

INSTRUMENT

2010-2011

DIVISION I

ATHLETICS

CERTIFICATION

SELF-STUDY

INSTRUMENT

Introduction to Self-Study Report

Introduction to Self-Study Report

Institutional Information

1. Type of Institution: Private
2. Year institution was founded: 1933
3. Special Affiliation? No
4. Coeducational? Yes
5. Total student enrollment (undergraduate and graduate combined) [using a full-time equivalency (FTE) basis]: 5762
6. Number of Faculty [using a full-time equivalency (FTE) basis]: 388
7. Highest level of academic degree offered: Masters
8. Institution's governing entity: Board of Trustees
9. a. Regional accreditation agency: Middle States Association of Colleges and Schools
9. b. Date of most recent regional accreditation self-study: 2006
9. c. Current accreditation status: Accredited

Athletics Information

1. Subdivision status of athletics program (Academic Year 2011): I-FCS
2. Conference affiliation(s) or independent status (Academic Year 2011):

Baseball	Northeast Conference
Field Hockey	Northeast Conference
Football	Northeast Conference
Men's Basketball	Northeast Conference
Men's Cross Country	Northeast Conference
Men's Golf	Northeast Conference
Men's Soccer	Northeast Conference
Men's Tennis	Northeast Conference
Men's Track, Indoor	Northeast Conference
Men's Track, Outdoor	Northeast Conference
Softball	Northeast Conference
Women's Basketball	Northeast Conference
Women's Bowling	Northeast Conference
Women's Cross Country	Northeast Conference
Women's Golf	Northeast Conference

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Women's Lacrosse	Northeast Conference
Women's Soccer	Northeast Conference
Women's Tennis	Northeast Conference
Women's Track, Indoor	Northeast Conference
Women's Track, Outdoor	Northeast Conference

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

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

4. Date of NCAA major infractions case(s) (if any) since the institution's previous athletics certification self-study and impact (if any) on the areas of the certification program. If this is the institution's first time to complete a self-study, respond to the question based on the last 10 years.

None

5. Other significant events (with dates) in the history of intercollegiate athletics program since previous athletics certification self-study. If this is the institution's first time to complete a self-study, respond to the question based on the last 10 years.

Increase in admission standards - over the past 10 years
New Presidential appointment - 2003
Peer Leadership Drug and Alcohol Program - 2003
Installation of artificial turf on Kessler Field - 2003
Resurfacing the outdoor track - 2003
New logo, branding, Nike uniforms, team colors - 2003/04
Addition of Football Scholarships - 2005/06
Addition of Spectator Seating and Press Box for Baseball - 2007
Generation of Athletics website - gomuhawks.com, including web-Streaming capabilities - 2007
Re-emergence of Athletics Hall of Fame - 2007
Field Hockey "So Sweet A Cat" artificial turf field - 2008
Establishment of the Board of Trustess Athletics Committee - 2008
Upgraded Track and Field throwing venues - 2009
Opening of the Multipurpose Activity Center September - 2009
Construction of six tennis courts - 2009
Online media guides - 2010
Soccer Scoreboard and Sound system; irrigation upgrade of soccer field - 2010
Addition of Women's Bowling - 2010/11
Addition of Women's Softball bleachers and press box - 2011
Addition of restroom facilities for Field Hockey and Softball - 2011

Previous Certification Self-Study

1. Date of Cycle 2 orientation and evaluation visit (if applicable):

November 4 - 7, 2001

2. Cycle 2 certification-status decision and date rendered by the NCAA Division I Committee on Athletics Certification (if applicable):

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Certified during the NCAA Division I Committee on Athletics Certification meeting of April 23 - 24, 2003.

3. Subsequent actions or changes and date(s) in certification status (if any) made by the committee (if applicable):

None

4. Changes in key senior-level positions, institutional or athletics program, if any, since the institution's previous athletics certification self-study. If this is the institution's first time to complete an athletics certification self-study, respond to the question based on the last 10 years:

President
Vice President for University Advancement
Vice President for Information Management
Vice President for Enrollment Management
Senior Women's Administrator
Associate Athletics Director for Sports Medicine
Associate Athletics Director for External Operations
Head Coach - Men's Soccer
Head Coach - Women's Basketball
Head Coach - Women's Lacrosse
Head Coach - Softball
Head Coach - Women's Bowling
Head Coach - Men's Basketball

5. Significant changes impacting the institution and/or athletics program, if any (e.g., conference affiliation, sports sponsored, changes in admissions standards, significant changes in graduation rates, changes in mission statement of the athletics program, changes in fiscal stability/condition of the athletics program), since the institution's previous athletics certification self-study. If this is the institution's first time to complete an athletics certification self-study, respond to the question based on the last 10 years:

Increase in admission standards, retention and graduation percentages
Addition of football scholarships
Addition of Women's Bowling

Certification Self-Study Information

1. Steering Committee Chair: Mr. William G. Craig
2. Chief report writer/editor of self-study report: Ms. Ruth Saporito
3. 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 report after it was drafted.

President Gaffney appointed a team of approximately eighty (80) people to comprise the Steering Committee and four (4) subcommittees for the self study. The membership includes representation from many University constituencies including trustees, administrators, faculty, Student-Athletes, students involved in spirit organizations, members of the general student body, alumni, former athletes, Athletics boosters, members of the community and the conference office. Members have been encouraged to share information about the self study with peers and plans include the distribution of the report to the campus community for feedback. Progress reports are being shared with the Board of Trustees through the Athletics Committee of the Board.

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4. Provide a copy of the institution's written plan for conducting the self-study. [Please use the file upload link contained within this question to submit a copy of the institution's written plan.]

The University has utilized the Tentative Written Plan as a guide throughout the preparation of the self study. The current version is attached.

5. Please provide the institution's mission, philosophy and goals statement and the athletics program's mission, philosophy and goals statement. Also, indicate the dates of formal approval for the most recent versions.

Monmouth University Mission Statement (Updated and Approved 2009)

Monmouth University is an independent, comprehensive institution of higher education committed to excellence and integrity in teaching, scholarship, and service. Through its offerings in liberal arts, science, and professional programs, Monmouth University educates and prepares students to realize their potential as leaders and to become engaged citizens in a diverse and increasingly interdependent world.

Monmouth University Philosophy (From principles approved by the Board of Trustees in December 2009)

Monmouth University is an institution that strives to be characterized by its academic excellence and personalized attention to the development of its students. The University should promote a culture of mutual respect within and among all components of the University community.

The University Athletics program philosophy is congruent with the philosophy above. While the University is committed to student athlete academic and developmental success, the University views athletics as contributory to overall University academic experience, its morale, and ongoing pride.

Monmouth University Goals Statement (The University has operated on a Strategic Plan of 2004 that was updated in March 2011. It embraces the following "principles and priorities" approved by the Board of Trustees in December 2009 with further refinement in June 2010).

- * Promote a culture of respect
- * Guarantee academic quality, focusing on regional and disciplinary academic accreditations, outcomes assessment and the right faculty mix
- * Increase emphasis on student retention, graduation rate and career placement; a continuum
- * Gradually, continue to increase the quality of incoming students with an emphasis on GPA
- * Maintain an attractive, safe, functional physical plant [this includes safe, high quality athletics facilities that enhance the athlete and spectator experience]
- * Abide by principles of conservative financial management; keeping debt low
- * Operate an athletics program that is among the top in the conference year after year, but "in balance" with academic goals
- * Advance developmental goals with new emphasis on endowment and alumni participation
- * Encourage faculty scholarship
- * Increase availability of housing on campus; guarantee availability for first year and sophomore students
- * Improve ethnic and geographic diversity
- * Support and promote centers of academic excellence that be truly characterized as distinctive

Mission Statement - Monmouth University Athletics (February 24, 2011)

Monmouth University is committed to Athletics as an integral part of higher education. Athletics must provide student-athletes with the opportunity to develop their highest level of athletics ability, while safeguarding their welfare, on and off the field of competition, in a diverse environment that promotes high academic standards and personal development.

Monmouth University Athletics Philosophy

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Athletics is an integral part of any higher education endeavor. That statement is made for three reasons:

1. Athletics, while carried by student-athletes and the Athletics Administration and its coaches, is not only about the performance of the athlete on the "field" for his/her own good. It is that of course, but it is more. Athletics brings to the whole campus community a feeling of pride that permeates every component of the campus and the regional neighborhood. That pride carries on long after graduation. At Monmouth University, Athletics are aimed at enhancing University morale, building lasting loyalty, complementing the University marketing program, exposing the University to broader audiences, encouraging life-long alumni participation and demonstrating, quite visibly, a standard of ethical behavior for whole campus community.

2. The athletic environment is a unique academic classroom for the student-athlete. There are few classrooms on a college campus that allow lessons to be learned in such a public fashion, and are inherently life-long in their teaching. Few classrooms force young men and women to put their skills on such public display. It is in that environment that student-athletes are taught to face up to adversity, challenge it, and accept victory or defeat and then come back another day to perform again. The successful athletic environment leads to a clear understanding of the responsibility of the individual to the team; the importance of ethical and dignified public deportment; the value of preparation, the criticality of focus, and the payoff that comes from toughness and persistence. Student-athletes, when embraced by the balanced athletic environment, graduate as good citizens, reliable workers and have the highest potential for leadership.

3. The athletic environment makes no room for ethnicity clashes; class struggles; or age, religious, sexual orientation, or gender discrimination. Athletic model melting pot characteristic is manifest on the competitive "field." Those who watch or hear about or read of an athletics teams' exploits implicitly "buy into" the non-discriminatory model that athletics promotes so well.

Athletic Goals (Monmouth University Strategic Plan Update - March, 2011)

Strengthen Monmouth's athletic affiliations and processes.

- * Create and execute a deliberate and strategic plan for student and campus wide support and spectatorship of athletics which will address morale, spirit, retention, student life, and general campus climate concerns.

- * Continue exploration of conference membership, ensuring a collegiate model of athletics that enhances Monmouth's ability to compete in the top third of the conference, with regular NCAA post season appearances and commissioner cup success.

- * Continue the analysis and strategic discussion of aspirant and peer comparison groups using the NCAA dashboards as the principle baseline information source, understanding the wide disparities in comparability data.

- * Continue the analysis of existing and future opportunities for enhanced revenue, sponsorship and general athletics fundraising.

- * Examine the varsity athletics program to ensure gender balance, ethnic diversity, and qualified academic and athletic abilities.

- * Ensure that athletes will continue to achieve GPA's and graduation rates at or above that of the student body as a whole.

- * Examine athletics facilities to enable a high level of student-athlete performance, gender and safety, balanced with a strong consideration of the public and spectator nature of Division I athletics. Focus on facility improvements for soccer and football through 2015.

- * Examine the athletics organization chart to ensure appropriate staffing levels for the coaching, sports management, compliance and business operations. The importance of strong business planning and strategy in the sports operating management will be highlighted.

Governance and Commitment to Rules Compliance

Operating Principle

1.1 Institutional Control, Presidential Authority and Shared Responsibilities.

Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to NCAA Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). For each condition, provide:
 - a. The original "condition" imposed;
 - b. The action(s) taken by the institution;
 - c. The date(s) of the action(s); and
 - d. An explanation for any partial or noncompletion of such required actions.

Please note, the institution is not required to respond to opportunities for enhancement developed by the peer-review team unless those same items were adopted by the committee.

1. Condition

No conditions were imposed in the Cycle 2 certification process for Operating Principle 1.1.

Action

N/A

Action Date

N/A

Explanation for partial or non-completion

N/A

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its Cycle 2 certification process for Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). For each issue identified, provide:
 - a. The original goal(s);
 - b. The step(s) taken by the institution to achieve the goals;
 - c. The date(s) the step(s) was completed; and
 - d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

Please note, the institution will not be required to fulfill an element of a Cycle 2 plan if the element does not affect conformity with a current operating principle.

Governance and Commitment to Rules Compliance

If the institution developed a plan for improvement for Operating Principle 1.1 during Cycle 2, the institution must demonstrate that it has implemented its Cycle 2 plan or provide an explanation for partial completion of the plan.

The committee will not accept the following explanations for partial completion or noncompletion:

- *The institution did not possess sufficient funds to implement the plan.*
- *The institution has had personnel changes since the original development of the plan.*
- *The institution does not have documentation of actions taken to implement the plan.*

The committee will accept the following explanation for partial or noncompletion:

- *The institution has implemented a different plan(s) or taken a different action(s) to achieve or maintain progress toward the same goal outlined in its Cycle 2 plan.*

1. Original Plan

Circulation of the Athletics Department Mission Statement.

Action

Significant progress has been made in efforts to more widely share the University's vision of intercollegiate athletics through its Athletics Mission Statement. The University is currently engaged in a redesign of its web site. The inclusion of the Mission Statement in the athletic section of the web site would greatly expand its exposure to the general public. Inclusion of the statement in the President's annual report would also expand the audience that is aware of its contents.

Action Date

Include the Mission Statement in the redesign of the Athletics portion of the University web site and in the preparation of the next President's annual report.

Explanation for partial or non-completion

Fall 2001.

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). For each additional plan, provide:

- a. The additional goal(s);
- b. The step(s) taken by the institution to achieve the goals; and
- c. The date(s) the step(s) was completed.

No additional plans for improvement/recommendation were developed for Operating Principle 1.1 since the Cycle 2 Certification decision was rendered for Monmouth University.

Governance and Commitment to Rules Compliance

4. 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 director of athletics to the chancellor or president.

The chancellor or president must have and demonstrate clear and direct oversight of the athletics program.

Institutional control of Athletics is clearly the responsibility of the institution as evidenced by the organizational structure, governance structure, strategic and policy formulation, as well as day-to-day operations. As the chief executive, the President is ultimately responsible for Athletics. Headed by the Vice President and Director of Athletics, the Athletics Division follows the identical operational policies and procedures as the other University divisions in all matters. The Vice President is a member of the President's Cabinet which meets weekly to discuss any matters of the University pertinent to the University's mission, including Athletics.

The Vice President and Director of Athletics is a direct report to the President. Regular meetings between the President the Vice-Presidents are an important avenue to maintaining the President's oversight of the University, in addition to regular reports, accreditation self-studies, minutes of advisory board meetings and committees, and copies of internal audits. All major decisions regarding budget, personnel or operations, including decisions departing from normal practice are approved by the President, and where necessary by the Athletics Committee of the Board of Trustees.

5. Since the institution's previous self-study, 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.

Please note, if this is the institution's first time to complete an athletics certification self-study, respond to the question based on the last 10 years.

The President added the title "Vice President" to the Director of Athletics position to signal to the internal and external audiences the direct reporting nature of Athletics and to signal his responsibility for substantial oversight.

-President: Approved and implemented

Chairman of the Board of Trustees established an Athletics Subcommittee of the Student Life Committee and later elevated it to status of a full Board Committee. The Chairman of the Board appointed the Trustee and non-Trustee membership and appointed the committee chair.

-Chairman of the Board: Established the committee and appointed all members including the chair

-President: Consulted with the Chairman of the Board

-VP/Director of Athletics: Consulted with the President and the Chairman of the Board

Multipurpose Activity Center (MAC) Construction

-Chancellor or president: Project recommendation and oversight

-Athletics board or committee: Recommendation to Board of Trustees, consultative and oversight

-VP/Director of Athletics: Development of product choice and planning of athletic related construction (i.e., basketball court, indoor track, locker rooms)

Governance and Commitment to Rules Compliance

- Senior woman administrator: Consultative
- Other individual(s) or campus constituencies: Cabinet and senior Athletics administrative staff and coaches - development interior plan
- VP for Administrative Services: Development of site plan and construction

Installation of field turf on Kessler Field

- Chancellor or president: Project recommendation and oversight
- Athletics board or committee: Recommendation to Board of Trustees, consultative and oversight
- VP/Director of Athletics: Development of product choice and plan
- Senior woman administrator: Development of product choice and plan
- Other individual(s) or campus constituencies: Cabinet and senior Athletics administrative staff and coaches - development of product choice and plan
- VP for Administrative Services: Development of site plan and implementation of turf

Installation of Astroturf on the field hockey field

- Chancellor or president: Project recommendation and oversight
- Athletics board or committee: Recommendation to Board of Trustees, consultative and oversight
- VP/Director of Athletics: Development of product choice and plan
- Senior woman administrator: Development of product choice and plan
- Other individual(s) or campus constituencies: Cabinet and senior Athletics administrative staff and coaches - development of product choice and plan
- VP for Administrative Services: Development of site plan and implementation of turf

Upgrade of the soccer field - drainage, scoreboard and sound system

- Chancellor or president: Project recommendation and oversight
- Athletics board or committee: Recommendation to Board of Trustees, consultative and oversight
- VP/Director of Athletics: Development of product choice and plan
- Senior woman administrator: Development of product choice and plan
- Other individual(s) or campus constituencies: Cabinet and senior Athletics administrative staff and coaches - development of product choice and plan
- VP for Administrative Services: Development of site plan and implementation of turf

Resurfacing of outdoor track and refurbishment/establishment of throwing venues

- Chancellor or president: Project recommendation and oversight
- Athletics board or committee: Recommendation to Board of Trustees, consultative and oversight
- VP/Director of Athletics: Development of product choice and plan
- Senior woman administrator: Development of product choice and plan
- Other individual(s) or campus constituencies: Cabinet and senior Athletics administrative staff and coaches - development of product choice and plan
- VP for Administrative Services: Development of site plan and implementation of track

Surveillance system in the MAC and Boylan Gymnasium facilities

- Chancellor or president: Budgetary approval
- Athletics board or committee: Consultative
- VP/Director of Athletics: Safety and report generating program concerns
- Senior woman administrator: Safety and report generating program concerns
- VP for Administrative Services: Design and implementation
- President's Cabinet: Budgetary decision
- Senior Associate Athletics Director for Internal Operations: Design, implementation, training

Upgrade the baseball spectator seating and addition of press box

- Chancellor or president: Project recommendation and oversight
- Athletics board or committee: Recommendation to Board of Trustees, consultative and oversight

Governance and Commitment to Rules Compliance

- VP/Director of Athletics: Development of product choice and plan
- Senior woman administrator: Development of product choice and plan
- VP for Administrative Services: Development of site plan and implementation of turf
- Other individual(s) or campus constituencies: Cabinet and senior Athletics administrative staff and coaches - development of product choice and plan

New logo, branding, color and uniforms for all varsity programs

- Chancellor or president: Initial and final decision
- Athletics board or committee: Consultative
- Faculty senate (or other faculty governing body): Consultative
- Student-athlete advisory committee: Consultative and part of design team
- VP/Director of Athletics: Directed process
- Senior woman administrator: Consultative
- President's Cabinet: Consultative
- Alumni board: Consultative
- Coaches: Consultative and part of design team

Approval of bylaws for Hall of Fame and re-start of Hall of Fame

- Chancellor or president: Final decision to re-start
- Athletics board or committee: Final decision to re-start
- Student-athlete advisory committee: Consultative
- Faculty senate (or other faculty governing body): Final decision
- VP/Director of Athletics: Consultative
- Senior woman administrator: Consultative
- Other individual(s) or campus constituencies. Alumni Board: Consultative and final decision
- President's Cabinet and senior athletics administrative staff: Consultative

Resolutions of appreciation and commendation to programs and coaches

- Chancellor or president: Acceptance and presentation
- Athletics board or committee: Acceptance and presentation
- Student-athlete advisory committee: Recipients
- VP/Director of Athletics: Initiator
- Faculty athletics representative: Consultative
- Senior woman administrator: Consultative
- Coaches and student-athletes: Recipients

Construction of 6 Tennis Courts

- Chancellor or president: Project recommendation and oversight
- Athletics board or committee: Recommendation to Board of Trustees, consultative and oversight
- VP/Director of Athletics: Development of product choice and plan
- Senior woman administrator: Development of product choice and plan
- Other individual(s) or campus constituencies: Cabinet and senior Athletics admin staff and coaches - development of product choice and plan
- VP Administrative Services: Development of site plan and construction of courts

Addition of Bowling as the 20th Varsity Sport

- Chancellor or president: Final decision
- Athletics board or committee: Final decision
- Student-athlete advisory committee: Consultative
- VP/Director of Athletics: Development of rationale and recommendation
- Faculty athletics representative: Consultative
- Senior woman administrator: Consultative
- Other individual(s) or campus constituencies: Cabinet and senior Athletics administrative staff and coaches - Consultative

Addition of Football scholarships -

Governance and Commitment to Rules Compliance

- Chancellor or president: Final decision
- Athletics board or committee: Final decision
- Student-athlete advisory committee: Consultative
- VP/Director of Athletics: Development of rationale and recommendation
- Faculty athletics representative: Consultative
- Senior woman administrator: Consultative
- Other individual(s) or campus constituencies: Cabinet and senior Athletics administrative staff and coaches - Consultative

Men's and Women's Basketball Coach Selection

- Chancellor or president: Final decision
- Athletics board or committee: Consultative
- Student-athlete advisory committee: No role
- VP/Director of Athletics: Selection of finalists, interviews and recommendation to President
- Faculty athletics representative: Consultative
- Senior woman administrator: Consultative
- Coaches and student-athletes: Final interview process

6. 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.

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.

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. 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 Board of Trustees, at the recommendation of the administration and the appropriate committee of the Board, approves all major decisions at the University, including those regarding intercollegiate athletics. The President reports to and is a member of the Board of Trustees and is responsible for the day-to-day operations of the University. The Vice President/Director of Athletics is a member of the President's Cabinet and reports directly to the President.

The Athletics Committee was approved as a standing committee of the Board of Trustees on October 22, 2009. The charge to the Committee is reflected in the Monmouth University By-Laws, Section 12. "Athletics Committee. The Athletics Committee shall review and monitor policies and practices concerning intercollegiate athletics (including non-NCAA sponsored and intramural sports), fitness and recreation. It shall ensure alignment of athletics with the mission, vision and values of Monmouth University. The Committee shall be informed about the impact of intercollegiate athletics on the campus culture (including spirit issues), the academic profile of athletes, the financial commitment to athletics, and the relationship to the athletics conference, NCAA and other governing body rules compliance and certification." At each meeting of the Board of Trustees the major decisions regarding Athletics are communicated in writing to the Board along with summary information regarding Athletics activities provided by the Vice President/Director of Athletics. These are recorded in the "Board Book"(Board meeting materials) and minutes of the full Board of Trustees. The Athletics Committee is engaged in, or apprised of, any substantive issue (e.g., rules violations, etc.) by the Vice-President/Director of Athletics, as necessary. In addition, the Audit Committee of the Board of Trustees is provided with an NCAA Internal Audit compliance update on a quarterly basis (summer update is done as necessary and via email/postal mail; the other three updates are done in conjunction with the three board meetings) in addition to receiving full NCAA Internal Audit reports as they are issued by the Office of

Governance and Commitment to Rules Compliance

Internal Audit. Currently twenty-two internal audits are performed regarding Athletics (fifteen prior to 2010), in addition to the external compliance review, on a rotating schedule of five to six internal audits annually (see Exhibit).

The Athletics Committee of the Board of Trustees current membership is:

- Dennis Coleman Esq., Trustee (Chair)
- Michael Plodwick, Trustee (Vice-Chair)
- Peter Bruckmann, Trustee
- Paul Corliss, Life Trustee
- John Kessler, Trustee
- Al Schiavetti, Trustee
- Marti Egger, Trustee
- Fred Kaeli, Trustee
- Dr. Marilyn McNeil, Vice President/Director of Athletics
- Claire Alasio, Associate Vice President, Enrollment Management/Director of Financial Aid
- Dr. Richard Veit, Faculty Athletics Representative
- Michael Maiden, Director of University Advancement Publications
- Kevin Callahan, Football Coach
- Linda Berndt, Softball Coach
- Krissy Turner, Women's Soccer Coach
- Virginia Sourlis Esq., Community Member
- Ted Beal, Community Member
- Don Burnaford, Community Member
- Mike Crotty, Community Member

The Athletics Advisory Committee reports to the President. According to its charter:

"The Monmouth University Athletics Advisory committee shall

i. Serve in an advisory capacity to the President of the University

ii. Monitor the intercollegiate athletics program to ensure that policies and practices promote academic integrity, fair and equitable treatment of all student athletes and department personnel, and promote compliance with all applicable rules"

The Athletics Advisory Committee is composed of representatives from across the campus including faculty, administrators and a student-athlete representative:

- Kevin Roane, Director of Graduate Admission, Member-at-large
- Claire Alasio, Associate Vice President of Enrollment Management/Director of Financial Aid, Administrator outside of Athletics
- Dr. Richard Veit, Associate Professor History & Anthropology, FAR
- Dr. Mary Lee Bass, Faculty/Educational Leadership/School Counseling and Special Education
- Julia McCarty, Student-athlete
- Vaughn Clay, Director of Off Campus and Community Services, Member-at-large
- Lucille Flynn, Associate Vice President, University Advancement, Administrator outside of Athletics
- Michelle Melia, Associate Athletics Director for Student Development
- Dr. Marilyn McNeil, Vice President and Director of Athletics
- Toni Berbrick, Director of Internal Audit, General Counsel's Office, Administrator outside of Athletics

Governance and Commitment to Rules Compliance

7. Since the institution's previous self-study, 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.

Please note, if this is the institution's first time to complete an athletics certification self-study, respond to the question based on the last 10 years.

The institution must demonstrate, through examples since the institution's previous self-study, 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).

The Athletics Committee of the Board of Trustees and the Board of Trustees has participated and provided oversight to a number of major decisions, including changing football from a non-scholarship sport to a forty (40) athletes scholarship program, building of the Multipurpose Activities Center, the addition of women's bowling as an NCAA varsity sport, and the construction of six new tennis courts. The Board of Trustees annually approves the University operating budget and capital plans. The Athletics operating budget and capital projects impacting the Athletics program are approved as part of this process.

Among the items recently approved by the Board of Trustees are the following:

- Annual budget which supports the coach's salary upgrade program and the Athletics scholarship program
- Installation of field turf on the football/Kessler Field
- Installation of AstroTurf on the field hockey field
- Upgraded drainage of the soccer field
- Soccer scoreboard and sound system
- Resurfacing of outdoor track and upgrading throwing venues
- Building of the Multipurpose Activities Center (MAC)
- Surveillance system in the MAC and Boylan gymnasium facilities
- Upgrade of the baseball spectator seating and addition of press box
- The addition of women's bowling as an NCAA varsity sport
- The construction of six tennis courts
- New logo, branding, color and uniforms for all varsity programs
- Approval of bylaws for Hall of Fame and re-start of Hall of Fame
- Resolutions of appreciation and commendation to programs and coaches
- Changing football from a non-scholarship sport to a forty (40) athletes scholarship program

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

The Board of Trustees, and its Athletics Committee, is responsible for the review and monitoring of policies and practices concerning intercollegiate athletics (including non-NCAA sponsored and intramural sports), fitness and recreation as outlined in the Monmouth University By-Laws. Its role and authority in Athletics is consistent with all other University units as defined in the By-Laws.

The Athletics Committee meets three times annually and is provided reports on all athletic activities including major personnel changes, capital expenditures and NCAA Compliance. Action items for budgetary approval or other designated items requiring Board approval are discussed and commented on by the Athletics Committee and forwarded to the full Board with their recommendation.

The Board also receives updates, and provides oversight and approval of athletic related activities via the Committees on Student Life, Building and Grounds, Finance and Budgets, Human Resources and Audit where appropriate (e.g., building the Multipurpose Activity Center, annual operating and capital budgets, required audits for NCAA compliance, etc.).

Governance and Commitment to Rules Compliance

9. 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 into the formulation of department of athletics policies (e.g., review admissions data, review academic performance data, receive periodic reports from department of athletics); and
- c. Describe how the individual or group has the opportunity (if any) to periodically review policy implementation related to athletics.
 1. Athletics board or committee;
 2. Faculty senate (or other faculty governing body);
 3. Faculty athletics representative;
 4. NCAA Division I Student-athlete advisory committee (SAAC); and/or
 5. Other individual(s) or campus group(s).

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 the formulation of policies and how they periodically review policy implementation related to the conduct of the athletics program.

A variety of avenues are in place for institutional stakeholder input into policies, procedures and operations of our athletic programs. These include the Board of Trustees, the Athletics Committee of the Board of Trustees, Athletics Advisory Committee, the Monmouth Student Athlete Advisory Committee and the Faculty Athletics Representative.

1. The Athletics Committee of the Board of Trustees (formed October 22, 2009) reviews and monitor policies and practices concerning intercollegiate athletics (including non-NCAA sponsored and intramural sports), fitness and recreation. It shall ensure alignment of athletics with the mission, vision and values of Monmouth University. The Committee shall be informed about the impact of intercollegiate athletics on the campus culture (including spirit issues), the academic profile of athletes, the financial commitment to athletics, and the relationship to the athletics conference, NCAA and other governing body rules compliance and certification. (see Section 12 of the University Bylaws) The committee meets three times annually at which time reports on the above areas are provided in writing and discussed as appropriate. Input on the efficacy of policy or policy revision is provided through this mechanism and in any discussion with the entire Board during its convening.

2. The Athletics Advisory Committee is appointed by the President and is responsible for providing information and recommendations to the President on all athletic-related matters. The Committee reports annually to the President a summary of all its activities and recommendations, and is charged with the review and monitoring of all NCAA certification recommendations, NEC compliance recommendations and annual academic progress and graduation reports. The fifteen member committee represents a broad cross-section of the campus community from faculty, students, student-athletes, alumni, and administrators from areas such as Financial Aid, Registrar, Admission and Finance. Members of the Committee are appointed for one and two-year terms to allow consistency in membership from year-to-year. The VP/Director of Athletics, the Senior Women's Administrator, and the Assistant Director of Athletics for Academic Support Services serve as ex officio members of the committee.

3. The Faculty Athletics Representative (FAR) is appointed by, and reports directly to, the President. The current FAR, Dr. Richard Veit, is a member of the History and Anthropology Department. As part of his responsibilities, Dr. Veit interacts with the Office of Registration and Records, the Office of Undergraduate Admission and the Center for Student Success to ensure student-athlete eligibility and certification. In addition, he is the liaison with the academic support services area of Athletics and works to address academically related concerns. He is a member of the Athletics Advisory Council, a liaison to the Faculty Council at the University and administers the Coaches Certification testing. As specified above, the Faculty Athletics Representative is the liaison to the Faculty Council and meets with the President regularly. Faculty Council's actions and deliberations are informed by the FAR regarding student athletes, when necessary. The University maintains a clear independence between athletics policy and operations and academic policy and operations such that the needs of Student-Athletes are considered

Governance and Commitment to Rules Compliance

within the context of all students and the major(s) in which they are pursuing a degree.

4. The Faculty Council is the governing faculty body of the University whose role is to develop, review, and maintain the policies of the University that pertain to the educational mission of the University in the areas of:

- (1) Standards for admission, registration, and retention,
- (2) Programs, curricula, and outcomes,
- (3) Degree requirements,
- (4) Standards for instruction,
- (5) Standards for university-funded research and professional development,
- (6) Professional responsibility,
- (7) Standards for academic freedom and
- (8) Qualifications for Faculty rank and tenure(see the Faculty Bylaws).

All matters that pertain to student academic performance, and so forth, under these areas, including Student-Athletes, are legislated with the faculty. Through input of the Faculty Athletics Representative, or other standing committees of the Faculty (see Standing Committees of the Faculty) the faculty council engages the faculty in the oversight, revision and execution of faculty policy regarding Student-Athletes; any items of concern, not in the purview of the faculty, can be remanded by the faculty to other areas of the University, including Athletics, as appropriate.

5. The Monmouth Student Athlete Advisory Committee (MSAAC) serves as a place for Student-Athletes to raise issues and concerns they have that can then be forwarded to the Athletics administration for review, provides for education of the University and general community about Student-Athletes, and works to promote student-athlete involvement in community-oriented programs, especially community service. The promotion of a sustainable peer support system composed of Student-Athlete Leaders and Student-Athlete Mentors is one example of their activities. All Student-Athletes are supplied with a Student-Athlete handbook at the beginning of every academic year detailing all Athletic policies. The Executive Board of the MSAAC has bi-weekly meetings, and at these meetings they may bring up implemented policies and advocate for change to the group. MSAAC was intimately involved in the selection of a logo and the recent uniform changes.

10. 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 University maintains only one support group, the Blue/White Club whose activities are administered by the Associate Athletics Director for External Operations (Clint Wulfekotte). All funds raised by, or directed to, the Blue/White Club are passed in their entirety to the designated account specified by the donor or to the general Athletics fund. This is done through the Associate Athletic Director for Business and/or Advancement only and into University accounts maintained by the Controller. There is no board or other governing body of the club.

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

The Athletics Advisory Committee membership is composed of the following people:

Kevin Roane, Director of Graduate Admission, Member-at-large
 Claire Alasio, Associate Vice President of Enrollment Management/Director of Financial Aid, Administrator outside of Athletics
 Dr. Richard Veit, Associate Professor History & Anthropology, FAR
 Dr. Mary Lee Bass, Faculty/Educational Leadership/School Counseling and Special Education
 Julia McCarty, Student-athlete
 Vaughn Clay, Director of Off Campus and Commuter Services, Member-at-large
 Lucille Flynn, Associate Vice President, University Advancement, Administrator outside of Athletics
 Michelle Melia, Associate Athletics Director for Student Development
 Dr. Marilyn McNeil, Vice President and Director of Athletics
 Toni Berbrick, Director of Internal Audit, General Counsel's Office, Administrator outside of Athletics

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12. 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:

1. Budget, including all sources of funding;
2. Accounting;
3. Purchasing; and
4. Debt management.

In addition, identify key individuals, other than the chancellor or president, with responsibilities in these areas.

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

1. Budget, including all sources of funding:

The President is the senior administrative officer with responsibility for the development and control of all budget activities of the University. Working with the Vice President for Finance, who is the Chief Financial Officer of the University, he sets the general guidelines for budget development each year. All Cabinet Officers are given the opportunity to prepare requests for additional funding. These requests are considered by the Cabinet as a group and they develop a consolidated recommendation of priorities to the President. The President uses this information to inform his decisions in developing a recommendation to the Board of Trustees. All divisions of the University including Athletics are subject to the same process for development of their budgets.

Once an overall budget is approved, Cabinet Officers distribute their budget allocations to the departments and expense lines under their control guided by the overall University priorities and the priorities of their division.

Requests for additional funding during the year must be approved by the President.

The President receives budget reports during the year that enable him to have oversight of the budget.

2. Accounting:

The Division of Finance, under the Vice President for Finance, has responsibility for the accounting functions of the University. The Finance and Budgets Committee of the Board receives reports of financial matters during the year. Financial Statements of the University are prepared by the Office of the Associate Vice President and Controller and are audited by the independent accounting firm of KPMG. The Audit Committee appoints the independent auditor and meets with both the independent and internal auditors three times a year. In addition to the University financial statement audit, KPMG reviews the annual Athletics Department financial statement as required by the NCAA. The report is issued to the President who reviews it on an annual basis. The President also requests periodic ad hoc reports comparing the budgets and actual revenues and expenses of the Athletics programs with peer institutions.

The President, along with the Audit Committee, receive reports each year of audits performed by the Internal Audit Department of various Athletics Department activities.

3. Purchasing:

The rules and regulations for purchasing are the same for all departments on campus. Athletics must follow the guidelines of the Purchasing Department by creating purchase orders for applicable purchases. All large purchases of \$25,000 or more require the approval of two senior officers, generally the Vice President for Finance and the President.

4. Debt Management:

All capital debt is approved by the Board of Trustees and managed by the central administration.

Departments can generate operational debt (accounts payables) within the rules of the Purchasing guidelines and budgetary controls. All departments including Athletics are guided by the same policies.

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- 13.** 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.

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

The President is the senior administrative officer with responsibility for the development and control of all budget activities of the University. During the development of the university budget each University division's budget requests are reviewed by the President. Once an overall budget is approved by the Board of Trustees, Cabinet Officers distribute their budget allocations to the departments and expense lines under their control guided by the overall University priorities and the priorities of their division. Requests for additional funding during the year must be approved by the President. The President receives budget reports during the year that enable him to have oversight of the budget.

- 14.** 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.

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 designees. 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 Athletics Committee of the Board of Trustees has been designated by the President as the group responsible for performing the administrative review of the NCAA comparative financial data, through the NCAA dashboards. The selection of the comparative groups and variables is also to be reviewed annually.

To complete their reviews, the Athletics Committee of the Board of Trustees (see membership below) has created a Dashboard Subcommittee which is responsible for reviewing and analyzing the dashboard indicators on a quarterly basis.

The Subcommittee is also responsible for reporting and communicating their findings to the Athletics Committee and ultimately to the Board of Trustees at the regular meetings of the Board with a specific requirement of an annual report to President. Periodic reports are also presented to the President during the review process.

