the start of the traditional football season.

- Typical practice gear (purchased through the football equipment budget) consists of helmets, shoulder pads, t-shirts, shorts, warm up shirts and pants, sweat shirts, sweat pants, shoes, protective gear, etc.
- Typical competition gear (purchased through the football equipment budget) consists of home and away uniforms, warm up tops and bottoms, shoes, outerwear jackets and pants, equipment bags, protective gear, etc. The football equipment manager determines the equipment to be issued.
- The football equipment manager assists in the process by providing up-to-date inventories, condition assessments, reconditioning reports and procurement of all products necessary for practice and competition.
- The football equipment manager oversees the purchase of items provided to student-athletes for common use such as towels, bar soap, socks, laundry loops and athletic supporters for football. All student-athletes have access to these amenities through the football equipment room. Laundry facility products are purchased through the football equipment room to include, detergent, enzyme products, laundry carts, garment racks, combination locks, etc.
- Practice apparel laundry service is offered to football student-athletes. Practice laundry is laundered seven days per week approximately 350 days per year. All practice apparel and equipment is issued to the student-athlete through the football equipment room.
- All football competition apparel laundry is done by the football equipment staff. Routine competition apparel assessments are done on a weekly basis by the football equipment manager. Football helmets and shoulder pads are checked and disinfected on a weekly basis.
- The football equipment room offers apparel and equipment that is in new to good condition. The football equipment room staff receives, inventories, tags, and stores practice and competition apparel and equipment. Manual inventories are conducted at the close of each season and monitored on an ongoing basis. An inventory database is also maintained for the football program. Upon inspection of incoming equipment by football equipment room staff, the Senior Athletics Fiscal Technician is contacted regarding completion of the purchase order. If appropriate equipment is purchased on an eVA Requisition, a receiving report is forwarded to the Accounts Payable Division.
- At the close of each season, a condition assessment determines whether or not items are still usable and in good repair. All football helmets are inspected for discard and NOCSAE recertification purposes. All football helmets, shoulder pads and any safety padding used are sent to a certified reconditioner upon completion of the season.
- The coaching staff determines unusable status with assistance of equipment room staff. Unusable items are those deemed not prudent to be used another season and kept in inventory. Coaching staff may elect to give unusable items of equal value to their respective team as long as there is an adequate quantity for the entire team or group (such as all senior student-athletes). The football equipment room and coaching staff may elect to declare items as surplus and transfer them to another JMU department or state surplus. Discarded items are determined by both coaching and football equipment room staff.
- At the close of each season, apparel and equipment issued to the student-athlete is called for by the equipment room staff. Any missing items are invoiced to the student-athlete, and a hold is placed on his or her record. The hold will remain until the return of all items or payment of the invoice.

The following information was gathered from the equipment manager responsible for all varsity teams with the exception of football:

- The coaching staff oversees the purchase of practice and competition apparel and equipment to serve the needs of each individual sport.
- The equipment room staff assists in the process by providing up-to-date inventories and condition assessments.
- Competition and practice apparel and equipment is issued to each student-athlete at the start of a sport season and throughout the season as needed.
- Typical practice gear (purchased through the coaching staff budget) consists of t-shirts, shorts, warm up shirts and pants, sweat shirt, sweat pants, shoes, protective gear, etc.
- Typical competition gear (purchased through the coaching staff budget) consists of home and away uniforms, warm up tops and bottoms, shoes, outerwear jackets and pants for outdoor sports, equipment bags, protective gear, etc. The coaching staff determines the equipment to be issued.
- The equipment room oversees the purchase of items provided to student-athletes for common use such as towels, bar soap, socks, laundry loops, combination locks, sports bras for women's sports and athletic supporters for men's sports.
- All student-athletes have access to these amenities through the equipment room.
- Laundry facility products are purchased through the equipment room to include: detergent, enzyme products, laundry carts, garment racks, etc.

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- Competition and practice apparel laundry service is offered to all sport programs. All athletic apparel is laundered upon the completion of a season. At this time, a condition assessment takes place as well.
- The equipment room offers apparel and equipment that is in good to new condition, in equal proportions, to men's and women's sport programs. The equipment room staff receives, inventories, tags and stores practice and competition apparel and equipment.
- At the close of each season, a condition assessment determines whether or not items are still usable and in good repair.
- At the close of each season, apparel and equipment issued to the student-athlete is called for by the equipment room. Any missing items are invoiced to the student-athlete, and a hold is placed on his or her record. The hold will remain until the return of all items or payment of the invoice.

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

Upon reviewing budget data from fiscal years 2003-2005, it is apparent that the percentages of funds being spent on equipment and supplies for men's sport teams is disproportionate to that of the women's sport teams; however, the subcommittee recognizes this difference can be explained by equipment intensive sports on the men's side.

When matching like sports (i.e., archery, basketball, baseball/softball, soccer, tennis, track/field), the dollar amounts pertaining to equipment and supplies are very close. In several cases, the line-item budget favors the women's teams. The future plan addresses further study in this area, which will analyze allocations made to equipment intensive sports in both the men's and the women's programs.

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

The Gender Equity Plan was written by the athletics department and reviewed by the Peer Review Steering Committee. It is believed that the Gender Equity Plan addresses these issues accurately. The athletics department has made a commitment to allocate money toward women's equipment budgets in order to achieve proportionality between women's athletic participation and the overall women's equipment budget.

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

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

Practice Scheduling Timesheets were provided by the athletics department and reviewed by subcommittee members from Equity and Student-Athlete Welfare. In addition, a coaches forum held in February 2006 gave coaches the opportunity to provide feedback. The Student-Athlete Advisory Council also conducted a feedback session pertaining to this area.

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

A new softball stadium was constructed in 2000. It provides practice and game opportunities exclusively for Women's Softball.

A complex with a track and turf was constructed in 2003 in order to provide new training facilities for Men's and Women's Track, field hockey and lacrosse, thereby eliminating practice scheduling issues at the current soccer complex and at Bridgeforth Stadium.

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

There are minor areas of deficiency identified in the area of gender. Some sports teams have minor difficulties scheduling practice times during the off-season. Some teams do not have priority access to their competitive facility in their off-season; however, this is not a gender issue. The biggest concern is the number of teams using the same practice facilities. For example, during inclement weather conditions, including the winter climate, several teams are forced to share the same indoor practice facility. Softball,

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baseball, field hockey, lacrosse, Men's and Women's Soccer, and volleyball share the same indoor practice facility in Godwin Hall. This affects several of our women's teams.

The softball stadium does not have lights; therefore, practice and game times are limited to certain hours of the day. Additionally, because this stadium lacks a press box and admissions gate, post-season competitions cannot be accommodated at this venue.

The Men's and Women's Tennis teams do not have an indoor practice facility. During cold and inclement weather conditions, they must practice in an indoor facility at a local Division III college.

The new track/field hockey/lacrosse complex gets crowded at times when practices overlap, thereby creating some safety issues.

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

The Gender Equity Plan was written by the athletics department and reviewed by the Peer Review Steering Committee. It is believed that the plan addresses these issues accurately. The athletics department believes there is a need to complete a facilities feasibility study. This is addressed in the future plan.

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

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

Travel logs provided by the Associate Athletics Director were reviewed to research modes of transportation and length before and after competitive events. The member of the Student-Athlete Welfare Subcommittee on Gender Issues responsible for compiling this information is not employed by the JMU athletics department. The results were forwarded to the entire subcommittee for review before the final submission was made.

The 2003-2005 "Team Travel" expenditures for each of the JMU team sports were secured from the Director of Business Operations of the athletics department. The "Team Travel" figures include transportation, meals and lodging, and they were reviewed to ascertain the equity of funds budgeted/spent on student-athletes by gender.

Additional information was gathered at the Coaches Forum in February 2006. The Student-Athlete Advisory Council also conducted a feedback session to provide insight in this area.

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

According to the travel logs, the majority of the modes of transportation used by men's and women's teams are provided by the JMU Motor Pool. Passenger vans and buses are the primary vehicles. Rental vans have also been used. Both men's and women's teams have used air travel at times.

According to the Director of Business Operations, accommodations and per diem rates are determined by the state. Each coach presents a proposed budget in January, which includes all travel requests for the next budget cycle.

The following information was provided by the Director of Business Operations. It provides a three-year comparison of men's and women's overall travel budgets.

2002-2003 Travel

Men: 55%

Women: 45%

Men's Athletic Participation: 53%

Women's Athletic Participation: 47%

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2003-2004 Travel

Men: 52.4%

Women: 47.6%

Men's Athletic Participation: 50%

Women's Athletic Participation: 50%

2004-2005 Travel

Men: 52.3%

Women: 47.7%

Men's Athletic Participation: 52%

Women's Athletic Participation: 48%

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

There appears to be no disparity between actual modes of transportation by gender. A review of departure and return times for men's and women's teams shows no differences in treatment between the genders. While some teams are traveling to events and returning on the same day, this does not seem to be gender related.

While a comparison of overall men's and women's travel budgets seems proportionate to athletic participation numbers, coaches' feedback indicated a disparity among like sports, which they felt contributed to decreased opportunities for some women's programs. For example, based on 2005 roster management numbers, the Women's Gymnastics team received \$953 per capita in travel while the Men's Gymnastics team received \$1,044 per capita in travel. This disparity also exists with Men's and Women's Swim team and Men's and Women's Cross-Country/Track teams. For example, in 2005, the Men's Swim team received \$1,430 per capita in travel, and the Women's Swim team received \$1,049 per capita in travel. In 2005, Men's Cross-Country/Track received \$670 while the women's team received \$482 per capita in travel.

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

The Gender Equity Plan was written by the athletics department and reviewed by the Peer Review Steering Committee. It is believed that the plan addresses these issues accurately. The plan makes a commitment to adjust women's travel budgets in order to reflect squad size.

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

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

Conversations and interviews with the Director of Business Operations and the Associate Athletics Director for Student-Athlete Services were conducted to gather information. Feedback was also ascertained from student-athlete Exit Interviews.

The Director of Business Operations reviews all budget transactions and the athletic budget undergoes all JMU financial audit procedures.

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

All records pertaining to tutors are available in hard copy in Student-Athlete Services.

All student-athletes, on every team, have the same opportunity to request and receive tutoring services. Tutors will work with student-athletes from every team if requested. Tutors are not employed to work with specific teams. The tutor pay scale reflects the class subject matter, level of class tutored and experience as a tutor with this area.

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

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There are no areas of deficiency in this area based on gender.

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

The Gender Equity Plan was written by the athletics department and reviewed by the Peer Review Steering Committee. It is believed that the plan addresses these issues accurately.

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

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

The Gender Equity Subcommittee reviewed the EADA for the fiscal years of 2003-2005. In addition, the subcommittee also reviewed the 2005-2006 Personnel Report of head coaches and assistant coaches since the most current personnel information from fiscal year 2006 is presented in this section of the report only. The Director of Business Operations also provided various salary reports.

These reports were used for the breakdown of male coaches and female coaches in men's and women's sports. The subcommittee reviewed staffing level data and interviewed individuals in the Department of Athletics.

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

This salary information was provided by the EADA.

Men's Head Coach Salary Percentages

2002-2003: 51%, 14 coaches

2003-2004: 57%, 13 coaches

2004-2005: 58%, 13 coaches

In fiscal year 2003, the average men's head coach salary was \$45,439 and in fiscal year 2005, the average salary was \$72,276. The 2006 EADA data is not yet available. The 2005 data included a contract buy-outs on a men's basketball coach, and a bonus and salary increase for the football coach after winning the NCAA DIAA championship.

Women's Head Coach Salary Percentages

2002-2003: 49%, 14 coaches

2003-2004: 43%, 15 coaches

2004-2005: 42%, 15 coaches

In fiscal year 2003, the average women's head coach salary was \$44,535 and in fiscal year 2005, the average salary was \$52,973. The 2006 EADA data is not yet available.

Women's assistant coaches' salaries accounted for 35 percent of allocated dollars for 15 coaches in 2003, and in 2005, the salaries remained at 35 percent of the allocated dollars with a total of 26 coaches.

A fiscal year analysis completed by the Director of Business Operations yielded the following breakdown between men's and women's full-time and part-time salaries. Once again, fiscal years 2004-2006 are provided in this report because of the current personnel report provided in the next section.

2004

Men's Sports FT: \$791,734

Women's Sports FT: \$701,490

Total FT: \$1,493,224

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Men's Sports PT: \$67,684
 Women's Sports PT: \$109,313
 Both (Dive/Arch): \$27,630
 Total PT: \$204,627

2005

Men's Sports FT: \$809,552
 Women's Sports FT: \$727,260
 Total FT: \$1,536,812

Men's Sports PT: \$76,520
 Women's Sports PT: \$94,763
 Both (Dive/Arch): \$27,990
 Total PT: \$199,273

2006

Men's Sports FT: \$888,730
 Women's Sports FT: \$827,376
 Total FT: \$1,716,106

Men's Sports PT: \$114,120
 Women's Sports PT: \$173,005
 Both (Dive/Arch): \$30,174
 Total PT: \$317,229

For the purpose of this report, the term "Full-time Coaching Duties" means the individual's employment responsibilities at the University are exclusively those as coach of a particular team, and only that team, to which he/she is assigned and are consistent with the institution's definition of full-time employee of the institution (i.e., 40 hours per week or more). For purposes of this report, the term "Full-time University Employee" means the individual's overall employment responsibilities at the University are consistent with the institution's definition of full-time employee, although that individual may have responsibilities other than as coach of their designated team, either within the athletics department or another department of the institution.

FY 2006 Coaching Information

Archery

- Men's FT Coach: 0
- Women's FT Coach: 0
- M/W PT Coach: 1

Baseball

- Men's FT Coach: 2
- Men's PT Coach: 1

Basketball

- Men's FT Coach: 5
- Women's FT Coach: 5

Cross Country

- M/W FT Coach: 1

Fencing

- Women's FT Coach: 0
- Women's PT Coach: 1

Field Hockey

- Women's FT Coach: 2
- Women's PT Coach: 1

Football

- Men's FT Coach: 9

Golf

- M/W FT Coach: 1
- M/W PT Coach: 1

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Gymnastics

- M/W FT Coach: 1
- Men's PT Coach: 1
- Women's PT Coach: 1

Lacrosse

- Women's FT Coach: 2
- Women's PT Coach: 1

Soccer

- Men's FT Coach: 2
- Men's PT Coach: 1
- Women's FT Coach: 2
- Women's PT Coach: 1

Swimming

- Men's FT Coach: 1
- M/W PT Coach: 1
- Women's FT Coach: 1
- M/W Diving PT Coach: 1

Tennis

- Men's FT Coach: 1
- Women's FT Coach: 1

Track (I/O)

- M/W FT Coach: 2
- Men's PT Coach: 2
- Women's PT Coach: 2

Volleyball

- Women's FT Coach: 2
- Women's PT Coach: 1

Wrestling

- Men's FT Coach: 1
- Men's PT Coach: 1

Total Men's Sports: 13

Total Women's Sports: 15

Total Men's Sports FT Coaches: 26

Total Women's Sports FT Coaches: 22

*** Is used for clarification of totals

**Gymnastics, Golf - Same coach for both M/W included in both M/W total count

***XX/Track - Three FT coaches with shared responsibility included in both M/W total count

Total Men's Sports: 13

Total Women's Sports: 15

Total Men's Sports PT Coaches: 10

Total Women's Sports PT Coaches: 13

**Golf, Dive - Same assistant coach for both M/W included in both M/W total count

Total Women's Sports FT Coaching Positions: 22

Total FT Coaches that are Women: 13

Total Head Coaches that are Women: 8

Total Men FT Coaches in Women's Sports: 9

Total Men Head Coaches of Women's Sports: 7 (5 as head of M/W program)

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

There are discrepancies between compensation paid to coaches of men's sports compared to comparable women's sports. However, some discrepancies are justified when experience, performance and length of

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service are considered. While there is a substantial difference between the compensation paid to coaches of revenue-generating sports versus non-revenue-generating sports, the discrepancy is the result of market factors. This discrepancy is tied to revenue generation, not gender. For example, both Men's and Women's Basketball coaches have a much higher compensation rate compared to baseball and softball coaches.

