



ABILENE CHRISTIAN UNIVERSITY

**NCAA**  
**INSTITUTIONAL PERFORMANCE**  
**PROGRAM**  
**SELF STUDY**



Abilene Christian University  
NCAA IPP Self-Study Steering Committee  
Dr. [REDACTED], Chair  
203 Hardin Administration Building  
ACU Box 29116  
Abilene, Texas 79699-79699

# Table of Contents

## Part I:

<b>Introduction to the Self-Study Report .....</b>	<b>2</b>
Institutional Information .....	3
Athletics Information .....	4
Penalties Imposed on ACU Athletics in September 2009 .....	5
Impact of Sanctions on Each Program .....	6
Institutional Performance Program Self-Study Information .....	9

## Part II:

<b>Governance and Commitment to Rules Compliance .....</b>	<b>12</b>
--	-----------

## Part III:

<b>Academic Integrity .....</b>	<b>38</b>
---------------------------------	-----------

## Part IV:

<b>Gender/Diversity Issues and Student-Athlete Wellbeing .....</b>	<b>84</b>
--	-----------

## Part V:

<b>Submission Page.....</b>	<b>Error! Bookmark not defined.</b>
-----------------------------	-------------------------------------

## Part VI:

<b>APPENDIX A: Infractions Report .....</b>	<b>Error! Bookmark not defined.</b>
A. Introduction .....	<b>Error! Bookmark not defined.</b>
B. Findings of Violations of NCAA Legislation. ....	<b>Error! Bookmark not defined.</b>
C. Secondary Infractions .....	<b>Error! Bookmark not defined.</b>
D. Penalties .....	<b>Error! Bookmark not defined.</b>
APPENDIX ONE: Case Chronology .....	<b>Error! Bookmark not defined.</b>
APPENDIX TWO: Corrective Actions .....	<b>Error! Bookmark not defined.</b>
<b>APPENDIX B: Plan for Completing Self-Study .....</b>	<b>Error! Bookmark not defined.</b>
Objectives .....	<b>Error! Bookmark not defined.</b>
Major Components of the Self Study .....	<b>Error! Bookmark not defined.</b>
Responsibilities of Steering Committee and Subcommittees.....	<b>Error! Bookmark not defined.</b>

# Part I:

## Introduction to the Self-Study Report



## Part 1: Introduction to Self-Study Report

### Institutional Information

Abilene Christian University

1. Type of institution:

☐ Public

☒ Private

2. Year Institution Founded: 1906

3. Special affiliation (e.g., religious, military?)

☒ Yes

☐ No

4. Coeducational?

☒ Yes

☐ No

5. Total student enrollment (undergraduate and graduate combined) [using a full-time equivalency basis]: 4,267

6. Number of faculty [using a full-time equivalency basis]: 278 (251 full-time faculty, plus 27 on a full-time equivalency basis)

7. Highest level of academic degree offered: Doctoral

8. Institution's governing entity (e.g., board of trustees): Board of Trustees

Regional accreditation agency: Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC)

Date of most recent regional accreditation self-study: 2011

Current accreditation status: Accredited

## Athletics Information

1. Subdivision status of athletics program:

☐ FBS

☒ FCS

☐ Division I (without football)

2. Conference Affiliation(s) or independent status: Southland Conference

3. Athletics program structure (check all that apply):

☒ One combined department of athletics

☐ Separate men's and women's departments

☐ Incorporated unit separate from institution

☐ Department within a physical education division

4. Date of any NCAA major infractions case(s) (if any) in the last 10 years and impact (if any) on the areas of the Institutional Performance Program.

Officials from ACU, including the head track and field coach, appeared Dec. 4, 2008, before the Division II Committee on Infractions to address allegations of violations of NCAA rules in ACU's athletics program. Violations were primarily in track and field, though violations were also noted with respect to ACU's football program. The Division II Committee on Infractions found violations with respect to impermissible inducements, extra benefits, official paid visits, failure to maintain an atmosphere of compliance, failure to monitor by the head coach, and failure to monitor by the University.

In response to sanctions, the Director of Athletics became a direct report to the President of the University, demonstrating the President's clear and direct oversight of athletics. Also in response to sanctions, the University invested countless hours updating, developing and implementing a more comprehensive education program on NCAA legislation, including monthly rules education sessions in 2008-09 and 2009-10 and updates to the ACU Athletics Compliance Manual. Other responses included the development of an Athletics Compliance Board, which consists of members from across campus affected by NCAA legislation that now meets twice a year (this Board initially met quarterly).

The full Public Infractions Report is attached as Appendix A. Also included in the Appendix are the University's Annual Reports to the NCAA Division II Committee on Infractions Feb. 5, 2010, and Feb. 5, 2011, during the two-year probation and the President's letter Feb. 9, 2011, at the end of probation assuring the NCAA of the University's compliance.

The penalties imposed and other impacts on ACU athletics are described below:

## **Penalties Imposed on ACU Athletics in September 2009**

### **Athletics Program**

- Public reprimand and censure.
- Two years of probation from Feb. 12, 2009, through Feb. 11, 2011.
- No more than five international student-athletes on the roster of any University athletics program during the 2009-10 and 2010-11 academic years. (University-imposed sanction)

### **Football**

- NCAA directed the University to vacate all 10 victories from the 2007 season from the program's overall record, as well as the overall coaching record of the head coach from the 2007 season.
- NCAA directed the University to vacate the program's participation in the 2007 NCAA Division II playoffs.
- NCAA directed the University to vacate all statistics and records from the 2007 season for Player A in documentation.
- NCAA directed the University to vacate all statistics and records from the 2007 season for Player B in documentation.
- No more than 60 official paid visits during the 2009-10 and 2010-11 academic years.
- The head coach and assistant coaches A, B, C and D were required to attend – at their own expense – an NCAA Regional Rules Seminar within the first year of probation. All five were required to verify in writing which sessions they attended, and the information was to be included in the University's annual compliance reports to the NCAA.

### **Men's and Women's Track and Field**

- One student-athlete required to miss a portion of the 2008 track and field season as a condition of reinstatement.
- The number of initial athletically related financial aid awards in both men's and women's track and field who are countable shall total no more than 10.5 in each sport for the academic years 2008-09 and 2009-10. (University imposed)
- The head coach is permitted to recruit off campus no more than 12 days during the 2008-09 and 2009-10 academic years. (University imposed)
- Men's and women's track and field programs had an NCAA-mandated reduction in official paid visits for the 2008-09 and 2009-10 academic years.

## **Impact of Sanctions on Each Program**

### **Football**

- Finished 11-1 during the 2008 season, won the Lone Star Conference championship and reached the NCAA Division II playoffs.
- Finished 9-4 during the 2009 season and reached the NCAA Division II playoffs
- Finished 11-1 during the 2010 season, won the Lone Star Conference championship and reached the NCAA Division II playoffs.
- Finished 8-3 during the 2011 season (the final year of the NCAA sanctions) and reached the NCAA Division II playoffs.

### **Men's and Women's Track and Field**

- The men's and women's track and field teams each won NCAA Division II outdoor national championship in May 2008.
- The men's track and field team won the NCAA Division II indoor national championship in March 2011.
- The men's track and field team won the NCAA Division II outdoor national championship in May 2011.
- The men's track and field team won Lone Star Conference championships in 2008, 2009, 2010, 2011 and 2012.
- The women's track and field team won Lone Star Conference championship in 2008.

#### **5. Other significant events (with dates) in ACU intercollegiate athletics in the last 10 years.**

- a. Won the NCAA DII men's outdoor track and field national championship (May 2005)
- b. Won the NCAA DII men's indoor track and field national championship (March 2005)
- c. Won the NCAA DII men's cross country national championship (November 2006)
- d. Announced addition of women's soccer (September 2006)
- e. Won the NCAA DII men's cross country national championship (November 2007)
- f. Won the NCAA DII men's outdoor track and field national championship (May 2006)
- g. Completion of the Bonneau Family Indoor Hitting Facility for baseball (November 2006)

- h. Won the NCAA DII men's outdoor track and field national championship (May 2007)
  - i. First women's soccer game – ACU wins over Texas Wesleyan (August 2007)
  - j. Won the NCAA DII men's outdoor track and field national championship (May 2008)
  - k. Won the NCAA DII women's outdoor track and field national championship (May 2008)
  - l. Won the NCAA DII Men's indoor track and field national championship (March 2011) and outdoor track and field national championship (May 2011)
  - m. Invited to re-join the Southland Conference in NCAA DI (August 2012)
  - n. ACU becomes an official member of the Southland Conference (July 2013)
  - o. Announced plans to build an on-campus track and soccer stadium and football stadium (February 2014)
  - p. Resignation of Jared Mosley, Director of Athletics, is announced (August 2014)
  - q. Hiring of Lee De Leon, Director of Athletics, is announced (November 2014)
  - r. First track and field meet in new Elmer J. Gray Stadium (April 2015)
  - s. First soccer game on new soccer pitch at Elmer J. Gray Stadium – ACU ties vs Texas A&M-Corpus Christi (September 2015)
  - t. ACU announces partnership with Nike making Nike the sole provider of all team uniforms, apparel, shoes and selected equipment beginning July 1, 2016 (announced September 2015)
6. Changes in key senior-level positions for institutional athletics program in the last 10 years.

**President**

Dr. Phil Schubert, 2010 - present  
Dr. Royce Money, 1991 - 2010

**Executive Vice President**

Dr. Allison Garrett, 2012 – 2015  
Dr. Phil Schubert, 2007 - 2010

**Provost**

Dr. Robert Rhodes, 2012 - present  
Dr. Jeanine Varner, 2009 - 2012  
Dr. Dwayne Van Rheen, 2000 - 2009

**Vice President and Chief Financial Officer**

Steven Holley, 2013 - present  
Kelly Young, 2007 - 2013



Phil Schubert, 2005 - 2007

**Vice President of Student Life**

Chris Riley, 2014 - present

Dr. Jan Meyer (Interim), 2013 - 2014

Dr. Jean-Noel Thompson, 2007 - 2013

Dr. Wayne Barnard, 2000 - 2006

**Director of Athletics**

Lee De León, 2014 – present

Jared Mosley, 2000 - 2014

**Associate Directors of Athletics**

Lisa Gilmore, July 2015 – present

Dave Kinard, February 2015 – present

Lance Fleming, April 2013 – present

Cory Driskill, July 2013 – December 2015

Sylvia Barnier, August 2013 – April 2015

Vince Jarrett, June 2010 – June 2013

**Faculty Athletics Representative**

Dr. Laura Phillips, 2011 – present

Dr. David Merrell, 1988 – 2011

7. 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) in the last 10 years.
  - a. Announced addition of women's soccer (September 2006).
  - b. First women's soccer game – ACU wins over Texas Wesleyan (August 2007).
  - c. ACU is invited to re-join the Southland Conference in NCAA DI (August 2012).
  - d. ACU becomes an official member of the Southland Conference (July 2013).
  - e. ACU announced plans to build on-campus track and field/soccer stadium and football stadium (February 2014).
  - f. First track and field meet in new Elmer J. Gray Stadium (April 2015).
  - g. First soccer game on new soccer pitch at Elmer J. Gray Stadium – ACU ties vs Texas A&M-Corpus Christi (September 2015).
  - h. The ACU Department of Athletics adopts new Mission Statement and Vision Statement (February 2015) and new Strategic Plan with Guiding Principles (September 2015). These are included in response to Question 7 on pages 10 to 11 of this section.
  - i. ACU announces partnership with Nike making Nike the sole provider of all team

uniforms, apparel, shoes and selected equipment beginning July 1, 2016  
(announced September 2015).

#### Institutional Performance Program Self-Study Information

1. Steering committee chair (name and title):

Dr. Jennifer Shewmaker, Chair from December 2015 – present  
Associate Professor of Psychology, Executive Director of the Adams Center,  
Associate Dean of Teaching and Learning  
[jws02b@acu.edu](mailto:jws02b@acu.edu)  
325-674-2459

Dr. Allison Garrett, Chair from March 2015 – December 2015  
Executive Vice President

2. Report coordinator (name and title):

Garner Roberts  
Alumnus; Retired Employee; Senior Writer, Zachry Associates, Abilene  
[garner.roberts@gmail.com](mailto:garner.roberts@gmail.com)  
325-695-9441

3. Campus contact (name and title):

Susan Hardcastle  
Chief of Staff, Department of Athletics  
[susan.hardcastle@acu.edu](mailto:susan.hardcastle@acu.edu)  
325-674-2353

4. Institutional Performance Program liaison (name and title):

Lisa Gilmore  
Senior Woman Administrator,  
Associate Director of Athletics for Student-Athlete Welfare  
[lisa.gilmore@acu.edu](mailto:lisa.gilmore@acu.edu)  
325-674-6454

5. Describe the extent of broad-based participation of campus constituencies in the self-study.

Specifically, report on the opportunities that were provided to various individuals or groups in the broad-campus community to: (a) offer input into the self-study report before findings and plans for improvement were formulated; and (b) review the self-study after it was drafted.

Abilene Christian University provided many opportunities for broad-based participation of campus constituencies in the NCAA IPP self-study process. The self-study process began in the summer of 2015 with the appointment of the Steering Committee and three subcommittees.

Special care was taken to ensure participation by the athletics department; faculty members; staff members from Student Life, Admissions, Finance, Registrar's Office, and Human Resources; students; alumni; and members of the Board of Trustees. Objectivity was achieved through appointment of committee chairs who are not members of the athletics department and who hold high-level positions within the university. Dr. Allison Garrett, the Executive Vice President, initially served as the chair of the Steering Committee (she was succeeded by Dr. Jennifer Shewmaker). Dr. Eric Gumm, Registrar and Director of the First-Year Program, Academic Development Center and General Education, served as chair of the Academic Integrity Subcommittee. Slade Sullivan, Vice President and General Counsel, served as chair of the Governance and Commitment to Rules Subcommittee. Chris Riley, Vice President for Student Life, served as chair of the Gender/Diversity and Student-Athlete Well-Being Subcommittee.

To ensure that the entire ACU community is well-informed of the steps being taken to finalize ACU's reclassification, we created a [website](#) through which regular updates of information could be provided. The Steering Committee Chair assured that all faculty and staff were aware of the process through updates in myACU, a weekly campus newsletter to faculty and staff. We also included updates in an email news service called Communication Compass, which goes to faculty, staff, Board members, former Board members, the President's Venture Council (key donors), the University Council, the Alumni Advisory Board, President's Circle donors, and – in edited form – local media.

ACU President Phil Schubert provided updates to the campus community at regular meetings for all faculty and staff. Periodic updates were provided at Board of Trustees meetings by the President and the Director of Athletics, and through regular written reports to the Board. Dr. Allison Garrett presented to coaches, athletics staff and student athletes in November 2015 regarding the self-study process.

Director of Athletics Lee De León used social media, including his newsletter, De Leon Point, to connect with alumni, students and the community. The reclassification process was also described to alumni and the community at each of several Wildcat Caravan events in 2015 in Abilene, Arlington, Austin, Fort Worth, Houston and San Antonio, featuring the Director of Athletics and head coaches.

6. Provide an electronic copy of the institution's written plan for conducting the self-study.

See Appendix B.

7. Please provide the institution's mission, philosophy and goals statement and the athletic programs mission, philosophy and goals statement. Also, indicate the dates of formal approval for the most recent versions.

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world (adopted in 1971). This mission is achieved through:

- Exemplary teaching, offered by a faculty of Christian scholars, that inspires a

commitment to learning;

- Significant research, grounded in the University's disciplines of study, that informs issues of importance to the academy, church, and society;
- Meaningful service to society, the academic disciplines, the university, and the church, expressed in various ways, by all segments of the Abilene Christian University community.

Our Vision as outlined in [\*The 21<sup>st</sup> Century Vision\*](#) is to “become the premier university for the education of Christ-centered, global leaders.”

In 2015 the Department of Athletics proposed a new Mission Statement, Vision Statement and Guiding Principles. These statements were approved by ACU’s Senior Leadership Team Feb. 17, 2015 (Mission Statement and Vision Statement) and Sept. 29, 2015 (Guiding Principles). The Mission Statement, Vision Statement and Guiding Principles are set forth below:

### **Mission**

To honor Christ through excellence in academics and athletics.

### **Vision**

To win at the highest level by providing the most Christ-centered student-athlete experience in collegiate athletics.

### **Guiding Principles**

#### Faith

“Now faith is being sure of what we hope for and certain of what we do not see.”  
- Hebrews 11:1

#### Passion

“Whatever you do, work at it with all your heart, as working for the Lord, not for men.”  
- Colossians 3:23

#### Excellence

“Finally brothers, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable - if anything is excellent or praiseworthy - think about such things.”  
- Philippians 4:8

#### Integrity

“For we are taking pains to do what is right, not only in the eyes of the Lord but also in the eyes of men.”  
- 2 Corinthians 8:21

#### Love

“My command is this: Love each other as I have loved you.”  
- John 15:12

# **Part II:**

## **Governance and Commitment to Rules Compliance**

## Governance and Commitment to Rules Compliance

### ***Operating Principle 1.1*** ***Institutional Control, Presidential Authority and Shared Responsibilities***

The Association's principle of institutional control vests in the institution the responsibility for the conduct of its athletics program, including the actions of its staff members and representatives of its athletics interests. In fulfilling this principle, the institution shall demonstrate that:

- a. The institution's governing board provides oversight and broad policy formulation for intercollegiate athletics in a manner consistent with other units of the institution.
- b. The chancellor or president is assigned ultimate responsibility and authority for the operation, fiscal integrity and personnel of the athletics program.
- c. Appropriate campus constituencies have the opportunity, under the purview of the chancellor or president, 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.

### ***Self-Study Items for Operating Principle 1.1***

1. **Describe how the institution's chancellor or president maintains clear and direct oversight of the athletics program, including a description of reporting lines from the athletics director to the chancellor or president.**

*Measurable Standard No. 1*  
*The chancellor or president must have and demonstrate clear and direct oversight of the athletics program.*

The Director of Athletics is a direct report to the President of the University. The President and Director of Athletics meet on a frequent basis. These meetings provide an opportunity for the Director of Athletics to provide the President with updates on the operations of the department, as well as discuss any issues that may arise throughout the year. The President and Director of Athletics will discuss a wide range of topics, including but not limited to: internal operations, policies, personnel, Southland Conference proposals, and NCAA regulations. In addition to the regularly scheduled meetings, the Director of Athletics is able to contact the President to discuss any issues that arise throughout the year that need his immediate input and/or involvement.

The Director of Athletics is also a member of the President's Senior Leadership Team, which meets weekly. This allows the Director of Athletics to provide updates regarding the athletics department to the leadership of the campus. Membership on the Senior Leadership Team also affords the Director of Athletics the opportunity to have input on budget decisions, receive information from other Senior Leadership Team members, participate in broad policy/practice decisions, and respond directly to the concerns of other Senior Leadership Team members.

The Faculty Athletics Representative works closely with members of the athletics department

and the Director of Athletics. The FAR provides updates and input to the President on the operations of the athletics department.

The President attends at least one athletics department all-staff meeting annually, generally the first one of the academic year. This allows the President the opportunity to interact with coaches and staff to discuss important strategic initiatives of the University and to reinforce the University's commitment to following NCAA rules. It also provides the coaches and staff the opportunity to ask questions or discuss any issues or concerns that they have within and outside of the University.

**2. In the last 10 years, list the major decisions made related to intercollegiate athletics. For each decision, explain the role and involvement (if any) of the:**

- a. Chancellor or President;**
- b. Athletics board or committee;**
- c. Faculty senate (or other faculty governing body);**
- d. Student-athlete advisory committee;**
- e. Director of athletics;**
- f. Faculty athletics representative;**
- g. Senior woman administrator; and/or**
- h. Other individual(s) or campus constituencies.**

**Major Decision #1 – Reclassification to Division I**

- a. President: President Phil Schubert was active in the initial discussions concerning reclassification to Division I. In 2010, Dr. Schubert asked former Director of Athletics, Jared Mosley, to gather information regarding the benefits and challenges of staying in Division II in athletics versus moving to DIII or DI. Following that initial discovery period, Dr. Schubert convened and presided over an Athletics Steering Committee that was charged with collecting information from a number of universities who had recently made the move from DII to DI. Dr. Schubert has overseen the transition to DI and has been involved in conference calls and on-campus visits with NCAA staff members as well as attending the NCAA Convention.
- b. Athletics board or committee: An Athletics Steering Committee was formed by Dr. Schubert to gather information from a peer group of universities. This peer group included universities that have always been DI, universities that had recently transitioned from DII to DI, and a university that had started the transition and then returned to DII. This ad hoc committee included members from various campus constituencies, and each member of the committee was tasked with gathering information from his or her counterpart at each of the peer group of universities. This information was compiled and discussed at meetings presided over by Dr. Schubert, and this information was vital in the decision-making process. Members of the Athletics Steering Committee included a Vice President of ACU, the Director of Athletics, ACU's Chief Financial Officer, an ACU advancement officer, the Faculty Athletics Representative, and another faculty member.
- c. Faculty Senate: Members of the Faculty Senate have been kept apprised of the progress of the reclassification to Division I. Prior to the decision being made, presentations were made

by the President and the Director of Athletics to the Faculty Senate as well as to the faculty at large, and the faculty were given the opportunity to ask questions and provide input. Through the period of transition, updates to the Faculty Senate have been provided by both the Provost and the athletics director. The Provost has also provided updates to the faculty in general at faculty meetings.

- d. Student-Athlete Advisory Committee: Members of SAAC have been kept apprised of the progress of reclassification. The SAAC president sits on the IPP Steering Committee. He and the SAAC sponsor, the University's SWA, ensure that information about the reclassification is communicated to SAAC members at their meetings. The members have the responsibility of sharing that information with their teams. In addition, the chair of the IPP Steering Committee presented to all student-athletes about the reclassification.
- e. Director of Athletics:

The involvement of former Director of Athletics, Jared Mosley, included:

1. Gathering information for Dr. Schubert to provide perspective on the benefits and challenges of staying in Division II athletics or moving to DIII or DI. After compiling information, Jared Mosley made presentations to the Board, the faculty, the Senior Leadership Team, and the University Operating Cabinet.
2. Participating as a member of the Athletics Steering Committee. As a member of that group, he talked with athletics directors at our peer group of universities about their experience in DI as well as their experience transitioning to DI (if applicable).
3. Inviting representatives of the University of Central Arkansas, who recently made the transition to DI, to campus to meet with members of ACU athletics as well as with other strategic groups on campus (e.g. certification specialist from the Registrar's Office).
4. Hiring Ice Miller to conduct a compliance audit in 2013, with the approval of the President and the Board. The Board and members of ACU's Senior Leadership Team thought that it would be a good idea to engage in a voluntary compliance audit during the first year of the transition to help prepare for the mandatory audit that would occur in year two. While Ice Miller is one of the organizations used by the NCAA for audits, the decision to use this firm was made by ACU.
5. Requesting consultant information and budget information from Elon, Winston-Salem, Butler, and Central Arkansas and financial reports from the Southland Conference for budget information.
6. Hiring an Associate Director of Athletics for Academics and Compliance to add additional resources and experience to the academic and compliance parts of the athletics department.

The involvement of current Director of Athletics, Lee De Leon, included participating in the mandatory compliance audit conducted by Bond, Schoeneck, & King in 2015, the second year of transition. Bond, Schoeneck, & King was selected by the NCAA. De Leon is a member of the IPP Steering Committee.



- f. Faculty Athletics Representative: Dr. Laura Phillips was a member of the Athletics Steering Committee and as such she participated in discussions with the President and other steering committee members regarding the feasibility and desirability of moving to DI. Dr. Phillips also participated in the Ice Miller and Bond, Schoeneck, & King compliance audits. Dr. Phillips is a member of the IPP Steering Committee.
- g. Senior Woman Administrator: The SWA was involved in meetings with both consultant groups, Ice Miller in 2013 and Bond, Schoeneck, & King in 2015.
- h. Other individuals or campus constituencies: As stated above, the following individuals and consultants were involved:

Board of Trustees; athletics department staff and coaches; the ACU Senior Leadership Team; the University Operating Cabinet; representatives from the University of Central Arkansas; representatives of Ice Miller; and representatives of Bond, Schoeneck, & King.

## **Major Decision #2 – Director of Athletics employment search**

- a. President: The President hires the Director of Athletics and was actively involved in the 2014 search that resulted in the hiring of the current Director of Athletics, Lee De Leon. The President solicited candidates from the Board of Trustees, as well as from contacts at other universities. He also interviewed all candidates and gathered additional information from the candidates' references as well as from other contacts.
- b. Athletics Council: ACU does not have a standing Athletics Council that participates in athletics department hiring decisions. An ad hoc committee of ACU employees was formed by the President to assist in interviewing candidates and to provide feedback on those candidates. The committee consisted of the Executive Vice President, the Provost, the Vice President for Advancement, the Vice President for Student Life, the Head Women's Basketball Coach, the Head Football Coach, the Faculty Athletic Representative, and an Academic Dean.
- c. Faculty Senate: Members of the Faculty Senate were kept apprised of the progress of the Director of Athletics search in 2014.
- d. Student-Athlete Advisory Committee: Members of SAAC were notified at the same time as the public of the hiring of the Director of Athletics in 2014.
- e. Director of Athletics: Not applicable.
- f. Faculty Athletics Representative: The FAR served on the 2014 search committee for the Director of Athletics. The FAR participated in the on-campus interview process and provided feedback to the President on the finalists prior to the final hiring decision.
- g. Senior Woman Administrator: The SWA did not participate in the 2014 interview process.
- h. Other individuals or campus constituencies who were involved in the search process included the Senior Leadership Team and members of the athletics staff.

### **Major Decision #3 – Construction of Elmer J. Gray Stadium (track and field/soccer) and the track and field fieldhouse and training room.**

- a. President: The President was involved in the fundraising and decision-making process for construction of a new stadium for track and field and soccer as well as a new fieldhouse and training room. The President presented these new facilities to the Board of Trustees for approval prior to construction.
- b. Athletics Council: ACU does not have a standing Athletics Council that participates in the construction decisions of athletics department facilities.
- c. Faculty Senate: Members of the Faculty Senate were kept apprised of the progress of construction projects.
- d. Student-Athlete Advisory Committee: Members of the SAAC were kept apprised of the planning and construction of these facilities.
- e. Director of Athletics: Jared Mosley was the Director of Athletics during the beginning of construction of the new Elmer J. Gray Stadium. He worked with Campus Planning in selecting the architects and the construction company, in keeping with ACU's process for capital projects. He also was involved in making presentations to the Board of Trustees about the project.

As a representative of the athletics program, Mosley was a member of the design team and was involved in every aspect of planning the new construction until September 2014. After announcing his resignation, Mosley turned the project over to interim athletics director, Cory Driskill.

Driskill was involved in every aspect of construction, including design, materials, lighting, floor design, type of floor to install in track and field building, type and color of actual track surface, and size and material for the bleachers.

In addition, he was involved with the design of the scoreboard, ticket window, restrooms, team meeting room, coaches' offices, locker rooms, athletics training area, equipment room, and storage, as well as all the furniture and/or equipment for each area.

- f. Faculty Athletics Representative: The FAR was kept apprised throughout the design and construction process of Elmer J. Gray Stadium.
- g. Senior Woman Administrator: Athletics department staff members, including the SWA, provided input during the planning process of these facilities.
- h. Other individuals or campus constituencies who were involved with the construction of Elmer J. Gray Stadium were Kristian Allen, Facilities Management Director (former); Scot Colley, Construction and Risk Management Supervisor; and Lee De Leon, Director of Athletics beginning in December 2014.

- 1. Board of Trustees: The Board was involved in approving both the concept of the facility as

well as the actual construction project.

#### **Major Decision #4 – Conference Affiliation – Southland Conference**

- a. President: President Schubert, along with the former Director of Athletics, Jared Mosley, led discussions with the Southland Conference about potentially adding Abilene Christian University. President Schubert had a number of individual meetings with Tom Burnett, commissioner of the Southland Conference. In addition, Dr. Schubert had a number of conversations with the ACU Senior Leadership Team, as well as with the ACU Board of Trustees, over the course of approximately one year as the University progressed through its evaluation of the possibility of moving to Division I and the prospect that it would be in the Southland Conference. Dr. Schubert worked with the conference to provide information requested and coordinated the campus visit, in conjunction with the Director of Athletics.
  - b. Athletics Council: ACU does not have a standing Athletics Council that participates in decisions regarding conference affiliation.
  - c. Faculty Senate: Members of the Faculty Senate were kept apprised of the process of reclassification to Division I, including the selection of a conference. The chair of the Faculty Senate participated in the on-campus visit (July 31, 2012) with members of the Southland Conference, prior to the decision to move to the conference. Notification of the final decision to reclassify and join the Southland Conference was sent to the campus community August 25, 2012.
  - d. Student-Athlete Advisory Committee: All student-athletes, including members of SAAC, were notified of the final decision to reclassify to Division I and join the Southland Conference August 25, 2012.
  - e. Director of Athletics: The former Director of Athletics, Jared Mosley, was directly involved in discussions with the Southland Conference about adding Abilene Christian University. Mosley worked with the conference to provide information requested and coordinated the campus visit, in conjunction with President Schubert.
  - f. Faculty Athletics Representative: The FAR received regular updates on the options for reclassification and conference affiliation, participated in the on-campus visit with representatives of the Southland Conference and provided input regarding both reclassification and conference realignment to both the President and Director of Athletics.
  - g. Senior Woman Administrator: Members of the athletics department staff, including the SWA, were involved in preparing information that was submitted to the Southland Conference, as well as participating in on-campus visits of representatives from the conference.
  - h. Other individuals or campus constituencies involved in the decision to join the Southland Conference included athletics department staff and coaches, members of the Senior Leadership Team, and some of the academic deans.
3. **Describe the institution's written governance policies regarding the administration and oversight of the athletics program, including the specific role and responsibilities of the institution's governing board. Describe how the**

**written athletics governance policies and/or other written communication is provided to the governing board on an annual basis.**

*Measurable Standard No. 2*

*The institution must provide evidence that specific governance policies exist for its governing board regarding the administration and oversight of athletics, including the role and responsibilities of its governing board.*

*Measurable Standard No. 3*

*The institution must provide evidence that written communication (e.g. annual report, governance policies) is provided annually to its governing board with respect to athletics.*

The Board of Trustees utilizes a Board Policy Manual that establishes the parameters within which the President is expected to operate the university. Board Policy 2.10 focuses on the athletics program:

*The President will not cause or allow the athletics program to operate without the proper tone, direction, and values consistent with the academic and spiritual mission of the university.*

*Further, the President will not:*

- 1. Allow the athletics program to be functionally segregated from the university's administrative structure or philosophically unaligned with the mission of the university.*
- 2. Operate without setting appropriate standards of accountability and benchmarks against which to measure the success of the athletics program, including finances, admissions, student-athlete well-being, academic advising, graduation rates, facilities, capital expenditures, and conflict-of-interest policies.*
- 3. Operate without establishing and upholding academic and eligibility standards for student-athletes that are consistent with the academic standards for all students.*
- 4. Operate the athletics program without compliance with conference and NCAA rules and regulations.*
- 5. Allow any individual associated with the athletics program to be uninformed regarding the expectations for ethical conduct.*

Board Policy 3.4 requires the President to send the Board a written monitoring report in July of each year on Policy 2.10 that discloses the President's interpretations of this athletics policy and provides data demonstrating compliance with the policy. Each year at its August meeting, the

Board of Trustees reviews and accepts the athletics monitoring report.

In addition to the annual monitoring report, at each Board of Trustees meeting the President also provides regular updates on items such as athletics facilities, athletics fundraising, organizational changes related to athletics, and an overall high-level University financial report that includes athletics.

4. **In the last 10 years, list the decisions related to intercollegiate athletics in which the institution's governing board or individual board members have been involved and describe the extent of the governing board's involvement with those decisions.**

*Measurable Standard No. 4*

*The institution must demonstrate that its governing board's oversight and policy formulation for athletics is consistent with its policies and stated responsibilities for other units of the institution (e.g. personnel, budget, facilities).*

Over the past 10 years, the Board of Trustees has been involved in the following decisions related to athletics:

- In February 2007, the Board of Trustees approved financing for new athletics scoreboards.
- In May 2008, the Board of Trustees approved construction of a new fieldhouse for softball and soccer.
- In November 2010, the Director of Athletics made a presentation to the Board of Trustees about the benefits and challenges of each athletics division option in the NCAA. Following discussion, a survey was taken to gauge board opinions and reactions to the report.
- In February 2011, the Director of Athletics made a presentation to the Board of Trustees about findings of a committee that studied other NCAA members to gain perspective on the benefits and key considerations of possible reclassification to Division I. Results of the November 2010 Board survey were also reviewed and discussed.
- In August 2012, the Board of Trustees approved reclassification to Division I and acceptance of an invitation to join the Southland Conference.
- In May 2014, the Board of Trustees approved construction of a new stadium for track and field and soccer and a new track and field fieldhouse on campus.
- In November 2015, the Director of Athletics made a presentation to the Board of Trustees concerning the NCAA Institutional Performance Program and self study. Information was provided about policies, procedures, and general timelines for the process.

**5. Describe how the institution's governing board decisions regarding the athletics program are consistent with those of other on-campus units.**

The ACU Board of Trustees has provided guidance to the President through the Board Policy Manual that is consistent across all campus units including not only Athletics but also Student Life, Advancement, Operations and Academics. Section 2 of the Board Policy Manual establishes administrative parameters within which the President is to operate. Board Policy 2.10 focuses on athletics and establishes policies for the operation of the athletics program that are similar to the policies established for a number of other areas, including treatment of students (2.1), treatment of employees (2.2), treatment of donors (2.3), financial condition and activities (2.4), financial planning and budgeting (2.5), asset protection (2.6), renovation and construction of facilities (2.7), chapel (2.8), academic quality (2.9), and employment (2.10), among others. The President is required to furnish the Board of Trustees with a written monitoring report on each of these areas in the same way that the President is required to submit a monitoring report on athletics. The Board of Trustees reviews and accepts the monitoring reports for each area in the same way that it reviews and accepts the athletics monitoring report. If something related to athletics requires board approval, such as construction of a new facility, the Board of Trustees approves the facility in the same way that it approves non-athletics facilities. In this manner, all Board decisions related to athletics are consistent with the decisions made for other campus divisions, colleges, and departments.

**6. For each of the following individuals or groups:**

- a. Explain the role and authority of the individual or group as it relates to intercollegiate athletics;**
- b. Describe how the individual or group has the opportunity (if any) to provide meaningful input in the formulation of the department of athletics policies (e.g. review admission data, review academic performance data, receive periodic reports from the department of athletics);**
- c. Describe how the individual or group has the opportunity (if any) to periodically review policy implementation related to athletics.**

*Measurable Standard No. 5*

*The institution must identify involved individuals or groups external to the department of athletics (e.g. faculty senate, athletics advisory group, student-athlete advisory committee) and explain how they have opportunities to provide meaningful input into formulation of policies and how they periodically review policy implementation related to the conduct of the athletics program.*

**a. Athletics Board or Committee**

ACU does not currently have an Athletics Board or Committee.

## **b. Faculty Senate**

The Faculty Senate is the elected representative body of the faculty of Abilene Christian University. As such, the senate represents the interests and concerns of the entire faculty to the administration of the University. While there is no formalized reporting relationship between the Faculty Senate and athletics, information about major decisions (for example, reclassification and conference realignment) is shared with the faculty as a whole. The officers of the Faculty Senate choose who, outside their membership, to invite to their meetings. As a result the Provost attends Faculty Senate meetings with some regularity, while the President and the athletics director visit only sporadically. When the Provost attends Faculty Senate meetings, the Provost typically addresses athletics in the context of the University's budget and the anticipated impact of athletics spending on academics.

## **c. Faculty Athletics Representative**

The Faculty Athletics Representative is an integral part of the athletics department at Abilene Christian University. She serves as the liaison between academia and athletics. She is a member of the Athletics Compliance Board and serves as the chair of the Faculty Athletics Committee. She also attends meetings of the Eligibility Certification Team. When the President was considering major changes, such as reclassifying to Division I, conference realignment, and hiring an athletics director, the FAR was asked by the President to serve on ad hoc advising committees to assist in gathering information and providing feedback on these issues. As a member of these various groups, the Faculty Athletics Representative is able to provide feedback on policy changes that will affect the student-athletes and the athletics department, as a whole. She also meets with the President of Abilene Christian University formally at least once per year.

## **d. Student Athlete Advisory Committee**

The Student-Athlete Advisory Committee meets weekly on campus. Its membership is comprised of at least two student-athletes from each team. Associate Director of Athletics, Lisa Gilmore, serves as the athletics department liaison with the SAAC. Gilmore attends all SAAC meetings, communicates the group's progress to the Director of Athletics, and provides guidance to the group. These student-athletes are informed of upcoming NCAA legislative changes and are given an opportunity to provide feedback, if possible. The Director of Athletics meets with the SAAC on an as-needed basis, to get any policy feedback that may affect them in the future.