The Vice President/Director of Athletics is responsible for ensuring that accurate data is captured and entered into the appropriate reporting mechanism on a timely basis.

The composition of the Dashboard Subcommittee is as follows:

1. Member of the Athletics Committee of the Board of Trustees (Chair of the Subcommittee)
2. Faculty Athletics Representative
3. Associate Vice President for Enrollment Management
4. Head Coach - also a representative of Board committee
5. Associate Athletics Director of Business or designee
6. Vice President and Director of Athletics

- 15.** 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 institutional approval.

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There are no plans of improvement that have been developed with regard to Operating principle 1.1 Institutional Control, Presidential Authority and Shared Responsibilities during the current Cycle 3 self study process.

Governance and Commitment to Rules Compliance

Operating Principle

1.2 Rules Compliance.

Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 1.2 (Rules Compliance). For each condition, provide:
 - a. The original "condition" imposed;
 - b. The action(s) taken by the institution;
 - c. The date(s) of the action(s); and
 - d. An explanation for any partial or noncompletion of such required actions.

Please note, the institution is not required to respond to opportunities for enhancement developed by the peer-review team unless those same items were adopted by the committee.

1. Condition

No conditions were imposed in the Cycle 2 certification process for Operating Principle 1.2.

Action

N/A

Action Date

N/A

Explanation for partial or non-completion

N/A

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its Cycle 2 certification process for Operating Principle 1.2 (Rules Compliance). For each issue identified, provide:
 - a. The original goal;
 - b. The step(s) taken by the institution to achieve the goal(s);
 - c. The date(s) the step(s) was completed; and
 - d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

Please note, the institution will not be required to fulfill an element of a Cycle 2 plan if the element does not affect conformity with a current operating principle.

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If the institution developed a plan for improvement for Operating Principle 1.2 during Cycle 2, the institution must demonstrate that it has implemented its Cycle 2 plan or provide an explanation for partial completion of the plan.

The committee will not accept the following explanations for partial completion or noncompletion:

- *The institution did not possess sufficient funds to implement the plan.*
- *The institution has had personnel changes since the original development of the plan.*
- *The institution does not have documentation of actions taken to implement the plan.*

The committee will accept the following explanation for partial or noncompletion:

- *The institution has implemented a different plan(s) to achieve the same goal outlined in its Cycle 2 plan.*

1. Original Plan

Rules Violations Reporting - In order to ensure an individual outside of the Athletics Department is available to hear reports of any potential rules violations, the General Counsel or other appropriate independent individual should be added to the policy dealing with reporting of rules violations as an individual authorized to hear such reports.

Action

Policy revised to include General Counsel

Action Date

June 30, 2002

Explanation for partial or non-completion

N/A

2. Original Plan

External Rules Education - While the current rules-education brochure is an improvement over past practices, it is important that a concerted effort be made to educate Board of Trustee members, Blue/White members, and other athletic supporters of Monmouth University, especially in the area of recruiting and extra benefits. This could be done in Board of Trustee meetings, Blue/White meetings, and different athletic functions that occur throughout the year.

Action

Education has occurred at the Athletics Committee of the Board of Trustees, the Athletics Advisory Committee (AAC), and across campuses with different departments that interact with Athletics. The Blue/White brochure has been updated. Printed agendas and minutes reflect the ongoing education.

Action Date

Completed June 30, 2002

Explanation for partial or non-completion

N/A

3. Original Plan

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Athletics Support Staff Rules Education - While it is clear that there is a concerted effort to educate the administrative and coaching staff of the department regarding rules compliance, secretarial and support staff of the Athletics Department have not been involved in the training. At times, support staff personnel may be involved in issues with student-athletes or prospective athletes that are regulated by the NCAA and rules compliance. It is critical for these members of the staff to understand rules compliance pertinent to their areas of interaction with Student-Athletes.

Action

Arrange rules-compliance training appropriate to the needs for Athletics secretarial and support staff not already included in other training. Annual compliance education programs are conducted with clerical staff. Compliance responsibilities have been added to the job duties and performance evaluations.

Action Date

Completed June 30, 2010

Explanation for partial or non-completion

N/A

4. Original Plan

Rules Compliance in Employment Interview - The Athletics Department has been pro-active in the recruitment of personnel who are committed to rules compliance. The development of standard questions about these matters and the use of these questions in all interviews can enhance this process where rules compliance is an expectation of performance.

Action

Develop a standard set of rules compliance related questions for use in employment interviews. All interviews of potential coaches now include common interview questions relating to compliance and a specific interview with the Associate Athletics Director for Student Development or a member of her compliance staff.

Action Date

Completed June 30, 2002

Explanation for partial or non-completion

N/A

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 1.2 (Rules Compliance). For each additional plan, provide:

- a. The additional goal(s);
- b. The step(s) taken by the institution to achieve the goal(s); and
- c. The date(s) the step(s) was completed.

No additional plans for improvement/recommendation were developed for Operating Principle 1.2 since the Cycle 2 Certification decision was rendered for Monmouth University.

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4. 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.

Please note, if the institution does not use one or more of the documents (listed in a-c above), provide an explanation.

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. If the institution is in the process of revising one or more of the documents noted above due to its obligation to seek approval from an outside entity (e.g., union), the institution must provide written evidence supporting the planned revision. 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.

1.

a. Rules Compliance Language in Contracts/Letters of Appointment

Each appointment letter for members of the Athletics Staff, with the exception of unionized secretaries, includes following language regarding NCAA compliance, as required:

"As a member of the Athletics Department, you are required to abide by the spirit and intent of NCAA Bylaws 11.1, Conduct of Athletics Personnel. If you violate NCAA regulations, you shall be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures, including suspension without pay or termination of employment for significant or repetitive violations, according to the information outlined in NCAA Bylaw 11.2.1."

For the six coaches who have contracts, as opposed to appointment letters, their contracts specifically address NCAA compliance, as required. Copies of all appointment letters and contracts are maintained by the Assistant to the Vice President of Athletics.

b. Rules Compliance Language in Job Descriptions

The job description for each member of the Athletics staff, including secretaries, includes the following language:

"Responsible for adhering to policies and procedures governing the Department of Athletics and the University and any applicable rules and regulations associated with the National Collegiate Athletic Association (NCAA), the Northeast Conference (NEC) or any other conference or organization with which the University is or becomes associated with which affects University Athletics."

Copies of all job descriptions are maintained on file with the Office of Human Resources.

c. Rules Compliance Language in Performance Evaluations

Adherence to rules compliance is a substantial component of the annual performance evaluation that is performed for each coach. A separate section of the coaches annual performance evaluation specifically focuses on various aspects of NCAA compliance. However, the performance evaluation form that is used for administrators within the Athletics staff does not address NCAA compliance. The standard administrators evaluation is utilized for the members of Sports Medicine, Communications, the Athletics

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Office of Student Development, and various Associate and Assistant Directors of Athletics. It should be noted that the standard administrator and staff evaluation form is currently under revision for the purpose of including a separate area to specifically address NCAA compliance. Therefore, it is recommended that once the revised administrator and staff evaluation forms are developed that it be utilized for all Administrators and Staff within Athletics. It is expected that the revised evaluation form will be available for the current year's performance reviews .

5. 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.

Please note, if the institution does not use one or more of the documents (listed in a-c above), provide an explanation.

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. If the institution is in the process of revising one or more of the documents noted above due to its obligation to seek approval from an outside entity (e.g., union), the institution must provide written evidence supporting the planned revision. 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.

1.

a. Rules Compliance Language in Contracts/Letters of Appointment

A review of the Human Resources documentation for the individuals in Enrollment Management, Financial Aid and the Office of Registration and Records listed in the response to 1.2.6, as well as the Faculty Athletics Representative, indicates the appropriate NCAA compliance language is included in their appointment letter.

b. Rules Compliance Language in Job Descriptions

A review of the Human Resources documentation for the individuals in Enrollment Management, Financial Aid and the Office of Registration and Records listed in the response to 1.2.6, as well as the Faculty Athletics Representative, indicates they have the appropriate NCAA compliance language in their job descriptions.

c. Rules Compliance Language in Performance Evaluations

A review of the standard performance evaluation form which is utilized for all administrators, including those outside athletics with NCAA rules compliance responsibility, does not specifically address NCAA

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compliance. It is noted that the standard performance evaluation used at the University does not specifically address each and every component of any single employee's responsibilities yet those responsibilities are, in practice, evaluated as part of the employee's annual review. Therefore, there is reasonable confidence that these responsibilities are being reviewed and evaluated despite the lack of specific area in the evaluation. Nonetheless, the Office of Human Resources is currently revising the standard evaluation to include a section which is specifically dedicated to NCAA compliance. It is expected that the revised evaluation will be available for the current year's performance reviews.

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

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.

Admission:

Lauren Vento Cifelli - Assistant Vice President, Enrollment Management - Undergraduate Admission

Victoria Bobik - Director of Undergraduate Admission

Patrick Dorsey - Associate Director of Undergraduate Admission

Registration and Records:

Laura Babbin - Director, Registration and Records

Lynn Reynolds - Associate Registrar, Registration and Records

Lacy Jane Ryman - Assistant Director, Graduation, Registration and Records

7. 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).

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).

Dr. Marilyn McNeil - Vice President/Director of Athletics

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8. 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).

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

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 APP.

a. Dr. Richard Veit, Faculty Athletics Representative - Reports to the President of Monmouth University and serves as an advisor to the President on Athletics matters, assumes a shared responsibility with the Athletics Director and the Athletic Advisory Committee for adherence of Athletics to the mission of the University and NCAA operating principles, and is the liaison with the faculty on matters that affect Student-Athletes.

1. Eligibility certification - Responsible for Student-Athlete eligibility certification and coaches certification.
2. Investigation and self-reporting of violations - Investigate and prepare the report in any alleged major infractions. Consultation in minor violations.
3. Monitoring of financial aid - No responsibility
4. NCAA Division I Academic Performance Program (APP) - Has oversight of the APP.

b. Dr. Marilyn McNeil, Vice President/Director of Athletics - Reports to the President of Monmouth University and is responsible for the development and implementation of all policies and procedures for athletics, recreation, intramurals and the fitness center, oversight of student athletes eligibility, NCAA and conference compliance, advocating for integrity in the academics and athletics performance of all Student-Athletes and coaches.

1. Eligibility certification - Responsibility for Student-Athlete eligibility certification and coaches' certification.
2. Investigation and self-reporting of violations - Assigns staff to violations reports; signs off on all violations reports; creates an atmosphere of open dialogue regarding possible violations by staff.
3. Monitoring of financial aid - Responsibility to ensure budget is adhered to.
4. NCAA Division I Academic Performance Program (APP) - Assigns staff to prepare data for the report. Ultimate responsibility to ensure APP performance is appropriate and to develop any necessary plans for improvement.

c. Michelle Melia, Associate Athletics Director/NCAA Compliance Officer - Reports to Vice President/Director of Athletics and is responsible for adhering to policies and procedures governing Athletics and the University and any applicable rules and regulations associated with the National Collegiate Athletic Association (NCAA), the Northeast Conference (NEC) or any other conference or organization with which the University is, or becomes associated with, which affects University Athletics. She oversees the Athletics Office of Student Development and the NCAA

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Rules education programs for Student-Athletes, coaches, staff and areas with compliance responsibilities outside of Athletics including the Offices of Financial Aid and Registrar. Working closely with the Office of Internal Audit to ensure that required audits are completed and recommended changes are implemented.

1. Eligibility certification - Prepares all data for final certification.
2. Investigation and self-reporting of violations - Prepares violation reports. Investigates all alleged violations. Submits reports to the appropriate NEC and NCAA offices.
3. Monitoring of financial aid - Works in conjunction with the Financial Aid Office to ensure NCAA compliance.
4. NCAA Division I Academic Performance Program (APP) - Prepares data and completes data entry for this report. Monitors performance and recommends improvement plans.

d. Coaches report to their assigned Sports Supervisor (see below) and are responsible for the organization, planning and direction of all aspects of a Division I athletics program.

Sports Supervisors:

Football, Men's Basketball and Baseball - Jeff Stapleton

Men's and Women's Golf, Men's and Women's Cross Country, Indoor and Outdoor Track & Field, Bowling - Michelle Melia

Men's and Women's Soccer, Men's and Women's Tennis - Clint Wulfekotte

Field Hockey and Lacrosse - Chris Tobin

Softball - Cliff Rowley

Women's Basketball - Dr. Marilyn McNeil

Coaches:

Football - Kevin Callahan

Mens Soccer - Robert McCourt

Womens Soccer - Kristine Turner

Mens Basketball - King Rice

Womens Basketball - To Be Determined

Womens Lacrosse - Denise Wescott

Womens Field Hockey - Carli Figlio

Womens Bowling - Karen Grygiel

Mens and Womens Track and Field & Cross Country - Joseph Compagni

Mens Baseball - Dean Eehalt

Womens Softball - Louie Berndt

Mens Golf - Dennis Shea

Womens Golf - Sherri McDonald

Women's Tennis - Patrice Murray

Men's Tennis - Mickey Cook

1. Eligibility certification - No responsibility
2. Investigation and self-reporting of violations - The Athletics "Coaches Handbook" contains explicit written procedures for reporting NCAA and Northeast conference rules violations. The information is contained in the "Compliance" section, pages 100 and 101.
3. Monitoring of financial aid - No responsibility
4. NCAA Division I Academic Performance Program (APP) - No responsibility

e. Outside Athletics

Financial Aid:

Claire Alasio - Associate Vice President of Enrollment Management/Director of Financial Aid

1. Eligibility certification - No responsibility
2. Investigation and self-reporting of violations - No responsibility
3. Monitoring of financial aid - The Director of Financial Aid reports to the Vice President for Enrollment Management. This individual assists Athletics in the development of the squad lists and handles all financial aid packaging and, with the assistance of the NCAA compliance software, determines countable and non-countable aid for Student-Athletes.
4. NCAA Division I Academic Performance Program (APP) - No responsibility

Registrar:

Laura Babbin - Director, Registration and Records

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Lynn Reynolds - Associate Registrar, Registration and Records

Lacy Jane Ryman - Assistant Director, Graduation, Registration and Records

1. Eligibility certification - No responsibility
2. Investigation and self-reporting of violations - No responsibility
3. Monitoring of financial aid - No responsibility
4. NCAA Division I Academic Performance Program (APP) - maintain the official student data used in compiling the APP reports.

9. Indicate by clicking "yes" or "no" in the Athletics Certification System (ACS), 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 an institution indicates a specific written policy and step-by-step procedure is not applicable (N/A), the institution must provide an explanation. Please use the file upload link contained within this question on ACS to submit an explanation if the institution selects N/A.

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;*
- b. *Continuing-eligibility certification;*
- c. *Transfer-eligibility certification;*
- d. *NCAA Division I Academic performance program (APP) (e.g., data collection process, penalty implementation process);*
- e. *Financial aid administration, including individual and team limits;*
- f. *Recruiting (e.g., official and unofficial visits, hosts entertainment, contacts phone call);*
- g. *Camps and clinics;*
- h. *Investigations and self-reporting rules violations;*
- i. *Rules education;*
- j. *Extra benefits;*
- k. *Playing and practice seasons;*
- l. *Student-athlete employment; and*
- m. *Amateurism.*

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.

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	Yes	No	N/A
Initial eligibility.	X		
Continuing-eligibility certification.	X		
Transfer-eligibility certification.	X		
APP.	X		
Financial aid administration.	X		
Recruiting.	X		
Camps and clinics.	X		
Investigations and self-reporting of rules violations.	X		
Rules education.	X		
Extra benefits.	X		
Playing and practice seasons.	X		
Student-athlete employment.	X		
Amateurism.	X		

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

The institution must demonstrate that its compliance policies and procedures are directly communicated in writing (e.g., provide hard copy of document, provide weblink via e-mail) on an annual basis to department of athletics staff and individuals outside the department of athletics with rules compliance responsibilities. 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 institution's written compliance policies and procedures are communicated to the Athletics staff and individuals outside Athletics in the following manner:

- a. Bi-monthly coaches meetings with the Athletics compliance and administrative staff.
- b. Daily, printed information sheets outlining recruiting periods, team travel schedules, coaching staff travel schedules, competition schedules, etc.
- c. The Athletics Coaches Handbook is distributed and reviewed with every coach and administrator annually; it contains sections addressing the areas of Personnel, Business and Finance, Athletic Grants, Compliance, Sports Medicine, Academic Support, Outside Groups, and Recruitment. The President reviews a copy of the Coaches Handbook annually.
- d. Outside Athletics, the compliance policies are communicated by the Athletics Office of Student Development and Compliance annually in Rules Education sessions described in Operating Principle 1.2 Item 11, in addition to receiving the three (3) Compliance Newsletters. Trustees, Athletics Advisory Committee and Blue/White Clubmembers also receive the "Booster Guide". These documents are sent by Athletics to the individual members electronically or in postal mail, and/or physically presented to at annual meetings.

Governance and Commitment to Rules Compliance

11. 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.

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.

At Monmouth University, rules compliance is the responsibility of the institution with the goal to reach as many different groups as possible. Elements specific to each of the groups is listed below:

a. Boosters:

- "A Booster's Guide to NCAA Rules and Regulations" is published and distributed annually to all Monmouth University Athletics Department boosters.

b. Student-Athletes:

- Annual compliance meetings for all Student-Athletes administered by the Associate Director of Athletics for Compliance and Academics are held at the beginning of each academic year.

- A written guide to recruiting essentials and regulations (Student-Host Guide) is distributed and discussed with student-athletes on an annual basis.

- Freshmen Education Program

- Monmouth Student Athlete Advisory Committee (MSAAC)

- Rules education for Student-Athletes provides the Class Absence Policy and Team Travel Forms

c/d. Athletics Staff / Coaches:

- The Athletics Coaches Handbook

- Bi-Monthly Rules Education Meetings

- Annual NCAA Coaches Certification Exam

- Daily printed reminders of the recruiting periods, etc.

- Sports Medicine Department provides rules education for members of the campus community and are administered by the Athletics Office of Student Development and Compliance annually

e/f. Faculty and Institutional Staff Outside of Athletics:

- Rules education for members of the campus community are administered by the Athletics Office of Student Development and Compliance annually.

These groups include:

- Undergraduate Admission and Financial Aid

- First Year @ Monmouth - Equal Opportunity Fund Office

- Center for Student Success

- Disability Services

The rules education efforts for all Athletics personnel include the following:

The Office of Student Development conducts:

1. Fifteen coaches meetings annually.

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2. Yearly compliance meetings with the Athletics administrative staff, including clerical staff members, strength and conditioning, and sports medicine.
3. During the academic year, three compliance meetings are offered to the campus with specific invitations to Financial Aid, Admission, Registration and Records, Academic Advisors, the Faculty Athletic Representative, Psychological and Counseling Services, Residential Life and Disability Services.
4. Yearly compliance meetings for the Athletics Advisory Committee and the Board of Trustees Committee on Athletics.
5. Fall compliance meetings for all sports programs; compliance is also included in the Freshman Education Program, MSAAC, and Peer Leaders.
6. Three Compliance Newsletters are published each year.
7. Maintain a compliance "Booster Guide" and "Student-Host Guide" that are reviewed yearly and updates to reflect changes.
8. Information provided to incoming freshman during visits to campus in the form of a letter of NCAA Initial Eligibility Requirements, e-mail information sent out in May/June prior to freshman year, and during the summer freshman orientation.

12. 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 athletics department 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.

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. 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.

- a. Chuck Smart of The Compliance Group (TCG) staff.
- b. Selected in consultation with the Northeast Conference. He has had no other dealings with the University and has extensive experience in NCAA compliance reviews.
- c. On-campus interviews were held December 15 to 16, 2010. On January 7, 2011, a draft copy of the report was forwarded to the university. On February 3, 2011, the institution accepted the report. On February 9, 2011, the final report from TCG was forwarded to the University and the conference.

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13. 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 clicking "yes" or "no" in the ACS which areas were included in the institution's most recent rules compliance evaluation. If the institution indicates a specific area is not applicable (N/A), the institution must provide an explanation. Please use the file upload link contained within this question on ACS to submit an explanation if the institution selects N/A.

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 institution must provide evidence that the comprehensive, external rules-compliance evaluation includes, at minimum, the following areas;

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

All rules compliance evaluations conducted on/after September 1, 2008, must include the following new areas: governance and organization; APP; amateurism; and commitment of personnel to rules-compliance activities. If an institution's rules compliance program has been evaluated at least once in the past four years at the time of the self-study process and the evaluation was conducted prior to September 1, 2008, the institution is not required to include the four new areas in its evaluation or conduct an additional evaluation to include the four new areas. However, the institution must create a plan for improvement demonstrating that the four new areas of review will be included in the next scheduled rules compliance evaluation.

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	Yes	No	N/A
Governance and organization.	X		
Initial-eligibility certification.	X		
Continuing-eligibility certification.	X		
Transfer-eligibility certification.	X		
APP.	X		
Financial aid administration, including individual and team limits.	X		
Recruiting (e.g., contacts and evaluations, official and unofficial visits).	X		
Camps and clinics.	X		
Investigations and self-reporting of rules violations.	X		
Rules education.	X		
Extra benefits.	X		
Playing and practice seasons.	X		
Student-athlete employment.	X		
Amateurism.	X		
Commitment of personnel to rules-compliance activities.	X		

14. 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.

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.

An evaluation of the University's compliance procedures was co-sponsored by Monmouth University and the Northeast Conference. Chuck Smart of The Compliance Group conducted the on-campus review over two days; it was completed December 16, 2010.

Several members of the University community, both in and outside Athletics were interviewed to gather data for the report. They included:

- Dr. Marilyn McNeil, Vice President and Director of Athletics
- Dr. Richard Veit, Faculty Athletics Representative
- Michelle Melia, Associate Athletics Director/SWA/Compliance/Academic Support
- Victoria Bobik, Director of Undergraduate Admissions
- Claire Alasio, Associate VP for Enrollment Management/Director of Financial Aid
- Tina Sevatasakis, Assistant Athletics Director/Compliance/Academic Support
- Jeff Stapleton, Associate Director of Athletics/Internal Operations
- Clint Wulfekotte, Associate Athletics Director/External Operations (Boosters)
- Toni Berbrick, Director of Internal Audit
- Tom Battaglia, Director of Strength and Conditioning
- Thomas Bieber, Assistant Athletics Director/ Compliance/Academic Support
- Karen Edson, Associate Athletics Director/Business Office
- Kevin Callahan, Head Football Coach
- Kristine Turner, Head Women's Soccer Coach
- Gianni D'Russo, Student-Athlete

In determining any necessary corrective actions the Compliance staff, Director of Athletics, and the Athletics Advisory Committee (AAC) are engaged. The Associate Athletics Director of Student Development provides a bi-annual report of efforts made in these areas to the AAC. The AAC would report that they reviewed the report, and

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their report goes to the President.

Observations and recommendations from the annual compliance reviews were made available and were used for guidance in the assessment of Operating Principle responses in the self-study. Given the completion date of the review and the due date for the self-study the recommendations of the most recent compliance review were of limited value in the self-study's initial development. The certification committee compared the review results with the self-study as further evidence for ascertaining standards are being met.

15. Identify relevant corrective action(s) planned as a result of the process described in Self-Study Item No. 14 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 action(s) taken or specific timetable(s) for completion of the plan(s).

Corrective improvements planned from the current compliance review are as follows:

- 1.- Recommendations in the Governance and Organization Area
- This area was reviewed; however, no recommendations are warranted.
- 2.- Recommendations for the Initial, Continuing, and Transfer Eligibility Certification Areas

Recommendation: Ensure that the FAR undertakes a representative sample of the worksheets that are manually prepared by the Athletics Office of Student Development. No issues appear to exist in the current process. TCG usually recommends that there are "two sets of eyes" on any inputting of information and any eligibility determination. In the process described above, regarding the chart, the information is downloaded directly from the institution's student information system, and a second set of eyes should not be necessary. The FAR and Athletics Office of Student Development staff make the eligibility determinations. For the worksheets, the eligibility determination and the insertion of the information on the worksheet from the attached documents are completed by a member of the Athletics Office of Student Development staff. The FAR serves as the second set of eyes for both the inputting of the information and the determinations. It is not necessary for the FAR to check the documentation on all worksheets, but a sufficient number should be examined that can be reasonably justified as sufficient to identify any potential systems issues.

- a.- University's Response: Currently, all manual worksheets and results from the Progress Toward Degree program are reviewed by the FAR. The institution contends that this is an essential piece of the certifying process, along with the automated progress toward degree program.
- b.- Will continue process for the foreseeable future.

Recommendation: Request that the Registrar's Office provide access to student grades to the Associate Director of Athletics for Compliance and Academic Support (ADACAS) and the two Assistant Athletics Directors for Student Development. Review also whether the FAR has access to all Student-Athletes' grades, as he is the certification officer. It is important for there to be significant open communication between the Registrar's Office and the Athletics Office of Student Development. NCAA compliance is a shared responsibility within a university that reaches across departmental boundaries.

- a.- University's Response: The University will work with the Vice President/Provost to develop a timely process for grade distribution to the Athletics Office of Student Development and to the FAR.
- b.- The date for completion of this process is Spring of 2011.

- 3.- Recommendations for the Academic Performance Program Area
This area was reviewed; however, no recommendations were warranted.

4.- Recommendations for the Financial Aid Administration Area
Recommendation: Review the policy for the determination of room and board with appropriate conference and NCAA officials to ensure its conformance with NCAA legislation. The Director of Financial Aid is very knowledgeable of NCAA legislation and should be commended for her very diligent efforts in conserving money for the institution. The potential issue would not be in whether the Student-Athlete was over-awarded since the Director of Financial Aid does not award over the average amount for room or board. Rather, the issue is whether the terminology utilized in the grant-in-aid award for the student-athlete could be construed as contrary to the actual amount of the award. (For example, the grant-in-aid letter may indicate that the student-athlete is to receive full

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room and board. The amount used by the institution for full room and board to calculate a full grant-in-aid may be more than the actual amount received by the Student-Athlete for room and board).

a.- University's Response: The University understands the concern expressed by the reviewer. Language will be added to all grant-in-aid contracts indicating that should a Student-Athlete move off campus, grant-in-aid contracts will limit housing expenses to actual costs.

b.- This revision will be included in grants-in-aid contracts beginning in the Fall of 2011.

Recommendation: Implement a procedure by which outside aid is reviewed to determine whether athletics ability is a criteria for receipt. The check and balance on the system of the student-athlete notifying the institution is not sufficient. The nature of many of the scholarships are similar (e.g., Kiwanis), so once checked, they would not need to be checked again. Correspondence to the awarding institution should come from the Financial Aid Office, although the Financial Aid Office and Athletics Office of Student Development may jointly make the decision on whether the aid should be countable.

a.- University's Response: The University will review its procedure for determining whether outside scholarships aid is based on athletics ability. The decision concerning countable aid status will be made by the Financial Aid Office.

b.- Review will be completed in Summer of 2011.

5.- Recommendations for the Recruiting Area (e.g., contacts and evaluations, official and unofficial visits)

Recommendation: Review whether to withhold the issuance of an I-20 until the prospect has been certified as eligible by the NCAA Eligibility Center. This prevents the prospect arriving on campus and not being eligible for financial aid since the NCAA Eligibility Center has not rendered a certification decision or has determined that the prospect cannot receive such aid. TCG understands that factors outside of the control of the prospect or University sometimes will influence the timeliness of the decision of the NCAA Eligibility Center. Nevertheless, if such a prospect arrives on campus and is not eligible for financial aid, it is difficult not to violate NCAA legislation.

a.- University's Response: The I-20 is prepared by the Admissions counselor, but is issued by the University International Student office. Since the prospect must prove financial support during the visa process, the issuance of the I-20 is triggered by the acceptance of the grant in aid by scholarship prospects. As a general policy, all GIA's are awarded following an evaluation by the compliance staff and any potential issues are highlighted to coaching staff and prospects. The institution would like to have the ability to make these decisions on a "case by case basis". As noted by the reviewer, "there are factors that are outside the control of all parties involved". The institution has alternative procedures in place within Financial Aid and Athletics to ensure adherence of NCAA regulations even in cases such as those described above.

b.- Will continue this process on a case-by-case basis.

Recommendation: Require the coaches to submit a contact and evaluation log along with the travel expense form submitted for that trip. The coach would forward the travel expense form along with the contact and evaluation log to the compliance staff who would pull the log and forward the reimbursement to the business office.

a.- University's Response: Coaches will be required to submit one form that will combine the travel request form, contact and evaluation log, and travel expense form to the business office and compliance office; this form will be included in the current "On Base" project, which will automate all of the compliance paperwork utilized by the Athletics Department. Coaches who do not file appropriate paperwork in a timely fashion will be notified officially, along with their sports supervisor.

b.- Planned completion for Fall of 2011 as On-Base procedure is introduced.

Recommendation: Clarify the policy whether coaching staff members are required to submit a travel request to the Athletics business office and the compliance office in order for the compliance office to ensure that the coach can be off campus recruiting during certain time periods. If other means are not implemented to ensure the veracity of the contact and evaluation logs, the institution may wish to implement a travel request form approved by the compliance office.

a.- University's Response: Coaches will be required to submit one form that will combine the travel request form, contact and evaluation log, and travel expense form to the business office and compliance office; this form will be included in the current "On Base" project, which will automate all of the compliance paperwork utilized by the Athletics Department. Coaches who do not file appropriate paperwork in a timely fashion will be notified officially, along with their sports supervisor.

b.- Planned completion for Fall of 2011 as On-Base procedure is introduced

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Recommendation: Develop a means to determine whether text messages are being sent. Several institutions recently have been involved in major infractions and found for a Bylaw 2.8.1 violation for a failure to monitor text messages.

a.- University's Response: Until recently, the compliance office did receive a paper copy of all phone records. The Monmouth IM department provides the Associate Athletics Director with a copy of all text messages sent per month. The "Comply and Verify" Software has developed a new text message module and the Athletics Department has purchased the software; will begin using it in July 2011; this will streamline the process.

b.- Planned completion date, Summer of 2011 for purchase and integration of software.

Recommendation: Change the policy to require coaching staff members to denote on a telephone log or in their telephone on the same day that the initial telephone call was a dropped or no-answer call. The NCAA Enforcement Staff developed a policy in 2008 indicating that unless contemporaneous documentation exists, all such one- to two-minute calls or dropped calls need to be considered a call and counted in the overall number of calls for that week.

a.- University's Response: As a policy, the "Comply and Verify" software at Monmouth does require coaches to provide contemporaneous documentation, and in fact, were provided the policy from 2008 in their telephone call comply and verify documentation and training. In order to ensure adherence to this policy, the compliance office will notify any delinquent coaches and their sports supervisors.

b.- Notification process begun upon receipt of this report.

Recommendation: Require coaching staff members to inform the compliance staff if a signee is living in the immediate area the summer prior to full-time enrollment. This has been a hot topic in NCAA compliance for the past few years. An expectation exists that a compliance staff is aware of and is monitoring any such prospects. While few may exist in the Monmouth area, it is important for the coaching staff member to inform the compliance staff of the prospect's presence. Once identified, the compliance staff will need to undertake some monitoring activities. A similar notification should exist if a prospect is living in the area during the fall or spring semesters.

a.- University's Response: The compliance staff will develop a report in which coaches will be required to submit all prospective Student-Athletes (psa's) who are living in the area during the summer, fall, and spring semesters in order to monitor their activities. Currently, the compliance staff monitors the psa's activities prior to their enrollment, once they enroll at Monmouth University through the annual compliance form that students complete each year. This additional step will permit the compliance staff to monitor their activities proactively.

b.- Planned completion date, Fall of 2011.

Recommendation: Delete the unofficial visit form from the coaches' handbook if it is not being utilized. As mentioned elsewhere in this report, the coaches' handbook should be reviewed to be updated and if some forms are no longer in existence, they should be deleted.

a.- University's Response: The coaches' manual is updated annually; the 2011 version will include a revised "unofficial visit" form. The policy for reporting unofficial visits and considerations for sport by sport reporting were revised in March 2011.

b.- Full coach's manual expected to be complete by Summer of 2011.

Recommendation: Implement sufficient monitoring to ensure that the institution is in compliance with NCAA Bylaw 13.14.3 concerning recruiting services.

a.- University's Response: The Athletics Office of Student Development(AOSD) has educated the coaching and administrative staff on the criteria set forward for recruiting services. To provide sufficient monitoring, the AOSD staff will develop a monitoring system that includes approval compliance for all subscriptions and review of expenses by the compliance and business departments. March 15, 2011 projected completion.

b.- Review by March 15, 2011; compliance by Fall of 2011.

6.- Recommendations for the Camps and Clinics Area

This area was reviewed; however, no recommendations are warranted.

7.- Recommendations for the Investigations and Self-Reporting of Rules Violations Area

Recommendation: Reword the information on the "Reporting a Violation" sheet to:

--i.--Delete the reference to the recruiting coordinator as an individual who a staff member may report information about a potential violation. The policy indicated that a staff member may report information to the NCAA compliance

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officer, Director of Athletics, FAR, senior woman administrator, or recruiting coordinator. The first four individuals are appropriate. The recruiting coordinator may not be impartial to the forwarding of information about a potential violation in that sport;

--ii.--Delineate the individuals who are responsible for determining whether a violation occurred. The current policy does not detail who makes such a decision. Based upon information in the interviews, it appears that the Associate Director of Athletics for Compliance and Academic Support (ADACAS) makes the decision. It would be beneficial if a group made the decision (e.g., Director of Athletics, FAR, and ADACAS), as this does not alienate the ADACAS with a particular sport. If such a change is made, it should be communicated to the coaching staff so they understand that a three-person panel makes such determinations. This protects the ADACAS from being ostracized from making such a decision; and

--iii.--Include a reference that the University Counsel or other offices outside of the Athletics Department may be involved in reviewing information in those situations that do not clearly appear to be secondary violations. TCG has a generic policy in this area, if the institution desires to receive it.

a.- University's Response: The Athletics Office of Student Development will develop procedures that reflect the recommendations in part i and ii. Currently, the University General Counsel is notified of potential violations on campus, but will provide a specific reference of their potential involvement in the reviewing of information. The University would like to have a copy of the TCG generic policy.

b.- Planned completion date, Fall of 2011.

8.- Recommendations for the Rules Education Area

Recommendation: Provide training for coaches by sport for men's basketball, women's basketball, football, and baseball. This is due to the dissimilarity of applicable legislation in those four sports. It also provides an opportunity for more questions and answers from these high-visible sports. The remainder of the sports can continue on a combined basis. It would not be necessary to have two meetings per month with coaches from the four specific sports.

a.- University's Response: The Athletics Department conducts overall coaches' meetings and individual meetings for men's basketball, women's basketball, football, and baseball. Sports Supervisors of these sports will be required to attend.

b.- Planned completion date, Fall of 2011.

Recommendation: Copy the FAR and Sports Supervisors on interpretations provided to coaching staff members and other University officials. This not only provides an opportunity for the sports supervisors and the FAR to understand the types of questions being asked, it also is an educational opportunity for these individuals.

a.- University's Response: The Athletics Office of Student Development implemented this recommendation.

b.- Spring 2011.

9.- Recommendations for the Extra Benefits Area

Recommendation: Modify the hard ticket process for men's and women's basketball coaching staff members to require individuals receiving the tickets from the coaches to sign for those tickets similar to prospects receiving their complimentary admissions or student-athlete complimentary admission ticket recipients. It is important for the compliance office to have an understanding of individuals receiving coaches' tickets in order to monitor for any potential NCAA violations. Similarly, a means should be established to identify the recipients of coaches' tickets at away games.

a.- University's Response: The institution recognizes the importance of modifying the process to ensure the monitoring of any potential NCAA issues. The policy has been modified to reflect the recommendation.

b.- Spring 2011.

10.- Recommendations for the Playing and Practice Seasons Area

Recommendation: Develop a strategy that includes: (i) education for strength and conditioning staff, training staff, medical staff, coaching staff, and Student-Athletes concerning the permissibility of coaches being involved in or observing in any manner summer workouts; and (ii) a schedule of monitoring activities. This would be a strategic initiative identified against a "hot topic" within NCAA compliance. For example, the compliance staff could visit the speed and agility drills on at least one occasion every three weeks and visit the weight room once every two weeks during the summer. It is important that if questioned by the NCAA, the institution can document that it had a policy and it was followed. It is not the frequency but the existence that could prevent a failure to monitor violation.

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a.- University's Response: The institution conducts yearly training for the entire Athletics Department and the Student-Athletes regarding summer workouts and has conducted random "walk bys" during summer workouts. The compliance office will provide additional education for Student-Athletes before the end of the spring semester and will develop a training rotation schedule throughout the summer that will be documented.

b.- Planned completion date, Fall of 2011.