The average salary for men's head coaches increased by 60 percent from 2003 to 2005. The average salary for women's head coaches only increased by 18 percent during that same time frame. There are some deficiencies in this area, which are addressed in the Future Gender Equity Plan.

Salaries are monitored and approved by the University's Human Resources.

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

The Gender Equity Plan was written by the athletics department and reviewed by the Peer Review Steering Committee. It is believed that the plan addresses these issues accurately. The future plan indicates a commitment to a thorough salary review which will be updated annually.

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

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

Tours of all locker rooms and competitive facilities were taken by members of the Equity and Student-Athlete Welfare Subcommittee. In addition to tours, facility budgets were reviewed.

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

(2005) - Annual facilities maintenance, equipment and repair expenditures:

Men's sports \$760,326

Women's sports \$376,677

Since the last reporting cycle, the following major construction and renovation projects have been completed:

1. There were extensive upgrades in the football facility with the construction of the Athletic Performance Center. Construction was completed in April 2005.

APC total cost = \$9,890,268

2. There were upgrades in the Convocation Center.

Basketball floor replacement (Oct 2003) = \$92,000

Basketball floor refinishing (Aug 2004 & 2005) = \$13,000

Entrance floor/tiling (Oct 2004) = \$165,718

3. A new complex was constructed for track/field hockey/lacrosse in 2003.

Complex total cost = \$3,537,124

4. A new softball complex was constructed in 2001.

Softball complex total cost = \$440,904

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The following information indicates the practice/game facility for each of the 28 varsity sports offered at JMU:

WOMEN

Basketball - Convocation Center
 Soccer - JMU Soccer Complex
 Lacrosse - JMU Field Hockey/Lacrosse/Track Complex
 Field Hockey - JMU Field Hockey/Lacrosse/Track Complex
 Track - JMU Field Hockey/Lacrosse/Track Complex
 Softball - JMU Softball Complex
 Volleyball - Godwin Hall Sinclair Gym
 Gymnastics - 106 Godwin Hall, competition in Sinclair Gym
 Swim - Savage Natatorium in Godwin Hall
 Tennis - Indoor facilities at Bridgewater College, outdoor campus facilities include Convocation courts, Hillside courts
 Golf - Two local golf courses
 Archery - Godwin 135
 Fencing - Racquetball courts in Bridgeforth Stadium

MEN

Football - Bridgeforth Stadium
 Soccer - JMU Soccer complex
 Basketball - Convocation Center
 Baseball - Long Field/Mauk Stadium
 Gymnastics - 106 Godwin Hall, competitions in Sinclair Gym
 Tennis - Indoor facilities at Bridgewater College, outdoor campus facilities include Convocation courts, Hillside courts
 Swim - Savage Natatorium in Godwin Hall
 Golf - Two local golf courses
 Archery - Godwin 135
 Track - JMU Field Hockey/Lacrosse/Track Complex
 Wrestling - 218 Godwin Hall

The following information indicates locker room facilities for JMU varsity teams.

WOMEN

Basketball - Convocation Center
 Soccer - Godwin Hall
 Lacrosse - Godwin Hall
 Field Hockey - Godwin Hall
 Track - Godwin Hall (2)
 Softball - Godwin Hall
 Volleyball - Godwin Hall (share with Tennis)
 Gymnastics - Godwin Hall (share with Fencing)
 Swim - Godwin Hall
 Tennis - Godwin Hall (share with Volleyball)
 Golf - N/A
 Archery - N/A
 Fencing - Godwin Hall (share with Gymnastics)

MEN

Football - Athletic Performance Center
 Soccer - Godwin Hall
 Basketball - Convocation Center
 Baseball - Godwin Hall
 Gymnastics - Godwin Hall (share with Tennis)
 Tennis - Godwin Hall (share with Gymnastics)
 Swim - Godwin Hall
 Golf - N/A
 Archery - N/A
 Track - Godwin Hall
 Wrestling - Godwin Hall

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

Tier One (Men's and Women's Basketball and Football) locker rooms are significantly more spacious and modern than other sports. These rooms have wood lockers, large screen televisions, and sound and video systems.

Tier Two and Three locker rooms are small. Many are not large enough for the capacity of student-athletes. The lockers and furnishings are dated.

Many of these locker rooms need new paint and carpeting. Women's Soccer and most of the men's locker rooms need new carpeting. There are odor and mold issues.

Several teams are doubled-up on lockers: Women's Volleyball and Women's Tennis, and Men's Gymnastics and Men's Tennis share locker rooms. Men's Track members share lockers.

Football and baseball have press box facilities with access to phone lines. Men's and Women's Soccer, field hockey, lacrosse, softball and track do not have a press box or access to phone lines for sports media relations staff.

The softball facility is not to the standard or quality of the baseball facility. Baseball has stadium seating with chair backs and ticket operations. Softball has no press box, metal bleachers and no ticket taking capacity. There is also need for rest room expansion and no ability to provide security for the facility.

The East Campus facilities house the competitive venue for two men's sports and five women's sports (Men's Soccer and Track, Women's Soccer, Field Hockey, Lacrosse, Track and Softball).

There is a lack of support services and the inconvenience of travel to the facilities. For example, locker rooms, meeting room space and sports medicine are all housed in the Athletic Performance Center. The track, field hockey and lacrosse facility does not have a permanent rest room. The volleyball competitive facility in Godwin gymnasium does not have lighting that is adequate or up to current standards.

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

The Gender Equity Plan was written by the athletics department and reviewed by the Peer Review Steering Committee. It is believed that the plan addresses these issues accurately. The plan indicates the need for a facilities feasibility study, which will be implemented summer 2006.

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

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

A Centennial Report was presented to the University President in 2000 to provide him with a comprehensive analysis of JMU's intercollegiate sports programs. In this report, the Department of Sports Medicine was identified as an area of weakness within the athletics department. In general, medical care was summarized as being inconsistent, inadequate and limited.

Due to the findings in this report, the athletics department allocated considerable resources for the Department of Sports Medicine in order to improve the quality, accessibility and equity of care given to its student-athletes. A new director was hired to foster enhanced and equitable health care standards, and over \$100,000 was added to the annual budget in order to assist the director in achieving these goals. Three new full-time staff members were hired, and two additional certified graduate assistant athletic trainers were added to the staff as well. A new orthopedic contract was secured with the University of Virginia, which offered enhanced physician accessibility and improved quality of care for all JMU student-athletes. A university-employed general practitioner was chosen to provide general medical care to all student-athletes five days a week, in addition to providing on-call coverage. Finally, an insurance coordinator was hired in order to allow full-time staff to focus their energies and expertise toward providing health care to student-athletes rather than spending valuable time filing insurance claims.

The changes in the sports medicine department were implemented in 2003, and since that time, the positive feedback from coaches, parents, and most importantly, student-athletes, has been overwhelming.

Equity and Student-Athlete Welfare

The Director of Sports Medicine collects a comprehensive survey from all student-athletes and coaches at the conclusion of the school year in order to assess the status of health care provided to the student-athletes. In addition, the athletics administration and Faculty Athletics Representative conduct formal interviews with all exiting senior student-athletes in order to gain more insight into the student-athletes' experiences at JMU. These interviews include specific feedback about support services, and more specifically, sports medicine. Furthermore, sports medicine departmental goals are collaboratively developed and evaluated each summer, and have been successfully met for the past three years.

The Department of Sports Medicine receives feedback from various sources that are listed below:

1. A comprehensive self-review conducted in the spring 2003.

This review analyzed the following:

- Student-athlete concerns and perceptions
- Number of certified athletic trainers
- Job descriptions
- Professional development
- Team physician services: General medical
- Relationship with the University Health Center
- Team physician services: Orthopedic care
- Additional health care services: Nutrition, sports psychology, chiropractic, pharmacy, aquatic rehab, etc.
- Facilities and equipment
- Mission statement/Goals/Objectives
- Policy and procedures
- Insurance coverage (Health, Accident/Injury)
- Support staff (Insurance Coordinator)
- Use of graduate assistants
- Relationship between the Department of Sports Medicine and the graduate Athletic Training Education Program

The Comprehensive Review findings were reported to the Athletics Department Advisory Board and the JMU Board of Visitors.

2. An End-of-the-Year Sports Medicine Survey was conducted in 2004 and will become an annual event for the coaches and student-athletes. All coaches and student-athletes were asked to participate in this survey. The results were shared with the Athletics Director, the Athletic Training Staff and the Senior Vice President for Administration and Finance overseeing the Department of Athletics.

3. The Director of Sports Medicine has an open door policy. It appears that student-athletes are comfortable in setting up meeting times if concerns/problems arise.

4. The team physician is evaluated subjectively every year by members of the athletic training staff for strengths and weaknesses. This information helps the Director of Sports Medicine provide feedback and a formal evaluation to the administration.

5. The orthopedic staff is evaluated as specified by their annual contract.

6. Weekly staff meetings by the sports medicine department always include medical issues (accessibility, communication, expectation, schedule and student-athlete concerns).

7. The Director of Sports Medicine meets annually with individual coaches to obtain feedback on various areas of sports medicine.

8. The athletics department meets on a regular basis with the management team and coaches. Sports medicine issues may be included on the agenda as needed.

9. Exit interviews are conducted by individual staff ATCs with all student-athletes who no longer have the desire to participate or the eligibility to compete.

-Information obtained from the meeting is reviewed and signed by the Director of Sports Medicine and the team physicians.

Sports Medicine Facilities:

1. Athletic Performance Center(includes Physicians office)

Football: 99 Male Athletes

Women's Lacrosse: 25 Female Athletes

Women's Field Hockey: 23 Female Athletes

Total: Male 99, Female 48

Equity and Student-Athlete Welfare

2. Convocation Center

Men's Basketball: 15 Male Athletes

Women's Basketball: 13 Female Athletes

Total: Male 15, Female 13

3. Godwin Hall Room 128 (includes Physicians office)

Men's/Women's Gymnastics: 11 Male/25 Female Athletes

Baseball/Softball: 32 Male/19 Female Athletes

Men's/Women's Soccer: 30 Male/27 Female Athletes

Volleyball: 15 Female Athletes

Total: Male 73, Female 86

4. Godwin Hall Room 134

Men's/Women's Archery: 11 Male/11 Female Athletes

Fencing: 9 Female Athletes

Men's/Women's Golf: 8 Male/8 Female Athletes

Men's/Women's Tennis: 9 Male/8 Female Athletes

Men's/Women's Track & X Country: 36 Male/58 Female Athletes

Men's/Women's Swimming: 23 Male/32 Female Athletes

Wrestling: 28 Male Athletes

Total: Male 115, Female 126

All athletic training rooms are open based on the demands of athletic team practices and games. The team physician has clinic hours daily from 1:30 to 3:30pm in 128 Godwin Hall. In addition to these general medical clinics, orthopedic clinics are scheduled three times per week.

In addition to scheduled clinics, physician game coverage occurs for the following:

- Football (home and away games)
- Men's/Women's Basketball (home games)
- Men's/Women's Gymnastics (home contests)
- All Conference and NCAA Championship games/events

Qualifications of the Medical Staff:

All athletic trainers are certified by the Board of Certification. This Board is responsible for the national credentialing of all athletic trainers. In addition, all of JMU's athletic trainers and physicians are licensed by the Commonwealth of Virginia.

Full-time Athletic Training Staff

1 Director of Sports Medicine

1 Assistant Director of Sports Medicine

2 Associate Athletic Trainers

3 Assistant Athletic Trainers

Part-time Athletic Training Staff

1 Aquatic Rehab Coordinator, ATEP Faculty

2 Adjunct Assistant Athletic Trainers

1 Athletic Training Fellow

1 Team Physician: Orthopedic

1 Team Physician: General Medical

1 Insurance Coordinator

Medical Insurance Coverage

1. James Madison University provides secondary coverage to supplement the medical accident insurance that the student-athlete may carry. The athletics division highly recommends that student-athletes have personal accident coverage. By being a secondary policy, all charges related to approved medical services must be filed with the individuals primary provider.

2. Covered Services. The University will be responsible for injuries directly related to official sports seasons, supervised by a coach, as mandated by the NCAA. All medical services must be approved by the Director of Sports Medicine. Notification of injury must occur within 72 hours from the time of accident. Services are covered for 52 weeks from the date of the accident. The Director of Sports Medicine will determine if services are best provided in this locality or by the student-athlete's personal physician as directed by the conditions of his/her personal medical insurance policy.

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3. Non-Covered Services. There are some injuries and illnesses that the Department of Sports Medicine or James Madison University as a whole will not be financially responsible for. These include, but may not be limited to: pre-existing conditions, externally provided physical examinations, corrective surgeries, laboratory tests and treatment for sexually transmitted diseases and/or HIV, allergy/asthma medications, surgery for hernia, appendix or tonsils, laboratory tests related to colds, flu, flu shots, viruses, mononucleosis, medications not directly related to an athletically related injury, wart removal, OB-GYN exams, routine eye examinations, immunizations, private rooms for hospitalization, co-payments associated with primary insurance policies, and any unauthorized medical services.

STRENGTH AND CONDITIONING

The Department of Sports Medicine works closely with Strength and Conditioning staff members in order to prevent miscommunication from occurring in areas related to injury prevention and health care.

The Strength and Conditioning area conducted a Comprehensive Self-Review in spring 2004. This review was conducted by internal personnel and by an external consultant.

