

2004-2005  
DIVISION I  
ATHLETICS  
CERTIFICATION  
SELF-STUDY  
INSTRUMENT

# Introduction to Self-Study Report

## Introduction to Self-Study Report

### Institutional Information

1. Type of Institution: Public
2. Year institution was founded: 1886
3. Special Affiliation? No
4. Coeducational? Yes
5. Total student enrollment (undergraduate and graduate combined) [using a full-time-equivalency (FTE) basis]: 5459
6. Number of Faculty [using a full-time-equivalency (FTE) basis]: 369
7. Highest level of academic degree offered: Masters, Specialist in School Psychology
8. Institution's governing entity: Board of Trustees
9. a. Regional accreditation agency: Southern Association of Colleges and Schools
9. b. Date of most recent regional accreditation self-study: 2000
9. c. Current accreditation status: Accredited

### Athletics Information

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

Baseball	Big South Conference
Men's Basketball	Big South Conference
Men's Cross Country	Big South Conference
Men's Golf	Big South Conference
Men's Soccer	Big South Conference
Men's Tennis	Big South Conference
Men's Track, Indoor	Big South Conference
Men's Track, Outdoor	Big South Conference
Softball	Big South Conference
Women's Basketball	Big South Conference
Women's Cross Country	Big South Conference
Women's Golf	Big South Conference
Women's Soccer	Big South Conference
Women's Tennis	Big South Conference
Women's Track, Indoor	Big South Conference

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Women's Track, Outdoor Big South Conference

Women's Volleyball Big South Conference

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

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

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

None

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

Winthrop was a women's college until 1974 when men were admitted and an NAIA athletics program was begun. Winthrop became an NCAA Division I school in 1986.

Significant events since the last self-study:

- Fall 2000 - Addition of CHAMPS/Life Skills Director
- Spring 2001 - New Baseball Stadium opened
- Fall 2002 - Addition of Athletic Academic Coordinator position
- Fall 2002 - New Softball Complex opened
- Fall 2003 - Addition of Strength Coach position
- Spring 2004 - New Tennis Complex opened
- Fall 2004 - New Softball locker room/hitting facility opened
- Fall 2004 - Opening of Academic Center including new computer lab
- Summer 2005 - New Track facility opened

## Previous Certification Self-Study

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

- September 27, 1996 - Orientation Session
- October 21-24, 1997 - Previous Peer Review Evaluation Visit
- March 26, 2002 - Interim Self-Study Report

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

Certified April 5-6, 1998

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

None

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

1997 - Addition of Athletics Department Business Manager position

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2000 - Addition of Eagle Club/Development Director position  
Spring 2003 - Addition of Associate Athletic Director for Operations

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:

Fall 2003 - Started competition in Women's varsity soccer

Review of Sports Programs by the Faculty Advisory Committee on Intercollegiate Athletics initiated in Spring 2004

### Certification Self-Study Information

1. Steering Committee Chair: Dr. Thomas Moore
2. Chief report writer/editor of self-study report: Evelyne Weeks
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.

Under the direction of President Anthony DiGiorgio, Winthrop began its self-study two full years in advance of the required written report. A commitment to the certification process was recognized as part of the University's Vision of Distinction and included in the President's opening address to all faculty and staff in 2003. The President's address was delivered as part of the opening week ceremonies, distributed to all faculty and staff via email and posted on the university web site. During the 2003-04 academic year, members of the Faculty Advisory Committee on Intercollegiate Athletics (FACIA) reviewed the institution's 1997 report, the previous peer review team's report and the report of the NCAA CAC. In addition, President DiGiorgio met with the membership of FACIA and charged the organization with the duty of designing an ongoing review process for each of our athletic programs. The review process is intended to look closely at each of our individual sports programs every other year, but in preparation for the certification self-study, the FACIA reviewed all programs in the initial review. The President met with members of the Athletics Department staff for the purpose of ensuring his own commitment to the process of the certification self-study and encouraged the staff to recognize the value in the process. The Athletic Director, together with members of his staff, met regularly during the 03-04 academic year to conduct an audit of Winthrop's athletic program to identify any issues. The Athletic Director announced the upcoming self-study to the Eagle Club Board and encouraged interest in the process among the membership. The President chose the members of the Steering Committee and asked Dr. Tom Moore, Vice President for Academic Affairs, to serve as chair.

In the 04-05 academic year, the NCAA Certification self-study was identified as a strategic goal and included in the University's Vision of Distinction. Dr. Tom Moore, Vice President for Academic Affairs and Steering Committee Chair announced the sub-committee Chairs and the members of each sub-committee and invited them to take part in the November 4th orientation teleconference with the NCAA. Dr. Moore then announced to the Faculty Conference that the self-study was underway and encouraged participation of the faculty. Mary Jean Martin, Chair of the Board of Trustees and Steering Committee member, reported regularly to the Board as the self-study progressed. Tom Hickman, Director of Athletics and Steering committee member, reminded all staff members of the self-study and encouraged their involvement. Council of Student Leaders President and Steering Committee member, Rich Fowler, announced the self-study to the council and reported on the progress of the study throughout the year. Eagle Club President and Steering committee member, John Black reported to the Eagle Club Board on progress of the self-study and encouraged responses from the membership. Three student-athletes, and members of SAAC, served on subcommittees and regular reports were made to the SAAC membership. The Steering Committee met to review the collected data as the sub-committees conducted research in their respective areas.

As reports were drafted they were distributed to the members of the Steering Committee and reviewed in meetings. Dr. Moore reported on the progress of the self-study to the Board at their April 8th meeting. The University posted the self-study reports on the Athletics Department website in April of 2005, and Dr. Moore encouraged responses from the student-athletes, the student body, the faculty and staff, and the community including the Eagle Club

## Introduction to Self-Study Report

through an email announcing the posting. Senior Woman's Administrator, Norma McDuffie, encouraged members of the SAAC to review the report carefully and respond to its findings. Each member of the Board was given a paper copy of the report in May for their review and response.

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

Winthrop University  
NCAA Athletics Certification  
Self-Study Plan  
2004-2005

Beginning in November of 2004, Winthrop University will undergo a self-study of its Athletics program as part of the NCAA Division I second cycle certification process. Individuals from across the campus community, including faculty, staff, students, Trustees, booster club members and representatives of the Rock Hill community, will examine and evaluate the program within the areas of Governance and Commitment to Rules Compliance, Academic Integrity, and Equity and Student Athlete Welfare.

##### Goals

Self-awareness - The self-study will create an opportunity to educate the entire Winthrop community about the mission and goals of our athletics program. The Steering Committee will examine the ways our athletics program supports the mission of the University through an in depth review of the current policies and practices within the program.

Affirmation - The process will reveal those areas in which the athletics program has made a positive contribution to the University and provide an opportunity to document those successes.

Opportunities to improve - Because the certification process will involve broad based participation from across all areas of the Winthrop community, it will allow the institution to identify, from a variety of perspectives, those areas where improvement might be made in the athletics program. Additionally, the public review of the final report will afford opportunity for continued discussion of Winthrop's program as it continues to develop a long range plan.

##### First Cycle Plans and Required Actions

At the conclusion of the first cycle certification process the NCAA Division I Committee on Athletics Certification required no actions of Winthrop University. The institution did identify several areas during the process of conducting the self-study which required an action by the University and those actions were addressed in the final report and reviewed and approved by the Committee on Athletics Certification. In response to the University's Interim Report in 2002, the Committee on Athletics Certification provided clear direction on those Operating Principles requiring more fully developed review in the second certification cycle. Winthrop continues to be guided by the NCAA requirements for institutional plans including its gender equity and minority opportunities plans.

##### The Steering Committee

The Certification process will be directed by the Steering Committee following the guidelines set forth in the NCAA Athletics Certification Handbook. The Steering Committee will review reports of the institution's first cycle self-study and its interim report to prepare to respond to specific issues within the second cycle self-study. Steering Committee members Sarah Stallings, Associate Dean of the College of Arts and Sciences, Brien Lewis, Dean of University College, and Bethany Marlowe, Dean of Students, will serve as sub-committee chairs and will coordinate the activities of the subcommittees throughout the process. Members of the committee will announce the progress of the self-study to Faculty Conference, the Board of Trustees, the Eagle Club, the Council of Student Leaders, SAAC, and the student body as the process moves forward. The Steering Committee will review the draft reports of the sub-committees to determine if all appropriate data has been gathered and all appropriate institutional personnel have been consulted. Guided by the NCAA Athletics Certification Self-Study Instrument, the committee will evaluate the institution's conformity with the appropriate Operating Principles. All Steering Committee meetings will be documented and those minutes will be considered part of Winthrop's self-study. Once the final report has been approved by President DiGiorgio and the Winthrop Board of Trustees, the Steering Committee will make it available to the entire Winthrop Community, as well as the public in general, on the University's web site.

Steering Committee

## Introduction to Self-Study Report

Dr. Thomas Moore, Chair, Vice President for Academic Affairs

Dr. Anthony DiGiorgio, President

Evelyne Weeks, Faculty Athletics Representative

Tom Hickman, Athletics Director

Norma McDuffie, Senior Woman's Administrator

Dr. Sarah Stallings, Associate Dean, College of Arts & Sciences

Margaret Williamson, Dean of Enrollment Management

Brien Lewis, Dean, University College

Dr. Roger Weikle, Dean, College of Business Administration

Bethany Marlowe, Dean of Students

Mary Jean Martin, Board of Trustees, Chair

Rich Fowler, President, Council of Student Leaders

John Black, President, Winthrop Eagle Club

### Sub Committees

The three sub-committees will review the NCAA Certification Handbook, the Self-Study Instrument and reports from the Committee on Athletics Certification related to Winthrop's first cycle certification self-study and the University's interim report. Each sub-committee chair will serve as editor for the sub-committee's specific area. Members of the sub-committee will be responsible for gathering data from appropriate campus constituents. Sub-committee chairs will be responsible for maintaining written records of sub-committee meetings, attendance of members at meetings, specific assignments of individuals and names of those interviewed as part of the committee's assignment. Chairs will report on the progress of sub-committees and present draft reports to the Steering Committee.

### Governance and Commitment to Rules Compliance

Dean Brien Lewis, Chair

Frank Pullano, Asst. Prof. Mathematics, Chair, FACIA

Mark Dewalt, Prof./Director of Graduate Studies, Education

Sandy Wilson, Assoc. Prof. Health & Physical Education

Andy Doyle, Asst. Prof. History

Jim Connell, Prof. Art & Design

Steve Flippen, Director of Compliance, Athletics

Tim Druke, Registrar

Nancy Coulter, Scholarship & Work Study Coordinator, Financial Aid

Jack DeRochi, Asst. Prof. English

Jonathan Settle, Student-athlete, Baseball

### Academic Integrity

Dr. Sarah Stallings, Chair

Mel Horton, Asst. Prof. Health & Physical Education

Scott Huffmon, Asst. Prof. Political Science

Curt Laird, Asst. Prof. Health & Physical Education

Danez Marrable, Director of Academic Services, Athletics

Mark Cooke, Head Softball Coach

Melissa Heinz, Head Women's Soccer Coach

Debi Barber, Director of Admissions

Terra Sheffield, Asst. Registrar

Will Nova, Student-athlete, Men's Soccer

### Equity and Student Athlete Welfare

Dean Bethany Marlowe, Chair

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Alice McLaine, Director, Athletic Training Education Program  
Carlton Bessinger, Associate Professor, Human Nutrition  
Gay Randolph, Asst. Prof. College of Business Administration  
Jon Marx, Professor of Sociology  
Jeff Lahr, Asst. Athletic Dir. For Athletic Training  
Chip Pugh, Strength and Conditioning Coach  
Jason Capel, Dir. Of Athletic Marketing & Game Management  
Joel McCartney, Head Volleyball Coach  
Kelly James, Asst. Professor, Sociology  
Jolandra Crump, Student-athlete, Women's Basketball

### Resource Groups

Individuals have been identified to be available resources for the sub-committees as well as the Steering Committee and a roster has been created to facilitate the gathering of information throughout the self-study.

### Winthrop Athletics 2004-2005

Baur, Mike  
Intern, Media Relations (statistician for all sports  
as assigned)  
baurm@winthrop.edu  
6067

Best, Brett  
Asst. M/W Track Coach (Throws Coach)  
bestb@winthrop.edu  
6389

Best, Mindy  
Athletic Trainer (for selected sports and as needed in all sports)  
bestm@winthrop.edu  
6257

Boulware, Kathy  
Administrative Assistant for M/W Basketball  
boulwarek@winthrop.edu  
6221

Brinkley, Nate  
Asst. Director of Marketing and Game Management (temporarily filling position - assistant to Jason Capel)  
6230

Brown, Gayle  
Administrative Assistant for Sports Programs  
brownnga@winthrop.edu  
6222

Capel, Jason  
Director of Marketing and Game Management  
(sponsorship and advertising sales, promotions, athletic  
event management)  
capelj@winthrop.edu  
6240

Carvalho, Cid  
M/W Head Tennis Coach  
carvalho@winthrop.edu  
6241

Childers, Bud  
Women's Head Basketball Coach

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childersb@winthrop.edu  
6232

Cooke, Mark  
Women's Softball Coach  
cookem@winthrop.edu  
6239

DiEduardo, Kyle  
Assistant Baseball Coach  
dieduardok@winthrop.edu  
6318

Dorsett, Linda  
Admn. Asst. for Eagle Club and Marketing/Game Management  
dorsett1@winthrop.edu  
6224

Drummond, Mike  
Associate Athletic Director for Operations (oversees facility operations, sports information, athletic training, strength & conditioning)  
drummondm@winthrop.edu  
6405

DuBard, Sharen  
Director of Athletic Development and Eagle Club  
(Eagle Club programs, membership, social events, fund raising)  
dubards@winthrop.edu  
6218

Elias, Christi  
Asst. Women's Soccer Coach  
eliasc@winthrop.edu  
6370

Finn, Scott  
Director of Coliseum Operations  
(facility and athletic event support personnel, outside users coordination, coliseum management)  
finns@winthrop.edu  
6258

Flippen, Steve  
Director of Compliance and Student-Athlete Services (NCAA rules compliance officer; oversees academic support and Life Skills program)  
flippens@winthrop.edu  
6227

Forbes, Scott  
Assistant Baseball Coach  
forbess@winthrop.edu  
6228

Frost, Jack  
Assistant Athletic Director for Media Relations (in charge of media relations and sports information services)  
frostj@winthrop.edu  
6245

Garrett, Shaun  
Administrative Assistant  
for Men's Basketball  
6247

Grant, Earl  
Asst. Men's Basketball Coach



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grante@winthrop.edu  
6244

Harnack, Rachel  
Asst. Women's Volleyball Coach  
harnackr@winthrop.edu  
6264

Heinz, Melissa  
Women's Head Soccer Coach  
heinzm@winthrop.edu  
6367

Hickman, Tom  
Director of Athletics  
hickmant@winthrop.edu  
6226

Hudak, Joe  
Head Baseball Coach  
hudakj@winthrop.edu  
6235

Lahr, Jeff  
Assistant Athletic Director for Athletic Training (in charge of athletic injury care and treatment and rehabilitation)  
lahrj@winthrop.edu  
6248

LaRue, Katie  
GA Coach for  
Women's Basketball  
6365

Marrable, Danez  
Athletics Academic Coordinator  
(academic monitoring, advising, study hall program, tutoring program)  
marrabled@winthrop.edu  
6405

Marshall, Gregg  
Head Men's Basketball Coach  
marshallg@winthrop.edu  
6243

McCartney, Andrea  
Assistant Volleyball Coach  
(assists Jason Capel  
with women's sports)  
mccartneya@winthrop.edu  
6264

McCartney, Joel  
Head Women's Volleyball Coach  
mccartneyj@winthrop.edu  
6249

McDuffie, Norma  
Director of CHAMPS/Life Skills;  
Senior Woman's Administrator (advisor to Student-Athlete Advisory Council; deals with student-athlete welfare issues and does programming related to academic and Life Skills; coordinates student-athlete community service projects)  
mcduffien@winthrop.edu  
6229

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Meyer, Ted  
Asst. M/W Soccer Coach  
(Goalies Coach for both men's and women's soccer)  
meyert@winthrop.edu  
6213

Molinari, Paul  
Asst. M. Basketball Coach  
molinarip@winthrop.edu  
6242

Newsome, Debbie  
Athletics Business Manager (processes all financial  
related documents)  
newsomed@winthrop.edu  
6223

Parks, Danny  
Asst. W. Softball Coach  
parksd@winthrop.edu  
6250

Paxton, Ben  
Head M/W Track & Field/  
Cross Country Coach  
paxtonb@winthrop.edu  
6237

Peele, Randy  
Asst. Men's Basketball Coach  
peeler@winthrop.edu  
6355

Polizzotto, Roberta  
Asst. Athletic Trainer (1/4)  
(Clinical Coordinator in  
College of Education) (athletic trainer for men's and women's tennis and supervises all student trainers)  
polizzottor@winthrop.edu  
4648

Posipanko, Rich  
Head Men's Soccer Coach  
posipankor@winthrop.edu  
6236

Pugh, Chip  
Head Strength and Conditioning Coach  
pughc@winthrop.edu  
6442

Redden, Brett  
Asst. Media Relations Director (assists with sports information and media relations and has specific sports as  
assigned)  
reddeb@winthrop.edu  
6246

Ridenhour, Dan  
Assistant Men's Soccer Coach  
ridenhourd@winthrop.edu  
6256

Schreiner, Bobbie  
Asst. Track & Field/Cross Country Coach  
schreinerb@winthrop.edu  
6389

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Stokes, Dee  
Asst. Women's Basketball Coach  
stokesd@winthrop.edu  
6234

Turner, Tuonisia  
Asst. Women's Basketball Coach  
turnert@winthrop.edu  
6233

Weldon, Eddie  
Head M/W Golf Coach  
weldone@winthrop.edu  
6238

Wendt, Jodi  
Assistant M/W Golf Coach  
wendtj@winthrop.edu  
6308

Woods, Sonya  
Intern Strength and Conditioning Coach  
6442

Wright, Diane  
Administrative Assistant/Executive Support  
wrightd@winthrop.edu  
6225

Faculty Advisory Committee on Intercollegiate Athletics  
(3 year staggered term for faculty members plus a chair; 1 year term for students)

Frank Pullano Arts & Sciences chair - appointed  
Carlton Bessinger Arts & Sciences Appointed 2006  
Jim Connell Visual & Performing Arts Appointed 2005  
Mark Dewalt Education Appointed 2006  
Andrew Doyle Arts & Sciences Appointed 2007  
Mel Horton Education Appointed 2006  
Scott Huffmon Arts & Sciences Appointed 2006  
Curt Laird Education Appointed 2006  
Jonathan Marx Arts & Sciences Appointed 2006  
Norma McDuffie, Senior Woman's Administrator Appointed 2005  
Alice McLaine Education Appointed 2005  
Gay Randolph Business Administration Appointed 2006  
Sandra Wilson Education Appointed 2006  
Evelyne Weeks Faculty Athletics Rep Appointed  
\*\*Tomeika Banks Student  
Appt by Chair, CSL 2005  
\*\*Will Nova Student  
Appt by Chair, CSL 2005  
\*\*Tom Hickman Athletic Director ex officio  
\*\*Steve Flippen Director for Compliance  
ex officio

### Institutional Liaisons

Evelyne Weeks, Faculty Athletics Representative, will serve as chief report writer and campus liaison responsible for fielding questions from institutional personnel and forwarding them to the Mira Coleman, NCAA liaison.

Norma McDuffie, together with DeeAnna Brooks, will coordinate preparations for the evaluation visit, including lodging and travel for peer-review team members, scheduling interviews and organizing any work-related needs for peer reviewers.

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Winthrop will not involve any outside agencies in conducting this self-study. The Big South Conference office will be involved only through its normal relationship with the institution. Most specifically, the conference compliance evaluation will be reviewed and included in the self-study report.

### Timeline

Sept 2004 - NCAA Certification Self-study announced publicly in Winthrop's Vision of Distinction

Oct. 6, 2004 - Self Study materials distributed to Steering Committee

Nov. 4, 2004 - Orientation visit

March 15, 2005 - Report presented for campus and community response

April, 2005 - Report presented for approval of Board of Trustees

May, 2005 - Report posted on the University's web-site for public review

July 15, 2005 - Report submitted to the NCAA Committee on Athletics Certification

Nov. 2005 - Peer Review team visit

# Governance and Commitment to Rules Compliance

## Operating Principle

### 1.1 Institutional Control, Presidential Authority and Shared Responsibilities

#### Self-Study Items

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

There were no 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 related to governance and commitment to 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 1.1 (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.

There were no improvements or recommendations related to governance and commitment to rules compliance developed by the institution during its first-cycle certification process.

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 University developed a Compliance Manual and distributed it to all parties on campus who are involved in any compliance issue in the Spring of 2005.

The Registrar's office began a practice of producing a weekly report of student-athlete enrollment to be distributed to Evelyne Weeks, Faculty Athletics Representative; Scott McDonald, The Director of Compliance; Tim Druke, Registrar; and Danez Marable, Director of Academic and Student-Athlete Services, for the purpose of more closely monitoring full-time enrollment status.

The President asked the Faculty Advisory Committee on Intercollegiate Athletics (FACIA) to develop and implement a review of all sports programs and to submit those reports directly to the President for his review.

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

\* The University's Board of Trustees (Board) is involved in all major decisions regarding athletics. The Board usually does not take formal action on athletics (or in other areas) unless required as a state agency or from other legal obligations (such as the issuance of bonds). For example, the Board was consulted about - and supportive of - the addition of the women's soccer program but took no formal action.

## Governance and Commitment to Rules Compliance

- \* The Executive Committee of the Board of Trustees, comprised of the Board's officers and committee chairs, is regularly consulted by the President on significant athletic decisions, which are the responsibility of the President. This same practice is applied to all areas of the University.
- \* The Board approves the entire annual University budget, including Athletics.
- \* The Board approves the entire University annual tuition and fee schedules including those related to student athletic fees.
- \* The Board is responsible for capital projects. During the past three years the Board was involved in several important decisions in the planning and development of athletic facilities, including new tennis facilities and an intercollegiate track. On November 7, 2003, the Board approved the issuance of bonds for the track and field project. This project is in progress. At the November 8, 2002, meeting of the Board of Trustees, the Board passed a resolution to issue bonds to finance the tennis facilities project. This project has now been completed.

### 5. Based upon the institution's experience in the last three years, list the decisions related to intercollegiate athletics in which the institution's chief executive officer has been significantly involved.

- \* The President of Winthrop University is an ex-officio member of the Board of Trustees and takes an active role in decisions related to athletics.
- \* The President is assigned ultimate responsibility and authority for the operation, personnel and budget of the athletics program.
- \* The Director of Athletics reports directly to the President. This reporting structure gives the President the opportunity to be involved in major decisions such as planning, budgeting and staffing.
- \* The President reviews the performance evaluations of Athletics Department personnel and participates in decisions to renew or terminate contracts.
- \* The President is involved in decisions related to student-athlete behavior problems through the normal judicial process at the University.
- \* The President interviews and approves the recommendation of the Director of Athletics for all candidates for head coach positions. During the past three years, the following head coaches were interviewed and hired: Melissa Heinz (Women's Soccer, 2002) and Bud Childers (Women's Basketball, 2004).
- \* The President is also involved in the selection of senior personnel in the Department of Athletics. The President was involved in the creation of the Associate Athletics Director for Operations position and the selection of Michael Drummond to fill this role (2003). The President was also involved in the selection of Norma McDuffie as CHAMPS/Life Skills Director and Senior Woman's Administrator.
- \* The President discusses final candidates for other positions with the Director of Athletics, such as assistant coaches, but the President is not necessarily involved in these candidates' interviews.
- \* The President is involved in planning and budgeting for new athletics facilities and refurbishment or improvement of existing facilities. Within the past three years the following new facilities have been initiated or completed: a tennis complex, an intercollegiate track, and a locker room/indoor batting facility for Women's Softball. Within the past three years the following refurbishments or improvement of existing facilities have been initiated or completed: adding brick facing to the exterior of the Coliseum; replacing spectator seats in the Coliseum; renovating the Coliseum to (1) expand ticket facilities, (2) provide space for a retail store for Winthrop merchandise, (3) provide space for an Athletics Hall of Fame, (4) provide space for a restaurant ("Eagle's Nest"), (5) provide office space and a team room for women's volleyball, (6) refurbish the main lobby, and (7) enhance the computer lab and study hall areas provided as academic support for student-athletes, (8) relocate and expand the weight room and training facilities.

### 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 chief executive officer, 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.

Winthrop University is committed to following the letter and the spirit of all NCAA, Conference and Institutional rules and regulations. Winthrop University has established decision-making processes to ensure institutional control regarding intercollegiate athletics.

The governing Board retains final authority for all matters at the University but has delegated to the President the managerial and administrative responsibility for the ongoing operations of the University. The President appoints and supervises the Director of Athletics, the Faculty Athletics Representative (FAR), Winthrop University officials described below, and most members of the Faculty Advisory Committee on Intercollegiate Athletics (FACIA). Major decisions are made by the President with input from each of these bodies and individuals as appropriate.

## Governance and Commitment to Rules Compliance

### Governing Board - Board of Trustees

- \* The Board approves the annual budget for the University, including that of the Department of Athletics.
- \* The Board has an Executive Committee (defined above in response to #4) and three standing committees: Academic Affairs, Finance, and University Relations.
- \*The University Relations Committee is charged with the oversight of the intercollegiate athletics program at Winthrop University. This committee is also charged with the oversight of all matters related to student life, alumni relations, and matters relating to the encouragement of private support and institutional fundraising for Winthrop University. Members of the committee during the 2003-04 academic year were: Glenda Owens, Kathy Bigham, and Rich Fowler (Student Representative). One seat on the committee was vacant until filled in June 2004 upon the election by the South Carolina General Assembly of Donna Tinsley to fill an unexpired term.
- \* The University Relations Committee meets three to four times a year to review matters under its purview. During these meetings they receive reports from the Department of Athletics on academic performance of athletes, personnel, budget matters, facilities, the Big South Conference, the NCAA, external relations with the community, and other matters.
- \* The Board took an active role in the NCAA certification process. Moreover, the Chair of the Board, Mary Jean Martin, was an active participant in the self-study process for NCAA certification and served on the Steering Committee.

### Chief Executive Officer - The President

- \* The President reports to the Board and serves as a non-voting, ex-officio member.
- \* As the President is "charged with the managerial and administrative responsibility for the ongoing operations of the University" [Board of Trustees By-Laws Article VI.B], he is actively involved in an ongoing manner in all major athletics policy decisions. The President also reviews and approves the budget of the Athletics Department. His oversight role for the Athletics Department is consistent with his oversight role for all aspects of the University.
- \* The President directly supervises the Director of Athletics.
- \* The President appoints the Faculty Athletics Representative.
- \* The President appoints the members of the Faculty Advisory Committee on Intercollegiate Athletics.
- \* The President regularly reviews all matters related to athletics performance (e.g., student conduct, external relations).
- \* The President holds regularly scheduled bi-weekly meetings with the Director of Athletics. The Director of Athletics has the same meeting schedule with the President as each of the University's four Vice Presidents.
- \* The President is often personally involved with the recruitment of student-athletes during on campus visits.
- \* The President interviews all prospective head coaching candidates at the University.
- \* The President represents the University on the Big South Conference Council of Presidents.
- \* The President meets with those within the institution and from the Big South Conference responsible for preparing and conducting compliance audits and site visits.
- \* The combination of institutional, departmental, and other voices speaking directly to the President on all aspects of the athletics program ensure that the President has a wide view of the status of the program and its individual components.
- \* The President was recently appointed to the NCAA Board of Directors and took office in April, 2005.