11.- Recommendations for the Student-Athlete Employment Area

The institution currently does not have any Student-Athletes who have employment arranged by the institution, so no recommendations are warranted in this area.

12.- Recommendations for the Amateurism Area

This area was reviewed; however, no recommendations are warranted.

13.- Recommendations for the Commitment of Personnel to Rules-Compliance Activities Area

Recommendation: Consider whether to implement a Compliance Committee. The purpose of this committee would be to: (i) provide education to those individuals on the committee, which would include representatives from the Offices of Financial Aid, Admissions, Registrar, and other institutional personnel; (ii) allow the opportunity for this group to evaluate compliance policies and procedures; and (iii) reinforce to the departments the important role they have.

a. University's Response: The Athletics Advisory Committee and Committee on Athletics of the Board of Trustee's will review their membership and consider adding members of the Registrar's Office to their membership. Furthermore, they will consider the merit of forming a separate committee on NCAA compliance that would formulate policy.

b. Fall 2011

Recommendation: Conduct two regularly-scheduled meetings per semester between the ADACAS and the FAR. While no communications issues exist, this provides an opportunity to review issues in a less than crisis atmosphere.

a.- University's Response: In the Summer of 2010, the FAR and ADACAS met twice per month, however during the Fall of 2010 those meetings were scheduled on an as needed basis. Starting in the Spring of 2011, the FAR and ADACAS have scheduled regular meetings through the semester (2x per month breakfast meetings).

b.- Planned completion date, Spring 2011.

Recommendation: Determine the intent of the coaches' manual and the supporting materials information. Include in this analysis how these materials are to be disseminated. At a minimum, the coaches' handbook should be reviewed to eliminate many of the outdated forms. NCAA legislation does not require the institution to have a coaches' handbook or a compliance manual. Precedent in findings of violations for Bylaws 2.8.1 (failure to monitor) and 2.1.1 (institutional control) indicate that the institution is to have written procedures in certain areas.

Similarly, it is invaluable for the defense of a school before the NCAA Committee on Infractions that the institution can denote its monitoring processes to demonstrate that these processes have been completed. The issue often is not the extent of the processes but whether any processes exist and whether they were followed.

Further, requirements, such as submission of certain logs by a certain time, also provide the opportunity for the institution to take action against a coach if such deadlines are not met. Without these procedures being in written form, less options exist for the institution.

TCG is not suggesting the development of a detailed compliance manual. Rather, such a document can be incrementally assembled by adding sections when procedures are revised or developed.

a.- University's Response: The Athletics Office of Student Development and the various departments update the coaches' handbook approximately annually. It is online and includes the recommendations listed in this section and other appropriate policy updates. The Athletics Office of Student Development will also be ensuring that any new policies are added to the manual and will continue to update the manual as new policies are developed or existing policies revised.

b.- Current revisions to the Coach's Manual will be completed by Summer of 2011.

14.- Recommendations for the Academic Support for Student-Athletes Area

The Student-Athletes are advised pertaining to enrolling in appropriate courses for degree programs through the Student-Athletes' specific colleges. Each college may have several advisors who could consult with the Student-

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Athletes. The two Assistant Athletics Directors in student development also may advise the Student-Athletes in their discussions regarding the Student-Athlete's academic standing during the current semester. It was reported that this responsibility by the Assistant Directors does not take an inordinate amount of time away from their compliance responsibilities.

Student-Athletes receive tutoring services through the same services provided to all students. It was reported that the tutors who provide services to all students, including Student-Athletes, receive some training on NCAA extra benefit legislation.

No recommendations are made in this area.

University Note: The Associate Athletics Director also provides advisement.

- 16.** Submit a copy of the report from the institution's most recent rules compliance evaluation. [Please use the file upload link contained within this question to submit a copy of the institution's most recent rules compliance evaluation.]

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

The compliance review report and the institutional control matrix prepared by The Compliance Group have been uploaded to the Self Study.

List of attachments

1. 1-2-16 Compliance Review Rpt Institutional Control Matrix - 02-09-11.pdf
2. 1-2-16 Final Compliance Review Report -- Monmouth -- 02-09-11.pdf

- 17.** 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.

There are no plans for improvement that have been developed with regard to Operating Principle 1.2 Rules Compliance during the current Cycle 3 self study process.

Academic Integrity

Operating Principle

2.1 Academic Standards.

Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 2.1 (Academic Standards). For each condition, provide:
 - a. The original "condition" imposed;
 - b. The action(s) taken by the institution;
 - c. The date(s) of the action(s); and
 - d. An explanation for any partial or noncompletion of such required actions.

Please note, the institution is not required to respond to opportunities for enhancement developed by the peer-review team unless those same items were adopted as by the committee.

1. Condition

No conditions were imposed in the Cycle 2 certification process for Operating Principle 2.1.

Action

N/A

Action Date

N/A

Explanation for partial or non-completion

N/A

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its Cycle 2 certification process as they relate to Operating Principle 2.1 (Academic Standards). For each issue identified, provide:
 - a. The original goal(s);
 - b. The step(s) taken by the institution to achieve the goal(s);
 - c. The date(s) the step(s) was completed; and
 - d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

Please note, the institution will not be required to fulfill an element of a Cycle 2 plan if the element does not affect conformity with a current operating principle.

Academic Integrity

If the institution developed a plan for improvement for Operating Principle 1.2 during Cycle 2, the institution must demonstrate that it has implemented its Cycle 2 plan or provide an explanation for partial completion of the plan.

The committee will not accept the following explanations for partial completion or noncompletion:

- *The institution did not possess sufficient funds to implement the plan.*
- *The institution has had personnel changes since the original development of the plan.*
- *The institution does not have documentation of actions taken to implement the plan.*

The committee will accept the following explanation for partial or noncompletion:

- *The institution has implemented a different plan(s) or taken different action(s) to achieve or maintain progress toward the same goal outlined in its Cycle 2 plan.*

1. Original Plan

No recommendations or plans for improvement were noted in the Cycle 2 certification process for Operation Principle 2.1.

Action

N/A

Action Date

N/A

Explanation for partial or non-completion

N/A

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 2.1 (Academic Standards), including any plans or recommendations developed through the institution's involvement in the APP Data Review process, if applicable. For each additional plan, provide:

- a. The additional goal(s);
- b. The step(s) taken by the institution to achieve the goal(s); and
- c. The date(s) the step(s) was completed.

No additional plans for improvement/recommendation were developed for Operating Principle 2.1 since the Cycle 2 Certification decision was rendered for Monmouth University.

Academic Integrity

4. 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.

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

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

All students, including Student-Athletes, who are admitted to Monmouth University must go through the same admission process and meet the same academic requirements. Monmouth University utilizes minimum admission standards in determining admissibility to the University. The University has a faculty-approved minimum standard for admission. This threshold includes a minimum GPA, SAT/ACT and admission index. All applicants to the University are evaluated in relation to these minimums.

The admission process is conducted solely by the Division of Undergraduate Admissions, under the guidance of the Vice President for Enrollment Management. The process is described on the University website, and all application forms are housed therein.

5. 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 subsequent review processes or appeals procedures that may be used when students are not automatically admitted because they do not meet the institution's published entrance requirements.

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

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.

Student-Athletes are admitted to the institution in the same manner as all students. Students and Student-Athletes who do not meet the institution's standard for admittance are NOT admitted.

6. 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. 5 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.

Special Admissions chart.

Special Admissions by sport group chart.

There are no Student-Athletes admitted to the institution through a different process from all students. Therefore there is no comparison provided for this question.

Academic Integrity

7. 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).

If any of the institution's sports teams had student-athletes certified through the pilot early academic certification program from August 1, 2007, through July 31, 2008, provide an explanation regarding how the inclusion of these average core-course grade-point averages affects the data provided.

Test scores by gender chart.

Test scores by racial and ethnic group chart.

Test scores and grade-point average by sport chart.

The institution must analyze and explain any differences between the academic profile 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.

For freshmen entering 2006 through 2009, minor differences exist in average SAT scores for Student-Athletes receiving athletics aid, versus the general entering student population. In the most recent year, the difference for male Student-Athletes (1092) and male students (1094) is not significant. The most recent entering class difference for female students (1062 for female Student-Athletes and 1078 for all female students) is also minor. Overall, the differences in average SAT between athletes and the general student population are not significant.

8. 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. 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.

Athletes with special needs are referred to the Department of Disability Services (DDS), using the same process available to all students. The primary purpose of DDS is to provide services that enable students to meet with success at the University, especially in the area of academics. DDS works with the Center for Student Success (CSS) and coordinates all other necessary services for those identified students. From these two offices, Student-Athletes do not receive services beyond those given to all students in general. The Center for Student Success provides first-year advising to all students, including Student-Athletes, by a staff of professional advisors and part-time advising by faculty members who are trained by CSS. CSS is the hub of a comprehensive, integrated advising system that provides academic and career counseling for all students at Monmouth University. In addition, services and programs provided by the CSS include regular workshops, outreach services, and publications. The advising program is structured to assist students from their initial orientation through their entire university experience, helping them make vital connections between educational, career, and life choices.

Academic Integrity

9. 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 5. 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.

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.

Monmouth University does not use a special admission process for athletes or any other category of student. The University assesses all incoming perspective student-athlete following the NCAA guidelines for Division I qualifiers and the University's admissible standards. Current student-athletes with emerging academic needs are identified after mid-term and final grades by the faculty, coach or members of the Athletics Office of Student Development (AOSD). All of the University's student-athletes are tracked throughout the academic year through the "Monmouth Early Warning System" (MEWS).

The AOSD staff has regularly scheduled meetings with the Campus Intervention Team (the team consists of members from Psychological Services, Faculty, First Year Advising, the Center of Student Success, Residential Life, Judicial Affairs, the Health Center, Disability Services, the Monmouth Police Department, General Council, and Athletics), Disability Services, and Psychological and Counseling Services in order to address any current or emerging issues affecting individual student-athletes.

Student-athletes who are in the lowest academic quartile are required to have weekly academic meetings with AOSD staff and may meet weekly with advisors outside of the athletics department. These student-athletes are referred to the University's Center for Student Success and their inherent tutoring services. The AOSD works in conjunction with other University academic support services on campus to ensure that students who are in the lowest quartile are receiving the assistance they need. The Athletics Peer Leadership program offers peer mentoring to student-athletes. This program is meant to support academic achievement and overall retention and graduation goals. In the future, Monmouth Athletics will be utilizing the FLAG/GRO program offered by the NCAA to assist in identifying at-risk student-athletes

10. 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 the individual(s) 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.

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

Academic Integrity

The Athletics Office of Student Development (AOSD) has step-by step procedures in place in regard to certifying initial eligibility. These policies are proactive in nature to ensure compliance with NCAA Legislation and begin up to a year in advance of the initial enrollment of Student-Athletes at the institution. The process is triggered when the coaching staff identifies a potential prospect student athlete (PSA) through the submission of the intent to recruit form (IRF), an internal document that is utilized by the athletic department and the office of undergraduate admissions to evaluate potential Student-Athletes. Each IRF must be accompanied with the most recent high school transcripts and test scores. Once the IRF is submitted, the AOSD staff adds the prospect to the institution's request list with the NCAA Eligibility Center. The IRF is updated with the date in which the prospect registered with the eligibility center, the date in which Monmouth added the prospect to the institution's request list, and the prospect's eligibility center number.

The AOSD staff evaluates the transcript and test scores for NCAA initial eligibility requirements and any potential issues are noted on the IRF and forwarded to the coaching staff and to the Office of Undergraduate Admissions. In the event that the prospect will not be a qualifier (i.e. the potential to utilize NCAA legislation regarding summer classes prior to initial enrollment does not exist), the AOSD staff will not approve the IRF. Throughout the year, the AOSD routinely updates the coaching staff on the status of their prospects with the eligibility center and as the academic year comes to a close updates the coaching staff on a bi-monthly basis. In June, the AOSD sends a letter via e-mail to the incoming freshman class with updates and reminders for final certification with the NCAA. During the months of June, July, and August, the AOSD monitors the eligibility center weekly and maintains a database of the freshman class. If any issues arise, the AOSD staff will contact the coach, the prospect, and in some instances the high school to assist in the certification process.

As prospects are certified with the NCAA, final certifications (formally referred to as the "48C") are printed from the NCAA eligibility center, and noted in the student's file and in compliance assistant. Prior to competition the Faculty Athletics Representative approves certifications. Once the certification is final, the AOSD staff notes the eligibility status in compliance assistant, the program that the institution utilizes to record eligibility and to generate NCAA squad lists.

To ensure that the institution is compliant with NCAA financial aid regulations, the Office of Financial Aid, places athletic scholarships in a "pending status" until initial eligibility is certified. As prospects are certified, final certifications (formally referred to as the "48C") are printed from the NCAA Eligibility Center and the Office of Financial Aid is notified with an electronic copy of the final certification.

The individuals responsible for preparing certification are Michelle Melia, Associate Director of Athletics/SWA, Tina Sevastakis, Assistant Director of Athletics, and Thomas Beiber, Assistant Athletic Director. The individual responsible for final certification is Dr Richard Veit, Faculty Athletics Representative.

- 11. 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 the individual(s) 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.**

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

The Athletics Office of Student Development (AOSD) has step-by-step procedures in place with regard to certifying transfer eligibility. All academic certification completed by the institution utilizes data generated by the departments at the University outside of athletics charged with that responsibility for all students.

All potential transfers are submitted to the AOSD through the "Intent to Recruit" form (IRF) by the coaching staff. The IRF must be submitted with a transfer release (if from a four year institution) and an unofficial transcript. Once the IRF is submitted, the AOSD staff adds the prospect to the institution's request list at the NCAA Eligibility Center. The date on which the prospect registered with the eligibility center, the date on which Monmouth added the prospect to the institution's request list, and the prospect's eligibility center number is noted on the IRF. The IRF is submitted to University Admissions for processing and a review of transferable credits. Any potential eligibility issue regarding transferable credits is communicated to the coaching staff and prospective transfer.

Academic Integrity

The AOSD generates a transfer tracer from that is submitted to the original institution requesting information about potential transfer eligibility and the use of the one-time transfer exception, if applicable. Any potential eligibility issues regarding transfer legislation are communicated to the coaching staff and prospective transfer.

Like all transfers at Monmouth University, once a transfer Student-Athlete is accepted to the University an official credit evaluation is completed by admissions. Courses are analyzed on an individual basis. All course work is approved by the department in order for it to be considered official. The University mails a copy of this evaluation to all transfer students.

Once a transfer Student-Athlete has been accepted and the University completes an official evaluation, the AOSD staff will submit a NCAA Eligibility Worksheet to the Faculty Athletic Representative. The worksheet is completed and submitted with official transcripts and the Student-Athlete's Monmouth University academic audit to certify the academic eligibility of the Student-Athlete. The Faculty Athletics Representative is the certifying officer. Following academic certification, the status of eligibility of the Student-Athlete is noted in compliance assistant. Compliance Assistant is the program that institution utilizes to record eligibility and to generate squad lists.

- 12.** 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 the individual(s) 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.

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

The Process:

All academic certification completed by the institution utilizes data generated by the departments at the University outside of athletics charged with that responsibility for all students. The process of academic certification for continuing eligibility begins in May following the official posting of final grades by the Office of Registration and Records (ORR) The Athletics Office of Student Development (AOSD) requests the University's Information Management Division (IM) to run the "Progress Toward Degree Report" (PTD). This report was designed by the University in 2008 and imports the academic records of Student-Athletes from Datatel, the University's business software system. The program analyzes each Student-Athlete's eligibility based on NCAA academic regulations. The AOSD also requests two copies of official transcripts and academic audits form the ORR. Copies of the PTD report and academic records are provided to the Faculty Athletics Representative for final certification. Following academic certification, the status of eligibility of the Student-Athlete is noted in compliance assistant. Compliance Assistant is the program that institution utilizes to record eligibility and to generate squad lists.

Ineligible Student-Athletes:

Those Student-Athletes who are academically ineligible are highlighted and individual NCAA Academic Certification Worksheets are completed. Student-Athletes are advised regarding changing their eligibility status if applicable through summer school courses. The AOSD continues to monitor these Student-Athletes through the summer and, in the event that there is a change in status, the AOSD staff will submit an NCAA Eligibility Worksheet to the Faculty Athletics Representative for certification. A final review is conducted following the final summer school session in August. Following academic certification, the status of eligibility of the Student-Athlete is noted in compliance assistant.

Completion of the Fall Semester:

In November, the AOSD requests the academic audits of Student-Athletes from the ORR. During this review, the AOSD staff analyzes the academic progress of each student and records any potential issues pertinent to graduation and eligibility. Student-Athletes are advised accordingly. At the completion of the fall semester, the AOSD reviews grade point averages and credit completion. The AOSD utilizes two unique reports created by the University to certify Student-Athletes. Each report contains academic data imported directly from Datatel. Copies of these reports are shared with the Faculty Athletics Representative for approval. Individual NCAA Worksheets are

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completed for those Student-Athletes who have a change in eligibility and submitted to the Faculty Athletics Representative for final certification. Following academic certification, the status of eligibility of the Student-Athlete is noted in compliance assistant.

March Analysis:

Following the posting of mid-term grades during the spring semester, the AOSD once again reviews the academic progress of each student and records any potential issues pertinent to graduation and eligibility. Student-Athletes and coaches are advised accordingly and recommendations are made in regard to registration for summer school classes. The AOSD staff conducts a spring academic meeting with each team in order to review academic policies and registration for the next academic year (including summer courses)

Squad Addition Certification:

In the event that a Student-Athlete is added to a squad during the academic year, the coach will submit an "addition to the squad" form. This form triggers the AOSD staff to evaluate the eligibility of the Student-Athlete in question. The AOSD will evaluate NCAA eligibility and provide an academic certification. Thus, an NCAA Academic Certification is prepared and completed with the appropriate supporting academic records and is submitted to the Faculty Athletics Representative for approval. Following academic certification, the status of eligibility of the Student-Athlete is noted in compliance assistant.

- 13. 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.

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.

Student-Athletes have a four (4) class average Federal Graduation Rate (FGR) of 71%. The general student body has a FGR of 59%. Student-Athletes graduate at a higher rate than the general student body.

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- 14.** 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.

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.

The four (4) class average Federal Graduation Rates for all Student-Athlete subgroups was 71%. The most recent four class average for all students was 59%. This indicates higher success among athletes than the general student body. There is no significant difference across men's and women's teams when compared to all students. In addition, all male Student-Athletes compared favorably to male students and to all students. Female Student-Athletes are significantly higher than all female students with an FGR average of 76% compared with 59%. All teams had higher GSR scores, except for men's tennis, which over the 4 year cohort had 2 athletes who did not graduate. One of these students was academically ineligible to compete.

In terms of ethnicity, there was a significant difference. Track and field had a 38% graduation rate for eight (8) Black/African-American students over four years, all of whom transferred to another institution and had success there. In Football, three male African-American athletes had a graduation rate of 40%. One graduated, one went professional in good academic standing, for whom completion plans for graduation are in place. One other African-American football player was academically ineligible. There is no plan for improvement necessary, since these cases are rare and are an exception to the standards achieved by all African-American Student-Athletes.

- 15.** Analyze, explain and address any differences between the corresponding Federal Graduation Rate projected by the most recent NCAA Division I Academic Progress Rate (APR) for each sports team and the most recent multiyear four-class average Federal Graduation Rate for all students.

If there is a difference that cannot be adequately explained between a sports team's projected Federal Graduation Rate 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.

The institution must analyze, explain and address any differences between the corresponding Federal Graduation Rate projected by the most recent APR of each sports team and the most recent four-class Federal Graduation Rate of students generally. If there is a difference that cannot be adequately explained between a team's projected Federal Graduation Rate and the most recent four-class Federal Graduation Rate of students generally, the institution must develop a plan for improvement to address the issue.

The NCAA Division I projected Federal Graduation Rate is 45%. Presently, Monmouth University Student-Athletes have an FGR 71%. Our Student-Athletes exhibit a higher success rate than that projected by the NCAA.

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- 16.** Analyze, explain and address any differences between the most recent four-cohort average Graduation Success Rate (GSR) for each sports team and the most recent four-cohort GSR for all student-athletes.

If there is a difference that cannot be adequately explained between the most recent four-cohort GSR for any sports team and the GSR for all student-athletes, the institution must develop a plan for improvement to address the issue.

If the data in the charts include sports that are not used by the institution for NCAA sports sponsorship and/or sports in which the NCAA does not conduct a championship, the institution may provide an explanation of how the inclusion/exclusion of the sport(s) affects the analysis of the data.

The institution must analyze, explain and address any deficiencies between the most recent four-cohort average GSR of each sports team and the most recent four-cohort average GSR of student-athletes generally. If there is a difference that cannot be adequately explained between the most recent four-cohort average GSR of any team and the most recent four-cohort average GSR of student-athletes generally, the institution must develop a plan for improvement to address the issue.

The most recent four (4) year cohort average Graduation Success Rate (GSR) for all Student-Athletes is 88%. In comparison, there is no significant difference in GSR for each of the recorded sports with the exception of Men's Tennis which has a GSR of 33% and it falls below the national average. In this cohort, the analysis identified two (2) Student-Athletes in the sport of tennis who were not retained in the spring semester. One of these Student-Athletes transferred to another institution. The other Student-Athlete left the institution because of a family circumstance, and we were unable to determine if a transfer to another institution was completed. Both Student-Athletes were eligible when they left our University. For the sport of tennis, the number of Student-Athletes who comprise the cohort is very small and therefore those two points lost (45 of 47 maximum) do affect percentages in a manner that does not reflect the overall program results.

- 17.** Analyze, explain and address any differences between the most recent four-class retention rate for student-athlete subgroups (i.e., sport, gender, ethnicity, ethnicity within team) and the most recent four-class retention rate for all student-athletes, including comparable student-athlete subgroups (i.e., gender, ethnicity).

If there is a difference that cannot be adequately explained between the most recent four-class retention rate for any student-athlete subgroup and the retention rate for all student-athletes or comparable student-athlete subgroup, the institution must develop a plan for improvement to address the issue.

The institution must analyze, explain and address any differences between the most recent four-class retention rate of student-athlete subgroups (i.e., sport, gender, ethnicity) and the most recent four-class retention rate of all student-athletes. If there is a difference that cannot be adequately explained between the most recent four-class retention rate of any student-athlete subgroup and the four-class retention rate of student-athletes generally, the institution must develop a plan for improvement to address the issue.

The most recent four (4) class retention rate for Student-Athlete subgroups (i.e. sport, gender, ethnicity, ethnicity within team) and the most recent four-class retention rate for all Student-Athletes, including comparable Student-Athlete subgroups (i.e. gender, ethnicity) does not indicate significant differences.

When analyzing individual Men's and Women's team sports and gender and ethnicity, the data indicates performance is exceptional except for a few exceptions (APR below 925) that are explained below. These exceptions generally occur in categories with small athlete counts and therefore the retention rates are significantly impacted by a few students leaving the University.

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* The Men's Cross Country score of 500 and 833 represent respectively one African American Student-Athlete who was suspended and dismissed from the Institution and one Other Student-Athlete who was not retained.

*The Men's Soccer score of 900 represents one Hispanic Student-Athlete who was suspended and dismissed from the Institution.

*The Men's Indoor Track score of 907 represents three Student-Athletes -- one left the Institution by choice and did not transfer elsewhere, one was suspended and dismissed from the Institution, and one transferred to another Institution.

*The Men's Outdoor Track score of 910 represents five African American Student-Athletes -- three transferred to another Institution, one left the Institution by choice and did not transfer elsewhere, and one was suspended and dismissed from the Institution. In addition, the Men's Outdoor Track score of 500 represents one NR Alien who left for an unknown reason.

*The Women's Outdoor Track score of 500 represents one Asian Student-Athlete who transferred to another Institution.

*Accordingly, the score for all Asian Female Student-Athletes appears to be very low with a score of 666 yet is representative of a total of two Asian Women student athletes at the Institution--one transferred and the other was a member of the Women's Golf team which earned a score of 1000.

Equally important, all Men's and Women's Team Rate scores exceeded the score of 925. Moreover, there is nothing in the analysis that suggests a pattern of gender and/or ethnicity concerns. Therefore, there is no reason for the Institution to develop a plan for improvement.

18. 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.

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 certification process.

Written policies and procedures are in place that address the institution's efforts to monitor Student-Athlete time demands, including travel commitments, missed class time, final exam schedules, summer vacation periods and intercession periods; methods used to educate coaches and Student-Athletes about time demands and opportunities to integrate into campus life, including the periodic evaluation of such policies to ensure their effectiveness.

The Student Athlete Handbook outlines the requirements to remain a Student-Athlete in good standing. These requirements are set by the NCAA and/or by the University (e.g. minimum GPA and course load requirements).

Athletics publishes a comprehensive schedule of all practice times and games scheduled prior to the start of the academic year, so that academic advisors are able to assist students in designing a schedule with the least amount of interruption to an athlete's class schedule. The Student Athlete Handbook clearly states that "students are not permitted to miss class for practices," (Handbook p. 12-14).

19. Describe the institution's written missed-class policies for all students, including any exceptions or differences that exist for student-athletes.

Monmouth University's Attendance Policy for all students, states: "Monmouth University believes that attendance is essential to success in academic courses. Therefore, class attendance is required"(Undergraduate catalog) Students are excused formally only for the observation of religious holidays. Professors at Monmouth University have the freedom to impose reasonable penalties for missed classes. These penalties are generally exercised when a student misses more than two weeks' worth of class time, with the lowering of an overall grade by 1/3 for each class missed beyond the two week limit. In some cases, certain academic departments' faculty have developed a specific missed class policy established by the faculty of that department.

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For Student-Athletes, there are clearly specified times within which Student-Athletes are permitted to request to be excused from classes for athletics travel and athletics competition. Student-Athletes are to meet with professors on their own time to make up any missed work, tests, projects, etc. If a Student-Athlete does not adhere to the missed class policy, the professor may impose appropriate penalties for the particular class. These penalties are generally specified in the class syllabus and adhered to by all students registered in the class. Formal apologies and/or game suspensions may be additional penalties implemented by the coach/athletics department.

Sometimes conflicts arise between final exam times and conference-mandated athletic competitions. Final exams are scheduled in advance on set days by the University. When an NCAA or conference competition is scheduled on the day of an exam or final presentation, it is the Student-Athlete's responsibility to schedule a makeup time with his/her professors.

In addition, the Athletics Department places an emphasis on students graduating on time and the advisors in Athletics monitor the progress of athletes towards meeting that goal.

Workshops, seminars and other resources are available to student-athletes and coaches on time management skills and other study skills. Coaches are mandated to refer students to these resources when needed.

Study Hall is another important area that requires Student-Athletes to manage their time. This is a mandatory study time for students to keep up with their school work. All first year Student-Athletes are institutionally required to attend study hall for a minimum of five (5) hours per week unless otherwise stipulated by their Head Coach. A minimum GPA of 2.5 for freshmen and 2.3 for all other Student-Athletes is mandatory, or the student is required to attend study hall for the following semester (individual teams may have higher thresholds/standards) (Handbook, p. 13).

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

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.

There are currently no occurrences of missed class time that Monmouth University has deemed to be significant or excessive. The planning and scheduling process for both competitions and student class schedules are developed in a manner that is intended to keep missed class time to a minimum. Conflicts with competitions are reviewed before class schedules are approved and when necessary, schedules are changed. Students are counseled when they are preparing their class schedules on how to minimize missed class time both in and out of season.

- 21.** 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. 18) and the institution's missed- class policies (as described in Self-Study Item No. 19) are directly communicated in writing to student-athletes, department of athletics staff members and appropriate faculty and administrative staff.

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 weblink 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 website). 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.

Written policies of the Athletics Department and/or institution address the safety of Student-Athlete transportation (e.g., road travel; air travel, including charter policies; driver selection; training; privately owned vehicles). These policies are evaluated annually to ensure they are effective and are being properly communicated.

Academic Integrity

Travel to and from competition is an integral part of the Student-Athlete experience at Monmouth University. As such, the Athletics Department has developed a process that coaches must follow when planning trips away from campus. It includes travel and accommodations attendant to competition safety and Student-Athlete welfare.

Competition schedules are subjected to a thorough review by the Sport Supervisor, the Athletics Office of Student Development (AOSD) and the Vice President/Director of Athletics. Inherent in this review is an analysis of common or recurring missed days of classes. When identified, students are advised not to schedule classes for those recurring days.

Coaches are not allowed to require missed classes for any practice, unnecessary early travel, or exam weeks. Travel schedules must be approved by the Sport Supervisor.

The missed class policy is discussed at the following meetings:

- a. all initial team compliance meetings
- b. all new faculty orientations
- c. regular early fall meeting of the faculty
- d. individual meetings between the FAR and faculty
- e. AAPG
- f. Coaches' bi-monthly meetings
- g. Compliance meetings with the Center for Student Success (CSS)

The missed class policy is disseminated yearly to the faculty by the provost. The same policy is written in the Student-Athlete Handbook and the Coach's Handbook.

22. 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.

There are no plans for improvement that have been developed with regard to Operating principle 2.1 Academic Standards during the current Cycle 3 self study process.

Academic Integrity

Operating Principle

2.2 Academic Support.

Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 2.2 (Academic Support). For each condition, provide:
 - a. The original "condition" imposed;
 - b. The action(s) taken by the institution;
 - c. The date(s) of the action(s); and
 - d. An explanation for any partial or noncompletion of such required actions.

Please note, the institution is not required to respond to opportunities for enhancement developed by the peer-review team unless those same items were adopted by the committee.

1. Condition

No conditions were imposed in the Cycle 2 certification process for Operating Principle 2.2.

Action

N/A

Action Date

N/A

Explanation for partial or non-completion

N/A

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its Cycle 2 certification process as they relate to Operating Principle 2.2 (Academic Support). For each issue identified, provide:
 - a. The original goal(s);
 - b. The step(s) taken by the institution to achieve the goal(s);
 - c. The date(s) the step(s) was completed;
 - d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

Please note, the institution will not be required to fulfill an element of a Cycle 2 plan if the element does not affect conformity with a current operating principle.

If the institution developed a plan for improvement for Operating Principle 2.2 during Cycle 2, the institution must demonstrate that it has implemented its Cycle 2 plan or provide an explanation for partial completion of the plan.

The committee will not accept the following explanations for partial completion or noncompletion:

Academic Integrity

- *The institution did not possess sufficient funds to implement the plan.*
- *The institution has had personnel changes since the original development of the plan.*
- *The institution does not have documentation of actions taken to implement the plan.*

The committee will accept the following explanation for partial completion or noncompletion:

- *The institution has implemented a different plan(s) or taken a different action(s) to achieve or maintain progress toward the same goal outlined in its Cycle 2 plan.*

1. Original Plan

There were no additional plans for improvement nor recommendations developed in the Cycle 2 Certification.

Action

N/A

Action Date

N/A

Explanation for partial or non-completion

N/A

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 2.2 (Academic Support). For each additional plan, provide:

- a. The additional goal(s);
- b. The step(s) taken by the institution to achieve the goal(s); and
- c. The date(s) the step(s) was completed.

No additional plans for improvement/recommendation were developed for Operating Principle 2.2 since the Cycle 2 Certification decision was rendered for Monmouth University.

4. 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 of reporting lines and responsibilities assigned to specific staff members.

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

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.

Academic Integrity

At Monmouth University, athletes are part of the general population and included in the institutional programming that provides academic support and advising.

Academic Advising:

All Freshman are advised through First Year Advising; undeclared and certain transfer students are advised through the Center for Student Success (CSS). Declared students, Sophomore - Senior are advised within their major departments. Advisors at Monmouth University endeavor to provide guidance to students in a mentoring environment by challenging them to explore values and interest, develop aptitudes and skills, discuss curricular decisions, and think critically about their educational and career decisions. This principle dovetails with the Academic Integrity in Intercollegiate Athletics: Principles, Rules and Best Practices document, adopted by the coalition on Intercollegiate Athletics on April 1, 2005.

"Because the focus of advising is academic achievement and personal growth, although the pressures and rewards of athletics participation are central issues for athletes and their advisors, the role of advisors must be to advocate for academic choices and efforts that are in the athletes' interest and have integrity" (p. 13).

Student-Athletes also have advisors within the Athletics Department who help them reconcile their class schedules with practice, travel and games to ensure adherence to NCAA rules and regulations. Academic and athletic advisors consult in order to afford the Student-Athlete the best opportunities possible.

Academic Support Services

All students, including athletes, at Monmouth University have a variety of support services available to them. These include: Counseling and Psychological Services, Disability Services for Students, the Math Learning Center, the Tutoring Center, and the Writing Center. Students can make appointments with any of the above offices or be referred by faculty or administration. In addition, MU has the Monmouth Early Warning System (MEWS) which is used to monitor the academic progress of specific student groups. MEWS has been operating since Fall 1989. This computerized program provides a timely approach to monitoring and identifying students who are experiencing academic difficulty and connecting them to their academic advisors.

Currently, the populations being monitored include:

- * All first-year students
- * All athletes
- * All undeclared sophomores
- * All students registered with the Department of Disability Services (DDS)
- * All students participating in the Educational Opportunity Fund (EOF)
- * All students identified by the Academic Standards and Review Committee (ASRC)
- * International students
- * Military Veterans

All first year Student-Athletes are institutionally required to attend study hall for a minimum of five (5) hours per week unless otherwise stipulated by their head coach. All other athletes who fail to achieve a cumulative GPA of 2.3 must attend study hall until their GPA rises above the required threshold. Study hall hours may be substituted through any official MU tutoring center. Hours spent studying at the library are not a permissible substitution for the required study hall hours.

Description of reporting lines and responsibilities to specific staff members.

In accordance with the faculty union contract, faculty members are "assigned to advising majors within the Department." These assignments are made by the chair of the department in consultation with the Dean and Provost.

Within the Athletics Department there are three advisors:

Thomas Bieber - Assistant Athletics Director, Office of Student Development
Michelle Melia - Associate Athletics Director/ SWA, Office of Student Development
Tina Sevastakis - Assistant Athletics, Director Office of Student Development

All of the above positions report to the Director of Athletics.

Dr. Richard Veit -Director, Center for Excellence in Teaching and Learning, Associate Professor of Anthropology, is the Faculty Athletics Representative (FAR).

The FAR reports to the President in his FAR capacity and keeps the Provost, faculty and Director of Athletics continually advised. Further, he sits on the University Athletics Advisory Committee and the Board of Trustees Athletics Committee.

Academic Integrity

5. 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).

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 certification process.

Academic support services (tutoring, Study hall, etc) are part of the review (to be cited in measurable standard #8) that was completed by Dr. Marilyn Parker, former faculty representative and Professor Emeritus. Staffing and financial support is reviewed annually by the President and Vice President and Director of Athletics. Physical Space is reviewed annually in the same manner as all University academic space on campus by the Vice President of Administrative Services in conjunction with the Vice President and Director of Athletics.

6. 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;
 - 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 click "Add Academic Support Area" in the ACS.

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).

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.

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, academic administrators of the institution or noninstitutional academic support specialists). 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 certification process.

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

- a. The specific academic support services offered to student-athletes (if any);

* ALL first year students are assigned an academic advisor in the FIRST YEAR AT MONMOUTH OFFICE.
<https://www.monmouth.edu/advising/first-year/>

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- * ALL undeclared students are assigned an academic advisor through the Center for Student Success. <http://www.monmouth.edu/academics/CSS/undeclared/default.asp>
- * All students including Students-Athletes who have declared a major have an academic advisor in their chosen major. http://www.monmouth.edu/academics/academic_advising/default.asp
- * All Student-Athletes regardless of class year and major have an academic advisor assigned to them in Athletics through the Athletics Office of Student Development .

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

All students have an advisor assigned; all Student-Athletes have an additional Athletics advisor assigned to them. <http://www.monmouth.edu/registrar/catalog>

c. The mechanisms by which student-athletes and staff are made aware of these services.

- * University Catalogue-online <http://www.monmouth.edu/catalog>
- * Coaches Meetings
- * Compliance Meetings with staff and student-athletes
- * Facebook group for Monmouth University Athletics Compliance and Academic Support
- * Student Athlete's handbook- printed, online
- * Student Handbook-printed, online.
- * http://www.monmouth.edu/student_handbook/default.asp
- * During beginning of the school year team compliance/academic meetings. (spoken with power point presentation)
- * Email reminders(written electronically)
- * Flyers/posters placed in athletics study hall, athletics bulletin boards, and staff offices(written)
- * Monmouth University Web page-
- * <http://www.monmouth.edu/academics/CSS/default.asp>

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

a. The specific academic support services offered to student-athletes (if any);

All tutoring is offered through Monmouth University's Tutoring Center, Writing Center and Math Center. Supplemental instruction is also available for select courses. No tutoring is offered specifically to only Student-Athletes.