Strength and Conditioning Facilities:

1. Athletic Performance Center Weight Room

Football: 99 Male Athletes

Women's Lacrosse: 25 Female Athletes

Women's Field Hockey: 23 Female Athletes

Women's Softball: 19 Female Athletes

Men's Golf: 8 Male Athletes

Women's Golf: 8 Female Athletes

Total: Male 107, Female 75

2. Convocation Center Weight Room

Men's Basketball: 15 Male Athletes

Women's Basketball: 13 Female Athletes

Total: Male 15, Female 13

3. Bridgeforth Stadium and Godwin Hall Weight Rooms

All other sports

Total: Male 188, Female 193

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

Since July 2003, major increases in funding have occurred in the area of sports medicine. The equipment and supplies budget has increased from approximately \$55,000 to \$154,700. Increases have also occurred in staffing. Three full-time ATCs, two GAs and a full-time medical director have been hired. New contracts with orthopedic surgeons have been finalized, providing greater contact with student-athletes.

Medical Equipment/Supplies

2006: \$154,700

2005: \$148,527

2004: \$130,218

Student-Athlete Secondary Insurance Policies

2006: \$83,187

2005: \$75,594

2004: \$64,324

Personal Services

2006: \$368,162

2005: \$348,442

2004: \$258,223

Non-Personal Services

2006: \$224,938

2005: \$213,549

2004: \$210,972

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Total Budget

2006: \$593,100
2005: \$561,991
2004: \$469,197

Strength and Conditioning Staff

2006

FT: 2, PT: 5, GA: 0

2005

FT: 2, PT: 2, GA: 0

2004

FT: 1, PT: 1, GA: 2

Equipment/Supplies

2006: \$9,900
2005: \$5,890
2004: \$6,000

Total Personal Services Budget

2006: \$151,455
2005: \$125,954
2004: \$124,336

Total Non-Personal Service Budget

2006: \$25,747
2005: \$13,462
2004: \$139,316

Total Budget

2006: \$177,202
2005: \$139,416
2004: \$139,316

Footnotes

1. GA cost not included in budget totals.
2. Physician contract cost not included in budget totals.
3. Medical costs are in sports medicine & administrative budgets.
4. FY 06 additional FT is Assistant FB coach, not reflected in PS totals here, base salary 50,000.
5. Position created as PT, FY 2004 - converted to FT, FY 2005.

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

The Department of Sports Medicine does an excellent job of communicating with the coaches and student-athletes. Both groups have ample opportunities to provide input and feedback to the sports medicine staff. In the area of sports medicine, there has not been any feedback from conversation/surveys that has hinted about any type of problem in areas related to gender.

A minor concern is the number of graduate assistantships and fellows providing medical care. These are helpful; however, these types of positions create a great deal of turnover within the Department of Sports Medicine.

The availability of services has improved greatly over the previous few years. The Department of Sports Medicine opened a new facility in summer 2005 (Athletic Performance Center) and renovated an additional 1,000 square feet of space in order to increase the availability of their services. With these additions, the student-athletes have access to four primary athletic training rooms.

In the area of Strength and Conditioning, there are four separate weight rooms. A concern in this area is the number of athletes working out in the weight rooms at one time. The NSCA Strength and Conditioning

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Professional Standards and Guidelines states that a ratio of professional staff to athlete should not exceed 1/20. It is believed that this ratio is not the standard of practice.

Additionally, there are no females on the strength and conditioning staff. While there have been females on the strength and conditioning staff in the past, currently it is an all male staff. It has been noted that attempts have been made to hire qualified females, yet there is a shortage of qualified females in the profession. Coaches input suggests that JMU athletics continue efforts to hire a female(s) in this area of support services.

For the most part, the assistants in the area of Strength and Conditioning are part-time employees with no benefits. These create a great deal of turnover.

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

The Gender Equity Plan was written by the athletics department and reviewed by the Peer Review Steering Committee. It is believed that the plan addresses these issues accurately. The plan addresses a maintenance program as well as an ongoing effort to hire a female(s) in this area of support services.

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

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

There are no special services provided for student-athletes in the area of Dining Services. Student-athletes who live on campus participate in the Residence Life procedures offered to all students who live on campus.

There is a form of advanced registration for upperclassman student-athletes in the housing procedure which provides an opportunity for a coach to request certain locations in proximity to practice facilities in the interest of safety and security.

Many student-athletes live in off-campus apartments near JMU. Those student-athletes secure apartments using the same process as all students at the University.

Information on food and dining contracts for full scholarship student-athletes will be available from Kurt Johnson, Assistant Athletics Director for Compliance.

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

Records are available in hard copy in Student-Athlete Services.

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

There are no areas of deficiency in this area based on gender.

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

The Gender Equity Plan was written by the athletics department and reviewed by the Peer Review Steering Committee. It is believed that the plan addresses these issues accurately.

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

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

Information in this area was provided by Sports Media Relations. Materials from the Sports Media Relations Program Review Final Report were reviewed as the primary source. In addition to this report, staff members were interviewed.

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

Average annual printing expenditures for media guides over three years:

- Men's sports: \$32,581
- Women's sports: \$22,878

Average page size of media guides over three years:

- Men's sports: 53.6
- Women's sports: 32

Differences in costs for posters, schedule cards and magnets appeared insignificant.

Game program costs were quite significant due to the larger attendance at football and Men's Basketball games.

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

The quality of personnel across the board is excellent. All sports need additional personnel to operate efficiently for 28 sports.

Most men's and women's teams, when reviewing services within the same tier, receive the same support and services.

One deficiency noted is that softball is assigned an intern who changes annually while baseball has a full-time veteran assigned.

Football, Men's and Women's Basketball, and baseball have higher-tech Web services in-game, including online stats and audio streaming. This is partially a facility issue due to lack of press boxes and phone lines at other Tier II facilities. It is also due to a lack of staff to coordinate the demands for online services.

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

The Gender Equity Plan was written by the athletics department and reviewed by the Peer Review Steering Committee. It is believed that the plan addresses these issues accurately.

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

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

Members of the Gender Equity Committee interviewed individuals in the Department of Athletics, toured the facilities and reviewed organizational charts for each division included in the assessment to determine the equity of office space allocated for each department support team.

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

Based on a review of Athletics Administration Support Staff, the Intercollegiate Athletics Organizational Chart and the JMU Athletics Staff Directory by Department, the committee concluded the following.

Two full-time Administrative Assistants report to AD, Assoc AD/SWA, Assoc AD

- AD's supervise all M/W sports

One full-time Sport Assistant

- Provides administrative services for Men's and Women's Soccer, Men's and Women's Swimming and Diving, Men's and Women's Gymnastics, softball, and cheerleading

One part-time Temporary Position

- Provides administrative services for Men's and Women's Track & Cross Country, Men's and Women's Golf, volleyball, fencing, strength & conditioning

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One full-time Administrative Assistant

- Provides administrative services for Men's and Women's Archery, Men's and Women's Tennis, wrestling, lacrosse, and baseball

One full-time Support Staff and one part-time Support Staff

- Provide administrative services for Men's Basketball

One full-time Support Staff and one part-time Support Staff

- Provide administrative services for Women's Basketball

Two full-time Support Staff

- Provide administrative services for football

Divided among all divisions are eight Support Office Assistants

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

Several areas within the athletics department are in great need of additional full-time or part-time personnel in order to operate efficiently for 28 sports.

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

The Gender Equity Plan was written by the athletics department and reviewed by the Peer Review Steering Committee. It is believed that the plan addresses these issues accurately. The future plan includes a commitment to perform a comprehensive study in this area in order to evaluate the needs of the department and make changes based on need.

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

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

The past three years of recruiting budgets were reviewed in the EADA. In addition to budget numbers, the committee held a meeting with the coaches to hear their comments.

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

The following are recruiting percentages for the last three fiscal years as provided in the EADA.

2002-2003

Men: 49%

Women: 51%

Men's Athletic Participation: 53%

Women's Athletic Participation: 47%

2003-2004

Men: 56%

Women: 44%

Men's Athletic Participation: 50%

Women's Athletic Participation: 50%

2004-2005

Men: 56%

Women: 44%

Men's Athletic Participation: 52%

Women's Athletic Participation: 48%

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

These numbers are a snapshot and will vary from year to year. They do not take into consideration the size of the recruiting class nor the amount of scholarship money available.

Recruiting dollars actually decreased for women over the last three fiscal years to its most recent rate of 44 percent in 2005, which is not proportional to the 2005 participation rate of 48 percent.

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

The Gender Equity Plan was written by the athletics department and reviewed by the Peer Review Steering Committee. It is believed that the plan addresses these issues accurately. The future plan addresses the discrepancy between the women's overall recruiting budget and the women's overall participation rate. Additional dollars will be allocated into women's sports budgets in order to reach proportionality.

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

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

The Gender Equity Plan was written by the athletics department and reviewed by the Peer Review Steering Committee. It is believed that the plan addresses these issues accurately.

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

The Gender Equity Plan was written by the athletics department and reviewed by the Peer Review Steering Committee. It is believed that the plan addresses these issues accurately.

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

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

Evaluation

1. Has the institution implemented its approved gender-equity plan from the previous self-study? **Currently Yes**
2. Has the institution provided an explanation from appropriate institutional authorities if its gender-equity plan was modified or not fully carried out? **Currently Yes**

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3. Has the institution demonstrated that it is committed to, and has progressed toward, fair and equitable treatment of both male and female student-athletes and athletics department personnel? **Currently Yes**
4. Has the institution formally adopted a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which is equitable for both genders? **Currently Yes**
5. Has the institution developed a plan that includes measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables? **Currently Yes**

Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Athletic Scholarships	1. Scholarships for fully funded sports. 2. Scholarships for W Track/Cross Country & W Soccer. 3. Lack of adequate communication in regards to JMU scholarship allocation policy.	1. Maintain NCAA maximum equivalencies for all JMU scholarship sports. 2. Achieve NCAA maximum equivalencies for all JMU scholarship sports. 3. Define JMU equivalency allocation policy.	1. Conduct Annual Gender Equity Report in order to make appropriate adjustments if necessary to accommodate evolving NCAA standards. 2. Continue to add one equivalency to W Track/Cross Country each fiscal year and add one equivalency to W Soccer each fiscal year. 3a. Identify program goals for JMU athletics. 3b. Define policy. 3c. Disseminate information to coaches via a written policy.	1. SWA 2. SWA, AD, Budget Director 3. AD	1. October 2006, then annually 2. Continue equivalency additions with W Track/Cross Country 2007 fiscal year in order to achieve NCAA maximum equivalencies by 2010; Begin equivalency additions with W Soccer 2007 fiscal year in order to achieve NCAA maximum equivalencies by 2008 3. Beginning of fiscal year July 1, 2006

Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Accommodation of Interests and Abilities	1. Lack of current data available for analysis (last analysis 2000).	1. Establish a regular schedule for the assessment and reporting of Accommodations and Interest and Abilities.	<p>1a. Determine appropriate means and processes for conducting assessment of Accommodations of Interests and Abilities.</p> <p>1b. Plan for, develop and implement an Assessment of Accommodations of Interests and Abilities a minimum of two times between 2006 and 2010.</p> <p>1c. Provide a written report to the Director of Athletics to include the elements of the assessment process, all data and recommendations for appropriate actions or responses as a result of the data.</p> <p>1d. Establish an Athletic Gender Equity Committee to review activity in each of the 13 program areas.</p> <p>1e. Present Annual Gender Equity Report to this committee in order to review interest survey.</p>	SWA	<p>1a. June 2006</p> <p>1b. June 2006, June 2010</p> <p>1c. December 2006, December 2010</p> <p>1d. June 2006</p> <p>1e. October 1 annually</p>

Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Equipment and Supplies	1. Overall female equipment budget is not proportional to female athletic participation.	1. Achieve gender equity by allocating more money into female athletic equipment budgets.	1a. Yearly increases to female athletic equipment budgets over two-year period in order to achieve proportionality between overall female equipment dollars and female athletic participation. 1b. Provide Annual Gender Equity Report to Gender Equity Committee to monitor activity relative to equipment and supplies.	1. AD, Budget Director, Asst AD for Sport Programs (Sport Administrator) 1b. SWA	1. Begin July 1, 2006 for 2007 fiscal year 1b. October 1 annually
Scheduling of Games and Practice Times	1. Limited opportunities to host post season competition for several women's programs due to inadequate facilities (i.e., restroom, gate admissions, press box, seating). 2. Practice facilities for certain women's sports pose safety and health issues.	1. Facility Master Plan (see Item #8 1b). 2. Facility Master Plan (see Item #8 1b).	1a. Facility Long Term Master Plan (see Item #8). 1b. Provide Annual Gender Equity Report to Gender Equity Committee. 2. Facility Long Term Master Plan (see Item #8).	1. AD, SWA, Budget Director 1b. SWA 2. AD, SWA, Budget Director	1a. July 2007 1b. October 1 annually 2. July 2007

Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Travel and Per Diem Allowance	<p>1a. Discrepancies in "per capita" spending based on mandated roster management numbers (i.e., M & W Gym, M/W Swim / Diving, M/W Track /XX).</p> <p>1b. Continue to monitor activity relative to travel expenditures.</p>	1. Increase money in travel budget line items to address any differences.	<p>1a. Increase travel budget line items "dollar: athlete" ratio to be reflective of the squad size.</p> <p>1b. Provide Annual Gender Equity Report.</p>	<p>1a. AD, Asst AD for Sport Programs and Budget Director</p> <p>1b. SWA</p>	<p>1a. July 2006, then annually</p> <p>1b. October 1 annually</p>
Tutors	1. No issues identified within program area evaluation. Maintenance plan included.	<p>1a. Provide equitable, appropriate tutor support to all JMU student-athletes.</p> <p>1b. Continue to monitor activity relative to tutor support.</p>	<p>1a. Provide Annual Gender Equity Report to Gender Equity Committee for review of activity relative to student-athlete services.</p> <p>1b. Provide annual Gender Equity Report to Gender Equity Committee.</p>	<p>1a. AD, SWA, Gender Equity Committee, Assoc AD for Student-Athlete Services</p> <p>1b. SWA</p>	<p>1a. Fall 2006, then annually</p> <p>1b. October 1 annually</p>
Coaches	1. Inequity in salaries for coaches of women's sports.	<p>1a. Establish JMU Athletics salary policy.</p> <p>1b. Conduct ongoing salary reviews.</p> <p>1c. Based on results of salary reviews in Gender Equity Report, adjust salaries which are not in compliance with athletics department salary policy.</p>	<p>1a. Articulate athletics department salary policy, which reflects compliance with state and federal guidelines.</p> <p>1b. Annual Gender Equity Report.</p> <p>1c. Present salary study information and determine appropriate adjustment for next budget cycle</p>	<p>1a. AD, SWA, Gender Equity Committee</p> <p>1b. SWA</p> <p>1c. AD, SWA</p>	<p>1a. July 1, 2006</p> <p>1b. October 1 annually</p> <p>1c. October 1, Annual Gender Equity Report; January 2007, submit next fiscal year budget</p>

Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Locker Rooms, Practice and Competitive Facilities	<p>1. Lack of adequate and exclusive locker rooms, which also pose health and overcrowding issues, for a number of women's athletic programs.</p> <p>2. Lack of availability of indoor practice space for certain women's athletic programs.</p> <p>3. Safety, transportation, and instruction issues relative to proximity to practice and competitive venues for a number of women's athletic programs</p>	<p>1a. Short term facility plan.</p> <p>1b. Long term facility plan.</p> <p>2. Long term facility plan.</p> <p>3. Long term facility plan.</p>	<p>1a1. Present essential upgrade recommendations.</p> <p>1a2. Submit budget requests.</p> <p>1a3. Initiate essential upgrades in facilities which pose health/safety issues due to outdated condition.</p> <p>1b1. Complete RFP for facility feasibility study.</p> <p>1b2. Hire facilities consultant.</p> <p>1b3. Present current facility analysis to consultant.</p> <p>1b4. Complete study and submit recommendations to AD.</p> <p>1b5. Submit budget requests for facility renovations.</p> <p>2. Same as above.</p> <p>3. See long term facility plan.</p>	<p>1a1. AD, SWA, Sport Administrator</p> <p>1a2. AD, SWA, Sport Administrator</p> <p>1a3. AD, SWA, Budget Director</p> <p>1b1. Budget Director, AD</p> <p>1b2. AD</p> <p>1b3. AD</p> <p>1b4. Facility consultant</p> <p>1b5. Budget Director</p> <p>2. Same as Long Term Facility Plan</p> <p>3. Same as Long Term Facility Plan</p>	<p>1a1. September 2006</p> <p>1a2. January 2007</p> <p>1a3. July 2007</p> <p>1b1. April 2006</p> <p>1b2. July 2006</p> <p>1b3. July 2006</p> <p>1b4. June 2007</p> <p>1b5. January 2008</p> <p>2. Same as Long Term Facility Plan</p> <p>3. Same as Long Term Facility Plan</p>

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Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Medical and Training Facilities and Services	<p>1. No medical issues identified within program area evaluation. Maintenance plan included.</p> <p>2. Limited availability of qualified full-time female strength & conditioning coaches.</p>	<p>1. Continue to provide excellent and equal health care to all student-athletes regardless of race or gender.</p> <p>2. Continue ongoing efforts to hire full-time female strength & conditioning coach during position vacancy.</p>	<p>1a. Pre-participation screening for all athletes.</p> <p>1b. Full access to certified athletic trainers and physicians.</p> <p>1c. Onsite coverage provided by a certified athletic trainer for all high-risk sports.</p> <p>1d. Provide Annual Gender Equity Report to Gender Equity Committee for review of activities related to Medical and Training Facilities and Services.</p> <p>1e. Monitor feedback with surveys and provide summary of surveys to AD</p> <p>2. Perform appropriate position search</p>	<p>1. Director of Sports Medicine, staff athletic trainers, physicians</p> <p>2. AD, Head Strength & Conditioning Coach</p>	<p>1a, b, c. Ongoing</p> <p>1d. October 1 annually</p> <p>1e. October 1 annually</p> <p>2. Dependent on position vacancy</p>
Housing and Dining Facilities and Services	<p>1. No issues identified within program area evaluation. Maintenance plan included.</p>	<p>1a. Provide equitable residence life and dining opportunities to all JMU student-athletes</p> <p>1b. Continue to monitor activity relative to residence life and dining services</p>	<p>1a. Continue to coordinate residence life and dining options/opportunities with appropriate campus officials.</p> <p>1b. Provide Annual Gender Equity Report to Gender Equity Committee.</p>	<p>1. SWA, Assoc AD for Student-Athlete Services, Asst AD for Compliance, Asst Director of Housing, Gender Equity Committee</p>	<p>1. Fall 2006, then annually</p> <p>1b. October 1 annually</p>

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Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Publicity	1. Staffing inequity for Sport Media Relations (SMR). 2. Staffing inequity for game operations and media support.	1. Consistent with SMR program review ('05), create new, full-time position of Director of Athletics Communication. 2. Reference needs for facility enhancement(s) to meet working press, game operations staff in Athletics Department Facilities Master Plan. a. Establish plans, budgets and implementation timelines to enhance in-game support (i.e., PA announcer).	1. Submit budget initiative to create position. a. Draft position description and revised organizational structure. 2. Include in draft information to provide as part of RFP for consultant. a. Assign responsibility to respective Marketing and SMR staff.	1. Assoc Athletics Director for Marketing and Development (AADDM) a. AADDM & SMR Director 2. AADDM a. Asst AD Marketing and SMR Director	1. February 2006 a. TBD - pending position funding 2. February 2006 a. TBD - pending completion of facility enhancements
Support Services	1. Discrepancies among men's and women's teams with respect to secretarial support. 2. Discrepancies among men's and women's teams with respect to managerial support.	1. Complete an evaluation of specific program needs for secretarial support. 2. Complete an evaluation of needs and financial allotments per program for managerial support.	1a. Annual Gender Equity Report. 1b. Make adjustments as warranted by the review. 2a. Annual Gender Equity Report. 2b. Make adjustments as warranted by the review.	1. SWA 2. SWA	1. October 1 annually 1b. Dependent on results of review 2. October 1 annually 2b. Dependant on results of review

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Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Recruitment of Student-Athletes	1. Overall female recruiting budget not proportional to female athletic participation.	1. Achieve gender equity by increasing women's recruiting dollars.	<p>1. Yearly increases to female athletics recruiting budgets over three-year period in order to achieve proportionality between overall female recruiting dollars and female athletic participation.</p> <p>1b. Provide Annual Gender Equity Report to Gender Equity Committee to monitor activity relative to recruitment of student-athletes.</p>	<p>1. AD, Budget Director, Sport Administrators</p> <p>1b. SWA</p>	<p>1. July 2006 for 2007 fiscal year</p> <p>1b. October 1 annually</p>

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Operating Principle

3.2 Minority Issues

Self-Study Items

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

A. There were no corrective actions or conditions for certification imposed in the first cycle certification process for JMU.

However, two strategies for improvement noted by the NCAA are as follows:

- 1) Separate JMU's gender issues and minority opportunities plans to allow for ease in monitoring the independent progress of these two specific institutional plans.
- 2) Provide evidence that the institution had developed a strategy to evaluate annually the progress in implementing its minority opportunities plan.

B. Based on the Athletics Division Policy and Certification Self-Study Recommendations, both a Minority Equity Plan and a Gender Equity Plan were developed. Each plan focused on specific objectives for their respective area that had distinct, measurable objectives listing who was responsible and at what time these objectives would be met. To address the second strategy for improvement listed above, each plan listed five major objectives that focused on minority issues. These objectives included the recruitment of diverse coaches, the administration of students and student involvement regarding these issues. As part of the Minority Equity Plan, a biennial evaluation of compliance with minority opportunity policies and goals will be conducted.

C. Included above

D. Not applicable

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

The James Madison University Athletics Department developed the Minority Equity Plan based on the Athletics Division Policy and Certification Self-Study Recommendations in 1998.

In that development, the plan identified five original goals intended to improve the support given to students and staff of color. The goals included the following:

1. Encourage student input regarding minority issues by providing a thorough explanation of the player exit interview process in the Handbook for Student-Athletes.

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2. Establish a process that guarantees a representative sample of minority student-athletes in each sport are interviewed personally in the exit interview process, including a reasonable racial sampling.

3. To ensure that appropriate opportunities are being provided to minorities, review ethnic employment data and compare it to total university statistics.

4. To ensure that appropriate opportunities are being provided to minorities, review ethnic participation, recruiting and scholarship data and compare them to total university statistics.

5. To accommodate evolving standards of the NCAA and to review JMU's progress toward achievement, conduct a biennial evaluation of compliance with minority opportunity policies and goals.

The 1998 Minority Equity Plan identified critical issues to be addressed by JMU's Department of Athletics. Outlined below are the goals, the offices/persons/committees responsible for completing the goals, the dates by which they were completed and the results.

1. Encourage student-athlete input regarding minority issues by providing a thorough explanation of the player exit interview process in the Handbook for Student-Athletes.

Athletics Director

August 1998

RESULTS: In the Student-Athlete Handbook on pg. 16, the athletics department provides an explanation of the senior exit interview process. The word "Minority" should be inserted in the verbiage.

2. Establish a process that guarantees a representative sample of minority student-athletes in each sport are interviewed personally in the exit interview process, including a reasonable racial sampling.

RESULTS: As stated in the JMU Student-Athlete Handbook, all student-athletes who are either graduating or have exhausted their eligibility go through the exit interview process.

3. To ensure that appropriate opportunities are being provided to minorities, review ethnic employment data and compare it to total university statistics. Submit the report to the Director of Athletics, noting any deficiencies.

SWA and EAAD

Annually, beginning December 1998.

RESULTS: The Office of Equal Opportunity has provided the full-time employee numbers from 2003-2005. In 2003, the athletics department had 6.4 percent of the total full-time minority employees at JMU. In 2004, the athletics department had 8.4 percent of minority employees and 7.2 percent in 2005.

4. To ensure that appropriate opportunities are being provided to minorities, review ethnic participation, recruiting and scholarship data and compare them to total university statistics. Submit the report to the Director of Athletics, noting any deficiencies.

SWA and EAAD

Annually, beginning in December 1998

RESULTS: The Compliance Office will provide data for the last three years.

5. To accommodate evolving standards of the NCAA and to review JMU's progress toward achievement, conduct a biennial evaluation of compliance with minority opportunity policies and goals.

Management Team

RESULTS: The Centennial Strategic Plan has highlighted diversity as one of the six strategic emphasized characteristics for the University (1. Diversity, 2. Financial Resources, 3. Private Support, 4. Graduate Programs of Distinction, 5. Professional Development, and 6. Institutional Planning). To meet the NCAA and JMU emphasis on diversity, the athletics department established a Diversity Council to evaluate compliance with minority policies and goals.

Centennial Strategic Plan 2004-2008

1. Diversity

The University will be a diverse community whose members share a common JMU experience.

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Vision: Our graduates will work and live in diverse settings. The prospects for their success as educated and enlightened citizens are enhanced by exposure to different points of view. What we value and believe, and what we hold to be true and factual, is best confirmed by the test of another's opinion and thoughtful consideration. Diversity enriches the educational experience and promotes growth.

Goal: To offer a richer educational experience for our students by establishing a critical mass of underrepresented populations among the faculty, staff and students.

Template for Diversity Councils

Vision: To foster an organizational climate where JMU coaches and athletic staff respect, appreciate and value individual differences so that we can build on the strengths of a diverse workforce to better perform our mission of educating students.

Mission Statement: The mission of the James Madison University Athletics Department Diversity Committee is to complement and further advance the University's vision for diversity specifically in the area of athletics. The committee will strive to create an inclusive culture which values, welcomes, and respects all members of the athletics department to include student-athletes, coaches, administrators and staff. To protect the diversity of people and ideas, JMU does not discriminate on the basis of race, color, national origin, religion, gender, age, veteran status, political affiliation, sexual orientation or disability. The James Madison University athletics department is committed to the cultivation of an environment that values diversity and equity with respect for the unique contribution of each individual.

Responsibilities: The Diversity Council is a permanent committee that will report to the Director of Athletics. The Diversity Council will serve as a change agent to promote an inclusive work environment that furthers JMU's vision for diversity and shall identify specific goals to achieve this vision.

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

In the last three years, JMU has developed a comprehensive Diversity Initiative for the University, which includes the Division of Athletics. As detailed in Self-Study Section 3.3, Question #4, a Presidential Committee to address diversity was formed. A Diversity Commission for Athletics was created in 2004 that has taken the five objectives submitted in the original 1998 certification cycle and expanded upon those objectives. This Diversity Commission for Athletics meets regularly to discuss and work on the Diversity Initiative put in place by the Office of the President and the Office of the Special Assistant to the President. For a more extensive history of this process and initiative, see the following question.

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

James Madison University has many efforts in place related to minority issues for faculty, staff and students. The Office of Equal Opportunity operates as a neutral entity on campus, and their Statement of Commitment states that JMU is committed to selecting faculty and staff without discrimination against individuals on the basis of race, color, sex, sexual orientation, religion, creed, national origin, age, veteran status, political affiliation or disability. The Office of Equal Opportunity calls upon every member of the university involved in recruitment, hiring and promotions to exert their best efforts to achieve the goals that are set forth in the affirmative action plan. The Office of the Special Assistant to the President calls upon every member of the University to ensure that a non-discriminatory process of recruiting, hiring, and promoting women, minorities, qualified disabled individuals, and veterans occurs at all levels of employment throughout our University. James Madison University also expects that outside agencies with which it contracts will comply with all applicable anti-discrimination laws.

The University endorses the goals of equal employment opportunity and affirmative action as supported by our University's characteristics and values spelled out by our President. James Madison must and will maintain its commitment to the goals of affirmative action and equal employment opportunity. The University also requests that everyone continue to cooperate at every level toward implementing our University's policy.

In addition, the Office of the President at JMU established 29 Defining Characteristics for achievement by 2008. Defining Characteristic Six focuses on diversity and creating a diverse community whose members share a

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common JMU experience. The overarching goal for this Defining Characteristic is to increase the diversity of the student body, faculty and staff. From this Characteristic came the Presidential Commission on Diversity charged with creating a vision and strategic plan for increasing diversity at JMU. Out of the commission recommendations, the Office of the Special Assistant to the President was created and is responsible for spreading the diversity initiative across campus. Three significant offices aimed at the recruitment and retention of diverse students, faculty and staff were aligned in this endeavor. The Office of Admissions, the Office of Financial Aid and Scholarships, and the Office of Equal Opportunity all fall under this new office. Significant programming aimed at minority students and increased diversity awareness on campus include, but are not limited to, the Centennial Scholars Program and the Professor-in-Residence Program.

The Center for Multicultural Student Services (CMSS) is also available to all students at JMU and celebrates diversity by raising awareness and providing education on cultural and ethnic issues. CMSS offers extensive programming, conference support, leadership development and advocacy, as well as resources for retention, referrals and day-to-day support of minority students on campus.

Lastly, the Department of Human Resources at JMU oversees the recruitment process for the University, which includes the Department of Athletics. As stated in the Affirmative Action Statement (Policy 1302) listed in all faculty, staff and wage employee handbooks, it is the policy of James Madison University to provide equal employment and educational opportunities for all persons without regard to race, color, religion, national origin, gender, age, veteran status, disability, political affiliation, or sexual orientation. An integral part of this policy is to administer recruiting, hiring, working conditions, benefits and privileges of employment, compensation, training, opportunity for advancement including upgrades and promotion, transfer, and termination of employment including layoff and recall for all employees without discrimination because of race, color, religion, national origin, gender, age, veteran status, disability, political affiliation, or sexual orientation.

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

Please see the chart included for a breakdown by ethnic composition.

6. For the three most recent academic years, provide the racial or ethnic composition for student-athletes who received athletics aid and for students generally. [Note: Use the supplied chart (Racial or Ethnic Composition) to compile the data requested in this self-study item.]

Results per RACIAL OR ETHNIC COMPOSITION STUDENTS GENERALLY AND STUDENT-ATHLETES ON ATHLETICS AID chart.