### Faculty Advisory Committee on Intercollegiate Athletics (FACIA)

\*The Faculty Advisory Committee on Intercollegiate Athletics (FACIA)'s primary function is to provide the President and the Department of Athletics input on areas that relate to and have an impact on the academic pursuits of the University. The Committee's primary goal is to promote and ensure the best environment for the student-athlete. Toward that end, the Committee is kept informed on, and may initiate or recommend to the President, policy relative to intercollegiate athletics in the following areas: (1) compliance with governmental, NCAA and academic accrediting agency regulations; (2) status and level of competition in each sport (including preseason and postseason contests) and conference affiliations; (3) financial aid, academic eligibility and athletic awards for student-athletes; (4) the addition or deletion of any varsity sport; (5) long-range planning; and (6) personnel changes. An example of the latter is when FACIA Chair, Frank Pullano, was invited to meet with candidates for the Women's Basketball Head Coach position.

\*The FACIA receives reports from the Athletics Department on NCAA rule changes, academic progress of student-athletes, and policies on matters ranging from gender equity to recruiting. The FACIA has the opportunity to comment on and provide feedback about the plans and policies of the Athletics Department. In 2003-04 the FACIA also took on the role of hearing student-athlete appeals based on denial of permission to contact or the one-time transfer exception. This procedure is outlined on page 40 of the Athletics Department's Compliance Manual.

\*All faculty members of the FACIA, (as well as its chair,) are appointed by the President. The FACIA meets at least annually with the President to receive its charge and present advice and reports. A significant charge from the President to the FACIA over the past three years has been to conduct periodic reviews of every athletic program.

## Governance and Commitment to Rules Compliance

This series of institutional reviews was instituted voluntarily by the President to ensure a comprehensive institutional understanding of the quality of academic and student life for the student-athletes, compliance matters, and the overall status of athletic programs and their facilities. These reviews include interviews with coaches and student-athletes. Recommendations from these reviews are shared with the President. The FACIA is developing a regular biannual rotation of reviews to ensure each program is routinely visited.

The members of the FACIA are listed in response to Item #7 below.

### Faculty Athletics Representative (FAR)

- \* The FAR is appointed by and reports to the President.
- \* The FAR is a permanent member of the FACIA.
- \* The FAR has regularly scheduled meetings with the President and also meets with the President as necessary.
- \* The FAR occasionally meets with potential student-athletes during on-campus visits.
- \* The FAR is frequently involved in the selection process for head coaches.
- \* The FAR is regularly involved with individual student-athletes on issues of concern to them related to the athletics program.
- \* The FAR sits on the Big South Conference Board of Administrators, which addresses issues related to Conference operations, personnel, policies, and Championships.
- \* The FAR attends all Big South Conference Board of Administrators meetings and casts institutional votes on the Faculty Athletics Representatives Council.
- \* The FAR verifies the certification eligibility process.
- \* The FAR serves as the liaison with the University faculty and the Office of Records and Registration in matters involving student-athletes and academic issues.
- \* The FAR helps monitor eligibility certification of all student-athletes; has general oversight of the athletics financial aid awards; annually administers the coaches' NCAA recruiting certification exam; is informed of violations; and may assist in recommendation of disciplinary actions.

### Director of Athletics (Director)

- \* The Director of Athletics has overall oversight of the Department of Athletics.
- \* The Director creates organizational lines of authority for oversight and accountability.
- \* The Director manages the day-to-day operation of the Department of Athletics.
- \* The Director is under the direct supervision of the President of the University.
- \* The Director works closely with the President on all athletics-related matters.
- \* The Director serves as a member of the Executive Staff, a group comprised of the Vice Presidents, the Deans, and major area Directors, who meet with the President at least once a semester to exchange information and offer counsel.
- \* The Director sits on the Big South Conference Board of Administrators, which addresses issues related to Conference operations, personnel, policies, and Championships.

### Senior Woman's Administrator(SWA)

- \*The SWA reports to the Director of Athletics.
- \*The SWA is regularly involved with individual student-athletes on issues of concern to them related to the athletics program.
- \* The SWA sits on the Big South Conference Board of Administrators, which addresses issues related to Conference operations, personnel, policies, and Championships.
- \* The SWA attends all Big South Conference Board of Administrators meetings and casts institutional votes on the Senior Woman's Administrator Council.
- \* The SWA is frequently involved in the selection process for head coaches for female sports.

### Director of Compliance (DC)

- \* The DC reports to the Director of Athletics.
- \* The DC establishes and maintains rules-education programs and procedures for rules interpretation.
- \* The DC establishes all systems of accountability in the areas of eligibility certification, financial aid, recruitment and general eligibility.
- \* The DC develops procedures for self-reporting violations and processing eligibility issues.
- \* The DC facilitates ongoing dialogue related to compliance with institutional staff and administrators outside the Department of Athletics.
- \* The DC identifies responsibilities of key administrators for implementing and supervising compliance systems.
- \* The DC has the responsibility to conduct preliminary investigation if there are any possible rules violations. Any



## Governance and Commitment to Rules Compliance

violations and recommendations are reviewed and discussed with the Director of Athletics and reported to the NCAA and Big South Conference.

### Coaches

- \* All coaches report to the Director of Athletics.
- \* Each coach participates fully in rules-education programs; complies with monitoring and documentation requirements; conducts themselves with integrity and in accordance with the NCAA, Big South Conference and University rules; and reports any rules violations.

### Dean of Enrollment Management (Dean)

- \* The Dean reports to the Vice President of Student Life.
- \* The Dean supervises the Director of Admissions, the Director of Financial Aid, and the Registrar.
- \* The Dean can approve aid awards, determine admissibility of students, and approve certifications of continuing eligibility.
- \* The Dean hears any appeal of a decision made by the Director of Financial Aid, the Director of Admissions, or the Registrar.

### Director of Admissions

- \* The Director of Admissions reports to the Dean of Enrollment Management.
- \* The Director of Admissions determines admissibility of all students and assures the integrity of the admission process.
- \* The Director of Admissions certifies all initial eligibility in accordance with NCAA, Big South Conference and institutional rules and regulations.

### Director of Financial Aid

- \* The Director of Financial Aid reports to the Dean of Enrollment Management.
- \* The Director of Financial Aid awards aid in accordance with NCAA, Big South Conference and institutional rules and is responsible for updating the aid portion of the NCAA squad lists for each sport.

### Registrar

- \* The Registrar reports to the Dean of Enrollment Management.
- \* The Registrar oversees and certifies all continuing and transfer eligibility in accordance with NCAA, Big South Conference and institutional rules and regulations.

### Assistant Registrar for Records

- \* The Assistant Registrar for Records reports to the Registrar.
- \* The Assistant Registrar for Records reviews the academic records of student-athletes and notifies the Registrar of the status of each student-athlete.
- \* The Assistant Registrar for Records monitors mid year eligibility certification (eg. six hour and semester GPA certification)

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

All faculty members are appointed to serve three-year staggered terms on the FACIA. There are also two student members, appointed by the Chair of the Council of Student Leaders (CSL) to serve one-year terms. The Chair of the CSL also serves as the Student Representative to the Board. Finally, the Director of Athletics and the Director of Compliance serve as ex-officio members of the FACIA.

### Members of the Faculty Advisory Committee on Intercollegiate Athletics

Frank Pullano, Chair, Arts and Sciences  
Evelyne Weeks, Faculty Athletics Representative  
Carlton Bessinger, Arts and Sciences  
Jim Connell, Visual and Performing Arts  
Mark Dewalt, Education  
Andrew Doyle, Arts and Sciences  
Mel Horton, Education  
Scott Huffmon, Arts and Sciences  
Curt Laird, Education

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Jonathan Marx, Arts and Sciences  
Norma McDuffie, Senior Woman's Administrator  
Alice McLaine, Education  
Gay Randolph, Business  
Sandra Wilson, Education  
Tomeika Banks, Student-Athlete, Appointed by Chair, CSL, 2005  
Will Nova, Student-Athlete, Appointed by Chair, CSL, 2005  
Tom Hickman, Director of Athletics, ex-officio  
Scott McDonald, Director for Compliance, ex-officio

**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 chief executive officer 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 chief executive officer, to provide input into the formulation of policies relating to the conduct of the athletics program and to review periodically the implementation of such policies? **Currently Yes**

# Governance and Commitment to Rules Compliance

## Operating Principle

### 1.2 Rules Compliance

#### Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 1.3 (Rules Compliance). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

There were no 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 related to governance and commitment to 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 1.3 (Rules Compliance). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

The original plan for improvement included the following two suggestions; each of which was implemented:

\* In 1997 the Athletics Department hired a Business Manager to handle the routine financial operations of the Athletics Department. This provided an additional avenue for shared responsibilities, as well as additional oversight for scholarships and official visit expenses.

\* In the fall of 1997 the Athletics Department assigned compliance-related duties to two coaches already on staff. Their responsibilities included spot-checking of recruitment records as well as development of record keeping and assessment procedures for the department. This action broadened the compliance efforts within the department and provide a peer-assisted compliance program.

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

The following actions were developed by Winthrop University since the first-cycle certification decision was rendered by the Committee on Athletic Certification. These actions were implemented as a result of ongoing evaluation as to how best to implement effective compliance:

\*In fall 2002, the Athletics Department hired a full-time Athletic Academic Coordinator, who reports to the Assistant Athletic Director for Compliance, which allowed for the redefinition of the position of the duties of Assistant Athletic Director for Compliance and Student Services. The Athletic Academic Coordinator performs many of the academics-related duties formerly the responsibility of the Assistant Athletic Director, which allows the latter to focus virtually all of his time on compliance-related issues. Concentration of compliance-related duties in this position not only creates a more efficient administrative structure, it allows the Athletics Department to relieve the aforementioned coaches of their compliance-related duties. The Athletic Director estimates that this redefinition of responsibilities allowed this Assistant Athletic Director to devote roughly 90% of his time to compliance-related activities.

## Governance and Commitment to Rules Compliance

\* Subsequent to the resignation of the Assistant Athletic Director for Compliance and Student Services during the summer of 2003, the Athletics Department hired a Director for Compliance and Student Services who performed the same compliance-related duties as his predecessor, and like her, reported directly to the Athletic Director. While the title of the position had changed, the duties remained the same.

\* In 2000 the full-time position of Eagle Club Director was added and filled. (The Eagle Club is a booster organization.) The Eagle Club director and the Business Manager described above relieved the Compliance Director and Athletic Director of duties that otherwise limited their oversight of compliance. The Eagle Club Director and Business Manager meet periodically with the Director of Compliance to ensure that they are aware of any NCAA rules changes.

\* In 2000 a link to a web page devoted solely to compliance issues was added to the Winthrop Athletics website. This web page contains links to the NCAA website regarding a range of issues, including recruitment, eligibility, academics, graduation rates, drug testing. The web page has been updated periodically since its creation in order to reflect changes in NCAA rules.

\* The Athletics Department Policy Manual deals extensively with compliance-related issues. It was updated in 2000 and again in 2004.

\* The Athletics Department completed a new Compliance Manual during the fall of 2004. It was distributed to departmental employees and all campus offices involved with Compliance issues during the spring of 2005. This compliance manual is the first such formal compilation that Winthrop University has produced, although compliance matters had formerly been addressed in the Athletics Department Policy Manual and in the Student-Athlete Handbook.

\* The Student-Athlete Handbook was updated in 2000 and again in the spring of 2004. These periodic updates incorporate changes in NCAA rules regarding eligibility and academic requirements, among other things.

\* At the beginning of each academic year, the Director of Compliance meets with all Winthrop University student-athletes as a group. Subsequent to that meeting, he meets with each individual team. He includes compliance-related issues and any changes in NCAA rules regarding compliance among the subjects that he discusses with the student-athletes.

\* The Director of Compliance also meets with coaches on an ongoing basis. In addition to these meetings, he sends a monthly compliance newsletter to all coaches, including assistant coaches. These bulletins contain information regarding compliance-related rules changes, new interpretations of rules, and "hot topics" that are particularly relevant to any given time of the year (i.e. signing times, recruiting visits).

\* During the late spring of each year, the Director of Compliance conducts a series of concentrated study sessions with coaching staff to prepare for the annual NCAA recruiting test. This Rules Education Process is ongoing; each of above activities has been implemented periodically since the Interim report.

#### 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 reviewers find that athletic booster clubs, support groups and other representatives of the institution's athletic interests are maintained under clear control of the University. Document reviews and interviews to confirm this were conducted in November of 2004.

The Eagle Club serves as the fund-raising group for athletics. The Director of the Eagle Club under the direction of the Athletic Director oversees all fund-raising activities. All Eagle Club funds are dispersed under the direction of the Athletics Director. It should be noted that all athletic expenses are further reviewed by the Winthrop University budget office for approval. All Eagle Club funds are deposited into an account with the Winthrop University Foundation. The Eagle Club does not deal with money that is designated for an individual team although money can be donated to a specific team. Those funds are placed directly into that team's separate "Ledger 2" account. Money that is donated to the Eagle Club is used to support sports programs and for athletic scholarships. The Director of the Eagle Club maintains records of donations and minutes of all meetings.

Coaches must receive approval from the Eagle Club and/or Athletic Director prior to conducting fund raising for individual sports. While this does not happen often, funds generated go into the separate "Ledger 2" account for each team or into the foundation to augment endowment funds for scholarship funds for that team. Each team may

## Governance and Commitment to Rules Compliance

spend the money in its Ledger 2 account but only through the office of the Athletic Director by submitting a purchase order.

All "2" accounts relative to athletics are subject to as many as three audits per year: the in house audit, the NCAA audit and the state audit. "2" accounts are audited during the annual state audit and the NCAA audit, and they are subject to internal auditing although this does not necessarily occur each year. There is a clear set of checks and balances in place that ensures that no Winthrop University employee can expend funds without approval of the budget office. This ensures that all Winthrop University guidelines, all state guidelines and all NCAA guidelines are followed. Coaches must declare outside income that is specifically sports related, i.e. shoe contract, summer sports camps, etc.

The Board of Directors of the Eagle Club has 18 voting members and six new members are elected each academic year. The Eagle Club Board of Directors meets once per month during the academic year. Two members of the Board of Directors of the Eagle Club are institutional personnel. No member of the Eagle Club has the authority to expend funds. The Athletic Director and NCAA Compliance Officer inform the Eagle Club members of NCAA guidelines on a regular basis. The Director of the Eagle Club informs the Athletic Director and Compliance officer if they suspect a booster may not be aware of NCAA or state regulations concerning contacts with student-athletes or fund raising. A "Compliance Corner" section is included in the Eagle Club's electronic newsletter as part of the rules education provided for the membership.

The reviewers of the athletic funds and fundraising have found that there is a clear system in place to monitor fundraising and expenditures of such funds. The Athletic Director under the direction of the President and the Board of Trustees ensures compliance to NCAA guidelines.

- 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 CEO 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.**

Winthrop University's Department of Athletics is committed to following the letter and the spirit of all NCAA, Conference and Institutional rules and regulations. Winthrop University has established reporting lines to ensure institutional control within the Department of Athletics. The President (CEO) of the University has designated the Director of Athletics to be the individual who is responsible for the institution's rules compliance.

### Director of Athletics

The Director of Athletics is the individual designated by the President (CEO) of Winthrop University who is responsible for the institution's rules compliance. In addition, the Director of Athletics has overall oversight of the Department of Athletics. He establishes commitment to rules compliance for the athletics department and creates organizational lines of authority for oversight and accountability. The Director of Athletics reports to the President of Winthrop University.

### Faculty Athletics Representative

The Faculty Athletics Representative (FAR) is appointed by the President. The FAR helps monitor certification of eligibility of all student-athletes, has general oversight of the athletics financial aid awards; annually administers the coaches' NCAA recruiting certification exam; is informed of violations; and may assist in recommendation of disciplinary actions. The Faculty Athletics Representative reports to the President of Winthrop University.

### Director of Compliance

The Director of Compliance establishes and maintains rules-education programs and procedures for rules interpretation; establishes all systems of accountability in the areas of eligibility certification, financial aid, recruitment and general eligibility; develops procedures for self-reporting violations and processing eligibility issues; facilitates ongoing dialogue related to compliance with institutional staff and administrators outside the Department of Athletics; and identifies responsibilities of key administrators for implementing and supervising compliance systems. The Director of Compliance has the responsibility to conduct preliminary investigation if there are any

## Governance and Commitment to Rules Compliance

possible rules violations. Any violations and recommendations are reviewed and discussed with the director of athletics and reported to the NCAA and Big South Conference. The Director of Compliance reports to the Director of Athletics.

### Coaches

Each coach participates fully in rules-education programs; complies with monitoring and documentation requirements; conducts themselves with integrity and in accordance with the NCAA, Big South Conference and University rules; and reports any rules violations. In the annual personnel evaluation of head and assistant coaches, compliance with NCAA, Big South Conference and institutional rules is a major component of consideration. Continued employment of every employee is contingent upon compliance with NCAA regulations. All coaches report to the Director of Athletics.

### Dean of Enrollment Management

The Dean of Enrollment Management supervises the Directors of Admissions and Financial Aid and the Registrar. The Dean can approve aid awards, determine admissibility of students, and approve certifications of continuing eligibility. In addition, the Dean of Enrollment Management hears any appeal of a decision made by the Director of Financial Aid, the Director of Admissions, or the Registrar. The Dean of Enrollment Management reports to the Vice President of Student Life.

### Director of Financial Aid

The Director of Financial Aid awards aid in accordance with NCAA, Big South Conference and institutional rules and is responsible for updating the aid portion of the NCAA squad lists for each sport. The Director of Financial Aid reports to the Dean of Enrollment Management.

### Director of Admissions

The Director of Admissions determines admissibility of all students and assures the integrity of the admission process. The Director of Admissions also certifies all initial eligibility in accordance with NCAA, Big South Conference and institutional rules and regulations. The Director of Admissions reports to the Dean of Enrollment Management.

### Registrar

The Registrar oversees and certifies all continuing and transfer eligibility in accordance with NCAA, Big South Conference and institutional rules and regulations. The Registrar reports to the Dean of Enrollment Management.

### Assistant Registrar for Records

The Assistant Registrar of Records reviews the academic records of student-athletes and notifies the Registrar of the status of each student-athlete. The Assistant Registrar for Records reports to the Registrar.

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

\* During the hiring process, the departmental search committee performs due diligence to determine whether any job applicant has ever been guilty of any major NCAA rules violation(s).

\* The letters of appointment and job descriptions for all coaches and professional administrative personnel contain a clause requiring their adherence to all NCAA rules while in the employ of Winthrop University, including those related to compliance.

\* The annual evaluation process includes an assessment of violations of all NCAA regulations. If any departmental employee has committed any minor violation, a letter is placed in his or her personnel file.

## 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.

Formal lines of communication have been established and are maintained between the Director of Compliance and other institutional staff members including those in Undergraduate Admissions, Records and Registration, and the Office of Financial Aid. The following descriptions illustrate each office's involvement in rules-compliance activities:

## Governance and Commitment to Rules Compliance

\* The Director of Financial Aid awards aid in accordance with NCAA, Big South Conference and institutional rules and is responsible for completing the NCAA squad lists for each sport.

\* The Director of Admission determines admissibility of all students and assures the integrity of the admission process. The Director of Admissions also certifies all initial eligibility in accordance with NCAA, Big South Conference and institutional rules and regulations.

\* The Registrar and Assistant Registrar oversee and certify all continuing and transfer eligibility and eligibility checklists for all teams in accordance with NCAA, Big South Conference and institutional rules and regulations.

The following are specific examples of how Winthrop University ensures that rules compliance is a central element in personnel matters:

\* The Director of Compliance, under the supervision of the Director of Athletics, educates all personnel regarding NCAA compliance. Information is disseminated via face-to-face meetings, monthly newsletters, and email thus assuring timely attention to compliance issues.

\* The NCAA Manual and Winthrop University Compliance Manual are distributed to all employees outside the Department of Athletics involved in rules-compliance activities.

\* A NCAA recruiting calendar is distributed to all employees outside the Department of Athletics involved in rules compliance.

\* The Director of Admissions and the Registrar are members of the American Association of Collegiate Registrars and Admissions Officers, the Southern Association of Collegiate Registrars and Admissions Officers, and the Carolinas Association of Collegiate Registrars and Admissions Officers and regularly attend NCAA sponsored workshops at each group's Annual Meeting.

\* The Director of Financial Aid regularly attends NCAA related presentations at the annual National Association of Student Financial Aid Administrators, Southern Association of Student Financial Aid Administrators, and South Carolina Association of Student Financial Aid Administrators meetings.

\* The job descriptions and letters of appointment for all University personnel involved in compliance contain a clause requiring their adherence to all NCAA rules while in the employ of Winthrop University, including those related to compliance.

\* The annual evaluation process includes an assessment of violations of all NCAA regulations. If any employee has committed any minor violation, a letter is placed in his or her personnel file.

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

Not applicable, per NCAA staff liaison, Mira Fronczek.

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

The Big South Conference conducted an on-campus institutional compliance review on October 20-21, 2004. Winthrop University received the report on December 13, 2004. The Athletics Department prepared a written response which was submitted in February 2005.

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

\* The Big South Conference office evaluates the athletic program every two years. Dawn Turner, the Assistant Commissioner for Compliance of the Big South Conference, conducted the rules-compliance evaluation in October 2004.

\* As a member of the conference, Winthrop University is required to undergo this evaluation as a condition of conference membership. This Institutional Compliance Review is outlined in Section 9 of the Big South Conference Compliance Manual, 2000-01. The specifics of the compliance review are outlined in the NCAA publication

## Governance and Commitment to Rules Compliance

"Conference Guide to Institutional Compliance Reviews". The Big South Conference provides, in the Conference Compliance Manual, a Compliance Review Checklist that asks the institution to demonstrate good institutional control and effective program management in the following areas:

- \* Presidential Authority and Lines of Communication
- \* Campus-Wide commitment to Compliance
- \* Rules Education
- \* Violations Management
- \* Documentation
- \* Student-Athlete Welfare and Equity
- \* Certification Issues

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

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

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

The Department of Athletics does have many informal education sessions with individuals both within and outside of the Athletics Department. The department also encourages the attendance of representatives from the Office of the Registrar, the Financial Aid Office and the Admissions Office to the Big South Compliance Workshop each year. Typically those individuals attend whenever possible. It has been felt that this level of training was sufficient. The University will continue to review its rules education program to see if a more formal program would improve its compliance capabilities.

The Department of Athletics has completed a separate compliance manual which is being made available to all campus constituencies involved in the compliance process. During the development of this manual, individuals within the Athletics Department along with those in the Office of the Registrar, the Office of Financial Aid, the Admissions Office and the NCAA Faculty Athletic Representative were consulted regarding the development of procedures. Such policies and procedures will be reviewed on a regular basis and the manual will be updated as needed.

The institution will take under advisement the formation of a compliance committee and will look into the feasibility of such a committee. The Faculty Athletics Representative at Winthrop is intimately involved with the compliance process and adequately serves as a liaison and as a spot check for the entire compliance process. Up to this point it has been felt that the close working relationship that exists amongst the various offices has made a compliance committee unnecessary.

Although the Compliance Director does regular rules education updates with the coaching staff, the department will work to implement a more formal orientation program for new staff centered around Winthrop processes and procedures.



## Governance and Commitment to Rules Compliance

The Director of Compliance does a regular e-mail compliance newsletter. Additionally, in person discussions are held on an as-needed basis. The department will examine the feasibility of including compliance-related topics at its regular departmental meetings.

The institution does utilize the NCAA Compliance Assistant Software for the Internet and benefits from its use as a monitoring device. The institution will look further to see what else can be done to monitor temporary certification periods for freshmen.

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

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

### Evaluation

1. Does the institution demonstrate that it has in place a set of written policies and procedures that assign specific responsibilities in the areas of rules compliance, including assignment of direct accountability for rules compliance to the individual the chief executive officer assigns overall responsibility for the athletics program? **Currently Yes**
2. Does the institution demonstrate that in critical and sensitive areas, institutional compliance procedures provide for the regular participation of persons outside of the athletics department? **Currently Yes**
3. Does the institution demonstrate that rules compliance is the subject of an ongoing educational effort? **Currently Yes**
4. Does the institution demonstrate that a clear and unambiguous commitment to rules compliance is a central element in all personnel matters for individuals involved in the intercollegiate athletics program? **Currently Yes**

## Governance and Commitment to Rules Compliance

5. Does the institution demonstrate that at least once every three years, its rules-compliance program is the subject of evaluation by an authority outside of the athletics department? **Currently Yes**

# Academic Integrity

## Operating Principle

### 2.1 Academic Standards

#### Self-Study Items

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

Winthrop University did not have any "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 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) 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.

Winthrop University has not developed any plans for improvement/recommendations during its first-cycle certification process as they relate to Operating Principle 2.1 (Academic Standards)

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.

The Peer Review Team Report for 1997 found Winthrop University to be in substantial conformity with Operating Principle 2.1 (Academic Standards); since the report, any changes that have been made have been minimal but have served to enhance measures in place at that time. Changes have included the following:

In 1999, a new calendar for Continuing Eligibility Certification Procedures was created. The new calendar requires that the Director of Compliance provide the roster of names to the Assistant Registrar by the first Friday following Spring Break each year. Since student-athletes can be certified before June 1, they are able to be advised as to whether they need to enroll in summer school.

Since 2003, all transfer students' materials are evaluated by the Registrar's Office in addition to the Office of Admissions (rather than by the Office of Admissions only). Winthrop takes this step to more clearly address the newer standards for percent of degree completion.

In 2005, the President of the University started requiring a weekly report on any student enrolled in less than 12 semester hours of credit. This measure allows the University to monitor the eligibility status of all student athletes in a more immediate manner.

## Academic Integrity

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

The policies governing admission to Winthrop University are the same for student-athletes and non student-athletes. Non student-athletes and student-athletes can be admitted as either regular or provisional students. In addition, all student-athletes must be certified by the NCAA Clearing House.

The admissions process operates independently from the Department of Athletics. Student-athletes are required to submit completed applications, including official transcripts and official test scores to the Office of Admissions. All applicants must pay a \$40.00 application fee unless they qualify for a fee waiver due to financial hardship, participate in the South Carolina's Teacher Cadet Program, or qualify to submit a Preferred Priority Application.

The Director of Compliance in the Department of Athletics serves as liaison between the coaching staff and to the Office of Admissions. He submits requests for information regarding the status of student-athletes' applications to the Director of Admissions. In addition, he provides a list of prospective student-athletes by sport to the Director of Admissions who updates the list by providing admissions decisions after decision letters have been generated.

The Vice President for Student Life, Dean of Enrollment Management and Director of Admissions annually discuss goals and objectives and policies related to admission to the University. This group annually submits suggested policy changes to the Executive Officers (which include the President and four Vice Presidents) of Winthrop. Following their approval, the Board of Trustees is apprised of proposed changes and approves recommendations for implementation.

All applicant files are reviewed by the Office of Admissions, and this office is solely responsible for rendering the admissions decisions. Students file an application for admission with the Office of Admissions. They can select to file online or submit a paper application. Upon receipt of credentials required for admission (see below), applicants' files are reviewed by members of the admissions staff who make the initial admissions decision. The Director of Admissions makes the final decision on all applicants. Students are notified of the decision on a bi-weekly basis.

Selected excerpts related to the admission process from the Winthrop University Undergraduate Catalog 2004-2005 (p. 7) follow.