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

All tutoring on Monmouth University's campus is offered through Tutoring Center located in the Center for Student Success and is available to all students.

All tutors are hired by the Tutoring Center which supports all students including athletes.

All students receive tutoring free of cost. <http://www.monmouth.edu/tutoring>

Monmouth also offers all students tutoring through the Math Center and Writing Center.
<http://www.monmouth.edu/academics/mathematics/learningcenter.asp>
http://www.monmouth.edu/writing_center/default.asp

Monmouth University offers Supplemental Instruction in select courses.
http://www.monmouth.edu/academics/CSS/supplemental_instruction/default.asp

c. The mechanisms by which student-athletes and staff are made aware of these services.

Student-Athlete, coaches and staff are made aware of tutoring opportunities via email, online, in person, coaches and staff meetings, flyers distributed, placed on bulletin boards and walls inside and outside of

Academic Integrity

study hall and through the Student-Athlete Handbook. Moreover, coaches and the Athletics Student Development personnel make athletes aware of tutoring services.

Beginning in Fall 2011, a newly funded full time faculty member will be assigned to work with the Athletics Office of Student Development. While not a tutor, per se, he/she will help enhance and enable improved academic support for Student-Athletes.

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

a. The specific academic support services offered to student-athletes (if any);

All students' academic progress is monitored by the students' academic advisor. Students who are registered with Disability Services or are Educational Opportunity Fund recipients will be monitored by those offices as well. Student-Athletes are each assigned another athletics advisor through the Athletics Office of Student Development. All athletes are monitored by MEWS.

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

Any Student-Athlete has access to their assigned Athletic advisor via email, phone or in person.

c. The mechanisms by which student-athletes and staff are made aware of these services.

Each individual Athletic advisor is responsible for the following:

- * Audit checks at least once per semester to ensure Student-Athletes are on target to graduate and hit NCAA Progress Toward Degree (PTD).
- * Informing coaches and contacting the Student-Athlete when a Monmouth Early Warning (MEWS) report is received on a Student-Athlete.
- * Academic advising to ensure graduation and PTD.
- * Class scheduling and registration aid.
- * Aid Student-Athletes in navigating the University and Athletics protocols.
- * Serve as liaison between coaches, Student-Athletes and faculty.
- * Educate Student-Athletes of available campus resources.
- * Class excuse form distribution

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

a. The specific academic support services offered to student-athletes (if any);

Monmouth University Athletics does not have any provisions for diagnosis and treatment of education-impacting disabilities. All students with IEDs are recommended to register with Disability Services housed within the Center for Student Success. Disability Services will guide students employ the appropriate provisions based on their EID.

<https://www.monmouth.edu/disability-services/>

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

All Monmouth University students have access to these services.

c. The mechanisms by which student-athletes and staff are made aware of these services.

Monmouth Athletics relays information about these services to coaches and Student-Athletes through meetings with coaches and Office of Student Development staff, emails, Student Handbook, Student Athlete Handbook, and the Monmouth University Catalog.

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

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a. The specific academic support services offered to student-athletes (if any);

At risk students, who are identified by Athletics staff, are given extra support within the Athletics Office of Student Development and institution-wide assistance. The following resources are utilized for at risk Student-Athletes:

- 1) Center for Student Success
 - a) First Year Advising
 - b) Tutor Center
 - c) Writing Center
 - d) Career Services
 - e) Math Center
 - f) Monmouth Early Warning System- MEWS- weekly progress reports initiated by professors
- 2) Athletics Office of Student Development
 - a) Study Hall
 - b) Academic Advising
 - c) Class Scheduling
 - d) Progress Reports- weekly progress initiated by academic counselors
 - e) Provide class excuse forms for athletic related travel
 - f) Monmouth Early Warning System- MEWS- weekly progress reports initiated by professors
- 3) Educational Opportunity Fund program (Note: some Student-Athletes are also EOF students).
 - a) Math tutoring with an EOF math specialist
 - b) Bi-weekly one-on-one counseling with (academics, career, financial aid, personal, etc.)
 - c) Study hours (3 - 4 hours per week)
 - d) Group workshops (monthly) various topics
 - e) Introduction to EOF
 - f) Knowledge of all our student activities (Kwanzaa, Black History Month events, career events, tutoring workshops, etc.)
- 4) Counseling and Psychological Services
- 5) Office of Disability Services

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

All freshmen, undeclared and transfer Student-Athletes must use the Center for Student Success for advising.

All Student-Athletes are part of the MEWS population.

All freshmen Student-Athletes must participate at a minimum of five (5) hours per week in Study Hall.

All non-freshmen Student-Athletes who have a 2.3 GPA or lower must participate in a minimum of five (5) hours per week of Study Hall.

All Student-Athletes must use the class excuse forms for team travel for any University-sponsored travel.

Any Student-Athlete who is also an EOF student must follow all policies of the EOF program.

Student-Athletes are referred for Counseling and Psychological Services and Disability Services on a case-by-case basis.

c. The mechanisms by which student-athletes and staff are made aware of these services.

Student-Athletes are informed of all of these services at their initial team meetings held by the Associate Athletics Director for Student Development.

Coaches and staff are informed of all of these services at the opening staff meeting in August. Follow up presentations are made by each group at regular staff meetings throughout the year.

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Student-Athletes are reminded of all services at Peer Leadership and MSAAC meetings.

Services for At-risk students are part of the curriculum of the Freshman Education program coordinated by the Associate Athletics Directors for Sports Medicine and Student Development.

Flyers and emails are distributed regularly by Psychological Services and the CSS. Hawk TV and WMCX Radio are also drivers of this information.

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

a. The specific academic support services offered to student-athletes (if any);

Monmouth University offers Student-Athletes a computer lab with twenty-one desktop computers and Wi-Fi available for students with laptops. Two printers are available for printing documents. Tables and chairs are available for students not using computers. The computer lab is also utilized as Athletics Study Table (Study Hall).

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

All Student-Athletes can utilize the computer lab/study table during open hours.

c. The mechanisms by which student-athletes and staff are made aware of these services.

Staff and students are made aware of the computer lab/study table via coaches meetings, staff meetings, team meetings, Student-Athlete individual meetings and the Student-Athlete Handbook.

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

a. The specific academic support services offered to student-athletes (if any);

All prospective Student-Athletes (PSA's) are evaluated by the staff of Athletics' Office of Student Development. In the future Monmouth Athletics will be utilizing the FLAG/GRO program offered by the NCAA to assist in identifying at risk Student-Athletes.

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

Coaching staff is required to complete an "Intent to Recruit" Form for each PSA . PSA's transcripts are evaluated for NCAA Core requirements and corresponding test scores.

Transcripts are evaluated for Monmouth University Admission Office for admissibility. Student-Athletes entering the University with lower profile than those of the student body are identified through NCAA core requirement standards. Weekly academic meetings, Monmouth's University Warning System, and extra study hall hours are utilized to address the unique needs of identified student-athletes. Student-Athletes who are deemed to be in the lower quartile are required to have weekly academic meeting with Athletics staff, may meet weekly with advisors outside of the Athletics Department, are recommended to take advantage of all the University's Tutoring and Learning Centers. The Athletics Student Development Office works in conjunction with other support service centers on campus to ensure students who are in the lowest quartile are receiving the assistance they need. The Peer-Leadership program offers peer mentoring to Student-Athletes to help with retention of all Student-Athletes. In the future Monmouth Athletics will be utilizing the FLAG/GRO program offered by the NCAA to assist in identifying at risk Student-Athletes.

c. The mechanisms by which student-athletes and staff are made aware of these services.

Coaches and Staff are made aware of these procedures via staff meetings, coaches meetings, coaches' handbook, and individual meetings. Student-Athletes are made aware through compliance team meetings, the Student Athlete Handbook, on campus advertising, coach/player meetings and faculty/staff advising sessions.

Academic Integrity

8. Student-athlete degree selection: Degree program assistance.

- a. The specific academic support services offered to student-athletes (if any);
Monmouth University Athletics does not offer any specific degree selection assistance. All Monmouth University students may utilize the Center for Student Success(CSS) for aid in major selection.
<http://www.monmouth.edu/academics/CSS/undeclared/default.asp>
- b. Any policies that govern which students can use these services; and
Any students can utilize these services.
- c. The mechanisms by which student-athletes and staff are made aware of these services.
Student-Athletes, staff and coaches are made aware of these services via classroom (First Year Seminar), First Year Advising meetings, Undeclared Advising meetings, staff meetings, coaches meetings, emails, Student Handbook, during beginning of the school year team compliance/academic meetings and SOAR

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

- a. The specific academic support services offered to student-athletes (if any);
Monmouth University Athletics does not provide provisions for testing or evaluation. All testing is done through the University's First Year at Monmouth Advising Office. Evaluation for Educational- impacting Disabilities are conducted through Monmouth University's Department of Disability Services.
- b. Any policies that govern which students can use these services; and
All Monmouth University students are open to use this service. Placement testing for math is mandatory for all incoming students.
- c. The mechanisms by which student-athletes and staff are made aware of these services.
Students are made aware of these services through email, posted mail, and during general incoming student/transfer orientation. Coaches and staff are made aware of the testing during coaches and staff meetings.

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

- a. The specific academic support services offered to student-athletes (if any);
Until Fall 2010 Monmouth University Athletics in conjunction with the First Year Office offered a one credit First Year Seminar course that addressed study skills, note and test taking, and time management skills with course sections that were offered specifically to Student-Athletes.
This one credit course has been replaced by a three credit course which devotes thirty percent of the class time to college transitions and is available to all students, not just Student-Athletes.
In addition to the new class, Monmouth Athletics has taken the initiative to hold seminars for incoming Student-Athletes that address these issues. (Exhibit 2.2.5.A) The Tutoring Center holds workshops that address the following topics: Organization and Time Management; Stress Managements for Academics; Note Taking/Listening; Test Taking Strategies; Textbook Reading; Studying Math; and Mid-term and Finals prep.
- b. Any policies that govern which students can use these services; and

Academic Integrity

Any Student-Athletes can attend the seminars held by Athletics; freshmen have a mandatory attendance requirement. The three credit First Year Seminar course is mandatory of all freshmen as per University requirements. All students of Monmouth University can attend workshops held by the Tutoring Center.

c. The mechanisms by which student-athletes and staff are made aware of these services.

Student-Athletes and coaches are made aware of the Athletics Department seminars electronically and verbally. Flyers are hung on walls in study hall and hallways of Athletics.

11. Study hall: Availability, facilities, attendance policies.

a. The specific academic support services offered to student-athletes (if any);

Monmouth University Athletics offers a computer lab with twenty-one desktop computers and Wi-Fi available for students with laptops. Two printers are available for printing documents. Tables and chairs are available for students not using computers. The computer lab is also utilized to house Study Table (Study Hall).

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

All first year Student-Athletes are institutionally required to attend study hall for a minimum of five (5) hours per week unless otherwise stipulated by their Head Coach. Those first year student-athletes with a cumulative GPA of less than 2.5 after their first semester will remain in study hall the following semester. All other Student-Athletes who fail to achieve a cumulative GPA of 2.3 must remain in study hall until their GPA rises above the required threshold. Individual teams may have higher GPA and academic performance standards.

Participation in tutoring in the Math, Writing or Tutoring Centers may be substituted for Study Hall hours. Hours spent studying at the library are not a permissible substitution for required study hall hours. Sanctions for not fulfilling hourly requirements are at the coach's discretion and will likely result in one or more of the following:

- * Additional Hours of Study Table
- * Loss of Practice
- * Loss of Competition
- * Dismissal from Team

Questions regarding the study hall policy should be directed to Tom Bieber, Coordinator for Student Development at 732-263-5734 or tbieber@monmouth.edu.

c. The mechanisms by which student-athletes and staff are made aware of these services.

Staff and students are made aware of the computer lab/study table via coaches meetings, staff meetings, team meetings, Student-Athlete individual meeting and the Student-Athlete Handbook.

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

a. The specific academic support services offered to student-athletes (if any);

Monmouth Athletics offers a First Year Orientation. Monmouth Athletics does not currently have an orientation specifically for transfers. Such orientation is carried out on an individual basis by coaches and the Athletics Office of Student Development. There are few Student-Athlete transfers - normally less than 10 per year - allowing for the individual attention. The University offers an academic transfer orientation program.

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

All first year Student-Athletes are expected to attend, transfers are welcome. The University operates an orientation program for all transfer students; not athletics specific.

Academic Integrity

- c. The mechanisms by which student-athletes and staff are made aware of these services.

All coaches and Student-Athletes are made aware of the First Year Athletics Orientation via email and staff/coaches meetings.

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

- a. The specific academic support services offered to student-athletes (if any);

Monmouth Athletics offers mentoring through our Peer Leaders Program. The students meet on a regular basis throughout the academic year.

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

This program is available to all Students-Athletes who are strongly encouraged to participate.

- c. The mechanisms by which student-athletes and staff are made aware of these services.

Coaches, Staff, and Student-Athletes are made aware of this program through Athletics First Year Orientation, coaches/staff meetings, team meetings, individual meetings, and Student Athlete Handbook.

14. Posteligibility programs: Availability of scholarships, assistantships and academic support.

- a. The specific academic support services offered to student-athletes (if any);

Currently Monmouth Athletics offers academic support to all Student-Athletes who have exhausted eligibility and are continuing their education to graduate. Athletic grant continuation after a Student-Athlete exhausted eligibility is at the discretion of the athlete's head coach. Student-Athletes who are in need of a sixth year to complete their degrees are directed to seek additional financial assistance through the NCAA Division I Degree-Completion Award.

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

There are currently no written policies in place regarding post-eligibility programs. A policy is currently being formulated that will be included in the coaches handbook.

- c. The mechanisms by which student-athletes and staff are made aware of these services.

Student-Athletes are made aware of these services through meetings with coaches and the Office of Student Development staff and emails.

Academic Integrity

7. Please submit a copy of the written report from the most recent academic support services evaluation. [Please use the file upload link contained within this question on the ACS to submit a copy of the institution's most recent academic support services evaluation.]

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, academic administrators of the institution or noninstitutional academic support specialists). 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 certification process.

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.*

The institution must submit a copy of the written evaluation of the academic support services. Please note that 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.

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. Further, 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.

Academic Integrity

The "Report on Academic Support Services for Monmouth University Student-Athletes" prepared by Marilyn A. Parker, Ph.D. dated March 22, 2011 has been uploaded to the Self Study report

List of attachments

1. MU SA Academic Support Services Report.pdf

8. 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.

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. Further, 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.

Our academic authority responsible for conducting the institution's academic support services evaluation is Dr. Marilyn Parker, an emeritus professor of chemistry at MU, retired Faculty Athletics Representative. She is also a former freshman advisor and Dean of the School of Science. She was selected and hired by the President and Provost of the University to conduct the review of the academic support services for athletes. She was selected, purposefully, for her obvious role outside of Athletics and her knowledge of NCAA rules and the internal processes of Monmouth University. Today, Marilyn Parker is retired from the University and therefore has no day-to-day responsibilities in the academic support services area. Going forward, the responsibility for the evaluation of the academic support services has been added to the duties of the university internal auditor. The most recent evaluation of the academic support services was completed in March, 2011.

9. 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.

Marilyn Parker acted alone in her evaluation of the academic support services. While she prepared the evaluation and report herself, she did interview key individuals in the academic division and the Athletics Department to ensure she was up-to-date on current processes. She was selected and hired by the President and Provost of the University to conduct the review of the academic support services for athletes. She was selected, purposefully, for her obvious role outside of Athletics and her knowledge of NCAA rules and the internal processes of Monmouth University. Today, Marilyn Parker is retired from the University and therefore has no day-to-day responsibilities in the academic support services area.

Academic Integrity

- 10.** 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 in this review.

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. Further, 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 Academic Subcommittee of the NCAA certification committee and the Athletics Advisory Committee (chaired by the Faculty Athletics Representative) have reviewed the academic report and have recommended corrective actions as noted in the University response section of the report.

- 11.** Identify relevant corrective action(s) planned as a result of the process described in Self-Study Item No. 10 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).

- 12.** List all APR Improvement Plans developed and approved by the institution for any team if required by the Committee on Academic Performance. In each case, provide:

- a. The original goal(s);
- b. The step(s) taken by the institution to achieve the goal(s);
- c. The date(s) the step(s) was completed; and
- d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

The institution must provide evidence that the most recent APR Improvement Plans developed and approved by the institution during the previous self-study or as required by the Committee on Academic Performance have been implemented. If the plan(s) was modified or not fully implemented, the institution must provide a written explanation prepared and approved by appropriate institutional authorities.

1. Original Plan

The NCAA Division I Committee on Academic Performance did not require any APR Improvement Plans for Monmouth University, since there were no APR issues for any team. Therefore, no plan was developed.

Action

N/A

Action Date

N/A

Academic Integrity

Explanation for partial or non-completion

N/A

- 13.** 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.

No plan for improvement has been necessary; therefore one has not been developed.

Academic Integrity

Special-Admissions

FOR FIRST-YEAR STUDENTS GENERALLY AND FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS AID

1. Indicate the numerical percentage of entering first-year students who were admitted through special exception provisions during the four most recent academic years. List the most recent academic year's data first and include all first-year students entering the institution during the year.

Column 1. Calculate this percentage by dividing the number of all entering first-year students who were admitted through special exception provisions by the total number of entering first-year students.

2. Indicate the numerical percentage of first-year student-athletes receiving athletics aid* who were admitted through special exception provisions during the four most recent academic years. Include nonqualifiers who were ineligible for aid. List the most recent academic year's data first.

Column 2. Calculate this percentage by dividing the number of entering first-year student-athletes receiving athletics aid* who were admitted through special exception provisions by the total number of entering first-year students.

		1	2
		All First-Year Students	All First-Year Student-Athletes on Athletics Aid
Percent of Specially Admitted Students	Year		
	2010	%	%
	2009	%	%
	2008	%	%
	2007	%	%

*Institutions that do not award athletics aid should compile this data for first-year student-athletes who were recruited, in accordance with NCAA Division I Bylaw 13.02.12.1.

Note: Institutions are not required to report data if the number of students in a group is two or less.

Name of person completing this chart: __

Title: __

Academic Integrity

Special-Admissions by Sport

FOR FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS AID BY SPORTS GROUP

1. Indicate the total number of entering first-year student-athletes receiving athletics aid * by sport group who were admitted through special exception provisions during the four most recent academic years. List the most recent academic year's data first.
2. Indicate the total number of entering first-year student-athletes receiving athletics aid *. List the most recent academic year's data first.

Year	All First Year Student-Athletes		Baseball		Men's Basketball		Football		Men's Track/ Cross Country		Men's Other Sports and Mixed Sports		Women's Basketball		Women's Track/ Cross Country		Women's Other Sports	
	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
2009-2010	0	82	0	5	0	2	0	15	0	11	0	8	0	7	0	11	0	23
2008-2009	0	82	0	8	0	2	0	10	0	12	0	8	0	5	0	15	0	22
2007-2008	0	75	0	7	0	3	0	14	0	13	0	6	0	0	0	7	0	23
2006-2007	0	67	0	7	0	3	0	14	0	9	0	2	0	2	0	14	0	16

*Institutions that do not award athletics aid should compile this data for first-year student-athletes who were recruited, in accordance with NCAA Division I Bylaw 13.02.12.1.

Note: Institutions are not required to report data if the number of students in a group is two or less.

Name of person completing this chart: Victoria Bobik

Title: Director of Undergraduate Admission

Academic Integrity

Test Scores by Gender

FOR FIRST-YEAR STUDENTS GENERALLY AND FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS-AID

		Gender							
		Male Students		Male Student Athletes		Female Students		Female Student Athletes	
Year		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2009-2010	1094	417	1092	41	1078	581	1062	41
	2008-2009	1098	412	1060	40	1073	549	1047	42
	2007-2008	1079	407	1051	43	1069	538	1088	32
	2006-2007	1081	424	1026	35	1063	535	1049	32

Name of person completing this chart: Victoria Bobik

Title: Director of Undergraduate Admission

Academic Integrity

Test Scores by Racial or Ethnic Group - Old Race/Ethnicity Categories Chart (IPEDS)

FOR FIRST-YEAR STUDENTS GENERALLY AND FIRST-YEAR
STUDENT-ATHLETES ON ATHLETICS-AID

Racial or Ethnic Group - All Entering First-year Students															
		Am. Ind./AN		Asian/PI		Black		Hispanic		White		NR Alien		Other	
Year		Score	# o f Students	Score	# o f Students	Score	# o f Students	Score	# o f Students	Score	# o f Students	Score	# o f Students	Score	# o f Students
Average Standardized Test Score	2009-2010			1068	29	1001	36	1033	69	1093	804	1140	5	1103	55
	2008-2009			1141	21	1029	36	1050	51	1085	793			1101	57
	2007-2008			1114	29	1018	39	1029	49	1075	732	1133	3	1084	92
	2006-2007	1183	3	1058	15	1031	37	1048	39	1073	720	1006	4	1083	141

Racial or Ethnic Group - All Entering First-year Student Athletes on Aid															
		Am. Ind./AN		Asian/PI		Black		Hispanic		White		NR Alien		Other	
Year		Score	# o f Students	Score	# o f Students	Score	# o f Students	Score	# o f Students	Score	# o f Students	Score	# o f Students	Score	# o f Students
Average Standardized Test Score	2009-2010					969	11			1089	56	1153	3	1089	8
	2008-2009					962	13	1012	5	1069	59			1080	3
	2007-2008					1023	12			1067	58				
	2006-2007					962	9			1051	51			1057	3

Name of person completing this chart: Victoria Bobik

Title: Director of Undergraduate Admission

Academic Integrity

Test Scores and GPA by Sport

FOR FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS-AID

		Sport Group															
		Football		M e n ' s Basketball		Baseball		Men's Track/ Cross Country		Men's Other Sports and Mixed Sports		W o m e n ' s Basketball		Women's Track/ Cross Country		Women's Other Sports	
Year		Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students
Average Core- Course GPA	2009-2010																
	2008-2009																
	2007-2008																
	2006-2007																

		Sport Group															
		Football		M e n ' s Basketball		Baseball		Men's Track/ Cross Country		Men's Other Sports and Mixed Sports		W o m e n ' s Basketball		Women's Track/ Cross Country		Women's Other Sports	
Year		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
A v e r a g e Standardized Test Score	2009-2010	1052	15			1122	5	1145	11	1124	8	1061	7	1046	11	1069	23
	2008-2009	1013	10			1153	8	1060	12	1066	8	962	5	1080	15	1045	22
	2007-2008	1014	14	1033	3	1089	7	1060	13	1080	6			1037	7	1096	23
	2006-2007	1037	14	930	3	1079	7	987	9	1085	2			1059	14	1053	16

Name of person completing this chart: Victoria Bobik

Title: Director of Undergraduate Admission

Academic Integrity

Federal Graduation Rates - Comparison Chart

Information obtained to complete this chart

- 2008-2009 NCAA Federal Graduation Rates Report

	FGR
All Students	58%
Student Athletes	75%

Academic Integrity

Federal Graduation Rates by Racial and Ethnic Group

Information obtained to complete this chart

- 2008-2009 NCAA Federal Graduation Rates Report

Men's Team	Team FGR by Racial and Ethnic Group									Team FGR	All Male Students FGR by Racial and Ethnic Group											
	Am. Ind. / AN	Asian	Native Hawaiian /PI	Black/ African American	Hispanic/ Latino	White/ Non-Hispanic	NR Alien	Two or More Races	Unknown		All SA's	All Male SA's	All Male Students	Am. Ind. / AN	Asian	Native Hawaiian /PI	Black/ African American	Hispanic/ Latino	White/ Non-Hispanic	NR Alien	Two or More Races	Unknown
Baseball	0%	0%	0%	0%	0%	75%	0%	0%	100%	78%	75%	71%	52%	0%	45%	0%	47%	40%	53%	67%	0%	54%
Basketball	0%	0%	0%	100%	0%	57%	100%	0%	0%	73%												
CC Track	0%	0%	0%	60%	100%	70%	0%	0%	0%	67%												
Football	0%	0%	0%	40%	0%	85%	0%	0%	0%	72%												
Others	0%	0%	0%	50%	0%	77%	0%	0%	100%	70%												

Women's Team	Team FGR by Racial and Ethnic Group									Team FGR	All Female Students FGR by Racial and Ethnic Group											
	Am. Ind. / AN	Asian	Native Hawaiian /PI	Black/ African American	Hispanic/ Latino	White/ Non-Hispanic	NR Alien	Two or More Races	Unknown		All SA's	All Female SA's	All Female Students	Am. Ind. / AN	Asian	Native Hawaiian /PI	Black/ African American	Hispanic/ Latino	White/ Non-Hispanic	NR Alien	Two or More Races	Unknown
Basketball	0%	0%	0%	63%	0%	67%	0%	0%	0%	64%	75%	79%	62%	0%	46%	0%	56%	60%	64%	50%	0%	49%
CC Track	0%	0%	0%	89%	0%	58%	0%	0%	0%	67%												
Others	0%	0%	0%	0%	0%	85%	0%	0%	100%	86%												

All Student's	All Students FGR by Racial and Ethnic Group								
	Am. Ind./AN	Asian	Native Hawaiian /PI	Black/ African American	Hispanic/ Latino	White/ Non-Hispanic	NR Alien	Two or More Races	Unknown
58%	0%	46%	0%	52%	51%	59%	60%	0%	52%

Academic Integrity

Federal Graduation Rates by Sport

Information obtained to complete this chart

- 2008-2009 NCAA Graduation Success Rates Report(Columns 1-2 below)
- 2008-2009 NCAA Federal Graduation Rates Report(Columns 3-6 below)

1	2	3	4	5	6
Men's Team	Team FGR	All Students FGR	All Male Students FGR	All SA's FGR	All Male SA's FGR
Baseball	78%	58%	52%	75%	71%
Basketball	73%				
CC Track	67%				
Football	72%				
Golf	75%				
Soccer	68%				
Tennis	0%				

1	2	3	4	5	6
Women's Team	Team FGR	All Students FGR	All Female Students FGR	All SA's FGR	All Female SA's FGR
Basketball	64%	58%	62%	75%	79%
CC Track	67%				
Field Hockey	71%				
Golf	67%				
Lacrosse	91%				
Soccer	91%				
Softball	79%				
Tennis	100%				

Academic Integrity

Academic Progress Rates

Information obtained to complete this chart

- 2008-2009 NCAA Academic Progress Rate Report(Columns 1-2 below)
- 2008-2009 NCAA Projected Federal Graduation Rate Chart(Columns 3 below)
- 2008-2009 NCAA Federal Graduation Rates Report(Columns 4 below)

1	2	3	4
Men's Team	Team MultiYear APR	Team Projected FGR	All Students FGR
Baseball	968	%	58%
Basketball	956	%	
Cross Country	955	%	
Football	958	%	
Golf	983	%	
Soccer	953	%	
Tennis	1000	%	
Track, Indoor	957	%	
Track, Outdoor	961	%	

1	2	3	4
Women's Team	Team MultiYear APR	Team Projected FGR	All Students FGR

Academic Integrity

Basketball	991	%	58%
Cross Country	969	%	
Field Hockey	979	%	
Golf	1000	%	
Lacrosse	989	%	
Softball	992	%	
Soccer	994	%	
Tennis	1000	%	
Track, Indoor	952	%	
Track, Outdoor	958	%	

Academic Integrity

Graduation Success Rates

Information obtained to complete this chart

- 2008-2009 NCAA Graduation Success Rates Report(Columns 1-2 below)
- 2008-2009 NCAA Federal Graduation Rates Report(Columns 3 below)

1	2	3
Men's Team	Team GSR	All SA's GSR
Baseball	88%	89%
Basketball	67%	
CC Track	86%	
Football	79%	
Golf	100%	
Soccer	100%	
Tennis	67%	

1	2	3
Women's Team	Team GSR	All SA's GSR
Basketball	91%	89%
CC Track	85%	
Field Hockey	86%	
Golf	100%	
Lacrosse	100%	
Soccer	96%	
Softball	93%	
Tennis	100%	

Academic Integrity

Retention Rates - Men's Sports

Information obtained to complete this chart

- 2008-2009 NCAA Academic Progress Rate Report
- 2008-2009 NCAA Retention Rate Report

Men's Team	Team Retention by Ethnicity									Team Rate
	Am. Ind./AN	Asian	Native Hawaiian /PI	Black/ African American	Hispanic/ Latino	White/ Non-Hispanic	NR Alien	Two or More Races	Unknown	
Baseball						977				977
Basketball				911		1000	962			951
Cross Country		**			1000	933			875	920
Football				962	1000	955			889	959
Golf						980	1000			983
Soccer				1000	875	964	1000		**	957
Tennis		**				1000	1000			1000
Track, Indoor	1000	957		900	1000	965	**		947	952
Track, Outdoor	1000	1000		902	1000	976	**		947	960
ALL SA's	1000	927		947	974	972	959		929	966
ALL Male SA's	1000	957		925	974	968	959		912	959

Academic Integrity

Retention Rates - Women's Sports

Information obtained to complete this chart

- 2008-2009 NCAA Academic Progress Rate Report
- 2008-2009 NCAA Retention Rate Report

Women's Team	Team Retention by Ethnicity									Team Rate
	Am. Ind./AN	Asian	Native Hawaiian /PI	Black/ African American	Hispanic/ Latino	White/ Non-Hispanic	NR Alien	Two or More Races	Unknown	
Basketball				977	1000	976			1000	981
Cross Country				909	1000	962				958
Field Hockey						958				958
Golf						1000				1000
Lacrosse					**	994				989
Softball	1000			1000	1000	991				992
Soccer				1000	1000	993				994
Tennis						1000				1000
Track, Indoor		750		979	1000	955			889	947
Track, Outdoor		750		980	1000	955			941	954
ALL SA's	1000	927		947	974	972	959		929	966
ALL Female SA's	1000	750		977	974	975			952	974

Gender/Diversity Issues and Student-Athlete Well-Being

Operating Principle

3.1 Gender Issues.

Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 3.1 (Gender Issues). For each condition, provide:
 - a. The original "condition" imposed;
 - b. The action(s) taken by the institution;
 - c. The date(s) of the action(s); and
 - d. An explanation for any partial or noncompletion of such required actions.

Please note, the institution is not required to respond to opportunities for enhancement developed by the peer-review team unless those same items were adopted by the committee.

1. Condition

No conditions were imposed in the Cycle 2 certification process for Operating Principle 3.1.

Action

N/A

Action Date

N/A

Explanation for partial or non-completion

N/A

2. Report on the implementation of the plan for improvement to address gender issues developed by the institution during its Cycle 2 certification process. For each issue identified, provide:
 - a. The original goal(s);
 - b. The step(s) taken by the institution to achieve the goal(s);
 - c. The date(s) the step(s) was completed; and
 - d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

The committee will not accept the following explanations for partial or noncompletion:

1. The institution did not possess sufficient funds to implement the plan.
2. The institution has had personnel changes since the original development of the plan.
3. The institution does not have documentation of actions taken to implement the plan.

The committee will accept the following explanation for partial completion or noncompletion:

- The institution has implemented a different plan(s) to achieve the same goal outlined in its Cycle 2 gender-issues plan.

Gender/Diversity Issues and Student-Athlete Well-Being

The institution must demonstrate that it has implemented its Cycle 2 gender-issues plan or provide an explanation for partial completion of the plan.

- a. *The committee will not accept the following explanations for partial completion or noncompletion:*
 1. *The institution did not possess sufficient funds to implement the plan.*
 2. *The institution has had personnel changes since the original development of the plan.*
 3. *The institution does not have documentation of actions taken to implement the plan.*
- b. *The committee will accept the following explanation for partial completion or noncompletion:*
 - *The institution has implemented a different plan(s) or taken a different action(s) to achieve or maintain progress towards the same goal outlined in its Cycle 2 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.

1. Original Plan

Goal #1: Equal Opportunities to play sports - To increase participation in the women's Athletics program and to have women represent at least 50% of the total athletics participation by 2004-2005. The increase of participation of females and the resulting 50% proportionality will be accomplished by roster management.

Action

The development of roster numbers should encourage participation for women and manage numbers for the men's program. These numbers are based on discussions with the head coaches and sport supervisors. These numbers will reflect squads that have Student-Athletes that will participate fully in the intercollegiate experience.

Action Date

The roster numbers were examined every fall when preparation for the EADA was completed. Roster numbers were discussed with each head coach and sport supervisor and strategies to reach roster numbers. Roster numbers were adjusted slightly in some cases. However, in the fall of 2006, it was determined that the idea of roster management was not a tool that would effectively reach the goal of proportionality in the Athletics offerings at Monmouth University.

Explanation for partial or non-completion

The conclusion to not use roster management as the tool for this goal was reached for many different reasons:

Gender/Diversity Issues and Student-Athlete Well-Being

1. The women's program, although increasing in roster size, did not increase in a meaningful way. Having additional women compete, who do not have a significant playing role, is a difficult change in culture. That change is slow to occur, and is not happening in a significant way to effect roster numbers in a reliable and timely fashion.

2. Men's program numbers, although all are cognizant of the need to reduce, is a difficult concept at the base level. Telling a student that they can no longer be on a team, even when they are willing to accept a reduced role (limitations of playing, travel, participation time) is difficult. Attempts have been made to address Student-Athlete welfare in team roster size for men; that is, programs to not have enough coaching staff to adequately train Student-Athletes. However, the proliferation of volunteer coaches has ameliorated this somewhat.

3. MU is a tuition driven institution. Roster management works against this philosophy.

4. Football is a high number sports, but so is men's track and baseball. Any attempt at manipulation is just that - manipulation. Reducing rosters for the sake of better Student-Athlete to coach ratios is the best strategy, but it is also a cultural change and takes time. Additionally, in the sport of football, reducing rosters below ninety (90) students has a safety concern, as quality of the opponent increases.

For that reason, the Athletics Department, under the auspices of the Athletics Advisory Committee, chose to look carefully at the third prong of increasing representation of the underrepresented gender in collegiate athletics: i.e. meeting the needs and interests of the underrepresented gender. In the fall of 2006, a study was undertaken to assess interest through a newly developed on-line survey, an examination of club and intramural interest on campus, an investigation of NJSIAA sport participation, and a research of NCAA emerging sports. Over the next two (2) years, it was determined that Monmouth would add the sport of women's bowling. The addition of bowling was announced in 2009 with competition beginning in Fall of 2010. The Athletics Department will continue to develop sport programming based on this third prong for the foreseeable future.

2. Original Plan

Goal #2 - To determine whether there are interests and abilities of Monmouth female students that are not being met by the present varsity Athletics program.

Action

Conduct a survey to gather information about the interests and abilities of the Monmouth female student body.

Action Date

Surveys have been conducted approximately every two years since 2004. The most recent survey was completed in Fall of 2010. Results of the 2006 and 2008 survey, plus the study of data received from the NJSIAA which gave us sport interests in New Jersey high schools, club support on the campus, and a review of NCAA emerging sports, led the AAC to make the recommendation to add women's bowling as the 20th sport at MU. Bowling was added in the 2010-11 fiscal year and has a full competitive schedule with a full time coach.

Explanation for partial or non-completion

This goal was completed.

3. Original Plan

Goal #3 - Treating male and female athletes fairly - it is the intent of this plan to balance the recruitment dollars with respect to the men's and women's Athletics programs.

Action

Gender/Diversity Issues and Student-Athlete Well-Being

\$6,890 and \$6,471 new dollars will be added to the recruiting budgets for the next two (2) years, respectively. All recruiting budgets to be increased to appropriate levels. The percentage of dollars spent on women's recruitment will be 42% of the total.

Action Date

The new dollars were added to the recruiting budgets in years 2002 and 2003. Budgets were developed to ensure protection of recruitment dollars (no recruitment dollars could be used for other operating expenses). In the 2008 through 2010 NCAA/EADA reports the recruiting dollars were budgeted 62%, 56% and 59% for men. If one controls for football, the budgeted dollars were 42%, 42% and 39% for men.

Explanation for partial or non-completion

Despite a constrained expense budget, the Institution chose to attempt to make recruiting balance progress. Expenditures were actively managed depending upon number of athletes to be recruited, size of geographical recruitment area, philosophy of sport coaching staff, longevity of coaching staff, change in recruitment strategies and opportunities and increased use of computer recruiting. For example, much of the recruitment in field hockey and soccer is done through 'showcases', where athletes and coaches gather in a central location and talent assessment is contained to that location. Costs are reduced through this practice. The improvement in computer technology has also changed the need for travel to sites to evaluate talent. The increase in early commitments by many female athletes has reduced the use of official visits and therefore the expense of those visits.

4. Original Plan

Goal #3 - Treating male and female athletes fairly - to continue to support the men's and women's Athletics programs in an equitable manner by following the guidelines of the budget principles for team travel and player supplies.