2004-2005 Athletic Aid Awarded
 American Indian/Alaska Native - 0
 Asian - 2
 Black - 75
 Hispanic - 5
 White - 237
 Other - 4

2003-2004 Athletic Aid Awarded
 Am. Ind./An - 1
 Asian - 1

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Black - 73
 Hispanic - 6
 White - 206
 Other - 2

2002-2003 Athletic Aid Awarded

Am. Ind./An - 1
 Asian - 1
 Black - 95
 Hispanic - 6
 White - 189
 Other - 7

2005-2006 Total Students Aid Awarded

- Data NOT Available at this time

Am. Ind./An - ""
 Asian - ""
 Black - ""
 Hispanic - ""
 White - ""
 Other - ""

2004-2005 Total Students Aid Awarded

Am. Ind./An - 6
 Asian - 94
 Black - 121
 Hispanic - 51
 White - 1256
 Other - 68

2003-2004 Total Students Aid Awarded

Am. Ind./An - 9
 Asian - 189
 Black - 168
 Hispanic - 55
 White - 1676
 Other - 64

2002-2003 Total Students Aid Awarded

Am. Ind./An - 11
 Asian - 169
 Black - 172
 Hispanic - 54
 White - 1597
 Other - 67

The following is a breakdown by ethnicity of total dollars disbursed to students in general at JMU:

2005-2006 (Numbers are preliminary)
 African-American: \$491,430
 American Indian/Alaska Native: 16,310
 Asian/Pacific Islander: 270,785
 Hispanic: 163,089
 Other/Nonreported: 108,790
 White, non-hispanic: 1,481,088
 TOTAL: \$2,531,491

2004-2005
 African-American: \$313,767
 American Indian/Alaska Native: 10,620
 Asian/Pacific Islander: 220,882
 Hispanic: 147,809
 Other/Nonreported: 110,019

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White, non-hispanic: 2,014,111
TOTAL: \$2,817,206

2003-2004
African-American: \$121,711
American Indian/Alaska Native: 11,086
Asian/Pacific Islander: 144,069
Hispanic: 53,562
Other/Nonreported: 68,244
White, non-hispanic: 1,684,138
TOTAL: \$2,082,810

7. For the three most recent academic years, provide the racial or ethnic composition of student-athletes who received athletics aid by the eight sport groups listed in the NCAA Graduation-Rates Disclosure Form. Also, for those sports not at the varsity level for three years, indicate the year in which the sport was recognized by the institution as a varsity sport. [Note: Use the supplied chart (Racial or Ethnic Composition) to compile the data requested in this self-study item.]

For a complete breakdown, refer to the RACIAL OR ETHNIC COMPOSITION
MEN'S AND WOMEN'S SPORTS TEAMS chart.

Total results per attached chart.

Sports Years Reviewed: 2005-2006, 2004-2005 and 2003-2004
Totals for each sport (3 years combined) per racial or ethnic composition

Baseball
Am.Ind./An - 1
Asian - 0
Black - 0
Hispanic - 0
White - 89
Other - 0

Men's Basketball
Am.Ind./An - 1
Asian - 0
Black - 20
Hispanic - 0
White - 8
Other - 1

Football
Am.Ind./An - 0
Asian - 0
Black - 152
Hispanic - 1
White - 81
Other - 5

Men's Track/Cross Country
Am.Ind./An - 0
Asian - 0
Black - 4
Hispanic - 0
White - 16
Other - 0

Men's Other Sports
Am.Ind./An - 0
Asian - 0
Black - 16

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Hispanic - 5
White - 72
Other - 1

Women's Basketball
Am.Ind./An - 0
Asian - 0
Black - 24
Hispanic - 0
White - 11
Other - 3

Women's Track/Cross Country
Am.Ind./An - 1
Asian - 0
Black - 16
Hispanic - 0
White - 45
Other - 1

Women's Other Sports
Am.Ind./An - 2
Asian - 2
Black - 0
Hispanic - 11
White - 303
Other - 2

TOTAL
Am.Ind./An - 14
Asian - 2
Black - 232
Hispanic - 17
White - 625
Other - 13

8. Using the eight program areas for minority issues please:

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

1. Institutional and Athletics Department Commitment Development and maintenance of written statements that address the issues of diversity.

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

The University is following a Centennial Strategic Plan for 2004-2008. There are six characteristics, and ways of improving campus diversity are first among these. This characteristic is in the forefront of every department on campus. This commitment starts from the President's office and is upheld in the University community.

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

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The athletics department is committed to the cultivation of an environment that values diversity and equity with respect for the unique contribution of each individual. A diversity committee has been established to ensure the athletics department's and the University's ongoing commitment in this area.

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

The Department of Athletics has developed a Diversity Council to address past, present and future issues of diversity. At the present time, JMU athletics has greater diversity within their sport programs than what the total JMU population represents.

As part of the Centennial Strategic Plan, the 2004-2005 Initiatives list Diversity as the number one priority of the University and should be mirrored in the athletics department.

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

The Minority Equity Plan was written by the athletics department and reviewed by the Peer Review Steering Committee. It is believed that the plan addresses these issues accurately.

2. Evaluation Periodic review of athletics department activities for consistency with goals and objectives set forth in the institution's and athletics department's written commitments to diversity.

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

Athletic directors and athletics department staff are responsible for monitoring and implementing the progress toward the athletics department diversity goals. Diversity issues are discussed in the Diversity Council meetings. The council examines the following five issues/actions: (1) Encourage student input regarding minority issues; (2) Establish a process that guarantees a sample of minority student-athletes; (3) Ensure appropriate opportunities are being provided to minorities in employment; (4) Ensure appropriate opportunities are being provided to minorities in recruiting and scholarship; and (5) Accommodate evolving standards of the NCAA and review our progress.

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

As explained in Self-Study Section 3.2, Question #2, the Minority Equity Plan Results section explains the documentation used to determine compliance with the five issues.

Refer to the letter from the Office of Equal Opportunity described in Self-Study Section 3.2, Question #8.7b, Employment Opportunities, for verification of the athletics department's commitment to minority employment.

As described in Self-Study Section 3.2, Question #2, the Centennial Strategic Plan and the Diversity Council are both commitments to compliance in the area of diversity.

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

The athletics department does not currently evaluate or document any annual progression or regression on minority equity.

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

The Minority Equity Plan was written by the athletics department and reviewed by the Peer Review Steering Committee. It is believed that the plan addresses these issues accurately.

3. Organization and Structure Policies, and/or organization, and/or activities of the athletics program and its activities to help enhance diversity.

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

The athletics department Diversity Council is responsible for monitoring and addressing present and future diversity issues.

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

The athletics department facilitates learning in all areas of student-athletes' lives. Each student-athlete is given a Student-Athlete Handbook, which is also a calendar for the upcoming school year. The calendar is an organizer, planner, campus map and address book which also contains hints for studying and other helpful tips. The information expands to departments across campus. In addition, the handbook has rules and regulations for CAA Conference, NCAA, University ethics and conduct.

The Student-Athlete Advisory Council is comprised of at least one student-athlete from each team. The purpose is to provide open communication between administration, faculty and coaches. This allows each team the platform to discuss any issues or concerns that arise during the season.

The Office of Student-Athlete Services monitors and certifies the academic standing of student-athletes with regard to compliance to NCAA rules on satisfactory progress and continuing academic eligibility.

Exit interviews are conducted by the athletics department administration with student-athletes who are either graduating or have exhausted their eligibility. The purpose of the interview is to assess the student-athlete's overall experience at the University relative to his/her participation in intercollegiate athletics.

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

Since its inception in 1998, the Minority Plan has not come to fruition. In addition, the areas that are currently in place do not specifically examine minority issues at the University. The plan is very limited and needs to be expanded to address current and future issues.

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

The Minority Equity Plan was written by the athletics department and reviewed by the Peer Review Steering Committee. It is believed that the plan addresses these issues accurately.

4. Enrollment Goals of the institution for enrollment of minority students and minority student-athletes.

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

In the last three years, JMU has developed a comprehensive Diversity Initiative for the University, which includes the Division of Athletics. As detailed in Self-Study Section 3.2, Question #4, a Presidential Committee to address diversity was formed. A Diversity Commission for Athletics was created in 2004 that has taken the five objectives submitted in the original 1998 Certification cycle and expanded upon them. This Diversity Commission for Athletics committee meets regularly to discuss and work on the Diversity Initiative put in place by the Office of the President and the Office of the Special Assistant to the President.

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

James Madison University has many efforts in place related to minority issues for faculty, staff and students. The Office of Equal Opportunity operates as a neutral entity on campus and their Statement of Commitment states that JMU is committed to selecting faculty and staff without discrimination against individuals on the basis of race, color, sex, sexual orientation, religion, creed, national origin, age, veteran status, political affiliation, or disability. The Office of Equal Opportunity calls upon every member of the university involved in recruitment, hiring and promotions to exert their best efforts to achieve the goals that are set forth in our affirmative action plan. The Office of the Special Assistant to the President calls upon every member of the University to engage in our efforts to ensure that a non-discriminatory process of

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recruiting, hiring, and promoting women, minorities, qualified disabled individuals, and veterans occurs at all levels of employment throughout our University. James Madison also expects that outside agencies with which it contracts with comply with all applicable anti-discrimination laws.

The University endorses the goals of equal employment opportunity and affirmative action as supported by our university's characteristics and values spelled out by our President. James Madison must and will maintain its commitment to the goals of affirmative action and equal employment opportunity. The University also requests that everyone continue to cooperate at every level toward implementing our University's policy.

In addition, the Office of the President at JMU established 29 Defining Characteristics for achievement by 2008. Defining Characteristic Six focuses on diversity and creating a diverse community whose members share a common JMU experience. The overarching goal for this Defining Characteristic is to increase the diversity of the student body, faculty and staff. From this Characteristic came the Presidential Commission on Diversity, charged with creating a vision and strategic plan for increasing diversity at JMU. Out of the commission recommendations, the Office of the Special Assistant to the President was created and is responsible for spreading the diversity initiative across campus. Three significant offices aimed at the recruitment and retention of diverse students, faculty and staff were aligned in this endeavor. The Office of Admissions, the Office of Financial Aid and Scholarships, and the Office of Equal Opportunity all fall under this new office. Significant programming aimed at minority students and increased diversity awareness on campus include, but are not limited to, the Centennial Scholars Program and the Professor-in-Residence Program.

The Center for Multicultural Student Services (CMSS) is also available to all students at JMU and celebrates diversity by raising awareness and providing education on cultural and ethnic issues. CMSS offers extensive programming, conference support, leadership development and advocacy, as well as resources for retention, referrals and day-to-day support of minority students on campus.

Lastly, Human Resources at JMU oversees the recruitment process for the university, which includes the Department of Athletics. As stated in the Affirmative Action Statement (Policy 1302) listed in all faculty, staff and wage employee handbooks, it is the policy of James Madison University to provide equal employment and educational opportunities for all persons without regard to race, color, religion, national origin, gender, age, veteran status, disability, political affiliation or sexual orientation. An integral part of this policy is to administer recruiting, hiring, working conditions, benefits and privileges of employment, compensation, training, opportunity for advancement including upgrades and promotion, transfer, and termination of employment including layoff and recall for all employees without discrimination because of race, color, religion, national origin, gender, age, veteran status, disability, political affiliation or sexual orientation.

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

The athletics department does not have a written recruitment plan for minority athletes. They follow the Diversity Initiative of the University.

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

The Minority Equity Plan was written by the athletics department and reviewed by the Peer Review Steering Committee. It is believed that the plan addresses these issues accurately.

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

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

The Presidential Commission on Diversity was established to evaluate all areas of the University on diversity. The commission compiled the results of their findings into an extensive report released on January 30, 2004, with the main conclusions listed below.

- The establishment of the Presidential Commission on Diversity is a step in the right direction but the

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University must establish a visible and continuous commitment to diversify the campus.

- These diversity initiatives will mean considerable institutional transformation and will require important organizational changes.
- The work of the Commission should serve as the beginning of a process to transform JMU into a model comprehensive university by institutionalizing diversity at JMU.
- Previous initiatives to diversify JMU should be used as a platform whenever appropriate.
- Leadership at the highest level of JMU is needed to ensure the success of the process.
- Diversity should be incorporated into the curriculum.
- We need to develop new strategies to meet changing demographics in Virginia.

The University monitors minority enrollment overall. The Assistant Athletics Director is responsible for monitoring minority enrollment through the athletics department.

Students for Minority Outreach (SMO) is a student organization focused on promoting James Madison University as a progressive and ethnically diverse institution of higher education. The group fosters a balance between leadership, social and academic development among prospective and present minority students. SMO provides programming assistance involving JMU students that encourages prospective students to attend James Madison University.

Students for Minority Outreach is an active organization helping to promote an understanding of pertinent issues concerning minority students and the recruitment process. We encourage the interaction between predominantly white organizations and minority organizations and, also, promote this organization as a liaison between James Madison University and the surrounding community.

JMU's commitment to diversity is shown through its 29 Defining Characteristics, one of which states that JMU will be a "diverse community whose members share a common JMU experience."

The vision for Defining Characteristic Six also states that "our graduates will work and live in diverse settings. The prospects for their success as educated and enlightened citizens are enhanced by exposure to different perspectives, different interpretations, and different points of view. What we value, what we believe, and what we hold to be true and factual is best confirmed by the test of another's opinion and thoughtful consideration. Diversity enriches the educational experience and promotes growth."

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

Minority enrollment in undergraduate programs over the last ten years James Madison University has experienced a 24 percent increase in undergraduate applications from underrepresented students and a 13 percent increase in the number of underrepresented students enrolling in the freshman class. At the same time, the number of applications received from African-Americans has remained flat and the number of African-Americans entering JMU in 2002 dropped by 38 percent when compared with 1992. With the changes to the Transition Program, dictated by the signing of the Accord, the number of African-Americans entering in 2003 was more than 60 percent fewer than the number who entered in 1992.

JMU Athletics has a far greater diversity within their sports programs than what the total JMU population represents. In this way, the athletics program is a model for minority integration at the university. The development of the Athletic Diversity Council was established to help ensure an ongoing commitment in this area.

The changes in the undergraduate numbers of African-Americans, Hispanic-Americans and Asian-Americans can be attributed to several factors including:

- The changing profile of the JMU applicant pool.
- The changing profile of college-going students in Virginia and across the country.
- Changes in the interpretation of affirmative action by society, the courts, states, boards and universities.
- The effects of the Accord signed between the Commonwealth of Virginia and the Federal Government in fall of 2001.
- The changing demographics in Virginia.

Based on the changing demographics and recent trends, Hispanic-Americans and Asian-Americans could make up 70-75 percent of JMU's underrepresented population in five years. This change will influence many of JMU's current practices.

Minority Enrollment in Graduate Programs

In fall 2002, JMU enrolled 684 graduate students in 35 master's, educational specialist and doctoral level

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programs.

Of these students, 5 percent were African-American, 2 percent were Asian, 2 percent were Hispanic, 1.2 percent were non-resident aliens and 85 percent were Caucasian.