Winthrop University admits all qualified applicants and offers equal educational opportunities regardless of race, color, sex, age, national origin, or disability.

Admission to Winthrop is competitive. Enrollment is maintained at a level that permits personal interaction between student and professor and allows Winthrop to offer an exemplary undergraduate education. Winthrop carefully reviews each applicant on an individual basis and the admissions process is designed to determine the right match between high-achieving students and the distinctive educational opportunities offered at Winthrop University.

Freshman applicants are evaluated using the following criteria:

Primary criteria - will always be considered

- \* high school performance, including class rank

- \* level of course work

- \* completion of high school course

prerequisites

- \* standardized test scores (SAT or ACT)\*

- \* guidance counselor recommendation

Notes:

The Office of Admissions will use the highest individual scores from the SAT (high verbal + high math), or highest composite score from the ACT when evaluating applicants for admission.

Secondary criteria - optional, will be considered if submitted

- \* letter(s) of recommendation

## Academic Integrity

- \* factors (extenuating circumstances) affecting performance in classes
- \* essay or personal statement
- \* extracurricular activities
- \* personal interview

(Winthrop University Undergraduate Catalog 2004-2005, p.7)

The successful candidate for regular admission is typically ranked in the top half of his/her class, scores competitively on the SAT or ACT, and has completed all the courses required by the state of South Carolina for entrance into a public, four-year institution. Not everyone who meets these basic criteria is admitted to Winthrop University, and there are special circumstances under which students may be admitted without meeting all of the aforementioned criteria. Additionally, the State of South Carolina requires freshman applicants to four-year state supported colleges and universities to have completed 20 high school course prerequisites; therefore, these courses are required for freshman admission to Winthrop University.

Students who have been out of high school for five or more years are not required to take the SAT or ACT, or submit a guidance counselor recommendation. Special consideration is given for their life experience. Applicants also must meet the high school course prerequisites if they graduated from high school after 1987. All students who enroll in a baccalaureate degree program must possess a high school diploma or G.E.D. certificate (Winthrop University Undergraduate Catalog 2004-2005, p.7).

Transfer applicants who have completed 30 semester hours (48 quarter hours) or more of course work at a regionally accredited institution must present a minimum cumulative grade-point average of 2.0 on a 4.0 scale. Transfer applicants with fewer than 30 hours must also submit a high school transcript along with standardized test scores. All transfer applicants must be eligible to return to the last post-secondary school attended.

The university provides a provisional admissions program to a limited number of freshman applicants. The Learning Excellent Academic Practices (LEAP) Program provides academic support during the first semester at Winthrop. Applicants admitted to this program typically have an academic profile that is slightly lower than that of the students who are offered regular admission, but their high school performance indicates the potential for success at Winthrop.

Winthrop will consider on an individual basis transfer applicants whose cumulative GPA is below the required 2.0 (typically 1.9 on a 4.0 scale) (Winthrop University Undergraduate Catalog 2004-2005, pp 8-9).

- 5.** Compare the admissions profiles of student-athletes who received athletics grants-in-aid with the profiles of students in general by submitting the following information for the three most recent academic years: average standardized test scores for freshman student-athletes who received athletics aid (by gender, by racial or ethnic group, and according to the eight sport groups listed in the NCAA Division I graduation rates disclosure form) and for all entering freshmen students (by gender and by racial or ethnic group). [Note: Use the supplied charts and the graduation-rates disclosure form methodology to compile these data.]

The graduation-rates disclosure form methodology was used to compile data requested. Data were displayed by gender, ethnic group and according to the eight sport groups. However, when data were sorted into sport groups, the number in each cell in some sports was so small that interpretation was limited.

- 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 provides a provisional admissions program to a limited number of freshman applicants. The Learning Excellent Academic Practices (LEAP) Program provides academic support during the first semester at Winthrop and includes a required 10-day residential summer component. Applicants admitted to this program typically have an academic profile that is slightly lower than that of the students who are offered regular admission, but their high school performance indicates the potential for success as a college student.

## Academic Integrity

All freshmen applicants who do not meet regular admission requirements can be considered for admission to the LEAP Program. The Director of Admissions collaborates with the director of the LEAP Program to review the applications of LEAP referrals. The Office of Admissions is solely responsible for rendering final decisions on potential LEAP admits.

Winthrop will consider on an individual basis transfer applicants whose cumulative GPA is below the required 2.0 (typically 1.9 on a 4.0 scale). Applicants can be considered for provisional admission if one of the following conditions applies:

- a. Early course work adversely affected the cumulative GPA; course work completed most recently is satisfactory.
- b. The cumulative GPA was earned as a result of an event that affected an applicant's performance in one semester. The pattern of achievement prior to or since that event supports the applicant's potential for success.

Transfers who are provisionally admitted must complete a minimum of 24 semester hours during the fall and spring semesters with a cumulative GPA of 2.0 (Winthrop University Undergraduate Catalog 2004-2005, p 8). Until August 2004, the requirement was stated as a minimum of 12 semester hours with a cumulative GPA of 2.0.

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

Over the past three years, the percentage of first year students who were admitted with special exception was higher than that of first year student-athletes. Specifically, in the year 2001-2002, 4.6% (n = 44) of the first year students (N = 948) were admitted with special exception. Of those, 4.4% (n = 2) were first year student-athletes. One was a student-athlete on the Men's Baseball team, and the other was a student athlete categorized as "Women's Other Sports."

In 2002-2003, 7.9% (n = 86) of first year students (N = 1,086) were admitted with special exception. Of those, four were first year student-athletes. These four student-athletes participated in the following sports: Men's Basketball, Women's Basketball, Women's Track and/or Cross Country, and Women's Other Sports.

During the 2003-2004 academic year, 8.3% (n = 89) of first year students (N = 1,074) were admitted with special exception. Of these, two were first year student-athletes; one was a member of the Women's Basketball team and one was from Women's Other Sports.

The data over the three year period indicate a slight increase each year for first year students who were admitted with special exception. However, the first year student-athletes who were admitted with special exception have consistently remained low.

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

Ms. Debbie Barber, Director of Admissions, has the final authority for certifying initial eligibility of student-athletes. Mr. Timothy A. Drueke, Registrar in the Office of Records and Registration, reviews transfer credit of transfer student-athletes and signs off on certification for those student-athletes in addition to the approval of the Director of Admissions. The Department of Athletics has recently appointed a replacement for Steve Flippen who was the previous Director of Compliance until December 2004. The duties associated with his position were shared by Ms. Danez M. Marrable, Athletic Academic Coordinator, and Mr. Scott McDonald until Mr. Scott McDonald was appointed as the new Director in February 2005. At this time Ms. Marrable was named the Director of Academic and Student-Athlete Services, and Mr. McDonald became the Director of Compliance.

The procedures for certifying freshman, and transfer eligibility for student-athletes is described below. The information is cited from the Athletics Compliance Manual, Winthrop University, 2004-2005

p. 36.

CERTIFYING INITIAL (FRESHMAN) ELIGIBILITY

## Academic Integrity

- a. The Director of Compliance includes all of the names of recruited prospective student-athlete on the NCAA Clearinghouse.
- b. The Director of Compliance creates a Big South Eligibility Sheet when the student-athlete is certified a qualifier by the NCAA Clearinghouse. The Director of Compliance then prints off the certification from the NCAA Clearinghouse and takes the certification along with the Big South Eligibility Sheet to the Director of Admissions for institutional certification.
- c. Once the Director of Admissions has certified the Big South Eligibility Sheet, the Director of Compliance takes the sheet to the Registrar's Office. The Registrar then creates the Eligibility Checklist for the sport (or updates the Eligibility Checklist) and certifies the Eligibility Checklist.
- d. The Director of Compliance then ensures that the Eligibility Checklist is signed by the Faculty Athletics Representative, the Director of Athletics and the Head Coach of the sport. The Big South Eligibility Sheet accompanies the Eligibility Checklist as supporting documentation.
- e. Once the Eligibility Checklist has all of the appropriate signatures, the Director of Compliance notifies the Big South Conference Office (initial checklist needs to be submitted three days prior to first date of competition for that sport) that the Eligibility Checklist is set for the year (or a change has been made).
- f. The Eligibility Checklist along with the Big South Eligibility Sheet is securely filed by the Director of Compliance. The Big South Conference reserves the right to spot-check the files at any time.

### CERTIFYING TRANSFER ELIGIBILITY

- a. The Director of Compliance ensures that a Four-Year Transfer Request Form or a Two-Year Information Form is completed for each transfer student-athlete.
- b. Once a student-athlete joins the team, the Director of Compliance generates a Big South Eligibility Sheet for the student-athlete. The Director of Compliance takes the Four-Year or Two-Year form and the Big South Eligibility Sheet to the Registrar's Office.
- c. The Registrar reviews the Four-Year or Two-Year form along with the student-athletes incoming transcript to determine if the student-athlete is to be immediately eligible.
- d. If the Registrar determines the student-athlete is eligible, the Registrar certifies the Big South Eligibility Sheet and the Eligibility Checklist for the sport.
- e. The Director of Compliance then ensures that the Eligibility Checklist is signed by the Faculty Athletics Representative, the Director of Athletics and the Head Coach of the sport. The Big South Eligibility Sheet accompanies the Eligibility Checklist as supporting documentation.
- f. Once the Eligibility Checklist has all of the appropriate signatures, the Director of Compliance notifies the Big South Conference Office (initial checklist is submitted at least three days prior to first date of competition for that sport) that the Eligibility Checklist is set for the year (or a change has been made).
- g. The Eligibility Checklist along with the Big South Eligibility Sheet are securely filed by the Director of Compliance. The Big South Conference reserves the right to spot-check the files at any time.

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

The sequence of events taken to certify continuing eligibility is taken directly from the Winthrop University Athletics Compliance Manual, pages 37-38 as follows:

### CERTIFYING CONTINUING ELIGIBILITY

Step I: Each coach provides Scott McDonald, Director of Compliance, with roster of returning student-athletes.

Director of Compliance provides the roster of returning student-athletes to Teria Sheffield, Assistant Registrar, indicating the year of enrollment.

Target Date: Monday following Spring Break

## Academic Integrity

Step II: Scott McDonald and Danez Marrable, Director of Academic and Student-Athlete Services, review grades and identify student-athletes known to be ineligible and at-risk. The Director of Compliance notifies each coach and the Assistant Registrar of the student-athletes who have ineligible status. Summer school arrangements are made and pre-approval is received from advisor.

Step III: The Assistant Registrar checks progress-towards-degree of remaining student-athletes by following NCAA flowchart. Audits are used to determine degree-related credit. Big South Conference Eligibility Sheets are completed by the Assistant Registrar for each student-athlete.

Any additional ineligible student-athletes are identified and reported by the Assistant Registrar to the Director of Compliance.

Target Date:

5th Year - First Friday following Commencement

4th Year - May 25

All Remaining - June 1

Step IV: The Director of Compliance investigates ineligibility cases and provides rulings, interpretations or faculty evaluations to Assistant Registrar as needed.

The Director of Compliance notifies coaches of ineligible student-athletes. Summer school arrangements are made; pre-approval of courses secured from advisors. Waiver requests are prepared by the Director of Compliance.

Target Date: June 15

Step V: Eligible Student-Athletes are certified by the Assistant Registrar.

Student-Athletes recovering eligibility through summer school are certified within the first week after the final exams of any summer term course(s) that would fulfill the requirements of ByLaws 14.1.6.1, 14.4.3.1, 14.4.3.1.3, and 14.4.3.2.

Target Date: August 1

Step VI: Eligibility Checklist

The Director of Compliance will then ensure the Eligibility Checklist for each sport is signed by the Registrar, Timothy Druke, Faculty Athletics Representative, Evelyn Weeks, Tom Hickman, Director of Athletics, and the Head Coach of the sport. The Big South Eligibility Sheet needs to accompany the Eligibility Checklist as supporting documentation.

Once the Eligibility Checklist has all of the appropriate signatures, the Director of Compliance shall notify the Big South Conference Office (initial checklist need to be submitted three days prior to first date of competition for that sport) that the Eligibility Checklist is set for the year (or a change has been made).

The Eligibility Checklist along with the Big South Eligibility Sheet need to be securely filed. The Big South Conference reserves the right to spot-check the files at any time.

Step VII: Mid-Year Certification

The Director of Compliance will prepare an eligibility list of student-athlete who needs to be certified at mid-year and submit the list to the Registrar. In addition, all student-athletes will be checked for the 6-hour and GPA requirement (if applicable). The Registrar will complete a progress-towards-degree assessment for each student-athlete. The Registrar will notify the Director of Compliance of the eligibility status of the student-athletes. Big South Eligibility Sheets and Eligibility Checklist will be completed by the Registrar. Appropriate signature need to be obtained and the Big South Conference needs to be notified of any change.

Target Date: December 15 (Eligibility Sheets to the Registrar's Office)



## Academic Integrity

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

The Graduation Rate Disclosure Forms contain the six year graduation rates for all full-time students compared to student-athletes who received athletics aid for the freshman cohort years of 1995, 1996, and 1997. Data were compiled by the Office of Institutional Research at Winthrop University. Graduation rates for student-athletes exceed those of all full-time students for all cohort years under review. Further, graduation rates for African-American students equal or exceed those of white students in both categories for all years. The data reflect Winthrop's commitment to recruit academically able high school students whether they are athletes or non-athletes. Higher rates for student-athletes is likely a reflection of the extensive academic support network established at Winthrop to monitor the progress of student-athletes, identify potential trouble early on, and offer aid/ tutoring/ mentoring/ support whenever it is needed. Breakdowns for student-athletes of other races/ ethnicities or by sport are not included because the populations are so small (in some cases n=1) that confidentiality could be compromised if these data were included.

- 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.

Academic Standards and Policies:  
University Catalog Description:

The following policies are explained on pages 28-34 of the current Winthrop University 2004-2005 catalog. Unless otherwise noted, no differences exist between the regulations in the university catalog and the other documents. In such instances, no differences exist between the regulations for the general student population and student-athletes.

Student Responsibility Statement

Students are ultimately responsible for their own degree progress, satisfactory grade point average, and meeting all degree requirements. Students are also responsible for maintaining contact with the University and observation of policies concerning student code of conduct and all University regulations.

Definition of Student Classifications

Students enrolled in twelve or more undergraduate credit hours in a semester are considered full-time. Any student enrolled in less than twelve hours for a semester is considered part-time. Students are also classified as special or regular. Students in the special category are admitted under special circumstances and are not eligible to receive a degree. All other undergraduate students are considered regular and are further classified by using the following system of evaluation:

Freshman Students are those with less than 24 earned credit hours

Sophomore Students are those with less than 54 earned credit hours, but at least 24 earned credit hours

Junior Students are those with less than 87 earned credit hours, but at least 54 earned credit hours

Senior Students are those with at least 87 earned credit hours

## Academic Integrity

### Academic Forgiveness Policy

A student being readmitted to Winthrop University after a period of absence five years or more has the option of treating all courses previously taken at Winthrop as transfer credit. These credits are not used in computing the student's grade point average but do remain on the student's official transcript for purposes of determining academic honors. The waive option for academic forgiveness must be exercised within the first week of the second semester the student is admitted to Winthrop.

### Academic Advisement

The primary role of the academic adviser is to help the student with a plan of study in order to take courses in the proper sequence. The online degree audit is available to assist students and advisers. The adviser assists the student with understanding graduation requirements, referring to academic resources when needed, and posting the office hours for which they are available to students.

Students admitted to Winthrop are assigned an adviser in the college housing the student's degree program. Students are required to contact their adviser prior to registration for the next term. Students are also required to meet with their adviser in order to have their advising hold lifted and be eligible for registration.

### Registration

Registration is handled through the university online system. Continuing students are permitted to register early based upon the number of credit hours they have earned. Freshmen must attend one orientation session in order to register for fall semester classes.

The difference noted in the policy in the Winthrop University Undergraduate Catalog 2004-2005 and the Student Athlete Handbook (p.21) is that student-athletes have the benefit of priority registration. Student-athletes may register for classes before the general student population in order that they can have schedules that fit with their practice and competition schedules and minimize missed class time.

### Course Load

A full course load can range from 12 to 18 credit hours. A continuing student with a cumulative grade point average of 3.00 or higher may choose to enroll in up to 21 credit hours. A student with a cumulative grade point average lower than 3.00 must request approval for an overload from the Winthrop University Undergraduate Petitions Committee.

Students wishing to enroll for classes during summer semester may choose more than 4 credit hours during Session A. A student may enroll in up to 14 credit hours for Session B. Students may not enroll in more than 7 credit hours for both Sessions C and D. A maximum total of 14 credit hours is permitted for students enrolling in Sessions B, C, and D.

The difference noted between the Winthrop University Undergraduate Catalog 2004-2005 and the Student Athlete Handbook is that student-athletes are advised to enroll in a minimum of 15 credit hours. This policy helps to ensure that student-athletes continue to make satisfactory progress towards completion of the required number of hours toward their major and degree.

### Auditing Courses

Students may elect to audit a course with the permission of the instructor, department chair, and dean. Students auditing a course do not participate in examinations. Attendance and participation for students auditing a course is determined by the instructor of the course. Students have the option to audit a course until the third day of class for fall and spring semesters, and until the first day of class for each of the summer sessions.

### Changes in Enrollment

Student schedule changes must be made before the end of the designated registration period. Any changes can be made through the University's online registration system (Wingspan) during the registration period. A schedule change form with appropriate signatures must be completed in order to make schedule changes after the designated registration period.

### Withdrawal from Courses

Students may choose to withdraw from a course. However, there are certain guidelines for such withdrawals. Withdrawal forms are available in the Office of Records and Registration. Signatures are required on the form from the student's adviser and the instructor of the course.

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Students withdrawing from a course during the first one-third of the course are assigned a grade of N, meaning that no credit is awarded. Students withdrawing from a course on a letter grade basis during the last two-thirds of the course are assigned a grade of N only if they are passing the course at the time of the withdrawal. If the student is not passing the course a grade of F is assigned. Students may not withdraw from a course during the last week of class. If a student is taking a course on an S/U (satisfactory/unsatisfactory) basis and withdraws from the course during the last two-thirds of class, but before the last week of class, a grade of N is assigned to students only if the grade at the time of the withdrawal is equivalent to an S. A grade of U is assigned if the grade is not satisfactory at the time of the withdrawal.

The difference noted between the Winthrop University Undergraduate Catalog 2004-2005 and the Student Athlete Handbook is that student-athletes are advised to not withdraw or add a class without first consulting the Athletics Academic Coordinator.

### Withdrawal from Winthrop

Students wishing to discontinue their work at Winthrop must officially withdraw at the Office of the Dean for Enrollment Management. Students withdrawing during the first one-third of the semester will receive a grade of N for all courses. If the withdrawal occurs during the last two-thirds of the semester, the student receives an F, U, I or N, as the instructor deems appropriate. Medical withdrawals are the exception. However, a medical withdrawal requires documentation of the medical condition and approval of the dean. In the event of a medical withdrawal a grade of N or I is assigned. Students may not withdraw during the last week of classes.

### Class Attendance Policies

Students are responsible for all requirements of their classes regardless of absences. Instructors are obligated to provide make-up opportunities to students with a legitimate excuse for the absence. The student is responsible for providing documentation for such a legitimate absence. Such documentation should be provided to the instructor on the date that the student returns to class. If the instructor does not allow a make-up for missed work during an absence, the student may appeal to the Vice President of Academic Affairs.

The instructor may establish the attendance requirements for the course. However, if the instructor does not specify an attendance policy, the following policy will be in effect: if a student's absences for a course total at or more than 25 percent of the course, the student will receive a grade of N, F, or U appropriate to the student's grade at the time; if the student's enrollment in the course continues after the date for withdrawal to receive an automatic N, and if the student's grade is equivalent to a D or higher (or S for students taking the class on an S/U basis), the grade of N will be assigned, a grade of F (U) will be assigned otherwise.

In the event of hazardous weather conditions, Winthrop University will notify local media outlets on the status of possible cancellations of class. Students should check local media sources in the event of inclement weather conditions.

### Final Examinations

The format of the final examination for each course is determined by the instructor. The times of the final examinations are set by the registrar. In the event of an exam conflict (more than two consecutive exams in a row during the same day, more than three examinations in a day, two conflicting exam times) both the student and the instructor will be notified. These are the only grounds for rescheduling final examination times.

### Evaluation and Grading

It is the responsibility of the faculty member for each class to assign each student a fair grade based upon the work completed. Instructors may use a variety of evaluation methods. Examinations should be returned to students in a reasonable amount of time.

### Grading System

The grading policy of Winthrop University is as follows:

- A = 4 quality points, Excellent
- B = 3 quality points, Good
- C = 2 quality points, Fair
- D = 1 quality point, Poor
- F = 0 quality points, Failure
- S = Satisfactory, (C or above level)
- SH = Satisfactory Honors, (Only issued for honors courses taken on S/U basis)
- U = Unsatisfactory, (Honors course C level or below, all other courses D or below)

## Academic Integrity

N = No grade, (Assigned as no credit, or for students withdrawing from a course that does not merit a F or U grade)  
 I = Incomplete, used only as a prefix for a letter grade (Indicates that the course has not been completed by the student for a legitimate reason. The student has one year or a specified length of time by the instructor to receive a grade for the course. If a year expires, the student will be assigned the grade following the I)

### Satisfactory/Unsatisfactory Option

Students can elect to have four courses to be graded on an S/U basis during their undergraduate years. Courses elected for the S/U option are counted for credit, but are not computed into the student grade point average. Courses that are only offered on an S/U basis are not counted toward the four class total.

### Quality Points and Grade Point Average

The total quality points for a course are calculated by multiplying the hours earned by the point value for the grade earned. Grade point average is calculated by dividing the quality points earned by the number of hours taken. Transfer credit, S/U graded courses, and courses earned by examination are not included in the equation.

### Grade Appeals

Disputes regarding grades should be handled by the student and the faculty member. In the event that a resolution can not be reached between the two parties, the student may appeal the grade received to the appropriate chair or dean.

### Academic Probation and Eligibility

When a student's cumulative grade point average falls below the minimum standard for their classification, the student is placed on academic probation. Students on academic probation may not enroll in more than 15 credit hours. A student with a semester grade point average at or above a 2.0 may still enroll in classes, but will remain on academic probation until the cumulative grade point average rises above the required grade point average for their classification.

Students enrolled at Winthrop University must maintain a minimum grade point average to remain eligible as a Winthrop student. The following are the minimum grade point averages necessary for students to remain eligible based on classification. Initial failure to meet minimum grade point average standards results in academic probation. A subsequent violation the following semester will result in suspension for the next coming semester. Readmitted students following suspension are placed on academic probation. Failure to meet minimum grade point average standards will result in a second suspension. A second suspension lasts for one calendar year. A student returning after a second suspension will again be placed on academic probation. If the returning student does not meet minimum grade point average standards in the semester of return, the student will receive permanent dismissal.

Freshman 1.75  
 Sophomore 1.85  
 Junior 2.0  
 Senior 2.0

Students that feel there were extenuating circumstances leading to academic probation/suspension status may petition the Committee on Undergraduate Petitions. Any variation from university wide regulations can also be appealed to the Committee on Undergraduate Petitions.

### Fluency in English

There is a grievance policy in place for students who feel an instructor lacks sufficient English skills to teach a course. In such cases, students should consult the Office of Academic Affairs.

### Transient Study Credit

Students taking courses at another institution while enrolled as a Winthrop student must have prior authorization for the courses the student intends to transfer to Winthrop. Authorization must be granted through the dean and the student's adviser. This policy is in effect for fall, spring, and summer semesters. All transfer credit is subject to the Winthrop transfer policy. Transfer credit must be submitted when the student reapplies to Winthrop if the student has been absent from Winthrop for more than one semester. It is the student's responsibility to have transfer credit sent from the other institution to Winthrop.

The difference noted between the Winthrop University Undergraduate Catalog 2004-2005 and the Student Athlete Handbook is that student-athletes may elect to take coursework over the summer and transfer the credit to

## Academic Integrity

Winthrop. In addition to receiving approval from the parties mentioned above, student-athletes must submit an approved transfer credit form to the Athletics Academic Coordinator prior to enrolling in courses at another institution. Credit taken at another institution may not be counted toward eligibility if the student-athlete fails to meet this requirement.

### Graduate Credit for Winthrop Seniors

Courses numbered 500-599 may be taken for graduate credit by seniors at Winthrop provided they have a 3.00 grade point average. These courses may only be taken the student's final semester as a Winthrop undergraduate student and the course load may not exceed 16 hours in that semester. Students wishing to pursue such graduate credit must first obtain approval from the dean.

### Repeating Courses

Students may repeat any course where a grade of B or higher was not earned or grade of S was not earned. In such cases, the student's original grade is replaced in the cumulative grade point average with the repeated course.

First semester freshmen are allowed a total of 4 repeat courses as a Winthrop student. Transfer students are allowed a number of repeats based on the number of transfer credits awarded (fewer than 40 = 4 repeats, 40-70 = 3 repeats, 70-100 = 2 repeats, 100 or more = 1 repeat). Credit is awarded to courses only once and transfer credit for repeated courses is forfeited.

### Permanent Record and Transcripts

Permanent records for all courses, course grades, and credits of Winthrop students are kept in the Office of Records and Registration. Written transcripts may be obtained by written request, but will be withheld in the event of any unpaid accounts with Winthrop.

### Choice of Catalog

Students may elect to meet the catalog graduation requirements of their initial enrollment as a Winthrop student, if the student has not been absent from Winthrop for a period of one year or more. Students also have the choice of meeting the catalog graduation requirements of any catalog issued after initial enrollment, provided that an absence of one year or more has not occurred. If a student has been absent for a year or more, that student must follow the catalog graduation requirements of the catalog in force at the time of that reenrollment or a subsequent catalog. The student has eight years from the time a catalog was issued to graduate under the requirements of that catalog.

### Change of Degree or Program of Study

Students have the option of changing from one degree program to another. The student does have to meet the requirements for the new degree program prior to changing to the new degree program.

### Application for Graduation

Students should apply for graduation after obtaining 87 credit hours. Upon receipt of the application, an audit of the students remaining requirements for graduation is conducted. If the student changes major or is absent for a period of one year or longer, a new degree audit review is needed. A new application for graduation is needed in this event.

### Course Level Requirement

In order for a student to complete the requirements for graduation, 40 credit hours above the 299 level are needed.

### Final Grade Point Average

A cumulative 2.0 grade point average is needed for a student to successfully graduate from Winthrop.

### Cultural Event Requirement

Students are required to attend three cultural events for every 20 credit hours completed at Winthrop. Qualifications for obtaining cultural event credit are listed in the university catalog.

### Writing Requirement

All students are required to take WRIT 101 and CRTW 201. A grade of C or higher is required in both of these courses.

## Academic Integrity

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

This item duplicates item number 11.

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

The Athletics Department Policy Manual states that "The head coach is responsible for creating a schedule with as few class time conflicts as possible. In any event, the season schedule shall not require the athletes to miss more than 24 percent of classes. The scheduling of athletic events is expected to meet all NCAA requirements regarding number of Division I teams and to fall within the operations budget for the academic year." (27)

The coaching staff is responsible for monitoring missed class time for student-athletes (Student Athlete Handbook, p.26). At the beginning of each semester, the Director of Academic and Student-Athlete Services, Danez Marrable, generates a table which reflects missed class time by sport (including travel time) and analyzes the data to determine if any unacceptable scheduling exists. Any questionable schedules are reported to the Athletic Director, Tom Hickman. Ms. Marrable sends the traveling schedule for all sports to faculty indicating the dates student-athletes will be off-campus. As part of the mid term progress reports, Ms Marrable reviews attendance records of student-athletes. In addition, some coaches require their student-athletes to personally provide faculty members with the dates they will miss class, while other coaches monitor missed classes via e-mail.