## **e. Other individual(s) or campus group(s)**

As a member of the President's Senior Leadership Team, the Director of Athletics is able to seek input from other members of the team on policies and procedures of the athletics department. This is valuable input, as these are the individuals who help develop and enforce all the policies and procedures of the University. Membership on the Senior Leadership Team also allows for broad-based review of department policies by senior leadership from all major areas of the institution.

The Faculty Athletics Committee is made up of ten faculty members who are elected by the entire faculty for three-year terms. The FAC is chaired by the FAR. This group meets once each semester to review the travel schedules for the upcoming semester and to ensure that they comply with the University-approved absence policy. This committee also meets, as needed, to assist with issues concerning academic policies as they relate to athletics (e.g., class registration

and missed class limits). Members from the athletics department such as the athletics director, the SWA, the assistant AD for compliance, and the assistant AD for academics frequently attend to provide updates to the FAC or to participate in the dialogue surrounding an issue.

7. **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 Wildcat Club will be re-initiated January 2016 and will serve as the organization charged with generating philanthropic and community support for ACU athletics.

- All members of the Wildcat Club will receive an annual brochure for boosters.
- Season ticket holders will receive a booster brochure with season ticket packet. There also will be an electronic version of the brochure available under the compliance page of the website and the Wildcat Club page.

8. **Provide the composition of the athletics board or committee (including titles and positions).**

ACU does not currently have an Athletics Board or Committee.

9. **Describe how the institution's chancellor or president and his or her designee(s) maintain control with respect to each of the following areas of the athletics program:**
- Budget, including all sources of funding;**
  - Accounting;**
  - Purchasing; and**
  - Debt Management.**

*Measurable Standard No. 6*

*Institutions must demonstrate institutional control of the athletics program with respect to budget, accounting, purchasing and debt management.*

The President and Vice President for Finance/Chief Financial Officer maintain institutional control of the athletics program through direct oversight and delegated oversight of the athletics program financial activities, including budgeting, accounting, purchasing, and debt management activities.

**a. Budget, including all sources of funding**

The Budget Manager, who reports to the Chief Financial Officer, is responsible for developing and managing the University budget. The athletics department budget is determined annually following a similar process as other divisional budgets.

The athletics department budget automatically increases annually for scholarships and salaries. Any additional requests for changes to the athletics department budget are submitted annually to



the Budget Office. These requests are provided to the Senior Leadership Team (SLT) for consideration along with all other budget requests. SLT makes all final decisions on budget requests.

If the University experiences budget cuts, University divisions are asked to submit plans to reduce their budgets. The athletics department participates in the same budget reduction process as other divisions of the University. The President makes all final decisions on budget reductions.

Throughout the year, the Financial Operations Office monitors all University budgets, including the departmental budgets within the athletics program. The Budget Manager prepares a monthly report to compare budgeted amounts to actual amounts and meets with the Assistant Director of Athletics for Internal Operations to review the athletics budget.

The Assistant Director of Athletics for Internal Operations is responsible for the development and oversight of the athletics department budget. Throughout the year, the Assistant Director of Athletics for Internal Operations provides feedback to the Director of Athletics on budgetary concerns.

#### **b. Accounting**

The Financial Operations Office maintains the accounting records for all athletics department activity. All University accounting policies and procedures are applicable to the athletics department. All athletics department receipts and disbursements are processed and accounted for through standard University processes. As such, the internal controls built into the standard processes are applicable to athletics program transactions.

#### **c. Purchasing**

The Purchasing Supervisor, who reports to the Chief Auxiliary Services Officer, oversees the purchasing process for all University departments, including the athletics department. The athletics department is required to adhere to all of the University procurement policies and procedures.

Each coach is responsible for his or her own purchasing. The Business Operations Coordinator reviews all purchases made with University procurement cards by athletics department staff and coaches.

#### **d. Debt management**

The athletics department is not authorized to incur a debt obligation, including capital lease obligations, without the authorizations of the President and Chief Financial Officer. The Financial Operations Office monitors all University debt obligations, including debt obligations related to the athletics department.

10. **Describe how the institution's chancellor or president and his or her designated authority review the budget of the athletics program to at least the same extent that they do for other on-campus programs and departments. In addition, identify the authority (e.g. president's cabinet, finance committee) designated with this responsibility.**

*Measurable Standard No. 6*

*Institutions must demonstrate institutional control of the athletics program with respect to budget, accounting, purchasing and debt management.*

The Assistant Director of Athletics for Internal Operations is responsible for the development and oversight of the athletics department budget. On an annual basis, he works with the Director of Athletics to prepare a proposed budget based on the guidelines provided by the Financial Operations Office. The President has designated the University's Financial Operations Office with the responsibility to monitor all institutional budgets, including the athletics department. It is the responsibility of the Financial Operations Office to inform the President of any budgetary concerns that may arise. Additionally, the Director of Athletics is also responsible for informing the President of budgetary issues, as reported to him by the Director of Athletics, and to review the athletics budget quarterly with the President.

- 11. Describe the process by which the institution's chancellor or president or his or her designee(s) conduct an administrative review of the NCAA comparative data (i.e. dashboard indicators) on an annual basis. In addition, specify the individual(s), other than the chancellor or president, involved in this administrative review.**

*Measurable Standard No. 7*

*Institutions must demonstrate that an administrative review of NCAA comparative data (i.e. dashboard indicators) has occurred on an annual basis by the chancellor or president or his/her designee.*

The President of Abilene Christian University receives the NCAA Financial Dashboard Indicators on an annual basis.

The Southland Conference compiles a survey on an annual basis that includes salary data for administrators and coaches, scholarship data, and operating budget data for all sports. The results of this survey are used in the development of the athletics department strategic plan and annual budget request. The athletics department also subscribes to Winthrop Intelligence on an annual basis. The Director of Athletics shares the information available via this service with the President, and it is used in the development of the athletics department strategic plan and annual budget.

In preparing for reclassification to Division I, Abilene Christian University hired two consultants over the past three years (Ice Miller, LLC and Bond, Schoeneck & King) to conduct external compliance audits. The consultant reports were used to develop the transition plan to Division I, including the determination of a funding model based on budget data obtained from the Southland Conference. The consultant reports also were used during the transition period in development of a strategic plan for the athletics department.

The President of Abilene Christian University has designated the Director of Athletics and Chief Financial Officer as the individuals responsible for reviewing comparative data on an annual basis to ensure the institution continues to provide the resources that are necessary to maintain

academic and athletics success in Division I.

12. **If the institution has developed a plan(s) for improvement during the current self-study process for Operating Principle 1.1, describe the institution's efforts to ensure the plan(s) for improvement was developed through a process involving broad-based participation and has received formal approval.**

Not applicable.

## **Governance and Commitment to Rules Compliance**

---

### **Operating Principle 1.2 Rules Compliance**

Membership in the Association places the responsibility on each institution to ensure that its staff, student-athletes, and other individuals and groups representing the institution's athletics interests comply with the applicable Association rules and regulations. Consistent with this responsibility, the institution shall demonstrate that:

- a. It has in place a set of written policies and procedures that are clearly communicated to athletics staff members and those individuals outside athletics who have rules compliance responsibilities. These written policies and procedures must assign specific responsibilities in the areas of rules compliance, including assignment of direct accountability for rules compliance to the individual the chancellor or president assigns overall responsibility for the athletics program.
- b. In critical and sensitive areas, institutional compliance procedures provide for the regular participation of persons outside of the department of athletics. The responsibility for admission, certification of academic standing, evaluation of academic performance and administration of financial aid for student-athletes must be vested in the same agencies that have authority in these matters for students in general.
- c. Rules compliance is the subject of a continuous, comprehensive educational effort to a wide range of constituencies.
- d. A clear and unambiguous commitment to rules compliance is a central element in all personnel matters for individuals involved in the intercollegiate athletics program.
- e. At least once every four years, the rules compliance program is the subject of evaluation by an authority outside the department of athletics. This rules compliance evaluation shall include the following areas:
  - (1) Governance and organization.
  - (2) Initial-eligibility certification.
  - (3) Continuing-eligibility certification.
  - (4) Transfer-eligibility certification.
  - (5) NCAA Division I Academic Performance Program (APP).
  - (6) Financial aid administration, including individual and team limits.
  - (7) Recruiting (e.g., contacts and evaluations, official and unofficial visits).
  - (8) Camps and clinics.
  - (9) Investigations and self-reporting of rules violation(s).

- (10) Rules education.
- (11) Extra benefits.
- (12) Playing and practice seasons.
- (13) Student-athlete employment.
- (14) Amateurism.
- (15) Commitment of personnel to rules compliance activities.

---

### Self-Study Items for Operating Principle 1.2

1. **Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals within the department of athletics. Specifically, the institution must provide written evidence that all individuals inside the department of athletics (e.g., coaches, staff) have statements regarding the importance of rules compliance in all of the following documents:**
  - a. **Contracts or letters of appointment;**
  - b. **Job descriptions; and**
  - c. **Performance evaluations.**

*Measurable Standard No. 1*

*The institution must provide written evidence that all individuals inside the Department of Athletics (e.g., staff, coaches) have statements regarding the importance of rules compliance in all of the following documents: contracts or letters of appointment, job descriptions and performance evaluations.*

#### **a. Contracts or letters of appointment**

The athletics department requires only all new coaches to sign a Contract after verbal acceptance of a job offer. The Contract includes the following verbiage:

*Comply with NCAA and Southland Conference Rules.*

*Compliance with rules, regulations, and advisory opinions of the National Collegiate Athletic Association (NCAA) and of the Southland Conference as presently in effect or as amended during any term of the Agreement. A coach who is found in violation of NCAA regulations may be subject to disciplinary or corrective action by ACU and/or as set forth in the provisions of the NCAA enforcement procedures. NCAA enforcement provisions apply as stated in NCAA bylaw 11.2.1.*

Except for coaches, all other staff positions within the athletics department do not sign contracts or receive letters of appointment. Abilene Christian University does not utilize contracts for these positions.

#### **b. Job descriptions**

Abilene Christian University standardizes the use of job descriptions through the University's Office of Human Resources, which has the primary responsibility for setting policies, procedures

and guidelines covering the area of job descriptions at Abilene Christian University. The University's Office of Human Resources utilizes a job description to obtain and document important and relevant information for each position. The job description itemizes job duties and responsibilities, as well as the requirements for the job. The job description is also utilized in the hiring and selection process, communicating job expectations to employees, and managing performance against the set expectations.

The job descriptions utilized in the athletics department in the past have not included a consistent verbiage that all staff members comply with NCAA rules. However, Abilene Christian University has implemented, prior to the completion of this self-study process, the following language to be required in all job descriptions within the athletics department:

*Compliance with NCAA rules is of the utmost importance at Abilene Christian University. As a member of the athletics department staff, it is expected that you will have a full understanding of the NCAA rules that pertain to your position. It is also expected that you will comply with all NCAA rules, and if you become aware, or have reasonable cause to believe, that a violation of a rule has occurred, you will immediately report it to the Director of Athletics or his/her designee.*

The Office of Human Resources plans to continually review the job description format and make any changes needed to ensure a standardized job description process continues to be in place for the entire University. As part of this process, the Office of Human Resources will work with individual departments to identify responsibilities and expectations that are specific to the department (e.g., NCAA rules compliance).

### **c. Performance evaluations**

University employees receive an annual performance evaluation, and the Office of Human Resources provides the performance evaluation template for supervisors to use. Supervisors within the athletics department evaluate their staff members on a wide range of criteria, including the understanding of compliance with those rules. The staff of the Athletics Compliance Office provides input to sport supervisors on coaches' knowledge and compliance of NCAA rules, as well as timeliness on completion of required paperwork and overall responsiveness to requests made by the Assistant Director of Athletics for Compliance.

2. **Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals outside the department of athletics who are involved in rules compliance activities. Specifically, the institution must provide written evidence that all individuals outside the department of athletics who are involved or associated with athletics (including, but not limited to, individuals who have responsibility for admission, certification of academic standing, evaluation of academic performance and administration of financial aid for student-athletes) have statements regarding the importance of rules compliance in all of the following documents:**
  - a. **Contracts or letters of appointment;**
  - b. **Job descriptions; and**
  - c. **Performance evaluations.**

*Measurable Standard No. 2*

*The institution must provide written evidence that all individuals outside the department of athletics who are involved or associated with athletics (including, but not limited to, individuals who have responsibility for admission, certification of academic standing, evaluation of academic performance and administration of financial aid for student-athletes) have statements regarding the importance of rules compliance in all of the following documents: contracts or letters of appointment, job descriptions and performance evaluations.*

The individuals outside the athletics department who are involved with adhering to NCAA rules compliance include:

Tamara Long, Dean of Admissions  
Kevin Campbell, Chief Enrollment Officer  
Debbie Oliver, Financial Aid Counselor  
Colleen Blasingame, NCAA/VA Certification Specialist  
Rebekah Davis, Associate Registrar for Graduation and Degree Advising  
Eric Gumm, Registrar  
Laura Phillips, Faculty Athletics Representative  
Darrell Horn, Associate Director for Financial Aid Counseling

**a. Contracts or letters of appointment**

Positions outside the Department of Athletics (listed above) do not sign contracts or receive letters of appointment. Abilene Christian University does not utilize contracts for these positions.

**b. Job descriptions**

Currently, Abilene Christian University utilizes job descriptions through the University's Office of Human Resources, which has the primary responsibility for setting policies, procedures, and guidelines covering the area of job descriptions at Abilene Christian University. The job description itemizes job duties and responsibilities, as well as the requirements for the job. The job description is also utilized during the hiring and selection process, communicating job expectations to employees, and managing performance against the set expectations. The Office of Human Resources plans to review the job description format and make any changes needed to ensure a standardized job description process is in place for the entire University. As part of this process, the Office of Human Resources will work with individual departments to identify responsibilities and expectations that are specific to the department (e.g., NCAA rules compliance). The following wording is used in the job descriptions for the positions listed above:

*Compliance with NCAA rules is of the utmost importance at Abilene Christian University. As an individual with responsibilities associated with athletics department, it is expected that you will have a full understanding of the NCAA rules that pertain to your position. It is also expected that you will comply with these rules, and if you become aware, or have reasonable cause to believe, that a violation of a rule has occurred, you will immediately report it to your supervisor and the Director of Athletics or his/her designee.*

All individuals listed above receive rules education throughout the year from the Assistant Director of Athletics for Compliance.

**c. Performance evaluations**

University employees receive an annual performance evaluation, and the Office of Human Resources provides the performance evaluation template for supervisors to use. Performance evaluations on NCAA rules compliance for the positions listed above are documented in *Section V. Paragraph B* of the performance evaluation template provided by Human Resources. Or, supervisors of the individuals listed above may add an addendum to the performance evaluation written by Human Resources that discusses NCAA rules compliance expectations. Abilene Christian University departments where the above positions reside are responsible for including NCAA rules compliance in annual performance evaluations.

3. **Provide the name(s) and title(s) of the institutional staff member outside the department of athletics who has ultimate responsibility in determining student-athletes' admission to the institution, certification of academic standing and conferment of academic degrees.**

*Measurable Standard No. 3*

*The institution must demonstrate that the responsibility for admission, certification of academic standing and conferment of academic degrees of student-athletes is vested in the same agencies that have authority in these matters for students in general.*

Tamara Long, Dean of Admissions, is responsible for admitting all undergraduate students to the University, including student-athletes.

Colleen Blasingame, NCAA/VA Certification Specialist, is responsible for preparing the initial review of credit for transfer student-athletes and maintaining degree plans for all student-athletes to support certification of academic standing at ACU.

Dr. Eric Gumm, Registrar, is responsible for certifying the eligibility of continuing and transfer student-athletes at ACU.

Rebekah Davis, Associate Registrar for Graduation and Degree Advising, is responsible for the conferral of academic degrees for student-athletes at ACU and for the direct supervision of the NCAA/VA Certification Specialist.

4. **Provide the name(s) and title(s) of the individual(s) (other than the institution's compliance officer/director) who the chancellor or president designates as having final authority for the institution's rules compliance (e.g., athletics director, vice president for athletics).**

*Measurable Standard No. 4*

*The institution must assign direct accountability for rules compliance to the individual the chancellor or president assigns final authority for the athletics program (e.g., director of athletics, vice president for athletics).*

ACU President Schubert has designated Lee De Leon, Director of Athletics, as having final authority for Abilene Christian University's rules compliance.



5. **Identify the individuals inside and outside the department of athletics who have rules compliance responsibilities. Describe the reporting lines for and responsibilities assigned to these individuals, including but not limited to:**
- a. **Faculty athletics representative;**
  - b. **Director of athletics;**
  - c. **Compliance officer/director;**
  - d. **Coaches; and**
  - e. **Other key individuals; (e.g. admissions director, financial aid personnel, registrar) who are responsible for documenting and monitoring compliance with NCAA rules, including but not limited to:**
    - (1) Eligibility certification;
    - (2) Investigation and self-reporting of violations;
    - (3) Monitoring of financial aid; and
    - (4) NCAA Division I Academic Performance Program (APP).

*Measurable Standard No. 5*

*The institution must identify individuals who have rules compliance-related responsibilities and the reporting lines of these individuals.*

*Measurable Standard No. 6*

*The institution must demonstrate that individuals external to the athletics program (including, but not limited to, financial aid personnel, registrar, faculty athletics representative) are engaged in the critical and sensitive areas of rules compliance. Examples of critical and sensitive areas of rules compliance include, but are not limited to, eligibility certification, investigation and self-reporting of rules violations, monitoring financial aid and academic performance program.*

**a. Faculty athletics representative**

The Faculty Athletics Representative, Dr. Laura Phillips, is an integral part of the athletics department. She serves as the liaison between academics and athletics. The FAR serves as a member of the Eligibility Certification Team and helps make important decisions in determining student-athlete eligibility. The FAR is also a member of the ACU Athletics Compliance Board. The FAR provides feedback on policy changes that will affect student-athletes and the athletics department as a whole.

**b. Director of Athletics**

The Director of Athletics, Lee De Leon, maintains responsibility for all aspects of athletic activities and administrations, including all 16 sports sponsored by ACU. He is also the final authority responsible for ACU's rules compliance. He reports directly to the President.

**c. Compliance Officer/Director**

The Associate Director of Athletics for Compliance and Academics/SWA, Lisa Gilmore, reports



directly to the Director of Athletics for monitoring and establishing sound policies and procedures to ensure institutional control in meeting NCAA compliance standards, providing leadership over compliance and academic support staff, and supporting the academic pursuits of all student-athletes.

The Assistant Director of Athletics for Compliance, James Feeney, reports directly to the Associate Director of Athletics for Compliance and Academics/SWA. The Assistant Director of Athletics for Compliance is responsible for monitoring and establishing eligibility of student-athletes; organizing and maintaining recruiting records; education, interpretation and oversight of compliance with NCAA and Southland Conference rules; assisting with the administration and management of athletics scholarships; and support of the academic pursuits of the student-athletes.

#### **d. Coaches**

Head coaches report to one of the following individuals (sport supervisors):

- (1) Dave Kinard, Senior Associate Director of Athletics
- (2) Lance Fleming, Associate Director of Athletics for Media Relations
- (3) Lisa Gilmore, Associate Director of Athletics for Compliance and Academics/SWA
- (4) Chris Ballard, Assistant Director of Athletics for Academics
- (5) James Feeney, Assistant Director of Athletics for Compliance
- (6) Jon Haarlow, Assistant Director of Athletics for Internal Operations

Assistant coaches and program support staff report directly to the head coach in the respective program. It is an expectation that head coaches maintain an environment within their programs that stresses compliance with NCAA rules. All coaches are expected to spend time maintaining their education of NCAA rules, especially in understanding the impact of new legislation. Coaches have access to the Associate Director of Athletics for Compliance and Academics as well as the Assistant Director of Athletics for Compliance regarding any questions or concerns they may have concerning rules compliance. Coaches are expected to report any potential rules violation to either the Associate Director of Athletics for Compliance and Academics or Assistant Director of Athletics for Compliance.

Coaches are required to maintain accurate and up-to-date information in FrontRush – an athletics management software tool – regarding recruiting activities, countable athletically related activities, rosters, and contests. The Athletics Compliance Office monitors information entered into FrontRush on a daily basis.

#### **e. Other key individuals (e.g. admissions director, financial aid personnel, registrar) who are responsible for documenting and monitoring compliance with NCAA rules**

- (1) Eligibility Certification
  - i. Dr. Eric Gumm - Registrar, reports to Dr. Robert Rhodes, Provost; Rebekah Davis - Associate Registrar for Graduation and Degree Advising, reports to Dr. Eric Gumm; Colleen Blasingame - NCAA/VA Certification Specialist, reports to Rebekah Davis.
  - ii. Eligibility Certification Team: Eric Gumm; Lisa Gilmore; Laura Phillips; James Feeney; Chris Ballard; Colleen Blasingame

- (2) Investigation and self-reporting of violations
  - i. Lisa Gilmore; Laura Phillips; James Feeney
  - ii. Athletics Compliance Committee: Tamara Long; Lucy Dawson; Lisa Gilmore; Lee De Leon; Katie Longley; Chris Ballard; James Feeney; Jeff Leving; Hab Atkins; Eric Gumm; Craig Fisher; Chris Riley
- (3) Monitoring of financial aid
  - i. Kevin Campbell; Darrell Horn; Debbie Oliver
- (4) NCAA Division I Academic Performance Program (APP)
  - i. Lisa Gilmore; Chris Ballard

6. **Indicate by answering “yes” or “no” whether the institution has written policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance. Please note, all policies and procedures must be available during the evaluation visit. If the institution indicates a specific written policy and step-by-step procedure is not applicable the institution must provide an explanation.**

*Measurable Standard No. 7*

*The institution must provide evidence that written compliance policies and procedures exist and demonstrate that they are engaged and functioning in the following areas:*

- a. Initial eligibility certification – YES
- b. Continuing-eligibility certification – YES
- c. Transfer-eligibility certification – YES
- d. APP – YES
- e. Financial aid administration – YES
- f. Recruiting – YES
- g. Camps and clinics – YES
- h. Investigations and self-reporting of rules violations – YES
- i. Rules education – YES
- j. Extra benefits – YES
- k. Playing and practice seasons – YES
- l. Student-athlete employment – YES
- m. Amateurism – YES

7. **Describe how the institution’s written compliance policies and procedures are communicated on an annual basis to the department of athletics staff and individuals outside the department of athletics with rules compliance responsibilities.**

*Measurable Standard No. 8*

*The institution must demonstrate that its compliance policies and procedures are directly communicated in writing (e.g., provide hard copy of document, provide Web link via e-mail) on an annual basis to department of athletics staff and individuals outside the department of athletics with rules compliance responsibilities.*

Compliance policies and procedures are communicated annually to athletics department staff, as well as individuals outside the athletics department with rules responsibilities via email. Constituents are able to access the ACU compliance manual via [acusports.com](http://acusports.com).

**8. Describe the institution's rules-education efforts for all individuals associated with the department of athletics, including the frequency and topics reviewed with each of the following groups:**

- a. Boosters;**
- b. Student-athletes;**
- c. Department of athletics staff;**
- d. Coaches;**
- e. Faculty; and**
- f. Institutional staff outside the department of athletics.**

*Measurable Standard No. 9*

*The institution must provide evidence that it has a continuous and comprehensive rules education program for all individuals associated with the athletics program including boosters, student-athletes, department of athletics staff, coaches, and directly involved faculty and institutional staff outside the department of athletics.*

**a. Boosters**

Boosters who are season ticket holders receive an NCAA compliance brochure from the Athletics Compliance Office with their season tickets. Boosters have access to the ACU compliance manual through the athletics website and are encouraged to contact the Athletics Compliance Office when questions regarding NCAA rules arise.

**b. Student-Athletes**

The Athletics Compliance Office provides comprehensive rules education to the student-athletes twice a year: at the beginning of the fall semester and at the end of the spring semester. Education via Twitter will be implemented during the 2016-17 academic year. The assistant AD for compliance will implement an ACU compliance Twitter account to provide another avenue for education of student-athletes, boosters and athletics staff. Tweets will come from the compliance office.

**c. Department of Athletics Staff**

Department of Athletics staff are encouraged to contact the Athletics Compliance Office with any questions regarding NCAA rules compliance. Staff members have access to the ACU compliance manual through the website, and each full-time staff member has been given a NCAA manual.

**d. Coaches**

Rules education is provided to a representative of the coaching staff of each team once a month. These meetings are designed to be interactive and encourage in-depth discussion of current

legislation, proposed legislation, and any recent violations. Coaches may also contact the Athletics Compliance Office at any time.

**e. Faculty**

Faculty have access to the ACU compliance manual through the athletics website and are encouraged to contact the Athletics Compliance Office when questions regarding NCAA rules arise.

**f. Institutional Staff Outside the Department of Athletics**

Institutional staff outside of athletics have access to the ACU compliance manual through the athletics website and are encouraged to contact the Athletics Compliance Office when questions regarding NCAA rules arise. The Athletics Compliance Office also meets with members of the Office of the Registrar, Office of Financial Aid, and Office of Admissions periodically throughout the semester. The assistant AD for academics periodically meets with advisors, tutors, and other academic constituents across campus to provide education regarding NCAA progress toward degree.

**9. In regard to the institution's most recent rules compliance evaluation:**

- a. Provide the name(s) and affiliation(s) of the individual(s) responsible for conducting the institution's rules compliance evaluation;**
- b. Describe the process used in selecting this authority outside the department of athletics to ensure the individual(s) does not have day-to-day compliance responsibilities for the institution's department of athletics and is knowledgeable of NCAA legislation and rules compliance practices; and**
- c. Provide the date of the institution's most recent rules compliance evaluation.**

*Measurable Standard No. 10*

*The institution must demonstrate that its rules-compliance program is subject to a comprehensive, external rules-compliance evaluation at least once every four years and is conducted by an individual(s) external to athletics who is knowledgeable of NCAA compliance and who does not have day-to-day responsibilities in the areas under review.*

- a. Provide the name(s) and affiliation(s) of the individual(s) responsible for conducting the institution's rules compliance evaluation.**
  - Chris Schoemann from Bond, Schoeneck, & King visited campus January 27-28, 2015, as part of the NCAA requirement for schools transitioning from Division II to Division I.
- b. Describe the process used in selecting this authority outside the department of athletics to ensure the individual(s) does not have day-to-day compliance responsibilities for the institution's department of athletics and is knowledgeable of NCAA legislation and rules compliance practices; and**
  - Bond, Schoeneck, & King was selected by the NCAA, as part of the year two reclassification process, to evaluate ACU's Department of Athletics.
- c. Provide the date of the institution's most recent rules compliance evaluation.**
  - Chris Schoemann from Bond, Schoeneck, & King visited campus January 27-28, 2015.

- Southland Conference will conduct compliance evaluation during the 2017-18 academic year.

- 10. The rules compliance evaluation must determine that the institution's compliance practices are engaged and functioning and must include the required areas listed below. Indicate by answering "yes" or "no" which areas were included in the institution's most recent rules compliance evaluation. If the institution indicates a specific area is not applicable, the institution must provide an explanation.**

*Measurable Standard No. 11*

*The institution must provide evidence that the comprehensive, external rules-compliance evaluation demonstrates that the rules-compliance program is engaged and functioning. Further, the institution must review the written, comprehensive evaluation as part of the self-study process and determine if appropriate corrective actions are necessary in response to the written report.*

*Measurable Standard No. 12*

*The institution must provide evidence that the comprehensive, external rules-compliance evaluation includes, at a minimum, the following areas:*

- a. **Governance and organization – YES**
- b. **Initial-eligibility certification – YES**
- c. **Continuing-eligibility certification – YES**
- d. **Transfer-eligibility certification – YES**
- e. **APP – YES**
- f. **Financial aid administration, including individual and team limits – YES**
- g. **Recruiting (e.g. contacts and evaluations, official and unofficial visits) – YES**
- h. **Camps and clinics – YES**
- i. **Investigations and self-reporting of rules violations – YES**
- j. **Rules education – YES**
- k. **Extra benefits – YES**
- l. **Playing and practice seasons – YES**
- m. **Student-athlete employment – YES**
- n. **Amateurism – YES**
- o. **Commitment of personnel to rules-compliance activities – YES**

See Bond, Schoeneck, & King Compliance Assessment Report.

- 11. Describe the process used by the institution during the development of the self-study to review the most recent rules compliance evaluation to determine any necessary corrective actions. In addition, identify the individuals involved with this review.**

*Measurable Standard No. 13*

*The institution must provide evidence that the comprehensive, external rules-compliance evaluation demonstrates that the rules-compliance program is engaged and functioning. Further, the institution must review the written, comprehensive evaluation as part of the self-study process and determine if appropriate corrective actions are necessary in response to the written report.*

The members of the IPP Governance and Commitment to Rules Compliance Subcommittee reviewed the rules compliance evaluation report prepared by Bond, Schoeneck, & King, which included areas for improvement and/or recommendations. The committee was then able to evaluate whether or not the athletics department has instituted the necessary policies and procedures to address the areas of improvement and/or recommendations within the reports.

Based on review by committee members and additional conversations with the Director of Athletics and athletics compliance staff, it was determined that the athletics department has taken, or is in the process of taking, the necessary steps to address the areas of improvement and/or recommendations in the Bond, Schoeneck, & King rules compliance report.

- 12. Identify any relevant corrective action(s) planned as a result of the process described in Self-Study Item No. 11 or actions previously planned or implemented from the most recent rules compliance evaluation. Provide:**
- a. The plan(s) or action(s) implemented; and**
  - b. The date(s) of actions taken or specific timetable(s) for completion of the plan(s).**

*Measurable Standard No. 14*

*The institution must submit a copy of the written evaluation from its comprehensive, external-rules compliance evaluation.*

The Department of Athletics is addressing the recommendations by Bond, Schoeneck, & King. Most have been implemented or completed or are in progress, but at least two will not be implemented until FY 2017 (addition of a second FTE employee in academics) and FY 2018 (addition of equipment manager). See status chart (compiled in a grid format) on Bond, Schoeneck, & King recommendations in Appendix xxx.

- 13. If the institution has developed a plan(s) for improvement during the current self-study process for Operating Principle 1.2, describe the institution's efforts to ensure the plan(s) for improvement was developed through a process involving broad-based participation and has received formal institutional approval.**

Not applicable. (No overall plan for improvement was developed by the University to address these specific issues; action has been taken or is being taken by the Department of Athletics on individual recommendations in the compliance assessment by Bond, Schoeneck, & King.)

# Part III:

## Academic Integrity



### ***Self-Study Items for Operating Principle 2.1***

1. Describe the process by which student-athletes are admitted to the 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 in general? Be specific and give careful attention to key decision points (e.g., second-level or subsequent review process, appeals procedure) in these processes and the individuals or groups involved at each point, including the role, either formal or informal, the department of athletics plays (if any) in the admissions process for student-athletes.

#### *Measurable Standard No. 1*

*Student-athletes must be governed by the institutional admissions policies that apply to all students.*

#### *Measurable Standard No. 2*

*Institutional admissions decisions for student-athletes must be made solely by the authority responsible for admissions decisions.*

Students interested in applying to Abilene Christian University submit an online application, application fee, high school transcript, all college transcripts (if applicable), and ACT and/or SAT score(s). The Dean of Admissions is responsible for the application review and admissions decisions for all prospective undergraduate students. Student-athletes are reviewed for admission with all other applicants.

Student-athletes are governed by the same admissions policies that apply to all students, and student-athletes are admitted with the same process as all other students. Student-athletes are required to meet all eligibility requirements for admission to the University. The Office of Admissions is charged with the responsibility of reviewing each student's file to ensure all are meeting these eligibility requirements. If a student is deferred or denied admission, the student, a parent, coach, or a faculty member may ask for the application and supporting documents to be re-reviewed, and additional supporting documentation may be provided or might be required (i.e., additional SAT/ACT scores, a newer high school or college transcript showing additional semesters of work, or other academic assessments showing capability for academic success). This process is the same whether a prospective student is a potential student-athlete or not.

Transfer applicants will be admitted as "regular" or "admitted with conditions." Regular admission students must have a GPA of at least a 2.30. Students with lower than a 2.30 GPA may be admitted on academic probation, but they are not guaranteed admission to ACU and must be able to provide other indications of potential academic success (i.e., SAT/ACT scores, a newer high school or college transcript showing strong academic work in the most recent semesters of work, or other academic assessments showing



capability for academic success).

Abilene Christian University admission decisions for student-athletes are made solely by the authority responsible for all admission decisions – the Dean of Admissions, not the Department of Athletics.

2. Describe the process by which students who do not meet the institution's standard or normal entrance requirements may be admitted, and identify the agencies vested with this responsibility. This should include any second-level or a subsequent review processes or appeals procedure that may be used when students are not automatically admitted because they do not meet the institution's published entrance requirements.

*Measurable Standard No. 2*

*Institutional admissions decisions for student-athletes must be made solely by the authority responsible for admissions decisions.*

*Measurable Standard No. 3*

*Academic standards and policies for student-athletes must be consistent with the standards for the student body in general, conference or NCAA standards, whichever are higher.*

Students must meet Abilene Christian University's standard or normal entrance requirements to be considered for admission. The Dean of Admissions in the Office of Admissions makes all admissions decisions. If a student is deferred or denied admission, the student, a parent, coach, or a faculty member may ask for the application and supporting documents to be re-reviewed and additional supporting documentation may be provided or might be required (i.e., additional SAT/ACT scores, a newer high school or college transcript showing additional semesters of work, or other academic assessments showing capability for academic success – including TOEFL, IELTS, or British Advanced Level exams). This process is the same whether a prospective student is a potential student-athlete or not. There is no second-level or subsequent review process or appeal procedure that admits an undergraduate student without new academic information demonstrating the student meeting regular admission criteria, such as additional ACT or SAT scores, an essay, letters of recommendations and/or senior grades.

3. Compare and explain any differences between the percentage of first-year student-athletes receiving athletics aid who were admitted through any of the processes described in Self-Study Item No. 2 and the percentage of first-year students in general (including student-athletes) who were so admitted. Provide these comparative data for the four most recent academic years.

[Note: Use the supplied charts (Special Admissions on Page No. 27 and Special Admissions by Sport Group on Page No. 28) to compile this data.]

Abilene Christian University admission decisions for student-athletes are made solely by the authority responsible for admission decisions – the Dean of Admissions. Academic standards and policies for student-athletes are consistent with the standards for the student body in general, as described in Operating Principle 2.1, Item 1, and there are no students who were admitted through any type of a program with lower than ACU's

standard entrance requirements.

4. Compare and explain any differences in the admissions profiles of student-athletes who received athletics aid with the profiles of students in general by submitting the following information for the four most recent academic years: average standardized test scores for first-year student-athletes who received athletics aid (by gender, by racial or ethnic group, and according to the eight sport groups) and for all entering first-year students (by gender and by racial or ethnic group).

Note: Use the supplied charts (Test Scores by Gender on Page No. 29, Test Scores by Racial and Ethnic Group on Page No. 30, and Test Scores and GPA by Sport on Page No. 31) to compile this data.]

*Measurable Standard No. 4*

*The institution must analyze and explain any differences between the academic profiles of entering student-athletes, as a whole or for any student-athlete subgroup (i.e., sport, gender, ethnicity, transfers), and the academic profile of other student-athletes and comparable student-body groups or subgroups.*

A review of the academic profiles of first-year student-athletes on athletics aid shows that the standardized test scores of first-year student-athletes are comparable to the scores for the first-year students generally. For example, in the most recent data year (students entering in the fall of 2014), first-year female student-athletes scored at virtually the same level as all entering female students, and first-year male student-athletes scored only slightly lower than all first-year males. The population of first-year student-athletes on athletics aid within the entering class was a small percentage of the entering class (10.5% of the men and 5.2% of the women).

Comparing the standardized scores by race/ethnic group, the data show that entering student-athletes on athletics aid have scores at virtually the same level as first-year students generally. Several of the entering student-athlete subpopulations are small, which makes it difficult to appropriately analyze; this was especially true for the NR Alien subpopulation with only three student-athletes in the entering student-athlete population.

A review of the incoming high school core-course GPA and test score data by sport shows that, in general, the most recent year's (entering fall 2014) average GPA by sport was well above the 3.0 level. The exceptions would be football (which was right at the 3.0 level) and men's basketball (which had a very small group of only three student-athletes), and the previous two groups of athletes in men's basketball have been above the 3.0 level.

**5. Describe the institution's specific academic support programs (e.g.; Facilitating Learning and Achieving Graduation program (FLAG) to ensure acclimation, academic success and retention of first-year student-athletes with special academic needs and first-year student-athletes admitted through any of the processes described in Self-Study Item No. 2.**

## Measurable Standard No. 5

*The institution must develop specific academic support programs to address the unique needs of student-athletes with entering academic profiles lower than those of the general student body.*

Abilene Christian University does not utilize a special admissions program for student-athletes, so all student-athletes have access to the resources described below to assist in their transition, acclimation, academic success and retention at the University. The Department of Athletics provides this information to all student-athletes through the Student Athlete Handbook. Student-athletes, including those with entering academic profiles lower than those of the general student body, have access to the following academic support programs.