Action

Budget principles were to be used a guiding principles for all budget allowances.

Action Date

Budget principles have been followed each year as prescribed in the 2001 Certification Gender plan. The Institution, even in tight budget years, has ensured gender equity in teams travel, hotel accommodations and in providing supplies for teams. Yearly reviews are conducted.

Explanation for partial or non-completion

This goal was completed.

5. Original Plan

Goal #3 - Treating Male and Female Athletes Fairly - to monitor compliance to equity in all of the following areas: scheduling, tutors, locker rooms, facilities, medical services, housing, dining services, publicity and support services.

Action

Yearly evaluation of the laundry list for gender inequities.

Action Date

Yearly review. There are no inequities in any of these areas.

Explanation for partial or non-completion

This goal was completed.

6. Original Plan

Goal #3 - To improve coaching salaries in a gender-neutral pattern.

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Action

The salary improvement plan was followed and completed.

Action Date

2005. A new salary upgrade plan has been in effect since that date.

Explanation for partial or non-completion

This goal was completed.

7. Original Plan

Goal #4 - To award scholarship dollars in the same proportion as the recommended rate of participation in the intercollegiate athletics program. Therefore, by 2005, 53% of the scholarship dollars will be awarded to the women's Athletics program. This proportionality will be reached by adding scholarship dollars to the women's program. Additions will begin in 2001-2002, with a minimum of twelve (12) tuition grants added over five (5) years.

Action

Additional dollars will be added to the women's program over the next five (5) years.

Action Date

2003. The twelve (12) additional scholarships were added by 2003.

Explanation for partial or non-completion

The goal of adding scholarships to the women's program was completed. The goal of 53% scholarships to women was not completed. Since proportionality was replaced by the third prong of meeting the needs and interests of the underrepresented gender, the addition of scholarship dollars has been monitored. Presently the awarding of scholarship dollars is within 1% of the gender participation in Athletics, which is in accordance with Title IX.

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 3.1 (Gender Issues). For each additional plan, provide:

- a. The additional goal(s);
- b. The step(s) taken by the institution to achieve the goal(s); and
- c. The date(s) the steps(s) was completed.

No additional plans for improvement/recommendation were developed for Operating Principle 3.1 since the Cycle 2 Certification decision was rendered for Monmouth University.

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

Monmouth University has several organizational mechanisms to further its efforts related to gender issues in the Athletics programs. The University has designated the position of Title IX Compliance Coordinator as the official position that oversees all issues related to Title IX. The Title IX Compliance Coordinator reports to the President of the University through the Office of General Counsel.

Gender issues are regularly discussed with the Athletics Advisory Committee, that has a direct reporting line to the President of the University. Gender issues have been an agenda item for the Athletics Committee of the Board of Trustees, as well as the Subcommittee on Dashboard review. Issues of Athletics participation, Athletics scholarship awardees, and the laundry list of support for the underrepresented gender are reviewed by these two committees, as well as the senior Athletics administrative staff on a regular basis. More details of those reviews may be found in the responses to Question #9 of this certification section. Moreover, Monmouth University has a woman Athletics

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Director who is also a Vice President and President's Cabinet member. There is substantial female representation on the Cabinet where Athletics gender issues and opportunities are routinely discussed and considered.

The Athletics Department and Title IX Compliance Coordinator have an open door policy if there is a question, issue or concern raised by a Student-Athlete, coach or administrator. The issue would first be addressed at the departmental level, and if it needs to be further reviewed, it would advance to the Vice Presidential level and ultimately to the President. Specifically, all Student-Athletes have a grievance procedure through Athletics (in the Student Athlete Handbook) and through the general University (Student Handbook). Coaches and administrators have a grievance procedure that is coordinated through Human Resources. However, any staff member or student may contact the Title IX Compliance Coordinator directly.

The President's Cabinet has been proactive in supporting the coaches salary upgrade plan and the scholarship upgrade plan which have gender equity components addressed within the plans. The Cabinet has also supported the addition of Women's Bowling as the 20th varsity sport with the appropriate funding.

The University supports the annual Women in Sport Day which celebrates Title IX accomplishments nationwide, acknowledges outstanding athletics, academic and community performance by our Student-Athletes, mentors middle school girls and honors a significant community member for their support of women's issues. Members of the University community, including the coaches of the women's sports are active participants in this celebration.

Additionally, men's sports operate an annual program called "Coaching Boys to Men", a program involving coaches, players and school age athletes. The central theme of the program is the elimination of abuse against women in the home and family.

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

Student-Athletes may pursue, raise or question issues of equity through various Athletics Department and University channels. Student-Athletes may raise gender issues through their coach, sport supervisor, or through their peers by their captain or a member of MSAAC (Monmouth Student Athlete Advisory Committee) or the Peer Leadership group. If questions cannot be answered at that level, they can be forwarded to the Athletics Department senior staff, including the Vice President/Director of Athletics, the Associate Athletics Director for Student Development and the Associate Athletics Director for Sports Medicine. Any question can be brought directly to the Title IX Compliance Coordinator. Additionally, the University-wide Human Relations Advisory Council and the Department of Student Life work together to facilitate ongoing interaction among the culturally diverse student population. Students are represented on the Athletics Committee of the Board of Trustees and the Athletics Advisory Committee. Procedures for filing any grievance are outlined in both the Student Handbook and the Student Athlete Handbook.

Athletics Department staff and coaches may pursue, raise or question issues of equity by first approaching their sport supervisor or their department director. If necessary, issues are then forwarded to the Athletics Senior Administrative staff. Any staff member may report alleged incidents to the Title IX coordinator at any time.

Within the Athletics Department, the Vice President/Director of Athletics monitors issues of gender equity on a daily basis as decisions are made regarding the program areas. Gender issues are discussed at the bi-monthly senior staff meeting and at coach's meetings.

6. 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.

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.

The following programs are in place:

Coaches Monthly Round Table for Woman

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Woman in Sports Day/Coaching Girls into Woman

Leadership Conference for Female Athletes
NACAWAA HERS /coaching Institute

7. For the three most recent academic years in which information is available, analyze the institution's 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.

The institution must analyze its 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.

Years reported - 2007-2008, 2008-2009, 2009-2010

of Teams:

* Numbers have stayed the same

Athletic Participation:

* Athletic Participation by women increased from 39% to 43% over the three (3) year period

Head Coaches:

* Numbers have stayed the same

Head Coaches' salaries:

* The difference between the men's and women's head coaches' average salaries shows a favorable trend from 68% to 45% to 41% (men to women).

* The difference between the men's and women's head coaches' average salaries per FTE shows a favorable trend from 55% to 26% to 24%.

Assistant Coaches:

* The number of Men's Assistant coaches has increased from seventeen (17) to twenty (20), due to additions of two (2) Full-time assistant and one (1) volunteer coach.

* The number of Women's Assistant coaches has stayed the same at fourteen (14), but the breakdown has changed due to the addition of two (2) full-time assistants, the subtraction of two (2) part-time assistant coaches, and the addition of one (1) part-time volunteer assistant coach.

Assistant Coaches' salaries:

* The difference between the men's and women's assistant coaches average salary has fluctuated - in 07-08, the men's average salary was 37% higher, in 08-09, the women's average salary was 26 % higher, and in 09-10, the men's average salary was 24 % higher.

* The difference between the men's and women's assistant coaches average salary per FTE has also fluctuated - in 07-08, the women's average salary was 5% higher, in 08-09, the women's average salary was 33% higher, and in 09-10, the men's average salary was 9% higher.

These differences are attributable to the dynamic nature of assistant coach employment. High turnover results in fluctuations between new incoming coaches as compared to stable returning coaches. These difference are related to the dynamic nature of assistant coach employment and not gender discrimination.

Athletically related Student Aid:

* The percentage of Student Aid awarded to women has gone down insignificantly from 45% to 44%.

Recruiting Expenses:

* The percentage of dollars spent on Recruiting expenses for women has increased favorably from 38% to 40% to 43%.

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Revenues/Expenses (equal) by teams:

* For total revenues/expenses by team overall, the percentage spent for women's teams has slightly declined from 42% to 41%. The decline is not significant.

* Basketball

- o 07-08 - men's team was 9 % higher than women's team
- o 08-09 - men's team was 18 % higher than women's team
- o 09-10 - women's team was just under 1 % higher than men's team

These differences are all attributable to past coach instability within the women's program. The hiring of a new women's coach in 2008 has improved the outlook in this area. She has identified new sources of revenue, which is showing positive continuing results.

* Golf

- o 07-08 - men's team was 25 % higher than women's team
- o 08-09 - men's team was 32 % higher than women's team
- o 09-10 - men's team was 33 % higher than women's team

Differences in golf revenue are directly related to the stature of the long time men's golf coach. He is an influential member of the local golf community and has been one of the strongest fund raisers not only for his program but for the entire department. The women's golf team is coached by a part-time coach. Her standing is not as strong in the local community. However, fund raising for women's golf is improving and no requests for women's golf enhancements have been denied because of fund raising success. Administrative support has increased to help the women's program identify new donors and opportunities.

* Soccer

- o 07-08 - men's team was 2 % higher than women's team
- o 08-09 - men's team was 7 % higher than women's team
- o 09-10 - women's team was 3 % higher than men's team

These differences are favorable towards women.

* Tennis

- o 07-08 - men's team was 51 % higher than women's team
- o 08-09 - men's team was 42 % higher than women's team
- o 09-10 - men's team was 44 % higher than women's team

These differences are significant in that men's tennis does a once-a-year fund raising event in order to support their southern spring break trip. The women's team chooses not to schedule such a trip. If that decision were to change, support would be given to raise those funds.

* Track/X-Country

- o 07-08 - women's team was 8 % higher than men's team
- o 08-09 - women's team was 26 % higher than men's team
- o 09-10 - women's team was 16 % higher than men's team

These differences are favorable towards women.

Operating Expenses-Game Day:

* For game day operating expenses, the percentage spent for women's team went from 40% to 39% back to 40%. These percentages reflect necessary expenses for each sport team and are not reflective to gender differences or unmet needs.

8. 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.

The institution must analyze its 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.

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Reported for the years 2007-2008, 2008-2009, 2009-2010

Athletic Student Aid:

* The percentage of Athletic Student Aid awarded to women has decreased insignificantly from 45 % to 44%. This percentage remains within 1% of participation.

Coaching Salaries:

* The total dollars paid to all head coaches and assistant coaches trended favorably from 42% women/58% men in 2007-2008, to 41 % women/59 % men in 2008-2009, to 39 % women/ 61 % men in 2009-2010.

* In the EADA report, this category was reported by average salary, not total salary.

Coaching, other comp paid by 3rd party:

* None paid by 3rd party

Support Staff Salaries:

* Though the percentages vary greatly in this category, the actual dollar amount is relatively small. Support staffs are not given gender specific roles. Event management would require more support staff because football, basketball, soccer and baseball are attended by significantly more fans for the men's teams.

* In 2007-2008, there were no significant dollars allocated.

* In 2008-2009, the total was \$16,101 and was split 75 % men's teams, 25 % women's teams.

* In 2009-2010, the total was \$3,865 and was split 97 % men's teams and 3 % women's teams.

Support Staff, other comp, paid by 3rd party:

* None paid by 3rd party

Recruiting:

* Shows recruiting expenses broken down by sport and gender, with the increase in women's teams dollars from 38 % to 43 % as shown on the EADA report.

Team Travel:

* The ratio of Team Travel expenses has stayed the same at 59% men's teams, 41 % women's teams. These differences are reflective of participation numbers, not gender discrimination. Travel needs are met equally.

Equipment, Uniforms, Supplies:

* Expenditures for Women's teams decreased from 39 % in 2007-2008 to 31 % in 2008-2009, but then increased in 2009-2010 to 42 % of total. These differences are reflective of participation numbers, not gender discrimination. Equipment needs are met equally.

Game Expenses:

* Expenditures for Women's teams decreased from 39 % in 2007-2008 to 38 % in 2008-2009, but then increased in 2009-2010 to 42 % of total. These differences are reflective of participation numbers, not gender discrimination. All games expense needs are met equally.

Fundraising, Marketing, Promotion:

* Expenditures for Women's teams decreased from 47 % in 2007-2008 to 41 % in 2008-2009 to 17 % in 2009-2010. The budget for this category is a very small number and therefore large percentage fluctuations can occur year-to-year. The University employs two full time professionals in fund raising and marketing. Their duties are evenly split between the men's and women's teams.

Sports Camps Expenses:

* Expenditures for Women's teams decreased from 40 % in 2007-2008 to 36 % in 2008-2009, but then increased in 2009-2010 to 37 % of total. These differences are reflective of the number of summer camps sponsored. There is no gender discrimination in the number of sports camps that can be sponsored.

Medical Expenses and Medical Insurance:

* These expenses were not allocated by gender

Memberships and Dues:

* Expenditures for Women's teams fluctuated from 58 % in 2007-2008, down to 38 % in 2008-2009, and back up to 78 % in 2009-2010. This expense is dependant upon type of memberships. NACWAA and the NJIAIW are the only women-focused membership dues. All others dues are not gender specified.

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Total Operating Expenses:

* Over the 3 year period, there was a slight decrease for women's teams from 43 % of operating expenses to 42 % of operating expenses.

9. Using the program areas for gender issues:

- 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;
- b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;
- 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 (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
- 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 item (c) above.

[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.]

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.

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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.*

1. Accommodation of Interests and Abilities. Participation proportionate to enrollment; and/or, history and continuing practice of program expansion for the under represented gender within the athletics program; and/or, full and effective accommodation for the under represented gender within the athletics program; and equivalent levels of competition. Institutions must clearly identify methods (e.g., proportionality, history of program expansion, etc.) for addressing accommodation of interests and abilities when presenting gender-issues plans for the future.

- 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;

Since the last NCAA certification in 2001, roster numbers were examined every fall when preparation for the EADA was completed. Roster numbers were discussed with each head coach and sport supervisor and strategies to reach roster numbers were devised. Roster numbers were adjusted slightly in some cases. However, in the fall of 2006, it was determined that the idea of roster management was not a tool that would effectively reach the goal of proportionality in the Athletics offerings at Monmouth University. This conclusion was reached for many different reasons:

1. The women's program, although increasing in roster size, did not increase in a meaningful way. Having additional women compete, who do not have a significant playing role, is a difficult change in culture. That change is slow to occur, and is not happening in a significant way to effect roster numbers in a reliable and timely fashion.
2. The men's program numbers, although all are cognizant of the need to reduce, is a difficult concept at the base level. Telling a student that they can no longer be on a team, even when they are willing to accept a reduced role (limitations of playing, travel, participation time) is difficult. Attempts have been made to address Student-Athlete welfare in team roster size for men; that is, programs to not have enough coaching staff to adequately train Student-Athletes. However, the proliferation of volunteer coaches has ameliorated this somewhat.

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3. Monmouth University is a tuition driven institution. Roster management works against this philosophy.

4. Football is a large roster sport, but so are men's track and baseball. Any attempt at manipulation is just that - manipulation. Reducing rosters for the sake of better Student-Athlete to coach ratios is the best strategy, but it is also a cultural change and takes time. Additionally, in the sport of football, reducing rosters below ninety (90) students has a safety concern, as quality of the opponent increases.

For that reason, the Athletics Department, under the auspices of the Athletics Advisory Committee, chose to look carefully at the third prong of increasing representation of the underrepresented gender in collegiate athletics: i.e. meeting the needs and interests of the underrepresented gender. In the Fall of 2006, a study was undertaken to assess interest through a newly developed on-line survey, an examination of club and intramural interest on campus, an investigation of NJSIAA sport participation, and a research of NCAA emerging sports. Over the next two (2) years, it was determined that Monmouth would add the sport of women's bowling. Although planned to be added in 2009, the economic factors delayed the addition of bowling to the Fall of 2010. The Athletics Department will continue to develop sport programming based on this third prong for the foreseeable future.

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

Resource allocation: Bowling was announced in 2009 and added as the 20th varsity sport at Monmouth University in 2010. The program was given funding of \$75,000, of which \$45,000 was designated operating funds and \$30,000 was contributed towards the head coach salary.

The survey continues to be delivered on a bi-annual basis. Results of the most recent survey are below. The survey is conducted under the auspices of the Athletic Advisory Committee and through the Office of the Associate Vice President for Enrollment Management.

SPORT INTEREST SURVEY

* The survey was intended to assess students' level of interest in sports recognized by the NCAA, but that are not currently offered at Monmouth University. The survey was administered online and an email was sent to all undergraduates enrolled for Fall 2010(N=4,624) inviting them to participate; students were also sent a reminder email two weeks after the initial email. Copies of the survey and initial email are available at the end of this document.

* There were 1,063 valid responses, which represents 23% of the undergraduate student body. 52.8% of the respondents are female, 43.3% are male, and 3.9% did not provide a gender. The distribution by academic class level is roughly equivalent: 27.8% (N=296) are Freshmen, 24.2% (N=257) are Sophomores, 22.3% (N=241) are Juniors and 23.0% (N=245) are Seniors.

* The majority of respondents (67.5%) had participated in at least one varsity sport in high school; some students had participated in as many as four sports, but most had been involved in one or two sports. Males (69.1%) were slightly more likely than females (66.1%) to have been involved in varsity athletics. The table below represents the frequency distribution of the sports in which respondents participated. (Note that this is not an unduplicated head count.) Consistent with previous administrations of the survey, Track and Field, Soccer, Basketball, Football are the favored sports, and Lacrosse - for the first time - has eclipsed Baseball in popularity.

SPORT.....	NUMBER OF PARTICIPANTS
Baseball.....	86
Basketball (Men and Women).....	132
Bowling (Men and Women).....	24
Cheerleading.....	58
Cross Country (Men and Women).....	80
Dance.....	10
Fencing.....	1
Field Hockey.....	61
Football.....	110
Golf (Men and Women).....	33
Gymnastics (Men and Women).....	9
Ice Hockey (Men and Women).....	17
Lacrosse (Men and Women).....	97
Rowing (Men and Women).....	1

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Rugby.....	1
Sailing.....	1
Soccer (Men and Women).....	151
Softball.....	69
Swimming/Diving (Men and Women)..	52
Tennis (Men and Women).....	49
Track and Field (Men and Women)....	202
Volleyball (Men and Women).....	52
Wrestling.....	38

The following tables represent respondents' level of interest in NCAA sponsored sports that are not currently offered at the University. Note that responses were considered by gender to the gender appropriate sport. For example, only responses from males regarding men's sports have been considered. For the purpose of this discussion, the responses reported are the actual number (as opposed to relative percentage) and have been limited to Intercollegiate and Intramural level of interest; the complete data set is, however, available.

There are a number of sports in which there seems to be sufficient interest to sustain a program at the intercollegiate level of competition. It would appear, then that further study is necessary to ascertain the feasibility of offering a sport at the varsity or intramural level. Given current concerns for maintaining gender equity, particular focus should be directed toward women's sports; specifically, an analysis of the practicability of offering Swimming, Gymnastics, Fencing, Volleyball, Equestrian or Rowing should be conducted.

Listed below following the sport are the number who showed interest at the intercollegiate level followed by the number who showed interest at the intramural level.

Men's Sports

Lacrosse - 73-55
 Swimming/Diving - 34-57
 Gymnastics - 12-13
 Skiing - 28-99
 Fencing 30-60
 Wrestling - 46-36
 Volleyball - 70-158
 Ice Hockey - 71-43
 Water Polo - 23-53
 Rifle - 56-70
 Rowing - 32-58

Women's Sports

Swimming/Diving - 29-69
 Gymnastics - 28-65
 Skiing - 18-99
 Fencing - 9-49
 Rugby - 24-82
 Volleyball - 58-164
 Ice Hockey - 14-45
 Water Polo - 6-38
 Rifle - 12-38-4
 Synchronized Swimming - 6-18
 Equestrian - 29-56
 Squash - 8-19
 Rowing - 23-59
 Handball - 9-83

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- 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

The Athletics Advisory Committee (AAC) examines the results of this survey on a bi-annual basis. It also examines the statistics from the NCAA sports sponsorship surveys, emerging sport information, the NJSIAA sponsorship of high school sports, and the New Jersey high school Shore Conference sports sponsorship. Additionally, the AAC also looks at the interests of the campus population by studying participation numbers in club, intramural and recreational sports. Recommendations for any additional sport (or intramural) sponsorship will be made by this committee to the President. Such recommendations will also be vetted by the Athletics Committee of the Board of Trustees.

- 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.

The Athletics Certification Comprehensive Plan for Gender Issues has designated the use of the University survey, along with all other informational opportunities, as the steps to achieve the accommodation of interests and abilities.

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

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

Review of the EADA report on an annual basis, plus the ongoing analysis of the scholarship ten- year upgrade plan. This review is conducted by the VP/Director of Athletics and the President's Cabinet on an annual basis.

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

The scholarship plan is attached to this document as an Excel spreadsheet. Resource allocations are made each year to the University budget. As noted, gender distribution of scholarship resources is within 1% of Athletics participation.

- 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

The review of scholarship awards is made by the VP/Director of Athletics and the President's Cabinet on an annual basis. Scholarship awards remain within 1% of participation. There are no issues regarding this area of compliance.

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- 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.

The Athletics Certification Comprehensive Plan for Gender Issues has stated that the goal is to maintain Athletics scholarships within 1% of gender participation.

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

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

Members of the working group on certification examined budgets for equipment and supplies for each of the 19 sports (note - Bowling was added in Fall 2010 and was therefore not part of the three year analysis). No differences were noted between genders in this area. Differences were noted because of size of teams and requirements for specific equipment. No issues were identified.

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

Funding for equipment and supplies across 2008, 2009, 2010 NCAA/EADA reports.

Baseball:	.....26445.....	38202.....	20659
Basketball (M):	.....12365.....	15967.....	18071
Basketball (W):	.....12136.....	16353.....	22914
Field Hockey:	.....14122.....	15681.....	10500
Football:	.....46318.....	98722.....	56959
Golf (M):	.....5297.....	841.....	5272
Golf (W):	.....882.....	851.....	696
Lacrosse:	.....9909.....	2220.....	18659
Soccer (M):	.....8274.....	8979.....	6670
Soccer (W):	.....10423.....	10255.....	6827
Softball:	.....12015.....	6713.....	15547
Tennis (M):	.....3016.....	1841.....	3554
Tennis (W):	.....3079.....	2961.....	2972
Track/XC (M):	.....12052.....	20356.....	5218
Track/XC (W):	.....11610.....	18449.....	4816

- 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

The above data indicates that funding for equipment and supplies remains gender neutral; yet is highly variable year-to-year. Differences by program are substantiated by roster sizes. Yearly significant differences are explained by the practice of buying uniforms on a three year rotational basis. The difference in golf expenditures in 2008 and 2010 are explained by men's golf buying rain gear, and golf bags. The 2010 purchases were for bags for both men's and women's teams. Football in 2008 bought new uniforms (\$32,170) and shoulder pads (\$22,000). Baseball bought mesh screens for their field in 2009. Track and field also shows some discrepancies. In track and field, the coaches are the same for both programs and purchases have been made without indicating gender. The accounting practices have improved and efforts are being made to ensure that appropriate purchases are being charged against the right accounts, with respect to gender.

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- 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.

There were no significant issues identified in this analysis. The comprehensive certification plan has stated that MU will continue to monitor the needs of all programs to ensure safety and competitiveness. Equipment and supply budgets at conference schools will be analyzed to ensure all sports are receiving equitable budgets in this area. Team coaches will be interviewed on a regular basis to identify any discrepancies with regard to safety, quality and competitiveness. The V.P./Director of Athletics and senior athletics staff will monitor and review these budgets on a regular basis.

- 4. Scheduling of Games and Practice Time.** Number of contests; number, length and time of day of practices; time of day of contests; preseason and postseason opportunities, including foreign tours.

- 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;

Members of the working group on certification examined the scheduling of games and practice times. They noted that the scheduling process is comprehensive and signed off by several members of the athletics administration to ensure compliance with NCAA and conference rules, and opportunity for academic success. Coaches were interviewed about the scheduling process and no issues were identified.

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

For all varsity sports, head coaches are responsible for scheduling all out of conference games. In-conference games are scheduled by the NEC conference for most sports, except for tennis, golf, bowling, track and field and cross country. The NEC is working toward long-term schedules, where possible to ease scheduling of non-conference opponents. For the exceptions, the NEC schedules the championships and all teams participate in those championships.

Internally, practices and games are scheduled through the Senior Associate Athletics Director for Internal Operations. With the addition of the Multipurpose Activities Center, practice times are available at more reasonable hours. Any conflicts are resolved through discussions with each program.

- 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

No issues were identified in this analysis. No decisions for use of facilities are based on gender and no programs report any gender bias in facility decisions.

- 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.

The comprehensive certification plan has a measurable goal of maintaining the current scheduling process, ensuring equity in scheduling games and practice times for all teams. The scheduling process will be reviewed by senior Athletics administrative staff and head coaches, on an annual basis.

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5. Travel Allowance. Modes of transportation; housing furnished during travel; length of stay before and after competitive events; dining arrangements and per diem for institutional competition and other competitive opportunities (e.g., under NCAA Bylaw 16.8.1.3).

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;

Data from the 2008, 2009 and 2010 NCAA/EADA reports were examined. Members of the working group on certification noted that the per diem allowance for hotel, meals and transportation has remained the same over the past three years. The group noted that there are no differences in these amounts based on gender. Differences in budgets are based on roster sizes.

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

Baseball:	86439	88655	77940
Basketball (M):	100522	101629	72155
Basketball (W):	56427	47099	46366
Field Hockey(W):	32458	34853	42803
Football:	111,131	114,408	159,894
Golf (M):	26471	26078	30017
Golf (W):	25094	23072	27810
Lacrosse (W):	54940	49500	32328
Soccer (M):	16217	22698	34648
Soccer (W):	17147	29288	43269
Softball (W):	37160	48510	42561
Tennis (M):	17590	16730	18512
Tennis (W):	12792	11908	10436
Track/XC (M):	89692	96863	101385
Track/XC (W):	75397	86569	93586

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

As denoted in (b) above, costs for travel and gender allocation have not changed dramatically in the past three years. Differences of note are men's and women's basketball. In these three years, the men's team travelled to Italy, the Virgin Islands, and Wyoming. Those extra dollars were used from fund raised efforts in men's basketball. Women's basketball travelled to Cancun, Mexico and Ireland previous to these reports and is scheduled to take another foreign trip within the next two years. The 2010 travel schedule for football included a trips to Old Dominion and Coastal Carolina. Differences in track and field are due to both higher roster numbers in the men's program and accounting practices that often did not separate costs between the men's and women's teams because of same coaches for each program. More careful accounting was undertaken over the past two years. Other significant increases for women's soccer, and field hockey were due to the addition of Bryant University to the conference and the necessary travel to Rhode Island in alternating years. Additionally, in those two sports (plus football) all pre-season costs are added to expenditures calculations. Travel costs include post season costs to attend conference championships. The more successful teams had higher travel expenditures in those cases. Tennis differences are due to coach choice for spring break competition. Men's tennis chooses to train in the south; women's tennis chooses to train indoors, locally. Although that choice is made available because of fund raised dollars, if women's tennis made a similar choice, dollars would be found to fund that alternative.

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- 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.

No issues were identified. Modes of transportation; housing furnished during travel; length of stay before and after competitive events; dining arrangement and per diem for institution competition and other opportunities were all deemed to be equal for men's and women's teams. The certification comprehensive plan in this area states of goal for maintaining gender-neutral provisions for team competitive travel and per diem allowances. Principles for guiding budget decisions will be developed in the ensuing budget year and reviewed on an annual basis by senior Athletics staff and coaches.

6. Academic Support Services. 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, and equitable criteria for obtaining assistance.

- 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;

The working group on Athletics certification studied the tutoring services offered to Student-Athletes. The Athletics Advisory Committee and the Athletics Committee of the Board of Trustees receives academic reports on a semester basis. Additionally graduation and APR reports are monitored by both groups

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

The Athletics Office of Student Development (AOSD) was established; combining several functions into one office overseeing compliance and academics. The AOSD works closely with the Center for Student Success whose mission is to help all students through advising and career decisions. Tutoring is available to all Student-Athletes in a like fashion to all students. Some tutoring has been added to the actual Athletics study hall at specific hours. This program may be expanded in the future. The AOSD has three full-time professionals. The program has one main office area, and one study hall/classroom within the Athletics office complex. The AOSD provides such resources as access to tutoring, class selection assistance, study halls and proctoring of exams (if necessary in travel). Each incoming Student-Athlete, no matter the sport, gender, or athletics scholarship is given the same treatment. All freshmen Student-Athletes are required to attend study-hall. Upper class students who fall below a 2.3 are also mandated study-hall hours. Some programs have additional requirements for study hall.

Struggling Student-Athletes are identified by the University MEWS program and the monitoring of grade reports by the AOSD and coaches. A recent program that identifies high-risk Student-Athletes at their time of initial matriculation to Monmouth began with the Spring Semester 2011.

Student-Athletes continue to graduate at almost 20% higher than the general student body and have regularly performed better than their classmates on GPA's for freshman and all students.

- 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

The OSD, in conjunction with the Center for Student Success, is meeting the needs of all students, particularly of the under-represented gender. In terms of gender concerns and academic support there are data to suggest that more should be done to meet the needs of male Student-Athletes as they lag behind their comparative female Student-Athletes on most academic metrics.

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- 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.

No issues were identified. However the certification comprehensive plan has the goal of continuing the practice of developing academic support services for all Student-Athletes on a gender-neutral basis and to improve the academic performance of male student-athletes. The VP/Director of Athletics, senior Athletics staff and Dean of the CSS will annually review the processes in place.

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

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

Coaches' salaries are reviewed by the President and the VP/Director of Athletics on an annual basis. This review entails a comparison between MU salaries, NEC salaries and the Division I (FCS) national salary database. There is a coaches salary upgrade plan that is reviewed annually by the VP/Director of Athletics, the President and the Cabinet to ensure budget augmentation is in place. Current job descriptions and appointment letters were reviewed by the Internal Auditor and updated language for NCAA compliance was added to all appointment letters as of December 2010. Those letters were updated by the Office of Human Resources and signed by the President.

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

EADA reports identify the following for the consecutive years 2007/2008/2009:

Average Salaries/Head Coaches

Men - 7 coaches - 78,223 / 87,238 / 90,288
Women - 8 coaches - 46,558 / 60,021 / 64,203

Average Salaries/Assistant Coaches

Men - 17 / 20 / 20 coaches - 37,130 / 23,139 / 36,285
Women - 14 / 14 / 14 coaches - 27,128 / 29,055 / 29,190

All Head Coaches have private office space except for men's soccer, who chose to move to a bigger area, losing the private space. All assistant coaches share office space. All coaches share the same three clerical staff and have equal access to printers, duplicating and fax machines. All coaches have desktop computers and blackberry phones.

- 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

A comprehensive review of salaries for all of the coaching staff is conducted yearly by the President and the VP/Director of Athletics. In the information in (b) above, there appears to be a discrepancy in the head coach average salaries of the men's sports as compared to the women's sports. This can be explained in two ways: three of the men's coaches have been with the institution for over seventeen (17) years, while

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the longest tenure on the women's side is thirteen (13) years for one full-time head coach, and twenty-five (25) years for one (1) part-time head coach.

No other differences are identified that are gender disparate. The difference in the number of male assistant coaches is due to the need for eight (8) assistant coaches in football that is not matched by another women's sport. It is worth noting that all of the women's teams are coached by women, except for the track and field program. That program is directed by the same male head coach for both programs .

Training, experience, professional standing and other professional qualifications are applied equitably across all sports. All coaches are required to have a bachelor's degree and either prior coaching experience and/or playing related experiences.

Durations of contracts, conditions relating to contract renewal, nature of coaching duties, working conditions and other terms and conditions of employment are factors that are applied equitably across all sports.

Multiple year contracts have been awarded based on market conditions. Men's and women's basketball, football, baseball, and men's and women's soccer all have multiple year contracts. All other head coaches and assistant coaches receive a letter of appointment which is renewed yearly.

The conditions for renewal of a long term contract, or a yearly letter of appointment are equitable among all sports. Factors that are evaluated can be found in the coach's performance evaluation form.

In analyzing the nature of coaching duties, responsibilities are equitable among all programs. Responsibilities are similar for all head coaches, and include but are not limited to, providing leadership to improve the program, recruiting, fan support and attendance, monitoring academics, fund raising, rules compliance, and representing the department and the University at public events. However, the responsibilities of the head coach for the multi-year contract sports are more time consuming, stressful, and demanding than for most of the other sports, and is thus reflected in their compensation packages and in the awarding of longer-term contracts.

- 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.

No issues identified. The Athletics certification comprehensive plan has the goal to extend the coaches's salary upgrade plan through 2020, using national comparative data. The VP/Director of Athletics, the President and the President's Cabinet will be responsible for the annual review and update.

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

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

The Athletics Advisory Committee and the Athletics Committee of the Board of Trustees have been given a yearly facility status report. The working group on Athletics certification was given a tour of the facilities.

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

With the addition of the new Multipurpose Activity Center (MAC) complex, all varsity sport teams have their own locker room with equal access to personally assigned lockers, showers and lavatories. Only the newly formed bowling team is housed outside the new MAC, but has its own locker room within the Boylan facility.

Additionally, the MAC has provided dedicated practice space for indoor track and field and men's and women's basketball. All other sports have been able to use this facility for conditioning and indoor practice when needed and available. The MAC addition has allowed Boylan gym to be used for indoor practices and has greatly improved the time constraints for use of this facility by all teams as well as increased availability for intramurals.

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The working group on Athletics did note that the competitive facilities for softball and field hockey are in need of permanent bleachers and restrooms (restrooms are budgeted, approved by the local zoning board and under contract to be built in Spring 2011; the same situation exists for the softball stands and press box).

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

Bleachers for softball and a permanent restroom for softball and field hockey have received funding and town zoning approval. Construction will begin in the Spring of 2011.

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.

No issues were identified. The comprehensive certification plan has a goal of continuing to improve all venues and develop opportunities in a gender-neutral fashion. Specifically the plan calls for improved scoreboards at softball, field hockey, baseball, football, and lacrosse venues. There is a goal to update the facility master plan with a plan of costs for scoreboard improvements at these sites. The VP/Director of Athletics and senior Athletics staff will do an annual review and facility update.

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

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;

A survey was conducted in the Fall of 2008 with all Student-Athletes and no issues were identified. Exit physicals are completed for all senior Student-Athletes. All senior Student-Athletes also complete their exit interview and specific questions about their medical care are asked. The Associate Athletics Director for Sports Medicine is also the director of our peer leadership program which identifies, educates, and deals with peer leadership with specific medical and health issues.

The strength and conditioning program is evaluated yearly in performance reviews by the VP/Director of Athletics and through exit interviews by all senior Student-Athletes.

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

The University employs four (4) full-time certified trainers, three males and one female who service approximately four hundred and fifty (450) Student-Athletes, including cheerleading. Service coverage is supplemented with three (3) full-time graduate assistants. One notes that in any one year the gender balance among trainers, trainer interns and contracted trainers may vary. In every case the Institution is careful to have female trainers available to female student athletes.

The Sports Medicine Department also has a part-time physician and a group of orthopedic surgeons who work closely with the department. Additionally, the department has a relationship with a dentist and physical therapist.

The Sports Medicine Department works closely with the University Health Service in dealing with all of the Student-Athlete concerns about their medical health.

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All varsity sports playing or hosting a game event are covered by a certified Athletics trainer. For away events a certified trainer travels with all sports, except tennis, golf, and bowling. Those sports are exempted because of research that establishes the risk factors for injury in those sports.

The strength and conditioning programs are led by two full-time strength coaches. These coaches develop training programs for all teams at the request of the head coaches. There are no differences in program access based on gender. They monitor and supervise the strength activities of all Student-Athletes within the Athletics weight room. This room is separate from the new MAC fitness center and is limited to varsity athlete participation only.

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

No issues have been identified.

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.

The comprehensive certification plan has the goal of maintain the practice of providing equitable medical and training services and facilities for men's and women's team. Yearly review will happen under senior Athletics administrators and through Student-Athlete exit interviews.

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

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

Interview by the working group on certification with the Assistant Vice President for Student Services.

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

The Office of Residential Life provides housing for all Student-Athletes who live on-campus, or who live off-campus in University sponsored properties. The office does not give athletes any special treatment. It was confirmed that all Student-Athletes enter the lottery system for rooms the same as non athlete students and there is no favoritism given to Student-Athletes. Student-Athletes dine with all other students; there is no segregated athlete dining area or separate food selection.

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

No issues identified.

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- 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.

No issues identified. The certification plan requests that the University maintain equitable treatment of Student-Athletes regardless of gender.