The Review of Sports Programs conducted by the Faculty Advisory Committee for Intercollegiate Athletics includes a review of missed class time within each sport. In exit interviews the Faculty Athletics Representative reviews an historical view of missed class time with those student-athletes who have exhausted their eligibility. In 2004, the Faculty Athletics Representative met with the SAAC to inquire specifically how missed class time was affecting progress in classes and to determine if any single program was requiring student-athletes to be absent from classes to any degree of excess. In both cases students reported that the coaches are scheduling their competitions within an acceptable range of missed class time.

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

While all reports regarding this issue seemed to indicate that no excessive missed class time is occurring at Winthrop due to athletic competition, it is important to recognize that some student-athletes might have difficulty with a combination of absences for competition and illness. Winthrop University's attendance policy is the same for students and student-athletes. The policy states that student-athletes may not miss more than 25 percent of the class meetings for a course. If student-athletes exceed this percentage, the student will receive a grade of N, F, or U, as deemed appropriate by the faculty member. Faculty members are obligated to allow student-athletes to makeup work when absent from class if the absence is related to incapacitating illness, death of an immediate family member, or authorized representation of the university, which includes participation on an athletic team (Winthrop University Undergraduate Catalog, 2004-2005, p. 30). If a faculty member chooses not to excuse an absence, student-athletes can appeal to the Vice President for Academic Affairs. Faculty members are at liberty to establish their own attendance policy, as long as it does not exceed 25% of the class meetings.

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

Upon entering Winthrop, student-athletes receive a Student-Athlete Handbook. Page seven of the handbook states that student-athletes are expected to attend class and complete assignments on time as they work toward a degree. There is a mandatory meeting for all student-athletes at the beginning of the school year. During this meeting, student-athletes are given a handbook and the contents are reviewed verbally.

In addition, the Winthrop Athletic Department Policy Manual (p.24) states that athletic coaches are required to place academic priorities above athletic requirements. Thus, coaches also communicate the emphasis on academics over athletics.

## Academic Integrity

Finally, the Undergraduate Catalog 2004-2005, Winthrop University and the Winthrop Student Handbook contain several paragraphs on class attendance policies, so student-athletes are inundated with information about the importance of class attendance and the relationship between attendance and success in the classroom.

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

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

### Evaluation

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

# Academic Integrity

## Operating Principle

### 2.2 Academic Support

#### Self-Study Items

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

Winthrop University did not have any "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 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) 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.

Winthrop University has not developed any plans for improvement/recommendations during its first-cycle certification process as they relate to Operating Principle 2.2 (Academic Support).

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.

The Peer Review Team Report for 1997 found the University to be in substantial conformity with Operating Principles 2.2 (Academic Support); changes that have been made since then have been minimal but have served to enhance support that was in place at that time. Specific changes include the following:

In 1998, Winthrop University formalized its commitment to the NCAA CHAMPS/Life Skills Program by appointing a full-time staff member as Director of the program and through participation in the CHAMPS/Life Skills Program Orientation. The CHAMPS/Life Skills Program provides a means through which the Winthrop Athletics program targets the needs of student-athletes and utilizes the available academic, career development, and wellness resources on campus.

Priority registration for student-athletes was implemented during the fall semester of the 1998-1999 academic year. This change has helped to minimize conflicts between athletic competitions and practices and academic schedules.

In 1999, a new position was created "Director of Academic Services for Student-Athletes". Responsibilities of this position include reviewing student-athlete schedules, monitoring academic progress, reviewing study hall attendance records, hiring tutors, and counseling students regarding academic support services available.

In 2003, the Faculty Advisory Committee on Intercollegiate Athletics (FACIA) began reviewing all programs by sport. An instrument was designed by the committee for the process; they reviewed the following:



## Academic Integrity

### Programs and facilities

Academics and student life (missed class time, study halls, availability of tutors, academic advising, and time management)

### Compliance

In 2004, an internship/graduate assistantship position was added to the academic support services area.

In 2004, a dedicated space was created in the Winthrop Coliseum for a computer laboratory and a separate study hall area, which is also equipped as a smart classroom to support "rules education." In this same area, there is a small group study room for use by tutors and students involved in academic group projects.

In the 2004-2005 academic year, Winthrop established a fully-developed tutor pool network. The tutors are ready to be hired on an as needed basis.

In the 2004-2005 academic year, the mandatory freshman study hall continues; the graduation rate is higher for student athletes than for the regular student body. In addition, a faculty committee reviews the GPA of each student-athlete by sport each semester.

#### 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).

Winthrop University is organized to provide academic support and advising services to student-athletes through the student-athlete's respective college and the athletics department.

An Office of Student Services exists in four of the five academic units that provides academic support for students within that unit. These offices process changes of majors, assign advisors, evaluate transfer credit, prepare degree audits, and counsel students on probation, among other services provided. Every student, including the Pre-major student (student not declaring a major), is assigned to a faculty advisor who is responsible for providing individual academic advisement for the student every semester.

In addition to this, the Athletics Department employs a full-time Director of Academic and Student-Athlete Services to assist in the academic support of student-athletes. This individual reports to the Director of Athletics.

#### 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.

All Students admitted to Winthrop are assigned an adviser in the college housing the student's degree program. Students are required to contact their adviser prior to registration for the next term. Students are also required to meet with their adviser in order to have their advising hold lifted and be eligible for registration.

The Director of Academic and Student-Athlete Services is available to provide additional assistance with this particular area. Specifically, all student-athletes are required to notify the Director of Academic and

## Academic Integrity

Student-Athlete Services before making any academic changes (adding/dropping classes and changing majors).

Student-Athletes at Winthrop are allowed the privilege of priority registration, which allows them to register for classes before the general student population.

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

All student-athletes who have met with their academic advisors, within their respective colleges, are eligible to participate in priority registration.

Before registering, each degree-seeking student, with the assistance of an academic advisor, must plan a course schedule. The academic advisor must verify completion of advising for each student on the computer system. If advising is not verified, the student can not register.

It is the responsibility of all students, both full-time and part-time, to schedule an advising appointment before the time they plan to register. Students planning to register during Early Registration must make an appointment for advisement during the designated advising period.

Students who have questions concerning their advisor should contact the advising office in their respective college.

Prior to registration, all students must provide Health Services with verification of the required immunizations. This is a mandatory requirement

All student-athletes with remaining eligibility are required to inform the Director of Academic and Student-Athlete Services of any changes in their academic status (changing the number of registered hours, changing a major, dropping below full-time status). In addition, any student-athlete who has exhausted eligibility but still receives financial support from the Athletic Department must provide periodic updates to the Director of Academic and Student-Athlete Services of his academic progress.

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

All enrolled students are reminded through email and the University's web site of the scheduled advising period on campus.

The Office of Records and Registration maintains a web site to provide students with the necessary information to successfully complete the advising and registration process.

All student-athletes are informed of these services in individual team meetings at the beginning of each academic year. If an individual comes in mid-year, a separate time is set up to review this information.

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

The practices of academic advisors are reviewed by the respective academic departments and their colleges. Training sessions for academic advising are provided yearly through the Student Services offices within each college.

The Office of Records and Registration, including its handling of priority registration, is reviewed by the Dean of Enrollment Management.

Student-Athlete Services are reviewed by the Faculty Advisory Committee for Intercollegiate Athletics. Members of the FACIA review procedures followed by the Director of Academic and Student-Athlete Services, including documents used, and evaluate these services within the reviews of individual sports programs. A report is made to the President.

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

The practices of academic advisors are approved by the respective academic departments and their colleges.

## Academic Integrity

The Office of Records and Registration, including its handling of priority registraion, is reviewed and approved by the Dean of Enrollment Management.

Academic and Student-Athlete Services is reviewed by the Faculty Advisory Committee for Intercollegiate Athletics and approved by the President.

**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 Athletic Department does support a tutoring program for student-athletes in addition to the on-campus services offered. Tutors are selected from a variety of academic backgrounds; both graduate and undergraduate students, to assist in the learning process. These student tutors are chosen based on academic records, personal referrals, references and overall professional demeanor exhibiting the maturity to tutor and assist in the learning process of our student-athletes.

Winthrop provides a Writing Center and a Math Lab available to all students. The Counseling Center provides academic support services through time-management and study skills workshops for groups and/or individuals.

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

All student-athletes are eligible for tutoring services. Students request tutors through the Director of Academic and Student-Athlete Services in any problem area. The Director of Academic and Student-Athlete Services has a master list of available tutors in all major subject areas. The Director of Academic and Student-Athlete Services also has established a request procedure with professors and instructors for subjects that are specific in nature and require specialized instruction.

The Writing Center, Math Lab and The Counseling Center are available free of charge to any student enrolled at Winthrop.

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

Students who receive a "tutor needed" advisement from professors on the grade monitoring forms are notified by the individual coach and required to contact and schedule a meeting with the Director of Academic and Student-Athlete Services. All student-athletes are informed of available services in individual team meetings at the beginning of each academic year. If an individual comes in mid-year, a separate time is set up to review this information.

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

The Academic Support Services program within the Athletic Department is reviewed by the Faculty Advisory Committee for Intercollegiate Athletics.

Services provided by the Writing Center, the Math Lab and Counseling Services are reviewed by their respective departments.

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

The Academic Support Services program within the Athletic Department is reviewed by the Faculty Advisory Committee for Intercollegiate Athletics and approved by the President.

Services provided by the Writing Center, the Math Lab and Counseling Services are approved by their respective departments.

## 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.

The Director of Academic and Student-Athlete Services and CHAMPS/Life Skills Director work closely to provide workshops and seminars to assist student-athletes in this area. Workshops offered have included: Time Management, Test Taking Skills, Basic Study Skills, Taking the Essay Exam, Note Taking Strategies, Survival Skills for Freshmen, Writing Standards at Winthrop, The Correct Use of Borrowed Information, Email Etiquette, Goal Setting, Money Management, Resume Writing, Using the Student-Athlete Experience in Career Planning, Professional Etiquette Seminars and Career Planning Workshops.

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

All student-athletes are encouraged and sometimes required to attend any scheduled events. Study skills and professional development seminars are regularly scheduled through out the academic year during the normal study hall hours to maximize available resources.

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

Information is sent to the student-athlete listserv. Coaches are informed of all planned workshops. Workshops are announced in all SAAC meetings and in Athletic Department Staff meetings. Flyers are posted in the computer lab and in the study hall area.

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

Workshops are conducted through the Career Services Center, the Counseling Center and the English Department and are reviewed by their respective departments.

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

Workshops are conducted through the Career Services Center, the Counseling Center and the English Department and are approved by their respective departments.

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

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

The Athletic Department has established a new facility to support the athletics study hall program. The new facility opened in July of 2004.

With the expansion of our academic services in the Coliseum, all organized study hall activities occur in the Coliseum. The newly renovated area includes an expanded computer lab, large study hall room and additional space that can accommodate group studying and tutoring activities. All new student-athletes (freshmen and transfers) as well as returning student-athletes designated by the Director of Academic and Student-Athlete Services are required to attend study hall. It is expected that most student-athletes will spend 4-8 hours per week in study hall. Study hall hours are offered Sunday through Thursday in the Coliseum's Student Services Academic Center. Time spent utilizing various on-campus resources (labs, the Writing Center, professors, etc.) may count toward study hall when approved prior to the activity by the Director of Academic and Student-Athlete Services and proper documentation is turned in by the designated deadline. The penalties for skipping study hall may include restriction from practice, travel or competition for the purpose of allowing student-athletes to make up the study time they missed. Any unfulfilled study hall hours are added to the required hours for the next week. Individual coaches may require a more stringent study hall policy.

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

## Academic Integrity

All new Winthrop University student-athletes (freshmen and transfers) have a study hall requirement through the Athletic Department for their first academic year. In addition, student-athletes who exhibit a potential problem may be required to re-enter study hall until such time as their performance increases. Individual coaches may also have additional requirements for their team.

Study hall policies are described in the Student Athlete Handbook pgs.25-26 as follows:

Student-athletes who are in study hall will be required to abide by the following guidelines. Each student-athlete will be required to sign a contract stating they have read and agree to abide by the study hall guidelines. Appropriate measures will be taken if the guidelines are not followed.

All Winthrop University student-athletes should conduct themselves in a responsible, adult manner. You not only represent yourself, but your team, and the Winthrop University Athletics Department.

It is your responsibility to complete your required study hall hours each week.

It is your responsibility to check in and out of study hall with one of the study hall monitors. If you are not checked in and out, you will not get credit for hours done! YOU MUST PRESENT PICTURE ID TO RECEIVE CREDIT.

Do not leave study hall without notifying the monitor that you are leaving.

Be quiet and show respect for others around you. Disruptive and unruly behavior (ex. loud talking, running around, etc.) will not be tolerated. Students will be asked to leave if they are being rude and disruptive and any time completed during that study segment will not be counted towards study hall hours for the week. The Coach and the Director of Academic and Student-Athlete Services will be notified of the problem. Disciplinary actions will be taken.

NO FOOD OR DRINKS will be allowed in the new academic areas.

No electronic devices (e.g. walkman/Discmans/games) will be allowed.

Cellular phones and pagers must be turned off prior to beginning your study hall hours. If your cellular phone rings during your study hall time, the monitor will confiscate the phone and any time completed during that study segment will not be counted towards study hall hours for the week.

Bring enough work to keep you busy during the entire time you are in study hall. If you forget your books, notes, assignments, etc. you will not receive study hall credit. BE PREPARED BEFORE YOU ARRIVE.

Anyone wishing to use their personal computer during study hall must receive prior consent from the Athletics Academic Coordinator. If you choose to bring your personal computer or utilize the computer lab for study hall hours, be prepared to present your assignment to the monitors and your progress will be monitored throughout your study time.

While the computer lab will be available for study hall, it is to be used for schoolwork purposes only. If a student is caught surfing the web or abusing his/her computer use, they will be docked study hours, to be added to the following week and may lose computer privileges for a set amount of time.

INSTANT MESSAGING AND EMAILING is not permitted during study hall. Anyone caught using these devices will LOSE THEIR COMPUTER PRIVILEGES during study hall.

The Monitors have the authority to remind all student-athletes of these rules and enforce them as they see fit. If you cannot adhere to the rules, you will be asked to leave and any hours you completed that study segment will be lost. If you are asked to leave study hall, an Incident Report will be submitted, including your name and details of the infraction, to the Director of Academic and Student-Athlete Services and your Coach.

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

All student-athletes are informed of study hall policies in individual team meetings at the beginning of each academic year. If an individual comes in mid-year, a separate time is set up to review this information.

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

## Academic Integrity

The Athletic Study Hall and the policies related to it are reviewed by the Faculty Advisory Committee on Intercollegiate Athletics as part of its academic program review every three years.

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

Policies are reviewed and approved by the Faculty Advisory Committee on Intercollegiate Athletics and monitored by the Faculty Athletics Representative on an ongoing basis.

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

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

Orientation is a required, three-day residential experience at Winthrop University to ensure that incoming freshmen have a successful transition from high school to college. The main purpose of Orientation is to provide new students with information, support, and resources necessary to begin their academic journey. It is also a time to explore opportunities to live, learn, and lead on the Winthrop campus and in the surrounding communities. During Orientation, students have the opportunity to:

- Complete a class schedule and register for classes;
- Receive comprehensive academic advising;
- Interact with upperclassmen, student leaders, faculty, staff, and peers;
- Gain a better understanding of Winthrop University programs, policies and procedures, along with the purpose of higher education;
- Discuss relevant issues to the first-year collegiate experience such as diversity, academic integrity, and the Winthrop University 2005 Common Book Project; and
- Explore events, educational programs, and activities offered during Winthrop Welcome Week in August.

The athletics department does not conduct a separate orientation. All freshmen, transfers and international students are required by the university to attend one of the four scheduled orientation sessions during June. During the freshmen orientations held in the summer, the Director of Academic and Student-Athlete Services meets with all signed student-athletes and their parents to discuss various academic requirements and provides a handout for parents.

At the beginning of each academic year, on the Sunday evening prior to the first day of classes, all student-athletes at Winthrop attend an Athletics Department information meeting. Student-Athletes are introduced to their FAR, their SWA, their Athletics Director, the Compliance Director, the Director of Academic and Student-Athlete Services, all Head Coaches, and Athletics Department staff.

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

All admitted students are eligible to participate in Orientation. The athletics department strongly encourages all new Winthrop University student-athletes to attend an orientation session. The Director of Academic and Student-Athlete Services works closely with the Division of Student Life to reduce the possibility of scheduling conflicts that may inhibit an individual's attendance at orientation.

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

All admitted students receive an Orientation Passport with materials necessary for attending Orientation in April. A \$125 orientation fee is assessed to each student's account. The Office of Student Affairs provides a web site through which the students may register for an Orientation session.

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

The Orientation program at Winthrop is administered through the Division of Student Life and is annually reviewed by the Dean of Students.

## Academic Integrity

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

The Orientation program at Winthrop is administered through the Division of Student Life and is annually approved by the Dean of Students.

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

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

The athletics department uses a variety of sources to monitor the academic progress of its student-athletes. Monitoring of each student occurs with a midterm progress report each semester. This is sent out from the department to every professor who has student-athletes in their classes. Once returned, this information is entered into the system and a file is sent to each coach notifying them of the progress of their student-athletes. Any information that requires special attention is highlighted in red and the coach is asked to notify the Director of Academic and Student-Athlete Services (DASAS) once they have discussed this matter with the student-athlete or referred them to the Academic Services office. In addition, individuals on the watch list are required to do periodic updates through the DASAS of their academic status. This is done with a variety of reports catered to the individual needs of that particular student.

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

All student-athletes (including individuals who have exhausted their eligibility) are monitored by the athletics department.

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

Student-athletes are made aware of this when they are either on the "watch list" or their respective coaches inform them of the progress as received from Athletics Academic Services.

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

Athletics Academic Services is reviewed by the Faculty Advisory Committee on Intercollegiate Athletics.

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

Athletics Academic Services is reviewed by the Faculty Advisory Committee on Intercollegiate Athletics and a report is provided to the President for his approval.

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

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

The athletics department directs all students with special academic needs to Campus Counseling Services.

The faculty and staff of Winthrop University are committed to providing educational opportunities to all students. The Coordinator of Services for Students with Disabilities serves as a liaison between students with disabilities and the Winthrop community to ensure full access to programs and services. Support services and appropriate classroom and campus accommodations are provided on an individual basis to students with documented disabilities.

The faculty and staff of Winthrop University work with students to help remove architectural and attitudinal

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barriers on campus and to ensure full access to all programs and activities at Winthrop. Services include, but are not limited to:

- Accessible Computers
- Accessible Desks and Tables
- Accessible Residence Halls
- Braille
- Counseling Services
- Learning Assistance (study skills and time management)
- Note takers
- Priority Registration
- Professor Notification
- Reader Services/Textbooks-on-Tape
- Sign-Language Interpreters
- Tape Recorders
- Test-Taking Accommodations
- Text Telephone Devices (TTD) for Persons Who Are Hearing Impaired

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

Incoming student-athletes with prior academic needs are scheduled to meet with the Campus Counseling Services. Students identified with possible learning needs have the opportunity to meet with Campus Counseling Services to establish the need for testing and other options.

To qualify for services, students must provide current, appropriate documentation of a disability from a qualified health services provider (e.g., physician, licensed psychologist). Documentation should include a diagnosis, an explanation of the disability's impact in an academic or residential setting, and recommendations regarding specific accommodations.

The Coordinator of Services for Students with Disabilities also serves as a resource for students, parents, faculty, and staff seeking disability-related information (i.e., questions about the Americans with Disabilities Act, etc.).

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

The student-athletes are made aware of these services through a number of methods. One is flyers posted around the coliseum. Another is through the attendance at workshops offered by Ms. Gena Smith, Coordinator for Students with Disabilities. The CHAMPS/Life Skills program schedules a workshop with Ms. Smith early each fall so that student-athletes can meet her and become familiar with the services available. Many student-athletes are connected with Counseling Services after a meeting with the Director of Academic and Student-Athlete Services has determined that the use of counseling services would assist in their academic development.

Counseling Services provides a website with detailed information about available services.

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

The SSWD Coordinator evaluates services on a yearly basis. Anonymous evaluation forms are mailed to students who are registered with Services for Students with Disabilities.

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

The Services for Students With Disabilities Coordinator approves services on a yearly 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.**



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The athletics department does not conduct separate learning assessments; however, whenever an individual is made aware of a potential need for an assessment, the student-athlete is referred to Counseling Services (specifically Ms. Gena Smith).

All students entering the University are given the opportunity to take a Math and Language placement test to determine their initial academic level and then placed in the appropriate level classes. In addition, the University offers CLEP (College-Level Examination Program) testing to all students.

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

The College-Level Examination Program (CLEP) tests are administered monthly at Winthrop, except in December. Interested students are advised to take the tests at least eight weeks before they plan to enroll so that the test results may be received and evaluated prior to registration. There are two types of CLEP examinations: the General Examination and the Subject Examination. Winthrop University grants credit only for the Subject Examinations, which are designed to exempt specific courses. Winthrop encourages students to take CLEP Subject Examinations for credit in subjects or areas which they have mastered through previous study, purposeful reading, travel, or other experiences. Students interested in foreign language exemptions are advised to take the CLEP Subject Examination in the desired language.

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

Student-athletes are made aware of this service in orientation as well as through Athletics Academic Services and the respective college student service offices.

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

Placement testing and learning assessments are provided through academic areas outside of athletics and are reviewed by their respective departments.

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

Placement testing and learning assessments are provided through academic areas outside of athletics and are approved by their respective departments.

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

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

Winthrop's Taskforce on Retention and Achievement (REACH) has initiated a mentoring program to encourage student engagement and success. Faculty and staff volunteer mentors work with students who have experienced difficulties in achieving academic success at Winthrop University. Mentors are intended to supplement, not supplant, normal academic advising. Mentors foster supportive relationships with students and work collaboratively to develop a plan for students' academic success. Each mentor will assist a student in assessing the causes of academic difficulties and in developing and implementing a plan for success. All students enrolled at Winthrop are eligible for assistance through the REACH mentoring program.

Through the CHAMPS/Life skills program, workshops are provided to introduce current student-athletes to former student-athletes attending graduate school on campus. Speakers discuss academic success, goal setting and career planning.

Additionally, a peer mentor program has been developed in conjunction with Winthrop's ACAD 101, Principles of the Learning Academy, a seminar class required of all freshmen. All ACAD 101 classes meet with an instructor at least fourteen times a semester. With a Peer Mentor assigned to every section of ACAD, each student receives extra opportunities through weekly meetings with a specially selected and trained upperclassman who serves as a Peer Mentor. Peer Mentors present on topics such as time and

## Academic Integrity

money management, study skills, making choices, and getting involved on campus. In addition Peer Mentors plan social events for their groups - everything from movie nights, to a Carowinds trip, to Winthrop athletic events, to large group outings to see the many attractions of Charlotte, North Carolina. Peer Mentors also meet individually with their students to address personal issues and concerns and help each student make as smooth a transition to college as possible.

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

The REACH Mentoring program primarily targets freshmen whose GPA is below 2.00 and readmitted students. These receive a letter that describes the program and encourages them to participate. However the program also is available to other Winthrop students who feel they might benefit from such a relationship.

All freshmen at Winthrop are required to enroll in ACAD 101.

All student-athletes are invited and encouraged to attend the CHAMPS/life skills programs available each semester.

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

Students can apply to take part in the REACH Mentoring program and are provided with all contact information through the University's web site.

All students at Winthrop are included in the mentoring program of ACAD 101.

All CHAMPS/Lifeskills programs are advertised through the student-athlete listserv, flyers posted in the study hall/computer lab area, emails to coaches and are announced in Athletic Department staff meetings and SAAC meetings.

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

Services provided to students through the REACH Mentoring program are reviewed by the program's director, Dr. Robert Stonebraker.

The ACAD 101 course is administered through University College and follows the same evaluation and review process of all academic courses at Winthrop.

The Faculty Athletics Committee on Intercollegiate Athletics evaluates the CHAMPS/Lifeskills workshops in meetings with student-athletes as part of the Review of Sports Programs.

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

Both the REACH program and ACAD 101, working through committees, present services and activities for approval to Brien Lewis, Dean, University College.

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

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

The Director of Academic and Student-Athlete Services works closely with the coaching staffs to determine the at-risk student-athletes and encourages individual performance reviews.

The University provides a provisional admission program to a limited number of freshman applicants. (The program is only offered to students who enroll in the fall semester.)

The Learning Excellent Academic Practices (LEAP) Program provides academic support throughout the first semester at Winthrop. Students who satisfy the criteria for successful completion of the fall program are granted regular admission for the spring semester.

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Winthrop's REACH programs provides assistance and support to at-risk students currently enrolled.

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

Any student-athlete whose cumulative GPA is below a 2.3 is considered an at-risk student. In addition, individuals who have a semester GPA below a 2.0 are included on this list to monitor.

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

Whenever a student-athlete is added to the at-risk list (either by AAS or his/her individual coach) he must meet with the Director of Academic and Student-Athlete Services and receive this information.

All students at Winthrop may take advantage of the services offered through the REACH program by way of the website.

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

The Faculty Athletic Committee on Intercollegiate Athletics conducts a review of the Academic Support Program for student-athletes every two years. Additionally, the committee reviews this area within the sports review program it began in the 03/04 academic year.

The LEAP program is reviewed through the office of Academic Affairs each year.

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

All reviews by the Faculty Athletics Committee on Intercollegiate Athletics in this area are conducted for the approval of the President.

LEAP program services are approved by the Vice President for Academic Affairs.

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

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

Student-athletes at Winthrop who have exhausted all eligibility but are still enrolled and completing their degrees are eligible for all support services provided to student-athletes in general. As students at Winthrop, they have all of the same available campus resources. Winthrop is committed to identifying those individuals who qualify for any regional or national post-eligibility scholarships and the CHAMPS/Life Skills Director helps to prepare nomination and application forms.

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

All student-athletes who have exhausted their eligibility and are still completing requirements to receive their bachelor degree are eligible for any academic services.

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

Generally student-athletes are made aware of any additional financial assistance available from the athletics department through their individual coaches. The athletics department also employs a number of post-eligibility student-athletes as tutors, student workers and graduate assistants in the athletics department.

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

## Academic Integrity

Services provided by Athletic Academic Services are reviewed by the Faculty Advisory Committee on Intercollegiate Athletics.

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

Services provided by Athletic Academic Services are reviewed by the Faculty Advisory Committee on Intercollegiate Athletics and a report is submitted to the President for his approval.