### **Academic Success Assistance**

#### **Athletic Academic Support**

Currently, there is one Assistant Director of Athletics for Academics and one Academics Assistant, each of whom works with ACU student-athletes. They report to the Associate Director of Athletics for Student-Athlete Welfare, who has some accountability to the Vice Provost.

The role of the athletics academic support staff, referred to by the department as Wildcat Academics, is to work with all student-athletes; encourage student-athletes to meet with their academic advisor in their college or academic department; review schedules, including examining all schedules to ensure student-athletes have not made any changes to major; confirm registration for full-time enrollment; oversee class absences, making sure absences align with team practices and travel; monitor eligibility; monitor academic performance; identify potential academic at-risk student-athletes and develop a plan for success; locate additional academic support for student-athletes, as needed; and serve as a liaison for campus resources.

Grade and attendance checks are performed throughout the semester for all student-athletes to monitor academic performance. The athletics department sends an early semester performance check to faculty with student-athletes in their classes, followed by a University-mandatory midterm performance check, followed by another performance check before the end of the semester. These three performance checks provide for proactive intervention with student-athletes in an effort to provide immediate academic support via tutoring.

#### **Academic Advisors**

Wildcat Academics, departmental academic advisors and campus partners work closely together throughout each student-athlete's tenure to maintain academic eligibility, foster academic success, and prepare them for their lives and careers of choice.

Academic advisors in a student-athlete's major field of study are the primary contact for

specific degree plan information. Wildcat Academics will assist with information regarding athletics and academic eligibility and act as a resource for a variety of academic issues.

### **Student Success Plan - Progress Toward Degree and Athletics Eligibility**

Wildcat Academics is committed to assisting each student-athlete with successful completion of a degree and graduation from Abilene Christian University.

Academic progress will be monitored for all student-athletes to ensure that satisfactory progress toward a degree is being met and to make certain student-athletes are maintaining athletics eligibility. We provide a proactive system of prevention through effective communication that will highlight potential academic difficulties and celebrate academic successes.

Wildcat Academics advisors, in conjunction with coaches and other University staff, will review student-athletes' academic files to identify those who may be considered at-risk. Those student-athletes who are identified as at-risk will be required to meet with Wildcat Academics advisors on a weekly/bi-weekly basis. The purpose of these meetings is to mentor the student-athlete and help devise an academic plan that will best fit the individual.

Progress reports will be requested from faculty for all student-athletes at least twice a semester and more often for those considered academically at-risk.

### **Tutoring**

It is the goal of Wildcat Academics to provide, upon request, tutorial assistance to any student-athlete enrolled in any class at ACU. Student-athletes who qualify for Alpha Scholars (described below in Campus Resources) are encouraged to use them to their full capacity. Student-athletes who do not qualify for Alpha Scholars are encouraged to work with Wildcat Academics advisor to make tutoring arrangements.

Tutoring is not just for students struggling with course material. High-achieving students are also encouraged to utilize tutoring facilities to improve study skills and reach for higher academic goals.

**Note:** Tutoring is available in several departments, and, in some cases, teachers have teaching assistants who will work individually with students upon request. It is recommended to student-athletes that they first take advantage of departmental tutoring before inquiring about tutoring with Wildcat Academics.

### **Spiritual Formation Credits and Policy**

Every ACU student is required to earn 55 spiritual formation credits per semester. There are numerous ways to earn spiritual formation credits, including daily chapel assembly and pre-approved community service and small group Bible studies. Director of Athletics Lee De Leon offers a Bible study for all student-athletes weekly during the fall semester that counts as a credit.

Chapel Assembly: Students have two responsibilities pertaining to chapel: (1) attend chapel regularly and (2) if a student misses chapel it is his or her responsibility to get a make-up for that absence. Coaches will excuse and clear all missed chapel absences from the records of student-athletes for out-of-town athletics participation. Consult the ACU Student Handbook and Planner for the University chapel policy and attendance probation.

Student-athletes are encouraged to check with their coaches to see if there are additional chapel rules for their team. Once a month all student-athletes will meet together on-campus for student-athlete chapel, which is mandatory for all student-athletes.

### **Campus Resources**

**ACU Career Center** (Counsel, Coach, Connect) counsels students to learn about their interests and values so they can make informed decisions on majors and careers. The center will also coach students on the processes of creating resumes, obtaining internships, job searching, and networking. Finally, the center will help connect students to careers by hosting alumni mentoring sessions, employer information sessions, on-campus interviews, and job fairs.

**Academic Development Center** (ADC) provides services that empower students to accomplish their academic and life goals. ADC proactively identifies, supports and empowers at-risk students and advises undeclared students to help accomplish their academic and life goals. Students who are struggling in classes, or are not sure where to go for help, are encouraged to let the ADC help them reach their full potential.

**University Testing Center** strives to save time and money for students by earning course credit through examination. The center offers CLEP tests and course challenges, and it will process AP scores. Students can obtain assistance in testing for the THEA placement test or find a proctor for distance learning exams through the testing center.

**Alpha Scholars** offers professional and peer tutoring, academic coaching, and assistance with obtaining disability accommodations to qualified students. To be qualified for participation in Alpha, students must meet one of the following criteria:

- You are a first-generation college student. That means that neither of your parents (or guardians) has a baccalaureate degree.
- Your family taxable income meets the current required level for participation. Generally, if you qualify for Pell Grant, you will also qualify for participation in Alpha.
- You are a student with a disability. Any physical disability or any learning difference that impacts your ability to process, retain, or generate information qualifies you for participation in Alpha.

Alpha tutoring and academic coaching is more intensive than that offered by the departments, striving primarily to serve students in a one-on-one context. Students must apply for the program and commit to regular participation to take full advantage of the services.

**The Depot** serves as a student's "one-stop-shop" for most administrative needs. Students may receive information about financial aid, make a payment on an account, request a transcript, make changes to a meal plan, get an ID card, or get a parking permit. The Depot is located in McGlothlin Campus Center.

**ACU Counseling Center** is committed to helping students achieve maximum benefit from their experience at ACU. This may include helping them perform better academically, manage emotions, be more effective in relationships with others and God, or resolve past hurts. The center's desire is to help students think and function more effectively and have more control over their lives. The center is located in Money Student Recreation and Wellness Center.

**SOAR** (Students, Opportunities, Advocacy and Resources) is a referral program that helps connect students with ACU campus resources. It has been designed to create a safe environment for students to discuss and deal with the challenges they face during their collegiate years and put them on a path to success. After students are referred, SOAR contacts them and connects them with different resources including the counseling center, Alpha Scholars, Career Counseling, the medical clinic, residence life, the Academic Development Center, the Writing Center, and the Speaking Center.

**Library Services** provides research assistance and technology to support the educational needs of all students. Computer labs with word processing and presentation software are available in Brown Library. A wireless network is also available for students to use with their personal computers. The library has more than 500,000 books, videos, and CDs available for checkout. The checkout period for most items is 21 days. The library also provides more than 100 online databases with full-text articles from scholarly journals and magazines. Online databases can be accessed from both on-campus and off-campus. Professional librarians are available during library hours to help students with questions and provide personal research assistance.

**The Writing Center** is a facility in Brown Library where writers can discuss writing tasks of any kind. The tutors are experienced and trained writers, mostly graduate students from ACU's Department of Language and Literature who will consult with students regarding writing tasks from any class across the curriculum (or outside of a course) at any stage of the writing process.

**The Speaking Center** in Brown Library will develop students' communication knowledge, skills and attitudes to produce effective speakers. Student consultants are available six days a week to help students research, organize, practice, and polish speeches and presentations for class assignments, student organizations, or job interviews.

**The Learning Studio** in Brown Library provides support for students in a variety of ways from group rooms that jump-start collaboration, access to video and digital cameras, and software and training for media projects.

**Office of Multicultural Affairs** oversees student groups that focus on multicultural

diversity. OMA also sponsors programs and events that promote and showcase cultural diversity on campus.

**Student Recreation and Intramural Sports** - Campus recreation facilities, including outdoor intramural fields and the Money Student Recreation and Wellness Center, are open seven days a week and provide additional recreational opportunities and programming for student-athletes.

**Center for International Education** - While participating in Study Abroad may be difficult during the competitive season for student-athletes, they have the opportunity to become involved in studying and learning abroad through summer programs.

**The First-Year Program**, including Cornerstone and Peer Leaders, enhances the first-year experience through targeted active learning programming, including a first-year seminar and learning communities. Cornerstone (CORE 110) is ACU's mandatory first-year seminar for all new students. It is an academic, three-credit hour course, and it is a required part of the University requirements to earn a degree. Each section also has an experienced upperclass student who serves as a peer leader and guide to assist new students in their transition and adjustment to university life at ACU.

**Team 55** in Brown Library provides walk-in technological services (including hardware and software troubleshooting, printing services, collaboration spaces and equipment checkout). Students also have convenient access to phone or live chat support via the Team 55 Help Desk.

**Midterm Grades** - All ACU students are provided midterm grades for each course in which they are currently enrolled. Paired with the academic progress reports, student-athletes have a strong understanding of their academic progress right after the midterm of the semester.

**New Student Orientation and Wildcat Week** - All entering students are required to participate in New Student Orientation, a comprehensive summer program that acclimates students to ACU and supports their transition into the first year of college.

**Student Activities and Organizations** - With more than 100 student organizations, ACU students have a vast array of engagement and co-curricular opportunities. ACU also provides academic and social programming in leadership development and volunteerism, and the University hosts many student events.

**Residence Life Education and Housing** – All freshmen and sophomore students are required to live on campus, so those student-athletes reside in one of ACU's eleven residential facilities. Each facility provides necessary amenities to support students' academic and living experiences.

**6. For the four most recent academic years, assess and evaluate data regarding**



acclimation, retention and the academic success of student-athletes with special academic needs [as defined by the institution (e.g., at-risk, education-impacting disability)] and those student-athletes admitted through any of the processes described in Self-Study Item No. 2. If necessary, the institution must develop plans for improvement to ensure acclimation, retention and academic success for these student-athletes.

If the institution does not employ a special, or alternate, admissions process, the institution must assess and evaluate acclimation, retention and the academic success of student-athletes in the lowest (i.e., fourth) quartile of the institution's general student academic profile or for an alternate group defined by a different benchmark (e.g., quintile) typically used by the institution. If necessary, the institution must develop plans for improvement to ensure acclimation, retention and academic success for these student-athletes.

*Measurable Standard No. 6*

*The institution must assess, evaluate and if necessary, develop plans for improvement to ensure acclimation, retention and academic success for student-athletes with special academic needs and student-athletes who are admitted through the institution's special admissions process. If an institution does not employ a special admissions process, assessment, evaluation and if necessary, plans for improvement must be completed for student-athletes in the lowest (i.e., fourth) quartile of the institution's general student academic profile or for an alternate group defined by a different benchmark (e.g., quintile) typically used by the institution.*

Accurate data were available for the three most recent incoming freshmen classes for Abilene Christian University (2012-13, 2013-14, 2014-15). In those classes, a total of 46 student-athletes (out of 348 entering student athletes for the four years) were in the lowest quintile of the entering student class. Of those 46 student-athletes, 20 did not return to ACU after their first year of college. Of the 20 non-returning student-athletes, only five were placed on academic suspension; the remaining 41 were academically eligible to return to the University.

Of the 26 student-athletes in the lowest quintile who did return to ACU for their sophomore year, four left ACU before they finished their degree, all of whom left in good academic standing. The remaining 22 are still enrolled at ACU, working toward a degree.

Overall, 57% of the first-year student-athletes who entered ACU in the lowest quintile returned to ACU for their sophomore year. Of those who returned for their sophomore year, 100% were in academic good standing at the beginning of their sophomore year, and 85% are in the process of finishing their degree.

Of the 43% (20) of student-athletes in the lowest quintile who did not return, 35% left in good academic standing. Therefore, of the 46 total academically at-risk student-athletes who entered ACU in 2012, 2013 and 2014, 74% were in good academic standing when they left or are currently in good academic standing, including 100% of the 2014-15 cohort of students.

Once student-athletes are identified as having special academic needs (based on test scores and high school academic performance), they are monitored more closely than

other student-athletes. In addition to the performance checks and regular advising meetings that all student-athletes receive, student-athletes with special academic needs are scheduled to meet weekly or bi-weekly with an athletics advisor, and their grades will be checked more frequently.

Since a high percentage of the student-athletes identified with special academic needs remained in good academic standing, there is no need for a special plan for improvements in this area.

**7. Describe your institution's written policies and procedures related to the step-by-step sequence of actions taken by particular individuals on the institution's campus to certify initial eligibility for student-athletes. Provide the names and titles of individuals inside and/or outside of athletics who are involved with the certification of initial eligibility. In addition, provide the name(s) and title(s) of the individual(s) who has ultimate responsibility in determining student-athletes' initial eligibility.**

*Measurable Standard No. 7*

*The institution must have written step-by-step policies and procedures for the certification of initial, transfer, and continuing eligibility.*

ACU has written policies and procedures for certifying student-athlete initial eligibility. The step-by-step process is the following.

1. Institutional Request List (IRL) - The head coach/recruiting coordinator will enter prospective student-athletes being recruited to ACU on the IRL on the Eligibility Center's web portal.
2. Prospective student-athletes (PSA) are responsible for registering with the NCAA Eligibility Center (EC), submitting all high school transcripts and test scores to the NCAA Eligibility Center. They are also responsible for requesting final amateurism certification. Prospective student-athletes must receive academic qualifier and amateurism certification from the NCAA to be certified for intercollegiate competition.
3. The Compliance Office along with the head coach or recruiting coordinator is responsible for monitoring the EC status of committed PSAs and communicating with them about needed information until they receive final certification.
4. In early summer, incoming students are emailed the ACU/NCAA compliance forms through the compliance software and the NCAA compliance forms website.
5. To be cleared for practice, new student-athletes must complete all ACU/NCAA compliance forms, must have a medical physical on file that was completed within the last six months, and must register with the Eligibility Center and request final amateurism.

The determination of initial eligibility is made by the Assistant Director of Athletics for Compliance, James Feeney, and ACU's NCAA Certification Specialist, Colleen Blasingame.

**8. Describe your institution's written policies and procedures related to the step-by-step sequence of actions taken by particular individuals on the institution's campus to certify transfer eligibility for student-athletes. Provide the names and titles of individuals inside and/or outside of athletics who are involved with the certification of transfer eligibility. In addition, provide the name(s) and title(s) of the individual(s) who has ultimate responsibility in determining student-athletes' transfer eligibility.**

ACU has written policies and procedures for certifying student-athlete transfer eligibility. The step-by-step process includes the following.

1. All coaches must provide documentation of permission to contact prospective student-athletes prior to recruiting a four-year prospect. Coaches initiate a request for Permission to Contact to the Compliance Office with the name of the PSA and his or her institution. The Compliance Office sends the Permission to Contact/Eligibility Tracer request to the original institution. Coaches are required to place all active recruits into the compliance software recruiting system and add the prospect to ACU's Institutional Request List and upload the 48C (Student Detail Report) into the current compliance software.
2. Once recruiting is established for any transfer, coaches submit a Request for a Preliminary Transcript Evaluation to the Compliance Office for the appropriate transfer type (2-4, 4-2-4 or four-year) using the appropriate form. The form is reviewed and updated with appropriate compliance information and then uploaded along with all transcripts to the compliance software database. The compliance staff then notifies ACU's NCAA Certification Specialist in the Registrar's Office that there is a transcript to be evaluated. The transcript(s) submitted should at least contain basic information, such as:
  - a. Name of the institution
  - b. Student name and identification numbers
  - c. Terms of enrollment
  - d. Course information and final grades for the terms completed
3. The Registrar's NCAA Certification Specialist evaluates to determine whether the prospect will meet NCAA transfer eligibility bylaws and ACU transfer requirements. Upon completion, the respective coach, the compliance staff and the athletics academic staff are notified of the completed evaluation. Coaches will then discuss issues with the compliance and academic staff.
4. Once the PSA commits to ACU, and again after the student-athlete signs with ACU, the athletics academics staff contacts each student to review transfer credits and to discuss degree options and schedules. Student-athletes may also consult departmental academic advisors.

5. Transfer PSAs also must register with the NCAA Eligibility Center and, at the least, request final amateurism declaration.
6. To be cleared for practice, transfer student-athletes must complete all ACU/NCAA compliance forms, must have a medical physical on file that was completed within the last six months, and must register with the Eligibility Center and request final amateurism.
7. Transfer student-athletes may participate in an NCAA-approved 45-day practice window, provided that they have submitted all required documents but are pending a final decision on either their academic qualifier or amateurism decision. These student-athletes may practice but cannot travel nor compete until the 45-day window expires or a final decision has been reached.

Once all final, official transcripts have arrived and have been evaluated by the Registrar and all ACU/NCAA compliance forms are submitted, the Compliance Office, the Registrar, and Faculty Athletics Representative will determine athletics eligibility for incoming transfer students.

Ultimately, the determination of initial transfer eligibility is made by the Assistant Director of Athletics for Compliance, James Feeney, and ACU's NCAA Certification Specialist, Colleen Blasingame.

**9. Describe your institution's written policies and procedures related to the step-by-step sequence of actions taken by particular individuals on the institution's campus to certify continuing eligibility for student-athletes. Provide the names and titles of individuals inside and/or outside of athletics who are involved with the certification of continuing eligibility. In addition, provide the name(s) and title(s) of the individual(s) who has ultimate responsibility in determining student-athletes' continuing eligibility.**

ACU has written policies and procedures for certifying student-athlete continuing eligibility. The step-by-step process includes the following.

1. The Certifying Officer will certify the continuing eligibility of each student-athlete for practice and/or competition prior to the start of each term. The NCAA Certification Specialist in the Registrar's Office will verify eligibility and update the NCAA database, Compliance Assistant (CAI). Coaches provide the compliance staff with an updated roster of active student-athletes for the ensuing academic year no later than April 30 with timely updates thereafter. The Registrar's NCAA Certification Specialist will check the academic eligibility status of each student-athlete as soon as grades are posted in conjunction with the athletics academic and compliance offices.
2. Prior to final certification the Certification Specialist and athletics academics and compliance staff will perform a complete check of each student-athlete's academic performance to include six-hour rule, GPA, hours earned, Progress

Toward Degree (PTD) and degree designation. Upon completion, information is entered into the NCAA Compliance Assistant Progress Toward Degree. All data will be reviewed by each party, and concerns of any student-athlete who may not be eligible will be addressed with the head coach and options presented for how the student-athlete may regain his or her eligibility. These student-athletes are encouraged to meet with the athletics academic staff to create an academic improvement plan for them to regain their eligibility.

3. The academic and compliance offices will compile an eligibility status form for each student-athlete with a copy to each head coach once they receive the information from the NCAA Certification Specialist. Each student-athlete will be given the opportunity to have a personal meeting to discuss and understand his or her eligibility status and make arrangements to rectify any deficiencies.

The determination of continuing eligibility is made by the Assistant Director of Athletics for Compliance, James Feeney, and the Registrar, Dr. Eric Gumm.

**Please use the supplied charts on Page Nos. 32-34 to respond to Self-Study Item Nos. 10 and 11.**

10. Analyze, explain and address any differences between the most recent four-class average Federal Graduation Rate for student-athletes who received athletics aid and the most recent four-class average Federal Graduation Rate of all students.

If there is a difference that cannot be adequately explained between the most recent four-class average Federal Graduation Rate for student-athletes and the most recent four-class average Federal Graduation Rate for all students, the institution must develop a plan for improvement to address the issue.

Information obtained to complete this chart:

- a. NCAA Federal Graduation Rates Report.

*[Please note, reclassifying institutions must analyze the Federal Graduation Rate data even if the data was collected at the time when the institution was not Division I.]*

[Note: Use the supplied chart (Federal Graduation Rates Comparison on Page No. 32) to analyze data.]

Measurable Standard No. 8

*The institution must analyze, explain and address any differences between the most recent four-class average Federal Graduation Rate of student-athletes as a whole and the most recent four-class average Federal Graduation Rate of students generally. If there is a difference that cannot be adequately explained between the most recent four-class average Federal Graduation Rate of student-athletes and the most recent four-class average Federal Graduation Rate of students generally, the institution must develop a plan for improvement to address the issue.*

The relevant data for Abilene Christian University student-athletes have been provided on the Federal Graduation Rate chart found on page 32 of the self-study instrument. The most recent four-class average Federal Graduation Rate for all students at Abilene Christian University was 60%. The most recent four-class average Federal Graduation Rate for student-athletes who received athletics aid was 57%. An analysis of the relevant data indicates that the difference in graduation performance can be explained by a variety of factors. The key factor is the small sample size in this data and the impact on the graduation rate. The difference between the student-athlete percentage and that for all students translates to a difference of only 3.1 students per year – a small number of actual students. The budgetary limitations on athletics scholarships means that there also are fewer student athletes on athletics aid and that has impacted the academic profile of student-athletes, which has a resulting impact on the graduation rate. As the University began the transition to Division I during the years included in this four-year average, the academic profile of student-athletes being recruited is rising to reflect the overall academic profile of the University.

11. Analyze, explain and address any differences between the most recent four-class average Federal Graduation Rate for all student-athlete subgroups (i.e., team, gender, ethnicity, ethnicity within team) and the most recent four-class average Federal Graduation Rate for all students, including comparable student-body subgroups (i.e., gender, ethnicity).

If there is a difference that cannot be adequately explained between the most recent four-class average Federal Graduation Rate of a student-athlete subgroup and the most recent four-class average Federal Graduation Rate for all students or comparable student-body subgroup, the institution must develop a plan for improvement to address the issue.

Information obtained to complete this chart:

- NCAA Federal Graduation Rates Report.

*[Please note, reclassifying institutions must analyze the Federal Graduation Rate data even if the data was collected at the time when the institution was not Division I.]*

[Note: Use the supplied charts (Federal Graduation Rates by Sport on Page No. 33 and Federal Graduation Rates by Racial and Ethnic Group on Page

No. 34) to analyze data. In addition, please refer to Page No. 58, Appendix A, for an explanation regarding the required analysis.]

*Measurable Standard No. 9*

*The institution must analyze, explain and address any differences between the most recent four-class average Federal Graduation Rate of all student-athlete subgroups (i.e., team, gender, ethnicity, ethnicity within team) and the most recent four-class average Federal Graduation Rate of students generally, including comparable student body groups. If there is a difference that cannot be adequately explained between the most recent four-class average Federal Graduation Rate of a student-athlete subgroup and the most recent four-class average Federal Graduation Rate of students generally or a comparable student body subgroup, the institution must develop a plan for improvement to address the issue.*

Using the 2008-2009 Federal Graduation Rates report, the IPP Subcommittee on Academic Integrity compared the data for all student-athlete subgroups receiving financial aid by team and gender with the Federal Graduation success rates for all comparable student subgroups. In most cases, the graduation rates for student-athlete subgroups are equal to or higher than the four-class average for all comparable student subgroups. Further explanation is found below for the small number of teams where the graduation success rate is lower than comparable student subgroups.

Overall, Abilene Christian University student-athletes' average graduation rates for most teams and racial/ethnic subgroups were higher than the ACU students' graduation rates for all students and for the same racial/ethnic subgroups for the 2008-09 cohort (the most recent data that can be analyzed). The following is a detailed analysis for each team and subgroup.

## **Team Comparisons**

### **Men's Sports:**

- **Baseball:** The baseball team's four-class average graduation rate of 67% was higher than that of all of the student-athletes (57%) and the male student-athletes (52%). In addition, the team's average graduation rate was higher than the average graduation rates for both ACU male students overall (55%) and for all entering ACU students (60%).
- **Basketball:** The men's basketball team's four-class average graduation rate (75%) was the highest of all of the men's sport teams, and it was higher than the average graduation rates for both the student-athletes (57%) and male student-athletes (52%); the team's graduation rate was higher than the average graduation rates for all ACU male students (55%) and for all entering ACU students (60%).
- **Cross Country/Track and Field:** The men's cross country/track and field team's four-class average graduation rate (44%) was lower than the average graduation rates for all of the other sport's teams. The rate was lower than the average graduation rate for all student athletes (57%) and male student-athletes (52%).



- **Football:** The football team's four-class average graduation rate (46%) was the second lowest of all of the average graduation rates for all of the men's teams (only men's cross country/track and field was lower). The rate was lower than the average graduation rate for all students at ACU (60%), as well as for all athletes (57%) and male student-athletes (52%).
- **Other Sports (Golf and Tennis):** The combined men's golf and tennis team's four-class average graduation rate (69%) was the second highest of all of the groups of men's sport teams, and it was higher than the average graduation rates for both all student-athletes (57%) and male student-athletes (52%); the team's graduation rate was higher than the average graduation rates for all ACU male students (55%) and for all entering ACU students (60%).

### Women's Sports:

- **Basketball:** With the highest four-class average graduation rate of all the ACU athletics teams (80%), the women's basketball team's average graduation rate was higher than the four-class average graduation rate for all student-athletes (57%), female student-athletes (73%), ACU female students (63%) and ACU students overall (60%).
- **Cross Country/Track and Field:** The women's cross country/track and field team's four-class average graduation rate (53%) was the lowest of all of the average graduation rates for all of the women's sport's teams (and overall only the men's cross country/track and field and football teams had a lower graduation rate). The rate was lower than the average graduation rate for all students at ACU (60%), as well as for all student-athletes (57%) and female student-athletes (73%).
- **Other Sports (Soccer, Tennis and Volleyball):** The combined women's soccer, tennis and volleyball team's four-class average graduation rate (78%) was the second highest of all of the teams, and it was higher than the average graduation rates for both the student-athletes (57%) and female student-athletes (73%); the team's graduation rate was higher than the average graduation rates for all ACU female students (63%) and for all entering ACU students (60%).

## Racial and Ethnic Group Comparisons

### Men's Sports:

- **Baseball:** The baseball team's overall four-class average graduation rate is 67%. The only racial and ethnic group represented was White/Non-Hispanic.
- **Basketball:** The basketball team's four-class average graduation rate for African-American student-athletes was 100%, and the rate for White students was 83%. Those were the only subgroups with enough student-athletes to have a rate. The overall rate for the team was 75%, and the rate for all African-American students in the student body is 38%, while the rate for White/Non-Hispanic students overall was 57%.



- Cross Country/Track and Field: The men's cross country/track and field team's four-class average graduation rate for African-American student-athletes (67%) was higher than the rate for all African-American students (38%) and for all male student-athletes (52%) as well as all student-athletes (57%). The White/Non-Hispanic graduation rate was 43%, which is significantly lower than the average graduation rates for all White/Non-Hispanic male students of 57%.
- Football: The football team's four-class average graduation rate (46%) was the second lowest of all of the average graduation rates for all of the men's teams. While the American Indian graduation rate with the football team was 100%, the African-American rate was 34%, and the White/Non-Hispanic rate was 53%. These rates both are below that of the male students overall (at 38% for African-American and 57% White/Non-Hispanic).
- Other Sports (Golf and Tennis): Each of the subgroups for the other sports has a graduation rate higher than the overall averages. The rate for the White/Non-Hispanic student-athletes was 67%, and the rate for Non-Resident Aliens was 75%. These rates are well above the average for all student-athletes (57%) and male student-athletes (52%).

#### Women's Sports:

- Basketball: With the highest overall four-class average graduation rate of all the ACU teams (80%), the women's basketball team's African-American rate was 100%, and the White/Non-Hispanic rate was 83%. These rates compare to the overall rate for female African-American students (60%) and for White/Non-Hispanic students (79%).
- Cross Country/Track and Field: The women's cross country/track and field team's four-class average graduation rate for African-American student-athletes (43%) was higher than the rate for all African-American students (38%). The White/Non-Hispanic graduation rate was 71%, which is just below the average graduation rates for all female student-athletes (73%) and above the rate for all White/Non-Hispanic students (63%).
- Other Sports (Soccer, Tennis and Volleyball): Each of the subgroups for the other sports has a graduation rate higher than the overall averages. The rate for the African-American student-athletes was 100%, for Hispanic student-athletes it was 67%, and the rate for White/Non-Hispanic student-athletes was 78%. These rates are well above the average for all students in the same racial and ethnic groups (35% for African-American, 46% for Hispanic and 63% for White/Non-Hispanic).

In general, ACU athletics teams graduate at a higher rate than their comparable subgroups. Because almost all differences between the Federal Graduation Rates for specific athletics subgroups and for all students and the respective subgroups can be explained either by small cohort size or the changing student academic profile, the IPP Academic Integrity Subcommittee believes there is no need for Abilene Christian University to develop a plan for improvement for these cohorts.

#### **12. Describe the department of athletics written policies and procedures related to scheduling competitions and practices to minimize student-athletes' conflicts with**

**class time and/or final examination periods due to participation in intercollegiate athletics, including how the institution monitors this area.**

**Measurable Standard No. 10**

*The institution must have established, written policies regarding the scheduling of practices and competition to minimize student-athletes' conflicts with class time and final examination periods due to their participation in intercollegiate athletics. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the self-study process.*

Abilene Christian University's Department of Athletics affirms the importance of class attendance and reflects that in the Student-Athlete Handbook which indicates:

There is a direct correlation between classroom attendance and academic success. All coaches and departmental administrators are expected to reinforce the necessity of regular class attendance to the student-athletes. All student-athletes must meet the attendance requirements of each individual course as announced by the instructor.

Some classes will be missed due to a team's travel schedule. Every attempt will be made to keep such conflicts to a minimum. The student-athlete must be especially aware of the classes that will be missed for athletics trips. It is the student-athlete's responsibility to make arrangements before the absence and do whatever make-up work is required by the instructor.

When practice schedules conflict with class schedules, student-athletes are required to attend class.

The Abilene Christian University Faculty Athletics Committee is appointed by the Faculty Senate and is comprised of nine voting members representing each of the colleges of the University. The FAC's charge includes reviewing and approving the schedules for all sports teams to minimize the impact on student-athletes and to reduce the conflicts with class time and final examination periods due to their participation in intercollegiate athletics. The approved practice schedules are also proactively communicated to academic advisors to allow them to use that information to inform their advising conversations with student-athletes and to facilitate student-athlete enrollment in courses whose schedule will minimize conflicts with practice times.

The Faculty Athletics Representative chairs the Faculty Athletics Committee and reviews all Advance Absence Approval forms by sports teams to ensure that they conform to the approved schedule and reflect the focus on minimizing the impact on student-athletes. The Faculty Athletics Committee also conducts exit interviews with all graduating student-athletes to obtain input regarding their experience as it relates to class absences, travel scheduling, rules awareness, and overall experience in their athletics career at Abilene Christian University.

**13. Describe the institution's written missed-class time policies for all students,**

**including any exceptions or differences that exist for student-athletes.**

Abilene Christian University does not have a University-wide policy on class attendance. However, the University requires an attendance policy be included in the class syllabi distributed at the start of the semester. The ACU Faculty Handbook states:

Each faculty member must distribute a syllabus within the first week of class (or by the second day of a short course). Electronic publication and dissemination of syllabi are acceptable. A clearly stated attendance policy is a required element of the syllabus. The policy should state the expectations of all students for attendance at required course meetings.

The University position on class attendance is described in the Undergraduate Catalog and in the Student Handbook, as follows:

ACU expects students to attend and participate in all class and laboratory meetings. Students must adhere to the policies published in each course syllabus. ACU normally offers classes in a series of regularly scheduled meetings. The most common patterns are Monday-Wednesday-Friday, Tuesday-Thursday, and once-per-week. Some classes have regularly scheduled laboratories (labs).

Students are responsible for initiating a Withdrawal from Class form for any class that they have never attended or have stopped attending. If students do not initiate a withdrawal form, one of the following actions may be taken:

- The professor may initiate a withdrawal for a student who has violated the attendance policy as stated in the course syllabus. A “W” or “WF” grade will be assigned at the discretion of the professor; or
- The professor may choose not to initiate a Withdrawal form and simply assign a grade of “F” at the end of the semester.

**14. Provide supporting data to analyze, explain and address missed class time for the last two years for each sports team.**

*Measurable Standard No. 11*

*The institution must analyze and explain missed class time for the last two years for each sports team and address, through a plan for improvement, any missed class time that is deemed significant or excessive in nature.*

The Missed Class Days by Sport chart (at the end of this section) shows the number of class days each Abilene Christian University team missed during the 2013-14 and 2014-15 academic years. The total reflects the maximum number of classes potentially missed by an individual student-athlete. Student-athletes are advised to schedule classes on days/times when they would miss the least amount of class time, so individual student-athletes may have missed fewer days than reflected on this chart.

There are several reasons that contribute to the amount of missed class time, including the following:

- ACU's decision to transition to NCAA Division I and the Southland Conference was approved and announced in August 2012. That gave the majority of the sports programs less than one year to develop schedules for their first Division I seasons. Most Division I programs at other universities already had their schedules set so ACU teams had to travel more to fill a Division I schedule.

- These data are from the 2013-14 and 2014-15 academic years, which were the first two years of transition to Division I for ACU. For a university in transition, it is challenging to schedule home non-conference contests. After years of scheduling Division II opponents, coaches must establish new relationships with Division I programs, and they often must schedule any program that is willing to play, whether at home or on the road, the first year.

- The Southland Conference, of which ACU is a member, currently has twelve other member institutions, five of which are in the state of Louisiana and one in Arkansas. ACU is geographically separated, being the most western university in the conference. With a location far from many other member institutions, ACU student-athletes must travel a long distance to compete against many conference opponents. Budget limitations mean that ACU student-athletes must spend more time travelling by bus to these contests, which impacts the amount of missed class time. Below are the distances to each of ACU's Southland Conference opponents:

- University of Central Arkansas (Conway, AR): 522 miles
- Houston Baptist University (Houston, TX): 354 miles
- University of the Incarnate Word (San Antonio, TX): 247 miles
- Lamar University (Beaumont, TX): 440 miles
- McNeese State University (Lake Charles, LA): 513 miles
- University of New Orleans (New Orleans, LA): 688 miles
- Nicholls State University (Thibodaux, LA): 670 miles
- Northwestern State University (Natchitoches, LA): 435 miles
- Sam Houston State University (Huntsville, TX): 314 miles
- Southeastern Louisiana University (Hammond, LA): 654 miles
- Stephen F. Austin State University (Nacogdoches, TX): 343 miles
- Texas A&M University – Corpus Christi (Corpus Christi, TX): 400 miles

Following is explanation and analysis of missed class time by sport.

- Baseball: The ACU baseball program missed about two days more of class in 2014 than it did in 2015. With the transition from Division II to Division I, our 2014 schedule had more away games than normal. In 2015 we were able to have a full conference schedule, and in our non-conference schedule we were able to secure more home games. In 2014 the baseball team traveled to games in Dallas and filled any openings from other DI schools during weekdays. The coaches struggled to get a full 56-game schedule that season. In 2015 the baseball coaches were able to get more home-and-home games for mid-week playing dates, and half of our conference games were scheduled at home because we became a full member of the Southland Conference. The baseball team's

schedule in 2015 for home vs away games was closer to 50 percent. Because ACU baseball plays beyond final exams, the team plays away games in May that don't affect class absences.

- **Men's Basketball:** The ACU men's basketball team missed more class time during the 2013-14 season due to scheduling challenges for non-conference games during the first transition year. Mid-major teams could not schedule ACU due to the team still counting as a non-Division I opponent in year one of the transition. Men's basketball missed nine class days in November to travel to high-major programs that did not have RPI concerns and had openings in their schedule. In 2014-15 ACU was able to schedule six non-conference home games and participate in a multi-team exempt event, which occurred during the Christmas holidays. This significantly lowered the number of missed classes. The team was not allowed to participate in the Southland Conference tournament during the transition in 2013-14 or 2014-15, which contributes to lower missed class time in the spring semester.

- **Women's Basketball:** The ACU women's basketball team attempts to design the non-conference schedule to have very few class absences in the fall. The players take a larger class load (16-to-19 hours) in the fall knowing that they will not miss class as often. Non-conference tournaments are usually played during the Thanksgiving holidays or immediately after final exams. The spring semester class schedules are usually a bit lighter (12-to-15 hours) due to the travel requirements in the Southland Conference. We have no day trips in our league since our closest opponent requires a four-hour bus trip, and normally games are grouped with another opponent in the region. The other conference opponents are 6-to-11 hours from Abilene by bus, which is our typical mode of transportation. We try to minimize missed classes by waiting to depart until players are out of class. The team is not allowed to participate in the Southland Conference tournament during the transition, which reduces missed class time in the spring.

- **Men's and Women's Cross Country:** The ACU men's and women's cross country teams missed the least class time of any ACU team, and that will remain true based on the competition schedule. Several contests are conducted Saturday, and the team departs after class Friday.