Over the academic year 2002-2003, JMU enrolled 43 African-American graduate students, one American-Indian, 15 Asians, 15 Hispanic students and 40 non-resident aliens. Overall numbers of African-American, Hispanic, and non-resident alien graduate students have increased over the last three years.

From 1992 to 2003, the number of new underrepresented graduate students entering JMU has gone from eight out of 199 (4 percent) to 13 out of 210 (6 percent). (JMU Institutional Research)

Athletic Participation 2003-2006

Participation 2003-2004 (broken down by race)

Asian - 11

Black/African-American - 86

Hispanic/Latino - 11

Other - 8

White - 544

Participation 2004-2005 (broken down by race)

Asian - 9

American Indian/Alaskan Native - 1

Black/African-American - 84

Hispanic/Latino - 12

Other - 5

White - 543

Participation 2005-2006 (broken down by race)

Asian - 5

American Indian/Alaskan Native - 1

Black/African-American - 109

Hispanic/Latino - 15

Other - 13

White - 552

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

Refer to Self-Study Section 3.2, Question #8, 5a, for a list of deficiencies in University diversity issues. As for deficiencies in student-athletes, none were noted.

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

The Minority Equity Plan was written by the athletics department and reviewed by the Peer Review Steering Committee. It is believed that the plan addresses these issues accurately.

6. Participation in Governance and Decision-Making Involvement of minority student-athletes in the governance and decision-making processes of the athletics department, and provision of leadership opportunities (e.g., participation on student-athlete advisory committee) for minority student-athletes.

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

Minority student-athletes are encouraged to take leadership roles and participate in committees. The Student-Athlete Advisory Council is comprised of at least one student-athlete from each team. The purpose is to provide open communication among administration, faculty and coaches. This allows each team the platform to discuss any issues or concerns that arise during the season. This is a great venue to foster diverse leadership. In addition, exit interviews are conducted by the athletics department administration with student-athletes who are either graduating or have exhausted their eligibility. The purpose of the interview is to assess the student-athlete's overall experience at the University relative to his/her participation in intercollegiate athletics.

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

The Student-Athlete Advisory Council keeps minutes and/or agendas of all meetings that are conducted.

A revision by the Athletics Department Diversity Committee of the Senior Exit Questionnaire includes two new questions devoted to diversity. The questions are as follows:

18. Do you feel that your coach(es) valued your unique contributions (i.e. race, gender, sexual orientation) to your program?

19. Do you feel that you were discriminated against, harassed by, or otherwise treated unfairly by anyone in this program because of a unique personal characteristic?

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

There is not a committee for or that exclusively involves minority student-athletes. The athletics department has a Student-Athlete Advisory Council but the purpose is to address any issue raised by student-athletes, not minority or diversity issue in particular.

There does not seem to be any student representation on the Athletics Diversity Committee.

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

The Minority Equity Plan was written by the athletics department and reviewed by the Peer Review Steering Committee. It is believed that the plan addresses these issues accurately.

7. Employment Opportunities Establishment of goals for minority employment opportunities in the athletics department and the encouragement of promotion and hiring of minority coaches and administrators.

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

To ensure a complete study of each of these areas, the committee reviewed the Minority Equity Plan and conducted interviews by person, phone and email with the Associate Athletics Director and other members of the athletics department who have responsibilities for minority issues. For more information, review the letter in Self-Study Section 3.2, Question #8,7b from The Office of Equal Opportunity.

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

The University received a letter from The Office of Equal Opportunity on January 13, 2006 regarding employment numbers.

The letter is written as follows:

The Office of Equal Opportunity has compiled the employment numbers over the last 3 years for the Athletic[s] department. The numbers are broken down by full-time and part-time employees. A full-time employee is an employee that works over 1500 hours per year and has state benefits. A part-time employee is a short term or long term, non salaried position that is ineligible for state benefits.

The data has shown that the Athletic[s] department has performed admirably in job searches and in being inclusive when looking to hire the right candidates for open positions in the department. Over the last 3 years, the department has increased the total number of minorities by 2.3%. In 2003, the department employed 8.4% minorities. By the end of 2005, the department had increased their number of minorities employed to 10.7%. The department trend has showed an increase over each of the last 3 years.

Upon comparing the Athletic[s] department to the total number of minorities across the JMU campus, the figures are very impressive. Even in 2003, the number of minority full-time employees hired in the Athletic [s] department was 2.4% higher than the total number of minority employees hired at the university. There continued to be an increase in 2005, which was 4% higher compared to the total number of minorities working at the university in that same year.

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In 2005, part-time employees also showed an increase from the previous 3 years. The department's usage of part-time minority employees shows a commitment to diversity and inclusion within the daily operations of the department. In the Athletic[s] department, 10% of the part-time employees are minorities. The year with the largest part-time minority representation in Athletics was in 2005, when 14.9% of their part-time employees were minorities. The university's representation of minorities among part-time employees has stayed around 8% as an average over the last 3 years.

The James Madison University Athletic[s] department has represented the university very well when trying to be inclusive in their hiring. The numbers stated show a commitment to diversity as well as a desire to hire the most qualified person for the position. I commend the Athletic[s] department on their progress in recognizing the need for diversity but also I look forward in following the continued growth in the department.

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

There is not a comprehensive written plan to recruit minority coaches and administrators in the athletics department.

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

The Minority Equity Plan was written by the athletics department and reviewed by the Peer Review Steering Committee. It is believed that the plan addresses these issues accurately.

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

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

The athletics department has established a Diversity Council. Diversity issues are discussed in the Diversity Council meetings. The council examines the following five issues/actions: (1) Encourage student input regarding minority issues; (2) Establish a process that guarantees a sample of minority student-athletes; (3) Ensure appropriate opportunities are being provided to minorities in employment; (4) Ensure appropriate opportunities are being provided to minorities in recruiting and scholarship; and (5) Accommodate evolving standards of the NCAA and review our progress.

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

During new student orientation, each student is given the One Book. This book is filled with information about all JMU activities, programs and organizations. For instance, the Center for Multicultural Student Services is a contact source for information about problems and services for minority students.

"Conversations about Diversity" is a program developed in fall 2004. The program originated in the Office of the Special Assistant to the President and is also partnered with the Office of Residence Life. The program had two purposes when it originated. The first was to educate and raise awareness about the diversity initiative at JMU by bringing the initiative to the student body. The second purpose was to receive feedback and ideas from the student body from their own personal experiences on the current status of diversity at JMU and how to improve diversity within the University community.

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

Student-athletes should have their own platform to discuss diversity issues. The Diversity Council does not include any student-athletes which would facilitate growth for the student and the council. There is a lack of support or organization for current and future minority student-athletes to be involved in programs or have programs designed for their development.

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

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The Minority Equity Plan was written by the athletics department and reviewed by the Peer Review Steering Committee. It is believed that the plan addresses these issues accurately.

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

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

The Minority Equity Plan was written by the athletics department and reviewed by the Peer Review Steering Committee. It is believed that the plan addresses these issues accurately.

10. Describe the institution's efforts to ensure the plan for addressing minority issues for the future in the intercollegiate athletics program was developed through a process involving broad-based participation and received institutional approval.

In early 2004, the template for the Diversity Council was developed. The mission of the James Madison University athletics department Diversity Committee is to further advance the University's vision for diversity specifically in the area of athletics. The committee is made up of five individuals that represent different interest areas in athletics. Each committee member leads a subcommittee to review the goals and objectives. Once this is established, a plan and timeline is in place to carry out the goals and objectives.

The above committee is specifically focused on employment and job retention in the athletics department for diverse populations. In addition, the President's office at JMU has indicated diversity as one of the six strategic goals of the 2004-2008 Centennial strategic plan. In 2004, the Commission on Diversity was developed and led by the Special Assistant to the President. The commission conducted research, which led to the formation of admission, staff and faculty subcommittees. In addition, they have a charge that they follow and implement within a timeline. The Special Assistant to the President or a Commission member meets with each subcommittee monthly to discuss progress and new development.

Evaluation

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

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Plan Date Range: 2005-06 thru 2010-11

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Institutional and Athletics Department Commitment	Revise and update minority equity plan in response to the evolving standards of James Madison University and the NCAA.	Task force created. Diversity statement written. Revised, evaluated and implemented Minority Equity Plan.	Create a taskforce to review Minority Equity Plan; this taskforce should include student-athlete representation. Write a diversity statement that reflects the athletic department's vision.	Athletics Director, Athletics Diversity Taskforce	May 2006
			Revise Minority Equity Plan. Implement and evaluate revised Minority Equity Plan.	Athletics Director	May 2006; Review/report annually
Evaluation	Include evaluation of contributions to diversity in the annual review of departmental accomplishments.	System was created to acknowledge contributions. Comprehensive list of accomplishments was submitted.	Create a system to acknowledge and submit contributions of diversity.	Athletics Director	Create system by August 2006
			Submit a comprehensive list of accomplishments related to diversity to University administration.	Athletics Director	Present information by June 2007; report annually
Organization and Structure	Determine the climate relative to diversity of the athletics department.	Diversity survey created. Diversity survey administered. Diversity issues identified. Diversity training provided.	Create a diversity survey to be administered to coaches, staff and student-athletes. Identify diversity issues within the department based on survey results.	Associate Athletics Director	Establish survey timeline by August 2006; Report initial survey results by June 2007

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Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
			Provide cultural diversity training for all employees in the athletics department.	Associate Athletics Director	Provide diversity training by May 2009
Enrollment	Review minority graduation and enrollment rates and ensure they are at an acceptable University level.	Identification of model. Identification of groups for comparisons. Reports submitted.	Identify model for report. Identify components to be included. Identify groups for comparison.	Associate Athletics Director, Student-Athlete Services	Determine timeline by May 2006; Report annually
			Determine timeline for analyzing data; Incorporate goals and objectives	Associate Athletic Director, Student-Athlete Services	Determine timeline by May 2006; Report Annually
Comparison of Populations	Review minority graduation and enrollment rates and ensure they are at an acceptable University level.	Identification of model. Identification of groups for comparisons. Reports submitted.	Identify model for report. Identify components to be included. Identify groups for comparison to determine acceptable rate.	Associate Athletics Director, Student-Athlete Services	Determine timeline by 2006; Report annually
			Determine timeline for analyzing data.	Associate Athletics Director, Student-Athlete Services	Determine timeline by May 2006; Report annually
Participation in Governance and Decision-Making	Revise and update Minority Equity Plan in response to the evolving standards of James Madison University and the NCAA.	Create task force. Written diversity statement for the department.	Create a taskforce to review Minority Equity Plan; this taskforce should include student-athlete representation. Write a diversity statement that reflects the athletics department's vision.	Athletics Director, Athletics Diversity Taskforce	May 2006
			Revise Minority Equity Plan. Implement and evaluate revised Minority Equity Plan.	Athletics Diversity Taskforce	May 2006; Review/report annually

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Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Employment Opportunities	Review and update method of monitoring minority recruitment of coaches and staff.	Identification of reporting model. Update minority hiring plan.	Identify model for reporting. Identify components to be included (i.e., outreach efforts of coaches, staff and administration).	Associate Athletics Director/Sport Supervisors, Business Manager	Begin tracking data August 2006; Review/report annually
			Review current minority hiring plan and update accordingly.	Associate Athletics Director/Sport Supervisors, Business Manager	Review/report annually
Programs and Activities	Enhance and expand leadership and pre-professional opportunities for minority student-athletes.	Creation of leadership and professional development plan. Identification of coordinator.	Create minority student-athlete leadership and professional development plan and identify coordinator.	Associate Athletics Director, Student-Athlete Services, Athletics Diversity Taskforce	Implement plan by August 2007; Review/report annually
			Implement and evaluate plan.	Associate Athletics Director, Student-Athlete Services, Athletics Diversity Taskforce	Implement plan by August 2007; Review/report annually

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Operating Principle

3.3 Student-Athlete Welfare

Self-Study Items

1. List all "corrective actions", "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 3.3 (Student-Athlete Welfare). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

James Madison University did not receive any recommendations for corrective actions, conditions for certification or strategies for improvement from the NCAA Division I Committee on Athletics Certification during its first-cycle certification decision as they relate to Operating Principle 3.3 (Student-Athlete Welfare).

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 3.3 (Student-Athlete Welfare). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

1a. The athletics department should review the existing scheduling practices for the stadium to ensure that they are equitable upon all relevant factors.

1b. The athletics department has constructed a new facility, the Field Hockey/Lacrosse/Track & Field Complex, to be utilized, thereby avoiding any conflicts with use of the Bridgeforth Stadium.

1c. The James Madison University Field Hockey/Lacrosse/Track & Field Complex is on the East side of campus. Competition began on the site in fall 2003.

1d. Action has been completed.

2a. The athletics department should review the existing scheduling practices for the stadium to ensure that they are equitable upon all relevant factors.

2b. The Plecker Athletic Performance Center has been recently constructed which provides a 7,000 square foot strength and conditioning facility. This facility is used by football, Women's Lacrosse, field hockey, Women's Golf, and softball.

2c. The Plecker Athletic Performance Center was completed in 2005.

2d. Action has been completed.

3a. The athletics department should review the existing scheduling practices for the stadium to ensure that they are equitable upon all relevant factors.

3b. JMU acquired a five-year lease on athletic fields adjacent to the previous Harrisonburg High School. This facility is now known as Memorial Hall. This leased property has provided additional field space and has been an asset, especially for recreational space.

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3c. The lease is from 2005-2010 with an option to purchase the buildings and field property.

3d. Action has been completed.

4a. The athletics department should take steps to equalize the size and quality of the space provided to the coaches of the Men's and Women's Basketball teams.

4b. The Women's Basketball coach requested and received a new film room. In addition, a new conference room was constructed solely for use by the Women's Basketball team coaching staff.

4c. The film room and conference rooms were completed by January 1998.

4d. Action has been completed.

5a. The athletics department should take steps to alleviate overcrowding in the weight room facilities.

5b. The new Plecker Athletic Performance Center provides for additional flexibility for scheduling strength and endurance facilities.

5c. The Plecker Athletic Performance Center was completed in 2005.

5d. Action has been completed.

6a. The athletics department should review the workload responsibilities of coaches and secretaries and assign support personnel, including student assistants, as needed to ensure that the workloads are equitable.

6b. The Men's Basketball coach had one full-time secretary and one part-time secretary, while the Women's Basketball coach had one full-time secretary and one student assistant. The Athletics Director assigned one full-time secretary and one student assistant to each head basketball coach. That has since been changed to the men's coach having one full-time secretary and one part-time secretary and the women's coach also having one full-time secretary and one part-time secretary in those offices. In addition, there is a full-time Director of Operations in each office responsible for coordination of travel, recruiting plans, etc.

6c. This was reported by the Associate Athletics Director in 2005.

6d. Action has been completed.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 3.3 (Student-Athlete Welfare) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

James Madison University did not receive any recommendations for corrective actions, conditions for certification or strategies for improvement from the NCAA Division I Committee on Athletics Certification during its first-cycle certification decision as they relate to Operating Principle 3.3 (Student-Athlete Welfare).