### 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	2001-2002	1074	266	1043	21	1044	671	1034	22
	2002-2003	1067	306	1024	30	1039	775	1013	24
	2003-2004	1096	295	1079	22	1044	775	1058	45

Name of person completing this chart: Mim Armour  
 Title: Director, Institutional Research

## 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	
		2001-2002	1030	1	1030	7	968	249	1098	9	1085	661	988	10
		2002-2003	1070	2	1008	10	963	275	1082	14	1078	762	1039	18
		2003-2004	1066	5	1056	7	975	264	1060	13	1086	766	1114	15
		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	
		2001-2002	1030	1			965	13	1200	1	1074	24	1022	4
		2002-2003					893	8			1051	39	989	7
		2003-2004			1180	1	994	10	1030	1	1084	50	1000	5

Name of person completing this chart: Mim Armour

Title: Director, Institutional Research

# Academic Integrity

## FOR FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID

### PART II: GPA and Test Scores, by Sport Group

		Sport Group															
		Football		Men's Basketball		Baseball		Men's Track/Cross Country		Men's Other Sports and Mixed Sports		Women's Basketball		Women's Track/Cross Country		Women's Other Sports	
Academic Year		Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students
Average Core Course GPA	2001-2002			2.39	2	3.27	6	2.39	2	2.65	4	3.53	1	2.87	6	2.83	10
	2002-2003			2.6	2	2.66	8	2.5	1	2.43	10	2.92	4	2.7	5	2.71	11
	2003-2004			2.68	2	3.22	4	2.3	5	2.75	8	2.32	5	3.07	9	2.81	27
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	2001-2002			990	3	1111	7	928	4	1064	7	1030	1	1080	7	1011	14
	2002-2003			850	2	1079	11	955	2	1017	15	990	4	1005	6	1024	14
	2003-2004			890	2	1098	6	1085	6	1106	8	994	7	1158	9	1043	29

Name of person completing this chart: Mim Armour

Title: Director, Institutional Research

## Academic Integrity

### SPECIAL-ADMISSIONS INFORMATION

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

			Sport Group (Freshman)								
	Year	All Freshman Students	All Freshman Student-Athletes on Athletics Aid **	Baseball	M e n ' s Basketball	Football	Men's Track/Cross Country	Men's Other Sports and Mixed Sports	W o m e n ' s Basketball	Women's Track/Cross Country	Women's Other Sports
% of Special Admits	2000-2001	5%	4%	50%	%	%	%	%	%	%	50%
	2001-2002	8%	7%	%	25%	%	%	%	25%	25%	25%
	2002-2003	8%	3%	%	%	%	%	%	50%	%	50%

Name of person completing this chart: Mim Armour

Title: Director, Institutional Research



## 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.

The committee on Athletics Certification required that Winthrop "revise the institution's gender-equity plan to include greater specificity in the intended end results (e.g., capping men's teams; increasing women's squad sizes; addressing results of study of weight room use, training facilities and sports information; increasing the number of softball coaches)"

In a NCAA Certification Follow-Up Report dated Feb. 24, 1999, Winthrop presented the following changes to the plan.

Gender. Participation Opportunities. (first paragraph [delete words in brackets] and add words which follow brackets)

Consequently, over the next three year period, we will phase in a cap which reduces the size of [some men's teams] men's baseball squad to 30, men's golf squad to 9 and men's tennis squad to 9; and increase the size of [some women's teams] women's softball squad to 20 and women's basketball squad to 15.

Participation Opportunities: Since Feb. 24, 1999, Winthrop has changed the following:

Phased in a cap of participation which reduced the size of baseball to 30, men's golf to 9 and men's tennis to 9. Increased the size of women's softball to 20 and women's basketball to 15. In some years it has been difficult to predict and maintain these figures for the female sports. There is no evidence that every effort has not been made to meet these target limits.

Enrollment Management needs to increase recruitment of male students:

Enrollment management continues to recruit male students, but struggles in an environment where the applicant pool mirrors the gender ratios of the current student body.

Add to the second paragraph: The weight room and its equipment will be reviewed with an eye to expanding the current weight room and obtaining additional equipment which may be more suitable for female athletes.

Student-Athlete Welfare. Programs. Add an additional paragraph: Media guides for female sports teams will be upgraded over the next two years to ensure that they are comparable with those of the men's teams. Game programs (where applicable) will also be reviewed and adjustments made where necessary to assure greater equity.

In a May 10, 1999, letter James E. Walker, Chair of the NCAA Committee on Athletics Certification, reported that the committee agreed that the action taken by the institution satisfies the requirement established by the committee related to revising the gender-equity and minority-opportunities plans to include greater specificity in the intended end results.

## Equity and Student-Athlete Welfare

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

Gender Issues Developed by the institution:

A. Participation Opportunities: Since Feb. 24, 1999, Winthrop has changed the following:

Phased in a cap of participation which reduced the size of baseball to 30, men's golf to 9 and men's tennis to 9. Increase the size of women's softball to 20 and women's basketball to 15. In some years it has been difficult to predict and maintain these figures for the female sports. There is no evidence that every effort has not been made to meet these target limits.

B. Enrollment Management needs to increase recruitment of male students:

Enrollment management continues to recruit male students, but struggles in an environment where the applicant pool mirrors the gender ratios of the current student body.

C. In 2001 the Faculty Advisory Committee on Intercollegiate Athletics (FACIA) voted to review the gender equity report each year and make recommendations if needed.

D. Weight Room:

In 2003 there was a full time strength coach and graduate assistant hired to run the weight room.

Each team has equal time in the weight room with one of the coaches a couple days a week. There is also other time available for individuals to have more time to work out.

A new weight room with brand new equipment was established in 2003.

E. Training Room

There has been the addition of a full time assistant in the training room. There are two graduate assistants who assist with the care of the student-athletes. An athletic training curriculum has been started for additional student support of the athletes.

A new rehabilitation room has been developed to help the student-athletes recover more quickly from injuries.

F. Sports Information

There has been the addition of a full time assistant in the Sports Information Department. There is one intern that assists with the coverage of the teams. There are 2-3 students that help out with game day operations and assist with sports

In 1997-98, all nine athletic media guides were upgraded to 4-color covers. The volleyball, track and field, tennis, and golf guides were upgraded to full page guides (8.5x 11). All Winthrop teams are in a booklet style media guide. The women's media guides are currently comparable to those of the men's teams.

G. Personnel

In 1997 the volleyball and softball positions were split and two head coaches were hired. There is one full-time head coach, one part-time assistant coach, one graduate assistant and one volunteer assistant for softball now.

In 2002 a head coach was hired for the new women's soccer team.

Since 1997 Winthrop has added five full-time coaching positions within its women's sports programs and one full-time female athletic trainer.

In 2000 a female assistant track coach was added, and in 2001 a female golf coach was added.

H. Facilities

New softball, baseball, soccer, and tennis facilities have been built. The softball complex includes an on-site locker room, indoor-batting facility, and coaches offices. The tennis has men's and women's locker rooms and coaches offices. Two soccer practice fields have been added during the last twelve months making it possible for both the women's and men's teams to practice at the same time. The women's soccer and women's basketball locker rooms have been renovated. By the summer of 2005 Winthrop will complete construction of a new track & field complex that will have game day locker rooms for men's and women's soccer and game day locker rooms for men's and women's track and field.

## Equity and Student-Athlete Welfare

Early in 2004 an academic center was built in the back of the Coliseum. There are 25 computers, study hall room for 50-60 student-athletes, a meeting room, and offices for academic support staff.

### 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.

Winthrop maintains an on-going gender plan that is a stand alone document and is included in this report. In addition to those issues covered in that gender plan the institution began a review of each sports program in 2003. The Faculty Advisory Committee on Intercollegiate Athletics reviews coaches, student-athletes and staff members and produces a written report of the findings for the President. This review process allows for future development of the University's continual gender plan.

Since the first cycle certification self-study Winthrop has added Women's In door Track, in 1997-98, and Women's Soccer, in 2003-04.

Women's Basketball has been moved to a larger, remodeled locker room, Women's Soccer was provided with a renovated locker room and new locker room facilities for the Softball team were built as part of the Softball Complex upgrades in 2004.

### 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 Institution and the Department of Athletics have several avenues for female student-athletes and staff to seek assistance or express concerns. The Director of Athletics, Senior Woman's Administrator, Director of Academic and Student-Athlete Services, Compliance Director, Athletic Training staff, and Faculty Athletics Representative are all available to female student-athletes as resources to address concerns. Issues which affect female student-athletes are assessed via routine exit surveys, interviews with student-athletes who have exhausted their eligibility, the FACIA Review of Athletic Programs, the Student-Athlete Advisory Council (SAAC), and the Champs/Life Skills Program.

Student-athletes may bring concerns to the SAAC which is the representative body for all student-athletes. The make-up of the SAAC has been carefully planned to insure adequate representation of female student-athletes. In 2005, Beth Waggoner, a member of Winthrop's Volleyball team and co-president of SAAC, attended the NCAA gender equity conference.

The Department of Athletics provides an annual report to the FACIA detailing a five-year Gender Issues Plan which addresses the 13 program areas for gender issues. This report establishes measurable goals for each area, the steps necessary to achieve the goals, the personnel who are responsible for assuring that the goals are achieved and a timetable for the completion of each goal. The FACIA reviews the report, provides feedback and suggestions to the Athletics Department, and approves the plan.

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

As we examined the Gender Equity Survey for the past three academic years, it is clear there has been an effort to equalize total expenses and available coaching positions between genders. In 2001-2002, male sports' total expenses outweighed the female side by more than \$300,000. However, during the 2003-2004 academic year, that discrepancy had been decreased to about \$60,000.

Available coaching positions have remained relatively even throughout the last three academic years; however, the salaries for head and assistant male sport coaches have significantly outweighed the female sport coaches' salaries. Contract salaries are based on experience and qualifications as well as success at the University. The discrepancy between head coaches' salaries has remained the same for the past three years and the assistant coach salary discrepancy has even seen some widening. We find these issues to be the ones that stand out the

## Equity and Student-Athlete Welfare

most from the survey but recognize that turnover in coaching staffs within some women's sports must be considered in this review.

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

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

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

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

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

The committee collected and reviewed information for the years 2001-02, 2002-03, and 2003-04 from the Athletic Director, the Business Manager, and Institutional Research.

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

Athletic Scholarships:

-\$ amount for Men: 01-02= \$328,612; 02-03= \$365,520; 03-04= \$398,876

-\$ amount for Women: 01-02= \$339,562; 02-03= \$403,079; 03-04= \$553,840

# of Men receiving aid: 01-02= 94; 02-03= 93; 03-04= 95

# of Women receiving aid: 01-02= 73; 02-03= 75; 03-04= 102

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

Clearly the Athletics Department has made a strong commitment to providing scholarship dollars for women's sports by continually distributing more money in women's sports than in men's even in years when the number of female student-athletes was lower than that of male student-athletes. The amount of money and scholarships for men's or women's sports are not up to the full maximum as allowed by the NCAA, but they are on the rise each year. The increase in 03-04 was due to the addition of the women's soccer program.

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

Winthrop's gender plan recognizes the growth of scholarship levels as a priority and includes it as a goal of the plan. The specific measurable goal is to "Maintain scholarship levels with a continual growth of women's scholarships to the NCAA levels. Continue to monitor NCAA women's scholarship levels and secure additional funds for those women's scholarships."

## Equity and Student-Athlete Welfare

**2. Accomodation 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 committee researched this information through meetings with the Athletic Director, Associate Athletic Director, and Senior Woman's Administrator.

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

-Program Expansion: Over the past 10 years we have added 2 women's sports (indoor track & women's soccer).

Winthrop University is continually looking at program expansion for the underrepresented sex. Currently, due to the completion of new athletic facilities, both on campus and in Rock Hill, the President has requested information concerning the expansion opportunities in the sports of Women's Lacrosse and Women's Swimming.

Winthrop's Executive Officers are developing a means for gauging student interest in participation in intercollegiate athletics for the purpose of developing future program expansion plans. Winthrop's Vision of Distinction for 2005-06 includes this project as a strategic initiative.

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

Since the last study Winthrop has increased the number of women's sports. This was a needed addition for the school. Efforts are in place to encourage coaches of women's sports to have more opportunities for walk-ons. The fact that the President is exploring possible expansion opportunities in Women's Lacrosse and Women's Swimming indicates a commitment to continued progress in this area.

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

Winthrop University is continually looking at program expansion for the underrepresented sex. The gender plan calls on the University to "Identify sports of outstanding interest among Winthrop female students. Monitor development of any female club sports on campus; continue to nurture newly formed women's soccer program and other women's sports; encourage participation of walk-ons (non-scholarship) in all female sports programs."

**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,

The committee spoke with the Athletic Director, Associate Athletic Director, Head Coaches, Strength Coach, Head Athletic Trainer and student-athletes and reviewed the FACIA reports of sports programs to compile this information about the equipment and supplies that are used for each sport in the Athletics Department.

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

## Equity and Student-Athlete Welfare

Coaches are provided budgets commensurate with the needs of each sport and allowed to purchase the best quality equipment and supplies so that each program can be competitive. As part of Winthrop's continual gender equity plan, a review of equipment expenditures is conducted each year by the Athletic Director. When equipment needs to be replaced, orders are placed and charged to each sport budget.

Sample comments from the FACIA reports included:

The student-athletes were very pleased with the quality and amount of equipment and uniforms they were provided.

(Women's Tennis FACIA report, 2004)

Coach McCartney said he was promised resources when he came into the job and those promises have been delivered. He feels he has been able to build a program to a certain level. And, he thinks that they will be able to go further with the talent they now have in the program. Both coach and players are very happy with their equipment.

(Volleyball FACIA report, 2004)

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

According to information provided in the FACIA reports, coaches believe that they are given appropriate resources and discretion to purchase equipment and supplies that are necessary to be competitive. Winthrop has made a strong commitment to improving facilities during the last ten years and this same commitment seems to be demonstrated through team equipment and supplies. Improvements in the weight room and training room also indicate a trend toward meeting the needs of the student-athletes.

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

The gender equity plan suggests that the University "continue to provide the best equipment needed for each sport on a timely basis. Inspect all pieces of equipment on an annual basis. Encourage the coaches to order in advance so that the equipment gets to them in a timely fashion and can be used during the competitive season."

**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,**

The committee met with the Athletic Director, Associate Athletic Director, Facility Director, Head Coaches, and student-athletes to discuss game times, practice times, and scheduling of events. The FACIA reports of sports program were also reviewed.

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

-Number of Male Games: Male sports are allowed to participate in the maximum number of games each season

-Number of Female Games: Female sports are allowed to participate in the maximum number of games each season

-Game times for each sport are determined by the coach in conjunction with the support staff to maximize the potential for media exposure, attendance, and working personnel.

-Practice Information:

Most sports have their own competition and/or practice facilities and are able to schedule practice times which are in the best interest of the student-athletes (baseball, tennis, track & field, golf, and softball). Two soccer practice fields have been added during the last twelve months making it possible for both the women's and men's teams to practice at the same time. The Athletic Director and Associate Athletic Director schedule practices for men's basketball, women's basketball, and volleyball to create the most equitable use of the coliseum. Volleyball has the prime practice time until the start of basketball season; then it is on a rotation schedule set up by the AD.

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-Time of day for games:

Both men and women's teams are allowed to schedule their games any time of the day, based on what will best serve the student-athletes and encourage fan attendance. When there is a conflict the administration works with both coaches to adjust game times. For double headers in basketball the women's games are usually scheduled prior to the start of the men's games.

-Postseason & Preseason opportunities:

Both men's and women's teams are allowed the same opportunity to play in pre-season events as well as the opportunity to participate in NCAA Tournaments.

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

Sharing one facility causes challenges with scheduling and practice times. It is difficult to always find times that are ideal for practice when three teams are currently having to share our coliseum. The new Lois Rhame West building, currently under construction will alleviate some of this problem.

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

In order to "Provide equitable treatment to women's sports programs in scheduling of games, practices and preseason and post-season opportunities." Winthrop's gender plan requires the Institution to "Develop master calendar to coordinate practice schedules for all sports; review and discuss future game scheduling with head coaches; encourage coaching staff to participate in preseason and post-season opportunities as available."

**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,**

To locate this information, the committee consulted the Athletics Department Business Manager and noted the head coaches' decisions concerning various travel expenditures.

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

Total Expenses
01-02
Men's Sports
\$1,434,265
Women's Sports
\$1,108,097
02-03
Men's Sports
\$1,513,072
Women's Sports
\$1,289,463
03-04
Men's Sports
\$1,609,448
Women's Sports
\$1,541,349

Per Diem is handled individually by sport. The selection of meals and expenses are at the discretion of the head coaches. All expenditure is included in the above figures. All staff have the same in-state (\$25/day) and out-of-state (\$32/day) per diem when traveling.

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

## Equity and Student-Athlete Welfare

The data indicates that the University is making a strong commitment toward providing appropriate resources in this area for all student-athletes. Clearly the resources for female student-athletes have increased in the last three years. While some of this increase can be attributed to the addition of Women's soccer, it is clear that these resources were increasing prior to this.

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

Winthrop's future plan for gender issues expects that the program will:

"Provide equitable lodging, dining and transportation for all sports teams when traveling." It is expected that the Athletics Department Business Manager and the Athletic Director will "Review with coaches the policies and procedures related to team travel to ensure equitable accommodations; monitor purchase orders for team lodging and/or dining arrangements; monitor team trip summary reports."

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

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

The Director of Academic and Student-Athlete Services was consulted in gathering the following data. FACIA reports of sports programs were reviewed.

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

**\*Availability**

All student-athletes have the opportunity to request a tutor by submitting a request form to the Director of Academic and Student-Athlete Services.

**\*Assignment**

Potential tutors must be at least sophomore status, exhibit academic excellence (especially in the subject they wish to tutor), and have the recommendation of a University professor.

**\*Compensation**

All tutors are paid \$10/hour, without exception. The pupil load is at the tutor's discretion.

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

It is apparent that the University has made substantial improvements in this area with the addition of The Director of Academic and Student-Athlete Services and a new computer lab and study hall area. The Director of Academic and Student-Athlete Services has been charged with the task of formalizing and improving the Athletics Department's tutor program. A more formalized tutor program is also seen as an on-going goal of the department.

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

The University's gender plan calls for the Athletics Department to:

"Continue to work toward a more structured system of funneling tutors from various academic departments to the academic advisor for athletics. Increase tutor compensation to be competitive with all other campus departments when needed."



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**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,

EADA reports for the 3 most recent years were obtained and analyzed. Interviews were conducted with the Director of Athletics and the Athletics Business Manager regarding past and current staff information.

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

AVAILABILITY

01-02

Men's Sports Head Coaches: 4.5 Full-Time; 1.5 Part-Time

Women's Sports Head Coaches: 5.5 FT; 1.5 PT

Men's Sports Assistant Coaches: 7.25 FT; 2.75 PT

Women's Sports Assistant Coaches: 7.25 FT; 2.75 PT

02-03

Men's Sports Coaches: 4.5 FT; 1.5 PT

Women's Sports Coaches: 5.5 FT; 1.5 PT

Men's Sports Assistant Coaches: 8.5 FT; 2.5 PT

Women's Assistant Coaches: 8.5 FT; 2.5 PT

03-04

Men's Sports Coaches: 4.5 FT; 1.5 PT

Women's Sports Coaches: 5.5 FT; 1.5 PT

Men's Sports Assistant Coaches: 8.25 FT; 4.75 PT

Women's Sports Assistant Coaches: 8.75 FT; 5.25 PT

Additional (GA/Intern Positions):

Men's Sports 3.5

Women's Sports 4.5

(.5 is due to the position that is shared by MS and WS)

\*Assignment

In the hiring process, previous Division I coaching experience and level of education are the primary qualifications taken into consideration for all sport coaches. A Bachelor's degree is required for all coaches. Generally, a Master's degree is required for head coaches and preferred for assistant coaches.

COMPENSATION: Total Salaries

01-02

Men's Sports Head Coaches: \$275,126

Women's Sports Head Coaches: \$204,263

Men's Sports Assistant Coaches: \$185,961

Women's Sports Assistant Coaches: \$117,026

02-03

Men's Sports Head Coaches: \$293,804

Women's Sports Head Coaches: \$229,485

Men's Sports Assistant Coaches: \$219,217

Women's Sports Assistant Coaches: \$114,865

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03-04

Men's Sports Head Coaches: \$304,809

Women's Sports Head Coaches: \$236,833

Men's Sports Assistant Coaches: \$226,534

Women's Sports Assistant Coaches: \$165,448

Contracts are negotiated individually in the hiring process and vary among sports. However, most sport coaches are on a 1-year annual renewal.

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

It is apparent that a commitment to providing appropriate coaching staffs for sports programs is in place as more coaches continue to be added each year. The committees see no reason to expect this trend to change.

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

The University's gender plan call for the institution to:

Continue the present rate of growth of coaches' salaries in all sports to be competitive with the other schools in the Big South Conference and other institutions at the NCAA Division I level. Maintain the current ratio of coaches for Men's to Women's sports. Maintain growth for both Men's and Women's coaches' salaries and number of FTEs.

**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,**

The following information was collected by the committee through a general survey of the athletic facilities and by consulting the Associate Athletic Director. The FACIA reports of sports programs were reviewed.

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

Most sports have their own practice and competitive facilities. Men's Soccer and Women's Soccer share a competition facility. The University completed a second soccer practice facility in 2005 allowing the Men's and Women's teams their own practice field. Men's Basketball, Women's Basketball, and Volleyball all share the Coliseum for both practice and competition. Scheduling for practice times and events are handled by the Associate Athletic Director and the head coaches of each sport. It is on a first come/first serve basis. Every effort is made to accommodate each team and their individual needs. There are plans to expand the practice facilities for these situations and the completion of the new Lois Rhame West building should alleviate some of this challenge.

Each team possesses their own locker room. Generally, the contents of the women's sports' locker rooms seem to be more modern than the men's. Except softball and the two tennis teams, each sport shares a shower room and restroom facility with another same-gender sport.

Comments from FACIA reports include:

The student-athletes and coaching staff believe that the Winthrop Coliseum is an excellent game facility. It was noted by one of the coaches as one of the top two facilities in the Big South Conference. The coaching staff overall feels the facility is "great".  
(Women's Basketball FACIA report, 2004)

Both the coaches and the team were very satisfied with the facilities. Coach McCartney called the facilities "first class" compared to the conference on the whole.  
(Volleyball FACIA report, 2004)

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The coach and players continue to be excited and very happy with the newly opened tennis complex which now places Winthrop at the top of the Big South Conference in terms of facilities. With twelve lighted courts, male and female dressing rooms, two public restrooms and a team conference room, this facility allowed Winthrop to host the Big South Tournament during spring 2004.  
(Women's Tennis FACIA report, 2004)

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

The new Tennis complex, Softball complex upgrades, Soccer practice facilities and the new Track and Field complex are very impressive and demonstrate the University's commitment to improvements in this area. An additional practice facility for Men's Basketball, Women's Basketball, & Volleyball, and a larger weight room have been identified as future facility needs.

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

An additional practice facility for Men's Basketball, Women's Basketball, & Volleyball has been included in the institution's long range plans and is reflected in the President's current reporting of the Capital Improvement plan.

The University's gender plan calls for the institution to:

"Provide equitable locker rooms and practice/competitive facilities for both men's and women's sports programs. Inspect and update as necessary locker rooms and other sports facilities on a yearly basis; encourage coaches to properly maintain their sports facility before, during and after practices and/or contests; encourage coaches to report problem areas immediately."

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

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

The committee first reviewed item 7 "Equitable Medical Care" of Guideline 1a of the NCAA Sports Medicine Handbook to insure a complete assessment of the gender issues within this area. The committee interviewed the head athletic trainer, Jeff Lahr, ATC, regarding the medical personnel and the medical insurance coverage of Winthrop student-athletes. The committee also interviewed Chip Pugh, CSCS, regarding the strength and conditioning personnel. One committee member was also involved in a University project which interviewed the coaches and student-athletes regarding their experiences within the Athletics Department.

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

Medical personnel:  
 2001-02  
 Jeff Lahr, ATC full-time  
 Latonia Holley, ATC full-time  
 Glenn Perry, MD consultant  
 Jerry Barron, MD consultant  
 Glen Willis, DDS consultant  
 2002-03  
 Jeff Lahr, ATC full-time  
 Mindy Best, ATC full-time  
 Michelle Mann, RN student health service  
 Glenn Perry, MD consultant  
 Jerry Barron, MD consultant  
 Glen Willis, DDS consultant  
 2003-04  
 Jeff Lahr, ATC full-time

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Mindy Best, ATC full-time  
Trent O'Neal, ATC graduate assistant  
Jennifer Manfred, ATC graduate assistant  
Michelle Mann, RN student health service  
Glenn Perry, MD consultant  
Jerry Barron, MD consultant  
Robert Lesslie, MD consultant  
Scott McNair, MD consultant  
Glen Willis, DDS consultant

Strength training facilities and personnel  
2001-02

No specific personnel

Team coaches supervised athlete strength training programs

Weight room available to all student-athletes

2002-03

No specific personnel

Team coaches supervised athlete strength training programs

Weight room available to all student-athletes

2003-04

Charles Pugh, CSCS full-time

Sonya Woods, CSCS intern

Facilities up-dated, expanded

Athletes receive constant supervision

Insurance Coverage

2001-02

Parent's health insurance primary

Athletics policy secondary

2002-03

Parent's health insurance primary

Athletics policy secondary

2003-04

Parent's health insurance primary

Athletics policy secondary

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

Student-athletes and coaches, as well as the involved personnel, have indicated that there are times when the number of ATCs available to provide medical care to the student-athletes is over extended. There is a perception among some student-athletes that not all student-athletes receive the same level of coverage; however, this perception could not be correlated to any gender breakdown.

The advent of a strength and conditioning staff is relatively new at Winthrop University. The student-athletes and coaches are pleased with the staff.

Insurance costs are always a concern for athletics programs. While the current system appears to be meeting the current needs of male and female student-athletes, the system requires a great amount of time from the head athletic trainer, thus reducing the time he has available to provide care for student-athletes. Additionally, the costs continue to rise, which may tax the financial resources of the Athletics Department.

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

The Department of Athletics has included a full time ATC position in its budget request for 2005-06.

The gender plan indicates a need to meet the needs of all student-athletes, regardless of gender in order to move towards the appropriate guidelines for medical coverage for intercollegiate athletics.

The institution will monitor the needs of teams with regard to adding necessary strength and conditioning specialists to meet the conditioning needs of all men's and women's athletic teams.

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

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

The committee interviewed various athletic department personnel, including Athletic Director and the Athletics Department Business Manager to compile this information. The FACIA reports of sports programs were reviewed.

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

There is no specific athletic housing at Winthrop. Beginning in the Fall of 2005, all Freshmen are required to live on-campus. Upper classmen may choose off-campus housing. All full scholarship students (academic and athletic) are required to live on campus effective Fall 2005. No special services are provided to student-athletes.

Dining arrangements are made through standard on-campus dining halls. There is no specific athletic dining hall. Boxed meals are available to any student who is unable to get to the dining hall during normal operation hours.

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

Housing is equitable and there was no indication of any problems for athletes with the current housing rules and the availability of housing. Athletes did indicate, however, that practice schedules sometimes make it difficult for them to return to the dining hall in time to receive dinner. The plan to remind student-athletes, of the option to get boxed meals from Dining Services, during the opening student-athlete orientation meeting should help with this issue.

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

The gender plan indicates a need to meet the needs of all student-athletes, regardless of gender. It states that the institution will:

"Provide equal housing and dining facilities and services for all student-athletes. Review housing and dining facilities annually and/or when issues arise; review assignments for student-athletes by the office of Residence Life; review policies of Dining Services; monitor pre and post-game meals and snacks to ensure equity between sports programs."

**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,

The committee interviewed Jack Frost, Assistant Athletic Director for Media Relations, Jason Capel, Director of Marketing, and Debbie Newsome, Athletics Department Business Manager, to obtain this information. The FACIA reports of sports programs were reviewed.