- **Football:** The ACU football team opened the 2015 season with a Thursday evening game in Fresno, Calif. To get to that game in a timely manner, we went to class for a half-day Wednesday and missed all classes on Thursday. We played a conference game Oct. 3 in Conway, Ark., and we missed all Friday classes to travel by bus and allow time for practice. We played a conference game Oct. 10 in Beaumont, Texas, so we did not attend class on the preceding Friday for travel. We played an afternoon conference game Oct. 24 in San Antonio so we scheduled our travel to miss only a half-day of classes for travel Friday before the game. We played a conference game Nov. 7 in Natchitoches, La., so we missed class on Friday for travel. Our last game of the season was in Greeley, Colo., Nov. 21. To travel by bus to Greeley, we had to leave Abilene Thursday, but we waited to miss only a half-day of Thursday classes in addition to all Friday classes.

- Men's Golf: Most of our golf tournaments require us to miss several Mondays and Tuesdays, both in the fall and spring. However, we are always well under the maximum missed class days recommended by the Faculty Athletics Committee (20 percent). In the spring semester, for example, we utilize spring break to schedule one or two tournaments to avoid additional missed class time. Our schedule remains consistent from year-to-year. Future post-season play will occur after final exams in the spring.

- Women's Soccer: ACU soccer has not approached the maximum number of missed class days recommended due to our schedule being consistent with games on Fridays and Sundays. We had the same number of class absences in 2014 as in 2013 and should remain at that level. Also, we do not miss classes in the spring because there are no games.

- Softball: Because of ACU's current schedule in the Southland Conference, every other year we will miss more classes because of travel. We travel to Hammond, La.; Conway, Ark.; Lake Charles, La.; and Corpus Christi, Texas, in those years. All of these locations require more than nine hours of travel. We play our games on Fridays noon-2 p.m. We must leave at 8 a.m. Thursday to arrive at an appropriate hour for the team to rest and be prepared for games the next day. In 2015 spring break didn't help reduce the number of missed classes because we played at home, but next year we will play away. This year we will play at Texas Tech on a Wednesday with a game time of 6 p.m. so we will leave at noon to minimize the amount of missed classes. The primary way to fill our schedule is to play tournaments on weekends, which start on Fridays and run through Sundays to reduce the number of midweek games. There are four of these weekends at the beginning of our season that allow us to get 15-to-20 games in before our conference schedule begins. We miss Fridays and some Thursdays to play in these tournaments. This year we reduced our non-conference schedule and played only in three tournaments because of extra missed class time we will incur in the long travel year of our conference schedule.

- Men's and Women's Tennis: The ACU men's and women's tennis teams have traditionally traveled aggressively to maintain a nationally-ranked team. We work diligently to schedule competition to not exceed the recommendations set by the Faculty Athletics Committee. During the years of nationally-ranked teams in NCAA DII, however, we were usually near the maximum recommended number of class absences each year. This will remain true as we pursue similar goals in NCAA DI. Despite the travel schedule, the ACU tennis teams have been, traditionally, right at the top of academic performers for ACU athletics.

- Men's and Women's Track and Field: The ACU men's and women's track and field teams' missed class time had a slight improvement from 2014 to 2015 seasons. There were fewer scheduled competitions in 2015 than in 2014. The greatest issue with class absence comes from Southland Conference meets, where the travel is much greater than during the regular season. In 2015 we traveled to the indoor conference meet in Birmingham, Ala., on the weekend and reduce missed class time. In 2014 we had to travel to the indoor conference meet during the week, which greatly added to our missed

classes. With a limited number of indoor track and field facilities in Texas, we must travel greater distances so we have more missed classes during the indoor season. In the outdoor season, we compete at the Texas Relays in Austin and at Texas State University in San Marcos the same week, and these meets are contested during weekdays. We miss two or three days of classes for these meets. The outdoor conference meet for the past two years also has been a big travel week for us. For the outdoor season, the conference meets have been our greatest distance for travel, and it occurs during our final exams week. We have been able to prepare in advance to accommodate the student-athletes' testing schedule and plan for their absences. Other than the Texas Relays and Texas State and our outdoor conference meet, the majority of our meets are on Friday and Saturday and between two and five hours of driving time, which helps minimize missed classes.

- **Volleyball:** The volleyball team missed 14 class days each in 2013 and 2014. We will regularly miss those 14 days of class each fall because of the travel schedule of our Southland Conference and non-conference opportunities. Because we play several games on Thursday and Saturdays (and sometimes on Tuesdays), we try not to miss class on travel days to minimize the impact on class time, but sometimes we must because of the distance to travel. We don't return to Abilene between events when our conference requires us to play on Thursdays and Saturdays when we are a significant distance from Abilene. Our preseason tournaments are usually Fridays and Saturdays so we miss some Friday classes. We have no class absences in the spring since there are no games.

**Missed Class Days by Sport**

Sport	2013-2014			2014-2015		
	Fall 2013	Spring 2014	Total	Fall 2014	Spring 2015	Total
Baseball		12	12		10	10
Men's Basketball		13	13	3	12	15
Women's Basketball		10	10	2	12	14
Men's Cross Country	3		3	4		4
Women's Cross Country	3		3	4		4
Football	5.5		5.5	7.5		7.5
Men's Golf	8	13	21	8	9	17
Women's Soccer	10		10	10		10
Softball		11	11		11	11
Men's Tennis	5	7	12	7	15	22
Women's Tennis	9	8	17	10	15	25
Men's Track and Field		18	18		14	14
Women's Track and Field		18	18		14	14
Volleyball	14		14	14		14

**15. Describe the means by which the department of athletics policies and procedures regarding the scheduling of athletics competition and practices (as**

**described in Self-Study Item No. 1) and the institution's missed-class policies (as described in Self-Study Item No. 1) are directly communicated in writing to student-athletes, department of athletics staff members and appropriate faculty and administrative staff.**

*Measurable Standard No. 12*

*The institution's established, written policies regarding the scheduling of practices and competition must be directly communicated in writing (e.g., provide hard copy of document, provide Web link via e-mail) to student-athletes, department of athletics staff members and other appropriate faculty and administrative staff (e.g., published in the institution's student-athlete handbook or department of athletics policies and procedures manual, an e-mail with an attachment or link to the posting on the institution's Web site). Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.*

The Abilene Christian University Department of Athletics communicates in writing the importance of attendance and the efforts to minimize the impact of absences on student athletes (as described in Self-Study Item No. 12) to its student-athletes in the Student-Athlete Handbook that is distributed to all student-athletes annually. The policy is addressed in the Essentials for Academic Success section (page 18):

There is a direct correlation between classroom attendance and academic success. All coaches and departmental administrators are expected to reinforce the necessity of regular class attendance to the student-athletes. All student-athletes must meet the attendance requirements of each individual course as announced by the instructor. Some classes will be missed due to a team's travel schedule. Every attempt will be made to keep such conflicts to a minimum. The student-athlete must be especially aware of the classes that will be missed for athletics trips. It is the student-athlete's responsibility to make arrangements before the absence and do whatever make-up work is required by the instructor.

That same policy is posted on the athletics department website under the heading of Athletic Dept., Student-Athlete Handbook. All staff members have access to the document on the athletics department website, and the handbook contents are reviewed with the athletics staff each year.

At this time, ACU does not have a University missed-class policy for its student body (see Self-Study Item 13).

**16. If the institution has developed a plan(s) for improvement during the current self-study process for Operating Principle 2.1, describe the institution's efforts to ensure the plan(s) for improvement was developed through a process involving broad-based participation and has received formal institutional approval.**

Abilene Christian University has conducted the required review and analysis of Operating Principle 2.1. At this time, all of the requirements outlined in this section of the self-study are met, and no plans for improvement are necessary.



## ***Self-Study Items for Operating Principle 2.2***

**1. Explain how the institution is organized to provide academic support and advising services to student-athletes, either through institutional programming or student-athlete support services. In addition, provide a description reporting lines and responsibilities assigned to specific staff members.**

### ***Measurable Standard No. 1***

*Academic support services must be available to student-athletes either through institutional programming or through student-athlete support services.*

### ***Measurable Standard No. 2***

*The institution must demonstrate that its institutional structures and reporting lines for student-athlete academic support services are organized such that academic advising for student-athletes is an integral part of the institution's educational system.*

Operating Principle 2.1, Item 5, documented the academic support programs available to student-athletes through institutional programming and student-athlete support services. Academic support and advising services are embedded within the organizational structure of ACU, crossing Academics, Athletics, and Student Life. The following provides detail on the organizational structure of ACU's academic support and advising services provided to student-athletes.

Each academic department or college at ACU has academic advisors to advise students within those disciplines. Each undergraduate student is required to meet with his or her academic advisor during each long semester in which they are enrolled. Each academic advisor reports to the chair of his or her academic department who reports to the Dean of the college, who reports to the Provost. This organizational structure and the requirement for students to meet each semester with their academic advisors illustrate the integral role advising has within the academic system at ACU.

Student-athletes who have not yet declared a major (i.e., undeclared) are advised through the

Academic Development Center. Undeclared student-athletes are assigned to an advisor in the Academic Development Center who will provide academic advising as they go through the major selection and declaration process, at which point they will transition to meeting with the academic advisor within the appropriate academic department or college. The director of the Academic Development Center reports to the Provost.

Currently, there is one Assistant Director of Athletics for Academics and one Academics Assistant who each work with ACU student-athletes. They report to the Associate Director of Athletics for Student-Athlete Welfare, who has some accountability to the Vice Provost.

**2. Explain how the institution's staffing, physical space and financial support for student- athlete academic support services has been reviewed by appropriate institutional academic authorities to ensure they meet the academic needs of student-athletes at the institution (this review must be conducted as part of the self-study process).**

*Measurable Standard No. 3*

*The institution must demonstrate that its staffing, physical space and financial support for student-athlete academic support services have been reviewed by appropriate institutional authorities and determined to meet the academic needs of student-athletes at the institution. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the self-study process.*

Since academic support services are delivered to all ACU students through the same support areas, the Provost's Office is the appropriate institutional authority who determines if the academic needs of student-athletes are met. In addition, the student-athlete support services process reviewed the services provided, and the evaluation committee supports the current delivery method of integrated services rather than separate services for student-athletes.

The IPP Academic Integrity Subcommittee concurs with the Provost's Office's determination that the procedures, policies, and resources in place at ACU meet the academic needs of student-athletes at the University.

**3. Using the program areas for academic support services listed below, describe the following (this program analysis must be conducted as part of the self-study process):**

- a. The specific academic support services offered to student-athletes (if any);**
- b. Any policies that govern which students can use these services; and**
- c. The mechanisms by which student-athletes and staff are made aware of these services;**

**If the institution has additional or different academic support services not included in the following list of examples, please add those additional areas using the same analysis.**

*Measurable Standard No. 4*

*Information related to all academic support services must be clearly communicated to student-athletes and staff (e.g., through inclusion in the student-athlete handbook, discussion during team meetings, through inclusion in personnel manuals, review during staff orientation).*

*Measurable Standard No. 5*

*The institution must provide effective support services for student-athletes with learning disabilities and/or other special needs, either through institutional programming or through student-athlete support services.*

**(1) Academic counseling/advising: Course selection, class scheduling, priority registration.**

- a. Student-athletes are required to meet with their campus academic advisors and develop course schedules for the next semester. These courses are captured on an Academic Advising Agreement that is approved and signed by the student-athlete and his or her campus academic advisor, indicating that these courses are required and directly applicable for the student-athlete's desired degree. The student-athlete is then required to submit his or her completed Academic Advising Agreement to Wildcat Academics. The athletics academic staff, along with the Registrar's Office, reviews each form to ensure that the planned course schedule meets the requirements for degree-applicable courses and proper measures have been taken if a student has changed his or her major, needs prerequisites, or is repeating a course to ensure that the students will meet all academic eligibility requirements. Once the course selections have been approved by the athletics academic office and the Registrar, the Academic Advising Agreement is scanned and submitted to the student to use in registering for courses. A paper copy of the form is kept on file for proper documentation. Once students have registered for courses, their actual course schedules are double-checked against their Academic Advising Agreement to make sure their registered courses reflect the approved courses on their plan.
- b. Each ACU student has an academic advisor assigned to them from their academic department as well as a faculty advisor, and these advisors are available to students at all times throughout the year. Student-athletes also have access to the athletics academic staff.
- c. The staff of Wildcat Academics meets with all student-athletes at the start of each semester to inform the student-athletes of the academic advising services that are available. In addition, coaches are reminded of the academic advising process during semester meetings, as well as during staff meetings and via emails throughout the semester, particularly regarding academic deadlines. In addition, student-athletes receive email reminders from the athletics academic staff that to register for classes they must visit with their academic advisor and then bring their signed Academic Advising Agreement to the athletics academics office. Also, academic advising services and information are included in the Student-Athlete Handbook that is distributed to all student-athletes at the beginning of each academic year. Information about academic support services – including advising deadlines – also is available online.

**(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. Tutoring for student-athletes is generally provided through Alpha Scholars, which provides tutoring services to non-student-athletes as well. Some academic departments also provide assistance for students, which is available to all students enrolled in those courses. The athletics department does not employ tutors, instead utilizing the trained tutors available through Alpha Scholars.

Tutors in Alpha Scholars are students in their junior or senior year of college. They have a cumulative GPA of 3.5 or higher, and they participate in College Reading and Learning Association Master Tutor Training modules. Tutors must matriculate through Level III of the CRLA training while employed by Alpha. The rate of compensation for tutors is set by the Alpha Scholars program and is not dependent upon whether they work with student-athletes or not. Rates start at \$10 per hour and increase as appropriate. Tutor pupil load is dependent on his/her time availability and experience (*i.e.*, some tutors are able to meet with more student-athletes than others). Tutors only work with student-athletes in locations where they are monitored. Tutors are asked to complete a tutor session evaluation so that the progress of the student-athlete with that

tutor can be monitored.

- b. There are no policies limiting the availability of tutoring for student-athletes; the only limits are the availability of tutors, subject-area expertise and/or the number of student-athletes one tutor can accommodate.
- c. The staff of Wildcat Academics meets with all student-athletes at the start of each semester to inform the student-athletes of tutoring services available and how to utilize them. Coaches and the athletics academic staff provide reminders in meetings with individual teams during the year and communicate to individual student-athletes in-person and electronically if there is an indication of academic difficulty and a need for tutoring.

**(3) Academic progress monitoring and reporting: Individual's responsibility, frequency, procedures for periodic grade and attendance checks.**

- a. The staff of Wildcat Academics utilizes Grades First to request two performance checks during the semester from faculty who have student-athletes in their class at the four-week and 12-week marks of each semester. In addition to current grades, these performance checks include a request for attendance reporting and a notes field for faculty to provide additional information on student performance.

In addition to the performance checks, a midterm grade report is produced to assess student-athlete academic performance. The athletics academic staff follows up with any student-athlete who is struggling in one or more classes to inquire if the student-athlete needs additional help. This feedback is also sent to the coaching staff so that they will be aware of their student-athletes' progress in classes and so they can provide additional support and accountability.

- b. The ACU Faculty Handbook policy requires that all faculty submit midterm and final grades across all student classifications. In addition to this policy, performance checks are distributed through Grades First for all student-athletes.
- c. The athletics academic staff meets with all student-athletes at the start of each semester, and they inform the student-athletes that faculty will submit performance checks and midterm grades; midterm grades are available to all students through myACU web portal.

**(4) Assistance for special academic needs: Provisions for diagnosis and treatment of education-impacting disabilities (EID).**

- a. The Americans with Disabilities Act and Section 504 require all students to be treated equitably for assistance for special academic needs. Student-athletes are eligible for the same assistance for education-impacting disabilities as all ACU students.
- b. All University policies regarding assistance for special academic needs must align with the Americans with Disabilities Act and Section 504, and they are overseen by the Disability Services Coordinator. Under these provisions and policies, ACU treats all students, including student-athletes, equitably.
- c. Information regarding assistance for special academic needs can be found within the student handbook, and the athletics academic staff provides a reminder at the beginning of the year to all student-athletes about the services available to students.

**(5) Assistance for at-risk students: Availability including institution-wide assistance.**

- a. If a student-athlete is identified as being at-risk, the Wildcat Academics staff will meet with his or her head coach, and a plan will be generated for that student-athlete. At-risk student-athletes are assigned to a designated mentor on the athletics staff. Based on the

individual needs of those students, mentor meetings are scheduled approximately once a week to review the student's academic progress, discuss concerns with coursework, and connect him or her to resources on campus as needed.

- b. Student-athletes in the mentoring program are required to meet with their mentor at least once a week or as scheduled by their mentor. Any missed meetings are reported to the head coach.
- c. The staff of Wildcat Academics, in collaboration with the Admissions Office and Registrar's Office, assesses incoming student-athletes for potential future academic success by their test scores and cumulative GPA. The athletics academic staff also looks at gradechecks and academic performance to identify additional at-risk student-athletes, as well as asking coaches for the names of returning student-athletes who may need additional assistance.

**(6) Academic support facilities: Availability of study rooms, computers and labs.**

- a. The Brown Library is home to several spaces that provide academic support: the Learning Commons, the Learning Studio, Computer Lab, and the Writing and Speaking Centers. The Learning Commons provides computers and collaboration spaces where students, individually or in groups, may do research, work on projects, or study together. The Learning Studio has study rooms, collaboration spaces, a media lab equipped with six iMac computers, and audio and video recording labs available for students to use. There also is a Computer Lab adjacent to the Learning Studio that provides access to 16 additional computers.
- b. All of these resources are available to all enrolled ACU students.
- c. The staff of Wildcat Academics meets with all student-athletes at the start of each semester, and they inform student-athletes about the academic support facilities available.

**(7) Academic evaluation of prospective student-athletes: Review of academic profiles of prospective student-athletes.**

- a. Coaches are required to provide transcripts and test scores for their prospective student-athletes (*i.e.*, incoming first-year and college transfers) to the Compliance Office prior to official visits and/or being offered athletics financial aid so they can be evaluated for admissions standards, NCAA initial eligibility standards, academic performance, and potential majors for transfers based on percent of degree requirements.
- b. Based on the admissions standards, NCAA initial eligibility standards, academic performance, and potential majors for transfers based on percent of degree requirements, a review of academic profiles is required for all prospective student-athletes.
- c. Coaches are reminded about the academic evaluation process for prospective student-athletes during staff meetings.

**(8) Student-athlete degree selection: Degree program assistance.**

- a. The academic advisors and faculty advisors in each academic department provide support and advice on degree selection. Student-athletes are advised on majors during academic advising meetings each semester before registration. Undeclared student-athletes are advised through the Academic Development Center, and they are encouraged to proactively seek additional information on majors/careers and utilize Discovery to make an informed major decision. If declared student-athletes are struggling in classes that are required for their major, an athletics academic staff member will meet with that student-

athlete to discuss potential options related to the student-athlete's major selection, and staff may refer them to a staff member in the Academic Development Center.

- b. The Academic Development Center, which advises undeclared students and works with all students on major/career selection, is available to all students.
- c. The Wildcat Academics staff meets with all student-athletes at the start of each semester to inform the student-athletes of the academic advising services that are available. In addition, coaches are reminded of the academic advising process during these semester meetings, as well as during staff meetings and via emails throughout the semester. Student-athletes receive email reminders from the athletics academic staff that to register for classes, they must visit with their academic advisor to discuss with them issues regarding major/career selection.

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

- a. Testing for all ACU students is available through the Testing Center. No special accommodations are made for student-athletes for placement testing and evaluation accommodations in compliance with national testing standards.
- b. All ACU students have access to placement and credit-by-examination testing through the ACU Testing Center.
- c. Placement testing availability is communicated to all students with academic deficiencies through email and phone calls by the Office of Admissions.

**(10) Success skills: Study skills, note and test taking, writing and grammar skills, time-management skills.**

- a. Academic coaching is available to all students through the Academic Development Center, and it provides individual and small-group coaching on study skills, note taking, test taking, and time management. The Foundation for Success class (UNIV 140) focuses on study skills, note and test taking, and time management. UNIV 140 is available for elective credit to all students. The Writing Center also is available to all students and provides assistance with writing and grammar.
- b. These success skill programs are available to all ACU students.
- c. The athletics academic staff communicates the availability of these resources to coaches through email and staff meetings. Once student-athletes are identified who might need these services, the athletics academic staff will follow up with student-athletes and coaches to ensure that both student-athletes and coaches are aware of the specific assistance available through the Academic Development Center.

**(11) Study hall: Availability, facilities, attendance policies.**

- a. There is not a specific facility available for study hall for all student-athletes. Several teams offer a study hall for their players – specifically men's basketball, women's basketball, football, soccer and softball. Study hall policies are set by coaches who determine which student-athletes will attend and for how many hours, and each study hall is monitored by a member of the coaching staff.
- b. No formal policies have been established for all student-athletes concerning study hall, since formal study halls are not available to all student-athletes.
- c. Study hall procedures are set by the coaching staff for each team who are primarily responsible for the dissemination of study hall requirements to their student-athletes.



**(12) First year/transfer orientation: Availability, attendance requirements.**

- a. A mandatory, two-day University orientation is required for all incoming first-year students, including student-athletes. Incoming students have three orientation sessions to choose from in June and August. There is an additional, abbreviated session specifically for transfer students. No exceptions are made for any incoming student, including student-athletes.
- b. All incoming first-year students (including student-athletes) are required to attend, with no exceptions. All students are required to pay the new student orientation fee.
- c. A formal communication plan has been established for all incoming students through the Office of Admissions regarding the new student orientation requirement, available dates and the process to register for one of the sessions.

**(13) Mentoring: Availability of mentors, identification and assignment methods, and frequency of interaction.**

- a. In general, ACU does not have a formal mentoring program for student-athletes. Coaches, athletics academic advisors, learning specialists, tutors, faculty, and team members may serve indirectly as mentors within their respective roles. The Student Opportunities, Advocacy and Resources (SOAR) program facilitates connecting students to mentors on campus, and these services are available to all students. If a student-athlete is identified as being at-risk, the staff of Wildcat Academics will meet with his or her head coach, and a plan will be generated for the student-athlete that will include assigning them to a designated mentor on the athletics staff. Based on the individual needs of those students, mentor meetings are scheduled approximately once a week to review the student's academic progress, discuss concerns with coursework, and connect them to resources on campus as needed.
- b. At-risk student-athletes in the mentoring program are required to meet with their mentor at least once a week or as scheduled by their mentor. Any missed meetings are reported to the head coach. No formal policies have been established for any of the other mentoring services available on campus on a voluntary basis.
- c. Mentoring opportunities are generally developed between student-athletes and coaches, athletics academic staff members, and faculty and staff on campus through interactions within their respective roles.

**(14) Post-eligibility programs: Availability of scholarships, assistantships and academic support.**

1. Student-athletes who have exhausted their athletics eligibility, but have not graduated, may request athletics aid to complete their degree. The Assistant Director of Athletics for Compliance and the SWA also assist student-athletes applying for post-eligibility grants through the NCAA.
2. There are no formal policies for post-eligibility programs. Post-eligibility scholarships are provided on a case-by-case basis and are not advertised since there is a very limited amount of scholarship dollars to disburse.
3. While post-eligibility scholarships are provided on a case-by-case basis, student-athletes are notified about grant and scholarship opportunities through emails to the student-athletes.

*Measurable Standard No. 4*

*Information related to all academic support services must be clearly communicated to student-athletes and staff (e.g., through inclusion in the student-athlete handbook, discussion during team meetings, through inclusion in personnel manuals, review during staff orientation).*

*Measurable Standard No. 5*

*The institution must provide effective support services for student-athletes with learning disabilities and/or other special needs, either through institutional programming or through student-athlete support services.*

*Measurable Standard No. 6*

*The institution must demonstrate that all academic support services provided to student-athletes are subject to a comprehensive, written evaluation and approval at least once every four years by appropriate academic authorities outside athletics who do not have day-to-day responsibilities in the academic support services area (e.g., faculty members, degree program advisors or academic administrators of the institution). The institution's faculty athletics representative must serve as a member of the group responsible for the evaluation and approval of all academic support services. Please note, academic support services evaluations conducted by athletics conference office personnel generally will not meet this requirement. Finally, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the self-study process.*

**4. Please submit an electronic copy of the written report from the most recent academic support services evaluation.**

*Measurable Standard No. 6*

*The institution must demonstrate that all academic support services provided to student-athletes are subject to a comprehensive, written evaluation and approval at least once every four years by appropriate academic authorities outside athletics who do not have day-to-day responsibilities in the academic support services area (e.g., faculty members, degree program advisors or academic administrators of the institution). The institution's faculty athletics representative must serve as a member of the group responsible for the evaluation and approval of all academic support services. Please note, academic support services evaluations conducted by athletics conference office personnel generally will not meet this requirement. Finally, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the self-study process.*



*The Measurable Standard No. 7*

*The comprehensive, written academic support services evaluation must include an evaluation of all services provided to student-athletes. [Note: The list below should provide institutions with a starting point for the evaluation but it is not an exhaustive list. Institutions are required to evaluate all relevant services provided.]*

- a. Academic counseling/advising resources and services;*
- b. Tutoring;*
- c. Academic progress monitoring and reporting;*
- d. Assistance for special academic needs;*
- e. Assistance for at-risk students;*
- f. Academic support facilities;*
- g. Academic evaluation of prospective student-athletes;*
- h. Student-athlete degree selection;*
- i. Learning assessments;*
- j. Success skills;*
- k. Study hall;*
- l. First year/transfer orientation;*
- m. Mentoring;*
- n. Post-eligibility programs; and*
- o. Any other relevant service provided to student-athletes.*

*Measurable Standard No. 8*

*The institution must submit a copy of the written evaluation of the academic support services. Please note that the institutions that do not have a separate academic support program for student-athletes are not required to ensure that its academic support program for students generally is subject to a comprehensive written evaluation at least once every four years by authorities external to athletics.*

## Support Services Review Committee Report

The evaluation committee of faculty and staff selected to conduct the evaluation include representatives from the Faculty Athletics Committee, Faculty Senate and Provost's Office.

The evaluation committee included:

- Dr. Eric Gumm (Chair) – Registrar and Director of the First-Year Program & Academic Development Center; Interim Director of General Education
- Dr. Don Pope – Faculty, Department of Management Sciences
- Dr. Laura Phillips – Faculty, Department of Management Sciences; Faculty Athletics Representative
- Dr. Rachel Team – Faculty, Department of Psychology
- Dr. Susan Lewis – Vice Provost

The following individuals served as resource members for the subcommittee:

- Lisa Gilmore – Associate Director of Athletics for Student-Athlete Welfare
- Chris Ballard – Assistant Director of Athletics for Academics
- Rebekah Davis – Associate Registrar for Graduation and Degree Completion

The evaluation committee examined the following documents prior to conducting the evaluation:

1. Student-Athlete Handbook;
2. Athletics departmental policies regarding student-athlete well-being issues (e.g., class absences, competition and practice scheduling, etc.);
3. NCAA Division I Academic Progress Rate (APR) report;
4. Graduation Success Rate report;
5. Academic profile data of entering students (e.g., first-year students, transfers);
6. Special or alternate admissions policies and procedures;
7. Sampling of student-athlete eligibility files;
8. List of academic support personnel, titles and responsibilities;
9. Goals for academic support services.

The evaluation committee conducted interviews with key constituents to examine the existing policies, procedures and execution of academic support services for student-athletes.

Listed here are names and titles of individuals interviewed:

1. Athletics administration, academic support services staff and compliance staff – Lee DeLeon, Director of Athletics; Lisa Gilmore, Associate Director of Athletics for Student-Athlete Welfare; James Feeney, Assistant Director of Athletics for Compliance; and Chris Ballard, Assistant Director of Athletics for Academics.
2. Coaches – All head coaches.
3. Student-athletes – a representative sampling of student-athletes representing freshmen through seniors; men and women; and including participants in baseball, basketball, cross country/track and field, football, softball and soccer.
4. Faculty Athletics Representative – Dr. Laura Phillips.
5. Representatives from the faculty and Faculty Athletics Committee – Dr. Don Pope and Dr. Rachel Team.
6. Provost's Office – Dr. Susan Lewis, Vice Provost.
7. Office of Admissions – Tamara Long, Dean of Admissions.
8. Alpha Scholars – Dr. Scott Self, Director and Disability Services Coordinator, and James Scudder, Assistant Director.

## Areas Reviewed

### A. Academic Counseling and/or Advising Resources and Services

Individuals interviewed: athletics administration, Wildcat Academics staff, athletics compliance staff, Faculty Athletics Representative, student-athletes and coaches

#### 1. Interview questions:

- a. What support services are provided for the student-athletes?
- b. What are the policies or requirements for using these services?

- c. Are the services available to all student-athletes?
- d. How are student-athletes made aware of these services?
- e. How are progress-towards-degree requirements monitored?
- f. What are the responsibilities of the academic support services staff and campus academic advisors?
- g. What methods are used each term to ensure student-athletes are taking courses that fulfill progress-towards degree requirements?
- h. Is there regularly scheduled communication each term between academic support services staff and campus academic advisors? If yes, describe the frequency and type of communication.
- i. How regularly do coaches meet with academic support services staff?
- j. Describe the orientation program presented by the academic support services staff for all student-athletes.
- k. How many full-time staff members are in academic support services?
- l. What are the titles and job responsibilities of full-time staff?
- m. What are the reporting lines of the staff in the academic support services?
- n. What is the ratio of full-time athletics academic advisors to student-athletes?
- o. What part-time staff does academic support services use? Describe their roles and job responsibilities.
- p. Are development opportunities provided for academic support services staff? If yes, please describe.
- q. Describe involvement with any institutional academic support program external to athletics where collaboration is significant (e.g., honors program, learning disabilities, minority student support, university orientation).

## 2. Observations:

- a. The staff of Wildcat Academics participates in monthly meetings with campus academic advisors. These meetings discuss advising issues, curriculum changes, adjustments and/or changes in degree audit, and general everyday academic advising information. This involvement allows for relationships to be developed with campus partners, and clear communication is encouraged through this networking when concerns arise regarding degree audits.
- b. Each student-athlete is required to meet with his or her academic advisor to plan courses for the following semester. During that meeting, an Academic Advising Agreement is completed and signed by the advisor and the student. Then the student-athlete takes that agreement to the athletics academic services office. That office collaborates with the Registrar's Office to review each advising agreement for compliance with NCAA rules and support of progress toward degree, and then they provide an advising release code to the student-athlete to allow for registration. This system provides and supports direct communication and feedback, allowing for adjustments before registration.
- c. A cross-divisional committee has been formed to review each student-athlete's progress toward degree, and this process has been a significant improvement.
- d. The multi-phase communication with student-athletes through a meeting with all student-athletes at the start of the academic year, full team meetings with

academic support as a key topic, and follow-up meetings and electronic communication provide strong reminders for student-athletes of academic support services available.

### 3. Recommendations:

- a. Because of the importance of accurate and current information, the evaluation committee recommends that the academic support staff meet with all of the athletics staff at least once a year to present a thorough overview of academic support available to individual student-athletes and to provide updates on changes in these support services.
- b. The evaluation committee also recommends regular meetings for each team at least once a year with the academic support staff to maintain communication about academic support needed and to develop a plan for working with each team's student-athletes.

### B. Tutoring

Individuals interviewed: Wildcat Academics staff, coaches, student-athletes, athletics administration and Alpha Scholars staff

#### 1. Interview questions:

- a. What support services regarding tutoring are provided for the student-athletes?
- b. What are the policies or requirements for using these services?
- c. Are the services available to all student-athletes?
- d. How are student-athletes made aware of these services?
- e. How are tutors recruited, selected, trained and evaluated?
- f. Is there a tutoring handbook? If yes, please describe how often it is reviewed and updated. Also identify who is responsible.
- g. What training occurs to assure that tutors are knowledgeable of applicable NCAA, conference and/or institutional compliance rules and regulations?
- h. What methods are in place to assure that tutors adhere to NCAA rules and regulations?
- i. What programs are in place to provide ongoing training for tutors?
- j. Is the tutorial program certified? If yes, by what association?
- k. What are the methods by which a student-athlete is assigned a tutor?
- l. What strategies are used to ensure that you have enough tutors to meet the academic needs of student-athletes?
- m. What type of collaboration, if any, exists between academic support services and tutoring services on campus?

#### 2. Observations:

- a. Tutoring services for all student-athletes are delivered through Alpha Scholars, and student-athletes are served without needing to qualify for one of the student success program categories. Delivering tutoring through Alpha Scholars assures quality, certified tutors, and the evaluation committee believes that this is a practice

that should be maintained.

b. There is a high level of awareness among student-athletes and coaches about tutoring services and their availability.

### 3. Recommendations:

a. Each team has a liaison designated to work with students with academic concerns. The evaluation committee recommends that each of these team liaisons work with the academic support services office to identify student-athletes who need to be referred to tutoring and communicate directly with those student-athletes and follow-up individually to assure that a tutoring meeting is scheduled.

b. The evaluation committee recommends that ongoing training be required for all tutors regarding NCAA, Southland Conference and ACU compliance rules and regulations.

c. The evaluation committee also recommends that an annual meeting occur between the athletics academic support services staff and Alpha Scholars leadership to assure that strong collaboration and clear communication occurs in supporting student-athletes.

### C. Academic Progress Monitoring and Reporting

Individuals interviewed: Wildcat Academics staff, Office of Admissions and compliance staff

#### 1. Interview questions:

a. What is the role of academic support services staff in monitoring the academic progress of student-athletes?

b. How does the academic support services staff interact with staff from the office of admissions and records and campus academic advisors to monitor academic progress?

c. May coaches communicate directly with faculty or campus academic advisors regarding student-athlete academic performance?

d. What is the procedure for informing coaches, administrators and student-athletes about the academic progress of student-athletes?

e. How is faculty involved in monitoring the academic progress of student-athletes?

f. How does the academic support services staff monitor the number of class absences due to athletics competition?

#### 2. Observations:

a. The evaluation committee considers the use of Grades First to secure feedback on student-athlete academic progress as a strong system that provides clear communication about how the student-athlete is doing without burden to individual faculty, thus encouraging faculty engagement.

b. The athletics department instituted a new communication requirement this year limiting coaches' direct contact with faculty regarding student grades and academic performance, and the committee commends this change in practice.

### 3. Recommendation:

- a. While advance notification of student-athletes' absences during the semester is important and should be maintained, the evaluation committee also recommends that a full team schedule be sent in advance to each faculty member with a student-athlete from that team in his or her class at the start of the semester.
- b. The evaluation committee also recommends that the athletics academic support staff explore opportunities to follow up on class absences reported through Grades First that are in addition to scheduled team absences to proactively address excessive absences.
- c. The committee also recommends on-going training for coaches and faculty on the revised communication limitations between coaches and faculty.

### D. Assistance for Special Academic Needs

Individuals interviewed: staff of Wildcat Academics, coaches, student-athletes, athletics administration and Office of Disability Services

#### 1. Interview questions:

- a. How are student-athletes with special academic needs identified?
- b. What diagnostic testing is provided for students generally with special needs?
- c. What diagnostic testing is provided for student-athletes with special needs?
- d. Is comprehensive learning disability testing provided for student-athletes? Who performs the testing? Does this differ from the general student body? If not, how are learning disability testing services provided to student-athletes?
- e. What accommodations are available for the general student body if diagnosed with a learning disability?
- f. What specific services or accommodations do you provide to meet the needs of student-athletes with special academic needs? Does this differ from those provided to the general student body? If so, how?
- g. Is a learning specialist employed by the institution? If yes, what are his/her qualifications and duties?
- h. What type of communication occurs between academic support services staff and the office of disability services?

#### 2. Observations:

- a. The quality of services provided to student-athletes with special academic needs through the University's Disability Services Office and Alpha Scholars is commended by the evaluation committee. It provides the best support available to these students.
- b. A strong resource for all students (including student-athletes), who may have special academic needs, is diagnostic testing available on campus. This resource assists students who may need additional services based on the results of that testing, and it provides a timely, student-focused method of delivery.

### 3. Recommendation:

- a. The evaluation committee recommends including the information about available testing and assistance for special academic needs in the annual start-of-the-year meeting with all student-athletes so that eligible students can identify themselves early to receive appropriate assistance and support.
- b. The evaluation committee also recommends that Wildcat Academics staff work with the Alpha Scholars to see if accommodation plans for individual student-athletes may be disclosed to coaches or if student-athletes can be encouraged to share them with coaches. This would allow coaches to provide additional support for these student-athletes as needed based on individual support plans.