11. Publicity and Awards. 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 institutional awards; opportunity for application and/or nomination for other outside awards (e.g., NCAA, national or conference 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;

After reviewing Student-Athlete exit interviews that indicated some dissatisfaction with newspaper coverage, the working group on Athletics certification interviewed the sports information staff.

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

The following coverage of men's and women's sports has been identified.

- i. On-line media guides for all sports
- ii. Schedule cards for all sports
- iii. Line-ups and single sheet programs for all home events.
- iv. Web streaming for men's and women's basketball, football, lacrosse.
- v. Press releases after all competitive events.
- vi. Awards - all ends of season awards are equitable. The Athletics award banquet program is available for review.
- vii. Promotions - all promotions are equitable for all sports, except football, men's and women's basketball receive additional marketing and promotions because of ticket sale requirements.
- viii. Competition announcers for all sports except golf, tennis, bowling and cross country.

- 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

No issues were identified.

- 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.

No issues identified. The comprehensive certification plan calls for the goal of developing new marketing opportunities for all programs through new media technologies.

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

- 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;

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The Athletics Department is serviced by 3 clerical staff who belong to the OPEIU union, and 11 Administrative staff.

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

The administrative staff are:

- i. Vice President/Director of Athletics
- ii. Senior Associate AD for Internal Operations
- iii. Associate Athletics Director for Student Development/SWA
- iv. Associate Athletics Director for External Operations
- v. Associate Athletics Director for Business Affairs
- vi. Assistant Athletics Director for Communications
- vii. Assistant Athletics Director for Marketing
- viii. Assistant Athletics Director for Event Management
- ix. Assistant Athletics Director for Equipment and laundry
- x. Assistant Business Manager
- xi. Assistant to the Equipment and Laundry Director

The clerical staff services all of the administrative and coaching staff. The Assistant to the VP/AD assigns each clerical staff member to certain projects, all three clerical staff are available to all coaches and administrators.

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

No issues were identified.

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.

No issues were identified. The comprehensive certification plan has a goal to maintain administrative support of teams equitably.

13. Recruitment of Student-Athletes. Equal opportunities for professional personnel to recruit; availability of financial and other resources for recruitment; equivalent benefits, opportunities and treatment of prospective athletes.

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

Data from the 2008, 2009, and 2010 NCAA/EADA reports were analyzed. Members of the working group on certification noted that the recruiting budgets had essentially remained the same, but the actual expenditures depended upon several factors, including how many athletes need to be recruited for a certain year, method of recruitment, and number of part-time coaches.

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

Results of the data analysis:

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Baseball:	3088	8064	5638
Basketball (M):	18588	26033	17680
Basketball (W):	18450	27054	22178
Field Hockey (W):	6822	7628	7628
Football:	33436	29183	34128
Golf (M):	464	614	643
Golf (W):	0	304	741
Lacrosse (W):	3533	2231	5347
Soccer (M):	3795	1968	3546
Soccer (W):	3701	3725	4057
Softball (W):	1617	3484	6830
Tennis (M):	0	560	41
Tennis (W):	89	212	21
Track/XC (M):	1594	1061	2622
Track/XC (W):	582	1298	2421

- 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

As noted in the analysis above, recruiting budgets have not changed significantly. Except for basketball, lacrosse and softball, budgets have remained relatively stable. The 2009 baseball increase is explained by the inclusion of the coach's annual conference being charged against the recruiting budget. That has since been charged to the appropriate account. Softball and Lacrosse increased with the change of head coaches, employing head coaches who had much greater national contacts. The track and field recruiting budgets are difficult to compare as the coaches are the same for both men and women, and it is not always possible to separate the charges. This will remain a difference that is not gender-based. Women's Golf was addressed with the head coach and recruitment has been increased significantly in the past two years. Men's tennis had a change of coach during this time period.

Other differences in budgets can be accounted for mainly by the number of students who needed to be replaced in any given year, plus the change in recruitment strategies. Many Student-Athletes, particularly on the women's side, are committing to institutions early and therefore the number and resulting costs of official visits has decreased. Soccer, lacrosse and field hockey recruitment continues to occur at large group competitions and festivals. This reduces travel costs for coaches.

- 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.

No issues have been identified. The comprehensive plan for certification has stated that a goal would be to maintain a recruitment strategy that focuses on the best academic and athletic recruits, regardless of gender. An annual review will occur with senior Athletics administration and head coaches.

14. Retention. Programs and services to address retention of staff, coaches and student-athletes from the under-represented gender within the athletics program; review of retention and promotion of staff and coaches from the under-represented gender within the athletics program, including professional development opportunities (e.g., mentoring programs), rate of compensation, duration of contracts, conditions relating to contract renewal; programs and services to address retention of student-athletes who are members of the under-represented gender within the athletics program.

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- 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;

The 2009-10 Academic progress Rate Institutional Report was analyzed.

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

The APR measures both eligibility and retention from semester to semester. The multiyear rate measures over a four year cohort, the 2006-07, 2007-08, 2008-09 and 2009-10. Results of this multi-year analysis is below. In each case the first number listed is the Eligibility/Graduation followed by the Retention for the sport.

Baseball - 957 / 976
 Basketball (M) - 981 / 970
 Basketball (W) - 991 / 982
 Cross Country (M) - 961 / 960
 Cross Country (W) - 983 / 974
 Field Hockey (W) - 1000 / 979
 Football - 971 / 964
 Golf (M) - 964 / 1000
 Golf (W) - 1000 / 1000
 Lacrosse (W) - 989 / 989
 Soccer (M) - 972 / 944
 Soccer (W) - 1000 / 980
 Softball (W) - 992 / 992
 Tennis (M) - 1000 / 957
 Tennis (W) - 1000 / 1000
 Indoor Track & Field (M) - 944 / 968
 Indoor Track & Field (W) - 971 / 962
 Outdoor Track & Field (M) - 946 / 963
 Outdoor Track & Field (W) - 971 / 967

Additionally, the latest Graduation Success Rate Report lists the GSR compared to the Federal Rates. The following shows the GSR followed by the Federal Rate for each sport.

Men's Sports:

Baseball - 90 / 75
 Basketball - 83 / 56
 CC/Track - 83 / 59
 Football - 73 / 61
 Golf - 100 / 75
 Soccer - 100 / 71
 Tennis - 75 / N/A

Women's Sports:

Basketball - 100 / 80
 CC/Track - 85 / 77
 Field Hockey - 67 / 50
 Golf - 100 / 75
 Lacrosse - 93 / 82
 Soccer - 95 / 95
 Softball - 93 / 71
 Tennis - 100 / 100

Student-Athletes graduate over the four-class average at 73% as compared to all students at 57%.

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- 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

No issues were identified. Female Student-Athletes graduate at a higher rate than the general student body, as do male Student-Athletes. Female Student-Athletes are retained at a very high level. Male Student-Athletes also have strong retention rates, and all percentages are above the 925 minimum standard.

Additionally, the Athletics Department sponsors several initiatives to facilitate mentoring of female employees within Athletics. There is a monthly round table, directed by the Senior Women Administrator. The female coaches and administrators are involved in the strategy and development of the Women in Sport Day (WISD) presentation directed to middle school girls. The Department also sponsors their annual leadership awards for female Student-Athletes at this WISD celebration.

The Peer leadership group, under the direction of the Associate Athletics Director for Sports Medicine has several informational programs specifically designed to help female Student-Athletes, including, but not limited to sessions on eating disorders and sexual assault.

- 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.

No issues identified. The comprehensive certification plan has a goal of developing specific programming to address issues affecting professional women in athletics. There is a second goal to develop programming for female athletes that emphasized career development. The Department, through the leadership of the Senior Women Administrator, is developing a one day seminar focused on the needs of the female Student-Athlete. The first seminar is scheduled for the first Saturday in April, 2011.

15. Participation in Governance and Decision Making. Involvement of athletics department staff, coaches and student-athletes from the under-represented gender within the athletics program in the governance and decision-making processes of the athletics department; 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 level).

- 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;

The opportunities which exist for Student-Athlete input and coach input were reviewed by MSAAC, the Peer Leadership Group and senior Athletics administrative staff, and exit interviews.

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

Student-Athlete opportunities include MSAAC and the Peer Leadership Group. Coaches have bi-monthly coach meetings, regular meetings with sport administrative liaisons, and open door access to the Vice President/Director of Athletics.

MSAAC is constituted of open membership of any Student-Athlete from the twenty (20) varsity sports. At least one Student-Athlete is designated by the head coach, and both senior and lower class students are encouraged to attend meetings in order to ensure succession planning. MSAAC has an elected executive committee. Agendas are set ahead of time, and minutes are kept. MSAAC is supervised by two members

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of the administrative staff of the Athletics Office of Student Development. The main purpose of MSAAC is to act as a liaison between the administration and the Student-Athletes and to consider policies and practices that affect their welfare.

The Peer leadership group is directed by the Associate Athletics Director for Sports Medicine. Its primary purpose is education and peer mentorship in alcohol and drug education, as well as other abuse practices. Peer leaders are represented by every team, and are chosen by the coaches of each program. Membership is open to any Student-Athlete. The peer leadership program is very instrumental in the freshman orientation program, and in educational programs throughout the semester. They are an active group in the NCAA "Apple Project" and continue to excel in their participation and evaluation at the national level.

Head coaches are mandated to attend the bi-monthly coach meetings. In addition to compliance issues, other discussion items are brought regularly to this meeting for input. Assistant coaches also are encouraged to attend. Senior administrative staff and sport supervisors are also encouraged to attend. Although professional development is considered very important to all coaches, the economic downturn has forced MU to remove those funds from our operating budgets. When funds are available, coaches have been sent to minority programs through the NCAA and the coaches academies.

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

No issues identified. The comprehensive certification plan has several goals to enhance participation in governance, through MSAAC, peer leadership and NCAA and coach sponsored professional development opportunities. Annual review of opportunities will be ongoing by senior athletics administrators.

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.

The comprehensive certification plan has the goals of maintaining student membership in MSAAC and Peer Leadership; coach and administration conference participation and coach involvement with NACWAA and coach academies.

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- 10.** 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. 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. In the program area of hiring practices, institutions may submit plans that have broad, flexible non-numeric hiring goals. As it relates to other program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.

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.

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.

- 11.** 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.

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.

The institution will compare its gender issues plan on an annual basis with the EADA reports (to be completed by October 31st) and the NCAA financial reports (to be completed by January 15th) to determine that the course of action is still appropriate. The individuals comparing these reports will be: Dr. Marilyn McNeil, Vice President and Director of Athletics, The Board of Trustees whose liaison would be the trustee named as the Chairman of the Athletics Committee, and the Athletics Advisory Committee, whose chair is the Dr. Richard Veit, Faculty Athletics Representative, and whose ex officio membership includes the Senior Woman Administrator.

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12. 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 (e.g., five years) of this plan, including the specific years this plan will be active.

If a plan concludes before the commencement of the institution's next self-study, the institution is expected to create a new five-year plan for improvement, even if each of the actions in the institution's original plan were ongoing in nature. The institution must develop a new five-year plan that will maintain conformity with the operating principle. Please note that all institutional plans must contain all of the committee's required elements.

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 gender issues plan report was developed through the Gender/Diversity Committee of the Certification Process. It was reviewed by the Steering Committee and adopted by the Athletic Advisory Committee and the Athletics Committee of the Board of Trustees as well as the full Board of Trustees at their February 2011 scheduled meeting. The length of this plan is ten (10) years, and the specific years are 2011 to 2021.

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Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Accommodation of Interests and Abilities.	Meets the interests and abilities of the underrepresented gender.	Using evaluation techniques of interests and abilities of the underrepresented gender, consider adding sport(s) based on economic and interest factors.	Results of university survey will be shared with AAC and BOT Athletics Committee on a bi-annual basis; NJSIAA sports sponsorship data studied; NCAA emerging sports researched yearly; NEC sports sponsorship considered yearly.	V.P./AD; AAC; Title IX Officer; President; BOT Athletics Committee	Annual review by the VP/AD, AAC and Title IX officer; recommendations for action to the President and Athletics Committee of the Board of Trustees.
Athletics Scholarships.	Maintain athletics scholarship dollar distribution within 1% of gender athletics participation. EADA (08/09) reports scholarships at 56% / 44% to participation at 56%/44%.	Use EADA reports to determine scholarship distribution and develop 10 year plan for athletics scholarship allocations.	Update 10 year plan on an annual basis according to university budget calendar; monitor participation rates and scholarship awards annually.	V.P./AD; AAC; President and Cabinet; BOT Athletics Committee; Associate V.P. For Enrollment Management	Annual review by the VP/AD and the AAC. Recommendations for action to the President, Athletics Committee of the Board of Trustees.
Equipment and Supplies.	No issues identified.	Continue to meet needs of each program for safety and competitive opportunity based on conference comparative data	Study equipment and supply budget at conference schools and develop plan to be equitable for all sports ensuring safety for all athletes. Interview team coaches.	V.P./A.D; sport supervisors; Sr. Assoc. AD for Internal Ops; Asst. AD for External Ops; Head Coaches	Annual review at department budget meeting and end of year coach meetings and evaluations
Scheduling of Games and Practice Time.	No issues identified.	Maintain current scheduling process which ensures equity in scheduling games and practice times for all teams.	Scheduling process to be reviewed by administrative staff at end of the year to ensure equity continues.	VP/AD; Sport Supervisors; Head Coaches;	Yearly review of scheduling process by administrative staff at June meeting.

Gender/Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Travel Allowance.	No issues identified.	Maintain current practice of gender-neutral provisions for team competitive travel and per diem allowances.	Maintain current gender-neutral policy and procedures for travel accommodations, modes of transportation, and per diem allowances for men's and women's teams. Develop principles that will guide budget decisions.	V.P./AD; Sport Supervisors; Head Coaches	Principles to be developed by fall of 2011 by V.P/AD. Budget in place for 2012/13 academic year.
Academic Support Services.	No issues identified.	Continue practice of developing academic support services for all student athletes on a gender-neutral basis. Emphasize opportunities to improve academic performance by male student-athletes.	Maintain practice of developing quality academic support supports for both male and female student-athletes. Work with CSS to place tutoring services onsite for all student-athletes; work with VP for IM to have onbase services in athletics to improve service for all student-athletes. Work with CSS to identify methods to improve academic performance by males.	V.P/AD; Assoc. AD for Student Development; VP for Information Management; Dean of the CSS	? Beginning in spring 2010 and continuing to expand tutoring services through 2011 with oversight by Assoc AD for Student Development; Onbase services reviewed by VP for Information Management and Assoc. AD for Student Development.
Coaches.	No issues identified.	Extend the coach's salary upgrade plan through 2020, using national comparative data	Update coach's salary upgrade plan each fall using updated comparative data.	VP/AD; President's Cabinet	Annual review and update by VP/AD.
Locker Rooms, Practice and Competitive Facilities.	No issues identified upon the completion of the softball/field hockey press, spectators and restroom facilities.	Continue to improve all venues and develop opportunities in a gender-neutral fashion. Improve scoreboards at all softball, field hockey, baseball, football and lacrosse venues.	Yearly update of athletics facility master plan ensuring that all plans for improvement are equitable to the teams using those facilities. Produce plan of costs and implementation for scoreboard improvement across all venues.	VP/AD; President; VP's for Institutional Advancement and Administrative Services; Senior Assoc AD for Internal Ops; Assoc AD for External Events.	Annual update of athletics facility master plan in August by VP/AD and Senior Assoc AD for Internal Operations. Plan for scoreboard costs and implementation developed for December 2011 budget by VP/AD and Senior Assoc AD for Internal Operations.

Gender/Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Medical and Training Facilities and Services.	No issues identified.	Maintain the practice of providing equitable medical and training services and facilities for men's and women's teams.	Provide equitable services in medical care and strength and conditioning programs for all programs.	VP/AD; Assoc Ad for Sports Medicine; Coordinator of Strength and Conditioning; Sr. Assoc AD for Internal Ops; VP for Student and Community Affairs.	Annual review by Athletics Administrators in June of each year.
Housing and Dining Facilities and Services.	No issues identified.	All housing and dining services provided by departments outside of athletics. All student-athletes treated the same as all students.	Maintain equitable treatment of student-athletes regardless of gender. Consider a nutritional analysis and conversation with food service provider to meet needs of all student-athletes.	VP/AD; Assoc AD for Sports Medicine; Coordinator of Strength and Conditioning; VP for Student and Community Affairs.	Nutritional conversation in summer of 2011 with VP for Student and Community Affairs, VP/AD and Assoc. AD for Sports Medicine.
Publicity and Awards.	No issues identified.	Sports information, web site support, streaming, live stats and awards are all supported equally for men and women. Continue to develop marketing opportunities for all programs through new media technologies.	Review website provider at end of current contract; Establish a plan of action to work with national, regional and conference organizations to promote student-athletes; research new opportunities to use website to promote athletics and student-athletes; examine use of graphics personnel in other athletics departments.	VP/AD; Assoc AD for Communications; VP for Enrollment Management.	Review of website by Assoc AD for Communications, VP/AD, and VP for Enrollment Management. Annual review thereafter by same individuals.
Support Services.	No issues identified.	Maintain administrative support of teams equitably.	Study and compare the support service staff for a like- 20 sport FCS Division I program.	VP/AD; Associate AD's	Study of comparable support service staff by VP/AD in spring 2012. Annual review thereafter by Associate ADs.
Recruitment of Student-Athletes.	No issues identified.	Maintain recruitment practices that encourage enrollment from academically and athletically qualified male and female student-athletes.	Maintain recruiting practices in a gender-neutral fashion.	VP/AD; SWA; Head Coaches	Annual review by VP/AD, SWA and Head Coaches.

Gender/Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Retention.	No issues identified.	Develop specific programming to address issues affecting professional women in athletics. Develop programming for female athletes that emphasizes career development.	Coaches Round Table; Women in Sport Day. Develop a mentoring program for female student athletes that focuses on career and role development (modelled after the NACWAA-Hers program).	VP/AD; SWA; MSAAC; peer leadership	Ongoing programming reviewed and renewed annually by VP/AD and SWA. New programming to be planned for implementation by VP/AD in 2013 upon MSAAC and peer leadership recommendations.
Programs and activities (staff and coaches)	No issues identified.	Title IX presentations to coaches/staff ; SWA interviews; participation in NACWAA-Hers, NCAA professional development. Commitment by president to review Title IX status with senior athletics staff and coaches.	Regular Title IX presentations at staff meetings; Begin SWA annual interviews with female coaching staffs at end of season; enhance female coach's round table sessions; encourage and budget for regular professional development; calendar annual presidential review with senior athletics staff.	VP/AD; SWA; President	Title IX presentations for fall of 2011 by VP/AD; SWA interviews by SWA and head coaches in 2011; round table sessions increased by SWA beginning in spring 2011; Annual meeting with senior athletics staff and President in June.
Programs and activities (student-athletes)	No issues identified.	Increase Interaction with female student -athletes on a regular basis with sport administrators and senior athletics administration. Seek regular feedback from student-athletes through MSAAC and scheduled focus groups.	Improve exit interview techniques and questions to ensure female feedback; develop a student-centered mentoring day for female student athletes with community leaders; schedule focus groups of female student-athletes with senior athletics staff.	VP/AD; SWA; MSAAC; Peer leaders	Exit interview techniques will be implemented Spring 2011 by VP/AD; Student-center mentoring day planned by SWA for April, 2011; annual review, implementation, augmentation by VP/AD and SWA. Focus groups scheduled by VP/AD and SWA with MSAAC and peer leaders in February 2012.

Gender/Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Participation in Governance and Decision Making.	No issues identified.	Maintain student groups of MSAAC and peer leadership; maintain conference participation for professional development for administrators; NACWAA-hers for female coaches and administrators.; coach's academy participation.	Continue to develop the role of MSAAC and peer leaders; work with students to increase their voice in issues that affect their participation; title ix presentation to MSAAC.	VP/AD; SWA: MSAAC; Peer Leaders; Assoc. AD for Sports Medicine	Ongoing work with MSAAC and peer leaders; Title IX presentation in Spring 2011 by VP/AD.

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Operating Principle

3.2 Diversity issues.

Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 3.2 (Minority Issues). For each condition, provide:
 - a. The original "condition" imposed;
 - b. The action(s) taken by the institution;
 - c. The date(s) of the action(s); and
 - d. An explanation for any partial or noncompletion of such required actions.

Please note, the institution is not required to respond to opportunities for enhancement developed by the peer-review team unless those same items were adopted by the committee.

1. Condition

No conditions were imposed in the Cycle 2 certification process on Operating Principle 3.2.

Action

N/A

Action Date

N/A

Explanation for partial or non-completion

N/A

2. Report on the implementation of the plan for improvement to address minority issues developed by the institution during its Cycle 2 certification process. For each issue identified, provide:
 - a. The original goal(s);
 - b. The step(s) taken by the institution to achieve the goal(s);
 - c. The date(s) the step(s) was completed; and
 - d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

The committee will not accept the following explanations for partial or noncompletion:

1. The institution did not possess sufficient funds to implement the plan.
2. The institution has had personnel changes since the original development of the plan.
3. The institution does not have documentation of actions taken to implement the plan.

The committee will accept the following explanation for partial completion or noncompletion:

- The institution has implemented a different plan(s) to achieve the same goal outlined in its Cycle 2 minority-issues plan.

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The institution must demonstrate that it has implemented its Cycle 2 minority-issues plan or provide an explanation for partial completion of the plan.

- a. *The committee will not accept the following explanations for partial completion or noncompletion:*
1. *The institution did not possess sufficient funds to implement the plan.*
 2. *The institution has had personnel changes since the original development of the plan.*
 3. *The institution does not have documentation of actions taken to implement the plan.*
- b. *The committee will accept the following explanation for partial completion or noncompletion:*
- *The institution has implemented a different plan(s) or taken a different action(s) to achieve or maintain progress towards the same goal outlined in its Cycle 2 minority-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.

1. Original Plan

Goal #1 Recruiting -- To enhance recruitment of minorities by all sports

Step to meet Goal: Ongoing review of recruiting strategies

Action

Each year the number of minority athletes is reviewed by the head coach, the sport supervisor and the Director of Athletics . Increases in minority representation are encouraged, noted and applauded. Successful recruitment strategies are discussed at the coaches meetings on a bi-monthly basis. Minority recruitment, in regard to all Monmouth student recruitment, is discussed regularly at the President's Cabinet, of which the Director of Athletics is a member. A further review of minority representation by the working group on certification made the following observations with regard to the four (4) issues identified in the original plan:

- 1) For the three (3) most recent academic years, minority Student- Athletes represented in the sport of baseball did not receive athletic aid.

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The Monmouth University Athletics Department did not address this issue in written form. This seems to be part of a larger national issue regarding minority representation in the sport of intercollegiate baseball. The 2009-10 demographic makeup of the Monmouth University baseball team consisted of thirty nine (39) males that were all white. An NCAA survey compiled in 2003-04 showed that only 6% of approximately 9,800 Division I baseball players were African-American. In 2006 just 2.6% of the players in the twenty nine (29) major Division I conferences were black. Anecdotally, the Monmouth University baseball coaching staff says that they are doing everything they can to recruit minority athletes, but the bottom line is that a) the prospect pool is very small, and every school is competing for a hand full of student athletes. b) The majority of the athletes in the pool are going to schools in warmer climates where they can play year-round. At one recruiting event, there were over 200 players and only four of them were minorities.

2) For the three most recent academic years, Asian/Pacific Islander Student-Athletes were not represented in any sport where they received athletic aid.

Monmouth University has made some progress in this area. There is currently representation on the track and tennis teams. The track and tennis teams should share how they were able to make progress in this area. According to national statistics on the NCAA website, there are only 1.4% male and 1.6% female participating in the thirty (30) Division I sports.

3) For the three most recent academic years, American Indian/Alaskan Native Students-Athletes were only represented in Men's Other Sports and Mixed Sports.

Monmouth University did not make progress in this area. According to national statistics on the NCAA website, there are only 0.3% male and 0.3% female participating in the 30 Division I sports.

4) For the three most recent academic years, Hispanic Student-Athletes were not represented in five sports. (The sport breakdown is: Baseball, Men's Basketball, Football, Men's Track/Cross Country, Men's Other Sports and Mixed Sports, Women's Basketball, Women's Track/Cross Country, Women's Other Sports). Hispanic Student-Athletes were not represented in baseball, men's basketball, football, women's basketball and women's track/cross country.

This is one of the brighter spots of our findings. In the 2008-09 academic year, out of the nineteen (19) men's and women's sports, eight sports show representation of Hispanic student athletes. The eight sports are football, men's track/cross country, men's soccer, softball, women's basketball, women's track/cross country, women's lacrosse, women's soccer.

Action Date

Ongoing

Explanation for partial or non-completion

There is no partial or non-completion. Issue will be reviewed annually and progress will continue to be made in increasing minority representation in all sports.

2. Original Plan

Goal #2: Minority Representation in Coaching and Other Key Athletics Department Positions

Step: To increase and maintain minority representation in coaching and other key Athletics Department positions.

Action

Since the last certification, a head coach of women's basketball, an assistant coach in women's basketball and men's basketball, an assistant coach in track and field, two assistant football coaches and the assistant Athletics director of marketing and promotions represent minority hires.

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All searches are conducted as per University policy and diverse pools of qualified candidates are solicited through use of different websites, coach's associations, and publications that cater to diverse population. Coaches and administrators reach out and network on a regular basis in order to diversity the pool. The President is very assertive in encouraging the hire of diverse candidates to all Athletics positions. It is very unusual not to have three qualified candidates in each search. The annual review of Athletics search process is tabulated and reported to the Director of Affirmative Action each October.

Action Date

Ongoing

Explanation for partial or non-completion

There is no partial or non-completion. Issue will be reviewed annual and progress will continue to be made in increasing minority representation in coaching and other key Athletics Department positions.

3. Original Plan

Goal #3 - Minority Representation on the AAC

Step: To increase and maintain minority representation on the AAC

Action

The AAC has undergone a revision of its bylaws since the last certification. Membership in the AAC has been reduced in order to streamline the conduct of official business. Of the seven members of the AAC, one member is a minority.

Action Date

Ongoing

Explanation for partial or non-completion

There is no partial or non-completion. As vacancies occur in the AAC, concerted effort will be made to replace members with minority candidates.

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 3.2 (Minority Issues). For each additional plan, provide:

- a. The additional goal(s);
- b. The step(s) taken by the institution to achieve the goal(s);and
- c. The date(s) the step(s) was completed.

No additional plans for improvement/recommendation were developed for Operating Principle 3.2 since the Cycle 2 Certification decision was rendered for Monmouth University.

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

Monmouth University has a number of organizational structures and mechanisms in place to further its efforts related to diversity issues in the Athletics program.

Importantly, the Vice President/Director of Athletics reports directly to the President and serves on the President's Cabinet. Programs and services related to diversity are an important discussion at the Cabinet on a regular basis. Programs sponsored and supported by the university include:

For Students-Athletes:

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Over the last five years, there have been a number of presentations on diversity issues for Student-Athletes. Examples of these programs include:

Ron Heitzinger did a presentation for all teams on sexual health. He covered some sexual diversity topics.

Elaine Pasqua, sexual health educator, did a presentation for all Student-Athletes that included sexual diversity.

Brian Sims presented a program on sexual diversity to all of our Student-Athletes.

For Staff, coaches:

Diversity issues are discussed in bi-monthly staff meetings with all coaches and sport supervisors. Diversity issues are discussed in bi-monthly senior Athletics administrative staff meetings. Statistics for Student-Athlete representation are shared with the Athletics Advisory Committee and the Athletics Committee of the Board of Trustees.

If there are significant issues related to diversity, there is an open door policy with the VP/Director of Athletics and the Director of Affirmative Action. There is also a grievance procedure outlined for all staff, coaches and students. Student-Athletes may also address any issues with their coaches, sport supervisors, MSAAC or the Peer leadership group.

5. 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.

The institution must demonstrate how the institution's and department of athletics' written commitment and expectations related to diversity are communicated directly to department of athletics staff, coaches and student-athletes.

The institution has the following statements that address diversity issues:

The Athletics Department has both a mission statement and a student code of conduct that address diversity issues. Recently the Athletics Department made the decision to put all of their sport media guides on the web. Previously all media guides had the mission statement printed in the guide. In the transition to the web, the mission statement was overlooked. When the update is done to replace program coaches and changes the mission statement will be included. The mission statement and the code of conduct are printed in the Student Athlete Handbook. The mission statement is displayed in the MAC and in the Athletics Department office building.

Additionally the student code of conduct is displayed in the MAC and the Athletics Department office. The student code of conduct is the main theme of the new freshman Student-Athlete orientation and all new athletes receive a shirt with the wording 'do you know the code'. Dissemination of the code is a very important goal of the Peer Leadership group.

The mission statement and the diversity statements are shared with the Athletics staff and coaches at the first meeting of staff in August of each year. Coaches and staff sign off on their knowledge of these statements. The mission statement is included in the Coaches Handbook.

6. Describe how matters concerning diversity issues for department of athletics staff, coaches, and student-athletes are monitored, evaluated and addressed on a continuing basis.

Student-Athletes may pursue, raise or question issues of diversity through various channels which helps to further strengthen the University's commitment to diversity. For example, Student-Athletes can raise diversity issues through their coach, sport supervisor, captain, MSAAC, or Peer Leaders. If questions or issues cannot be answered or addressed at that level, the issue will be forwarded to the Athletics Department senior staff, including the VP/Director of Athletics and the SWA. There is a written grievance procedure for Student-Athletes in their handbook, as well as a detailed process for raising concerns in the student handbook. Access to the Office of Affirmative Action is open to all students. Students are represented on the AAC and the Athletics Committee of the Board of Trustees.

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Issues and concerns may be addressed at that level. Additionally, Student-Athletes have the ability to raise issues during their exit interviews.

Athletics Department staff and coaches may also pursue, raise or question issues of diversity by first approaching their sport supervisor. If questions or issues cannot be answered or addressed at that level, the issue will be forwarded to the VP/Director of Athletics or the SWA. If the issue needs to be forwarded to a higher level, it is referred to the Office of Affirmative Action. This process is communicated at the first staff meeting in August and through reminders sent by Human Resources on a regular basis throughout the year. Coaches are represented on the Athletics Committee of the Board of Trustees. Coaches and staff have the ability to raise issues during their exit interviews with Human Resources.

7. 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.

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 University offers a variety of programs for staff and students that address diversity issues. Below is a list of programs and activities:

- a. Hispanic Heritage Month- Monmouth typically has somewhere between 10-15 academic and cultural events to celebrate Hispanic Heritage Month which runs in September/October.
- b. Disability Awareness Month- Monmouth typically has somewhere between 10-15 academic and awareness events to celebrate Disability Awareness Month in October.
- c. Martin Luther King, Jr. Children's Festival- Every year Monmouth invites about 250 local school children to campus to enjoy booths the students create based on diversity, internationalism, social justice, Martin Luther King's life, the Civil rights movement, volunteerism, and so much more. About 100 M.U. students volunteer at this event.
- d. Martin Luther King, Jr. Tribute Celebration- A longstanding MU tradition, it is an evening now comprised of dessert, live entertainment, and the presentation of our Martin Luther King, Jr. Unsung Hero Awards
- e. Black History Month- Monmouth typically has somewhere between 10-15 academic and cultural events to celebrate Black History Month which runs in February. This usually includes a keynote speaker, and the flag raising and lowering ceremonies.
- f. The Vagina Monologues- This is an off Broadway play that is performed on campus by Monmouth University students and employees. The Monologues are based on real women's stories. It inspires people - women and men - to get involved in V-Day's efforts to stop violence against women and girls. The money raised from these events goes, not only to raise awareness, but to help stop violence against women and girls.
- g. Global Understanding Week- Is offered each April at Monmouth. It is a weeklong and has a new theme each year. Each day has a variety of academic based and some artistic / event based programs for students to chose to attend. It is an amazing collection of choices!
- h. SafeZone Training- is offered to Monmouth University employees and students every year. SafeZone consists of two parts SafeZone I and Safe Zone II, but its basic goal is the same. To create allies within and for the LGBTQ (Lesbian, Gay, Bisexual, Transgender and Questioning Community) here at Monmouth. At the end of SafeZone training you can receive a sticker that you can post on any space that belongs to you, creating a visual safe space that spans across the campus.
- i. Annual Diversity Awareness Training- Every year Monmouth has diversity training open to all students and employees. It is two part training. One part is open to the whole campus and one part is by application. This usually happens in February.
- j. Drag Ball- is put on by ALI (All Lifestyles Included). It is an evening of performance by professional Drag Queens and also amateur acts from Monmouth University and other Universities.
- k. Ebony Night- is a traditional event sponsored by AASU (African American Student Union). It is a night of dinner and a fashion show from local merchants.

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l. Kwanzaa- is an event sponsored by NCNW (National Council of Negro Women). The event is held each year in December as a dinner. It is not only a dinner and celebration of culture, but also used as an educational tool to help others learn what Kwanzaa is all about.

m. International Festival- is an event sponsored by the International Club. This event traditionally has food, song, music, and dance representing many different cultures.

n. Diwali- is an event sponsored by the International Club. This event otherwise known as the festival of lights, is to celebrate and share cultural food. There is traditionally a speaker, as well.

o. Take Back the Night - Is an annual program held in March to help bring awareness to violence and sexual assault perpetrated against women. It consists of a speak-out and a candle-lit march across campus.

p. Denim Day- is an annual program to bring awareness to rape and sexual assault. It helps to collect money for donation and to raise general awareness around the issue.

q. White Ribbon Campaign- Is a campaign to bring awareness to domestic violence.

r. Walk a Mile in Her Shoes- is a campaign aimed at stopping violence against women that is typically held during the Fall semester. Men don women's shoes for this awareness campaign and literally walk across campus in them to bring awareness to the plight of violence against women.

8. 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.

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.

All searches are conducted as per university policy and diverse pools of qualified candidates are solicited through use of different websites, coaches associations, and publications that cater to diverse populations. Coaches and administrators reach out and network on a regular basis in order to diversity the pool. It is very unusual not to have three qualified candidates in each search. An annual review of search processes is tabulated by the Athletics Department and reported to the Director of Affirmative Action each October.

In addition to the above steps there are ongoing discussions in staff meetings on how to identify and recruit for staff and coaching positions.

Coaches have been very active in working towards increasing the number of minority Student-Athletes, particularly in those programs where they are underrepresented. Bi-monthly staff meetings have regular agenda items that pertain to successful strategies. Additionally, the following initiatives have been undertaken.

* Ongoing discussion in all-staff recruiting meetings methods of facilitating minority recruitment, including identifying players from inner city high schools, inner city club teams and those that qualify for EOF.

* Soccer/Baseball/Lacrosse areas: New York City, inner city Philadelphia, Baltimore, South Florida (Miami) area.

* Hired Minority Director of Men's Basketball Operations 3 years ago with promotion to full time assistant.

* Hired Minority Strength and Conditioning Coach.

* Men's Basketball: 10/12 recruited in last three (3) years are minorities.

* Head coach and several Monmouth female soccer players promoted and conducted a free soccer clinic in Long Branch for youth soccer players - boys and girls invited, Spring 2010. Word of mouth and fliers in local schools to promote the event held on a Saturday in Long Branch, NJ. Similar work done in field hockey.

* Soccer/Tennis/Baseball/Softball/lacrosse: Identify and research 75% of all minorities at showcase/tournaments. Email or contact club coaches to gather more info then follow up accordingly.

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* Soccer: Head coach met with the Director of Mexican Soccer Federation to discuss recruitment of young female athletes from Mexico in summer of 2010 in Hoboken, NJ. Trip planned to visit Mexico in near future to follow up on two members of the Under 17 women's national team developed from this meeting.

* Assistant W. Soccer Coach, January 2011, working camp in the Bahamas to identify pool of talent for potential recruits (minority or international).

* Lacrosse -head coach involved with IWLC/US Lacrosse committee that mentors minority coaches.

- 9.** 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.

The institution must provide evidence that an assessment and comparison of the institution's and department of athletics' hiring practices has occurred at least once every five years.

There are no differences in hiring practices between the institution and the Athletics Department. Yearly audits of the hiring practices are available.

- 10.** 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 since the previous self-study for any positions (e.g., coaches, staff) determined to be high profile at your institution.

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.

Athletics Department has not used outside firms or had a truncated or expedited hiring process since the previous self study. There is a procedure for the use of outside firms for the University. Should Athletics use an outside firm, that procedure would be followed.