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

2001-02  
Jack Frost, Director for Media relations, full-time  
Brett Redden, Asst. full-time

Media guides

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Press releases  
Web sites

Jason Capel, Director of Marketing full-time

Graduate Assistant  
\*Posters and schedule cards  
\* Weekly e-mails to faculty and staff on up-coming events and previous week's performance  
\*Local television and radio coverage and commercials  
\*Sponsorships  
\*Game day promotions

2002-03

Jack Frost, Asst. AD for Media Relations full-time

Brett Redden, Asst. full-time

intern

Media guides  
Press releases  
Web sites

Jason Capel, Director of Marketing full-time

2 graduate assistants  
various Sport Management majors volunteer, part-time

\* Posters and schedule cards  
\* Weekly e-mails to faculty and staff on up-coming events and previous week's performance  
\* Local television and radio coverage and commercials  
\* Sponsorships  
\* Game day promotions

2003-04

Jack Frost, Director for Media Relations full-time

Brett Redden, Asst. full-time

Michael Baur, intern

Media guides  
Press releases  
Web sites

Jason Capel, Director of Marketing full-time  
2 graduate students graduate assistant  
various Sport Management majors volunteer, part-time

\* Posters and schedule cards  
\* Weekly e-mails to faculty and staff on up-coming events and previous week's performance  
\* Local television and radio coverage and commercials  
\* Sponsorships  
\* Game day promotions

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

Additional full-time personnel or a reorganization of current responsibilities may be needed in order to maintain web-sites and meet the needs of growing media and marketing; however, this seems to apply to both men's and women's sports and the need does not appear to be gender related.

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

The gender plan indicates a need to meet the needs of all student-athletes, regardless of gender. The plan calls for the institution to:

"Provide adequate media relations personnel for all sports programs; provide an equitable quality and quantity of media guides and other promotional support for all sports programs. Monitor assignments of

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sports information personnel for all sports. Assign additional staff duties to increase marketing and promotions for all sports; monitor media guides for all sports to assure equity."

### **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,

The committee interviewed Debbie Newsome, Athletics Department Business Manager, to obtain this information. The FACIA reports of sports programs were reviewed.

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

##### Office Space

Each sport has separate office space. Offices appear to be adequate.

##### Administration

Tom Hickman, Athletic Director

Mike Drummond, Associate Athletic Director

Jason Capel, Director of Marketing

Sharon DuBard, Director of Eagle Club

Jack Frost, Assistant Athletic Director for Media Relations

Scott McDonald, Director of Compliance

Jeff Lahr, Assistant Athletic Director for Athletic Training/Sports Medicine

Danez Marrable, Director of Academic and Student-Athlete Services

Norma McDuffie, SWA/CHAMPS/Life Skills Director

Debbie Newsome, Athletics Department Business Manager

##### Administrative Assistants

Kathy Boulware Men's & Women's basketball

Gayle Brown Athletic teams

Linda Dorsett Marketing & Eagle Club

Diane Wright Administration

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

Coaches, while concerned about the level of clerical and administrative support staff, were pragmatic about expenditure of funds. They expressed a more pressing need for coaching, medical, strength and conditioning, and media relations personnel. Recent additions in office space for Volleyball, Men's and Women's Tennis, Softball and the Student-Athlete support services area indicates a commitment in this area.

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

According to the institution's gender plan the University is committed to the following:

"Provide adequate administrative, Eagle Club and clerical support for all sports programs; provide adequate office space for coaches, professional and clerical staff for all sports programs. Compare support provided women's sports programs with support provided men's sports programs. Inspect and evaluate office space for all programs on a regular basis."

### **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 committee interviewed various Athletics Department personnel, including Athletic Director, Tom

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Hickman, and Athletics Department Business Manager, Debbie Newsome, to compile this information. The FACIA reports of sports programs were reviewed.

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

Recruiting opportunities

All head coaches make decisions regarding their own recruiting areas and assign recruiting responsibilities within their own staff. Each coach involved in recruiting takes the NCAA Coaches Certification test annually.

Financial resources for recruiting

Recruiting Expenses

Men's Teams 01-02 \$46,106 02-03 \$33,921 03-04 \$49,701

Women's Teams 01-02 \$45,496 02-03 \$55,041 03-04 \$40,786

Benefits, opportunities and treatment of prospective student-athletes

Recruiting of prospective student-athletes is governed by specific policies and procedures. In fall 2004 the University revised and formalised new Official Visit guidelines. Student hosts are given specific instructions pertaining to the policies which they must follow. All applicable NCAA regulations as well as local and State of South Carolina laws are followed during recruiting visits. Prospective student-athletes are treated in the same fashion regardless of gender, ethnicity, or the sport for which they are being recruited

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

Coaches were pleased with their recruiting support. It seems that all programs, regardless of gender, felt there was clear support for recruiting efforts and report that recruiting student-athletes to Winthrop is made easy by the quality of facilities and educational opportunities the University provides.

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

The gender plan calls on the institution to:

"Provide coaches with equal opportunities to recruit quality athletes, including financial resources, equivalent benefits and treatment of prospective student-athletes. Monitor financial resources available for recruitment of student-athletes in all sports; monitor official visits of prospective student-athletes."

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

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

See Attached Gender Plan 2004-2009



## Equity and Student-Athlete Welfare

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

To create and maintain a plan for addressing gender issues within the intercollegiate athletics program, Winthrop's Athletics Department has recruited faculty and staff participation in all levels of its governance. The Faculty Advisory Committee on Intercollegiate Athletics annually reviews and approves the institution's Gender Equity Plan before it is presented to the President for his approval.

President DiGiorgio meets with personnel regularly to monitor gender-related issues and has assigned committees to investigate and maintain program goals. The Athletic Director, Tom Hickman, has ordered and supervised the investigation of gender equity issues. The FAR, Evelyne Weeks, and the Senior Woman's Administrator, Norma McDuffie, work with the SAAC to ensure that adequate programs are available for female student-athletes and that individual student-athletes receive necessary services. FACIA, which includes faculty from a variety of academic departments, provides an on-going review of the Gender Equity Plan.

The institution and the Athletics Department have given sincere effort in the area of gender equity. Locker room and practice facilities have been evaluated in order to ensure equity for female student-athletes. Practice times have been reviewed in order to guarantee that all student-athletes have equitable practice times. Input regarding gender equity issues has been actively sought via staff, coach and student-athlete interviews.

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

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

### Evaluation

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

## 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.	Athletic Scholarships.	Maintain 2003-04 levels of scholarship allocations to female student-athletes;  gradually increase scholarship funding in women's sports to NCAA maximum levels.	Continue to monitor scholarship allocations and recruiting efforts in women's programs; review all sport programs on a periodic basis.	Director of Athletics; Director of Compliance, Director of Academic & Student-Athlete Services; Athletics Business Manager; Faculty Advisory Committee.	Ongoing
			Identify and secure additional funding sources for women's scholarships;	Director of Athletics	Fall, 2009
Accommodation of Interests and Abilities.	Accommodation of Interests and Abilities.	Identify sports of outstanding interest among Winthrop female students.	Monitor development of any female sports clubs; continue to nurture newly formed women's soccer program and other women's sports; encourage participation of walk-ons (non-scholarship) in all female sports programs.	Director of Athletics; Associate AD ; Director of Academic & Student-Athlete Services; Faculty Advisory Committee on Intercollegiate Athletics	Ongoing
Equipment and Supplies.	Equipment and Supplies.	Provide all needed equipment on a timely basis for all sports.	Inspect annually the quality and quantity of equipment and supplies for each sports program; monitor purchases of equipment and supplies to ensure timely delivery.	Director of Athletics; Head Coaches	Review annually
Scheduling of Games and Practice Times.	Scheduling of Games and Practice Times.	Provide equitable treatment to women's sports programs in scheduling of games, practices and preseason and post-season opportunities.	Develop master calendar to coordinate practice schedules for all sports; review and discuss future game scheduling with head coaches; encourage coaching staff to participate in preseason and post-season opportunities as available.	Director of Athletics; Associate Athletics Director; Director of Coliseum Operations	Ongoing

## 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.	Travel and Per Diem Allowance.	Provide equitable lodging, dining and transportation for all sports team when traveling.	Review with coaches the policies and procedures related to team travel to ensure equitable accommodations; monitor purchase orders for team lodging and/or dining arrangements; monitor team trip summary reports.	Director of Athletics; Athletics Business Manager	Ongoing
Tutors.	Tutors.	Provide tutors for student-athletes with academic needs without regard to gender or sport; develop a new study hall area and increase the number of lab computers for student-athletes.	Review annually athletics academic policies and procedures; conduct interviews with student-athletes regarding their tutoring experiences.	Director of Athletics; Director of Compliance; Director of Academic and Student-Athlete Services; Faculty Athletics Representative and FACIA	Ongoing review of athletics academic programs.
			Convert unused space in northwest corner of coliseum for study hall areas and new sixteen station computer lab	Director of Athletics	Sept. 2004
Coaches.	Coaches.	Provide equitable salaries and conditions of employment to coaches of all sports; continue to recruit top quality coaches when vacancies occur within the department.	Annually review salaries and conditions of employment of male and female sports coaches.	Director of Athletics; HRAA	Review annually
			Seek quality individuals of all ethnic groups to include in applicant pools when coaching vacancies occur	Director of Athletics; HRAA	Review Annually
Locker Rooms, Practice and Competitive Facilities.	Locker Rooms, Practice and Competitive Facilities.	Provide equitable locker rooms and practice/competitive facilities for both men's and women's sports programs.	Inspect and update as necessary locker rooms and other sports facilities on a yearly basis; encourage coaches to properly maintain their sports facility before, during and after practices and/or contests; encourage coaches to report problem areas immediately.	Associate Athletics Director; Director of Coliseum Operations	Ongoing

## Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
Medical and Training Facilities and Services.	Medical and Training Facilities and Services.	Provide equitable medical services and training facilities for all student-athletes regardless of sport or gender; provide adequate training staff to cover sports practices and games and provide treatment and rehabilitation to all student-athletes; provide safe and well equipped weight training facilities for all sports programs; provide CPR training for all coaching staff.	Inspect training and weight room facilities on an annual basis.	Director of Athletics; Associate Athletic Director; Assistant AD for Athletic Training; Strength and Conditioning Coach	Review annually
			Identify and secure funding to employ adequate full-time certified athletic trainers	Director of Athletics; Assistant AD for Athletic Training.	Review annually.
Housing and Dining Facilities and Services.	Housing and Dining Facilities and Services.	Provide equal housing and dining facilities and services for all student-athletes.	Review housing and dining facilities annually and/or when issues arise; review assignments for student-athletes by the office of Residence Life; review policies of Dining Services; monitor pre and post-game meals and snacks to ensure equity between sports programs.	V.P. Business and Finance; V. P. Student Life; Director of Athletics; Athletics Business Manager; Director of Compliance and Student Services	Ongoing
Publicity	Publicity	Provide adequate media relations personnel for all sports programs; provide an equitable quality and quantity of media guides and other promotional support for all sports programs.	Monitor assignments of sports information personnel for all sports.	Director of Athletics; Associate Athletic Director; Assistant AD for Media Relations; Director of Marketing and Game Management; Director of Eagle Club	Ongoing

## 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
			Assign additional staff duties to increase marketing and promotions for all sports; monitor media guides for all sports to assure equity.	Associate Athletic director; Assistant AD for Media Relations; Director of Marketing and Game Management; Director of Eagle Club.	Ongoing
Support Services.	Support Services.	Provide adequate administrative, Eagle Club and clerical support for all sports programs; provide adequate office space for coaches, professional and clerical staff for all sports programs.	Compare support provided women's sports programs with support provided men's sports programs.	Director of Athletics	Annually
			Inspect and evaluate office space for all programs on a regular basis.	Associate Athletic Director.	Annually.
Recruitment of Student-Athletes.	Recruitment of Student-Athletes.	Provide coaches with equal opportunities to recruit quality athletes, including financial resources, equivalent benefits and treatment of prospective student-athletes.	Monitor financial resources available for recruitment of student-athletes in all sports; monitor official visits of prospective student-athletes.	Director of Athletics; Director of Compliance and Student Services; Athletics Business Manager	Review annually

## Equity and Student-Athlete Welfare

### Operating Principle

#### 3.2 Minority Issues

##### Self-Study Items

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

In the area of "Minority Issues" and specifically "Participation" and "Personnel", the following recommendations were made from the first-cycle certification:

##### Participation

Winthrop will continue an active recruitment of qualified minority athletes.

##### Personnel

As vacancies occur, Winthrop will actively recruit qualified minority applicants.

##### Minority Equity Plan of 1997

Three specific issues were brought to light in the first-cycle certification process and a Minority Equity Plan of Action was instituted. The following issues were included in the plan:

Issue: Although the athletic program's minority representation has increased percentage-wise, minorities are under-represented in staff, faculty and coaching positions.

Action: Although every effort is currently being made to seek minority applicants, the AD will advertise position openings in journals more widely read by minority applicants.

Goal: To increase minority staff and coaches.

Responsibility: Athletic Director

Timetable: Immediate and Ongoing

Issue: Minority athletes are under-represented on Student-Athlete Board.

Action: Rather than implement a captain's club method of appointing student-athletes to the Student-Athlete Board, athletes and alternates will be chosen to create a diverse board.

Goal: To increase minority representation on Board.

Responsibility: Assistant Athletic Director

Timetable: 1997-98

Issue: Offer more support services to minority athletes.

Action: In developing Total Person Programs, we will actively seek minority speakers and address minority issues.

Goal: To promote a supportive and positive environment for minority athletes.

Responsibility: Assistant Athletic Director

Timetable: 1997-98

## Equity and Student-Athlete Welfare

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

The following addresses the implementation from the first-cycle certification report related to "Minority Issues" and specifically "Participation" and "Personnel", by Winthrop University:

### Participation

Winthrop coaches are committed to recruiting the most qualified student-athletes and have worked to actively seek minority athletes. Minority student-athletes describe a positive athletic experience in their exit interviews. Coaches will continue to actively recruit minority student-athletes.

### Personnel

Since the 1997 certification visit, Winthrop Athletics has hired 15 female applicants. Five new black applicants and one Hispanic applicant have joined the athletic department staff. This effort shows a strong commitment to recruiting qualified minority applicants.

The addition of a black Assistant Men's Basketball coach, a black Assistant Track coach and a black Athletic Trainer have provided the minority student-athletes with additional support in those areas.

Specific action taken on the original plan:

Goal: To increase minority staff and coaches.

Responsibility: Athletic Director

Timetable: Immediate and Ongoing

Action: Advertise position openings in journals more widely read by minority applicants.

Result: This continues to be one method that has been successful in increasing the number of minority staff and coaches. Those minority applicants hired between 1997 and 2002 provide additional support for the minority student-athlete at Winthrop.

Goal: To increase minority representation on Board.

Responsibility: Assistant Athletic Director

Timetable: 1997-98

Action: Student-Athlete Board, athletes and alternates are chosen to create a diverse board.

Result: Student representation on the board more clearly reflects all student-athletes. In the most recent years, minority student-athletes have represented the university as well as the Big South Conference at the NCAA National student Leadership Conferences.

Goal: To promote a supportive and positive environment for minority athletes.

Responsibility: Assistant Athletic Director

Timetable: 1997-98

Action: Develop programs that address minority issues.

Result: The CHAMPS life/skills program works to make available support services and to develop programs that address minority issues. This will continue as a mandate to the CHAMPS life/skills program director.

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.

To increase minority participation in Winthrop University programming, to improve Winthrop University's climate for minority student-athletes, and to include minority applicants at all levels of the Winthrop University Athletics

## Equity and Student-Athlete Welfare

program, Winthrop University has under-taken a comprehensive research project to investigate areas of concern for minority student-athletes and to implement any necessary changes.

We continue to actively recruit qualified minority student-athletes nationally and internationally.

Personnel are assigned to oversee the student grievance policy and any complaints. These personnel have access to the Athletics Director and the President of the University for pertinent cases.

Minority student-athletes continue to describe positive athletic experiences in the exit interviews. Winthrop University continues to add minority coaching staff as well as members to the academic services and athletic training staff.

#### 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.

To maintain monitoring, evaluating, and addressing of the minority issues operating principle for both Athletics Department staff and student-athletes, student leaders on each team are assigned to serve on SAAC and are liaisons for minority issues. As such, they have access to their Athletic Director and coaches for discussion. The coaches have access to the Athletics Department administration for further discussion related to furthering opportunities for minority student-athletes or resolving problems related to minority issues.

Student-athletes undergo orientation where minority students are encouraged to reach out to leadership should they experience a problem while at Winthrop University.

The Athletics Department staff has access to leadership for discussion and problem resolution on minority or diversity issues.

The Winthrop University Diversity team is available to the Athletics Department for workshops and lectures on diversity issues.

The Faculty Advisory Committee on Intercollegiate Athletics reviews the athletic program concerning minority issues and interviews student-athletes for issues related to diversity.

Minority student-athletes and staff have access to different personnel and programs for any issues they find pertinent to the goal of incorporating and maintaining a diverse athletic department.

Minority student-athletes participate in Eagles in Action: Goals for Leadership, Education, and Service, a CHAMPS/Life Skills program designed to encourage student-athletes to participate in service learning and leadership.

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

A chart reflecting this data for the three most recent academic years is included with this report.

#### 6. For the three most recent academic years, provide the racial or ethnic composition for student-athletes who received athletics aid and for students generally. [Note: Use the supplied chart to compile the data requested in this self-study item.]

A chart reflecting this data for the three most recent academic years is included with this report.



## Equity and Student-Athlete Welfare

7. For the three most recent academic years, provide the racial or ethnic composition of student-athletes who received athletics aid by the eight sport groups listed in the graduation-rates disclosure form. Also, for those sports not at the varsity level for three years, indicate the year in which the sport was recognized by the institution as a varsity sport. [Note: Use the supplied chart to compile the data requested in this self-study item.]

A chart reflecting this data for the three most recent academic years is included with this report.

8. Using the program areas for minority issues please:

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

**1. Institutional and Athletics Department Commitment** Development and maintenance of written statements that address the issues of diversity.

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

The committee has reviewed the written mission statements of the University and the Athletics Department.

Winthrop University's mission statement, approved by the Board of Trustees and widely published, declares that "Winthrop enrolls an achievement-oriented, culturally diverse and socially responsible student body of 6,558 students and will remain a medium-sized comprehensive teaching university for the foreseeable future. The University recruits South Carolina's best students as well as highly qualified students from beyond the state whose presence adds diversity and enrichment to the campus and state. Winthrop prides itself on being an institution of choice for groups traditionally under-represented on the college campus."

The mission statement for the Department of Athletics at Winthrop, developed in conjunction with the Faculty Advisor Committee on Intercollegiate Athletics, approved by the President and widely published includes the following:

"Principal of Gender Equity and Equal Opportunity

Winthrop Athletics is committed to equality of opportunity, resources and services to both men's and women's sports programs and to student-athletes of all racial and cultural backgrounds. Winthrop Athletics supports the principles of Title IX and gender equity and encourages diversity among staff and student-athletes."

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

Each year the mission statements of the University and the Athletics Department are reviewed by the Faculty Athletics Representative, the Senior Women's Administrator and the Faculty Advisory Committee to Intercollegiate Athletics to ensure that the statements are reflective of the current practice at the University.

An annual review is complimented by the monthly review of policies and statements discussed during Head Coach staff meetings and Athletics Department staff meetings. Additional review of policies and statements is ongoing with the Student-Athlete Advisory Council meetings held monthly.

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

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The written statements of Institutional and Athletics Department Commitment seem to be truly reflective of current practices and the committee finds no deficiency.

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

As clearly communicated in its mission statement and reflected in the success of its minority student-athletes, Winthrop Athletics develops and maintains its minority plan to support an environment of equity and diversity in which all students and staff are provided the support and resources necessary for success.

**2. Evaluation** Periodic review of athletics department activities for consistency with goals and objectives set forth in the institution's and athletics department's written commitments to diversity.

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

The committee reviewed the Minority Plan, the FACIA review of sports programs, data collected by Winthrop's Office of Institutional Research and minutes from FACIA meetings. The Athletic Director, the CHAMPS Life/Skills Director and the FAR were interviewed.

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

Periodic reviews of the Athletics Department's activities for consistency with goals and objectives set forth in the mission statement are made in an ongoing fashion. The Athletics Director reports on progress made each year to the FACIA and the President. The FACIA reviews the Minority plan each year and approves new goal statements before the plan is presented to the President for his approval.

As a commitment to and consistency with institutional and departmental policies related to diversity, the Athletics Department is committed to assuring participation opportunities for minorities in all sports.

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

The annual assessment of participation rates for minorities in all sports is tracked and documented by Winthrop University's Office of Institutional Research. The committee finds no deficiency in this area.

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

The Department of Athletics Plan for Minority Enhancement indicates that commitment and consistency with policies related to diversity will be annually assessed by reviewing participation rates for minorities in all sports and findings will be reported to coaches, the Athletic Director, FACIA, and the President to ensure awareness.

**3. Organization and Structure** Policies, and/or organization, and/or activities of the athletics program and its activities to help enhance diversity.

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

The committee interviewed the Athletic director, the CHAMPS/ Life skills Director, the Faculty Athletics Representative and reviewed materials from the Division of Student Life.

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

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Activities to help enhance diversity within the Athletics Department are created through the CHAMPS Life/Skills director and include an increasing number of diversity programs relating to minority issues.

The Vision of Distinction states, "To fulfill and enhance its commitment to the value of a diverse community, Winthrop will increase its inclusiveness by exploring and selectively adopting new methods of attracting students, faculty and staff from underrepresented groups and places. To enhance the quality of life in our host region and the state of South Carolina, as well as foster enhanced cultural awareness among Winthrop students, Winthrop will explore the potential for signature cultural events through the Office of Community Arts."

Multicultural Student Life, housed in Student Life, provides speakers on a variety of topics related to issues of diversity. The Diversity Team, coordinated through this office, provides awareness training for faculty and staff.

Seminars, panel discussions and cultural events have enlightened student-athletes and athletic department personnel to the issues of diversity within the community, university and Athletics Department.

The University Cultural Events Program Requires that, by graduation, each undergraduate student attends three cultural events for every 20 hours completed at Winthrop University, not to exceed 18 cultural events. The academic programs at Winthrop University are designed to help students develop to their full potential as educated persons. The University strives to offer its students a setting in which they can mature culturally, as well as intellectually. In an effort to provide a well-rounded education, the Winthrop faculty has approved a cultural events policy. The purpose of the cultural events requirement is to establish and foster a life-enriching pattern of cultural involvement. The faculty conference hoped that by instituting this requirement they would change the students' perceptions of culture, open them up to new experiences, and provide a pattern for future involvement in such activities.

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

Since the commitment to add a CHAMPS Life/Skills Director there has been an increase in the number of programs and activities available for student-athletes to become more educated to the diversity issues faced in all areas of the aforementioned climate. The Director makes every effort to utilize the resources available on campus in planning minority and diversity programs. Integrated programs for Athletics Department staff and student-athletes are provided to further the opportunities for meaningful discussion regarding issues of enhancing diversity.

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

The future plan "provides personal growth opportunities for student-athletes of all racial and ethnic backgrounds" by providing "workshops, lectures and seminars which benefit the minority populations of student-athletes."

## 4. Enrollment Goals of the institution for enrollment of minority students and minority student-athletes.

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

The committee reviewed the enrollment data of minority students as well as student-athletes. Campus organizations, such as Multicultural Student Life and TIB (Taking Integrity Back) were considered when reviewing opportunities for minority students that might influence enrollment. The committee reviewed the University's Vision of Distinction as well as Winthrop's study of "The Nature and Character of the University."

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

Coaches continue to recruit minority student-athletes and Winthrop continues to have an above average minority student attendance. Currently, Winthrop University has 26% minority student population.

## Equity and Student-Athlete Welfare

According to the Vision of Distinction 2004-2005 "Winthrop University will enroll an achievement-oriented, culturally diverse and socially responsible undergraduate student body that will benefit from a challenging education offered in a residential setting, supported by a full array of services that are consistent with the best practices nationally. Winthrop will increasingly attract South Carolina's best students as well as those highly qualified students from beyond South Carolina whose presence will add to the diversity and enrichment of the student body. Winthrop will be an institution of choice for historically underrepresented students who will have demonstrated achievement through both traditional and non-traditional measures."

"To fulfill its commitment to inclusiveness and to ensure the presence of demographically diverse perspectives that will enrich the distinctive Winthrop experience for all students, Winthrop will implement the first phase of a multi-year enrollment growth initiative designed to enhance the quality and diversity of the student body."

The 2004-05 Winthrop University Vision of Distinction further states, "We embrace multiculturalism and the broadest possible diversity of people and perspectives; and we fulfill and enhance the nature and character of the university through policies and resources that reflect and advance these ideals and aspirations."

The Winthrop Community strategic value found in the Vision of Distinction states, "Winthrop University will be a community of learners, dedicated to intellectual, cultural, personal and social growth. All students will be involved in the academic and co-curricular life of the campus. Faculty and staff will encourage the full involvement of students in their own education, in and out of the classroom. The climate of Winthrop will be one in which understanding of differences is a way of life and the integrity of each person is a given. Individuals will be valued for the creations, achievements, and contributions with which each enriches the campus. Winthrop will cherish the gifts of all its people of both genders and all races, religions and ethnic origins. Winthrop will provide an environment that establishes a sense of common purpose and school spirit, promotes an inclusive cultural environment, and fosters the overall maturation, intellectual and ethical development of each student."

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

Winthrop University will continue to be an institution of choice for historically underrepresented students who will have demonstrated achievement through both traditional and non-traditional measures.

The mission of the Office of Multicultural Student Life is to provide a "more than me experience" for students. This experience is intended to challenge and provide opportunities for those that rarely engage in diversity awareness, training and interactions and for those who desire to learn more about themselves and others.

In support of the strong academic character of Winthrop University, the Multicultural Student Life Office provides opportunities to complement the classroom experience by offering special programs and assisting other offices in recognizing and celebrating campus diversity. While, the Office of Multicultural Student Life at Winthrop University focuses special attention to the needs of Winthrop's minority student population, Multicultural Student Life is committed to enhancing the academic, personal, cultural, and social development of the entire Winthrop University community.

Information gathered from minority student-athletes in exit interviews and in the FACIA reports of sports programs indicates that Winthrop's policies regarding minority enrollment are in keeping with the mission of the University in the area of minority enrollment.

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

The 2004-05 Winthrop University's "Vision of Distinction" cites as a strategic value: "Winthrop will increasingly attract South Carolina's best students as well as those highly qualified students from beyond South Carolina whose presence will add to the diversity and enrichment of the student body. Winthrop will be an institution of choice for historically underrepresented students who will have demonstrated achievement through both traditional and non-traditional measures."

**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.

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

Data compiled by Institutional Research examining student populations on sport teams and FACIA reports of sport programs were reviewed. The Athletic Director and the FAR were interviewed.

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

The University annually examines the student-athlete populations of minorities in all sports to assure non-discrimination in the recruitment process of student-athletes and maintains an on-going process of charting the participation of minorities in each sport and the Athletics Department as a whole through the Institutional Research department.

Winthrop coaches are committed to recruiting the most qualified student-athletes and have worked to actively seek minority student-athletes. Minority student-athletes describe a positive athletic experience in their exit interviews. Coaches will continue to actively recruit minority student-athletes.

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

By annually charting the participation of minorities in each sport and the Athletics Department as a whole, there is a reasonable assurance of participation opportunities for minorities in all sport offerings. Future studies on sport by sport cultures will provide more specific data to recruiters and will provide future enhancement to the opportunities for minority participation in all sport offerings.