### E. Assistance for At-Risk Students

Individuals interviewed: athletics administration, Wildcat Academics staff, coaches and student-athletes

#### 1. Interview questions:

- a. How are at-risk student-athletes identified?
- b. What support services are provided for student-athletes determined to be at-risk?
- c. What are the policies or requirements for using these services?
- d. Are the services available to all student-athletes?
- e. How are student-athletes made aware of these services?
- f. What diagnostic testing is provided for at-risk student-athletes? Who performs these tests? Does this differ from the general student body? If so, how?
- g. Describe the support services provided to at-risk student-athletes to assist them in developing study skills.
- h. Does your institution offer a basic study-skills class? If yes, please provide a copy of the syllabus.
- i. Are learning assistants and mentors provided or available to work with at-risk student-athletes? If yes please describe their qualifications and duties.
- j. What is the staffing ratio of learning assistants and mentors to student-athletes?
- k. Are at-risk student-athletes required to log a specific amount of time in the learning center (e.g., study hall, tutors) each week? If yes, what are the requirements?
- l. How do the academic profiles of at-risk student-athletes compare to student-athletes, at-risk students and the general student body at your institution?
- m. What are the policies regarding academic probation?
- n. Does your institution provide a summer bridge (or comparable) program for new student-athletes? If yes, are at-risk student-athletes encouraged and/or required to attend? What are the components of the program?

#### 2. Observations:

- a. Each new student-athlete is required to participate in the University's new student orientation sessions. During these sessions, there is a dedicated session

for entering student-athletes where the staff has an opportunity to meet with student-athletes and their parents to discuss several items including the support services available. This information is reinforced in the all-athletes and team meetings at the beginning of the year.

b. The move toward proactive identification of student-athletes at risk before classes begin and connecting them to mentoring and support is a strong new development.

c. The on-going communication between the athletics staff and the Student Opportunities, Advocacy and Resources (SOAR) program and the personal follow-up that occurs are best practices in this area. SOAR is an on-campus referral program designed to assist students to get connected to resources on the ACU campus.

### 3. Recommendations:

a. The evaluation committee recommends that a standard performance threshold be established of a minimum 2.5 GPA to trigger on-going academic follow-up through athletics academic support services and team liaisons. Individual teams may choose to set a higher threshold, but this minimum will lead to specific support for students below that level.

b. To provide a solid foundation for the future academic success of student-athletes, the evaluation committee recommends that Foundations for Success (currently UNIV 140, but proposed as UNIV 111) be required for all entering student-athletes with a predicted GPA of 2.5 or lower and offered to all student-athletes above that level. The predicted GPA is generated by the Office of Admissions based on the student's high school core course grades.

### F. Academic Support Facilities

Individuals interviewed: athletics administration, Wildcat Academics staff, coaches, student-athletes and Faculty Athletics Representative

#### 1. Interview questions:

a. Is a learning center (or other designated space or facility) available exclusively for student-athletes? If yes, please describe the facility.

b. How many tutorial rooms, offices, classrooms or other facilities are available?

c. Is there a computer lab? If yes, how many computers are available? Does the lab have the software equivalent to other labs on campus?

d. Does your institution have computers available to be checked out for team travel? If yes, how many are available? What is the usage pattern? Are there policies related to use?

e. Is the facility accessible to student-athletes during the day and evening hours? What are the hours of operation?

#### 2. Observations:



- a. The academic support services for student-athletes are being provided by Alpha Scholars, which provides academic support facilities and services for all students. There currently is no designated facility exclusively for academic support services for student-athletes.
- b. The evaluation committee believes that a quality provider of these services is important and that the current arrangement with Alpha Scholars provides that quality. As described in 2.1.5 Campus Resources, computer labs, equipment checkout and other resources are provided to all students, including student-athletes, by such campus units as Alpha Scholars, Brown Library, Learning Studio and Team 55.

### 3. Recommendation:

- a. The evaluation committee strongly supports the model of combined academic support provided to student-athletes and non-student-athletes in the same location by the same trained staff, and the committee recommends maintaining that arrangement.

### G. Academic Evaluation of Prospective Student-Athletes

Individuals interviewed: Wildcat Academics staff, Office of Admissions, Faculty Athletics Representative and Registrar's Office

#### 1. Interview questions:

- a. Are evaluations of unofficial or official high school, two-year and four-year college transcripts prepared? If yes, what are the procedures?
- b. How do you evaluate transcripts of prospective transfer student-athletes?
- c. How do you determine if prospective transfer student-athletes will meet progress-toward-degree requirements when they arrive on campus?
- d. How do the predictors of academic success of student-athletes at your institution compare to the general study body?
- e. Does your institution have special or alternative admission policies for prospective students? If yes, what are the policies?
- f. Do faculty members participate in the review of specially admitted prospective student-athletes? If yes, describe.
- g. What are the procedures for admitting prospective student-athletes who do not meet the regular admissions standards of the institution? Does this differ from the general student body? If so, how?
- h. Describe the involvement of academic support services staff in the recruiting process (e.g., unofficial, official visits).

#### 2. Observations:

- a. Steps have been made to provide appropriate academic review of prospective student-athletes and for that information to impact the recruiting process.
- b. Transferring courses from colleges and universities outside of Texas remain a

challenge for all prospective students because of a lack of curricular alignment, but a good communication process with students has been developed for transferring courses to ACU.

### 3. Recommendation:

- a. The evaluation committee recommends strengthening the process whereby academic ability to succeed is considered in the athletics recruiting and National Letter of Intent processes to incorporate this component of assessment earlier in the process.

### H. Student-Athlete Degree Selection

Individuals interviewed: athletics academic support services staff, student-athletes, Office of Admissions, and Faculty Athletics Representative

#### 1. Interview questions:

- a. What is the process for student-athletes to select a major at the institution? Do student-athletes receive any education about choosing a major?
- b. Is there a selection of majors that do not have restricted admission?
- c. Are student-athletes satisfied with the selection of majors available to them? How is this monitored or evaluated?
- d. How does the institution monitor degree-selection trends or patterns for student-athletes? Are there trends and/or patterns?

#### 2. Observations:

- a. Student-athletes are aware of the degree options available to them and are generally satisfied with those options.
- b. The process to change a major is the same for student-athletes as it is for all students. Changing majors requires the signature of each academic department to help ensure that only appropriate changes are made. When student-athletes request a change, the impact on their progress toward degree is reviewed before processing the change.

#### 3. Recommendations:

- a. The evaluation committee recommends that the Faculty Athletics Committee review the data on student-athlete enrollment in specific majors each year.
- b. The evaluation committee also recommends that all entering student-athletes be required to participate in Discovery, software that manages student records, if their major is undeclared, if they have a low predicted GPA, or if they are planning to major in a challenging area of study and their academic qualifications indicate that such a major choice might be ill-advised. Discovery utilizes personalized assessments to help students explore their unique interests, gifts and talents while allowing them to use those insights to make a clear decision leading to a major and career selection that is a good fit for them.

## Summary

Based on its review of these areas, the evaluation committee believes that the University has an effective academic support program in place for student-athletes. The committee also believes certain academic support services can be more effective with the implementation of the recommendations included in this report. The observations and the recommendations listed are not intended to be inclusive. They reflect the continuing issues and themes that were identified as a result of this evaluative process.

**5. Identify the academic authorities outside the department of athletics responsible for conducting the institution's academic support services evaluation and explain the process used in selecting these individuals to ensure they do not have day-to-day responsibilities in the academic support services area. Also, provide the date of the institution's most recent academic support services evaluation.**

*Measurable Standard No. 9*

*The institution must involve a broad group of on-campus personnel who are employed outside the department of intercollegiate athletics (e.g., academic board, undergraduate education office, provost office) as participants in the comprehensive, written evaluation and periodic approval of academic support services. Institutions must review the written, comprehensive evaluation as part of the self-study process and determine if appropriate corrective actions are necessary in response to the written report.*

The formal NCAA Academic Support Services Evaluation Committee, appointed by Provost Robert Rhodes, included these members:

Dr. Eric Gumm (Chair) – Registrar and Director of the First-Year Program and Academic Development Center; Interim Director of General Education

Dr. Don Pope – Faculty, Department of Management Sciences

Dr. Laura Phillips – Faculty, Department of Management Sciences;  
Faculty Athletics Representative

Dr. Rachel Team – Faculty, Department of Psychology

Dr. Susan Lewis – Vice Provost

The following individuals served as resource members for the subcommittee:

Lisa Gilmore – Associate Director of Athletics for Student-Athlete Welfare

Chris Ballard – Assistant Director of Athletics for Academics

Rebekah Davis – Associate Registrar for Graduation and Degree Completion

The evaluation committee began meeting in October 2015 and submitted the formal evaluation in December 2015.

**6. If the institution used an outside individual or entity (e.g., conference office, peer colleagues) to assist in the coordination or facilitation**

**of the academic support services evaluation, provide the name(s) and affiliation(s) of the individual(s). Further, describe the process used in selecting this authority outside the institution to ensure the individual(s) is knowledgeable of academic support services. Also, provide a description of the authority's involvement in the academic support services evaluation.**

ACU did not consult with an outside individual or entity to assist in the coordination or facilitation of the athletics academic support services evaluation.

**7. Describe the process used by the institution during development of the self-study to review the most recent academic support services evaluation to determine any necessary corrective actions. In addition, identify the individuals involved with this review.**

No formal review of prior evaluations was conducted by this committee. There have been no recent evaluations of academic support services for ACU student-athletes.

**8. Identify relevant corrective action(s) planned as a result of the process described in Self-Study Item No. 7 or actions previously planned or implemented from the most recent academic support services evaluation. Provide:**

- a. The plan(s) or action(s) implemented; and**
- b. The date(s) of actions taken or specific timetable(s) for completion of the plan(s).**

The NCAA Academic Support Services Evaluation Committee identified several recommendations for athletics academic support services. The committee, however, did not identify any corrective actions that need to take place at this time.

**9. If the institution has developed a plan(s) for improvement during the current self-study process for Operating Principle 2.2, describe the institution's efforts to ensure the plan(s) for improvement was developed through a process involving broad-based participation and has received formal institutional approval.**

Not applicable.

# **Part IV:**

## **Gender/Diversity Issues and Student-Athlete Wellbeing**

## **Gender/Diversity Issues and Student-Athlete Well-Being**

---

### ***Operating Principle 3.1 Gender Issues***

It is a principle of the Association to conduct and promote its athletics programs free from gender bias. In accordance with this fundamental principle, the institution shall:

- a. Demonstrate that it is committed to, and has progressed toward, fair and equitable treatment of both male and female student-athletes and athletics department personnel.
- b. Formally adopt a written plan for the future for the intercollegiate athletics program that ensures the institution maintains, or continues progress toward, a program that is equitable for both genders. The plan shall include measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables.

---

### ***Self-Study Items for Operating Principle 3.1***

*Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution's written plan, particularly as it relates to hiring practices. Institutions may develop plans that have broad, flexible non-numeric hiring goals. As it relates to the program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.*

#### ***Measurable Standard No. 1***

*The institution must demonstrate that it provides programs and activities for coaches, department of athletics staff and student-athletes that address gender issues, including programs and activities designed to address the needs of the underrepresented gender within the athletics program.*

- 1. Explain how the institution is organized to further its efforts related to the gender- issues operating principle for department of athletics staff, coaches and student- athletes.**

Abilene Christian University is organized to address ongoing compliance with NCAA and federal laws related to gender issues for Department of Athletics staff, coaches and students. ACU is devoted to equitable

practices and is organized to further its efforts related to gender issues.

Administrative duties – including monitoring and acting upon gender issues, particularly as they relate to reports of gender-based bias, discrimination or harassment – are divided between two Title IX/Anti-Harassment Co-Coordinator: the Chief Human Resources Officer, who oversees gender issues related to employees, and the Vice President for Student Life, who oversees gender issues related to students. The Chief Human Resources Officer reports to the Vice President for Finance/CFO, who reports to the President, and the Vice President for Student Life reports to the President. The Director of Compliance and Deputy Anti-Harassment Coordinator works in Student Life, but reports to both co-coordinators and handles gender issues on a daily basis, including interim actions, investigations and ensuring that the process in the University's Anti-Harassment Policy is followed. This team meets bi-weekly along with the Chief of Police and Dean of Students to discuss specific cases involving gender issues.

In addition to addressing specific issues, these co-coordinators meet each semester with the Provost and Senior Advisor to the President and annually with the Director of Athletics, who reports to the President, and Senior Woman Administrator to address gender issues and discuss specific programming to ensure equitable treatment of faculty, staff and students.

**2. Describe how matters concerning gender equity for department of athletics staff, coaches and student-athletes are monitored, evaluated and addressed on a continuing basis.**

ACU athletics has developed a Gender Equity Plan that will be reviewed on an annual basis as budgets are prepared for the following year. This annual review will be conducted by the Athletics Committee's Equity and Welfare Subcommittee with oversight by the Director of Athletics and the Senior Woman Administrator. Any areas where the standards of the plan for gender equity in athletics staff, coaches and student-athletes are not met will be immediately addressed, and a plan to make improvements or changes to these areas will be developed for the next fiscal year to maintain compliance with all plan provisions.

**Athletics Staff and Coaches**

The Director of Athletics is responsible for monitoring, evaluating and addressing gender equity concerns for athletics staff and coaches. This happens in regular staff meetings with administrators and coaches. During each staff member's annual performance evaluation, the individual's supervisor addresses gender equity. If the staff member is not comfortable discussing a gender equity issue with his/her supervisor,

the supervisor will inform the staff member that he/she may opt to discuss such issues with the University's Chief Human Resources Officer and Title IX Co-Coordinator. If a gender issue is brought forward, the Senior Woman Administrator, who also serves as a Deputy Title IX Coordinator for equity in athletics, and the University's Title IX Co-Coordinator will investigate the claim. If it is determined that there is a gender equity issue, an improvement plan will be added to the University's Gender Equity Plan.

### **Student-Athletes**

The Senior Woman Administrator, who is also a Deputy Title IX Coordinator for gender equity in athletics, monitors gender issues by reviewing the exit surveys administered by the Athletics Committee. The survey results are distributed to and evaluated by the Senior Woman Administrator, Director of Athletics, Faculty Athletics Representative, the sport supervisor, and the head coach. The surveys are anonymous to protect a student's identity and encourage disclosure on sensitive issues. If a student-athlete reports a gender equity issue on the survey, the Senior Woman Administrator and the University's Title IX Co-Coordinator will investigate the claim. If it is determined that there is a gender equity issue, an improvement plan will be added to the Gender Equity Plan.

Student-athletes also participate through informal communication or formally through the Student-Athlete Advisory Committee (SAAC), which is made up of coach-nominated student-athletes who provide insight on the rules, regulations and policies that affect student-athletes. The Senior Woman Administrator regularly meets with SAAC to receive feedback.

The Department of Athletics also annually completes the U.S. Department of Education and the NCAA Equity in Athletics Disclosure Act (EADA) reporting protocols. This information is made public at <http://ope.ed.gov/athletics/>.

3. **Describe the programs and activities that the institution has in place for coaches, department of athletics staff and student-athletes that address gender issues, including programs and activities designed to address the needs of the underrepresented gender within the athletics program.**

### **Athletics Staff and Coaches**

Upon hire, all new employees complete online training that covers gender-issue topics, including sexual harassment and violence awareness, prevention, and expectations for faculty and staff. Every other year, all employees are asked to take online training covering the same topics. These educational modules also provide information on



available resources for anyone affected by sexual harassment and violence, including reporting, interim measures, counseling both on and off campus, and medical services. Employees who are deemed to be Campus Security Authorities also are required to participate in online training regarding their responsibilities to report under the Clery Act and the Violence Against Women Act. On a case by case basis, the Title IX/Anti-Harassment Co-Coordinator (over employees) and the Director of Compliance and Deputy Anti-Harassment Coordinator provide in-person training for departments and offices. In 2015 they addressed a combined meeting of athletics staff and coaches.

### **Student-Athletes**

All student-athletes are required to complete the online educational module for students. Similar to the module developed for employees, this course covers such topics as sexual harassment, violence prevention and response, healthy relationship development, how to report incidents on campus, and how to get support. Completion of the module is monitored by the Senior Woman Administrator, with assistance from the Dean of Students. Student-athletes also have access to support services in Student Life. Students can talk with someone in Student Life about any experiences they have had with power-based personal violence and also participate in advocacy and education programs for students. Additionally, student-athletes participate in an in-person seminar on sexual violation prevention and bystander intervention. The University provides various programming and student organizations specifically for women (e.g., Women in Science Technology and Engineering & Math, ACU Feminist Club, Virtuous Sisterhood and W-Club).

4. **For the three most recent academic years in which information is available, analyze the institution's Equity in Athletics Disclosure Act (EADA) report (i.e., participation, head coaches and assistant coaches). [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its analysis]. If any differences exist, the institution must explain (using supporting data) and address any deficiencies in the gender-issues plan for improvement.**

***[Please note: Reclassifying institutions may not have all three previous years of data, since they are only required to be in compliance with Division I legislation for the two years immediately preceding the start of the self-study process. However, all NCAA member institutions are requested to provide the data to the national office, so it is possible that reclassifying institutions have submitted the previous three***

***years of data. At minimum, reclassifying institutions must analyze the previous two years of data in response to the self-study item.]***

ACU's Gender/Diversity Issues and Student-Athlete Well-Being Committee analyzed the financial reports from the past three years' Equity in Athletics Disclosure Act (EADA) reports: 2012-2013, 2013-2014 and 2014-2015.

### **Student-Athlete Participation**

- In the 2013 EADA, the number of participants reported in men's teams totaled 274, and participants in women's teams totaled 129. The unduplicated headcount was 240 for men's teams and 98 for women's teams.
- In the 2014 EADA, the number of participants in men's teams totaled 283, and participants in women's teams totaled 140. The unduplicated headcount was 251 for men's teams and 109 for women's teams.
- In the 2015 EADA, the number of participants in men's teams totaled 264, and participants in women's teams totaled 161. The unduplicated headcount was 222 for men's teams and 104 for women's teams.

Student athlete participation rates, based on gender for the past three years, are as follows:

#### **2012-2013**

Number of participants: W = 29.0%, M = 71.0%

Student body: W = 57.1%, M = 42.9%

#### **2013-2014**

Number of participants: W = 30.3%, M = 69.7%

Student body: W = 57.3%, M = 42.7%

#### **2014-2015**

Number of participants: W = 32.0%, M = 68.0%

Student body: W = 59.1%, M = 40.9%

Though there is still a disparity regarding gender representation, the past three years have shown consistent growth toward rectifying this. When compared to other universities in the Southland Conference, ACU's sports offerings remain consistent, and the Gender Equity Plan addresses further plans to address this issue, including researching the interest and opportunity to offer two additional women's sports (golf and beach

volleyball) to further bridge this gap.

### **Head Coach**

The number of head coaches for men's teams reported on the 2013, 2014 and 2015 EADA reports was six full-time male staff, with four assigned full-time to a team and two assigned part-time to a team. Head coaches for women's teams totaled six full-time coaches, of which one head coach is female. Three were assigned full-time to a team, and three coaches were assigned part-time to a team. Therefore, the number of head coaches assigned to men's and women's teams was equitable.

#### **Average Head Coach Salary**

2012-13 Men's Sports = \$85,589	Women's Sports = \$66,065
2013-14 Men's Sports = \$90,103	Women's Sports = \$63,887
2014-15 Men's Sports = \$83,858	Women's Sports = \$63,990

The average salary for men's head coaches was \$86,516, while the average for women's head coaches was \$64,647. Additionally, in the most recent year, and in the current 2015-16 budget, adjustments were made to help raise several salaries for head coaches in women's sports.

Moreover, these pay scales are consistent based on years of experience, levels of success and market trends.

### **Assistant Coaches**

- In the 2013 EADA, the number of assistant coaches reported for men's teams totaled 18, and the number of assistant coaches reported for women's teams totaled 14. Of the total 32 assistant coaches, five were female coaches.
- In the 2014 EADA, the number of assistant coaches reported for men's teams totaled 25, and the number of assistant coaches reported for women's teams totaled 18. Of the total 43 assistant coaches, two were female coaches.
- In the 2015 EADA, the number of assistant coaches reported for men's teams totaled 23, and the number of assistant coaches reported for women's teams totaled 18. Of the total 41 assistant coaches, 10 were female coaches.

While there are more men assistant coaches for men's teams than women's, all sports are utilizing only their permitted number of head and assistant coaches allowed in NCAA rules.

#### **Average Assistant Coach Salary**

2012-13 Men's Sports = \$30,283	Women's Sports = \$17,749
2013-14 Men's Sports = \$30,945	Women's Sports = \$17,219
2014-15 Men's Sports = \$39,229	Women's Sports = \$31,726

For assistant coaches, there was a history of gender deficiency regarding salaries. The 2014-15 EADA saw huge progress in this area with an 84% increase in average salary for assistant coaches for female sports. These new pay scales for assistant coaches are consistent based on years of experience, levels of success and market trends.

5. **For the three most recent academic years in which information is available, analyze the institution's NCAA financial report (specified expense categories). [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its analysis]. If any differences exist, the institution must explain (using supporting data) and address any deficiencies in the gender-issues plan for improvement. See Appendix H for specified expense categories.**

*Measurable Standard No. 2*

*The institution must analyze its Equity in Athletics Disclosure Act (EADA) report (i.e., participation, head coaches and assistant coaches) and NCAA financial report (specified expense categories) for the three most recent academic years, explain (using supporting data) any differences, address any deficiencies and comment on any trends.*

The Gender/Diversity Issues and Student-Athlete Well-Being Committee analyzed the financial reports from the past three years' Equity in Athletics Disclosure Act (EADA) reports: 2012-2013, 2013-2014 and 2014-2015.

While there are concerns about the equitable participation opportunities between the genders, which are addressed in the Gender Equity Plan, the spending allocation between men and women sports has remained equitable considering the expenditures as proportionate to participation. The following is an analysis of the participation vs. operating expenses for the three most recent academic years:

**2012-2013**

Number of participants: W = 29.1%, M = 70.9%

Operating expenses: W = 40.7%, M = 59.3%

**2013-2014**

Number of participants: W = 30.3%, M = 69.7%

Operating expenses: W = 32.9%, M = 67.1%

**2014-2015**

Number of participants: W = 32.4%, M = 67.6%

Operating expenses: W = 31.5%, M = 68.4%

In the current fiscal year budget of 2015-16, operating budgets have been increased for women's soccer, softball and volleyball. Also, the operating budgets between men's and women's tennis and track and field have been equally distributed to ensure equitable allocation of funds. ACU strives to remain consistent in maintaining equitable expenditures between men's and women's sports.

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

**6. Using the program areas for gender issues provided on pages 55-56:**

*Measurable Standard No. 3*

*The institution must conduct a thorough and written review of each of the 15-program areas for gender issues. Please see program area definitions located in the Gender, Diversity and Student-Athlete Well-Being attachment of the self-study instrument. If the institution identifies any deficiencies during this review, the deficiencies must be incorporated into the institution's gender-issues plan for improvement. If no deficiency exists, the institution must include a maintenance plan for each program area and action steps the institution will take if the program area(s) becomes inequitable in the future.*

*The review must:*

*Describe how the institution has ensured a complete study of each of the 15-program areas for gender issues. This study should be conducted as part of the self-study process. Please note that for the program area of accommodations of interests and abilities, the use of surveys alone does not constitute a complete study. If an institution chooses to use an interest survey (e.g., a Web survey or hard-copy survey) as one of its sources of data, the committee will require an explanation regarding the survey content, populations surveyed, the survey response rate, method used to interpret the data, and written evidence demonstrating the institution's Title IX coordinator has approved the survey. In addition, the institution must describe other methods of measuring interest and ability.*

- a. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the areas;*
- b. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program. Please note, any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis; and*
- c. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15-program areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.*

*Measurable Standard No. 4*

*The institution must develop a five-year written, stand-alone plan addressing gender issues that maintains an institution's conformity or moves an institution into conformity with the operating principle.*

## **Accommodation of Interests and Abilities**

- A. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;**

ACU student enrollment is 57.7% female and 42.3% male. The student-athlete participation rates are 32.4% female and 67.6% male. Chief Human Resources Officer and Title IX Co-Coordinator, Wendy Jones, Senior Associate Director of Athletics, Cory Driskill (former), and Senior Woman Administrator, Lisa Gilmore, examined the last three EADA reports and researched program expansion by reviewing Athletics Committee and Department of Athletics archives and interviewing Athletics Committee members.

- b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;**

ACU student enrollment is 57.7% female and 42.3% male. The student-athlete participation rates are 32.4% female and 67.6% male. While ACU has a history of program expansion, adding softball (1997-98) and women's soccer (2007-08), ACU has maintained its strength of programs and not added or eliminated any programs in the past eight years. Addressing the disparity of men and women participants and expanding women's participation is a current priority. ACU developed a survey to assess current interests and abilities and will distribute that survey in fall 2016 and continuing every other year thereafter to gauge interest in female sports. ACU also has developed a process for monitoring conference, intramural, youth and high school sports in the region.

- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and**

ACU student enrollment is 57.7% female and 42.3% male. The student-athlete participation rates are 32.4% female and 67.6% male. The current data show that the proportion of male student-athletes has consistently been disproportionate compared to the student body ratio. ACU is presently reviewing the option of adding more women's teams. Consideration is being given to the addition of women's golf and beach volleyball. ACU athletics is also in communication with the campus intramural programs

to monitor continuing or growing interest in NCAA-sponsored sports that may later be incorporated into the Department of Athletics. The addition of new opportunities for women will move the University closer to eventual compliance with and effectively accommodate the interests and abilities of the underrepresented sex. ACU also will enforce better roster management of its larger men's programs of baseball, track and field, and football.

- d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, include any deficiencies identified in the institution's narrative response as listed in item (c) above.**

ACU student enrollment is 57.7% female and 42.3% male. The student-athlete participation rates are 32.4% female and 67.6% male. To help create more opportunities for participation for women, a survey was issued to all student-athletes to monitor the interest of additional women's teams. To maintain competitive advantage within the Southland Conference, the sports of women's golf and women's beach volleyball are under serious consideration. The University also will use roster management to align the athletics participation rates with student enrollment rates.

### **Athletics Scholarships**

- a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;**

Gender/Diversity Issues and Student-Athlete Well-Being Subcommittee member and Dean of Retention and Student Services, Bart Herridge, reviewed athletics scholarship expenditures from Department of Athletics data and from reports provided by the University's Financial Aid Office.

- b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;**

In each of the three reporting years examined, the percentage of female student-athletes who received aid exceeded the percentage of females in the total population of student-athletes (but within a reasonable amount given the sample size). The average amount of aid for student-athletes in each gender is comparable across the three years. (In 2014-15, 39.6 percent of ACU student-athletes who received aid were female, and females comprised 32.4 percent of the total student-athlete population. In 2013-14, 36.1 percent of student-athletes receiving aid were female, and females comprised 30.3 percent of the total population of student-athletes. And in 2012-13, the corresponding figures were 40.5 percent and 29.1 percent.)

- c. **Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program. Please note, any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis; and**

There are no issues of gender equity noted in this data.

- d. **Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15-program areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.**

It establishes a plan to maintain current equitable distribution of athletics scholarships by monitoring levels of offers and acceptances for each athletics team.

### **Equipment and Supplies**

- a. **Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;**

IPP subcommittee member and Director of Sports Medicine/Head Athletics Trainer, Adam Ybarra, reviewed the relevant responses from two electronic surveys: one completed by all University coaches and athletics administrators and one completed by 257 student athletes. The surveys were developed by the subcommittee, in collaboration with coaching and SAAC representatives, and administered electronically via SurveyMonkey in October 2015. In addition to specific multiple choice questions regarding the program areas, respondents also had the opportunity to provide open-ended feedback. This amalgamated data was presented to the subcommittee following the survey period. All subcommittee members had access and were able to review the surveys.

Members of the working group also took a comprehensive facilities tour; held a meeting with SAAC officers during the fall semester; conducted select interviews of athletics administration; and reviewed and analyzed financial reporting data and relevant policies and procedures.

No gender issues or inequity were found regarding the quality, amount, suitability, maintenance, replacement or availability of equipment and supplies.

- b. **Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;**



All sports programs are provided equitable resources to purchase and maintain equipment. All coaches surveyed rated the general quality of equipment and supplies provided to teams as average (33.3%), good (54.5%) or excellent (12.1%).

- c. **Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program. Please note, any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis; and**

All sports programs are provided equitable resources to purchase and maintain equipment for student-athletes.

- d. **Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15-program areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.**

It establishes a plan to maintain current equitable distribution of supplies and equipment by continuing to monitor the quality, amount, suitability, maintenance, replacement and availability of equipment and supplies for all teams. The plan also states that ACU will gather data from student-athlete surveys, exit interviews and gender survey on equality of equipment and supplies and share data with the Athletics Committee's Equity and Welfare Subcommittee. If a deficiency is found, the University will develop a plan to address the inequity and report findings to the Athletics Committee each fall.

### **Scheduling of Contests and Practice Times**

- a. **Describe how the institution has ensured a complete study of each of the 15 program areas.**

**This study must be conducted as part of the self-study process;**

IPP subcommittee member and Senior Associate Director of Athletics, Cory Driskill (former), reviewed the relevant responses from two electronic surveys: one completed by all University coaches and athletics administrators and one completed by 257 student athletes. The surveys were developed by the subcommittee, in collaboration with coaching and SAAC representatives, and administered electronically via SurveyMonkey in October 2015. In addition to specific multiple choice questions regarding the program areas, respondents also had the opportunity to provide open-ended feedback. This amalgamated data was presented to the subcommittee following the survey period. All subcommittee

members had access and were able to review the surveys.

Members of the working group also took a comprehensive facilities tour; held a meeting with the SAAC officers during the fall semester; conducted select interviews of athletics administration; and reviewed and analyzed financial reporting data and relevant policies and procedures.

Driskill also reviewed practice and competition schedules of all teams. All competition schedules are reviewed by the Athletics Committee to ensure that missed class time will not violate the absence policy set by the University. No gender issues or inequity were found regarding the number of contests; number, length and time of day of practice; time of day of contests; and preseason and postseason opportunities, including foreign tours.

**b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;**

All teams are encouraged to schedule the maximum number of contests allowed by the NCAA. Practice times are scheduled based on coach's request and facilities availability, and no preference is given to either gender.

**c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program. Please note, any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis; and**

All teams have a budget that allows them to participate in the maximum number of games permissible through the NCAA. The teams take into consideration the ability to compete against teams within their region to help control the amount of budget that they spend on travel. All teams are given equal opportunity to schedule contest and practice times within NCAA regulations.

**d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15-program areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.**

It establishes a plan to maintain current equitable scheduling of contests and practice times by (1) coordinating practice needs at shared facilities based on class schedules, season of competition and time spent in the facility and (2) continuing to monitor the scheduling of contests and practice times for all athletics teams, including a review of the policy related to scheduling. The plan also states that ACU will gather data from student-athlete surveys, exit interviews and gender survey on equality of

scheduling contests and practice times and share data with the Athletics Committee's Equity and Welfare Subcommittee. If a deficiency is found, the University will develop a plan to address the inequity and report findings to the Athletics Committee each fall.

### **Travel Allowance**

- a. Describe how the institution has ensured a complete study of each of the 15 program areas.**

**This study must be conducted as part of the self-study process;**

IPP subcommittee member and Senior Associate Director of Athletics, Cory Driskill (former), reviewed the relevant responses from two electronic surveys: one completed by all University coaches and athletics administrators and one completed by 257 student athletes. The surveys were developed by the subcommittee, in collaboration with coaching and SAAC representatives, and administered electronically via SurveyMonkey in October 2015. In addition to specific multiple-choice questions regarding the program areas, respondents also had the opportunity to provide open-ended feedback. This amalgamated data was presented to the subcommittee following the survey period. All subcommittee members had access and were able to review the surveys.

Members of the working group also took a comprehensive facilities tour; held a meeting with the SAAC officers during the fall semester; conducted select interviews of athletics administration; and reviewed and analyzed financial reporting data and relevant policies and procedures.

Driskill also reviewed travel budgets and expenses incurred over the past two years and provided an overview of how coaches make travel allowances and the relative budgets for each to the subcommittee.

No gender issues or inequity were found regarding modes of transportation; housing furnished during travel; length of stay before and after competitive events; and dining arrangements and per diem for University competition.

- b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;**

All ACU teams are provided equitable resources for travel. The University is obligated by contract to use the same bus company for all athletics travel. For the 2012-13 academic year, men's team spent \$383,456 on team travel, and women's teams spent \$292,338. For the academic year 2013-14, men's teams spent \$584,415, and women's teams spent \$346,598. Wildcat football has the option to travel each season to one or two non-conference games for which it receives guarantees that cover the cost of charter flights.

- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program. Please note, any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis; and**

All sports programs receive equitable travel allowances for student-athletes. The student-athlete participation rates are 32.4% female and 67.6% male, while travel expenses are divided 43.25% female and 56.7% male.

- d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15-program areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.**

It establishes a plan to maintain current equitable and adequate travel allowances for all athletics programs by continuing to monitor travel allowances including transportation, housing during travel, length of travel, dining arrangements and per diem for all sports teams. It will continue to gather data from student-athlete surveys, exit interviews and gender survey on equality of travel accommodations and allowances; share that data with the Athletics Committee's Equity and Welfare Subcommittee; and if a deficiency is found develop a plan to address the inequity. The subcommittee will also report findings to the Athletics Committee each fall.

### **Academic Support Services**

- a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;**

IPP subcommittee member and Associate Director of Athletics for Student-Athlete Welfare/Senior Woman Administrator, Lisa Gilmore, reviewed the relevant responses from two electronic surveys: one completed by all University coaches and athletics administrators and one completed by 257 student athletes. The surveys were developed by the subcommittee, in collaboration with coaching and SAAC representatives, and administered electronically via SurveyMonkey in October 2015. In addition to specific multiple-choice questions regarding the program areas, respondents also had the opportunity to provide open-ended feedback. This amalgamated data was presented to the subcommittee following the survey period. All subcommittee members had access and were able to review the surveys. (Survey data are also available to NCAA self-study visiting committee.)

Members of the working group also took a comprehensive facilities tour; held a meeting with the SAAC officers during the fall semester; conducted select

interviews of athletics administration; and reviewed and analyzed financial reporting data and relevant policies and procedures.

No gender issues or inequity were found regarding the availability of and equitable access to academic support services that meet the needs of student-athletes based on individual student-athlete academic profiles and/or performance.

**b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;**

ACU offers academic counseling and advising to all student-athletes regardless of gender through Student Academic Support Services. Surveys indicated that student-athletes identify and utilize services equitably.

**c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and**

Primary student-athlete academic support at ACU is provided through each academic department with its own individual advisors and faculty advisors. Student-athletes utilize tutoring and learning assistance programs on a first-come, first-served basis. Each student-athlete has an academic advisor designated by the department or college of his or her major field of study. Within the Department of Athletics, the Assistant Director of Athletics for Academics in addition to an Academics Assistant provide services for all student-athletes regardless of gender. Currently there are no staff members traveling with teams specifically for academic support. Study hall is conducted by each team and supervised by an assistant coach designated as a liaison to communicate academic matters to the Assistant Director of Athletics for Academics, and each team sets academic requirements for study hall participation. The academic support services are provided equitably to all sports programs.

**d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.**

It establishes a plan to maintain current equitable academic support services for all athletics programs by continuing to monitor academic support services for all sports teams. It will continue to gather data from student-athlete surveys, exit interviews and gender survey on equality of academic support services; share that data with the Athletics Committee's Equity and Welfare Subcommittee; and if a deficiency is found develop a plan to address the inequity. The subcommittee will

also report findings to the Athletics Committee each fall.

### **Coaches**

- a. Describe how the institution has ensured a complete study of each of the 15 program areas.**

**This study must be conducted as part of the self-study process;**

IPP subcommittee member and Chief Human Resources Officer, Wendy Jones, reviewed each full-time head and assistant coach's salary to determine gender equity, based on the corresponding partner sport (i.e., men's basketball vs. women's basketball; baseball vs. softball, etc.). Part-time assistant coaches and paid support staff salaries were compared to ensure an equitable gender balance among sponsored sports.

- b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;**

The data showed that when compared to CUPA-HR data and cost of living, there was gender equity in comparative partner sports. For example, the women's basketball head coach made a higher percentage of the CUPA-HR median than the men's basketball head coach.

- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program. Please note, any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis; and**

All sport programs have equitable numbers of coaches and salaries. While there are more men assistant coaches for men's teams than women's, all sports are utilizing only their permitted head and assistant coaches allowed in NCAA rules. Pay scales are consistent based on years of experience, levels of success and market trends.

- d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15-program areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.**

The University intends to continue to provide equitable staffing and salary based on NCAA rules, merit and market trends in its classification and region.

## **Locker Rooms, Practice and Competitive Facilities**

- a. Describe how the institution has ensured a complete study of each of the 15 program areas.**

**This study must be conducted as part of the self-study process;**

IPP subcommittee member and Director of Sports Medicine/Head Athletics Trainer, Adam Ybarra, reviewed the relevant responses from two electronic surveys: one completed by all University coaches and athletics administrators and one completed by 257 student athletes. The surveys were developed by the subcommittee, in collaboration with coaching and SAAC representatives, and administered electronically via SurveyMonkey in October 2015. In addition to specific multiple choice questions regarding the program areas, respondents also had the opportunity to provide open-ended feedback. This amalgamated data was presented to the subcommittee following the survey period. All subcommittee members had access and were able to review the surveys.