Although the NCAA Athletics Certification process does not require a "Futures Plan," the subcommittee recommends that the Athletics Department develops one mirroring the 13 areas required in the Gender Equity Plan.

In addition, in April 2006, the Athletics Committee of the Board of Visitors approved the study of locker rooms, coaches' offices, concessions and other facilities for the East Campus athletics teams at a cost of no more than \$500,000. This will affect six women's sport programs and four men's sports programs.

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

JMU has a number of individuals and groups within the governing structure that provide for the oversight of the student-athlete welfare operating principle. This principle is introduced to the student-athletes through the JMU Student-Athlete Handbook as well in an introductory meeting between the student-athletes and the Faculty Athletics Representative (FAR). The handbook outlines the resources available to student-athletes, their rights and

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responsibilities, the code of conduct for student-athletes, and the expectations of conduct for all students at the institution.

The Student-Athlete Advisory Council (SAAC) is the representative body for all student-athletes. The SAAC is comprised of a minimum of one student-athlete from each team, usually a captain or upperclassman. The council was created to provide a voice for JMU student-athletes and to maintain an open channel of communication between the athletics administration and the JMU community. The SAAC can bring concerns to senior athletics administrators or the FAR.

The exit interview process is another source of feedback on student-athlete welfare. JMU athletics conducts these exit interviews with all graduating senior student-athletes. Student-athletes who do not complete their eligibility are given the opportunity to comment on their experience through the use of an exit survey that is emailed to them. All exit interviews are conducted with the sport administrator and include both written and verbal components. The FAR sits in on at least 50 percent of the interviews for each sport.

The Handbook for Coaches, Administrators and Staff covers the JMU Athletics mission, philosophy and goals, awards processes, medical policies and procedures, academic eligibility rules, financial aid, exit interviews, walk-on policies, duties and responsibilities of coaches and staff, team rules and regulations, and expectations for appropriate disciplinary procedures.

The Athletic Advisory Committee consists of nine faculty members, four student-athletes, one Student Government Representative and one off-campus Booster Club member; supported by both the Athletics Director and the FAR. Its purpose is to provide suggestions and guidance on broad policy issues and act as an internal constituency to review individual programs as conducted by the Department of Athletics.

The JMU Board of Visitors is the oversight board for the University to which the President reports. The Athletics Committee of the Board of Visitors is one of the five standing committees of that Board and has broad oversight of the athletics program, including student-athlete welfare issues.

This subcommittee and the Steering Committee received considerable feedback and examples of areas of deficiency that clearly fall within Student-Athlete Welfare. Due to the limitations of the report and its format, the Steering Committee recommends the development of a Student-Athlete Welfare Plan for the future with specific attention paid to the elements required in the Gender Equity Plan. This plan is due September 1, 2006.

5. Describe the institution's educational enhancement programs (e.g., education regarding career guidance counseling; personal counseling; health and safety; alcohol and other drug guidelines [see the NCAA Sports Medicine Handbook, Guideline No.1]; non-academic components of life skills programs) available to student-athletes. Describe practices/procedures in place to encourage and assure student-athletes' access to these programs.

To facilitate the transition from high school to college, the First-Year-Involvement (FYI) program is offered to all first year students currently enrolled at JMU.

The Counseling and Student Development Center (CSDC) offers a variety of services and resources to the JMU community for purposes including personal and group counseling, substance abuse and crisis intervention, peer mentoring and outreach programming, and psychiatric services.

All students graduating from JMU are required to successfully complete a three credit hour wellness course (GKIN 100, GHTH 100 or GEIC 101) as part of the General Education program.

Other educational programming opportunities at the University include:

- Student-Athlete Services: Assists in tutor assignment, career planning and development.
- Academic Advising and Career Development (AACD): Offers job searching and planning, career development advice, and resume and cover letter guidance to the JMU community.
- University Health Center: Provides health and medical information to students regarding such topics as eating disorders, disease prevention and birth control options (CHOICES program).
- Reading and Writing Resource Center: Assists in reading and writing skill enhancement for course requirements for first year students and improvement of these skills for upperclassmen and graduate students.
- University Recreation: Offers educational programs in areas such as rock climbing, nutrition, fitness and healthy lifestyles.
- Disability Services: Supports and assists students recognized as disabled in their pursuit of a well-rounded, enjoyable and comfortable collegiate experience.

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- Office of Sexual Assault Prevention (OSAP): Offers support groups, educational programs and services in a safe, confidential environment in the community's pursuit of healthy lifestyles.
- Community Service Learning (CSL): Partners with organizations and businesses in the community for service-learning opportunities in a wide array of areas for personal and professional growth. Also provides alternative Spring Break opportunities for service trips led by students across the country and connects with the alumni association for service-oriented relationships at the university and beyond.

The Student-Athlete Advisory Council serves as a resource and support group among the JMU athletic community. Comprised of one representative from each athletic team, the SAAC serves as a liaison between athletic administrators and the athletes themselves to improve and enhance the collegiate experience of each student-athlete.

Also, the Life Skills program, offered by the College of Business, offers a series of seminars geared toward preparation and readiness for real-world tasks such as personal banking, insurance policies and job application processes.

6. Describe the institution's process for conducting the student-athlete exit interviews required by NCAA Constitution 6.3.2 and the means by which this information is used to better the student-athlete experience. Describe other avenues available to student-athletes to provide input.

All student-athletes who are seniors, that have exhausted their eligibility, signed national letters of intent and plan to leave the University prior to the completion of their first academic year, or have not completed their eligibility but have left the program, are invited by e-mail to complete an exit interview. This process begins by identifying all student-athletes who meet the criteria for an exit interview then creating a list to be sent to the Compliance Office. This list is forwarded to the appropriate Sport Administrator support staff for scheduling. If the student does not respond to the e-mail invitation within 48 hours, a phone call is placed to the student-athlete. If there is still no response, then the head coach and/or student-athlete services representative are contacted. Students are required to attend the exit interview prior to graduation, and they may be prevented from graduating if they do not comply.

The student completes a written questionnaire prior to the exit interview, which helps expedite the interview process. The exit interview is scheduled for a minimum of 30 minutes between the student-athlete and the sport administrator. The FAR is included in least 50 percent of the interviews for each sport. Additional time may be scheduled, based on a review of the questionnaire prior to the interview. Copies of the final questionnaire responses are sent to the compliance officer to be filed in the student-athlete's file. The sport administrator and FAR will determine how the information learned through the process is used to improve all student-athlete experiences.

Information from these interviews may be used to provide feedback to coaches and administrators and also may be used in coaching evaluations, particularly where trends can be identified. It also may be used to institute the review of a policy or program. The Student Athlete Advisory Council (SAAC) is also used to provide feedback to administrators that can lead to program or policy review.

7. Describe the institution's and/or athletics department's written grievance and/or appeals procedures available to student-athletes in areas mandated by NCAA legislation (i.e. financial aid and transfers) and in other areas (e.g. harassment, hazing, abusive behavior, sexual orientation). Also, identify the individual(s) responsible for overseeing the administration of the grievance and/or appeals procedures and describe the means by which the grievance and/or appeals procedures are communicated to student athletes and staff.

JMU student-athletes, as all JMU students, are expected to comply with the rules and regulations of the University. The JMU Student Handbook outlines student rights and responsibilities, the student code of conduct, the JMU Honor Code, and the Student Judicial Affairs system. Also included is a well-defined appeals process that may be instituted at the student's request within three days of the original verdict. The appeals board may affirm the original finding, reduce the sanctions or dismiss the charges.

Sanctions from Judicial Affairs processes may not include suspending or precluding a student-athlete from participation on a team. It is thus within the purview of the Athletics Director and the coach to consider the implications and results of official University action and to take any appropriate additional measures which are in the best interest of the intercollegiate athletics program.

Equity and Student-Athlete Welfare

Appeals of grant-in-aid gradation, cancellations and transfer requests may be brought to the Athletics Advisory Committee. This committee consists of nine faculty members or administrators, four student-athletes, a Student Government Representative, a Booster Club member, and the support of the Athletics Director and FAR.

The University Ombudsperson also can intercede on the behalf of the student in cases involving medical issues, class withdrawals and special circumstances. This office is empowered to help students through direct contact with faculty members and administrators on the student's behalf to review and discuss fairness in decisions involving the students and authorizing things such as medical withdrawals without penalty. The Ombudsperson can also serve as a mediator and counsel students in the process of formal appeals.

The JMU Athletics Compliance Handbook explains the procedure for financial aid renewals/non-renewals as follows:

Renewals/Non-renewals - The head or assistant coach shall be responsible for discussing all renewals and nonrenewals with each individual student-athlete and shall make recommendations to the Director of Compliance. A reduction or nonrenewal of a student-athlete's financial aid must be requested in writing to the Director of Compliance. The Office of Financial Aid, along with the Director of Compliance, shall be responsible for notifying all student-athletes, on or before July 1 of each year, of the renewal or nonrenewal of their aid for the upcoming year.

Procedure for Cancellation/Reduction During the Period of the Award - When a student-athlete is deleted from a roster, the head coach or a designee must forward a memo along with the Team Roster Adjustment Form to cancel or reduce the student's aid. This memo must include an explanation of why the aid is being adjusted and when the adjustment is to occur.

Financial Aid Guidelines - For those student-athletes receiving a full athletics grant-in-aid, the Director of Compliance or a designee shall provide a copy of the Guidelines for Student-Athletes Receiving A Full Athletics Grant-In-Aid. Guidelines for Receipt of Outside Aid will be sent to all student-athletes along with a copy of their Athletics Financial Aid Agreement.

Appeals Process - When the potential of an appeal opportunity arises the Director of Compliance will meet with the student-athlete as appropriate to review the situation. The meeting represents the student-athlete's opportunity to appeal to the athletics department the recommended changes to his/her scholarship. The Director of Compliance will consult with the Director of Athletics and the sport supervisor, as appropriate, to formulate a final recommendation for the Office of Financial Aid. If the decision is made by the athletics department to reduce, cancel or not renew the aid, the Director of Compliance will notify the Office of Financial Aid in writing of the requested change, as well as any associated institutional steps which must be taken in accordance with NCAA regulations (i.e., an opportunity for an appeal hearing at the institutional level). The Office of Financial Aid shall be responsible for notifying these students, in writing, within 3 weeks but no later than July 1, of the opportunity they have to appeal and the applicable procedures to do so. Any such appeals will be handled by the Financial Aid Advisory Committee. An athletics department representative must attend appeal hearings for student-athletes.

Exhausted Eligibility - Those student-athletes who have exhausted their eligibility and still have course work to complete for their degree program may be eligible for exhausted eligibility financial aid. The student-athlete shall complete an Exhausted Eligibility Aid Request for each applicable semester.

JMU Change of Status Form

Financial Aid Status - Per NCAA Bylaw 15.3.4.1.3, "any reduction's cancellation of aid per 15.3.4.1 is permissible only if such action is taken for proper cause by the regular disciplinary or financial aid authorities of the institution and the student-athlete has had an opportunity for a hearing."

A standard letter is sent to a student informing him or her of changes in grant aid. The letter informs the student of the appeals process and the deadlines for such.

The JMU Athletics Financial Aid Agreement clearly states the following:

Student's financial aid will not be increased, reduced or canceled during the period of its award on the basis of the student's athletics ability or performance, because of an injury or illness that prevents the student from participating in athletics or for any other athletics reason. The student is aware that the amount of the aid may be immediately reduced or canceled during the term of the award if:

1. The student becomes ineligible for intercollegiate competition,
2. Gives false information on the application, letter of intent or financial aid agreement,
3. Engages in serious misconduct that brings disciplinary action from the institution, or
4. Voluntarily withdraws from the sport or for personal reasons.

The student is aware the aid must be reduced or canceled if:

1. Student signs a professional sports contract for the sport,

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2. Accepts money for playing in an athletics contest,
3. Agrees to be represented by an agent and/or accepts money from an agent, or
4. Receives other aid that causes the student to exceed the individual aid limit.

8. Describe the institution's educational and support programs in the area of sexual orientation. Also, describe the institution's structure and/or policies that ensure the provision of a safe environment for all students, including student-athletes with diverse sexual orientations.

The mission statement of James Madison University states that we are a community committed to preparing students to be educated and enlightened citizens who lead productive and meaningful lives.

To complement the university's mission statement, the JMU Student-Athlete Handbook lists similar goals, such as to create the opportunity for a balanced, holistic student experience through the development of leadership, citizenship, community involvement and competitive skills for a productive, successful life and to cultivate an environment that values diversity and equity with respect for the unique contribution of each individual.

The Counseling and Student Development Center offers free services to all students currently enrolled at JMU and provides confidential, supportive counseling for various issues from self-esteem and depression to eating disorders and relationship problems. Specifically, the CSDC provides counseling on a personal and group level, crisis intervention, psychiatric services, peer mentor and certificate programs, outreach services, and substance abuse consultation.

In addition, the University Health Center (UHC) houses a professional staff that offers confidential medical care and education to all students enrolled at JMU.

Safe Zone, based in the Office of Sexual Assault Prevention (OSAP), is another program that supports diversity within the JMU community. Specifically, Safe Zone fosters a welcoming environment for the LGBT (lesbian, gay, bisexual and transgender) populations. Safe Zone members assist in the understanding and acceptance of differing sexual orientations, supporting various types of orientations and living as/with those orientations outside of the JMU community.

The Office of Student-Athlete Services promotes a number of resources designed to support and enhance a well-rounded college experience for each athlete. Responsibilities of the Student-Athlete Services staff include coordinating tutors, meetings with athletes in their first year at JMU who are experiencing academic troubles, assisting in compiling class schedules and planning for career development.

Additionally, the University offers a variety of services geared toward assisting in personal and career development. Life Skills, a seminar series presented by the College of Business, includes valuable practical lessons in financial planning, job searches and application, legal issues, insurance, and banking. First-Year Involvement (FYI) is a program designed to assist incoming first year students in their transition from high school to college life.

9. Identify the mechanisms in place to ensure the health and safety of student-athletes and the administrator (s) responsible for the institutional awareness of health, safety, travel and sports medicine policies. Describe the process by which these policies and guidelines are disseminated within the athletics department, who receives this information and how these issues are addressed within the athletics department. [Note: The institution may want to refer to the equitable medical care section of the NCAA Sports Medicine Handbook Guideline No. 1 as a guide in responding to this self-study item.]

The James Madison University Department of Sports Medicine is responsible for the institutional awareness of health, safety, travel and sports medicine policies for all athletes. The Director of Sports Medicine supervises the Department of Sports Medicine.

The Department of Sports Medicine is responsible for the health and welfare of all student-athletes. This responsibility is done by the use of many medical specialties. They include, but are not limited to, certified athletic trainers, physicians and physical therapists.

JMU has formal policies and a plan in place to secure the safety of all student-athletes. Some of these safety plans include the JMU Emergency Plan, Media Policy, Concussion Policy, Fluid Replacement Policy, Medical Policies and Procedures, and Medical Bills Payment Procedures. All of this information is provided in the Student-Athlete Handbook given to athletes at the beginning of the year and is located on the JMU Sports Medicine Web site at <http://www.jmusports.com/SupportServices/SportsMedicine/ForStudentAthletesParents.asp>.