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

The University's future plan is to annually examine the student-athlete populations of minorities in all sports to assure non-discrimination in the recruitment process of student-athletes. The University will annually chart the participation of minorities in each sport and the Athletics Department as a whole and continue to recruit the best available and potentially gifted student-athletes in each sport.

**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,

The committee reviewed the Athletics Department's Minority Plan as well as conducted interviews with the Athletics Director, coaches, student-athletes, the FAR, and the CHAMPS/Life Skills Director to learn more about this area.

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

Minority students have positions on the Student-Athlete Advisory Council and all its subcommittees including the Big South SAAC and have served as officers. The Minority Plan recognizes that minority representation on the SAAC should reflect the overall participation of minorities on athletic teams. The Minority Plan of Action further calls for minority members to be included on any subcommittee of the SAAC.

SAAC is a representative body of every varsity sport at Winthrop University. The Council is student-athlete led. Representatives of each athletic team work with the CHAMPS/Life Skills Director to oversee the program and make sure the program is meeting the needs of the Winthrop University student-athletes.

Responsibilities of SAAC include:

Discuss and address the concerns of student-athletes  
Communicate and work with the Winthrop University Administration

## Equity and Student-Athlete Welfare

Design programs to benefit student-athletes' needs  
Provide input on NCAA, Big South, and University policies  
Update student-athletes on any changes that affect the University's athletic program

In addition, minority student-athletes sit on the Council of Student Leaders, the Faculty Advisory Committee on Intercollegiate Athletics and the NCAA Certification self study sub-committees.

Minority student-athletes have represented the University and the Big South Conference at the NCAA National Student Leadership Conference. Minority student-athletes attended the Council of Student Leaders fall retreat 2004 in Asheville, NC, and were able to affect student governance of Winthrop University.

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

The increasing number of minority representatives on the SAAC committee and the assurance there will be minority representation at every level of the governance and decision making demonstrates an increased awareness and commitment to the inclusion of historically underrepresented populations in this area.

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

The Director of CHAMPS/Life Skills will direct a review of the SAAC membership annually and provide leadership to assure the inclusion of minority populations at every level. According to the University's Minority plan "Minority representation on the SAAC should always reflect the overall participation of minorities on athletic teams."

**7. Employment Opportunities** Establishment of goals for minority employment opportunities in the athletics department and the encouragement of promotion and hiring of minority coaches and administrators.

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

The committee reviewed the Minority plan, interviewed the Athletic Director and reviewed recent hiring practices.

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

Since the 1997 certification visit, Winthrop Athletics has hired 15 female applicants. Five new black applicants, one Native American and one Hispanic applicant have joined the Athletics Department staff. Two new administrative support staff positions were created in the Athletics Department (2004) and have been filled with minority candidates. This effort shows a strong commitment to recruiting qualified minority applicants.

Since Winthrop's Interim report in 2000, the following positions have been filled with minority applicants:

The Associate Athletic Director  
The Director of Academic and Student-Athlete Services  
Assistant Men's Basketball Coach  
Two Assistant Women's Basketball Coaches  
Assistant Track Coach  
Certified Athletic Trainer  
Assistant Strength Coach

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

## Equity and Student-Athlete Welfare

The current trend of the athletic department is the active recruitment and fulfillment of vacant positions with minority candidates. In keeping with the mission of the University as a whole, Winthrop Athletics supports the principles of Title IX, gender equity, anti-discrimination laws and encourages diversity among staff and student-athletes.

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

In actively seeking applications from qualified minorities for each available staff or coaching position the Minority Plan of Action requires job notices to be sent to historically Black Colleges and Universities in North Carolina, South Carolina and Georgia.

**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 committee interviewed members of SAAC, the CHAMPS/Life Skills Director, and the FAR.

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

The development of a systematic process to determine the issues of interest to minority student-athletes is implemented through the CHAMPS/ Life Skills organization. The CHAMPS/Life Skills program and SAAC sponsor a cultural event lecture series each semester. Two lectures addressing diversity have been included in the series:

"Racial Politics in Southern Football" - Dr. Andy Doyle, Assistant Professor of History, Winthrop University  
 "Race in America: Jackie Robinson and the Integration of Ebbets Field" - Marc Singer, Assistant Producer, ESPN

Minority student-athletes have participated in life skills workshops including Career Planning, Health and Wellness, and Academic Success Strategies. Programming included a mentoring workshop on goal setting which was led by a former minority Winthrop student-athlete who is now attending graduate school. CHAMPS and SAAC continue to promote Dinkins Student Union Diversity programs within the Division of Student Life to student-athletes. Winthrop University's Diversity Team is very active and available for workshops on diversity issues.

In the last five years Winthrop minority student-athletes have participated in the NCAA Leadership Conference, Big South Leadership Conference, Big South Conference SAAC meetings, The APPLE (Athletic Prevention Programing Leadership Education) Conference and The Council of Student Leaders Fall Retreat 2004.

The CHAMPS/Life Skills Director and Winthrop coaches provide opportunities for minority student-athletes to participate in service learning projects. Recent examples include "Slam Dunk! Drugs are Junk!" at the Chester Elementary School, the Literacy Project which involves student-athletes visiting area elementary schools to promote reading, participating in the Rock Hill Literacy Walk and Crop Walk, activities with the Rock Hill Boy's and Girl's clubs, co-sponsoring a fund raising effort for the York County Literacy Program, and taking part in Habitat for Humanity, Rolling in Rock Hill and Pametto Pride Beautification projects.

The CHAMPS/Life Skills Director and the Athletics Department Staff make every effort to nominate minority student-athletes for national recognition for academic, athletic and service achievements. In 2005 a men's tennis player and a softball player were honored with the Arthur Ashe Jr. Sports Scholar Award.

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

Clearly the commitment to strengthen Winthrop's SAAC program over the last five years has resulted in more participation by all student-athletes in the decision making process with regards to programs and activities. The effort to increase the roles of minority student-athletes in leadership positions indicates a commitment to provide student-athletes with a fully integrated experience. The process seems to be

## Equity and Student-Athlete Welfare

working quite well, and the participation in National and Conference level leadership opportunities is impressive.

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

The utilization of exit interviews, FACIA sport program reviews and SAAC meetings will continue identifying minority issues in need of attention and/or special programming. The Minority Plan of Action calls for these findings to be forwarded to the CHAMPS Life/Skills Director in an on-going fashion.

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

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

See Attached Minority Plan for 2004-2009

- 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.

To create and maintain a plan for addressing minority issues within the intercollegiate athletics program, Winthrop's Athletics Department has recruited faculty and staff participation in all levels of its governance. The President meets with personnel regularly to monitor diversity-related issues and has assigned committees to investigate and maintain program goals. The Faculty Advisory Committee on Intercollegiate Athletics annually reviews and approves the institution's Minority Plan before it is presented to the President for his approval.

The Athletic Director, Tom Hickman, has worked to fully investigate minority-related issues and enhance the work and athletic experiences of the Athletics Department's minority members. He is available to all athletic committees working on diversity issues and works with his coaches to oversee coaching and training needs for minority student-athletes.

Both Evelyne Weeks, FAR, and Norma McDuffie, SWA and CHAMPS/Life Skills Director, work with the Student Athlete Advisory Committee to meet program goals for minority student-athletes and work with student-athletes individually to address issues and concerns of minority student-athletes which are then considered for inclusion in the Minority plan.

Minority student-athlete needs are incorporated into Winthrop University governance at every level including team leadership, coaching staff, academic services, athletic training staff, academic departments, and University administration.

### 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**



## Equity and Student-Athlete Welfare

3. Has the institution demonstrated that it is committed to, and has progressed toward fair and equitable treatment of all minority student-athletes and athletics department personnel? **Currently Yes**
4. Has the institution formally adopted a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which expands opportunities and support for minority student-athletes and athletics personnel? **Currently Yes**
5. Has the institution developed a plan that includes measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables? **Currently Yes**

## Equity and Student-Athlete Welfare

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

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Institutional and Athletics Department Commitment	Development and Maintenance of institutional and athletic diversity statements	Assure inclusion of diversity statements in institutional and athletic mission statements.	Review of mission statements of institution and athletics department for inclusion of diversity statements.	Faculty Athletics Representative and Senior Women's Administrator	Annual Review
Evaluation	Commitment to and consistency with institutional and departmental policies related to diversity.	Assure participation opportunities for minorities in all sports.	Annually assess participation rates for minorities in all sports and report to coaches, athletics director, faculty athletic advisory committee and president to insure awareness.	Associate Athletics Director for Operations; Director of Compliance and Student-Athlete Services	Annual review and report
Organization and Structure	Enhance diversity through organization and activities in athletics and the University.	Provide personal growth opportunities for student-athletes of all racial and ethnic backgrounds.	Provide workshops, lectures and seminars each year which benefit the minority populations of student-athletes.	Director of CHAMPS/Life Skills; Office of Cultural Events	Annual review
Enrollment	Enrollment of minority populations.	The 2004-05 Winthrop University "Vision of Distinction" cites as a strategic value: "Winthrop will increasingly attract South Carolina's best students as well as those highly qualified students from beyond South Carolina whose presence will add to the diversity and enrichment of the student body. Winthrop will be an institution of choice for historically underrepresented students who will have demonstrated achievement through both traditional and non-traditional measures."	Implement multi-year enrollment growth initiative by increasing the applicant pool and allowing increased flexibility in determining freshmen class size while ensuring that Winthrop remains an inclusive community.	Dean of Enrollment Management; Director of Admissions; Head Coaches	Ongoing review each year

## Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Comparison of Populations	Assurance of participation opportunities for minorities in all sports offerings.	Annually examine the student-athlete populations of minorities in all sports to assure non-discrimination in the recruitment process of student-athletes.	Annually chart the participation of minorities in each sport and the athletics department as a whole and continue to recruit the best available and potentially gifted student-athletes in each sport.	Director of Compliance and Student-Athlete Services, along with all Head Coaches	Report of population statistics made on an annual basis
Participation in Governance and Decision-Making	Edit element to input the issue.	Ensure minority representation on the Student-Athlete Advisory council (SAAC) and encourage minority participation in community service activities	Minority representation on the SAAC should always reflect the overall participation of minorities on athletic teams	Director of CHAMPS/Life Skills; director of Compliance and Student-Athlete Services	Review SAAC membership annually
			Minority member must be included on any subcommittee of the SAAC	Director of Champs/Life Skills; director of compliance and Student-Athlete Services	Review SAAC sub-committee membership annually
Employment Opportunities	Employment opportunities for minorities should be reflected in the athletics department hiring process	Pursue diversity at all levels of administration, support services and coaching.	Actively seek applications from qualified minorities for each available staff or coaching position by sending job notices to Historically Black Colleges and Universities in N.C., S. C. and Georgia. Hiring process must follow University guidelines for equal opportunity.	Director of Athletics; Human Resources and Affirmative Action	Ongoing
Programs and Activities	Establishment of programs addressing minority issues.	Development of a systematic process to determine the issues of interest to minority student-athletes.	Utilize exit exams, faculty sport program reviews and SAAC meetings to identify minority issues in need of attention and/or special programming and provide findings to CHAMPS/Life Skills Director	NCAA Faculty Athletic Representative; Faculty Advisory Committee on Intercollegiate Athletics; SAAC Advisor	Ongoing

## Equity and Student-Athlete Welfare

### Operating Principle

#### 3.3 Student-Athlete Welfare

##### Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 3.3 (Student-Athlete Welfare). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

We have reviewed the report from the first-cycle certification. There were no 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 related to Operating Principle 3.3.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 3.3 (Student-Athlete Welfare). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

All actions the institution has completed in the area of Student-Athlete Welfare is most directly related to gender and minority issues and have been reported in 3.1 and 3.2 of this report.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 3.3 (Student-Athlete Welfare) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

The first cycle certification committee made no recommendations, but the University has continued to demonstrate a commitment to student-athlete welfare through a variety of initiatives. These efforts to improve the quality of the student-athlete experience include the following:

To provide opportunities for student-athletes to be successful in their academic goals, the Athletics Department has employed a full-time Director of Academic and Student-Athlete Services and an intern for the student services program. A new study hall area and computer lab have been added to the Coliseum facilities.

To assist the student-athletes in their personal development, a comprehensive CHAMPS/Life Skills program has been developed with an emphasis on the NCAA CHAMPS/Life Skills Program Commitment Statements.

These include: Commitment to Academic Excellence, to Athletic Excellence, to Personal Development, to Career Development, and to Service

To promote a well-rounded collegiate experience for the student-athletes, programs range from academic success workshops, career planning seminars, and health and wellness topics. Student-athletes are provided opportunities to develop leadership skills by serving on various University committees and through participation on SAAC. The student-athletes have also been involved in a variety of service learning projects. In 2003-2004 the student-athletes received the University's recognition for a student organization with an exemplary record of service.

## Equity and Student-Athlete Welfare

The Student-Athlete Advisory Council has become an extremely visible and active body. Members serve on University-wide committees, Big South Conference committees, and NCAA committees.

The Athletics Department staff make every effort to recognize outstanding student-athletes' achievements by nominating individuals for national honors. In 2004 a member of the baseball team was awarded the NCAA Post-graduate Scholarship and a member of the volleyball team was named the NCAA South Carolina Woman of the Year. This year a member of the men's tennis team and a member of the softball team were recipients of the Arthur Ashe Jr. Sports Scholar award.

The Athletics Department continues to work to improve the quality of the student-athletes' experience in the areas of conditioning, training, and competition. In 2003 a full-time strength and conditioning coach was hired. During the last three years, the number of full-time trainers has increased from one to three and two certified graduate assistants have been employed.

There have been many additions and improvements to the Athletics Department facilities. The Coliseum and locker rooms have been renovated. Team rooms have been added for women's basketball, volleyball, and men's and women's tennis.

#### 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.

The institution and the Athletic Department have created a variety of entry points for students to express their concerns and grievances. Key administrators, including the Athletics Director, the Faculty Athletics Representative, The Senior Woman's administrator, the Director of Academic and Student-Athlete Services, the Compliance Director, are very accessible to student-athletes and introduced to students as resources. The mechanisms to gather feedback from student-athletes on welfare issues include exit surveys and interviews of student-athletes who have exhausted eligibility, (discussed under #6), an internal institutional review process of athletic programs completed by the Faculty Advisory Committee on Intercollegiate Athletics (FACIA), and a Student-Athlete Advisory Council associated with the Champs/ Life Skills Program. Further, the Athletics Department is enthusiastically cooperating in an independently funded faculty research project that explores how student-athletes balance their roles of student and of athlete.

The committee finds that any need for action is handled through the University administrator appropriate to the situation. These personnel include the Athletic Director, the Faculty Athletics Representative, the Champs/Life Skills Director, or the Director of Academic and Student-Athlete Services. Students may be referred to Health and Counseling Services, Learning Services or to the Dean of Students for additional assistance.

FACIA Review Process of Athletic Programs - At the President's request the FACIA initiated an in-house review of athletic programs in 2003. The FACIA "advises the President and the Athletic Director on matters pertaining to intercollegiate athletics" (Winthrop University Faculty Manual. A complete description of the FACIA and its purpose is found on pages 10-12 in the Athletics Policy Manual. In the athletic programs review process the committee primarily explored three areas: programs and facilities; academic and student life; and compliance. The FACIA divided into two person subcommittees to review seventeen sports. Each subcommittee met separately with the coaching staff and student-athletes from that sport and prepared a report. The FACIA reviewed all the reports on a secured website. The reports were made available to the President, Athletic Director and all members of FACIA. The President solicited recommendations from the committee members. The President has scheduled to have the FACIA revisit and review each team every other year.

Student-Athlete Advisory Council - The Student-Athlete Advisory Council (SAAC) is the representative body of every sport at Winthrop University. The Council is student-led. Representatives of each athletic team work with the Champs/Life Skills Director to oversee the program. The responsibilities (page 9 Student-Athlete Handbook) of the council that pertain to grievance includes vocalizing student concerns, designing programs to benefit the student-athletes' needs and providing input on NCAA, Big South and University policies. The minutes are circulated to the Athletic Director and FAR (Faculty Athletic Representative). The Athletic Director responds to the student-athletes and reports back on their concerns. The FAR and Athletic Director have attended SAAC meetings when the student-athletes have expressed interest in discussing specific concerns. The FAR monitors missed class time with SAAC to ensure that University policies are being followed.

At the present time, the coordinator is the Senior Woman's Administrator in the Athletic Department; therefore, the Director (along with the FAR) serves an important additional role as a student advocate in Big South and NCAA

## Equity and Student-Athlete Welfare

meetings. In an interview with SAAC members on 2/9/05, the team representatives communicated that the council was empowering. They suggested that their input informed athletic policy at Winthrop and the Big South Conference. Student-athletes had recently attended the APPLE conference at the University of Virginia to learn more about educational programming for athletes. The SAAC returned with a specific program to promote drug and alcohol education among the student-athletes in the Fall 2005.

Student Athletic Survey. Several faculty members are collaborating on an independent research project (funded through Winthrop Research Council Grant) that examines the strains that confront student athletes. The questionnaire explores many issues including drug and alcohol abuse and eating disorders while preserving the anonymity of the respondents. With the help of the Athletics Department, student-athletes are participating. The project is scheduled for completion in Spring 2005.

5. Describe the institution's educational enhancement programs (e.g., education regarding career guidance counseling; personal counseling; health and safety; alcohol and other drug guidelines [see the NCAA Sports Medicine Handbook, Guideline No.1-E]; non-academic components of life skills programs) available to student-athletes. Describe practices/procedures in place to encourage and assure student-athletes' access to these programs.

Educational enhancement services to students are provided through the programs offered within the Division of Student Life. They include Health and Counseling Services, Learning Services, Residence Life, Career Services, and the programs in Student Affairs including, Multicultural Student Life, Service-Learning, Greek Life, Student Government, Clubs and Organizations, Recreational Sports and Leadership Initiatives available to all students. Student-athletes are integrated into the programs that inform new students of the resources available such as the summer Orientation Program and Welcome Week activities and workshops. In addition student-athletes are informed about campus resources through the orientation held by the Athletics Department.

The freshman seminar class, ACAD 101, is required of all freshmen entering the University. This one hour course is instrumental in helping students make the transition from high school to college and in acquainting all students with the resources available. Most classes visit Career Services or have a staff member come to the classroom. Mental health issues such as depression, eating disorders and sexual assault are discussed and students learn more about available services. The class focuses on academic success issues that impact the welfare of students such as time management and stress management.

The Director of Academic and Student-Athlete Services is charged with referring student-athletes for services when appropriate for academic and personal counseling. Because the Director works closely with student-athletes on an individual basis she is able to identify student-athletes who are experiencing difficulty and direct them to the appropriate resources.

The CHAMPS/Life Skills program offers student-athletes an opportunity to attend workshops on a variety of topics designed to assist the student-athlete in making good decisions and in learning more about health related issues. The Student-Athlete Advisory Council (SAAC) led by students and advised by the university CHAMPS/Life Skills Coordinator initiates and plans these workshops. Workshops on such topics as the female-athlete triad, hazing and drug awareness programs have been offered. Additional recent workshops have included: Time Management, Test Taking Skills, Basic Study Skills, Taking the Essay Exam, Note Taking Strategies, Survival Skills for Freshmen, Writing Standards at Winthrop, The Correct Use of Borrowed Information, Email Etiquette, Goal Setting, Money Management, Resume Writing, Using the Student-Athlete Experience in Career Planning, Professional Etiquette Seminars, Compliance Issues and Gambling, and Career Planning Workshops.

With regard to alcohol and other substance abuse, this group is taking a number of initiatives. They cosponsor the alcohol presentation by a major speaker that is mandated for all first year students during the fall semester. Student-athletes are encouraged to participate and all freshman student-athletes must attend. Four student-athletes and two University administrators attended the APPLE (Athletic Prevention Programming and Leadership Education) Conference funded by the NCAA and presented by the University of Virginia. As a result of attending this conference, the group is working on a drug and alcohol education plan for next year. The SAAC advisor plans to take student-athletes to the conference annually. Several student-athletes are also participating in regional and national conferences.

The committee reviewed the guidelines concerning Drug Education Programs in the NCAA Sports Medicine Handbook under Guideline No. 1-E. The FACIA reviews of sport programs clearly indicate that student-athletes at

## Equity and Student-Athlete Welfare

Winthrop are reviewing NCAA videos on this subject with their respective teams. The Student-Athlete Handbook includes a substance abuse program description that states:

Winthrop Athletics believes in the education of student-athletes as the most important step in the prevention of substance abuse problems. You will be required to attend various substance abuse presentations throughout the academic year. Such topics might include steroid use, smokeless tobacco, alcohol abuse and eating disorders as well as prevention of use of illegal substances.

You will be required to view a film on NCAA drug testing. While Winthrop does not actively drug test its student-athletes, we support the NCAA policies regarding testing for drugs and banning abusers from participation in athletics.

Substance abuse will not be tolerated in Winthrop Athletics. If you have a substance abuse problem, please ask for help through your coach, the head athletic trainer, the CHAMPS/Life skills Director, or through Winthrop Health and Counseling Services. Counseling is confidential, and we will be glad to refer you to someone who can help you work on your problem and avoid punitive action.

If you are found to be under the influence of or possessing illegal drugs, appropriate punitive action will be taken. You will face disciplinary action by Winthrop University as do all students found to be in possession of drugs.

Remember to report your use of any drug (prescription or otherwise) to the athletic trainer.  
(Winthrop University Student-Athlete Handbook)

The Student-Athlete Handbook also includes a list of Banned Drugs per NCAA Bylaw 31.2.3.1 of the NCAA Division I Manual as well as the following Drug and an Alcohol Beverage Statements.

### DRUG STATEMENT

The Athletic Department supports the University Policy regarding illegal drugs. The illegal possession, use or distribution of drugs or paraphernalia associated with drug use is specifically prohibited. Refer to the Student Handbook of Winthrop University for further details.

### ALCOHOL BEVERAGE STATEMENT

All members of the Athletic Department and the University community are expected to comply with South Carolina statutes prohibiting the use of alcoholic beverages by persons younger than 21 years of age. Remember that since you have chosen to be a student-athlete, you have accepted certain responsibilities. BE SMART! Understand your privileges and your responsibilities. University sanctions are listed in the Student Handbook of Winthrop University.  
(Winthrop University Student-Athlete Handbook)

6. Describe the institution's process for conducting the student-athlete exit interviews required by NCAA Constitution 6.3.2 and the means by which this information is used to better the student-athlete experience. Describe other avenues available to student-athletes to provide input.

The Faculty Athletics Representative (FAR) conducts the exit interviews. At Winthrop University, the FAR is independent of the Athletics Department and directly serves the President. One of the major responsibilities of the FAR is to serve as the student-athletes' advocate. After each student-athlete exhausts his/her athletic eligibility, the student-athlete completes a survey which asks students to respond to the following areas and to rate their experiences within those areas using a scale from Extremely Satisfied to Extremely Dissatisfied.

Academic Experiences  
Admissions  
Academic Orientation  
Degree Program  
Academic Advisor  
Athletic Early Registration  
Professors in Major  
Professors at Winthrop  
Quality of Education  
Study Hall for Athletes  
Athletic Computer Lab  
Campus Computer Labs  
The Writing Center

## Equity and Student-Athlete Welfare

The Math Lab  
 Dacus Library  
 Cultural Events  
 Academic Services for Student Athletes  
 Records and Registration  
 Student Life  
 Residence Life  
 Financial Aid  
 Athletic Experiences  
 Recruitment  
 Head Coach  
 Assistant Coach (es)  
 Quality of Team  
 Quality of Competition  
 Quality of Practices  
 Practice Facilities  
 Equipment and Uniforms  
 Personal Athletic Improvement  
 Competition Facility  
 Locker Room  
 Weight Room  
 Strength Coach  
 Training Room  
 Trainers  
 Mode of Travel  
 Travel Arrangements  
 Athletic Director  
 Compliance Director  
 CHAMPS Life Skills Program

Additionally, a stratified sample of student-athletes by sport are called back for more in depth confidential personal interviews. Likewise, all student-athletes who leave their programs are contacted for this confidential personal exit interview. The FAR summarizes the qualitative and quantitative results and provides a report to the President and the Athletics Director. The President advises of corrective measures as deemed necessary. The FAR meets monthly with the President and provides a direct line of communication from the student-athlete to him. When the FAR learns of issues, through the exit interview process, that can be handled by the Athletic Director immediately, she shares this information directly with him. Examples from recent years of improvements growing out of the exit interview process include a more clearly defined absence policy for the University and the addition of a renovated computer lab and study hall area.

Other available avenues for student-athlete input which the student-athletes commented on include the Athletic Director's open door policy; the availability of the FAR, the CHAMPS/Lifeskills Director, the Director of Academic and Student-Athlete Services; their representation on FACIA and the NCAA Self-study Sub-committees and SAAC. The Student-Athlete Advisory Council appears to be an especially effective means for students to provide input at Winthrop.

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.

Students are provided with a Student-Athlete Handbook at an orientation meeting before classes begin. At this opening meeting the grievance procedure is reviewed and the people most involved with student support are introduced including the Athletic Director, the Faculty Athletics Representative, the Champs/Life Skills Director, the Director of Compliance and The Director of Academic and Student-Athlete Services. In this 2.5 hour orientation session organized by the Athletics Department compliance rules and procedures are also reviewed. The grievance procedures are covered by many of the participants. The grievance procedures are explained in the Student Athletic Handbook and are available on the Athletic Department Website:



## Equity and Student-Athlete Welfare

### GRIEVANCE PROCEDURE

If a student-athlete has a grievance pertaining to any situation or policy, he or she has the option of presenting it to a coach or athletic department administrator. If the student-athlete feels uncomfortable discussing the issue with a member of the Athletic Department staff, he or she may meet with either Winthrop University's Faculty Athletics Representative or the Dean of Student Life. All discussions will remain confidential. In addition, the student-athlete may raise the issue with the Student-Athlete Advisory Committee, a body consisting of representatives from each team that provides student-athlete input into the administration of the athletic program. All of the following are available to hear grievances:

Tom Hickman  
Athletic Director  
Winthrop Coliseum  
323-2129 ext 6226  
hickmant@winthrop.edu

Scott McDonald  
Director of Compliance  
Winthrop Coliseum  
323-2129 ext 6227  
mcdonalds@winthrop.edu

Bethany Marlowe  
Dean of Student Life  
218 Dinkins Student Union  
323-6141  
marloweb@winthrop.edu

Evelyne Weeks  
Faculty Athletic Representative  
201A Bancroft  
323-4634  
weekse@winthrop.edu

Student-Athlete Advisory Council Representative  
Contact: Norma McDuffie  
Senior Woman's Administrator  
CHAMPS/Life Skills Director  
Winthrop Coliseum  
323-4566; 323-2129 ext. 6229  
mcduffien@winthrop.edu

(Winthrop University Student-Athlete Handbook)

The President is directly kept aware of the grievances heard by the Faculty Athletics Representative and/or Athletic Director. The President, in consultation with relevant contingencies, chooses a course of action.

The Athletics Department has written appeals procedures in the areas of financial aid and transfers as mandated by NCAA regulations. The Athletic Director is ultimately responsible for ensuring that the grievance procedures are clear and communicated to student-athletes and to staff. The Director of Compliance is responsible for overseeing the appeal process in regard to transfer exceptions and the FACIA hears the appeal. In the case of financial aid appeal, the Dean of Enrollment Management receives the appeal and the appeal is heard by the Winthrop Scholarship Committee.

In other areas (e.g. harassment, hazing, abusive behavior, and sexual orientation), information is available in the Code of Student Conduct and University Policies section of the Winthrop University Student Handbook. The Handbook is provided to all new students and is updated on the web and easily accessible. The enforcement of these policies is handled through the Dean of Students' Office.