Members of the working group also took a comprehensive facilities tour; held a meeting with the SAAC officers during the fall semester; conducted select interviews of athletics administration; and reviewed and analyzed financial reporting data and relevant policies and procedures.

No gender issues or inequity were found regarding availability and exclusivity of practice and competitive facilities; quality and availability of locker rooms; and maintenance and preparation of practice and competitive facilities. Neither the men's or women's tennis team nor the men's golf team has a dedicated locker room or team facility. The head coach for men's and women's tennis and the head coach for men's golf currently are raising funds to finance construction of locker rooms.

- b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;**

All sports programs have equitable access to University practice and competitive facilities. All sports programs have their own locker rooms (except men and women's tennis and men's golf; the space they have is equitable). Women's softball has outdoor hitting facility and equal access to men's baseball indoor hitting facility when coordinated by coaches.

- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program. Please note, any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution**

**identifies in its analysis; and**

See data above. All sports programs have equitable facilities.

- d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15-program areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.**

It establishes a plan to maintain current equitable availability of locker rooms, practice facilities and competitive facilities for all athletics programs. It will continue to gather data from student-athlete surveys, exit interviews and gender survey on equality of facilities; share that data with the Athletics Committee's Equity and Welfare Subcommittee; and if a deficiency is found develop a plan to address the inequity. The subcommittee will also report findings to the Athletics Committee each fall.

#### **Medical and Training Facilities Services**

- a. Describe how the institution has ensured a complete study of each of the 15 program areas.**

**This study must be conducted as part of the self-study process;**

IPP subcommittee member and Director of Sports Medicine/Head Athletics Trainer, Adam Ybarra, reviewed the relevant responses from two electronic surveys: one completed by all University coaches and athletics administrators and one completed by 257 student athletes. The surveys were developed by the subcommittee, in collaboration with coaching and SAAC representatives, and administered electronically via SurveyMonkey in October 2015. In addition to specific multiple choice questions regarding the program areas, respondents also had the opportunity to provide open-ended feedback. This amalgamated data was presented to the subcommittee following the survey period. All subcommittee members had access and were able to review the surveys.

Members of the working group also took a comprehensive facilities tour; held a meeting with the SAAC officers over the course of the fall semester; conducted select interviews of athletics administration; and reviewed and analyzed financial reporting data and relevant policies and procedures.

Except for a complaint of alleged sexual harassment by an employee of the athletics strength and conditioning area – which was investigated and addressed (including the hiring of a new female strength coach) – no gender issues or inequity were found regarding 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; and provision of medical and training expenses.

- b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;**

All student athletes receive and have access to the same medical care and secondary insurance provided by ACU. Student-athletes did raise concerns regarding access to weight room and equipment and need for greater privacy in training room.

- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program. Please note, any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis; and**

All student-athletes are provided the same opportunities for and communication about medical services and insurance coverage and for strength and conditioning services. The concerns raised by students (b.) are a result of scheduling issues that impact all teams equally, and all student-athletes have equal lack of privacy in training room, which will be addressed by a new training room facility in an upcoming construction project.

- d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15-program areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.**

It establishes a plan to maintain current equitable availability of medical and training facilities and services. It will continue to gather data from student-athlete surveys, exit interviews and gender survey on equality of facilities and services; share that data with the Athletics Committee's Equity and Welfare Subcommittee; and if a deficiency is found develop a plan to address the inequity. The subcommittee will also report findings to the Athletics Committee each fall.

### **Housing, Dining Facilities and Services**

- a. Describe how the institution has ensured a complete study of each of the 15 program areas.**

**This study must be conducted as part of the self-study process;**

IPP subcommittee member and Dean of Retention and Student Services, Bart Herridge, reviewed the relevant responses from two electronic surveys: one completed by all University coaches and athletics administrators and one completed by 257 student athletes. The surveys were developed by the subcommittee, in collaboration with coaching and SAAC representatives, and administered electronically via SurveyMonkey in October 2015. In addition to specific multiple choice questions regarding the program areas, respondents also had the opportunity to provide open-ended feedback. This amalgamated data was presented to the subcommittee following the survey period. All subcommittee members had access and were able to review the surveys.

Members of the working group also took a comprehensive facilities tour; held a meeting with the SAAC officers during the fall semester; conducted select interviews of athletics administration; and reviewed and analyzed financial reporting data and relevant policies and procedures.

Herridge also reviewed policies related to housing and dining plans and services and interviewed Dr. Bob Strader, Director of Residence Life, and Debbie Stewart, Coordinator for Residence Life.

No gender issues or inequity were found regarding the quality of housing provided; special services as part of housing; and dining arrangements.

**b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;**

Housing assignments are made by student request. Where student choice cannot be accommodated, assignments are made "blind" to other data elements, such as ethnicity or athletics status. Student-athletes have the same options for housing as all students of their same gender.

All students who live on campus currently are required to have the same level of meal plan so there is no difference in costs for student-athletes of different genders. There is one primary meal facility on campus (as well as several satellite facilities), and all students with a meal plan have access to all facilities.

**c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program. Please note, any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis; and**

See data above. All housing assignments and meal plan choices currently are the same for all students regardless of athlete or gender

status.

- d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15-program areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.**

It establishes a plan to maintain current equitable availability of housing, dining facilities and services. It will continue to gather data from student-athlete surveys, exit interviews and gender survey on equality of such facilities and services; share that data with the Athletics Committee's Equity and Welfare Subcommittee; and if a deficiency is found develop a plan to address the inequity. The subcommittee will also report findings to the Athletics Committee each fall.

### **Publicity and Awards**

- a. Describe how the institution has ensured a complete study of each of the 15 program areas.**

**This study must be conducted as part of the self-study process;**

IPP subcommittee member and Senior Associate Director of Athletics, Cory Driskill (former), reviewed the relevant responses from two electronic surveys: one completed by all University coaches and athletics administrators and one completed by 257 student athletes. The surveys were developed by the subcommittee, in collaboration with coaching and SAAC representatives, and administered electronically via SurveyMonkey in October 2015. In addition to specific multiple-choice questions regarding the program areas, respondents also had the opportunity to provide open-ended feedback. This amalgamated data was presented to the subcommittee following the survey period. All subcommittee members had access and were able to review the surveys.

Members of the working group also took a comprehensive facilities tour; held a meeting with the SAAC officers during the fall semester; conducted select interviews of athletics administration; and reviewed and analyzed financial reporting data and relevant policies and procedures.

No gender issues or inequity were found regarding the availability and quality of sports information personnel; access to other publicity resources; quantity and quality of publications and other promotional devices; availability and quality of University awards; and opportunity for application and/or nomination for other outside awards (e.g., NCAA, national or conference awards).

- b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;**

Each team has a media relations staff member assigned to it to provide pre-game coverage, determine in-game coverage, and always provide post-game coverage through postings on the athletics website, as well as through social media. All teams are provided with a schedule card to be distributed to the community. A marketing plan is also done for each sport to provide promotion for events and competitions each season.

- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program. Please note, any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis; and**

See data above. All sports programs receive equitable promotion and coverage by the University's media relations staff. Some individual coaches devote their own time to post additional information on social media and market their own teams, which results in perceived but not actual inequity by some student-athletes.

- d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15-program areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.**

It establishes a plan to maintain current equitable publicity through media, broadcasting and promotion of all athletics programs and current equitable opportunities for awards and nominations by continuing to monitor the same. It will continue to gather data from student-athlete surveys, exit interviews and gender survey on equality of such facilities and services; share that data with the Athletics Committee's Equity and Welfare Subcommittee; and if a deficiency is found develop a plan to address the inequity. The subcommittee will also report findings to the Athletics Committee each fall.

### **Support Services**

- a. Describe how the institution has ensured a complete study of each of the 15 program areas.**

**This study must be conducted as part of the self-study process;**

IPP subcommittee member and Associate Director of Athletics, Cory Driskill (former), reviewed the relevant responses from two electronic surveys: one completed by all University coaches and athletics administrators and one completed by 257 student athletes. The surveys were developed by the subcommittee, in collaboration with coaching and SAAC representatives, and administered electronically via SurveyMonkey in October 2015. In addition to

specific multiple-choice questions regarding the program areas, respondents also had the opportunity to provide open-ended feedback. This amalgamated data was presented to the subcommittee following the survey period. All subcommittee members had access and were able to review the surveys.

Members of the working group also took a comprehensive facilities tour; held a meeting with the SAAC officers during the fall semester; conducted select interviews of athletics administration; and reviewed and analyzed financial reporting data and relevant policies and procedures.

No gender issues or inequity were found regarding administrative, secretarial and clerical support, and office space.

**b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;**

All sports programs have equitable office space and access to the department's administrative staff, with the exception of men's and women's tennis. (The assistant tennis coach does not have an office, but plans and fundraising for a new tennis facility are in progress to provide the two teams with new locker rooms, a team room, and coaches' offices.)

**c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program. Please note, any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis; and**

ACU sports programs have equitable access to the department's administrative support staff.

**d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15-program areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.**

It establishes a plan to maintain current equitable access to administrative support, clerical support, and office space provided to all sports programs by monitoring the same. It will continue to gather data from student-athlete surveys, exit interviews and gender survey on equality of such facilities and services; share that data with the Athletics Committee's Equity and Welfare Subcommittee; and if a deficiency is found develop a plan to address the inequity. The subcommittee will also report findings to the Athletics Committee each fall.

## **Recruitment of Student-Athletes**

**a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;**

IPP subcommittee members, Cory Driskill, Associate Director of Athletics (former), and Lisa Gilmore, Associate Director of Athletics for Student-Athlete Welfare/SWA, reviewed the relevant responses from two electronic surveys: one completed by all University coaches and athletics administrators and one completed by 257 student athletes. The surveys were developed by the subcommittee, in collaboration with coaching and SAAC representatives, and administered electronically via SurveyMonkey in October 2015. In addition to specific multiple-choice questions regarding the program areas, respondents also had the opportunity to provide open-ended feedback. This amalgamated data was presented to the subcommittee following the survey period. All subcommittee members had access and were able to review the surveys.

Members of the working group also took a comprehensive facilities tour; held a meeting with the SAAC officers during the fall semester; conducted select interviews of athletics administration; and reviewed and analyzed financial reporting data and relevant policies and procedures.

The subcommittee members also reviewed recruiting expenditures for the previous three years and the budget allocated for recruiting for the current year. Discrepancies in recruiting budgets from previous years were discovered; however, those discrepancies have been eliminated in the current budget.

**b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;**

In 2014-15 the men's recruiting expenses were 63.7% while the women's recruiting expenses were 36.3%. Coaches do not receive a specific recruiting budget, but must use funds provided for travel to recruit. There are recruiting budget differences between comparable sports, but coaches have the discretion to spend more or less out of each line item as long as they remain within their total budgets.

Though these expenses already are proportionate to the number of participants, recruiting budgets have been increased for women's track and field and women's tennis to help make those recruiting budgets equitable with men's track and field and men's tennis. Prospective student-athletes traveling from long distances for official recruiting visits are flown to campus and receive lodging on campus or at a nearby hotel. Guests on official visits receive complimentary admission to home contests and meals on campus or at nearby restaurants. Coaches who travel to recruit prospective student-athletes do so by plane or by personal vehicle or courtesy car.

**c. Using the data provided in (b) above, analyze and explain how the**

**institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and**

ACU sports programs have equitable access to general operations budgets from which coaches elect how to recruit.

- d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.**

It establishes a plan to maintain current equitable access to resources to recruit student-athletes provided to all sports programs by monitoring the same. It will continue to gather data from student-athlete surveys, exit interviews and gender survey on equality of such facilities and services; share that data with the Athletics Committee's Equity and Welfare Subcommittee; and if a deficiency is found develop a plan to address the inequity. The subcommittee will also report findings to the Athletics Committee each fall.

## **Retention**

- a. Describe how the institution has ensured a complete study of each of the 15 program areas.**

**This study must be conducted as part of the self-study process;**

Retention rates for gender and sport were examined over a three-year period, and no issues were noted in the retention of student-athletes. On average, student-athletes within each gender retain at higher rates than the overall populations for each gender at ACU. The Chief Human Resources Officer also reviewed coaching staff turnover during the same period, and no gender equity issues were found.

- b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;**

Sports programs have equitable resources for retaining student-athletes and coaches.

- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program. Please note, any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution**

**identifies in its analysis; and**

Monitoring retention rates for all sports will help ensure that student-athletes are being retained at an equitable rate. Continued communication with coaches about job satisfaction will help the athletics administration understand what coaches need to be successful and content.

- d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15-program areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.**

It establishes a plan to maintain current equitable and adequate resources and strategies for retention of student-athletes and staff in all athletics programs by continuing to monitor retention of student-athletes and staff. The Department of Athletics will gather data from student-athlete surveys, exit interviews and gender survey on retention; share that data with the Athletics Committee's Equity and Welfare Subcommittee; and if a deficiency is found develop a plan to address the inequity. The subcommittee will also report findings to the Athletics Committee each fall.

**Participation in Governance and Decision-making**

- a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;**

IPP subcommittee member and Associate Director of Athletics for Student-Athlete Welfare/SWA, Lisa Gilmore, reviewed the relevant responses from two electronic surveys: one completed by all University coaches and athletics administrators and one completed by 257 student athletes. The surveys were developed by the subcommittee, in collaboration with coaching and SAAC representatives, and administered electronically via SurveyMonkey in October 2015. In addition to specific multiple choice questions regarding the program areas, respondents also had the opportunity to provide open-ended feedback. This amalgamated data was presented to the subcommittee following the survey period. All subcommittee members had access and were able to review the surveys.

Members of the working group also took a comprehensive facilities tour; held a meeting with the SAAC officers during the fall semester; conducted select interviews of athletics administration; and reviewed and analyzed financial reporting data and relevant policies and procedures.

No gender issues or inequity were found regarding the involvement of athletics department staff, coaches and student-athletes from the under-represented gender within the athletics program in governance and decision-making processes of the



athletics department and regarding the provision of leadership opportunities for all student-athletes (e.g., participation on Student-Athlete Advisory Committee) and athletics department staff and coaches (e.g., participation at the conference and/or national levels).

**b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;**

The organizational structure of the Department of Athletics encourages direct communication between all members of the staff and their immediate supervisor on a regular basis, as well as interaction with all support services areas of the department. This structure facilitates the involvement in program-specific as well as department-wide governance and decision-making. The Department of Athletics has been engaged in strategic planning, and staff from numerous departments throughout athletics have been involved. Several Department of Athletics staff members and student-athletes have been involved in this NCAA IPP self-study and have provided valuable input. There also are monthly staff meetings.

The principle avenue for student-athlete participation in governance and decision-making is through Student-Athlete Advisory Committee (SAAC), which offers an opportunity for student-athlete involvement in the governance and decision-making processes of the Department of Athletics at ACU. Representatives of each University-sponsored team are members of the SAAC. There is no limit to the number of representatives from each team who may attend and participate in SAAC meetings, ensuring equal opportunity for minority groups to be represented in discussions. The current 2015-16 SAAC consists of members from all teams representing the ethnicity groups of White/Non-Hispanic, Black/African-American, Two or More Races, and Non-Resident/Alien, and equally represents both genders (52.1% female and 47.9% male). There are five officer positions that are nominated and voted by the SAAC population, open to any and all SAAC representatives.

An all-student-athlete listserv ensures that pertinent information from SAAC meetings is shared with all student-athletes. The Student-Athlete Advisory Committee has at least two designated representatives from each team; the current SAAC includes 24 females and 22 men, and, of the six student-athletes serving as officers (there are co-chaplains), three are female.

**c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and**

Coaches, staff and student-athletes have equitable representation regarding participation in governance and decision-making.

- d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.**

It establishes a plan to maintain current equitable participation in governance and decision-making by coaches, student-athletes and staff by providing information about governance structure and inviting and monitoring participation. The Department of Athletics will gather data from student-athlete surveys, exit interviews and gender survey on participation; share that data with the Athletics Committee's Equity and Welfare Subcommittee; and if a deficiency is found develop a plan to address the inequity. The subcommittee will also report findings to the Athletics Committee each fall. The plan sets specific goals for coaches, staff and student-athletes.

- 7. Using the plan for improvement section, provide an institutional gender-issues plan that addresses all 15 aforementioned program areas for the department of athletics. The plan must include all required elements of a plan as noted by the committee (Appendix B). If a deficiency does not exist in a program area(s), the institution must include an evaluation mechanism to maintain the institution's status in that program area(s) and action steps the institution will take if the program area(s) becomes inequitable in the future. Finally, the institution must describe how it will review its plan on an annual basis and include this information in the institution's gender-issues plan.**

***Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution's written plan, particularly as it relates to hiring practices. Institutions may develop plans that have broad, flexible non-numeric hiring goals. As it relates to the program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.***

*Measurable Standard No. 5*

*The institution's plan must be active at all times and include a mechanism to ensure the plan is reviewed on an annual basis, including a comparison with its EADA report and NCAA financial report, to determine if the course of action is still appropriate and this information must be included in the institution's gender-issues plan.*

Please see attached Gender Equity Plan submitted to the NCAA.

(Also submitted via email to [ipp@ncaa.org](mailto:ipp@ncaa.org) including institution ID with Subject IPP SSI 3.1 Q7.)

8. **Describe how the institution will annually compare its gender-issues plan with its EADA reports and NCAA financial reports to determine if the course of action is still appropriate. Further, please provide the names and titles of the individuals who will be responsible for this review.**

*Measurable Standard No. 5*

*The institution's plan must be active at all times and include a mechanism to ensure the plan is reviewed on an annual basis, including a comparison with its EADA report and NCAA financial report, to determine if the course of action is still appropriate and this information must be included in the institution's gender-issues plan.*

Director of Athletics, Lee De Leon, and Senior Woman Administrator, Lisa Gilmore, will assist the Athletics Committee's Equity and Welfare Subcommittee with an annual review of the plan, including a comparison of the plan with EADA reports and NCAA financial reports, to determine if stated goals remain appropriate. If a deficiency is found, a plan will be developed to address the inequity. The subcommittee will report its findings to the Athletics Committee each fall.

9. **Describe the institution's efforts to ensure the gender-issues plan for improvement was developed through a process involving broad-based campus participation and has received formal institutional approval. Further, please identify the length (i.e., five years) of this plan, including the specific years this plan will be active.**

*Measurable Standard No. 6*

*The institution's gender-issues plan must include the following requirements:*

- a) *Include identification of issues or problems confronting the institution.*
- b) *Include measurable goals the institution intends to achieve to address issues or problems.*
- c) *Include specific steps the institution will take to achieve its goals.*
- d) *Include a specific timetable(s) for completing the work.*
- e) *Identify the individuals and/or offices responsible for carrying out the actions identified by the institution.*

*Further, the institution's gender-issues plan must meet the following requirements:*

- a) *Be committed to paper and be a stand-alone document.*
- b) *Be developed with opportunities for significant input from appropriate constituent groups inside and outside athletics.*
- c) *Must be adopted formally by the institution's final authority in such matters (i.e., chancellor/president or board of trustees) to ensure that it carries the commitment and support of the entire institution.*

The University formed a steering committee, whose membership included the President, Faculty Athletics Representative, Director of Athletics and Senior Woman Administrator. Special care was taken in populating the subcommittees to ensure broad-based participation by the Department of Athletics, student-athletes, the University and the community. This committee was well-balanced to reflect the broad constituencies of the University, helping to ensure that the University and its constituencies are informed about the Department of Athletics' commitment to gender equity and the department's goals and strategies to realize that commitment.

The Gender Equity Plan is a stand-alone, five-year plan (2016-21) that will be annually reviewed, along with analysis of the EADA reports and NCAA financial reports. The plan was vetted with key stakeholders and a broad cross-section of the University in spring 2016. Once feedback from constituents was integrated into the Gender Equity Plan, it was scheduled to be presented to the President and Senior Leadership Team for approval by May 2016.

### **Gender/Diversity Issues and Student-Athlete Well-Being**

---

#### ***Operating Principle - 3.2 Diversity Issues***

It is a principle of the Association to promote respect for and sensitivity to the dignity of every person and to refrain from discrimination. In accordance with this fundamental principle, the institution shall:

- a.* Demonstrate that it is committed to, and has progressed toward, fair and equitable treatment of all student-athletes and department of athletics personnel with diverse racial, ethnic and other backgrounds; and
- b.* Formally adopt a written plan for the future of the intercollegiate athletics program that ensures the institution maintains, or continues progress toward, a program that expands equitable opportunities and support for student-athletes and athletics personnel with diverse racial, ethnic and other backgrounds. The plan shall include measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables.

*Please note, that for purposes of the Institutional Performance Program, institutions have discretion to address those areas of diversity that align with the institution's overall mission and culture. However, institutions are reminded that the Committee on Institutional Performance expects a*

*comprehensive and good-faith effort throughout the self-study process. Examples of areas to review for diverse backgrounds or underrepresented groups include, but are not limited to: race, ethnicity, creed, color, national origin, age, disability, sexual orientation and gender identity, in addition to other areas such as religion, marital status, education, income, geographic location and work experience.*

---

### **Self-Study Items for Operating Principle 3.2**

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution's written plan, particularly as it relates to hiring practices. Institutions may develop plans that have broad, flexible non-numeric hiring goals. As it relates to the program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.

**1. Explain how the institution is organized to further its efforts related to the diversity-issues operating principle for department of athletics staff, coaches and student-athletes.**

To preserve a work environment that is free from unlawful discrimination, Abilene Christian University's policy is to ensure that persons who apply for employment and persons who are employed are treated in a nondiscriminatory manner in matters of gender, race, age, color, national origin, veteran's status, genetic information or disability in employment or the provision of services, in accordance with applicable federal, state and local laws. Further information can be found in policy No. 021 of the ACU Employee Handbook and in ACU's Non Discrimination Notice, located on pages nine and ten of its Catalog.

ACU strives to comply with all applicable legal requirements prohibiting, preventing and responding to harassment against any member of the ACU community (e.g., Title VI, VII, and IX). Moreover, as a Christian community, ACU has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. The University's Anti-Harassment Policy outlines specific definitions and procedures related to discriminatory harassment. If ACU community members experience harassment in any of these forms, they are encouraged to report it so that ACU can help maintain a work and academic environment free of unlawful harassment. Further information regarding the Anti-Harassment Policy can be found in policy No. 412 of the Employee Handbook.

ACU proactively promotes legal and policy compliance by encouraging all members of the ACU community to report any financial improprieties, illegal practices or policy violations committed by University employees or agents, and to protect from retaliation those who make such good-faith reports. Further information can be found on the Office of General Counsel's web homepage under the "Fall 2013 Whistleblower Policy" tab.

2. **Describe the institution's written statements (e.g., vision statements, mission statements, diversity statements, policies, plans) that address issues of diversity, including where the statements are published. Describe how the institution's written statements are communicated directly to department of athletics staff, coaches and student-athletes.**

*Measurable Standard No. 1*

*The institution must demonstrate how the institutions' and department of athletics' written commitment and expectations related to diversity are communicated directly to department of athletics staff, coaches and student-athletes.*

All new faculty and staff members are required to read the Employee Handbook, which is available online and includes the Non-Discrimination and Anti-Harassment Policy. At the beginning of each semester, all students receive an email with a link to a Student Handbook, which contains a link to ACU's Non-Discrimination Notice and Anti-Harassment Policy.

ACU's 21st Century Vision, which was provided to all faculty, staff and students through University-wide communications (email, University website and open forums), states:

- Students will learn to think globally as we help them understand their own culture and other cultures in the context of their academic disciplines and in light of biblical teaching. Residential undergraduates will participate in transforming, cross-cultural experiences, travel and study abroad, learn a second language, and experience the diversity of our campus. Our non-residential students, who may live anywhere around the globe, will share their culture through electronic means. We will bring the world to ACU and take ACU to the world.

ACU's 2016-21 Strategic Plan titled "In Christ and In Unity" states that "to achieve the goals of being a relational university, ACU will:

(1) appoint a diversity task force to prepare a diversity plan that considers organizational structure and best practices to recommend an integrated and unified approach that demonstrates the University's focus and support;

- (2) provide diversity education and training for students, faculty and staff to grow the understanding of racial, ethnic and cultural diversity on campus and continue to assure a welcoming environment for all;
- (3) improve retention rates of racially diverse students to correlate with overall student population; and
- (4) expand diversity by increasing proportion of diverse faculty and staff at all levels."

Student-athletes are given a handbook. In this handbook on page 40, the diversity statement for the Department of Athletics is listed and reads:

- *Provide an environment that is supportive of all NCAA Bylaws, Southland Conference (SLC), and Abilene Christian University (ACU) Operating Principles, while providing cultural diversity and equitable opportunities for minorities and women. The compliance office at ACU is dedicated to maintaining compliance with all federal, state, NCAA, Southland Conference, and ACU policies and guidelines.*

**3. Describe how matters concerning diversity issues for department of athletics staff, coaches, and student-athletes are monitored, evaluated and addressed on a continuing basis.**

Matters concerning diversity are monitored in the Department of Athletics in the following ways:

- Student-athlete exit interviews.
- Student leadership opportunities are available through the Student-Athlete Advisory Committee (SAAC), which provides student-athletes a channel to engage administrators on all issues.
- The athletics department's mission and vision are distributed to all athletics department members and includes a statement that addresses inclusiveness. Coaches are accountable to their sport supervisors and staff to their respective administrator/supervisor.
- The Director of Athletics and the Associate Director of Athletics for Student-Athlete Welfare/SWA are engaged in good-faith efforts to recruit diverse candidates by advertising positions with a variety of relevant professional organizations.

Matters concerning diversity are evaluated in the Department of Athletics in the following ways:

- The IPP self-study report is a way of evaluating diversity in the Department of Athletics.
- Continual monitoring of diversity and inclusion through annual EADA reports and sport participation lists.

Matters concerning diversity are addressed by the Department of Athletics in the following ways:

- The Student-Athlete Handbook is updated and made available each fall, including a diversity statement and contact information for campus entities that serve as resources.
- The Department of Athletics' mission, vision and core values were edited in spring 2014 to include love as a core value, which encompasses acceptance and inclusion. The department aims to advance the University's vision, which includes an emphasis on diversity and inclusiveness.
- Through the Student-Athlete Advisory Committee, student-athletes are offered leadership opportunities to engage administrators on all issues.

**4. Describe the programs and activities the institution has in place for coaches, department of athletics staff and student-athletes that address diversity issues, including programs and activities designed to address the needs of the underrepresented groups or individuals of diverse backgrounds.**

*Measurable Standard No. 2*

*The institution must demonstrate that it provides programs and activities for coaches, department of athletics staff and student-athletes that address diversity issues, including programs and activities designed to address the needs of under-represented groups or individuals of diverse backgrounds.*

The Department of Athletics currently does not have programs and activities that specifically address diversity. The department encourages coaches, staff and student-athletes to attend diversity-related programming that occurs on campus. Training, programs and activities addressing issues of diversity are currently conducted through the following offices:

- Office of Multicultural Affairs
- Alpha Scholars
- Center for International Education
- Human Resources
- TRIO Talent Search
- Upward Bound
- McNair Scholars
- African Students' Association
- Black Students' Association
- Chinese Christian Fellowship
- Chinese Students and Scholars Association
- Hispanos Unidos
- International Students' Association
- LYNAY scholarship program
- Third Culture Kids
- Virtuous Sisterhood
- Women in Business



- W-Club
- Pulse scholarship program
- Intercultural Effectiveness Team

**5. Describe how the institution actively recruits department of athletics staff, coaches and student-athletes from underrepresented groups or diverse backgrounds including a description of actions and strategies taken to increase diversity.**

*Measurable Standard No. 3*

*The institution must demonstrate through actions and strategies how it actively recruits department of athletics staff, coaches, and student-athletes from underrepresented groups or diverse backgrounds from those currently represented in athletics.*

To recruit coaches, the Department of Athletics posts positions in broad areas, such as the NCAA website, NACDA website, Black Coaches Association and respective sports associations. The department also networks extensively through professional associations.

The department's hiring practices reflect the University's commitment to diversity and conducting equitable searches. Examples include the following:

- Special attention is given to experience and skill requirements to ensure that the requirements do not constitute discrimination. Specifications are free from bias in regard to race, color, sex, age, disability, veteran status or national origin.
- The University's commitment to diversity is reflected in the newly-reorganized Intercultural Effectiveness Team (IET), co-chaired by Dr. Jennifer Shewmaker, Executive Director of the Adams Center for Teaching and Learning, and Prentice Ashford, Director of the Office of Multicultural Affairs. The co-chairs report to the President's Senior Leadership Team. The IET is charged with leading a comprehensive organizational change effort centered on transforming the structure, systems, policies and practices to benefit the University community with a particular focus on historic issues of access and equity, including the recruitment and retention of diverse students, faculty and staff.
- The Department of Athletics utilizes the NCAA Marketplace to advertise most athletics positions and also posts to relevant professional associations, including the following:
  - American Volleyball Coaches Association (AVCA)
  - Collegiate Event and Facility Management Association (CEFMA)
  - Golf Coaches Association of America (GCAA)

- Intercollegiate Tennis Association (ITA)
- National Association Basketball Coaches (NABC)
- National Association for Athletics Compliance (NAAC)
- National Association of Academic Advisors for Athletics
- National Association of Collegiate Directors of Athletics (NACDA)
- National Association of Collegiate Woman Athletics Administrators (NACWAA)
- National Fastpitch Coaches Association (NFCA)
- National Soccer Coaches Association of America (NSCAA)
- Professional Golfers of America (PGA)
- Senior Woman Administrator (SWA)
- United States Professional Tennis Association (USPTA)
- United States Professional Tennis Registry (USPTR)
- United States Tennis Association (USTA )
- Women's Basketball Coaches Association (WBCA)

In the recruiting of student-athletes, the following factors are used to assess and recruit potential players.

- ACU recruits primarily within a radius of ten hours from the campus.
- ACU seeks student-athletes who display exceptional athletic ability.
- ACU assesses student-athletes' potential for excellence in their spiritual lives and in their academic careers.
- ACU recruits from travel teams, which offers a diverse pool, in addition to recruitment at high schools in the region.

6. **Describe institutional and department of athletics hiring practices to ensure the department of athletics demonstrates a commitment to diversity in hiring procedures for department of athletics staff and coaches. Compare and explain any differences that exist between institutional hiring practices and department of athletics hiring practices. Please provide the date of your most recent assessment and comparison of the institution's and athletics department's hiring practices. Note: this assessment and comparison must occur at least once every five years.**

*Measurable Standard No. 4*

*The institution must provide evidence that an assessment and comparison of the institutions' and department of athletics' hiring practices has occurred at least once every five years.*

The hiring practices of the Department of Athletics are in alignment with the University's practices. All open positions in athletics are classified, posted and screened through Human Resources. The screening priority for athletics positions is: qualified internal candidates, qualified referred candidates, and qualified external candidates.

The most recent assessment and comparison of the University's and the Department of Athletics' hiring practices occurred in October and November 2015, revealing significant alignment and minor distinctions.

**7. Describe institutional and department of athletics policies related to the use of outside firms (e.g., search firms) and truncated or expedited hiring processes. Describe the actual hiring practices used by your institution in the last ten years for any positions (e.g., coaches, staff) determined to be high profile at your institution.**

*Measurable Standard No. 5*

*The institution must demonstrate a commitment to diversity in all athletics department hiring efforts, including those involving outside firms (e.g., search firms) and truncated or expedited processes.*

The Department of Athletics does not have a search firm policy. Typically the University utilizes search firms only for senior administrators, such as the President. The University does not have a policy regarding search firms or the use of truncated and expedited hiring processes.

- 8. For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition for the following:**
- a. Department of Athletics full-time senior administrative staff members (i.e., assistant director of athletics up through the Director of Athletics level);**

In 2012, 2013 and 2014 one of the six senior administrative staff members in the Department of Athletics was from a racial or ethnic minority group.

- b. Other full- and part-time professional (i.e., non-clerical) department of athletics staff members (such as directors of operations, athletic trainers, ticket managers, academic support staff, and facility managers, even if the position is not funded by or does not report to the department of athletics);**

Diversity among other full- and part-time professional staff members from the Department of Athletics remained consistent through the three most recent years.

- In 2012, 12.5% of the other Department of Athletics professional staff came from a racial or ethnic minority group.
- In 2013, 17.5% of the other Department of Athletics professional staff came from a racial or ethnic minority group.

- In 2014, 14.8% of the other professional staff from the Department of Athletics came from a racial or ethnic minority group.

**c. Full- and part-time head coaches;**

Among the full- and part-time head coaches, none are from a racial or ethnic minority group. In the three most recent academic years, there were 10 full- and part-time head coaches each year with no diverse representation among this group.

**d. 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**

Diversity among full- and part-time assistant coaches in the Department of Athletics remained moderately consistent over the three most recent academic years.

- In 2012, 40% of the full- and part-time assistant coaches came from a racial or ethnic minority group.
- In 2013, 33% of the full- and part-time assistant coaches came from a racial or ethnic minority group.
- In 2014, 31% of the full- and part-time assistant coaches came from a racial or ethnic minority group.

**e. Other advisory or policy-making group (e.g., governing board subcommittee for athletics, student athlete advisory committee) members (if any).**

In the three most recent academic years (2012, 2013, 2014), 10% of the Athletics Committee members came from a racial or ethnicity minority group only in the most recent year. The members of the committee are voted by the full faculty in a campus-wide election administered by the Faculty Senate each spring. Terms are three years, and the members are staggered so that about the same number rotate off each year. The distribution of members is proportionate to the percent of faculty in each college of the University.

- In 2012, no ethnic diversity present.
- In 2013, no ethnic diversity present.
- In 2014, 10% of the Athletics Committee members came from a racial or ethnic minority group.

The Student-Athlete Advisory Committee (SAAC) is comprised of two representatives from each team. The coaches appoint team members to SAAC, and the department encourages more than two student-athletes per team to participate.

- In 2012, data is not available on the race/ethnic composition of the SAAC.
- In 2013, 34.6% of the members of SAAC came from a racial/ethnic minority group.
- In 2014, 25% of the members of SAAC came from a racial/ethnic minority group.
- In 2015, 16% of the members of SAAC came from a racial/ethnic minority group.

[Note: Use the supplied chart (Racial or Ethnic Composition of Personnel on Page No. 47) to compile the data requested in this self-study item.]

- 9. For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition for student-athletes who received athletics aid and for all students.**

The percentage of students from a minority group who received athletics financial aid in the past three years is on a slightly downward trend, but still significantly outpaces the percentages of the student body as a whole:

	2011-12	2012-13	2013-14
Percentage of athletics aid students from a minority group	41.5%	40.2%	35.0%
Percentage of University population from a minority group	25.3%	26.2%	28.9%

These minority group data include ethnicity data from both U.S. citizens and non-resident alien students. The University has increased efforts to improve its overall diversity percentage over the past five years, and athletics has consistently been more diverse than the University as a whole, but the gap is narrowing.

**[Note: Use the supplied chart (Racial or Ethnic Composition of all Students on Page No. 48) to compile the data requested in this self-study item.]**

- 10. For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition of student-athletes who received athletics aid by the eight sport groups listed in the NCAA Federal Graduation Rates Report.**

The following table represents the percentage for students receiving athletics aid who were part of a minority group for each of the three reporting years. Non-resident alien students are included in the percentage.

	2011-12	2012-13	2013-14
--	---------	---------	---------

Baseball	35.2%	35.2%	10.0%
Football	55.4%	55.9%	51.4%
Men's Track / Cross Country	37.5%	66.0%	50.0%
Men's Basketball	90.9%	72.7%	54.6%
Men's Other Sports	40.9%	28.6%	23.1%
Women's Basketball	23.1%	16.7%	63.6%
Women's Track / Cross Country	53.9%	61.5%	50.0%
Women's Other Sports	14.3%	13.2%	12.5%

Over this three-year period, baseball, men's basketball and men's other sports showed declines in minority group percentage (although men's other sports is a small sample size, and any of the year's variances could be as few as one or two students), while women's basketball showed significant growth. The larger men's sports, even where there have been decreases in minority group percentage, are still outpacing the overall University population.