- 11.** For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition for the following:

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- a. Full-time senior administrative department of athletics staff members (i.e., assistant director of athletics up through the director of athletics level);
- b. Other full- and part-time professional (i.e., nonclerical) 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);
- c. Full- and part-time head coaches;
- d. Full- and part-time assistant coaches (including graduate assistant and volunteer coaches);
- e. Faculty-based athletics board or committee (e.g., faculty senate subcommittee on athletics, faculty athletics committee) members; and
- f. Other advisory or policy-making group (e.g., governing board subcommittee for athletics, student athlete advisory committee) members (if any).

a. Full-time senior administrative Athletics Department staff members (i.e., Assistant Director of Athletics up through the Director of Athletics level):

In this category, the Athletics Department is represented by 87% White and 13% Hispanic. For the whole University employee population, representation is 88% white and 2.5% Hispanic. The Athletics Department has a stronger representation of Hispanics in this category. In NCAA national data, administrative staff is 87% White, 9% Black and 1.6% Hispanic. Nationally the university athletics staff is similarly represented in White and Hispanic ethnic composition.

b. Other full- and part-time profession (i.e. non clerical) Athletics Department staff members (such as director of operations, athletics trainers, ticket managers, academic support staff and facility managers, even if the position is not funded by or does not report to the Athletics Department);

In this category, the Athletics Department is represented by 100% white in full time positions; and 40% black, 60% white in the part-time category. For the whole university, representation is 88% white and 5.2% black. The Athletics Department has a stronger representation of blacks in this category.

c. Full- and part-time head coaches:

In this category, the Athletics Department is represented by 100% white in both full-time and part-time coach positions. The Athletics Department is overrepresented by whites in this category. Since the last certification, three head coaches have been replaced: women's basketball, women's lacrosse and softball. The representative pool for women's lacrosse and softball is not strong for minority candidates. The pool of potential head coaches in women's basketball is definitely improving. All other head coaches at Monmouth have remained in place. In NCAA national data, the percentage of white head coaches is 95.6% in lacrosse, 90.3% in softball and 83.7% in basketball. In all three sports, Monmouth has women appointed as head coaches. Nationally, only 57.3% of women's basketball coaches are women, 85.7% in lacrosse and 62.9% in softball.

d. Full- and part-time assistant coaches (including graduate assistant and volunteer coaches);

In this category, the Athletics Department is represented by 75% white and 20% black and 5% Hispanic. For the whole university, representation is 88% white, 5.2% black and 2.5% Hispanic. The Athletics Department has a stronger representation of minorities in this category.

e. Faculty-based Athletics board or committee (e.g. Faculty Senate Subcommittee on Athletics, Faculty Athletics Committee) members; and

The University does not have a faculty-based Athletics board or committee.

f. Other advisory or policy-making group (e.g. governing board subcommittee for athletics, student-athlete advisory committee) members (if any).

In this category for the Athletics Committee of the Board of Trustees, the representation is 5% black and 95% white. The Athletics Advisory Committee is 14% black and 86% white. The Monmouth Student-Athlete Advisory Committee is composed of Student-Athletes from every team. Membership is open to any Student-Athlete and therefore not easily monitored for diversity representation. The executive board of this committee is elected by the

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students and presently is four (4) white women.

12. 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.

Representation in Athletics in the last year of this three year analysis is as follows:

Of the 314 Student-Athletes, American Indian was .3%; Asian .6%; Black 13.6%; Hispanic 3.5%; NR Alien 1% and Other 5.7%. White representation was 74.8%. Higher representation occurred in 2008 with 3.7% of NR Alien and 1% Asian. It is noted that approximately 136 Student-Athletes do not receive athletic aid and are not counted in this analysis.

Of the 4669 students represented in this analysis, American Indian was .1%; Asian 2.4%; Black 3.7%; Hispanic 7%; NR Alien .5% and Other 7.1%. White representation was 78.8%. Higher representation occurred in 2008 in Other 11.4%.

The Athletics Department has higher representation in all ethnic compositions in comparison to the general student body, except for Asian and Hispanic.

13. 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.

Representation in Athletics in the last year of this three year analysis is as follows:

In Baseball, 99.6% are white and .4% other. Nationally, in Division I, baseball is represented by 84.4 % white, Black 6%, Hispanic 5.5%, Other 2.3% . Baseball is underrepresented all but white Student-Athletes in comparison to national averages.

Men's Basketball has 61.5% Black and 38% white. Nationally, in Division I, basketball is represented by 60.9% Black and 30.9% white. Basketball is represented similarly to national statistics.

Football is represented by 70% white, 21% Black and 4% Hispanic and 4% Other. Nationally, football is represented by 47.6% white, 43.9% Black. Football is underrepresented in comparison to national averages.

Men's Cross Country and Track and Field is represented by 66% white, 22% Black, 2% Hispanic and 2% Asian. In 2008 and 2009, Asians were represented by 7%. Nationally in Division I, men's cross country and track and field is represented by 66.4% White, 9.4% Other, 4.9% Hispanic, and 21.4% Black. Men's cross country and track and field is represented similarly to national statistics.

Men's other sports is represented by 75% White, 16% Hispanic and 12.5% NR Alien. Nationally, men's other sports is represented by 70% White, 10% Black, 6.3% Hispanic and 5% Other. Other categories are 1% or less. Men's other sports is underrepresented by Black Student-Athletes.

Women's Basketball is represented by 47% White, 40% Black and Other 6% and NR Alien 6%. In 2008 and 2009, Hispanics represented 40%. Nationally, Women's Basketball in Division I is represented by 51% Black and 40.2% White. Women's Basketball is represented similarly to national statistics.

Women's Cross Country and Track and Field is represented by 71% , 9.5% Black and 19% Other. Nationally, these teams are represented in Division I, by 64.7% White, 23.7% Black, 4.2% Hispanic and 4.5% Other. All other categories are 1% or less. Women's Cross Country and Track and Field is represented similarly to national statistics.

Women's Other sports is represented 92% White, 2% Black and 3.5% Hispanic. Nationally, these teams are represented in Division I, by 79% White, 6.9% Other, 4.5% Hispanic, 4.2% Black 3% Asian (Tennis and Golf). Women's Other sports are underrepresented in comparison to national averages.

14. Using the program areas for diversity issues:

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- a. Describe how the institution has ensured a complete study of each of the four program areas. This study must be conducted as part of the self-study process;
- b. Provide data demonstrating the institution's status and commitment across each of the four areas;
- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences 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 areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

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 Equity 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.

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 in 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 department of athletics 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.*

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.

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1. Assessment. Assessment of department of athletics activities to evaluate consistency with objectives set forth in the institution's and department of athletics' written diversity statements; assessment of campus diversity climate through evaluation of various campus constituencies using the five diversity program areas.

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

The working group on certification reviewed the minority plan from the previous certification. The working group was composed of eight (8) administrators and staff from across the campus, representing Enrollment Management, Affirmative Action, Human Resources, the Faculty, Athletics Administrative staff and coaching staff and a Student-Athlete. Coaches and Athletic administrators were interviewed and statistics were studied.

b. Provide data demonstrating the institution's status and commitment across each of the four areas;

Statistics for the University as a whole, Student-Athlete representation, University administrators and staff were researched and discussed. Data was collected from the University's Offices of Institutional Research, Human Resources, Enrollment Management and Affirmative Action Office. Those statistics are summarized in Questions 11, 12 and 13. Additionally, the university, through its Human Relations Council, conducted a campus climate survey. The results of that survey have been studied by that council and the President's Cabinet.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

The University has identified underrepresentation in certain sports in certain ethnic categories. The University has developed a plan to increase recruitment for Student-Athletes. The University has identified a plan to increase the minority representation for staff and administrators.

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

The comprehensive certification plan has identified the need to consider a campus climate survey adaptable to their Athletics program. The VP/Director of Athletics, the Athletics Advisory Committee, the Human Relations Council and the Polling Institute will review this opportunity in the near future.

2. Retention. Programs and services to address retention and acclimation of diverse staff, coaches and student-athletes; review of retention and promotion of staff and coaches who are members of under represented groups, including professional development opportunities (e.g., mentoring programs), compensation, duration of contracts, conditions relating to contract renewal.

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

The retention of Student-Athletes was reviewed by the senior Athletics administration staff and the academic subcommittee on certification. Retention of coaches, administrators and staff is reviewed annually by senior Athletics administrative staff.

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- b.** Provide data demonstrating the institution's status and commitment across each of the four areas;

The retention of Student-Athletes is studied through the APR report. Additionally, the coaches, through bi-monthly staff meetings and internal sport meetings discuss retention of all Student-Athletes in their programs. The retention of coaches and staff is studied using the data of number of searches and number of staff who resign.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

No issues have been identified in the retention of Student-Athletes in general, or for certain ethnic minorities, specifically. Student-Athletes are retained at the University at a higher rate than students in general. Searches for new staff and administrators does not appear as unusual for the university or for the Athletics Department in comparison to like institutions. One might argue that there is a very strong stability within the Athletics Department for staff and administrators.

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

No issues were identified. The comprehensive plan for diversity issues has identified that the development of a program for the acclimation of all new staff, with a focus on minority staff as a priority. The VP/Director of Athletics, Director of Human Resources, Sport supervisors and Head Coaches will review this issue on a monthly basis.

3. Partnerships. Collaboration and integration between athletics department and other institutional units or external organizations to enhance diversity efforts in programs, activities and services.

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

In investigating the partnerships that exist between the Athletics Department and other offices within the University relating to diversity, the Vice President/Director of Athletics was interviewed.

- b.** Provide data demonstrating the institution's status and commitment across each of the four areas;

The following partnerships are in existence: GUP (Global Understanding Project), Student Affairs, Retention Management, International Student Services, Disability Services, First Year at Monmouth, Health Services, Recreation, Intramurals and Clubs, Residential Life, Student Employment, Human Resources, Office of Affirmative Action, Center for Student Success, Student Government, Career Services, Counseling and Psychological Services, 180 Turning Lives Around, FRA (Autism), Prevention First, Schroth School (Cerebral Palsy) and Frank Antonidies Middle School (You Heard it From the Hawk Program).

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

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The collaboration and integration between Athletics and other departments is strong. The University prides itself on its service to students and its small campus environment that allows strong connections between departments, people and students. The Athletics Department is no exception.

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

No issues were identified. The comprehensive plan for diversity issues has identified that collaboration with Admissions and Athletics to increase Student-Athlete diversity recruitment should be enhanced. Additionally, the collaboration between Athletics and the Polling Institute in order to survey the campus climate for diverse Student-Athletes would be a valuable addition. These collaborations will be reviewed annually.

4. Participation in governance and decision making. Involvement of department of athletics staff, coaches and student-athletes from under-represented groups or diverse backgrounds in the governance and decision-making processes of the department of athletics; provision of leadership opportunities for all student-athletes (e.g., participation on student-athlete advisory committee) and department of athletics staff and coaches (e.g., participation at the conference and/or national level).

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

A list of opportunities for Student-Athletes and coaches to be involved in governance and decision making processes was prepared by the senior Athletics administrative staff.

b. Provide data demonstrating the institution's status and commitment across each of the four areas;

The list includes: Apple conference, MSAAC, Peer leadership, conference SAAC (hosting); NCAA Student Leadership Regional conferences.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

The institution has ensured that Student-Athletes, staff and coaches with diverse racial, ethnic and other backgrounds participate in governance and decision-making by creating opportunities that are available to all. These opportunities are promoted in the Student Athlete Handbook. Participation in all the student groups is promoted and facilitated. Students are also represented on the Athletics Advisory Committee and the Athletics Committee of the Board of Trustees.

The VP/Director of Athletics supports members of the coaching staff and administration to participate in NCAA and Northeast Conference committees. The University allows any committee member to attend meetings without prejudice. During the past economic recession, all professional development opportunities were not funded in the operating budgets. It is the hope of the department to return those opportunities to the budget. Any professional opportunities that are within driving distance are supported.

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

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No issues were identified. The certification plan states that membership for all student representation will include diversity opportunities and rotate amongst teams and meet at times that are inclusive for students.

- 15.** 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. 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. In the program area of hiring practices, institutions may submit plans that have broad, flexible non-numeric hiring goals. As it relates to other program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.

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.

- 16.** 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.

The institution's plan must be active at all times and include a mechanism to ensure the plan is reviewed on an annual basis to determine if the course of action is still appropriate. This information must be included in the institution's diversity-issues plan.

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 Certification Comprehensive Plan Report for Diversity Issues will be reviewed annually by the Athletics Advisory Committee. This committee will also be involved in the construction of the survey for the campus climate in athletics. The University wide campus climate survey will be reviewed by the President's Cabinet. Any concerns will be addressed at that level. The Chair of the Athletics Advisory Committee (who is the Faculty Athletics Representative) and the Vice President/ Director of Athletics will be responsible for ensuring this annual review is completed.

- 17.** 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.

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*If a plan concludes before the commencement of the institution's next self-study, the institution is expected to create a new five-year plan for improvement, even if each of the actions in the institution's original plan was ongoing in nature. The institution must develop a new five-year plan that will maintain conformity with the operating principle.

If a plan concludes prior to the commencement of the institution's next self-study, the institution is expected to create a new five-year plan for improvement, even if each of the actions in the institution's original plan was ongoing in nature. The institution must develop a new five-year plan that will maintain conformity with the applicable operating principle. Please note that all institutional plans must contain all of the committee's required elements.

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.*

The Certification Comprehensive Plan Report for Diversity Issues was developed through the Gender/Diversity Committee of the Certification Process. It was reviewed by the Steering Committee and adopted by the Athletics Advisory Committee and the Athletics Committee of the Board of Trustees.

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Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Institutional and Department of Athletics Commitment and Organization	No issues identified.	Continue the following actions: 1. MU Human Relations Philosophy and Policy Statement and University code of ethics reviewed by all Athletics staff. 2. Athletics Mission statement reviewed by AAC and Board of Trustees and posted in MAC and athletics offices. 3. Coach's handbook (proactive guidelines, philosophical statement) made available on line to all staff, and annual discussion at opening all-staff meeting.	Opening meeting, all athletics staff review and sign off on all philosophy and mission statements; search committees meet with HR and affirmative action before all searches commence; Title IX officer receives annual report on search processes and results; administrative staff undertake FERPA, sexual harrasment, and OSHA training; freshman orientation and peer leadership programs have specific education programs built in.	V.P/AD; Assoc. AD's for Student Development and Sports Medicine; Title IX officer; AAC	Annual review by athletics staff, AAC and Board of Trustees
Assessment.	No issues identified.	Campus climate survey reviewed by President's cabinet.	The executive summary of most recent (starting with '08) survey to be read by VP/AD with possible improvements to Athletics policies made . Repeat after every new survey or similar document	Human Relations Advisory Council; MU polling institute; President's Cabinet	Survey is repeated by request of HR committee
		Prepare an adaptable survey for athletics programs only.	AAC to work with Polling Inst and HR staff to set up survey	VP/AD; AAC; HR committee; Polling Institute	Survey to be completed in 2011/12 by VP/AD and Polling Inst. Results and action plan to be in place for 2012-13 by VP/AD and HR committee.

Gender/Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Recruitment - Staff and Administrators	Minority representation of administration and staff.	Evaluate annual recruitment report.	<ol style="list-style-type: none"> 1. Continue to report, annually, in October , to the office of Affirmative Action, the recruitment information for all new athletics coaching and administrative appointments. 2. Create focus groups with minority administration and coaches to inform about retention and recruitment strategies. 3. Use NCAA diversity programs to increase potential pool for all position openings. 4. Use mentoring programs in coach's associations and administrative groups (NACWAA-hers, NACDA) to develop a broader contact 	<ol style="list-style-type: none"> 1. VP/AD and Director of Affirmative Action. 2. Coaches, VP/AD. 3. VP/AD. 4. VP/AD 	Annual review by VP/AD and Director of Affirmative action. Annual focus groups conversations with Coaches and VP/AD.
		Determine and institute new methods to recruit and maintain diverse employee representation.	<ol style="list-style-type: none"> 1. Continue to report, annually, in October , to the office of Affirmative Action, the recruitment information for all new athletics coaching and administrative appointments. 2. Create focus groups with minority administration and coaches to inform about retention and recruitment strategies. 3. Use NCAA diversity programs to increase potential pool for all position openings. 4. Use mentoring programs in coach's associations and administrative groups (NACWAA-hers, NACDA) to develop a broader contact 	<ol style="list-style-type: none"> 1. VP/AD and Director of Affirmative Action. 2. Coaches, VP/AD. 3. VP/AD. 4. VP/AD 	Annual review by VP/AD and Director of Affirmative Action. Annual focus group conversations with Coaches and VP/AD.

Gender/Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Recruitment - Student-Athletes	Minority representation of student-athletes.	Determine and institute new methods to recruit and maintain diverse representation.	Create focus groups and determine, through qualitative interview processes the shortcomings for the recruitment and retention of underrepresented athletes.	VP/AD, Assoc. AD for Student Development, Assoc. VP for Outcomes Assessment, MSAAC.	Yearly, December by VP/AD.
		Collaborate with Undergraduate admissions on their minority recruitment initiatives.	Meet annually with Office of Undergraduate Admissions and discuss and implement minority recruitment initiatives.	Director of Undergrad Admissions, VP for Information Mgmt, VP/AD, Assoc. AD for Student Development..	Annual, June by Director of UG admissions and VP/AD.
		Have Peer leadership group sponsor a diversity education presentation or activity for all student-athletes.	Add a diversity education/activity to the peer leadership annual goal.	Assoc. AD for Sports Medicine.	Fall of 2011 by Assoc AD for Sports Medicine.
		Use coach meetings to highlight best practices.	Record best practices shared at Coaches' meetings.	Assoc AD for Student Development, coaches	Fall of 2011 Best Practices document produced by Sept. 2012 by Assoc. AD for Student Development.
Hiring Practices	No issues identified.	Continue to follow university policies on hiring practices	Continue to follow university hiring procedures. Inform the AAC, annually, of diversity statistics and focus areas.	Director of HR; Affirmative Action Director;VP/ AD; AAC	Annual review by Director of HR, Director of Affirmative Action, VP/AD and AAC.
Retention.	Acclimation of new staff.	Develop a program for acclimation of all new staff, with focus on minority staff	Find best practices in other athletics departments for acclimation of new staff; work with HR department to improve orientation programs	VP/AD, Director of HR, Asst to AD	Spring 2012 by VP/AD.
		Develop regular conversation with sport supervisors, head coaches and diverse staff on retention and promotion	Encourage monthly meetings on this singular topic and share results at general staff meetings	Sport supervisors; VP/AD, Head Coaches	Monthly by VP/AD, Head Coaches and Sport Supervisors.

Gender/Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Partnerships.	Developing new partnerships.	Collaboration with admissions/athletics for increasing diversity recruitment.	Meet annually with admissions staff to discuss successful strategies of minority recruitment of student-athletes	VP/AD, Assoc AD for Student Development, Director of Undergrad Admissions;	Annually by VP/AD and Director of UG Admission.
		Collaboration with polling institute to survey campus climate for diverse student-athletes	Work with the Polling Institute to develop a survey for evaluation of campus climate for minority student-athletes	VP/AD, Polling institute, MSAAC, Assoc AD for Student Development	Survey to completed in 2011-2012 by Polling Inst and VP/AD; Results and action plan to be in place in 2012-13 by VP/AD.
Programs and Activities (coaches and staff)	No issues identified.	Increase attendance at conventions that promote diversity education;	Consider attendance at coach's conventions for professional development a priority in upcoming budgets	Head Coaches, VP/AD, Sport Supervisors	Yearly budget decisions in January by VP/AD.
		Provide one in-house diversity presentation per year to all athletics staff	Budget one in-house presentation each year	VP/AD	Yearly budget decisions in January by VP/AD.
Programs and Activities (student-athletes)	No issues identified.	Commit to diversity presentations in the Freshman orientation program	Review curriculum for freshman orientation ensuring subject of diversity education is incorporated.	Assoc AD's for Student Development and Sports Medicine;	Curriculum for 2011-12 by Assoc Ad for Student Development and Sports Medicine.
		Have MSAAC address diversity issues in a regular meeting schedule	Have MSAAC work with the polling institute to create a campus climate survey for student-athletes	Assoc. AD for Student Development/ Polling Institute;	MSAAC to meet with Polling Institute in 2011-12.
		Have Peer leadership group sponsor a diversity education presentation or activity for all student-athletes	Add a diversity education/activity to the peer leadership annual goal.	Assoc. AD for Sports Medicine.	Activity begins in 2011-12 program with curriculum addition by Assoc AD in Student Development and Sports Medicine.

Gender/Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
		MSAAC leadership to report to President and VP/AD annually regarding minority athlete issues.	Set-up annual meeting for MSAAC leadership, President, VP/AD	President, VP/AD, MSAAC Executive Board	Annual meeting in June with MSAAC leadership and President.
Participation in governance and decision making.	No issues identified.	The following opportunities exist for student and staff representation: MSAAC membership; peer leadership membership; AAC membership; certification committees; Board of Trustee membership.	1. Ensure all membership directives include diversity opportunities.	VP/AD; Assoc ADs for Student Development/Sports Medicine; Head Coaches; AAC	Annual review of all membership obligations on all committees by VP/AD.
			2. Rotate membership amongst teams on an annual basis	VP/AD; Assoc ADs for Student Development/Sports Medicine; Head Coaches; AAC	Annual review of all membership obligations on all committees by VP/AD.
			3. Ensure meeting times allow for full participation.	VP/AD; Assoc ADs for Student Development/Sports Medicine; Head Coaches; AAC	Annual review of all membership obligations on all committees by VP/AD.

Gender/Diversity Issues and Student-Athlete Well-Being

Operating Principle

3.3 Student-Athlete Well-Being.

Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 3.3 (Student-Athlete Well-Being). For each condition, provide:
 - a. The original "condition" imposed;
 - b. The action(s) taken by the institution;
 - c. The date(s) of the action(s); and
 - d. An explanation for any partial or noncompletion of such required actions.

Please note, the institution is not required to respond to opportunities for enhancement developed by the peer-review team unless those same items were adopted by the Committee on Athletics Certification.

1. Condition

During the Cycle 2 Certification concluded by the NCAA in 2001, there were no conditions of certification imposed upon Monmouth University as they relate to Operating Principle 3.3.

Action

Action Date

Explanation for partial or non-completion

Gender/Diversity Issues and Student-Athlete Well-Being

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its Cycle 2 certification process as they relate to Operating Principle 3.3 (Student-Athlete Well-Being). For each issue identified, provide:
- The original goal(s);
 - The step(s) taken by the institution to achieve the goal(s);
 - The date(s) the step(s) was completed; and
 - An explanation for any partial or noncompletion of the original goal(s) and/or steps to achieve the goal.

Please note, the institution will not be required to fulfill an element of a Cycle 2 plan if the element does not affect conformity with a current operating principle.

If the institution developed a plan for improvement for Operating Principle 3.3 during Cycle 2, the institution must demonstrate that it has implemented its Cycle 2 plan or provide an explanation for partial completion of the plan.

The committee will not accept the following explanations for partial completion or noncompletion:

- The institution did not possess sufficient funds to implement the plan.*
- The institution has had personnel changes since the original development of the plan.*
- The institution does not have documentation of actions taken to implement the plan.*

The committee will accept the following explanation for partial or noncompletion:

- The institution has implemented a different plan(s) or taken a different action(s) to achieve or maintain progress toward the same goal outlined in its Cycle 2 plan.*

1. Original Plan

Improve Student-Athlete Response Rate for Coaches Evaluation

Action

A plan was put in place to enhance the response rate right after the certification visit. Student-Athletes are e-mailed the exit interview form; a follow up phone call is initiated after by the secretarial staff; students are provided several methods to fill out the form including in person and via e-mail; sport supervisors also reach out to the student and some group interviews are held. Response rates have improved.

Action Date

June 30, 2002

Explanation for partial or non-completion

N/A

2. Original Plan

Increase Knowledge of and Interaction with Sport Supervisors Assigned to Teams

Action

Gender/Diversity Issues and Student-Athlete Well-Being

All Sport Supervisors are introduced to teams at the beginning of the year to each team. Sport Supervisors are required to travel with the team at least once and must be at home games/contests or be represented by another Athletics Department administrator.

Action Date

Fall 2001

Explanation for partial or non-completion

N/A

3. Original Plan

Commit to Writing the Appeals Process for other Issues Outside of Financial Aid

Action

All appeals procedures are documented in the Student Athlete Handbook which is provided to every student athlete each year. Each year the procedures are reviewed and updated for the new handbook.

Action Date

Fall 2001

Explanation for partial or non-completion

N/A

4. Original Plan

Address Sportsmanship and Ethical Conduct

Action

Mandatory sportsmanship presentations have been conducted by the Northeast Conference including signoffs by each student athlete. The peer orientation and leadership team, particularly through the establishment of the Student Athlete Code of Conduct. This has increased sportsmanship and respect significantly. Announcements regarding appropriate conduct and expectations of participant behavior are made prior to home athletic contests.

Action Date

Fall 2001

Explanation for partial or non-completion

N/A

5. Original Plan

Establish awards to recognize Student-Athletes who demonstrate sportsmanship and ethical conduct

Action

Awards for sportsmanship are now given by both the NCAA and the Northeast Conference. The University also provides two awards for senior Student-Athletes which encompass the principles of sportsmanship and ethical conduct.

Action Date

Fall 2001

Explanation for partial or non-completion

N/A

Gender/Diversity Issues and Student-Athlete Well-Being

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 3.3 (Student-Athlete Well-Being). For each additional plan, provide:
- The additional goal(s);
 - The step(s) taken by the institution to achieve the goal(s);and
 - The date(s) the step(s) was completed.

No additional plans for improvement/recommendation were developed for Operating Principle 3.3 since the Cycle 2 Certification decision was rendered for Monmouth University.

4. Please submit a copy of the student-athlete exit-interview instrument with the submission of your self-study report. [Please use the file upload link contained within this question to submit a copy of your current student-athlete exit interview instrument.]

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.)

Gender/Diversity Issues and Student-Athlete Well-Being

- 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 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 certification process.

A copy of the Student-Athlete exit interview instrument is included in this report as per NCAA requirements. The Sub-Committee on Student-Athlete Well Being has reviewed this document and has determined that there is substantial compliance with the points raised in the measurable standard on the Student-Athlete exit interview.

List of attachments

1. 3-3-4 - Exit Interview Form.pdf
5. Describe the methods used to conduct student-athlete exit interviews. Further, describe the process used to evaluate and implement outcomes.

The institution must demonstrate that it conducts 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 certification process.

Gender/Diversity Issues and Student-Athlete Well-Being

History/Overview:

Student-Athlete input has always been valued within the Monmouth University Athletics Department. The administrative staff continually makes every effort to evaluate Student-Athlete welfare and provides Student-Athletes with many opportunities to provide feedback. The Student-Athlete exit interview, one area where feedback is sought, provides a tremendous opportunity to gain some perspective on their experiences during their stay at Monmouth.

The Monmouth University Athletics Department has been conducting Student-Athlete exit interviews on an annual basis for many years. Historically, the written exercise and interview process have been evaluated and altered in a manner to obtain the most useful feedback from the Student-Athlete. Continually being adjusted, dating back to 2006, the former written exit interview was a six page document. This six page document was constructed by athletic administration and led by Patti Adorna, a former Assistant Athletics Director for Academic Support. In 2008, the document was shortened and condensed from the six page document and restructured to the document we have now. These changes were made based on feedback from the students, feedback during the exit interview and the quality of feedback elicited during this process. After reviewing this data, the Monmouth University Athletics administration felt the interview needed to be more concise, and rather than focus on all areas of the University, the exit interview would focus primarily on the Student-Athletic experience.

Written Document:

The Student-Athlete exit interview contains questions related to the following areas; Academic Support Services, Sports Medicine, Compliance and Student-Athlete Development, Strength and Conditioning, as well as other customary areas that involve student-athletes on a daily basis. An explanation and a statement about participating in the exit interview can be found on page 36 of the 2010-2011 Monmouth University Student Athlete Handbook. The purpose of the interview is to enable the Monmouth University Athletics Department to get first hand feedback about the experience each athlete had during their stay, so that a process of continuous improvement can be implemented.

The written portion of the exit interview uses a two-page feedback sheet, which is used as a guide for a face to face meeting that involves the student-athlete and a Monmouth University Administrator assigned as a Sport Supervisor (typically an Assistant Athletics Director or an Associate Athletics Director). This written evaluation/ exit interview document is sent to each Student-Athlete prior to their in-person exit interview meeting to help facilitate the conversation.

Exit Interview Procedure:

The procedure for conducting and carrying out the process for the exit interview is typically completed by a designated Sports Supervisor. A Sport Supervisor is a Monmouth University Athletics Department Administrator that has been designated by the Director of Athletics to oversee that particular sport. The exit interview process involves the following but is not limited to: contacting the Student-Athlete, evaluating/confirming any written documentation from the exit interview, a face to face meeting with each athlete, evaluating and creating reports that includes information from exit interviews, a review with the Director of Athletics and administrative staff regarding the report created, making necessary recommendations to coach, staff member and/or collectively creating or recommending a plan of action to the Director of Athletics. This process provides administration with information that continually assesses the Student-Athlete experience at Monmouth and the need for improvements in individual areas and budget allocations to support the Student-Athlete experience.

The exit interview process is initiated when a letter from the designated Monmouth University Administrator (Sport Supervisor) is sent to each senior Student-Athlete that is going to be involved with the exit interview. The letter is constructed by the sport supervisor and sent to the senior Student-Athlete via mail as well as email. The letter explains the process and includes the written portion of the exit interview. The process includes instructions on completing the written exit interview, the timeframe in which a meeting can be set up for the "face to face" portion of the interview, pertinent contact information for the MU sport supervisor, and typically a statement that points out the importance of this exit interview. The Student-Athlete is asked to fill out the "written exit interview exercise" prior to the face to face meeting between the senior Student-Athlete and MU administrator. The same sport supervisor does an exit for all members of that specific team. This allows the information to be evaluated more thoroughly and objectively. Typically, the sports supervisor has been involved with the day to day operations of that particular sport. This is beneficial as the Student-Athlete is meeting with an administrator who they are at least familiar with. The sport coach is not involved in any part of the exit interview. The interview usually occurs at the end of the spring semester or at the conclusion of their last semester at Monmouth University (an example of this would be a fall athlete that will graduate in December).

Gender/Diversity Issues and Student-Athlete Well-Being

The questions and topics that are discussed and evaluated in writing include; Academic Support Services, Sports Medicine, Compliance and Student Athlete Development, Strength and Conditioning, and general issues that typically involve everyday life of a Student-Athlete. Student-Athletes are able to openly evaluate and give their feedback on their athletic and academic experience.

The written exit interview exercise is used during the face to face meeting between the Student-Athlete and the MU Administrator to not only capture data but to facilitate the conversation. During the meeting the MU Administrator will review the written feedback and comments provided by the athlete. The MU Administrator will then ask for any relevant input based on the information collected from the Student-Athlete. This information can range from positive to negative, significant or not. The Monmouth University Administrator may ask for more elaborate information in a particular area. The Student-Athlete has a strong voice at Monmouth University and this face to face meeting is another avenue in which they can use this voice. During this meeting, it is customary to have the athletes expand on the comments they put in writing.

The MU Sport Supervisor will summarize their findings and create a report that outlines the exit interviews in that sport. The summary and report will highlight any and all feedback from the meetings and interview process. The report is detailed in fashion and submitted to the Director of Athletics. The Sport Supervisor can make appropriate recommendations to the Director of Athletics if they feel it is necessary.

The Monmouth University Athletics Department Administrative Staff has a meeting upon the completion of all departmental exit interviews. At this meeting, all respective sport supervisors will briefly discuss amongst each other cumulative results of their exit interviews. Any outstanding issues either positive or negative will be highlighted and discussed. Any issue that needs to be more thoroughly discussed, or addressed will be determined at this time. A separate meeting involving the Director of Athletics and other necessary parties will be set up to discuss the items needed. The reports are filed for future reference.

The information gathered during the Exit Interviews is used as a means to evaluate different areas within the Athletics Department as well as evaluate each sports program from a Student-Athlete perspective. Like any quality control exercise, the written findings are used in several fashions and help create an annual performance evaluation for MU Administrators, MU coaches and pertinent MU Athletics Department personnel. Significant accomplishments or positive issues are shared and generally noted within the Athletics Department. Any personal issues that need immediate attention will be discussed with the Director of Athletics and any additional AD-designated person(s). In addition, any item that would require an action plan or further evaluation is noted and typically immediately brought to the attention of the necessary people/area and a date to complete this action is established. Any and all reports, notes from face to face meetings are placed in the appropriate file as determined by the Director of Athletics. Constructive suggestions from the year-end evaluation and Exit Interviews may be included in the year-end performance reviews for MU coaches and Athletics Department personnel. Where appropriate, feedback from the Exit Interview is shared with each coach.

In the past, there have been adjustments made and personnel changes within the department based partially on the feedback from the Exit Interviews. The feedback has included both positive and non-positive situations. Typically, any issue that is addressed during the Exit Interview has been brought to a MU Athletics Department Administrator prior to that. The MU Student-Athlete has a voice in the development in many areas, including the exit interview where they collectively have input. With the evolution of the Peer Leader Program and MSAAC many items discussed at the exit interview have already been touched in these areas.

When evaluating Measurable Standard No. 2 it was evident that the exit interview did not contain many items that are listed. As stated earlier, the written portion of the Exit Interview serves as a basis to start discussion in a face to face meeting with the MU Sport Supervisor and the MU Student-Athlete. Beginning with the 2011 Exit Interview schedule, an updated and revised exit interview form that meets all of the measureable standards will be used. The new form is included in this report in Operating Principle 3.3 # 4.

The University seeks to continually improve the Student-Athlete experience The Exit Interview process is an important method of doing so. Information gleaned from prior year interviews has assisted the Department of Athletics and the University in making changes and programmatic enhancements to continue progress towards a program of distinction.

Goals:

- * Continue to follow the plan set forth in the 10/4/2010 Athletics Certification Plan
- * Encompass and involve a greater percentage of Student-Athletes in Exit Interview process
- * Create a standard letter that all MU Administrators can use when initiating the Exit Interview process.

Gender/Diversity Issues and Student-Athlete Well-Being

6. 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., SAAC, open-door policy of athletics administrators, including the director of athletics, senior woman administrator, and/or faculty athletics representative).

Student-Athletes have several opportunities outside of the Student-Athlete Exit Interview by which to voice their concerns. These opportunities may be either formal or informal depending on the circumstances of the concern. During her meetings with Student-Athletes the Vice President/Director of Athletics stresses the idea of having an open door policy, where any Student-Athlete can come to her and express any issues he/she may have.

The Student Athlete Handbook details the steps which student athletes should take to voice his/her concerns. The grievance procedures in the Student Athlete Handbook state "Student-athletes who have concerns, questions, or issues with any policies or actions dealing with their welfare have several options. Welfare issues may include but are not limited to: harassment, hazing, travel, verbal, physical or mental abuse. The formal chain of command should be personal communication (spoken or written) beginning with your team captain, your MSAAC representative and/or your coach (head or assistant). If, however, you feel you cannot address your concerns directly through these avenues, other options are available. All sports have been assigned an Athletics administrator who functions as a sport supervisor. Your sport supervisor could likely be the person best able to deal with your situation. All sport supervisors have their office location and numbers listed in the front of this handbook."

The Athletics Office of Student Development and Office of Sports Medicine both provide opportunities for Student-Athletes to voice concerns. This usually happens informally when Student-Athletes are meeting with staff members in these offices. Both of these offices interact with many athletes on a daily basis. Due to this close interaction many times athletes feel most comfortable sharing concerns with staff members from these offices. Both of these offices communicate with each other regularly in order to discuss athlete concerns and to make sure both offices are kept up to date on any issues involving athletes.

MSAAC (Monmouth Student Athlete Advisory Committee) provides a formal process for Student-Athletes to express issues and concerns. MSAAC is a student run group which is advised by the Associate and Assistant Directors of Student Development. According to the MSAAC mission statement, its purpose is to "enhance the total student-athlete experience by providing opportunity, protecting student-athlete welfare and fostering a positive student-athlete image". MSAAC has a broad focus, and is open to handling any issues that may involve Student-Athletes. For example, if Student-Athletes have concerns with the scheduling process, that can be presented to MSAAC which can then relay that concern to the appropriate departments. Athletes can bring up any issues they may have with an MSAAC representative. Those issues may then be discussed either one on one or at an MSAAC meeting, which are held twice a month.

Peer Leaders provide another outlet for students to voice concerns. Peer Leaders are advised by the Director of Sports Medicine and focus specifically on education related to alcohol and other drugs. Members of this group have also received training from the Director of Counseling and Psychological Services and the Assistant Vice President for Student Services regarding identifying and reporting students of concern.

In addition, the Student Athlete Handbook provides Student-Athletes with information on formal processes regarding appeals and grievances. Such processes include the NCAA Financial Aid Appeals, Student-Athlete drug test appeals and the Hazing Policy.

Gender/Diversity Issues and Student-Athlete Well-Being

7. 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.