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.

## Equity and Student-Athlete Welfare

Winthrop is committed to creating a safe and inclusive environment for all members of the community. The topic of diversity is raised during the summer Orientation when new students begin to learn what it means to be a member of the Winthrop community. Diversity is a topic in the first seminar and is emphasized by the residence hall staff in their communication to students.

In addition, Winthrop provides education for students, faculty and staff regarding diversity and specifically sexual orientation through a number of programs. Multicultural Student Life (MCSL) sponsors the Diversity Team which provides training for faculty and staff in diversity. MCSL also sponsors a youth team which provides diversity training for student organizations and student groups. Winthrop also has a very strong Safe Zones program which provides training specifically around sexual orientation. The Senior Woman's Administrator/CHAMPS/Life skills Director and The Director of Academic and Student-Athlete Services have taken part in this training. The goal of the Safe Zones program is to make Winthrop a safer and more inclusive community. Campus Police recently completed training by the Safe Zones Group tailored to their needs. The Athletics Department has invited the groups to do a training event tailored to the Athletics Department staff in the fall of 2005.

**9. Identify the mechanisms in place to ensure the health and safety of student-athletes and the administrator (s) responsible for the institutional awareness of health, safety (including travel) and sports medicine policies. Describe the process by which these policies and guidelines are disseminated within the athletics department, who receives this information and how these issues are addressed within the athletics department. [Note: The institution may want to refer to the equitable medical care section of the NCAA Sports Medicine Handbook Guideline No. 1-A as a guide in responding to this self-study item.]**

The Assistant Athletic Director for Athletic Training is responsible for the institutional awareness of health, safety, and sports medicine policies. Policies and guidelines are disseminated during monthly staff meetings, added to the department handbook, the Student-Athlete handbook, and the athletic training link on the Winthrop Athletics website when appropriate so all department staff and student-athletes are informed. Coaches and administrators receive any information regarding new policies and procedures or any change to existing policies and procedures at their monthly meetings. When a new issue arises that might require a new policy or procedure, the Assistant Director of Athletics for Athletic Training discusses the issue with the Director of Athletics or submits a proposal. The Director of Athletics is responsible for reviewing and accepting all new policies and procedures. Student-athletes are usually informed of changes in policies and procedures during team meetings.

A copy of the Winthrop University Sports Medicine Policies and Procedures is given to all student-athletes at the beginning of each year and is included in the Student-Athlete Handbook.

The Emergency Response Plan is located on the athletic training link in the Winthrop Athletics website as well as the student-athlete handbook and department Handbook so all student-athlete are informed. If the student-athletes should be informed of the addition or change in policy or procedures, the information would be disseminated to them through team meetings. The procedures outlined in the plan are reviewed annually by the Assistant Director of Athletics for Athletic Training following an examination the institution's mechanism in place to ensure the health and safety of the student-athletes, the Equity, Welfare, and Sportsmanship sub-committee concluded that traditional season coverage of sports programs by certified athletic trainers, both full time staff and graduate assistant, were excellent. There is a major concern regarding coverage of non-traditional season practices and events; it was concluded that coverage is lacking in sports that have a non-traditional schedule. This problem should be relieved by the additions to the Athletic Training staff.

Winthrop University is resolutely committed to ensuring the safety of its student-athletes, coaches, and staff in the course of travel. The University employs thorough guidelines that govern transportation and carriage. The following conditions are required:

Drivers license check for all nonprofessional university designated drivers.

Rest stops every two hours or rotation of drivers every two hours when non-Professional drivers are being used.

Pre-approval for any travel planned after 1:00 a.m.

Reporting of any emergency travel occurring after 1:00 a.m.

Out-of-town team travel will utilize rental vans or charters (whichever is appropriate) exclusively. Winthrop-owned vans will only be used for local travel.

Charter trips will utilize professional drivers only.

## Equity and Student-Athlete Welfare

Any time vans are used, a full time staff member will either be driving or sitting in the front seat beside the driver. No student-athlete may drive.

Multi-vans trips are now eliminated, except for local travel, and replaced with chartered buses (ranging from 25 to 42 passenger capability). Local travel is considered to be the immediate Rock Hill/Fort Mill area.

Travel policies and procedures are addressed on a regular basis in departmental meetings.

**10. Describe the institution's emergency medical plan for practices and games. [Note: The institution may want to refer to the emergency care section of the NCAA Sports Medicine Handbook Guideline No. 1-A as a guide in responding to this self-study item.]**

The Emergency Response Plan is a stand alone document. It soon will be located on the athletic training link in the Winthrop Athletics website as well as the Student-Athlete Handbook and the Athletics Policy Manual. The plan is reviewed annually by the Assistant Director of Athletics for Athletic Training. The plan follows the guidelines of Emergency Care and Coverage as defined in the NCAA Sports Medicine Handbook.

The Winthrop University Athletic Training Department in cooperation with the Winthrop University Campus Police has compiled the following procedures in an attempt to inform student athletic trainers, student-athletes, Campus Police, and coaches on how to handle emergency situations at each venue during in-season practices and events within the Winthrop University Athletic Complex. A list of emergency situation that will prompt the activation of the procedures is provided. Situations in which Emergency Medical Services will be activated:

### EMERGENCY SITUATIONS

- Any loss of consciousness of an athlete
- Any respiratory failure occurring in an athlete
- Any cardiac failure occurring in an athlete
- Head or neck injuries which require emergency medical attention
- Any fracture that requires emergency medical attention

A copy of this information is placed in the Winthrop Coliseum Athletic Training Room as well as the Winthrop University Campus Police office. Each student athletic trainer and coach receives a copy.

In emergency situations that occur during in-season events, the Certified Athletic Trainer will attend to the injured student-athlete. While the Certified Athletic Trainer attends to the injured student-athlete, he or she will send a designated athletic training student or coach to the Winthrop University Campus Police official on site for the event. The Campus Police official will contact campus dispatch who will communicate with 911. Campus Police will proceed to the predetermined entrance and direct Rock Hill Fire and Piedmont Medical Center EMS to the location. Campus Police will also be responsible for opening any access gates necessary to get to the venue. Scene control is limited to emergency responders only. Campus Police may assist emergency personnel with this task.

In emergency situations that occur during in-season practices, the Certified Athletic Trainer attends to injured student-athlete. While the Certified Athletic Trainer attends to the injured student-athlete, he or she will send the designated athletic training student or coach to the designated phone to contact Winthrop University Campus Police dispatch (323-3333). If the Certified Athletic Trainer or a coach is equipped with a cellular phone, he or she may call Campus Police from the injury scene. The Campus Police dispatcher will communicate with 911. Campus Police will proceed to the predetermined entrance and direct Rock Hill Fire and Piedmont Medical Center EMS to the location. Campus Police will also be responsible for opening any access gates necessary to get to the venue. Scene Control is limited to emergency responders only. Campus Police may assist emergency personnel with this task. Other members of the athletic training staff may be contacted if present at the venue or if further assistance is needed

**11. Describe the institution's written emergency plan for the athletics program and specific coverage for out-of-season workouts, strength training and skills sessions. [Note: The institution may want to refer to the emergency care section of the NCAA Sports Medicine Handbook Guideline No. 1-A as a guide in responding to this self-study item.]**

The Winthrop University Athletic Training Department in cooperation with the Winthrop University Campus Police compiled the following procedures in an attempt to inform student athletic trainers, student/athletes, Campus Police, and coaches on how to handle emergency situations at each venue during out-of-season workouts, strength training and skill sessions within the Winthrop University Athletic Complex.

## Equity and Student-Athlete Welfare

For emergency situations that occur during all non-traditional season activities (out-of-season workouts and skills sessions) without an athletic training staff member, the Head Coach assumes all responsibility for the situation. The Head Coach attends to the injured student/athlete(s). The Head Coach will send a designated assistant coach or student/athlete to go the nearest phone at the venue and contact Campus Police (ext. 3333). If the coach is equipped with a cellular phone, he or she may call Campus Police from the injury scene. The Campus Police official will contact campus dispatch who will communicate with 911. Campus Police will proceed to the predetermined entrance and direct Rock Hill Fire and Piedmont Medical Center EMS to the location. Campus Police will also be responsible for opening any access gates necessary to get to the venue. Scene Control is limited to emergency responders only. Campus Police may assist emergency personnel with this task.

For emergency situations that occur during all non-traditional season activities (out-of-season workouts and skills sessions) with an athletic training staff member present, the Certified Athletic Trainer will attend to the injured student/athlete. While the Certified Athletic Trainer attends to the injured student/athlete, he or she will send the designated athletic training student or coach to the designated phone to contact Winthrop University Campus Police dispatch (323-3333). If the Certified Athletic Trainer or a coach is equipped with a cellular phone, he or she may call Campus Police from the injury scene. The Campus Police dispatcher will communicate with 911. Campus Police will proceed to the predetermined entrance and direct Rock Hill Fire and Piedmont Medical Center EMS to the location. Campus Police will also be responsible for opening any access gates necessary to get to the venue. Scene Control is limited to emergency responders only. Campus Police may assist emergency personnel with this task. Other members of the athletic training staff may be contacted if present at the venue if further assistance is needed.

For emergency situations that occur during strength training at the Winthrop Coliseum Strength facility, the Strength and Conditioning Coach assumes all responsibility for the situation. While the Strength and Conditioning Coach accesses the situation, he or she sends a designated coach or student/athlete to the phone in the strength and conditioning coach's office to contact Winthrop University Campus Police dispatch (323-3333). If the Certified Athletic Trainer is within the Winthrop Coliseum, the Strength and Conditioning Coach will send a designated coach or student/athlete to the athletic training room to inform the Certified Athletic Trainer of the situation. The Campus Police dispatcher will communicate with 911. Campus Police will proceed to the predetermined entrance and direct Rock Hill Fire and Piedmont Medical Center EMS to the location. Campus Police will also be responsible for opening any access gates necessary to get to the venue. Scene Control is limited to emergency responders only. Campus Police may assist emergency personnel with this task.

The lack of coverage for non-traditional sports programs is not the result of an unwillingness of the Athletic Training staff to cover these sports, but is due to the lack of certified athletic trainers available during the non-traditional seasons. Recent additions to this area, including two fully certified graduate assistants should help to relieve this problem.

As per the NCAA Sports Medicine Handbook Guideline 1a, Equitable Medical Care, no student/athlete requesting or requiring medical care is discriminated against on the basis of race, creed, national origin, sex, age, disability, social status, financial status, sexual orientation, religious affiliation, or team affiliation.

Following an examination of the institutions current mechanisms to ensure the health, and safety of student-athletes, the Equity, Welfare, and Sportsmanship subcommittee concluded that traditional season coverage of sports programs by certified athletic trainers, both full time staff and graduate assistants, was excellent.

### 12. Using the program areas for student-athlete welfare issues please:

- a. Describe how the institution studies these topics as they apply to all student-athletes;
- b. Provide data demonstrating the institution's commitment to these issues for all student-athletes;  
and
- c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.

## Equity and Student-Athlete Welfare

**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 Winthrop University commitment to student-athlete welfare is shown in statements appearing in the Student Athlete Handbook and the Department Policy Manual which the committee reviewed. As a part of the Department of Athletics Mission Statement found in the Student-Athlete Handbook "Winthrop Athletics is committed to student-athlete welfare through sponsorship of the Student-Athlete Advisory Council, wellness and education programs and the CHAMPS/Life Skills program." This same statement is found in the Department Policy Manual.

Section 3.4 (f) of the "Departmental Expectations of the Coach" outlines the responsibility of the head coach with regard to student-athlete welfare: "The head coach is responsible for creating a program that supports the well-being and fair treatment of his/her student-athletes. Winthrop Athletics supports coaching policies which (1) Enable student-athletes to complete academic requirements and avoid class absences; (2) Protect the safety of student-athletes and allow proper rehabilitation of an athlete's injury; (3) Protect and enhance the emotional well-being of student-athletes; (4) Permit athletes to stay on-course for graduation; (5) Allow the integration of student-athletes in normal campus activities whenever possible; (6) Support the general welfare of student-athletes by team arrangements which provide appropriate dining alternatives and travel or practice schedules."

Section 4.1 of the Department Policy Manual cites the Assistant Athletic Director for Athletic Training as being "responsible for overseeing all aspects of the athletic related medical care of student-athletes" and being "responsible for monitoring the physical care and condition of student-athletes relative to their participation in intercollegiate athletics" including physical exams, administration of medical care, insurance and referrals, emergency arrangements and coordination with Crawford Health Center.

Section 6.5 of the Department Policy Manual charges that "The strength and conditioning coach will supervise and teach strength techniques to student-athletes in various sports with an emphasis on safety at all times."

The health, safety and general student-athlete welfare are topics which are regularly covered in the monthly departmental meetings of coaches and athletic staff. These meetings touch upon a variety of issues and coaching/staff members are given opportunities to bring forward agenda items for discussion as they see needed. Each meeting also concludes with a "round table" opportunity for any coach or staff member to bring forward any issues, concerns or announcements which they may have. These items often include student-athlete welfare issues.

The institution gains student-athlete input regarding these topics through four primary means. First, is the opportunity for any student-athlete to bring forward any concern or recommendation to an athletics staff member such as the coach, athletic director, senior women's administrator, academic coordinator, associate athletic director, athletic trainer or faculty athletic representative. Secondly, all student-athletes have a representative from their respective team on the Student Athlete Advisory Council. Concerns or recommendations are regularly brought through that group to the appropriate athletic department staff member. A third opportunity to study student-athlete welfare topics is through the exit exams conducted by the faculty athletic representative as students leave the athletics program. Those are conducted on an annual basis. Finally, the Faculty Advisory Committee on Intercollegiate Athletics is charged with doing an in-depth review of each sport program every two years. During that process the coaches and student-athletes in each sport are interviewed, each group independently, and the findings are reported to the director of athletics.

Together, these four methods provide ample opportunities for the institution to gain information and feedback related to the health, safety and welfare of student-athletes.

**b.** Provide data demonstrating the institution's commitment to these issues for all student-athletes; and

## Equity and Student-Athlete Welfare

As each student-athlete enters Winthrop University he/she is required to have completed an athletic medical evaluation and clearance from a physician. No student is allowed to practice or compete until that step has been completed. Each student-athlete is also covered by medical insurance through a combination of their own private policies and policies obtained by Winthrop. In the event that a student-athlete does not have private medical insurance, Winthrop is responsible for the insurance coverage of that student.

Winthrop University students are all required to have completed a set of mandated immunizations prior to enrollment at Winthrop. These records are required and checked by the staff at the Crawford Health Center. Student-athletes do not practice or compete until these immunizations are completed.

Student-athletes are also required to complete an updated medical history form each year prior to continued participation in athletics programs. This information is reviewed with the student-athlete at the start of each school year and any matters needing further scrutiny are followed up by the athletic trainer and/or a physician. Athletic trainers communicate to coaches throughout the season regarding which student-athletes are cleared/held out for practice/competition due to illness or injury.

As outdoor sports programs conduct their practices and contests, the athletic trainers assigned to those sports monitor the weather conditions for impending dangerous situations such as electrical storms in the area. A hand held lightning detector is utilized to determine the proximity of cloud to ground lightning and the specified NCAA guidelines are used to determine when practice/competition should be suspended and participants directed to seek shelter. All outdoor venues have indoor areas available for the protection of participants.

In the interest of student welfare, the athletics department through the Student Athlete Advisory Council, annually sponsors programs addressing issues related to the use of alcohol and illegal drugs. These programs, and others, are usually sponsored or co-sponsored with the Division of Student Life.

The head strength and conditioning coach inspects and cleans all workout equipment on a regular basis to prevent the spread of disease and to check for dangerous equipment conditions. When needed repairs are found, that equipment is placed out of use until a correction or replacement can be made.

### c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.

As indicated earlier, the Winthrop Athletics Department holds regular monthly staff meetings where matters of student-athlete welfare and health/safety issues are regularly discussed. This practice will continue and any staff member wishing to discuss welfare/health/safety issues will certainly have the opportunity to do so.

The Student Athlete Advisory Council also meets on a regular basis each month and has the opportunity to bring forward any welfare/health/safety issues which may exist. This opportunity, along with the exit exams and the opportunity to bring matters forward privately, assure that matters concerning welfare/health/safety will be brought to the attention of those needed to address the situation.

The FAR will continue to ask questions in exit interviews to determine if the goals and objectives of the Athletics Department are being met in the areas of student-athlete welfare. Information from these interviews will be shared with the President and the Athletics Director

## 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 Department of Athletics has several different offices or individuals who are directly involved with the programs and activities related to student-athlete welfare. The Director of Academic and Student-Athlete Services, the CHAMPS/Life Skills Director and the Faculty Athletic Representative are key individuals who serve as direct program providers and facilitators. Each is closely involved with the planning of programs and services designed to enhance the student-athlete experience at Winthrop. The CHAMPS/Life Skills Director also serves as the advisor for the Student-Athlete Advisory Council and meets with that group at least once each month where student-athlete welfare issues are often on the agenda for discussion. As

## Equity and Student-Athlete Welfare

deemed necessary, these welfare matters are brought forward to the Athletic Director for consideration and action.

The Director of Academic and Student-Athlete Services works closely with all student-athletes regarding their academic planning and providing counseling as needed in other matters related to their overall student well being.

The Faculty Athletic Representative works with both of the individuals mentioned above in the planning and implementation of many programs and activities related to academics and other matters. This person often acts as a liaison with other faculty members as needed and works on behalf of students to help them navigate the hardships of meeting the demands of being both a student and an athlete. The Faculty Athletic Representative also conducts the annual exit interviews for those student-athletes leaving the University. This gives a first hand opportunity for feedback on the effectiveness of how the University deals with student-athlete welfare issues.

The Assistant Athletic Director for Athletic Training is also an individual who works with the student-athletes regarding matters of wellness, injury and rehabilitation. This office works to coordinate medical care and to facilitate the treatment of injury both on campus and off campus.

**b. Provide data demonstrating the institution's commitment to these issues for all student-athletes; and**

Matters concerning student-athlete welfare are among the topics for discussion when the Faculty Advisory Committee on Intercollegiate Athletics (FACIA) reviews each sport program every two years. During these reviews, students and coaches have the opportunity to comment on the effectiveness of the organization in place to address student-athlete welfare.

The Student Athlete Advisory Council represents every team at Winthrop. Feedback from student-athletes to this council provides information regarding welfare areas which may need to be addressed. The exit interviews of the Faculty Athletic Representative also provide this type of information. In addition, student-athletes are encouraged to bring any issues to the attention of their coaches, the Athletics Director, the Associate Athletics Director or the Senior Woman's Administrator or to the attention of any staff member they feel comfortable addressing. The Athletics Director maintains an "open door" policy and student-athletes often bring matters directly to the AD.

In situations where a student-athlete does not feel comfortable bringing matters of student-athlete welfare to an individual within the athletics organization, the Dean of Students is available to hear issues and concerns from student-athletes and to help them in situations as required.

**c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.**

Winthrop University will continue to seek the counsel of its student-athletes through many channels. For the immediate future all the methods described above will continue to be in practice and when new opportunities for student-athlete welfare enhancement are brought forward in the future, those will be studied and implemented as deemed appropriate. The University will continue to rely upon the Director of Student & Academic Services, the Director of CHAMPS/Life Skills, the Faculty Athletic Representative, the Student Athlete Advisory Council, the Assistant Athletic Director for Athletic Training and the Dean of Students to identify and bring forward issues related to student-athlete welfare.

**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.**

The Director of CHAMPS/Life Skills (who is also the Senior Woman's Administrator) is the advisor for the Student-Athlete Advisory Council. Every sport has two representatives on this Council which meets about once each month. The Student-Athlete Advisory Council also has two representatives (one male and one female) who meet with the Faculty Advisory Committee on Intercollegiate Athletics. That committee meets

## Equity and Student-Athlete Welfare

twice each semester. The Student Athlete Advisory Council also has two representatives (one male and one female) on the University's Council of Student Leaders. This group is equivalent to the student government association found at many institutions. This means that all athletic teams have a direct access to a faculty advisory committee and also a direct access to the student governing body and thereby to the University's administration. When student representatives are needed to serve on various committees, the Athletics Department usually relies upon members of the Student Athlete Advisory Council (SAAC) from which to draw those appointments. Winthrop University also has two representatives on the Big South Conference Student Athlete Advisory Council. One Winthrop student-athlete also currently serves on the NCAA National Student Athlete Advisory Council. These various groups and representatives provide many opportunities for student-athletes to be involved in the overall governance and decision making of the Department of Athletics.

- b. Provide data demonstrating the institution's commitment to these issues for all student-athletes; and**

Members of SAAC are often involved in the planning of special athletic department programs such as the annual athletic banquet educational programs coordinated by SAAC, and were included through the Faculty Advisory Committee on Intercollegiate Athletics when the study was being done to add women's soccer as the 17th sport. Whenever input from student-athletes is needed on an athletics department matter, the Student Athlete Advisory Council is the group which is relied upon to provide that input.

- c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.**

Under the current organizational structure, Winthrop University will continue to rely upon the Student Athlete Advisory Council for input on matters affecting student-athlete welfare. Through student-athlete representation on this council and on through to the Faculty Advisory Committee on Intercollegiate Athletics (FACIA) and the Council of Student Leaders, the structure is in place for continued student-athlete input and involvement. Student impressions regarding their opportunities for participation in governance can be continually monitored through the annual exit interviews of the Faculty Athletic Representative and also through the bi-annual reviews of the FACIA.

#### **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.**

Within the Department of Athletics, programming directed towards the needs of student-athletes is handled through the CHAMPS/Life Skills office. That office also works with other institutional offices, such as the Office of Multicultural Affairs and the Office of Career Services to further address the issues affecting student-athletes and all students at Winthrop. Since the advisor of the Student Athlete Advisory Council is also the Director of CHAMPS/Life Skills, there is a direct link from student-athletes as to the programming needs which can be addressed through CHAMPS/Life Skills programming. This organization assures that programming is pertinent to student needs.

- b. Provide data demonstrating the institution's commitment to these issues for all student-athletes; and**

Programming addressing the needs of student-athletes has been extensive over the past two years targeting a variety of issues. Topical areas have included gambling & substance abuse awareness; Courage to Care (alcohol abuse and awareness); health & nutrition (The Female Triad); goal setting and how to use the student-athlete experience in the future, career planning advisement, both group and individual by the Competitive Resources Group; money management; etiquette; resume writing and developing career portfolios; interviewing skills; time management; test taking; writing in-class essays; study skills; the correct use of borrowed information; writing standards at Winthrop; e-mail etiquette.

In addition the CHAMPS/Life Skills and Student Athlete Advisory Council sponsored campus wide cultural events as follows:



## Equity and Student-Athlete Welfare

"Race in America: Jackie Robinson and the Integration of Ebbets Field" by ESPN Assistant producer Marc Singer;

"Competitive Athletics and the Shaping of Modern Gender Roles" by Dr. Andy Doyle, Assistant Professor of History;

"Amazons or Glamazons?: Womanhood and Women's Basketball" by Dr. Pamela Grundy, author;

"Racial Politics in Southern College Football" by Dr. Andy Doyle, Assistant Professor of History;

"Documentary Filmmaking and Construction of Historical Memory" by ESPN Classics Producer, Bud Morgan;

"The Champion in You" motivational talk by author Adonis "Sporty" Jeralds.

The CHAMPS/Life Skills office and the Student Athlete Advisory Council have been very active in designing programming to address student issues and have worked closely with other campus offices in that program planning and implementation.

- c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.

The Director of CHAMPS/Life Skills will continue to be the individual charged with the coordination, planning and implementation of programming to address the needs and issues affecting student-athletes. With that person also being the advisor to the Student Athlete Advisory Council, the welfare of student-athletes will remain in the forefront of that planning and programming effort. Other institutional offices and departments such as the Office of Multicultural Affairs, the Office of Career Services and programming by the Resident Students Association provide even further opportunities for programming designed to meet the needs of all students including student-athletes.

### Evaluation

1. Does the institution provide evidence that the welfare of student-athletes and the fairness of their treatment is monitored, evaluated and addressed on a continuing basis? **Currently Yes**
2. Does the institution have established grievance or appeal procedures available to student-athletes in appropriate areas? **Currently Yes**
3. Does the institution provide evidence that the institution has in place programs that protect the health of and provide a safe environment for its student-athletes? **Currently Yes**

## Equity and Student-Athlete Welfare

### RACIAL OR ETHNIC COMPOSITION ATHLETICS AND SELECTED INSTITUTIONAL PERSONNEL

	Year	Racial or Ethnic Group																	
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Senior Administrative Athletics Dept. Staff	F	0	0	0	0	0	0	1	0	0	0	0	0	3	2	2	0	0	0
Other Professional Athletics Dept. Staff	F	0	0	0	0	0	0	1	1	1	0	0	0	8	8	8	0	0	0
	P	0	0	0	0	0	0	1	0	2	0	0	0	4	1	1	0	0	0
Head Coaches	F	0	0	0	0	0	0	0	0	0	1	1	1	9	8	8	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Assistant Coaches	F	1	1	0	0	0	0	1	2	3	0	0	0	8	7	8	0	0	0
	P	0	0	0	0	0	0	1	0	0	0	0	0	6	5	4	0	0	0
Totals (for Athletics Dept. Personnel)	F	1	1	0	0	0	0	3	3	4	1	1	1	28	25	26	0	0	0
	P	0	0	0	0	0	0	2	0	2	0	0	0	10	6	5	0	0	0
Faculty-Based Athletics Board or Committee Members		0	0	0	0	0	0	0	0	2	0	0	0	14	11	9	0	0	0
Other Advisory or Policy-Making Group Members		0	0	0	0	0	0	4	2	5	3	2	0	17	7	11	3	2	1

Name of person completing this chart: Tom Hickman

Title: Athletics Director

## Equity and Student-Athlete Welfare

### RACIAL OR ETHNIC COMPOSITION STUDENTS GENERALLY AND STUDENT-ATHLETES ON ATHLETICS AID

Year	Racial or Ethnic Group																	
	Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
All Students	24	23	19	63	71	65	1627	1571	1484	78	68	68	4616	4557	4532	150	172	144
Student-Athletes	0	0	1	1	1	1	39	36	42	5	4	4	157	114	102	44	41	43

Name of person completing this chart: Mim Armour

Title: Director, Institutional Research

## Equity and Student-Athlete Welfare

### RACIAL OR ETHNIC COMPOSITION MEN'S AND WOMEN'S SPORTS TEAMS

Sports	Year	Racial or Ethnic Group																	
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Baseball		0	0	0	0	0	0	0	1	1	1	2	1	28	26	21	6	6	6
Men's Basketball		0	0	0	0	0	0	8	10	14	0	0	0	6	2	2	1	1	1
Football																			
Men's Track / Cross Country		0	0	0	0	0	0	10	10	13	1	0	0	14	6	8	0	0	0
Men's Other Sports and Mixed Sports		0	0	0	1	0	0	3	0	0	0	0	0	25	23	21	18	21	23
Women's Basketball		0	0	0	0	0	0	7	5	4	0	0	1	12	9	5	1	1	3
Women's Track / Cross Country		0	0	1	0	1	1	8	9	8	0	0	0	19	13	12	1	0	0
Women's Other Sports		0	0	0	0	0	0	3	1	2	3	2	2	53	35	33	17	12	10
Total		0	0	1	1	1	1	39	36	42	5	4	4	157	114	102	44	41	43

Name of person completing this chart: Mim Armour

Title: Institutional Research