**[Note: Use the supplied chart (Racial or Ethnic Composition of Student-Athletes by Sport Group on Page No. 49) to compile the data requested in this self-study item.]**

**11. Using the program areas for diversity issues provided on Page No. 57:**

*Measurable Standard No. 6*

*The institution must conduct a thorough and written review of each of the four program areas for diversity issues. Please see program area definitions located in the Gender and Diversity and Student-Athlete Well-Being attachment of the self-study instrument. If the institution identifies any deficiencies during this review, the deficiencies must be incorporated into the institution's diversity issues plan for improvement. If no deficiency exists, the institution must include a maintenance plan for each program area and action steps the institution will take if the program area(s) becomes inequitable in the future.*

*Measurable Standard No. 7*

*The review must:*

- a) *Describe how the institution has ensured a complete study of each of the four program areas for diversity issues. This study should be conducted as part of the self-study process;*

*Please note that for the program area of assessment, the use of student-athlete exit interviews alone does not constitute a complete assessment for purposes of the self-study. An institution may choose to include student-athlete exit interviews as part of a broader assessment*

*conducted, but the institution must ensure that an assessment of the entire department of athletics has been conducted with respect to diversity issues.*

- b) Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the areas;*
- c) Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes, coaches, and athletic department staff with diverse racial, ethnic and other backgrounds. Please note, any deficiencies should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis; and*
- d) Explain how the institution's written, stand-alone plan for diversity issues addresses each of the four program areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.*

#### **Measurable Standard No. 8**

*The institution must develop a five-year written, stand-alone plan addressing diversity issues that maintains an institution's conformity or moves an institution into conformity with the operating principle.*

#### **Assessment**

- a. Describe how the institution has ensured a complete study of each of the four program areas for diversity issues. This study should be conducted as part of the self-study process.

IPP subcommittee members Prentice Ashford, Director of Multicultural Affairs, and Lisa Gilmore, Associate Director of Athletics for Student-Athlete Welfare/SWA, reviewed the relevant responses from two electronic surveys: one completed by all University coaches and athletics administrators and one completed by 257 student athletes. The surveys were developed by the subcommittee, in collaboration with coaching and SAAC representatives, and administered electronically via SurveyMonkey in October 2015. In addition to specific multiple choice questions regarding the program areas, respondents also had the opportunity to provide open-ended feedback regarding the treatment of diverse student athletes. This amalgamated data was presented to the subcommittee following the survey period. All subcommittee members had access and were able to review the surveys.

Members of the working group also took a comprehensive facilities tour; held a meeting with the SAAC officers during the fall semester; conducted select interviews of athletics administration; and reviewed and analyzed financial reporting data and relevant policies and procedures.

These findings were compared to feedback received from a campus-wide open forum on diversity and race held during November 2015 by the Office of Multicultural Affairs. No disparities between student-athletes and the general

student population were noted.

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

- The IPP self-study report is a way of evaluating diversity in the Department of Athletics.
- The department continually monitors diversity and inclusion through EADA annual reports and sport participation lists.
- The Student-Athlete Handbook is updated and made available each fall. It includes a diversity statement and contact information for campus entities that serve as resources.
- The Department of Athletics uses student-athlete exit interviews to assess its status and commitment to the diversity and well-being of student-athletes.
- The Department of Athletics' mission, vision and core values were edited in spring 2014 to include love as a core value, which encompasses acceptance and inclusion. The department aims to advance the University's 21st Century Vision, which includes diversity and inclusiveness.
- ACU's 2016-21 Strategic Plan titled "In Christ and In Unity" states that "to achieve the goals of being a relational university, ACU will:

(1) appoint a diversity task force to prepare a diversity plan that considers organizational structure and best practices to recommend an integrated and unified approach that demonstrates the University's focus and support;

(2) provide diversity education and training for students, faculty and staff to grow the understanding of racial, ethnic and cultural diversity on campus and continue to assure a welcoming environment for all;

(3) improve retention rates of racially diverse students to correlate with overall student population; and

(4) expand diversity by increasing proportion of diverse faculty and staff at all levels."

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes, coaches, and athletic department staff with diverse racial, ethnic and other backgrounds. Please note, any deficiencies should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis; and

The Athletics Committee of the University monitors the operations of the athletics program to ensure adherence to the University's policies and values. After revisions approved by the faculty and the Faculty Senate in spring 2016, the Athletics Committee is establishing three subcommittees to review Academics, Compliance and Fiscal Affairs, and Equity and Welfare. The Equity and Welfare Subcommittee will be responsible for



oversight of diversity issues relating to the staff, coaches and student-athletes in the department. They will report any findings or concerns to the Athletics Committee to make recommendations to the President. This subcommittee will:

- Monitor the implementation and effectiveness of the athletics program's minority, gender and student-athlete well-being plans and programs, particularly those that guarantee the fair and equitable treatment of student-athletes; protect the physical, educational, and emotional welfare of student-athletes; and promote the University's commitment to the fundamental values of sportsmanship and ethical conduct.
  - Recommend policies and procedures for continual improvement in the athletics program's efforts to promote a fair, diverse, and safe environment for its student-athletes.
  - Prepare an annual report for the Athletics Committee.
- d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the four program areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

There is currently no ongoing, formal process to compare data regarding diversity in athletics to the general student body. Therefore, the Gender Equity Plan creates a process for comparing student-athletes data with general student body information and implementing a change if an issue is found.

## **Retention**

- a. **Describe how the institution has ensured a complete study of each of the four program areas for diversity issues. This study should be conducted as part of the self-study process.**

The Director of the Office of Multicultural Affairs and the Senior Woman Administrator reviewed and developed a Diversity Issues Plan, which contains recommendations relating to retention and acclimation programs and services for diverse staff, coaches and student-athletes. The athletics department's new strategic plan (developed in 2015) contains statements that affirm the University's efforts to "welcome and celebrate diversity and inclusion." A new subcommittee of the Athletics Committee will be charged with the responsibility to review diversity and welfare concerns for student-athletes and the athletics department.

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

- The Department of Athletics fosters student leadership opportunities through the Student-Athlete Advisory Committee (SAAC).

- The department fosters student leadership opportunities through the Southland Conference SAAC.
  - The department offers orientation sessions for student-athletes that address the department's commitment to diversity and equal opportunity.
  - The department's strategic plan "welcomes and celebrates diversity and inclusion... emphasized transparency, diversity of thought, and inclusion amongst the wide range of constituent groups related to the University. We recognize that each constituent has a voice."
  - The Director of Athletics, the Associate Directors of Athletics, and the Chief Human Resources Officer are engaged in good-faith efforts to recruit diverse athletics staff and coaches.
  - The department plans to remain active with the Athletics Committee's Equity and Welfare Subcommittee to analyze growth in the area of diversity soon after completing the IPP process.
  - The new strategic plan of the department emphasizes the desire to support the acquisition and retention of diverse staff.
- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student- athletes, coaches, and athletic department staff with diverse racial, ethnic and other backgrounds. Please note, any deficiencies should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis; and**

The Department of Athletics' activities, practices and efforts toward diversity align with the diversity efforts of the University. For example, the hiring practices of the Department of Athletics are an illustration of this alignment.

ACU athletics has a strong tradition of offering athletics-related financial aid relatively equitably between white/non-Hispanic student athletes and racially diverse athletes. And the percentage of students from a minority group who received athletics aid in the past three years significantly outpaces the percentages of the student body as a whole. The University has increased efforts to improve its overall diversity percentage over the past five years, and athletics has been consistently more diverse than the University as a whole.

- d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the four program areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.**

The composition of student-athletes at ACU is more diverse than the student body overall, indicating that efforts to recruit and retain students of diverse racial backgrounds is important to ACU athletics. The recommendations in the Diversity Issues Plan encourage the Department of Athletics to proactively work to create, support and sustain a racial/ethnic diverse population of academically and athletically successful student-athletes. The University's Diversity Issues Plan encourages the athletics department to remain active with the Athletics Committee's Equity and Welfare Subcommittee to

promote and support opportunities for leadership and participation in decision-making activities for all student-athletes and staff.

## **Partnership**

- a. Describe how the institution has ensured a complete study of each of the four program areas for diversity issues. This study should be conducted as part of the self-study process.

The Department of Athletics historically has had partnerships with the Office of Multicultural Affairs. More recently, those partnerships have weakened. The department has conducted outreach to that office to strengthen the connections and to develop educational and support programs for diverse students.

- b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the areas;
  - The University works with external search firms to recruit top administrators (e.g. the Director of Athletics) from diverse racial/ethnic minority groups.
  - The Department of Athletics collaborates with Student Life to discuss with student-athletes the importance of diversity in wellness sessions.
  - The department's strategic plan "welcomes and celebrates diversity and inclusion... emphasized transparency, diversity of thought, and inclusion amongst the wide range of constituent groups related to the university. We recognize that each constituent has a voice."
  - The department works with the Office of Human Resources in staff recruitment. For example, all positions in athletics are classified, posted and screened through Human Resources.
  - Head coaches may be recruited through external search firms.
  - The Student-Athlete Handbook will be updated in 2016-17 to include contact information for the following campus entities that serve as resources:
    - Office of Multicultural Affairs
    - Alpha Scholars
    - Center for International Education
    - Human Resources
    - TRIO Talent Search
    - Upward Bound
    - McNair Scholars
    - African Students' Association
    - Black Students' Association
    - Chinese Christian Fellowship
    - Chinese Students and Scholars Association
    - Hispanos Unidos
    - International Students' Association

- LYNAY scholarship program
- Third Culture Kids
- Virtuous Sisterhood

The Department of Athletics encourages coaches, staff and student-athletes to attend campus-wide diversity-related programs developed by the following:

- Office of Multicultural Affairs
- Alpha Scholars
- Center for International Education
- Human Resources
- TRIO Talent Search
- Upward Bound
- McNair Scholars
- African Students' Association
- Black Students' Association
- Chinese Christian Fellowship
- Chinese Students and Scholars Association
- Hispanos Unidos
- International Students' Association
- LYNAY scholarship program
- Third Culture Kids
- Virtuous Sisterhood
- Women in Business
- W-Club
- Pulse scholarship program
- Intercultural Effectiveness Team

- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student- athletes, coaches, and athletic department staff with diverse racial, ethnic and other backgrounds. Please note, any deficiencies should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis; and

There are no deficiencies regarding the collaboration and integration between athletics and other University units regarding diversity programs, activities and services.

- d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the four program areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

It establishes a maintenance plan to continue collaboration and integration between the Department of Athletics, University internal units and external organizations to enhance diversity efforts in programs, activities and services.

## **Participation**

- a. Describe how the institution has ensured a complete study of each of the four program areas for diversity issues. This study should be conducted as part of the self-study process.

IPP subcommittee member and Associate Director of Athletics for Student-Athlete Welfare/SWA, Lisa Gilmore, reviewed the relevant responses from two electronic surveys: one completed by all University coaches and athletics administrators and one completed by 257 student athletes. The surveys were developed by the subcommittee, in collaboration with coaching and SAAC representatives, and administered electronically via SurveyMonkey in October 2015. In addition to specific multiple choice questions regarding the program areas, respondents also had the opportunity to provide open-ended feedback. This amalgamated data was presented to the subcommittee following the survey period. All subcommittee members had access and were able to review the surveys.

Members of the working group also took a comprehensive facilities tour; held a meeting with the SAAC officers during the fall semester; conducted select interviews of athletics administration; and reviewed and analyzed financial reporting data and relevant policies and procedures.

No diversity issues were found regarding the involvement of athletics staff, coaches and student-athletes from the under-represented gender in the governance and decision-making processes of the athletics department and the provision of leadership opportunities for all student-athletes (e.g., participation on Student-Athlete Advisory Committee) and athletics staff and coaches (e.g., participation at the conference and/or national levels).

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

The organizational structure of the Department of Athletics encourages direct communication between all members of the staff and their immediate supervisors on a regular basis, as well as interaction with all support services areas of the department. This structure facilitates the involvement in program-specific, as well as department-wide, governance and decision-making. The Department of Athletics has been engaged in strategic planning, and several staff members from departments in athletics have been involved. Several Department of Athletics staff members and student-athletes have been involved in this NCAA IPP self-study process and have provided valuable input. There also are monthly staff meetings.

The principle avenue for student-athlete participation in governance and decision-making is through Student-Athlete Advisory Council (SAAC), which offers an opportunity for student-athlete involvement in the governance and decision-making processes of the department. The coach of each University-sponsored team

nominates two representatives of his or her team to be members of the SAAC. There is no limit to the number of representatives from each team who may attend SAAC meetings, ensuring equal opportunity for minority groups to be represented in discussions and involved in the decision-making process. The current 2015-16 academic year SAAC consists of members from all teams representing the ethnicity groups of White/Non-Hispanic, Black/African-American, Two or More Races, and Non-Resident/Alien, and equally representing both genders (52.1% female and 47.9% male). There are five officer positions nominated and voted by the SAAC population, open to any and all SAAC representatives. An all-student-athlete listserv ensures that pertinent information from the SAAC meetings is shared with all student-athletes.

Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes, coaches, and athletic department staff with diverse racial, ethnic and other backgrounds. Please note, any deficiencies should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis; and

Coaches, staff and student-athletes have equitable representation regarding participation in governance and decision-making.

- c. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the four program areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

It establishes a plan to maintain current diverse participation in governance and decision-making by coaches, student-athletes and staff by providing information about governance structure and inviting and monitoring participation. The Department of Athletics will gather data from student-athlete surveys, exit interviews and gender survey on participation; share that data with the Athletics Committee's Equity and Welfare Subcommittee; and if a deficiency is found develop a plan to address the inequity. The subcommittee also will report findings to the Athletics Committee each fall. The plan sets out specific goals for coaches, staff and student-athletes.

12. **Using the "plan for improvement" section, provide an institutional diversity-issues plan that addresses all four aforementioned program areas for the department of athletics. The plan must include all required elements of a plan as noted by the committee (see Appendix B). If a deficiency does not exist in a program area(s), the institution must include an evaluation mechanism to maintain the institution's status in that program area(s) and action steps the institution will take if the program area(s) becomes inequitable in the future. Finally, the institution must describe how it will review its plan on an annual basis and include this information in the institution's diversity-issues plan.**

**Within gender-issues and diversity-issues written plans, specific**

**numerical targets may place an institution at legal risk and are not expected in an institution's written plan, particularly as it relates to hiring practices. Institutions may develop plans that have broad, flexible non-numeric hiring goals. As it relates to the program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.**

*Measurable Standard No. 8*

*The institution must develop a five-year written, stand-alone plan addressing diversity issues that maintains an institution's conformity or moves an institution into conformity with the operating principle.*

Please see attached Diversity Issues Plan submitted to the NCAA. (Also submitted via email to [ipp@ncaa.org](mailto:ipp@ncaa.org) including institution ID with Subject IPP SSI 3.2 Q12.)

- 13. Describe how the institution will periodically compare its diversity-issues plan with its assessment of the campus diversity climate (see Program Area No. 1) using the four diversity program areas to determine if the course of action is still appropriate. Further, provide the names and titles of the individuals who will be responsible for this review.**

*Measurable Standard No. 9*

*The institution's plan must be active at all times and include a mechanism to ensure the plan is reviewed on annual basis to determine if the course of action is still appropriate. This information must be included in the institution's diversity- issues plan.*

*Measurable Standard No. 10*

*The institution must compare its diversity-issues plan with its written assessment of the campus diversity climate (see Program Area No. 1) at least once every four years, to determine if the course of action is still appropriate.*

The Athletics Committee of the University monitors the operations of the athletics program to ensure adherence to the University's policies and values. The committee is forming three subcommittees to review Academics, Compliance and Fiscal Affairs, and Equity and Welfare. The Equity and Welfare Subcommittee will be responsible for oversight of diversity issues relating to the staff, coaches and student-athletes in the department. They will report any findings or concerns to the Athletics Committee to make recommendations to the President. This subcommittee will:

- Monitor the implementation and effectiveness of the athletics program's minority, gender and student-athlete well-being plans and programs, particularly those that guarantee the fair and equitable treatment of student-athletes; protect the physical, educational and emotional welfare of student-

athletes; and promote the University's commitment to the fundamental values of sportsmanship and ethical conduct.

- Recommend policies and procedures for continual improvement in the athletics program's efforts to promote a fair, diverse and safe environment for its student-athletes.
- If a deficiency is found, develop a plan to address the inequity.
- Prepare an annual report for the Athletics Committee.

**14. Describe the institution's efforts to ensure the diversity-issues plan for improvement was developed through a process involving broad-based campus participation and has received formal institutional approval. Further, please identify the length (e.g., five years) of this plan, including the specific years this plan will be active.**

*Measurable Standard No. 11*

*The institution's diversity-issues plan must include the following requirements:*

- a) Include identification of issues or problems confronting the institution.*
- b) Include the measurable goals the institution intends to achieve to address issues or problems.*
- c) Include the specific steps the institution will take to achieve its goals.*
- d) Include a specific timetable(s) for completing the work.*
- e) Identify the individuals and/or offices responsible for carrying out the actions identified by the institution.*

*Further, the institution's diversity-issues plan must meet the following requirements:*

- a) Be committed to paper and be a stand-alone document.*
- b) Be developed with opportunities for significant input from appropriate constituent groups inside and outside athletics.*
- c) Must be adopted formally by the institution's final authority in such matters (i.e., chancellor/president or board of trustees) to ensure that it carries the commitment and support of the entire institution.*

To ensure that the Diversity Issues Plan for improvement was developed through a process involving broad-based campus participation, the University formed a steering committee whose membership includes the President, the Faculty Athletics Representative, the Director of Athletics, and the Senior Woman Administrator. Special care was taken in populating the subcommittees to ensure broad-based participation by the Department of Athletics, student-athletes, the University and the community. The subcommittee was well balanced to reflect the broad constituencies of the University, thus ensuring that the University and broader communities are informed about the department's commitment to diversity and the department's goals and strategies to realize that commitment.

The Diversity Issues Plan is a stand-alone, five-year plan (2016-21) with



annual self-assessment written reports that will be aligned with University's Strategic Plan. The Diversity Issues Plan was vetted with key stakeholders and a broad cross-section of the University in spring 2016. Once feedback from constituents was integrated into the Diversity Issues Plan, it was scheduled to be presented to the President and the Senior Leadership Team for approval by May 2016.

## **Gender/Diversity Issues and Student-Athlete Well-Being**

---

### ***Operating Principle 3.3 Student-Athlete Well-Being***

Conducting the intercollegiate athletics program in a manner designed to protect and enhance the physical and educational well-being of student-athletes is a basic principle of the Association.

Consistent with this fundamental principle, the institution shall:

- a. Provide evidence that the well-being of student-athletes and the fairness of their treatment is monitored, evaluated and addressed on a continuing basis.
- b. Have established grievance or appeal procedures available to student-athletes in appropriate areas.
- c. Provide evidence that the institution has in place programs that protect the health of and provide a safe and inclusive environment for each of its student-athletes.

---

### ***Self-Study Items for Operating Principle 3.3***

1. **Please submit an electronic copy of the student-athlete exit-interview instrument with the submission of your self-study report.**
  - a. **The institution's commitment to the academic success of its student-athletes (e.g., academic support services available, priority registration for classes, coaches' support).**
  - b. **The institution's commitment to opportunities for student-athletes to integrate into campus life.**
  - c. **The institution's efforts to measure the extent of time demands encountered by student-athletes.**
  - d. **The institution's efforts to measure the**

- effectiveness of the institution's mechanisms to monitor time demands of its student-athletes (e.g., travel commitments, missed class time, final exam schedules, and summer vacation periods).
- e. The institution's efforts to measure the effectiveness of the institution's NCAA Division I Student-Athlete Advisory Committee (SAAC).
  - f. The institution's commitment to informing student-athletes about the NCAA Special Assistance Fund and NCAA Student-Athlete Opportunity Fund.
  - g. The institution's efforts to measure the effectiveness of the institution's mechanisms (e.g., annual surveys, exit-interview process) to monitor the well-being of its student-athletes.
  - h. The institution's commitment to the physical, psychological and emotional health (e.g., athletic training, nutrition, counseling) of student-athletes.
  - i. The institution's commitment to the safety (e.g., travel policies, emergency medical plans) of student-athletes.
  - j. The institution's commitment to a safe and inclusive environment for all student-athletes.
  - k. The institution's commitment to diversity.
  - l. The value of student-athletes' athletics experience.
  - m. The opportunity for student-athletes to suggest proposed changes in intercollegiate athletics.
  - n. The opportunity for student-athletes to express concerns related to the administration of the sport(s) in which student-athletes participate.

*Measurable Standard No. 1*

*The institution's instrument used to conduct student-athlete exit interviews must contain questions related to the following: (Note: Institutions should note the list of examples below is not an exhaustive list and institutions are not limited to addressing only those provided.)*

- a) *The institution's commitment to the academic success of its student-athletes (e.g., academic support services available, priority registration for classes, coaches' support).*
- b) *The institution's commitment to opportunities for student-athletes to integrate into campus life.*
- c) *The institution's efforts to measure the extent of time demands encountered by student-athletes.*
- d) *The institution's efforts to measure the effectiveness of the institution's mechanisms to monitor time demands of its student-athletes (e.g., travel commitments, missed class time, final exam schedules, and summer vacation periods).*
- e) *The institution's efforts to measure the effectiveness of the*

*institution's NCAA Division I Student- Athlete Advisory Committee (SAAC).*

- f) The institution's commitment to informing student-athletes about the NCAA Special Assistance Fund and NCAA Student-Athlete Opportunity Fund.*
- g) The institution's efforts to measure the effectiveness of the institution's mechanisms (e.g., annual surveys, exit-interview process) to monitor the well-being of its student-athletes.*
- h) The institution's commitment to the physical, psychological and emotional health (e.g., athletic training, nutrition, counseling) of student-athletes.*
- i) The institution's commitment to the safety (e.g., travel policies, emergency medical plans) of student- athletes.*
- j) The institution's commitment to a safe and inclusive environment for all student-athletes.*
- k) The institution's commitment to diversity.*
- l) The value of student-athletes' athletics experience.*
- m) The opportunity for student-athletes to suggest proposed changes in intercollegiate athletics.*
- n) The opportunity for student-athletes to express concerns related to the administration of the sport(s) in which student-athletes participate.*

*Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the self-study process.*

Abilene Christian University consulted the information required in Measurable Standard No. 1 and found that the current Student-Athlete Exit Interview instrument addresses the goals outlined in the standard. Here is a link to the current online survey that student-athletes take and then discuss with a member of the Athletics Committee.

### **Abilene Christian University Student-Athlete Exit Interview**

1. Interviewer name
2. Date of interview
3. Sex (M/F)
4. Sport
  - a. Baseball
  - b. Softball
  - c. Soccer
  - d. Men's Tennis
  - e. Women's Tennis
  - f. Football
  - g. Men's Basketball
  - h. Women's Basketball
  - i. Track and Field
  - j. Volleyball
  - k. Golf
  - l. Cross-Country
5. Scholarship/Non-Scholarship
  - a. Always on scholarship
  - b. Started as walk-on, currently on scholarship

- c. Never on scholarship
  - d. Other
- 6. Entered ACU as a:
  - a. Freshman
  - b. Junior College Transfer
  - c. 4-year Transfer
  - d. Other
- 7. Reason for leaving ACU athletics
  - a. Exhausted eligibility
  - b. Cut from team
  - c. Quit team
  - d. Other

#### Academic Wellness

- 8. Has athletics interfered with your academic commitment?
- 9. Do you understand the "20 hrs/week" in season and "8 hrs/week" out of season limits on athletics participation?
  - a. Did your coach abide by these limits? What days off were you given?
- 10. Did you use the "Absence Form" to inform your professors when you would be gone from campus? In what way and how often did you use the form?
  - a. Now that we are using online notification, are you still being proactive and informing your professors of your impending absence(s) and making arrangements to do what is required?
  - b. Did all professors cooperate in allowing you to do make-up work? Please explain.
- 11. Has practice or athletics prevented you from taking courses that you wanted or needed to take? If so, how has that affected your long-term academic program? Please explain.

#### Quality of Life

- 12. What do you consider to be the best aspect of your athletic experience at ACU? Please explain.
- 13. What suggestions can you make to improve that experience? Please explain.
- 14. What are your top two or three challenges to finding balance in your academic, athletic, social, and spiritual life? Please explain.
- 15. To what extent did the opportunity to compete in athletics influence your decision to attend ACU? Were you recruited? Please explain.
- 16. Were you adequately informed of the possible majors and the academic requirements of ACU? Please explain.
- 17. Were you adequately informed of chapel and other student life policies at ACU? Please explain.

#### Support Services

- 18. Please describe the quality of service/treatment you received in the training room.

19. Please describe the quality of service/treatment you received through the strength and conditioning program.
20. Did you feel that your coach(es) tried to know and abide by ACU, Southland Conference, and NCAA rules and guidelines? Please explain.
21. Has the Student-Athlete Advisory Committee (SAAC) served you well? Please explain.
22. If you had the opportunity to interact with any members of the athletic department administration, was the experience satisfactory? Please explain.

#### Safety and Well-Being

23. Do you feel safe on campus? If no, please explain.
24. Do you feel safe among your respective teams? If no, please explain.
25. Has your personal safety been threatened in any way during your time here? If yes, please explain.
26. Were you subject to harassment of any kind during your time here? If yes, please explain.
27. Do you have any additional comments?

2. **Describe the methods used to conduct student-athlete exit interviews. Further, describe the process used to evaluate and implement outcomes.**

#### *Measurable Standard No. 2*

*The institution must demonstrate that it conducts exit interviews via in-person meetings and/or conference calls in each sport with a sample of student-athletes (as determined by the institution) whose eligibility has expired in accordance with NCAA Constitution 6.3.2. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the self-study process.*

All student-athletes at ACU complete an exit interview upon the completion of their athletics eligibility. The interviews cover standards listed in (3.3) Measurable Standard No. 1. The interviews are conducted by members of the Athletics Committee. The chair of the committee sends a list of student-athletes to the committee, and members sign up to interview three or four students each (depending on the number of students who have exhausted their eligibility). Committee members e-mail, call or talk with students in person to schedule a time for the interview. During the interview the student-athlete is asked each question on the interview instrument, and the committee member records their responses in a Google form. The responses from the Google form are collected in a spreadsheet that goes to the chair of the committee who then aggregates the data and provides it to athletics department administration. While the interviews are not anonymous, the responses are kept confidential, and no identifying information is included in the aggregated results.

Student-athlete exit interviews are completed at the end of the fall and spring terms. At the end of the fall term football, volleyball, and women's soccer athletes are interviewed. At the end of the spring term men's and women's basketball, cross country, track and field, baseball, softball, and golf athletes are interviewed.

The interviews typically take place in a faculty member's office, and an effort is made to pair student-athletes with faculty that they are familiar with to make them feel more comfortable.

**3. Describe opportunities other than the student-athlete exit-interview process that are available to student-athletes to provide input regarding student-athlete well-being issues (e.g., student-athlete advisory committee; open-door policy of athletics administrators, including the director of athletics, senior woman administrator, and/or faculty athletics representative).**

There are many opportunities for student-athletes to provide input regarding student well-being issues. These opportunities include the following.

- Student-Athlete Advisory Committee (SAAC) – SAAC promotes communication between the athletics administration and student-athletes at Abilene Christian University. SAAC provides student-athletes an opportunity to voice their opinions and ideas on issues and concerns within the department, and student-athletes provide feedback, as necessary, on topics of discussion. The committee also gives student-athletes an opportunity to plan wellness events and organize community outreach projects.
- Meeting with Coaches – All coaches have an open-door policy and encourage student-athletes to meet with them during office hours or before or after practice. Each coach establishes standards for student-athletes to communicate with him or her.
- Meeting with Faculty Athletics Representative (FAR) – At the beginning of each academic year, the FAR is introduced to student-athletes to explain the FAR's role within the athletics program and how he/she also serves as an ombudsperson for student-athlete issues or concerns.
- Meeting with Director of Athletics – At the beginning of each academic year, the Director of Athletics greets all student-athletes and informs them he/she has an open-door policy for any issues or concerns student-athletes may have. The Director of Athletics reviews the mission, vision and expectations of the department at these meetings.
- Sport Supervisors – Each team has an administrative staff member assigned as a

liaison between the team and the Director of Athletics. Sports supervisors are required to travel at least once with their respective teams and to meet weekly with the respective head coach.

**4. Describe the department of athletics written grievance and/or appeals procedures available to student-athletes in areas mandated by NCAA legislation (i.e., financial aid and transfers). Also, provide the name(s) and title(s) of the individual(s) responsible for overseeing the administration of these grievance and/or appeals procedures. Describe the means by which these grievance and/or appeals procedures are directly communicated in writing to department of athletics staff members, coaches and student-athletes**

*Measurable Standard No. 3*

*The institution must have established written grievance and/or appeals procedures for areas mandated by NCAA legislation (i.e., financial aid [in accordance with NCAA Division I Bylaw 15.3.2.3] and transfers [in accordance with Bylaws 13.02.1, 13.1.1.3, 13.1.1.3.1, 14.5.5.2.10 and 14.5.5.2.10.1]). Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the self-study process.*

*Measurable Standard No. 4*

*The institution must demonstrate that grievance and/or appeals procedures for areas mandated by NCAA legislation (i.e., financial aid [in accordance with NCAA Division I Bylaw 15.3.2.4] and transfers [in accordance with Bylaws 13.02.1, 13.1.1.3, 13.1.1.3.1, 14.5.5.2.10 and 14.5.5.2.10.1]) are directly communicated in writing (e.g., provide hard copy of document, provide Web link via e-mail) to department of athletics staff members, coaches and student-athletes. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the self-study process.*

The University's grievance and appeals policies and procedures on student-athlete financial aid (and other areas) currently are available online to student-athletes and coaches and athletics staff members. The University will make these policies more visible by including them in the ACU Student-Athlete Handbook (for student-athletes) and the ACU Compliance Manual (for coaches and other athletics staff members) beginning with the 2016-17 academic year. The policy on student-athletes financial aid (included in the appendix of this NCAA self-study document) states, "If a student-athlete's athletics aid has been reduced, canceled or not renewed, the student must be provided written notice of an opportunity for a hearing." The official notices or letters (of reduced, canceled or non-renewed aid) are sent to student-athletes each year by June 1. Student-athletes who submit an appeal (within 14 days of receiving the notice) may elect to make a written appeal or have a formal hearing before an appeals committee. The appeals committee, which consists of three University staff members from student services offices with one-year terms, is selected by the Director of Student Financial Services, and the Student Financial Services Counselor responsible for athletics aid arranges the hearings. Decisions of the committee – to deny the appeal and the financial aid or to approve the appeal and restore the financial aid – are final.

4. **Describe the institution's written grievance and/or appeals procedures available to student-athletes in other areas (e.g., harassment, hazing, abusive behavior, discrimination). Also, provide the name(s) and title(s) of the individual(s) responsible for overseeing the administration of these grievance and/or appeals procedures. Describe the means by which these grievance and/or appeals procedures are directly communicated in writing to department of athletics staff members, coaches and student-athletes**

*Measurable Standard No. 5*

*The institution must have established written grievance and/or appeals procedures for other areas not mandated by NCAA legislation (e.g., harassment, problems with coaches, hazing, abusive behavior). Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the self-study process.*

*Measurable Standard No. 6*

*The institution must demonstrate that all grievance and/or appeals procedures for other areas not mandated by NCAA legislation (e.g., harassment, problems with coaches, hazing, abusive behavior) are directly communicated in writing (e.g., provide hard copy of document, provide Web link via e-mail) to department of athletics staff members, coaches and student-athletes. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the self-study process.*

Student-athletes and the athletics staff are informed of the behavior expectations through a mandatory orientation session at the beginning of each academic year. A copy of the Student-Athlete Handbook is located on the athletics department's website at [acusports.com](http://acusports.com) (Athletics Department Section), and Student-Athlete Grievance Policy is also available and also will be included in the 2016-17 Student-Athlete Handbook. The Student-Athlete Handbook addresses harassment, hazing, abusive behavior, discrimination and sexual misconduct by providing sections of the University's Hazing and Anti-Harassment Policy and by providing a reference to the University policy. This information is currently online. To help ensure that student-athletes and coaches have this information, the Department of Athletics will start issuing these documents in paper form at the start of each academic year beginning in fall 2016. The Student-Athlete Handbook will be revised each summer to ensure that all information is current and accurate with resources, policies and contact information. The ACU Student Handbook, which includes the hazing and anti-harassment policies and processes, is sent to all students at the beginning of each semester via email.

Student-athletes may contact the following individuals responsible for these procedures:

Student-Athlete Handbook

- Lee De Leon, Director of Athletics, [athletic.director@acu.edu](mailto:athletic.director@acu.edu)
- Lisa Gilmore, Associate Director of Athletics for Student-Athlete Welfare, [lisa.gilmore@acu.edu](mailto:lisa.gilmore@acu.edu)



- Chris Ballard, Assistant Director of Athletics for Academics, [chris.ballard@acu.edu](mailto:chris.ballard@acu.edu)

#### Student-Athlete Grievance Policy

- Lee De Leon, Director of Athletics, [athletic.director@acu.edu](mailto:athletic.director@acu.edu)
- Lisa Gilmore, Associate Director of Athletics for Student-Athlete Welfare, [lisa.gilmore@acu.edu](mailto:lisa.gilmore@acu.edu)
- Laura Phillips, Faculty Athletics Representative, [laura.phillips@acu.edu](mailto:laura.phillips@acu.edu)

#### Student Handbook

- Mark Lewis, Dean of Students, [lewism@acu.edu](mailto:lewism@acu.edu)
- Sherita Nickerson, Deputy Title IX Coordinator, [sherita.nickerson@acu.edu](mailto:sherita.nickerson@acu.edu)

#### Documents

- Student-Athlete Handbook ( <http://acusports.com>)
- Student-Athlete Grievance Policy (attached)
- ACU Student Handbook (<http://www.acu.edu/campusoffices/studentlife/student-handbook.html>)

5. **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.**

ACU affirms a traditional Christian model in which sexual relations are experienced only within the marriage covenant between a man and a woman, and any relationships or behavioral expressions outside that model are not condoned by ACU. ACU's Sexual Stewardship Policy states that "in all things, and regardless of differing opinions on any subject, Abilene Christian University seeks to affirm the personal dignity, worth, and participation of every member of its community – acting in grace and love. Furthermore, ACU is committed to maintaining a safe environment for all students, and will not tolerate sexual harassment or bullying of any kind, and for any reason." The University's Anti-Harassment Policy states, "Sexual harassment can occur regardless of the relationship, position and respective sex of the parties."

There also is an unrecognized off-campus student organization, Voice, that provides support for ACU's LGBT students. Voice is sponsored by select faculty and staff who have meals in their homes for attending students. This group also has a bi-weekly chapel service on campus that discusses sexuality and faith. Individual faculty and staff participate in informal mentoring of LGBT students.

The administration is currently reviewing its policies considering new guidance received in February 2016 from the Board of Trustees following work by a Board-appointed ad hoc committee on LGBT policies. The University's Senior Leadership Team appointed a group to consider the issue and provide recommended changes that will be considered prior to fall 2016.

Documents  
ACU's Sexual Stewardship Policy

**6. Describe the policies, organization and structure of the department of athletics and how it enhances student-athlete well-being. Further, describe the commitment of the institution to enhance the overall student-athlete educational experience including how issues are monitored, evaluated and addressed on a continuing basis.**

The well being of Abilene Christian University student-athletes is of utmost importance to the Department of Athletics. Various programs and committees are available on campus for student-athletes to enhance their experience at ACU.

- At the beginning of the school year, each student-athlete is required to attend a "welcome back" event. At the event, the Director of Athletics introduces the Department of Athletics staff, reviews the department's mission statement, and outlines protocols for the department. Each team has an individual meeting with the Director of Athletics, its Sport Supervisor, Assistant Director of Athletics for Compliance, and Assistant Director of Athletics for Academics to discuss the Student-Athlete Handbook, which incorporates a weekly calendar for student-athletes to use throughout the academic year. All current Department of Athletics policies are included in the handbook. These policies relate to the well-being of the student-athlete. The handbook is updated and evaluated every summer by senior administrators in the department. Any changes to policy or procedures are incorporated annually into the handbook.
- The Athletics Committee serves as the athletics board described in NCAA Bylaw 6.1.2 and assists in implementing the philosophy and the objectives of the athletics program, in accordance with NCAA principles and guidelines. There are two spaces for students (including one student-athlete) to serve as voting members. The committee meets regularly to recommend to the President policies for the operation of the athletics program and to ensure compliance with the policies of the University, the NCAA and the Southland Conference.
- The Student-Athlete Advisory Committee (SAAC) promotes well-being for student-athletes. SAAC provides student-athletes an opportunity to voice their opinions and ideas on issues and concerns within the department, and student-athletes provide

feedback, as necessary, on topics of discussion. The committee also provides student-athletes an opportunity to plan wellness events and organize community outreach projects. The Associate Director of Athletics for Compliance and Academics/SWA monitors SAAC activities throughout the year. The annual exit interview survey includes a section to evaluate SAAC, which provides another avenue to address any concerns of student-athletes.