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Every student-athlete, prior to participating in any physical activity, must annually complete a health history information sheet and attend a pre-season physical screening at JMU. Each athlete will then have a JMU sports medicine staff member go over health policies and regulations. Every athletic team also goes through a drug screening education program given by the Compliance Office.

JMU also has many expanded services in order to increase the health and safety of all student-athletes. JMU is nearly in full compliance with AMCIA (Appropriate Medical Coverage for Intercollegiate Athletics), which creates a formula to tell the University exactly how many certified athletic trainers are needed to cover the safety of the athletes based on the size of the teams, the risks involved and the athletic training facilities available. JMU also created the SEED (Stop Eating and Exercise Disorders) team in order to offer help to athletes who need it. In addition, JMU has the Crisis Intervention Program which was put into place in order to offer a support system (made up of sport medicine doctors, counselors and other athletes) to help athletes get through crisis periods when they are grieving. In addition, JMU has the Drug Screening and Education Program that performs random testing of athletes and also offers education to prevent drug use. JMU also installed a lightening prediction system to provide an audible signal of inclement weather. JMU has a sports psychologist on staff for all student-athletes.

JMU has a team physician who is hired by the University and holds office hours for all athletes. In addition, JMU hired a team orthopedic surgeon and additional consultants for all JMU intercollegiate athletics. Orthopedic care is provided on campus three days a week.

JMU also has formal relationships with other medical fields to allow for quick responses in emergencies. These fields include the following area consultants:

- M.D. - Musculoskeletal Radiology
- Ph.D. - Visual Perception Consultant
- Ph.D. - Neuropsychological Specialist
- M.D. - Elbow, Wrist, Hand Specialist
- M.D. - General Surgery
- M.D. - Foot and Ankle Specialist
- M.D. - Spine Surgeon/Spine Specialist

Annually, sports medicine surveys all student-athletes and coaches to receive feedback on all services. JMU also works closely with the strength and conditioning staff in order to prevent miscommunication from occurring. In addition, the Department of Sports Medicine works closely with the Compliance Office to make sure all student-athletes are protected from a legal standpoint. Once a month, all head coaches and the sports medicine staff meet in order to discuss any new policies or changes to procedures. Finally, JMU athletics works with the student health center to share records and also prevent miscommunication.

When JMU athletic teams are traveling, the risk involved in the sport and the trip determines if a certified athletic trainer will attend. The athletic training staff has a zero tolerance policy that prohibits the use of alcohol at any time on away trips. In addition, JMU does not allow student-athletes to drive themselves to away athletic events unless a form is signed prior to the trip with the athlete accepting all responsibility during his or her travel.

10. Describe the institution's emergency medical plan for practices and games. [Note: The institution may want to refer to the emergency care section of the NCAA Sports Medicine Handbook Guideline No. 1 as a guide in responding to this self-study item.]

James Madison's student-athlete emergency medical plan not only meets all NCAA regulations, but far exceeds expectations in most areas. JMU's emergency medical plan is posted at every athletic site. The plan is updated every year and emergency procedures are rehearsed multiple times a year. The emergency plan is also listed in its entirety on the Sports Medicine Web site at http://www.jmusports.com/SupportServices/SportsMedicine/Emergency_Plan04-05.asp.

The entire Department of Sports Medicine is required to have current CPR certifications as required per the NATABOC and undergo a yearly review and re-certification process.

The emergency plan requires there be access to a working telephone and that this communication system be checked prior to each practice or competition to ensure its proper function. The plan also requires that all emergency equipment be onsite, quickly accessible and checked regularly. Its use should also be rehearsed by emergency personnel. JMU coordinates directly with local EMS providers in order to have emergency transportation on call. In addition, all rescue squad vehicles have directions on accessing each athletic site and what supplies are located at the site.

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The emergency plan states that the closest hospital is Rockingham Memorial Hospital, which is located adjacent to the JMU campus. The emergency plan also lists all of the sports fields and contains detailed directions to the closest place to go for shelter in the case of an emergency. In addition, at each location the plan lists what emergency personnel is required to be there, the roles of the first responders and venue directions for ambulances. It also lists the proper steps for safety in the case of a fire, bomb threat, a terrorist attack, or a conflict with an armed person.

- 11.** Describe the institution's written emergency plan for the athletics program and specific coverage for out-of-season workouts, strength training and skills sessions. [Note: The institution may want to refer to the emergency care section of the NCAA Sports Medicine Handbook Guideline No. 1 as a guide in responding to this self-study item.]

JMU's written emergency plan for coverage of out-of-season activities is the same as its emergency plan for in-season activities. The Department of Sports Medicine can provide year-round coverage through AMICA in order to have a licensed athletic trainer with teams at all times. The strength training emergency care is exactly the same year-round.

For individual practice sessions held out-of-season, an athletic trainer may not be at the actual site. In these cases, the athletic trainer is available both before and after the session and is close to the area of training to help in the case of an emergency.

- 12.** Using the four program areas for student-athlete welfare issues please:

- a. Describe how the institution studies these topics as they apply to all student-athletes;
- b. Provide data demonstrating the institution's commitment to these issues for all student-athletes; and
- c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.

1. Evaluation Periodic review of athletics department activities for consistency with goals and objectives set forth in the institution's and athletics department's written commitments to student-athlete welfare, including the evaluation of the effectiveness of mechanisms to ensure the health and safety of student-athletes.

- a.** Describe how the institution studies these topics as they apply to all student-athletes.

The institution studies student welfare issues through the exit interview information obtained each year and examines it for trends. It conducts annual reviews of coaching personnel and includes student welfare in the areas of evaluation. The University receives the minutes of Student-Athlete Advisory Council meetings and can take action to review policy and programs based on information from these sources. The athletics department does initiate periodic program reviews and uses these results to help in the study of student welfare issues for individual sport programs.

- b.** Provide data demonstrating the institution's commitment to these issues for all student-athletes; and

The University gathers a variety of data, both anecdotal and scientific, on student welfare issues. It gathers data on such issues as staffing for sports medicine through the NATA to ensure that JMU is providing quality care to student-athletes. It compiles exit interview trends that can show frequency of data for personnel and program reviews. It also maintains meeting minutes for the Student-Athlete Advisory Council and Athletics Advisory Council, as well as exit interview files.

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- c.** Explain how the institution will address these topics in the future for the welfare of all student-athletes.

The institution will continue to encourage and support professional development in student welfare areas, as well as assessment of student welfare issues through annual evaluations and program reviews. The high quality of student-athletes and regular communication of the SAAC will also help to keep these student welfare principles in the forefront of the department as we move into the future.

2. Organization and Structure Policies, and/or organization, and/or activities of the athletics program and its activities to help enhance student-athlete welfare.

- a.** Describe how the institution studies these topics as they apply to all student-athletes.

The institution studies organization and structure as it pertains to student welfare through feedback gained from the Student-Athlete Advisory Council (SAAC) and the exit interview process. The SAAC offers the opportunity for two students (a minimum of one) from each team to give feedback on issues such as student-athlete welfare.

The formal exit interview process is required of all student-athletes who sign national letters of intent and withdraw within the first year, have completed their eligibility, or have dropped out of the program. Feedback from these interviews and the identification of trends can result in changes to the organizational structures.

Student-athlete services consists of an Associate Director of Athletics, three Assistant Directors, three Academic Advisors and a Tutor Coordinator. This area is clearly committed to student-athlete welfare and closely monitors the progress of our student-athletes in their degree completion, leadership program and through the NCAA CHAMPS/Lifeskills programs. Specifically, the Office of Student-Athlete Services offers assistance in areas such as tutor assignments and career planning and development.

- b.** Provide data demonstrating the institution's commitment to these issues for all student-athletes; and

Minutes from all SAAC committee meetings are recorded and copied to senior administrators and the FAR. Specific data has also been accumulated in areas of student welfare like athletic training. A recent data analysis resulted in the addition of full and part-time athletic trainers to provide a higher level of care to athletes in non-revenue sports. Through Student-Athlete Services, data is also gained on individual athletes pertaining to academic, athletic, personal, service and career growth. This data may be used to determine what new services student-athletes may need and their eligibility for special recognition for their achievements.

- c.** Explain how the institution will address these topics in the future for the welfare of all student-athletes.

The Department of Athletics will continue to use the aforementioned mechanisms to address these topics in the future.

3. Participation in Governance and Decision-Making Involvement of student-athletes in the governance and decision-making processes of the athletics department (including the student-athlete advisory committee).

- a.** Describe how the institution studies these topics as they apply to all student-athletes.

Student participation in institutional decision-making at JMU is essential and highly valued. Participation is achieved through student representation on the JMU Board of Visitors and on University commissions and committees. One of these committees is the Student-Athlete Advisory Council (SAAC), which is represented by two students (a minimum of one) from each of the sports teams.

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The Student Government Association has a particularly important role, as it is the organization with primary responsibility for accepting and considering student initiatives.

- b. Provide data demonstrating the institution's commitment to these issues for all student-athletes; and**

Student-athletes participation in governance and decision-making is documented in minutes, agenda minutes, and all e-mails sent and received. The Office of Student-Athlete Services conducts weekly meetings with first year student-athletes. These meetings are designed to inform student-athletes of their responsibilities as both students and athletes. They are also designed to inform the students of what responsibilities the Office of Student-Athlete Services has to them.

Prior to activities or events, notices are posted throughout all athletic facilities, posted on the athletics' Web site, sent through e-mails and presented at team meetings.

- c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.**

The Office of Student-Athlete Services and the Student-Athlete Advisory Council will continue to be involved by informing each student-athlete of the importance in supplying input to the athletics department regarding governance, decision-making and planning.

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

- a. Describe how the institution studies these topics as they apply to all student-athletes.**

The Office of Student-Athlete Services is committed to serving the academic, athletic and personal development needs of student-athletes by providing opportunities to participate in and contribute to an environment dedicated to high standards of scholarship and social good will.

All student-athletes are assigned an athletic advisor who monitors their progress toward their degree and meets regularly with students on academic, personal and career issues.

The JMU Division of Athletics is a member of the NCAA CHAMPS Lifeskills family. Every first year student is required to take the courses provided in this program. JMU offers the following programs to aid in the development of its student-athletes:

Academic

The Office of Student-Athlete Services provides time management, test-taking, note-taking, study skills and additional workshops to assist student-athletes with their studies. Each student-athlete is given Flex Time by their coach which must be completed by the given end date. Flex Time is an allotted amount of time which each student-athlete must use for studying, research, tutoring or speaking with their advisor. Each time students enter one of the designated areas, students must swipe their JMU Access cards. This accesses their files in the database and keeps track of their time spent in areas. Once the completion time is up, the reports are sent to the coaches with copies sent to their advisors for review.

Athletic

The Office of Student-Athlete Services provides programming related to the mental aspect of sport.

Personal

Student-athletes have personal concerns and the University makes it a priority to address those needs here, or through other applicable resources. Issues such as substance abuse, diversity education, sexual assault and nutrition are discussed during the first semester life skills course.

Service

The Office of Student-Athlete Services coordinates many community service learning projects each year including sport skills clinics, elementary school reading programs, Special Olympics, Adopt-A-Street, Big Brothers/Big Sisters Bowl-A-Thon, Holiday Clothing Drive, Blood Drive, and many others.

Career

An important goal of the athletics department is seeing that student-athletes are prepared for life after

Equity and Student-Athlete Welfare

college and athletics. Student-athletes are encouraged to utilize the services offered through the Office of Academic Advising and Career Development. The Office of Student-Athlete Services offers the following career and graduate school-related program and/or materials.

- Resume writing clinics
- Interview skills workshops
- Mock interview sessions
- Career networking
- Web-based job announcements

b. Provide data demonstrating the institution's commitment to these issues for all student-athletes; and

The student senior exit questionnaire includes feedback on the programs and activities, institutional regulations, coaches performance, and overall experience as an athlete at JMU.

The Student-Athlete Advisory Council minutes and documentation serve as a record of activities and programs that are topics of student-athlete welfare.

Flex Time logs are kept on file for each student-athlete by the student's advisors and coaches.

c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.

These programs and others are an important part of James Madison University's commitment to our student-athletes and will continue to be offered.

Evaluation

1. Does the institution provide evidence that the welfare of student-athletes and the fairness of their treatment is monitored, evaluated and addressed on a continuing basis? **Currently Yes**
2. Does the institution have established grievance or appeal procedures available to student-athletes in appropriate areas? **Currently Yes**
3. Does the institution provide evidence that the institution has in place programs that protect the health of and provide a safe environment for its student-athletes? **Currently Yes**

Equity and Student-Athlete Welfare

RACIAL OR ETHNIC COMPOSITION ATHLETICS AND SELECTED INSTITUTIONAL PERSONNEL

	Year	Racial or Ethnic Group																	
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Senior Administrative Athletics Dept. Staff	F							2	2	1	1	1		19	20	18			
Other Professional Athletics Dept. Staff	F							1	1	1				25	19	19			
	P							4	2	3				18	15	26	1	4	2
Head Coaches	F							1	2	2				18	18	17			
	P				1			1	2	3				12	12	7	1	3	2
Assistant Coaches	F							4	7	2				23	23	22			
	P																		
Totals (for Athletics Dept. Personnel)	F							8	12	6	1	1		85	80	76			
	P				1			5	4	6				30	27	33	2	7	4
Faculty-Based Athletics Board or Committee Members																			
Other Advisory or Policy-Making Group Members																			

Name of person completing this chart: Tracey KiteTitle: Administrative Support Specialist

Equity and Student-Athlete Welfare

RACIAL OR ETHNIC COMPOSITION STUDENTS GENERALLY AND STUDENT-ATHLETES ON ATHLETICS AID

	Racial or Ethnic Group																	
	Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
Year	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
All Students	6	9	11	94	189	169	121	168	172	51	55	54	1256	1676	1597	64	68	67
Student-Athletes	0	1	1	1	1	2	75	73	95	5	6	6	237	206	189	4	2	7

Name of person completing this chart: Cannie Campbell

Title: Director

Equity and Student-Athlete Welfare

RACIAL OR ETHNIC COMPOSITION MEN'S AND WOMEN'S SPORTS TEAMS

Sports	Year	Racial or Ethnic Group																	
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Baseball						1								30	26	3			
Men's Basketball						1		11		9				2	3	3	1		
Football								59	47	46				23	28	30			
Men's Track / Cross Country								1		3	1			8		8	2	1	2
Men's Other Sports and Mixed Sports								6	6	4	1	2	2	12	26	34			1
Women's Basketball								11	7	6				1	4	6	1	1	1
Women's Track / Cross Country							1	7	2	7				20	13	12			1
Women's Other Sports		1	1		1		1				4	4	3	93	99	111			2
Total		1	1	0	1	2	2	95	62	75	6	6	5	189	199	207	4	2	7

Name of person completing this chart: Cannie Campbell

Title: Director