- ACU Sports Medicine supervises the well-being of the student-athletes on and off the playing surfaces. Sports Medicine is comprised of certified athletics trainers, team physicians, ancillary medical and non-medical providers, and athletics training students. All student-athlete physical evaluations, treatments and rehabilitations are conducted, whether in-season or out-of-season, by Sports Medicine staff. ACU has five athletics training rooms in multiple facilities on campus. ACU also has a strong partnership with Hendrick Medical Center. The head team physician provides care for all student-athletes' orthopedic and general medical needs. All athletics trainers are required to have a yearly performance evaluation with their supervisors. Supervisors monitor the athletics trainers' work throughout the year and address situations, as needed, and at yearly performance evaluation meetings.
- The Department of Athletics requires student-athletes, who are graduating or exhausted their eligibility, to complete the annual exit interview survey (see question 1 and 2). This survey is monitored and distributed by the Associate Director of Athletics for Student-Athlete Welfare/SWA. Responses on completed surveys are compiled and distributed to the athletics staff, including coaches, Sports Medicine staff, strength and conditioning staff, the Director of Athletics, and other athletics administrators. Any issues perceived and mentioned on the survey by student-athletes are addressed by the Associate Director of Athletics for Student-Athlete Welfare/SWA with the sport supervisor, coaches or department administration.
- Department of Athletics academic advisors assist student-athletes with all aspects of being a student at ACU. Throughout the year, grade checks are distributed to professors to monitor student-athlete grades. Academic advisors use this information to inform student-athletes with lower academic performance about tutoring options and learning assistance services. The academic advisors and the processes they use are evaluated through the annual exit survey.
- Strength and conditioning coaches work with all student-athletes on wellness. The strength and conditioning department's goal is to enhance athleticism through the use of advanced and scientifically-based training techniques, which will increase athletic performance, reduce the risk and occurrence of injury, maximize physical potential, and develop mental toughness. Student-athletes are monitored throughout the year with weight charts and nutrition logs. At the beginning and end of each semester, student-athletes are evaluated and tested for fitness. This information is used to address weaknesses and to develop a program that will enhance each student-athlete's well-being and athletic performance.

- The Medical and Counseling Center helps students achieve and maintain optimal levels of physical, mental and emotional functioning. The center's services are administered by highly-trained, qualified professionals. Student-athletes use the services of the Medical and Counseling Center for personal counseling, alcohol counseling and nurse practitioner illness screens, such as strep throat cultures, flu vaccines, etc.

**7. Describe how student-athletes are involved in the governance and decision-making processes of the department of athletics, including the role of the student-athlete advisory committee (SAAC).**

*Measurable Standard No. 7*

*The institution must demonstrate that it has an active SAAC pursuant to Constitution 6.1.4. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the self-study process.*

The Athletics Committee serves as the athletics board described in NCAA Bylaw 6.1.2 and assists in implementing the philosophy and the objectives of the athletics program in accordance with NCAA principles and guidelines. There are two positions for students (including one student-athlete) to serve as voting members.

Student-athletes are primarily involved in the governance and decision-making processes of the Department of Athletics through their participation in Student-Athlete Advisory Committee (SAAC). SAAC is composed of two representatives from each University-sponsored team nominated by their head coach. There is no limit to the number of representatives who may attend meetings, thus ensuring equal opportunity for minority groups to be represented. SAAC meets bi-monthly during the fall and spring semesters and provides a forum for team representatives to voice their concerns on a wide range of issues important to student-athletes. Through their participation, SAAC members are afforded many responsibilities and opportunities, such as:

- Promoting communication between athletics administration and student-athletes
- Providing a voice for student-athletes
- Encouraging participation in community projects and campus organizations
- Promoting special events for student-athletes

A primary focus for SAAC is to provide opportunities for ACU student-athletes to volunteer service time. Examples of community service include the following.

- **Teddies for Tots:** To give back to the Abilene community, SAAC raised money to buy new teddy bears and stuffed animals for the pediatrics ward of Hendrick Medical Center. When the children are undergoing treatment, they are given a teddy bear to help comfort them.
- **Delete Blood Cancer:** SAAC organized a successful initiative for the ACU community to register donors for bone marrow. This event was so successful that the Southland Conference adopted it as a conference initiative. The City of Abilene

- also will host a Delete Blood Cancer Week in spring 2016.
- ACU recently was asked to partner with Team IMPACT, whose mission is to improve the quality of life for children facing life-threatening and chronic illnesses through the power of team. Team IMPACT children are drafted onto local college athletics teams and, in effect, become members of the team from Draft Day to graduation.
- Partnering with the Southland Conference SAAC to participate in its community service initiatives including Pull Tabs, Delete Blood Cancer and Samaritan's Feet.

The University's SAAC also creates specific initiatives to serve ACU students. Recently at a campus snow cone giveaway, SAAC representatives handed out free snow cones to students to illustrate how athletics can give to the campus.

SAAC is establishing a constitution regarding the function and governance of the organization, similar to the constitution for Southland Conference SAAC and the NCAA D1 SAAC. This update will add depth to the current bylaws regarding the function and governance of the ACU SAAC program.

#### Documents

- Southland Conference Student-Athlete Advisory Committee Constitution
- 8. List the department of athletics and/or other institutional programs in place that address the needs and issues affecting student-athletes (e.g., Life Skills program and/or programming involving career counseling, personal counseling, nutrition, diversity, gambling, alcohol and drug guidelines, sexual orientation, personal development, leadership). Further, describe the policies and procedures in place to encourage and ensure student-athletes' access to these programs.**

#### *Measurable Standard No. 8*

*The institution must demonstrate that it has an active Life Skills program (or an equivalent program) pursuant to NCAA legislation with programming to address nonacademic areas (e.g., career counseling, personal counseling, nutrition, diversity, gambling, alcohol and drug guidelines, sexual orientation, personal development, leadership). Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the self-study process.*

With the recent transition of several senior members in ACU athletics administration and relatively limited staffing, ACU athletics has relied on partnering with campus departments to meet some of the needs and issues affecting student-athletes. However, under new athletics leadership, there is a revitalized vision regarding CHAMPS/Life Skills and/or programming involving career counseling, nutrition, diversity, gambling, alcohol and drug guidelines, sexual orientation, personal development, and leadership.

SAAC sponsors an annual awards banquet for all student-athletes every spring where student athletes are honored for their dedication to their academics, sport and spiritual journey. These awards include;

- Dean's List Student-Athletes
- Highest Team GPA
- Most Improved Team GPA
- 4.0 Student Athletes
- Fighting Heart Team MVP Award
- Paul Goad Award (Male/Female Student-Athlete Athletic ability)
- Servant's Heart Award (awarded to Athletics Trainer)
- Comeback Athlete of the Year (awarded by Athletics Trainers)
- Horizon's Award (Career Achievement Award)
- Male/Female Student-Athlete of the Year Award (athletics, spiritual, academic, service)
- Womack Award (former student-athlete, impacting the community)
- Community Service Award (award for the team with the highest percentage of community service hours for the year)

In 2015 ACU athletics established its chapter of Chi Alpha Sigma. Chi Alpha Sigma is the first national scholar-athlete society to honor collegiate student-athletes who have excelled in both the classroom and athletics competition. Chi Alpha Sigma recognizes college students who receive a varsity letter in their sport while maintaining a 3.4 or higher cumulative GPA throughout their junior and/or senior years. The governing board represents all levels of competition in the National Collegiate Athletic Association.

### **Career Counseling**

The ACU Career Center offers an integrated program of services that emphasizes the developmental nature of career decision-making: self-exploration, world-of-work preparation, job-search skill development, and career-transition assistance. These services are available to ACU students and alumni and may include career advising, resume assistance, job-search coaching, and interview preparation. Numerous online resources are provided through the Career Center website, including the job database, interactive resume guide, and interviewing guide.

Career Center is the University's liaison to area corporations and organizations, inviting these employers for on-campus interviews, career fairs, information sessions and other events. Employers are encouraged to post co-op, internship and full-time positions to the job database. Students may elect to participate in Discovery, a program to help students determine what major is compatible for their skills, desire and goals as well as what careers are available.

### **Personal Counseling**

The Medical and Counseling Center provides a variety of preventive and acute-care services to promote the physical and mental health of students. Registered nurses and nurse practitioners provide treatment for acute illnesses or injuries. Mental health professionals provide assessment, diagnosis and treatment for a variety of crisis, adjustment, relationship and general mental health issues. Individual, couples and group treatment options are available. The Medical and Counseling Center staff members are also available for educational programming to address mental and physical health needs of students.

### **Nutrition**

ACU Dining Services conducts Eat Well, a program that provides online resources for healthy eating, menus, wellness education and access to the campus Chef and Dietician. Questions regarding student-athlete nutrition also may be directed to the athletics training staff.

### **Diversity**

The ACU Office of Multicultural Affairs (OMA) oversees student groups on campus that focus on multicultural diversity. OMA also sponsors programs and events that promote and showcase cultural diversity on campus. The mission of the Office of Multicultural Affairs is to enrich the holistic development of each student by encouraging them to recognize and embrace the uniqueness of their personal culture while valuing the culture of others.

### **Gambling**

The Student-Athlete Handbook includes the following statement on gambling:

Gambling is a serious issue within intercollegiate athletics, and the NCAA enforces gambling strictly. NCAA Bylaw 10.3 states that student-athletes shall not knowingly: Provide information to individuals involved in organized gambling activities concerning intercollegiate athletics competition; Solicit a bet on any intercollegiate team; Accept a bet on any team representing the institution; Solicit or accept a bet on any intercollegiate competition for any item (e.g., cash, shirt, dinner, etc.) that has tangible value; Participate in any gambling activity that involves intercollegiate athletics through a bookmaker, or any other method employed by organized gambling; Participate in fantasy leagues that require payment to enter or provide a prize for the winner. The NCAA gambling rules apply to professional events in which the NCAA conducts championship competition.

### **Promoting Community Service**

ACU athletics encourages student-athletes and teams to volunteer. Each student-athlete is expected to engage in at least 10 hours of service on campus and in the local community each year.

## **Alcohol and Drug Education**

All new students receive training regarding University policies related to ACU's alcohol-free campus and zero tolerance drug policy. All students are provided with annual email disclosures related to alcohol and drugs pursuant to the Drug Free Schools and Communities Act.

Student-athletes also are provided with information regarding the use of illegal substances, misuse of alcohol, and the dangers of using reputedly performance-enhancing substances such as anabolic steroids and nutritional supplements. The education program will draw upon the specialized skill of University personnel as well as resources outside the University to inform student-athletes of the physical and psychological consequences of drug use and abuse.

The Abilene Christian University Drug and Alcohol Policy and procedures are provided to each student-athlete at pre-season team meetings each year.

The Department of Athletics staff provides an educational session each semester to all athletics teams regarding the policy. Included in such sessions are discussions on nutritional supplements and their risks. The drug and alcohol educational sessions will be presented each semester based on a team's practice and competition schedule. Each student-athlete is required to attend at least one educational session during the academic year.

A signed University Drug-Testing Informed Consent Form stating that the student-athlete has read this policy and program statement and has agreed to participate in the program is required of each student-athlete prior to participation.

## **Abilene Christian University Drug-Testing Informed Consent**

Student-athletes are encouraged to utilize counseling services on campus and are made aware of health and safety, alcohol and other drug guidelines by the Sports Medicine staff, coaches, and Compliance Services. Student-athletes are encouraged to utilize resources provided by the Sports Medicine staff and Compliance staff during pre-participation physicals and a series of educational sessions provided each semester. Coaches are also educated by the staff in their ability to play an important role in identification and appropriate referral of student-athletes with health and safety concerns.

## **Tobacco Policy**

The use of tobacco products is prohibited for all game personnel (e.g., coaches, student-athletes, athletics trainers, managers and game officials) in all sports during practice and competition. A student-athlete who violates this tobacco policy will be sanctioned for a "first offense" as



outlined in the penalty section of this policy. The Director of Athletics or his/her designee will sanction other game personnel who violate this tobacco policy on a case-by-case basis.

### **Alcohol Policy**

It is the responsibility of every member of the University community to be aware of the risks associated with alcohol use and abuse. The Abilene Christian University Department of Athletics views the use of alcohol to be incompatible with the goal of athletics excellence. Student-athletes are required to conduct themselves in accordance with University policies and federal, state and local laws regarding alcohol consumption. This extends to the recruitment of prospective Abilene Christian University student-athletes. Prospective student-athletes visiting campus and socializing with current students are not permitted to participate in any activities that will permit the use of alcohol. It should be understood that possession or consumption of alcoholic beverages by individuals under the age of 21 is a violation of state laws. It is illegal for anyone to supply alcoholic beverages to persons under the age of 21.

An alcohol-related charge, conviction or plea of guilty to any alcohol-related offense by any student-athlete may result in the sanctions imposed herein for positive drug tests. Each charge, conviction or plea of guilty will be viewed as a separate offense and is cumulative.

### **Screening for Use of Illicit Drugs**

All student-athletes will be subject to random testing throughout the academic year and summer. Any student-athlete may be required to be tested if a member of the athletics staff, having an opportunity to observe the student-athlete's behavior, physical condition or performance, concludes that there is reasonable cause to suspect drug usage.

All student-athletes in post-season competition may be tested for drug usage before competition. The University reserves the right to team test at any time and will require all student-athletes who have tested positive to be re-tested prior to a return from a participation suspension. By signing the Drug Testing Informed Consent Form, the student-athlete agrees that any test result may be released to the Director of Athletics, Assistant Director of Athletics for Compliance, Senior Woman Administrator and/or the student-athlete's head coach.

### **Testing Notification**

Upon selection for testing, student-athletes will be notified by direct phone contact or face-to-face prior to testing by the Director of Athletics or his/her designee, the student-athlete's coach, or a member of the University athletics administration. Notification will take place no more than 48 hours before the scheduled test. Upon notification, the student-

athlete will be asked to read and sign an Abilene Christian University Drug and Alcohol Policy Notification Form notifying him/her of the date, time and site of the testing as well as any other special instructions pertinent to the test. The student-athlete will be instructed to report to the test site with a picture ID. If a student-athlete does not report at the scheduled time for his/her test, he/she will be sanctioned appropriately for his/her action. A “no show” will be interpreted as a positive test result, and the student-athlete may be subject to penalties and sanctions at the discretion of the Director of Athletics. The student-athlete also will be able, at the time of the test, to produce a viable sample for collection. If student cannot produce an adequate sample, this could be interpreted as a positive test and will be subject to additional testing and possibly further procedures. This is to be determined on a case-by-case basis.

The drug screening process may include analysis of, but is not limited to, the NCAA Banned Drug List. For an updated list of the NCAA Banned-Drug Classes List, view the NCAA’s web site at [www.ncaa.org](http://www.ncaa.org). The University reserves the right to test for substances not listed on the NCAA list of banned substances and may test at lower cut-off levels than the NCAA testing program. The Abilene Christian University Department of Athletics requires that all student-athletes keep the athletics training staff aware of any prescribed drugs and nutritional supplements that he/she may be taking.

### **NCAA Drug Testing Program Protocol (as established in Student-Athlete Handbook)**

Drug screening will be administered pursuant to the guidelines set forth in the NCAA Drug Testing Program. Drug testing legislation can be found in the Division I manual and on the NCAA web page at [www.ncaa.org](http://www.ncaa.org). Prior to participation, each student-athlete will be required to sign a NCAA Drug Testing Consent Form administered by the Compliance staff.

Per NCAA rules, any positive:

1. If tested before competition, will result in the student-athlete being disqualified from competition and the loss of one (1) year of eligibility.
2. If tested during or after competition, will result in a team penalty (which may include disqualification from and/or forfeiture of competition), and the loss of one (1) year of eligibility for the student-athlete.
3. Will be subject to the terms/conditions of the Abilene Christian University Drug and Alcohol Policy (included in the ACU Student-Athlete Handbook, which is available to the University’s NCAA self-study review team).

### **IOC/USOC and USADA Drug Testing Guidelines**

Please be advised that all student-athletes involved in competition sanctioned by another National Governing Body (NGB) must

acknowledge that:

1. Medication prescribed by your physician, and approved for use by the NCAA, may contain substances prohibited by your sanctioned NGB.
2. Over-the-counter medications may contain substances prohibited by your sanctioned NGB.
3. Vitamin, herbal and nutritional supplements purchased over-the-counter or via the Internet may contain substances prohibited by your sanctioned NGB.

Always check prior to using any supplement or medication. Student-athletes should not take any medications or supplements unless it is approved by their respective athletics trainer. However, there is no guarantee that a supplement approved by an athletics trainer or team physician does NOT contain a contaminant or unlisted prohibited substance that could create a positive drug test.

NCAA POLICY STATES THAT ANY PROHIBITED SUBSTANCE DISCOVERED ON A DRUG TEST IS THE RESPONSIBILITY OF THE STUDENT-ATHLETE. If the substance is determined to have come from a contaminated supplement, penalties will still apply to that student-athlete. Therefore, all student-athletes are cautioned against ingesting any supplements other than those approved by the athletics department.

For additional information on the Drug Testing Policy and protocol, student-athletes are encouraged to contact Adam Ybarra, Head Athletics Trainer, in the athletics training room.

### **Personal Development**

The University desires that all students engage in spiritual formation experiences as a significant mission-focused aspect of their education at ACU. Athletics established a mission statement that encourages students to “honor Christ through excellence in academics and athletics.” All students are required to obtain 55 spiritual formation event credits a semester. Many students choose to attend Chapel daily in Moody Coliseum five days per week at 11 a.m. to earn all of their credits. Additional credits are offered for approved programs at alternate times (small groups, special speakers, community service opportunities). These programs are approved in advance by the Spiritual Formation/Chapel Office and are listed on the Spiritual Formation Events calendar at [acu.edu/spiritual-formation](http://acu.edu/spiritual-formation). For example, the Director of Athletics leads a weekly student-athlete chapel, and many teams also have weekly chapels.

### **Leadership**

The Office of Student Development assists students as they connect their career interests and academic goals to real-world pursuits. ACU students can learn, practice and hone their leadership skills in more than 100

student organizations available at the University. Students can connect with other students who share similar interests, faith or political causes.

All entering students take Gallup Strength Finders as a part of orientation. The Office of Student Development coordinates various programming throughout the year to help students better understand their strengths and use them in their various activities in their time at ACU.

### **Orientation**

All first-year and transfer students, including student-athletes, are expected to attend Orientation and Wildcat Week to begin their transition to ACU. This includes sessions focused on a variety of issues, including diversity, transition to college, health and wellness, personal safety and sexual assault prevention, student behavioral expectations regarding curfew and alcohol and other drugs, faith and community, and getting involved on campus.

9. **Describe how the department of athletics monitors student-athlete time demands, including travel commitments, missed class time, final exam schedules, summer vacation periods and intercession periods. Further, describe methods used to educate coaches and student-athletes about time demands and opportunities to integrate into campus life.**

Abilene Christian University Department of Athletics and Athletics Committee have the following policies related to travel commitments, missed class time, and final exam schedules.

### **Hour limit**

Abilene Christian University Department of Athletics uses a computerized recording system called Front Rush to monitor student-athletes' athletics-related activities. Coaches submit student-athlete hours to compliance officials via Front Rush. This includes practice times, competitions, strength and conditioning, required meetings, and film sessions. Student-athletes are notified via Front Rush when new hours are inputted into the system. The athletics compliance office monitors the hours, evaluates for non-compliance, and addresses any problems immediately with the respective team.

### **Finals Week**

Sports not in season are prohibited from having accountable hours for student-athletes the week before finals and the week of finals. Student-athletes are notified of open weight room hours to train on a voluntary

basis. Student-athletes on teams in season are prohibited from having accountable activities on Monday during finals week. Teams are permitted to practice throughout the remainder of finals week after receiving approval from the Assistant Director of Athletics for Compliance.

### **Missed Class Time**

Coaches monitor class attendance of their student-athletes. Each individual team has specific policies regarding missed class time. Abilene Christian University's Department of Athletics and the Athletics Committee have the following written policies regarding the scheduling of practices and competition to minimize student-athletes' conflicts with class time and final examination periods due to their participation in intercollegiate athletics.

### **Faculty Handbook Absence Policy**

It is the philosophy of the Athletics Committee that the student-athlete's schedule should be constructed to minimize missed classes.

### **Class Attendance**

The educational philosophy of Abilene Christian University assumes that the instruction that occurs in regularly scheduled classes is critical to the learning process. Therefore, regular class attendance is essential.

Each faculty member must distribute a syllabus within the first week of class (or by the second day of a short course). Electronic publication and dissemination of syllabi are acceptable. A clearly-stated attendance policy is a required element of the syllabus. The policy should state the expectations of all students for attendance at required course meetings. The faculty member may later choose to reduce expectations or create alternate expectations when presented with sufficiently exceptional circumstances affecting an individual student. Faculty members are encouraged to discuss such exceptions with their department/college chair/dean.

### **University-Sponsored Trips (Advance Approval for Absence)**

Academic learning and development of leadership take place in and out of the formal academic setting. A student who is required to be absent from a class to participate in a University activity approved by the academic administration will not be penalized by professors for missing class provided that the procedures noted on the Advance Approval for Absence Form are followed. However, the student should not be permitted to participate if he or she has absences of more than nine

MWF meetings, or six TR meetings, or three meetings of a one-day-per-week class. These include absences approved under this policy as well as other absences. For the form, see <http://www.acu.edu/academics/provost/index.html>.

Sponsors are responsible for securing approval of University-sponsored trips (using the official approval forms) and for having them noted on the calendar in Student Life. The forms should be completed in time for students to give to their teachers at least seven days before the absence. Sponsors are responsible for student conduct. Each student is responsible for notifying his or her teachers in advance of the reason for absence.

### **Summer Vacation Periods**

For all sports except men's and women's basketball, no activity is allowed in the summer months. The strength and conditioning coach may provide written workouts for student-athletes at their request to be completed voluntarily. These workouts are recommended, but are not mandatory.

Players are permitted to organize captain practices during the summer for those who would like to work on their sports skills on a voluntary basis. Coaches are not permitted to have any involvement in the planning or organization of these voluntary workouts.

Men's and women's basketball are required to attend summer workouts (Bylaw NCAA 17.1.7.2.1.5.1). In basketball, a student-athlete who is enrolled in summer school may engage in required weight-training, conditioning and skill-related instruction for up to eight weeks (not required to be consecutive). Participation in such activities shall be limited to a maximum of eight hours per week with no more than two hours per week spent on skill-related instruction. An individual who is not eligible to use the exception to summer school enrollment (Bylaw 17.17.2.1.5.3) may participate only during the period of the university's summer term or terms (opening day of classes through last day of final exams) in which the student-athlete is enrolled. (Adopted: 1/14/12, Revised 1/19/13, 10/30/13)

### **Campus Life**

All student-athletes are encouraged by their coaches and athletics administrators to participate in campus life events including Orientation so that they are part of the University community outside of athletics.

10. **Please submit an electronic copy of the department of athletics and/or institution's written travel policies to ensure the safety and well-being of student-athletes with the submission of your self-study report (e.g., road travel; air travel, including charter policies; driver selection; training; privately owned vehicles).**

The ACU Driver Policy was developed to provide standardized procedures for the safe operation of vehicles while conducting University business. The Director of Athletics or his or her designee communicates this policy to coaches, staff and student-athletes.

The Office of Risk Management coordinates with department heads/supervisors to maintain a current listing of routine drivers. All routine drivers must meet the insurability standards established by the University's liability carrier to be eligible for auto insurance coverage and to operate vehicles in the scope of their employment. In accordance with the University's auto liability carrier, routine drivers will have their MVR screened at least once every 12 months to ensure their driving record remains acceptable. Employees and other authorized drivers requiring an initial or annual screening will complete an MVR Consent and Information Form. The form will be signed by the applicant and his/her supervisor/sponsor to acknowledge the applicant is authorized to drive on behalf of the University and will comply with ACU's Driver Policy and procedures.

### **Passenger Van and Bus Procedures**

These procedures provide guidance for employees and volunteers concerning the safe operation of passenger vans and buses owned, leased or rented by ACU to conduct University business.

#### **A. OPERATOR REQUIREMENTS**

Authorized drivers must consent to MVR screening prior to operating a van or bus. Refer to Policy Appendix A for more information concerning MVR checks. The University's liability insurance carrier has recommended the following driving terms and conditions to operate passenger vans and buses:

1. Comply with the guidance and procedures outlined in the ACU Driver Policy
2. Maintain an "acceptable" MVR check
3. Possess a CDL to operate vehicles capable of transporting 16 or more passengers
4. Complete the ACU Van Driver Certification Program to operate

passenger vans

5. All drivers and passengers are required to wear seatbelts when traveling in any passenger van or bus equipped with restraints. This policy applies to anyone authorized to drive or ride in any passenger van or bus. Removal, cutting or to any other way render safety belt systems inoperable is strictly prohibited.

#### GENERAL PROCEDURES

1. Notifications should be made to the Safety Office at least two weeks prior to requesting to use a van to validate that the operator meets all of the conditions listed above.
2. Reservation requests for passenger vans and buses should be made with the Transportation Office as soon as possible.

#### B. PASSENGER VAN OPERATING REQUIREMENTS

1. Must be 21 years of age to operate a passenger van.
2. Have three years of driving experience in the U.S.
3. Must be an ACU-sponsored trip/event.
4. An ACU employee of at least 21 years of age must accompany the group.

#### C. PASSENGER VAN SAFETY REQUIREMENTS

1. Van Driver Certification Program: Operators must complete the certification program consisting of a web-based Passenger Van Safety Training Video and demonstrate driving proficiency prior to operating a University-owned, leased or rented passenger van. The certification program will be administered by the Risk Management Office. Refer to Appendix A for more information concerning driver training/certification.
2. Van Signage or Markings: Signage should be place in University-owned vans stating the age requirements for driving in the local area and outside the city limits. The key ring also should indicate that only certified van drivers are authorized to operate the vehicle.
3. Driver Fatigue and Travel Time/Distance: Van and bus operators traveling to and from activities or events should obtain a minimum of six hours sleep before traveling and drive no more than 500 miles in a 24-hour period. Consider using multiple van certified/CDL drivers or a charter bus for longer trips.
4. Navigator/Designated Driver Assistant: To reduce distractions, the front-seat passenger should be designated to assist the driver by reading maps, caring for passenger needs, and operating radio, cell phones, etc.
5. Vehicle Loading and Towing: Nothing will be allowed on the roof. Luggage and equipment should be dispersed to help balance the



weight. Items in the rear cargo area should be relatively light, not stacked above the seat back, and properly secured. Towing must be pre-approved by Risk Management and Transportation Office to ensure proper precautions.

#### Air Transportation

1. All air travel is procured through Anthony Travel which handles all travel for the Department of Athletics, outside of bus travel.
2. All non-commercial flight arrangements are made by the Senior Associate Director of Athletics.

#### Team Travel Guidelines

1. Student-athletes must travel to and from the site of competition with the official team travel party or immediate relatives, pending head coach approval.
2. Only student-athletes on the official team squad list and approved guests may accompany a team during an off-campus event and must be approved by the Director of Athletics and/or his/her designee.
3. Student-athletes should conform to individual team standards while traveling. The head coach is responsible for setting team conduct standards during trips. Specific conduct standards may include dress code, individual conduct, curfews and free-time activities.
4. Student-athletes are responsible for all hotel in-room charges, including but not limited to telephone calls, in-room movies, video games, snack bar and other incidental expenses.
5. Friends and/or relatives of coaches and/or student athletes may not travel with a team at the University's expense.

11. **Describe the annual evaluation of the department of athletics and/or institution's travel policies to ensure these policies are effective. Further, describe how the travel policies are directly communicated in writing to department of athletics staff members and student-athletes and list the name and title of the administrator(s) responsible for oversight in this area.**

#### *Measurable Standard No. 9*

*The institution must have written travel policies that are annually evaluated for their effectiveness in protecting the health and providing a safe environment for student-athletes. Further, the administrator(s) responsible for annually evaluating travel policies must be identified and travel policies must be directly communicated in writing (e.g., provide hard copy of document, provide Web link via e-mail) to athletics department staff members, including coaches, and student-athletes.*

This policy is taken from the Athletics Committee policies (9.a-c.):  
It is the philosophy of the Athletics Committee that every student-athlete's schedule should be constructed to minimize missed classes.

a) Athletics team schedules, over which the Athletics Committee has direct control, shall be constructed to meet this criterion. Contests or championships scheduled by the conference or NCAA, in conflict with this criterion, are exempted from this policy.

b) Student-athletes shall not be required to participate in intercollegiate athletics during the final exam period of a semester. Athletics teams may schedule practices on or after Tuesday during the week of final exams. No student-athlete will be required to practice until all of his or her exams are completed. All practice schedules must be approved by the Director of Athletics and the Athletics Committee. (Refer to NCAA Bylaws 17.01.1 17.1.6.3.7.) (Adopted 11/19/87; revised 2/20/92 and 5/4/10; revised 11/12.)

c) Student athletes shall not be required to depart more than 48 hours in advance of a contest if said departure results in missed classes. Exceptions must be approved by the Athletics Committee at a regularly scheduled meeting. (Adopted 5/6/14.) The Department of Athletics communicates travel policies to student-athletes and athletics staff members by including this information in the Student-Athlete Handbook and the Department of Athletics Staff Manual, which are provided to all student-athletes and Department of Athletics staff at the beginning of each academic year. The athletics administrator responsible for annual evaluation and oversight of athletics travel policies is Lisa Gilmore, Associate Director of Athletics for Compliance and Academics/SWA.

**12. Please submit an electronic copy of the department of athletics written emergency medical plan for practices, contests, strength training and skills sessions with the submission of your self- study report.**

The attached Emergency Action Plans (EAP) are for all Abilene Christian University venues.

Documents

EAP for Elmer J. Gray Stadium Throwing Events  
EAP for Wells Softball Field  
EAP for Track And Field Fieldhouse  
EAP for Soccer/Softball Fieldhouse  
EAP for Elmer J. Gray Stadium for Track and Field and Soccer  
EAP for Powell Fitness Center  
EAP for Wally Bullington Football Practice Facility

EAP for Crutcher Scott Baseball Field and complex  
EAP for Teague Special Events  
Center/Athletics offices  
EAP for Eager Tennis Pavilion  
EAP for Moody Coliseum  
EAP for Money Student  
Recreation and Wellness Center  
EAP for ACU Student Health  
Clinic  
EAP for Shotwell Stadium for football

- 13. Describe the annual evaluation of the department of athletics written emergency medical plan for practices, contests, strength training and skills sessions to ensure its effectiveness. Further, describe how the department of athletics written emergency medical plan for practices, contests, strength training and skills sessions is directly communicated in writing to department of athletics staff members and student-athletes and list the name and title of the administrator(s) responsible for oversight in this area.**

*Measurable Standard No. 10*

*The institution must have a written emergency medical plan for practices, contests, strength training and skills sessions. Further, the administrator(s) responsible for annually evaluating this emergency medical plan must be identified and the emergency medical plan must be directly communicated in writing (e.g., provide hard copy of document, provide Web link via e-mail) to athletics department staff members, including coaches, and student- athletes.*

Abilene Christian University has compiled emergency action plans (EAP) for out-of-season activities, including team practices, team competitions and strength and conditioning sessions. The EAPs are procedures for specific venues in the event of emergencies, life-threatening conditions, or any other medical condition requiring medical care. The EAPs are evaluated and updated annually by Sports Medicine staff, who are responsible for oversight of this area: Assistant Athletics Trainer, Brian Welch, ATC; Director of Sports Medicine/Head Athletics Trainer, Adam Ybarra, ATC; and supervisor, Associate Director of Athletics for Student-Athlete Welfare, Lisa Gilmore. Evaluations address the facility changes, changes in staff, changes in University police policies, changes in emergency equipment, and other details.

Abilene Christian University requires all full-time head coaches and assistant coaches to be CPR and first aid certified annually. During the training, Sports Medicine staff reviews emergency situations for the coaches to practice, distributes written copies to the coaches for their venue EAPs, and reviews the EAPs with the individual coaches. All EAPs are made available to athletics personnel, student-athletes and coaches on the athletics webpage for full access and review, if needed.

The EAPs are also found in staff handbooks.

Certified athletics trainers are on site and available at all ACU athletics official events, including games and in-and-out-of-season practices.

- 14. Please submit an electronic copy of the department of athletics written emergency medical plan for out-of-season workouts with the submission of your self-study report.**

The attached Emergency Action Plans are for all Abilene Christian University venues.

#### Documents

EAP for Elmer J. Gray Stadium Throwing Events  
EAP for Wells Softball Field  
EAP for Track And Field Fieldhouse  
EAP for Soccer/Softball Fieldhouse  
EAP for Elmer J. Gray Stadium for Track and Field and Soccer  
EAP for Powell Fitness Center  
EAP for Wally Bullington Football Practice Facility  
EAP for Crutcher Scott Baseball Field and complex  
EAP for Teague Special Events  
Center/Athletics offices  
EAP for Eager Tennis Pavilion  
EAP for Moody Coliseum  
EAP for Money Student  
Recreation and Wellness Center  
EAP for ACU Student Health  
Clinic  
EAP for Shotwell Stadium for football

- 15. Describe the annual evaluation of the department of athletics written emergency medical plan for out-of-season workouts to ensure its effectiveness. Further, describe how the department of athletics written emergency medical plan for out- of-season workouts is directly communicated in writing to department of athletics staff members and student-athletes and list the name and title of the administrator(s) responsible for oversight in this area.**

#### *Measurable Standard No. 11*

*The institution must have a written emergency medical plan for out-of-season workouts. Further, the administrator(s) responsible for annually evaluating this emergency medical plan must be identified and the emergency medical plan must be directly communicated in writing (e.g., provide hard copy of*

*document, provide Web link via e-mail) to athletics department staff members, including coaches, and student-athletes.*

Abilene Christian University has compiled emergency action plans (EAPs) for out-of-season activities, including team practices, team competitions, and strength and conditioning sessions. The EAPs are procedures for specific venues in the event of emergency, life-threatening conditions, or any other medical condition requiring medical care. The EAPs are evaluated and updated annually by Sports Medicine staff, who are responsible for oversight of this area: Assistant Athletic Trainer, Brian Welch, ATC; Director of Sports Medicine/Head Athletics Trainer, Adam Ybarra, ATC; and supervisor, Associate Director of Athletics for Student-Athlete Welfare, Lisa Gilmore. Evaluations address the facility changes, changes in staff, changes in University police policies, changes in emergency equipment, and other details.

Abilene Christian University requires all full-time head coaches and assistant coaches to be CPR and first aid certified annually. During the training, Sports Medicine staff reviews emergency situations for the coaches to practice, distributes written copies to the coaches for their venue EAPs, and reviews the EAPs with the individual coaches. All EAPs are made available to athletics personnel, student-athletes, and coaches on the athletics webpage for full access and review, if needed. The EAPs are also found in staff handbooks.

Certified athletics trainers are available at all ACU athletics official events, including games and in-and-out-of-season practices.

**16. Please submit an electronic copy of the athletics department's athletic training and sports medicine policies and procedures with the submission of your self-study report.**

See attached documents for the following policies:

Concussion

Drug and Alcohol Testing

Insurance

Emergency

Heat

and

Rehydration

Ratio

Sickle

Cell

Cell

Cell

Sickle

Cell  
Asth  
ma  
Lightning and  
Severe Weather

17. **Describe the annual evaluation of the department of athletics written athletic training and sports medicine policies and procedures. Further, describe how the department of athletics athletic training and sports medicine policies and procedures is directly communicated in writing to department of athletics staff members and student-athletes and list the name and title of the administrator(s) responsible for oversight in these areas.**

*Measurable Standard No. 12*

*The institution must have written athletic training and sports medicine policies that are reviewed annually. Further, the administrator(s) responsible for annually evaluating athletic training and sports medicine policies must be identified and the athletic training and sports medicine policies must be directly communicated in writing (e.g., provide hard copy of document, provide Web link via e-mail) to athletics department staff members, including coaches, and student-athletes.*

At the end of each academic year, the following ACU Sports Medicine staff members meet to review all written policies and procedures related to athletics training and sports medicine:

- Adam Ybarra, ATC-Director of Sports Medicine/Head Athletics Trainer
- Brian Welch, ATC-Assistant Athletics Trainer
- Jenny Scruggs, ATC-Assistant Athletics Trainer

Athletics trainers review new research and, if necessary, alter the current policy to reflect changes. When athletics training and Sports Medicine policy changes are made, the Director of Sports Medicine/Head Athletics Trainer presents the updated policy changes to his or her supervisor, Associate Director of Athletics, for review. All staff athletics trainers are required to read and understand all the athletics training and Sports Medicine policies prior to the start of the next academic year. At the beginning of the academic year, the Director of Sports Medicine/Head Athletics Trainer reviews all policies with the Department of Athletics staff at a staff meeting. The policies are also reviewed annually with student-athletes at a Sports Medicine meeting prior to the first competition.

The administrator responsible for oversight and annually evaluating athletics training and Sports Medicine policies is Lisa Gilmore, Associate Director of Athletics for Student-Athlete Welfare.

- 18. If the institution has developed a plan(s) for improvement during the current self- study process for Operating Principle 3.3, describe the institution's efforts to ensure the plan(s) for has received formal institutional approval.**

Abilene Christian University has conducted the required review and analysis of Operating Principle 3.3. At this time, all of the requirements outlined in this section of the self-study are met, and no plans for improvement are needed.