The institution must have established written grievance and/or appeals procedures for areas mandated by NCAA legislation (i.e., financial aid [in accordance with Bylaw 15.3.2.4] and transfers [in accordance with Bylaws 13.02.1, 13.1.1.3, 13.1.1.3.1, 14.02.2, 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 certification process.

The institution must demonstrate that all 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, 14.02.1, 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 certification process.

Outlined within the Student Athlete Handbook is the process developed by the Athletics Department regarding the Non-Renewal of Athletic Grants in Aid. As noted in the policy, if a Student-Athlete will not be receiving his/her athletic grant in aid, in whole or in part, for the next academic year, the student will be notified in writing by the Office of Financial Aid no later than July 1 of that year. The policy outlines the reasons that an award can be reduced or cancelled as well as the process to be followed if the Student-Athlete requests a hearing on the loss of aid.

In addition, the Student Athlete Handbook contains the complete NCAA Financial Aid Appeals Process as followed by the University. Included in the policy is a full description of what the Student-Athlete must do to formally request a hearing, what must be included in their written letter of appeal, the need for supporting documentation to be submitted and the request for names of witnesses to be called on behalf of the Student-Athlete appealing the decision. The policy further delineates the responsibility of the Athletics Department in the matter as well as the Student-Athlete's right to written documentation supplied by the department for consideration in the hearing. Finally, there is a detailed description of the actual hearing process to be followed, the parties that make up the hearing panel, and the specific rights of the Student-Athlete regarding assistance at the hearing, etc.

The policy is thorough, comprehensive, and in the opinion of the sub-committee, meets the standards as set forth by the NCAA. It is widely available to all Student-Athletes via the Student Athlete Handbook which is updated and published each year. It is also shared with coaches in the Coaches Manual and discussed at departmental meetings.

With regard to an appeals process for transfer eligibility, it is the policy and practice of the Monmouth University Athletics Department to not deny a Student-Athlete's request to transfer to another institution of higher learning. Recognizing that the NCAA approved a new by-law regarding a transfer grievance policy after the University published its 2010-11 Student Athlete Handbook, the department shared this new information with coaches at a staff meeting in August 2010 and with Student-Athletes via e-mail at the beginning of the 2010 Fall Semester.

Again, while the University does not deny the transfer of an athlete, there are time frames imposed by the NCAA by which institutions must abide by, as well as a prescribed hearing process to be followed as noted in bylaw 14.5.5.2.10.1 "Hearing Opportunity". As such Monmouth University will develop a written statement regarding the transfer appeal process, time frames required, and the appeal hearing process proscribed by the NCAA legislation. This written statement will be promulgated throughout the department via the Student Athlete Handbook (2011-12),

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Coaching Manual, and was already discussed at a coaches meeting in August 2011.

Michelle Melia, Associate Athletic Director for Student Development/ SWA is the party responsible in the department for appeals of the NCAA mandated areas of financial aid and transfers.

8. 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.

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 certification process.

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 certification process.

The Athletics Department provides Student-Athletes with a variety of resources if they encounter difficulties with issues such as hazing, harassment, abusive behavior, discrimination, etc. Clearly outlined in the Student Athlete Handbook are grievance procedures for Student-Athletes to follow if they feel they have experienced any of the aforementioned. The welfare of Student-Athletes is paramount and these established protocols are essential in providing them with a vehicle to express their concerns, pose questions or seek guidance in addressing a situation themselves.

Student-Athletes are encouraged to follow an established chain of command by first communicating with their team captain, MSAAC representative or coach (head or assistant). If the Student-Athlete does not feel it is possible to address their concerns through these parties, they are encouraged to seek out their Sport Supervisor assigned to their specific team for resolution of their concern. Additional personnel to seek out included staff in the athletic training and sports medicine area, student development or the Athletics Department's administration. If students have exhausted all of these avenues and are still not satisfied with the resolution of the matter, they are directed to appeal to the Vice President and Director of Athletics, Dr. Marilyn McNeil. The decision of the VP/AD is considered final.

Persons responsible for overseeing the grievance and/or appeals process include Dr. Marilyn Mc Neil, Vice President and Director of Athletics and the Sport Supervisors, Jeff Stapleton, Michelle Melia, Chris Tobin, Cliff Rowley and Clint Wulfekotte who all hold the position of Assistant or Associate Director of Athletics.

Specific policies on hazing are described in the Student Athlete Handbook and the University's Student Code of Conduct. Beyond the grievance procedures noted in the Student Athlete Handbook, there are several other University policies that provide guidance for Student-Athletes to follow to address complaints of alleged discrimination, sexual harassment, etc. These policies and procedures are clearly articulated in the Student Handbook and are administered by the Division of Student and Community Services and the Office of Affirmative Action, Human Relations, and Compliance.

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9. 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.

Monmouth University supports equal opportunity in recruitment, admissions, educational programs, and employment practices regardless of race, color, age, sex, disability, veteran status, religion, marital status, national origin, or sexual orientation. Many areas of the campus including the Office of Affirmative Action, the Human Relations Advisory Council, and the Division of Student and Community Services work together to facilitate ongoing interaction among our diverse student population. These offices coordinate and promote co-curricular programs and serve as advocates for academic and social programs that enhance the educational experiences of all students.

Notable programs include:

Safe Zone I & II Training

Safe Zone works to create allies, support, and resources for MU lesbian, gay, bisexual, transgender, and questioning (LGBTQ) students and employees. The purpose of the SafeZone Training Program is to create a network of allies for and within the LGBTQ community at Monmouth University with the intent to reduce homophobia and heterosexism, making the campus a safe and free environment for all members. The training is held on an annual basis and all members of the University community are invited to attend.

Break the cycle, Be the change

This annual presentation and training explores various forms of prejudice, social conditioning and the connections that exist between personal and global behaviors and actions. Participants gain the knowledge and skills necessary to create a more inclusive Monmouth University community in areas including ability status, ethnicity, gender, race, body image, religion, sexual orientation, and socio-economic status.

Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) Discussion Groups

Each week during the academic semester the University hosts a discussion group that meets with interested members of the LGBTQ community on campus. The intent of the group is to provide a safe and supportive environment on campus to talk about LGBTQ issues or other areas of concern.

All Lifestyles Included (A.L.I.)

The purpose of this student organized club is to raise awareness of the homosexuality in the community and the Monmouth University campus. The group works towards fostering an environment that helps people of all sexual orientations feel comfortable with people from all lifestyles, in an effort to present an understanding campus where no one is made to feel that they have to hide their own sexuality.

Special Events/Speakers

During the Spring 2011 semester, Brian Sims, a former football player at Bloomsburg University, will speak to student athletes, coaches and other members of the Athletic Department on "LGBT Athletes and Allies". In addition, Det. Dave D'Amico, from Monmouth County's Prosecutor's Office Bias Crimes and Community Relations Unit, will be discussing with students prejudice, hate crimes and how our campus community can respond. Dave also addresses issues of sexual orientation as an openly gay police officer.

Parents, Family and Friends of Lesbians and Gays (PFLAG) Speaker

Parents, Family and Friends of Lesbians and Gays (PFLAG) will be providing a parent speaker, giving a presentation entitled, "My Child is Transgendered", for the entire campus community.

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In addition to these programs, Monmouth University also has a number of policies in place to help support an inclusive community. These policies include the Sexual Harassment Policy, a Community Statement on Civility, our Equal Opportunity/Affirmative Action Statement, our Interpersonal Violence Statement, our Human Relations Philosophy and Policy Statement, and the Student Code of Conduct. Information regarding all of these policies can be found in the Monmouth University Student Handbook at www.monmouth.edu/studenthandbook.

10. 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 Monmouth University Athletic Department is comprised of twenty (20) Division I men's (9) and women's sports (11). The department of seventy nine (79) staff members is led by the Vice President and Director of Athletics, Dr. Marilyn McNeil. Dr. McNeil is supported by a team of Associate and Assistant Athletic Directors representing functional areas including Student Development/SWA, Sports Medicine, Strength and Conditioning, Business Affairs, Internal Operations, Marketing and Communications and External Operations. Additional staff support includes Coaches, Assistant Coaches, trainers and other front line staff. All members of the staff are focused on operating and maintaining a comprehensive and competitive athletic program that is student centered and focused. This philosophical position is clearly supported and articulated not only by the members of the Department of Athletics but also by the President of the University, members of the senior administration and the University's Board of Trustees.

Throughout the year, members of the department internally discuss issues of concern involving the welfare of Student-Athletes. Meetings are held twice a month with members of the coaching staff to review compliance rules/issues, services and support provided to Student-Athletes, gender and diversity, etc. In an effort to increase the level of communication between the coaches and student athlete leaders, a presentation on some applicable topic is conducted by members of the Monmouth Student Athlete Advisory Council (MSAAC). In addition, the administrative team of the department, (Associate and Assistant Directors), also meets with the VP and Director of Athletics twice per month to discuss operational issues, budgets, and other strategic and tactical initiatives.

While all members of the department share in the responsibility of providing programs and services to promote student athlete well being, there are two key areas, outside of the direct contact by coaches, that focus on this aspect of the student experience. The first is the Associate Director of Athletics for Student Development/SWA and her team. The Athletics Office of Student Development is part of the Athletics division and oversees the academic progress of the University's Student-Athletes along with compliance with NCAA regulations. The office's primary purpose is to provide the support and tools that are needed for Student-Athletes to be successful both on and off the court and field. This structure is a unique model, one that reduces the chances of things falling through the cracks. The office is responsible for the oversight of the student-athlete's academic career from the recruiting process through graduation. At the same time, NCAA compliance, which is closely related to academic requirements is part of the department's responsibilities. The fact that the department is responsible for both areas, ensures the best opportunity for overall compliance .

The second group with significant responsibilities for Student-Athlete well being is the team led by the Associate Athletic Director for Sports Medicine. This team oversees the treatment of all athletic related injuries, drug testing practices, drug and alcohol education, nutrition education, maintenance of injury and insurance records and peer leadership development. They also act as liaisons with the team physicians and medical insurance personnel.

A key component of the Athletic Department's structure to ensure student athlete well being is the role of sport supervisors Sport Supervisors are members of the senior management team in Athletics and they take on the responsibility of being the department liaison with a team. Every team has a Sport Supervisor. Furthermore, they:

- * Act as a liaison between coaching staff and administration
- * Develop a clear line of authority for day to day operations
- * Serve as an administrative consultant in decisions that affect specific programs
- * Identify themselves as an administrator available to Student-Athletes
- * Serve as a sounding board for concerns expressed by coaching staff and Student-Athletes
- * Advocate for the program in administrative forums.
- * Travel at least once with the team; more if deemed necessary
- * Ensure an atmosphere of integrity with regard to NCAA compliance and Student-Athlete welfare.
- * Help develop long term strategic planning and goals for the program
- * Create a position of expertise about the program in order to formulate appropriate evaluations
- * Develop good relationships with parents and friends of program

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The Department has also developed a number of written documents including the Student Athlete Handbook, Coaches Manual, Sports Medicine Policies and Procedures, travel plans and emergency management plans to help guide the operation of the division and communicate with all involved parties. These are effective tools in establishing expectations for all individuals involved in the athletics enterprise.

Outside of the Department structure, there are three independent parties that have a role and responsibility in ensuring the well being of Student-Athletes. The Faculty Athletics Representative (FAR) acts as a liaison between the department, Student-Athletes, coaches and the faculty and Division of Academic Affairs. If a faculty member has concerns about the academic performance of a student athlete, or even their personal well being, the FAR is the conduit for action and intervention. In addition, the Athletic Advisory Committee and the Athletic Committee of the Board of Trustees are both involved in ensuring the well being of Student-Athletes. Routinely these committees will review and discuss issues pertinent to the well being of Student-Athletes, including programmatic and service enhancements, facility upgrades, etc.

There is a significant level of commitment on the part of the University to support the well being of Student-Athletes and to ensure that the issues surrounding their well being are monitored, evaluated and addressed in an appropriate manner. This commitment begins with the leadership of the President and all of the members of the Board of Trustees. Secondly, the University has a unique situation in terms of the leadership of the Department of Athletics as the Director of Athletics is also an officer of the University as a Vice President. Dr. McNeil reports directly to the President and is a member of the President's Cabinet. The Cabinet includes all of the Vice President's and meets on a weekly basis to discuss issues of broad concern to the University community.

The President and Cabinet are also responsible for the development of the University's budget, both operational and capital, on an annual basis. During the budget process, specific operational and capital needs to support the well being of student athletes are discussed and if feasible, are included in the budget model. The following facility and programmatic enhancements have been undertaken in support of the Student-Athletes well being:

- * Softball Dugouts
- * Softball Hitting cages (under construction)
- * Artificial Turf for Football
- * New Throwing Cage for hammer/discus
- * Javelin Throwing runway
- * Improved Baseball/Softball windscreens
- * Artificial Turf for Field Hockey
- * Multi-purpose Activities Center (MAC)
- * New Varsity Locker Rooms for all sports
- * Indoor track and field facility (MAC)
- * Soccer European Dugouts
- * Soccer Field fence enclosure
- * Six new tennis courts
- * Upgraded drainage system for soccer field
- * Peer leadership drug and alcohol education program
- * Expanded First Year orientation for student athletes
- * APPLE Conference participation and projects
- * Full time staff additions in sports medicine, sports information, strength and conditioning, equipment and laundry, and facility management
- * Established a Student Athlete Code of Conduct
- * Expansion and upgrade of Student Athlete Handbook
- * Increased number of foreign trips
- * Surveillance system for safety in Boylan Gym and the MAC
- * Custom-fitted shoulder pads
- * Mouth guards for all contact sport participants
- * Eliminated the use of fifteen (15) passenger vans
- * Improved laundry and equipment facility and storage space

The organization and structure of the Department of Athletics is comprehensive, student centered and competent. Senior leadership of the department and those involved at every level of the organization are focused on ensuring the best experience possible for the Student-Athlete from an athletic and academic point of view. There is continual evaluation and assessment of individual sports and the department as a whole not only from within the department but outside of it as well. The establishment of a Board of Trustee committee focusing solely on the Division I program is a clear indication of the intention of the University and its leadership to ensure appropriate attention and oversight to the area.

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Moreover, the President and the VP/Director of Athletics have served in leadership positions in the Northeast Conference and thereby have been able to look at student experiences and investments in place at peer schools to ensure that Monmouth University is at or near the top in supporting its athletes.

- 11.** Describe how student-athletes are involved in the governance and decision-making processes of the department of athletics, including the role of the SAAC.

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 certification process.

Student-Athletes have many opportunities to become involved in the governance and decision making process at Monmouth University. MSAAC, Peer Leaders, and sport specific supervisors give Student-Athletes the chance to express any concerns they may have and help to institute change.

MSAAC, which is advised by Associate and Assistant Directors for Student Development, gives athletes the opportunity to present ideas or suggestions for ways to enhance the Student-Athlete's experience at Monmouth. MSAAC handles any and all issues that a Student-Athlete may have. If MSAAC is not the appropriate venue for addressing the concern, it provides information regarding the appropriate means by which to address the issue. Two examples of Student-Athlete concerns which were addressed and/or modified due to the work of MSAAC are the laundry procedures in Athletics and increasing the hours of the dining hall.

MSAAC is also involved in governance and decision making processes on the NCAA level. The executive board of MSAAC votes on NCAA legislative proposals. The MSAAC NEC representative then attends a conference wide NEC meeting and casts a vote for Monmouth. The NEC representative then casts an NEC vote to the NCAA.

Peer Leaders focus more specifically on issues related to the use and/or abuse of alcohol and other drugs. Peer Leaders attend the Apple Conference. Peer Leaders also played a very active role in writing the Athletics' Drug and Alcohol Policy, writing the Student Athlete Code of Conduct and creating the Student-Athlete Host Presentation.

Sport supervisors serve as a resource for Student-Athletes. Sport supervisors can assist Student-Athletes in determining the best course of action to take regarding resolving an issue of concern for Student-Athletes.

- 12.** List the department of athletics and/or other institutional programs in place that address the needs and issues affecting student-athletes (e.g., CHAMPS/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.

The institution must demonstrate that it has an active CHAMPS/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 certification process.

Over the past ten years, Monmouth has made many efforts to address the needs and issues affecting Student-Athletes. Prior to Fall 2010 all freshmen Student-Athletes were enrolled in specific sections of the University's freshmen seminar course. Starting in the Fall of 2010 the University's freshmen course was changed to a 3 credit first year seminar course and it was no longer appropriate to have separate athlete sections. In anticipation of this change, the Athletic Department designed a Freshman Student Athlete Education Program. The education program was established to help first year Student-Athletes adjust to college life, teach them life skills, inform them of issues

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of diversity as well as other issues that they may encounter while in college. Some of the topics covered in this program include Monmouth University's alcohol and drug policies, sexual assault, academic issues, eating disorders, time management and stress management.

In addition, the Department of Athletics sponsors several education programs for all Student-Athletes. Recent examples of such programs include, Elaine Pasquel who spoke about sexual orientation and practicing safe sex and SCREAM theatre which presented information regarding sexual assault.

Also, MSAAC hosts a networking night each year. At this event, representatives from a variety of different fields talk with student athletes about the career opportunities in their field. This event also allows for Student-Athletes to speak one on one with these representatives about their field of work and possible internships.

In addition to those workshops that are sponsored by the Department of Athletics, Student-Athletes are also encouraged to take advantage of some of the many workshops sponsored for all students by campus offices such as Counseling and Psychological Services, the Office of Substance Awareness and the Center for Student Success. The Center for Student Success encompasses several campus offices such as Career Services, Tutoring, First Year Advising, Disability Services, the Writing Center and Experiential Education.

13. Describe how the department of athletics monitors student-athlete time demands, including travel commitments, missed class time, final exam schedules, summer vacation periods and intersession periods. Further, describe methods used to educate coaches and student-athletes about time demands and opportunities to integrate into campus life.

a. Student-Athlete time demands:

In order to monitor Student-Athletes time demands, coaches are required to submit their schedule for the entire season. The schedules are then reviewed and signed by the sport supervisor, compliance coordinator, academic advisor, business manager, sports information director, events coordinator and the Vice President and Director of Athletics. This process allows for a well planned out schedule that allows for the student's academic commitments, practices, conditioning, and the necessary travel for their respective sport.

b. Missed Class time:

According to the University policy, students are permitted to miss no more than three class sessions. This policy applies to the entire student body as well as Student-Athletes representing the University off campus. However, if 3 or more class sessions are going to be missed due to travel and game schedules, the Student-Athlete is encouraged to first talk with his or her professor and then to meet with their academic advisors to arrange for an alternate section or class if the absences are problematic. Additionally, the Student-Athlete must also notify his or her coach if the number of absences exceed accepted practice. When necessary, a memo signed by the Student-Athlete and the Vice President and Director of Athletics is sent to the class professor requesting that the Student-Athlete be excused from the class at a specified date and time. In the critical senior year, (when classes may be limited), the Student-Athlete may not be allowed to travel if they have already missed three (3) class times and are unable to make alternate arrangements with their professors to ensure that they will meet all graduation requirements and ultimately graduate from MU.

c. Final exam Schedules

In season sports are encouraged to schedule events with their Student-Athlete's Final Exam schedule in mind. If there is a conflict, students are first encouraged to work out final exam schedule logistics with their professors for alternative dates and times. If necessary, and with the cooperation of the professor, the Athletics Department will proctor exams for the Student-Athlete.

d. Summer Vacation Periods

Some Student-Athletes enroll in summer classes. No formal athletic activities are scheduled during summer vacation periods. However, on a voluntary basis, Student-Athletes may participate in the Strength and Conditioning Program. As per NCAA Regulations, coaches are not involved in the Strength and Conditioning Program.

e. Intersession Periods

At the present time, the University does not hold any classes during the intersession. There are no conflicts in this area.

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Coaches are educated about Student-Athlete time demand and opportunities to integrate into campus life via several meetings:

(1) Fifteen (15) meetings are conducted every year to educate the coaches about NCAA requirements and academic issues for Student-Athletes;

(2) There is also the Annual Compliance meeting with every program for Student-Athletes. Meetings are conducted separately with every team and a follow-up meeting during the spring semester to review academic procedures and policies.

Student-Athletes are educated about time demand through the following:

(1) The new -year long Freshman Education Program. This program includes an average of two (2) meetings per month and covers life issues such as alcohol and drugs, sexual responsibilities and academics;

(2) Peer Leadership program;

(3) Monmouth Student Athlete Advisory Committee (MSAAC) that covers class schedules, policies and programs.

- 14.** Please submit a 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). [Please use the file upload link contained within this question on the ACS to submit a copy of the athletics department and/or institution's written travel policies].

A certification of the Department of Athletics written travel policies is included in this report as per NCAA requirements. The Sub Committee on Student Athlete Well Being has reviewed this document and determined that it is comprehensive and addresses all elements necessary to provide direction to coaches, athletes, and other staff regarding the travel plans and procedures for the Department of Athletics.

List of attachments

1. Travel Policy for Intercollegiate Athletics at Monmouth University.pdf

- 15.** 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.

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 department of athletics staff members, including coaches, and student-athletes.

The travel policies are written in the Coaches Handbook and are reviewed with the coaches and provided when they are hired. Annual meetings are also held to remind coaches about travel policies and to highlight any changes in previously distributed policies.

Travel policies are also available in the Student Athlete Handbook. All information contained in the handbook, including the travel policies are reviewed with Student-Athletes regularly especially during the annual compliance meeting.

Oversight of travel policies is provided by the following administrators:

- * The Vice President and Director of Athletics, Dr. Marilyn McNeil
- * Associate Director of Athletic for Student Development, Michelle Melia
- * Associate Athletic Director for Business Affairs, Karen Edson

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The Department of Athletics Travel Policy is reviewed on an annual basis by a number of constituents including MSAAC, the Student-Athlete leadership group, and other key members of the department's administration.

While the department has travel policies and procedures specific to team and coach travel, the University's travel and entertainment policies provide additional guidance and direction in this area

- 16.** Please submit a 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. [Please use the file upload link contained within this question on the ACS to submit a copy of the athletics department's written emergency medical plan for practices, contests, strength training and skills sessions].

A copy of the Department of Athletics written emergency plan for in season activities (practices, contests, strength training, etc. is included in this report as per NCAA requirements. The sub committee on Student Athlete Well Being has reviewed this document and determined that it is comprehensive and addresses all elements necessary to provide direction to coaches, athletes and other staff regarding emergency management procedures for in season activities including practices, contests, strength training and other workouts.

List of attachments

1. 3.3 #16 - MU EAP '10 .pdf

- 17.** 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.

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 studentathletes.

The Monmouth Athletic Department Emergency Medical Plan is reviewed annually by the Sports Medicine staff including a physician employed by the University. The procedures and emergency action plans outlined in the document are reviewed and revised by the Associate Athletic Director for Sports Medicine over the course of the summer, in preparation for the upcoming academic year.

The revision consists of the latest research and feedback from the Athletics training staff, team physicians, local emergency medical personnel, and strength and conditioning staff when applicable. The revision is part of the overall review of Sports Medicine Policy and Procedures Manual.

Once the process is complete the document is sent via e-mail to the entire medical staff, as well as, coaches and administrators. The document is reviewed with the Athletics training staff as part of the annual pre-season staff meeting in August. The Emergency Medical Plan is a component of the Sports Medicine Policy and Procedures Manual. The plan is reviewed with the coaches and administrators at the annual Athletics staff meeting in late August. The plan is also published under the Sports Medicine heading in the Coaches Handbook for review.

The Athletics Training Staff meets annually with the West Long Branch Emergency Medical Technicians (EMTs) to practice and discuss emergency procedures, including treatment of the spine injured Student-Athlete. The Emergency Action Plan is submitted and discussed with the EMTs at that meeting. Any changes to the plan are highlighted. Any changes in the revision to the spine board protocol are practiced until all medical professional are comfortable with the new procedure.

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All coaches at Monmouth University are certified as Red Cross Lay Responders, which includes CPR, First Aid and the use of an AED. There are annual refresher courses and training for new staff in December and January. This certification is mandatory for all coaches including Strength and Conditioning Staff. Any coach who is unable to attend one of the sessions must show proof of CPR Certification.

A certified Athletics trainer must be present in the Athletics Training Room or on site while any athletic activity is taking place. Coaches are only permitted to hold practices or training sessions when an Athletics trainer is present in the Athletics Training Room. The Varsity Weight Room is not permitted to be open unless the Athletic Training Room is staffed appropriately. All in-season sports have an Athletics trainer present at all practice and game sessions. All football practice and training sessions both in and out of season are directly covered by one or more athletic trainers. Direct Athletics training coverage of out-of-season sports is dependent on Athletics trainer availability and risk of injury. All home out-of-season contests are covered directly by a certified Athletics trainer.

The Associate Athletic Director for Sports Medicine, Doug Padron, is responsible for the annual review, revision, and dissemination of the Monmouth University Emergency Medical Plan. The Emergency Medical Plan is reviewed and revised by the Associate Athletic Director for Sports Medicine over the course of the summer, in preparation for the upcoming academic year. Adjustments to the plan or protocols within may be made as necessary and will be communicated as stated above.

In addition, the University employs a physician to serve as team doctor and has a significant relationship with Professional Orthopedic Associates (POA) who serve as the team orthopedic doctors. The University is located 1.5 miles from Monmouth Medical Center, an affiliate of the St. Barnabas Health Care System.

- 18.** Please submit a copy of the department of athletics written emergency medical plan for out-of-season workouts with the submission of your self-study report. [Please use the file upload link contained within this question on the ACS to submit a copy of the athletics department's written emergency medical plan for out-of-season workouts].

A copy of the Department of Athletics written emergency plan for out-of-season workouts is included in this report as per NCAA requirements. The sub committee on Student Athlete Well Being has reviewed this document and determined that it is comprehensive and addresses all elements necessary to provide direction to coaches, athletes and other staff regarding emergency management procedures for out-of-season training and workouts.

List of attachments

1. MU Out-Of-Season EAP '10 .pdf

- 19.** 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.

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.

At Monmouth University we are confident that our Emergency Action Plan is safe and effective for coverage of Out-of-Season workouts. The Athletics Department utilizes the same procedures and protocol for all athletic activities throughout the year. The paragraphs below are very similar to the answer to question 17, as the medical staff and coaching staff operate the same for traditional and non-traditional seasons.

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With regard to off season work outs, Monmouth University coaching staff are required to follow the NCAA requirements outlined in bylaw 17 (playing and practice seasons). Specifically, during the academic year, coaches are permitted to work with our Student-Athletes up to 8 hours. The eight hours includes 6 hours of strength and conditioning activities and 2 hours of skill instruction per week and prohibition of all activities one week prior to the start of final exams. During the summer months, coaches do not participate in off season workouts as student athletes are only permitted to work with the strength and conditioning staff on a voluntary basis.

The Monmouth Athletics Department Out-of-Season Emergency Medical Plan is reviewed annually by the medical staff. The procedures and emergency action plans outlined in the document are reviewed and revised by the Associate Athletic Director for Sports Medicine over the course of the summer, in preparation for the upcoming academic year.

The revision consists of the latest research and feedback from the athletic training staff, team physicians, local emergency medical personnel, and strength and conditioning staff when applicable. The revision is part of the overall review of Sports Medicine Policy and Procedures Manual.

Once the process is complete the document is sent via e-mail to the entire medical staff, as well as, coaches and administrators. The document is reviewed with the athletic training staff as part of the annual Pre-Season staff meeting in August. The Emergency Medical Plan is a component of the Sports Medicine Policy and Procedures Manual. The plan is reviewed with the coaches and administrators at the annual Athletic Staff meeting in late August. The plan is also published under the Sports Medicine heading in the Coaches Handbook for review.

The Athletic Training Staff meets annually with the West Long Branch Emergency Medical Technicians (EMTs) to practice and discuss emergency procedures, including treatment of the spine injured Student-Athlete. The Emergency Action Plan is submitted and discussed with the EMTs at that meeting. Any changes to the plan are highlighted. Any changes in the revision to the spine board protocol are practiced until all medical professional are comfortable with the new procedure.

All coaches at Monmouth University are certified as Red Cross Lay Responders, which includes CPR, First Aid and the use of an AED. There are annual refresher courses and training for new staff in December and January. This certification is mandatory for all coaches including Strength and Conditioning Staff. Any coach who is unable to attend one of the sessions must show proof of CPR Certification.

A certified athletic trainer must be present in the Athletic Training Room or on site while any athletic activity is taking place. Coaches are only permitted to hold practices or training sessions when an athletic trainer is present in the Athletic Training Room. The Varsity Weight Room is not permitted to be open unless the Athletic Training Room is staffed appropriately. All in-season sports have an athletic trainer present at all practice and game sessions. All football practice and training sessions both in and out of season are directly covered by one or more athletic trainers. Direct athletic training coverage of out-of-season sports is dependent on athletic trainer availability and risk of injury. All home out-of-season contests are covered directly by a certified athletic trainer.

The Associate Athletic Director for Sports Medicine, Doug Padron, is responsible for the annual review, revision, and dissemination of the Monmouth University Emergency Medical Plan. The Emergency Medical Plan is reviewed and revised by the Associate Athletic Director for Sports Medicine over the course of the summer, in preparation for the upcoming academic year. Adjustments to the plan or protocols within may be made as necessary and will be communicated as stated above.

Sports Medicine staff, the team physician and coaches also provide health and training advise to out of season athletes who are training while home on breaks or during the summer.

- 20.** Please submit a copy of the athletics department's athletic training and sports medicine policies and procedures with the submission of your self-study report. [Please use the file upload link contained within this question on the ACS to submit a copy of the athletics department's athletic training and sports medicine policies and procedures].

A copy of the Department of Athletics athletic training and sports medicine policies and procedures is included in this report as per NCAA requirements. The sub committee on Student-Athlete Well-Being has reviewed this document and determined that it is comprehensive and addresses all elements necessary to support and excellent athletic training and sports medicine program.

List of attachments

Gender/Diversity Issues and Student-Athlete Well-Being

1. 3.3 #20 - MU P P'10 Tb Con.pdf

2. 3.3 #20 - MU PP '10.pdf

- 21.** 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.

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.

The current Monmouth University Policy and Procedures manual was originally published in 2002. It was based on the NCAA Sports Medicine Handbook, the NATA Annual Symposium, and professional experience and expectations of the current Associate Athletic Director for Sports Medicine.

Since 2002, the document has been reviewed and revised annually. The formal revision typically occurs in the summer however, the sports medicine staff will disseminate information as issues arise throughout the academic year. The revision is based on effectiveness of current policy and procedure, policy that is germane to Monmouth University as well as current issues in sports medicine and collegiate athletics.

Updates are based on new issues identified through continuing education and current literature. The following are professional meetings and leadership opportunities that have been utilized to enhance the Monmouth University Sports Medicine Department:

- * NCAA Committee on Competitive Safeguards and Medical Aspects of Sports

- * NATA Annual Symposium

- * NCAA Apple Leadership Meeting

- * Other meetings as attended:

- o NCAA Concussion Summit

- o Collegiate Sports Medicine Foundation Regional Meeting

- o NFL/AOSSM Medical Coverage for Football Meeting

- o MLB Human Growth Hormone Summit

- o Northwestern University Legal Issues in Sports Medicine

- o Betty Ford NCAA Professional In Residence Training

- o UPMC Sports Medicine Conference--Concussion Study

Primarily the internal revision is developed through the on-going evaluation of the effectiveness of our department by the medical staff. Meetings among medical staff meetings are utilized to discuss and develop policy and procedure. The following meetings take place throughout the year with the purpose of enhancement of the department:

- o Quarterly Athletic Training Staff meetings

- o Strategic Planning Meetings: every other year, attended by full-time ATC staff

- o Annual Orthopedic Team Physician Meeting

- o Annual Primary Care Physician Meeting

Gender/Diversity Issues and Student-Athlete Well-Being

- o Annual Team Chiropractor Meeting
- o Annual Neuropsychologist Meeting

The Sports Medicine staff gathers information for possible policy revisions by reviewing the Student-Athlete Participation Exit Surveys, as well as feedback from athletic administration and coaching staff. The coaching staff is provided a formal opportunity to provide feedback on the effectiveness of sports medicine services. They may also informally raise a concern at any time.

Meetings with the Director of Athletics, which take place regularly throughout the year, will include discussion on proposed changes and adjustments to the department policy and procedure. Once the final rough draft of the document is established a review of significant changes is discussed with the Director of Athletics.

The information included in the Monmouth University Policy and Procedure Manual is disseminated in several ways. All coaches and administrators receive a copy as part of the Coaches Handbook every year. Any significant changes are addressed at the athletic department meeting in August every year. At that time all athletic department staff are permitted to ask questions and all issues or concerns may be addressed.

The Athletic Training Staff receives an updated copy of the Policy and Procedures Manual in early August every year. They receive plenty of time to review the updated document before our annual preseason meeting. At that meeting, new policy and procedure will be discussed until everyone has a full understanding and may apply the policies appropriately.

Student-Athletes receive the bulk of the information in the policy and procedure manual through a mandatory meeting their first year at Monmouth University. During this meeting the Associate Athletic Director for Sports Medicine discusses the following information: medical services and availability, rules and expectations, physician schedules, and education on pertinent medical issues. Returning student-athletes receive information on all new policy and procedure during their first team meeting of the academic year. This information is presented by the athletic trainer assigned to the team.

Occasionally, a topic will arise that requires a specific meeting for coaches and student-athletes. Examples of this type of meeting in the recent past include: MRSA staff infection, concussion, bed bugs, and H1N1 Influenza.

Some general information on sports medicine policy and procedure is located in the student-athlete handbook. The handbook is distributed to all Monmouth University Student-Athletes annually.

If a Student-Athlete has a grievance or concern regarding the sports medicine department there are several options he/she may pursue. The entire medical staff makes it a point to be amenable to the Student-Athletes. The expectation being that any concerns will be brought directly to the staff's attention. The Associate Athletic Director for Sports Medicine is highly visible to all student-athletes through his involvement with the Frosh Education Program, most Student-Athletes are aware of his role in coordinating medical services. Additional individuals within the Athletics Department may be sought out as well. The head coach, assistant coach, sport supervisor, and Director of Athletics are available for assistance and should be made aware of any grievance. Student leaders such as peer leaders, MSAAC members or team captains may also be helpful in directing the Student-Athlete to the correct individual to raise a concern.

Additionally, all parents are welcome to call the sports medicine department to speak with any member of the medical staff. There is also the opportunity to express concern over medical services provided on the Student-Athlete exit interview.

The Associate Director of Athletics for Sports Medicine, Doug Padron, is responsible for the dissemination of the sports medicine policies and procedures to all coaches, Student-Athletes, and other members of the Department of Athletics staff.

22. 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 improvement was developed through a process involving broad-based campus participation and has received formal institutional approval.

There are no plans of improvement that have been developed with regard to Operating principle 3.3 Student Athlete Well Being during the current Cycle 3 self study process.

Gender/Diversity Issues and Student-Athlete Well-Being

Racial or Ethnic Composition of Personnel - Old Race/Ethnicity Categories Chart (IPEDS)

	Year	Racial or Ethnic Group																					
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			NR Alien (N)			Other (N)			
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
Senior Administrative Athletics Dept. Staff	F											2	2	2	13	13	14						
Other Professional Athletics Dept. Staff	F														17	17	17						
	P							2	1					5	4	6							
Head Coaches	F													12	12	13							
	P													7	6	6							
Assistant Coaches	F							4	1	1	1	1	1	20	21	21					1		
	P													5	4	4							
Totals (for Athletics Dept. Personnel)	F							4	1	1	3	3	3	62	63	65	0	0	0	1			
	P								2	1				17	14	16							
Faculty-Based Athletics Board or Committee Members																							
Other Advisory or Policy-Making Group Members																							

Name of person completing this chart: Raymond Rodriguez

Title: Director Affirmative Action, Human Relations

Gender/Diversity Issues and Student-Athlete Well-Being

Racial or Ethnic Composition of all Students - Old Race/Ethnicity Categories Chart (IPEDS)

STUDENTS GENERALLY AND STUDENT-ATHLETES ON ATHLETICS AID

	Racial or Ethnic Group																				
	Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			NR Alien (N)			Other (N)		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Year	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
All Students	7	7	8	115	113	103	177	184	189	329	270	238	3680	3606	3615	25	26	21	336	475	537
Student-Athletes	1		1	2	4	4	43	41	39	11	12	9	235	233	229	4	6	11	18	5	4

Name of person completing this chart: Raymond Rodriguez

Title: Director Affirmative Action, Human Relations

Gender/Diversity Issues and Student-Athlete Well-Being

Racial or Ethnic Composition of Student-Athletes by Sport Group - Old Race/Ethnicity Categories Chart (IPEDS)

Sports** Year	Racial or Ethnic Group																				
	Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			NR Alien (N)			Other (N)		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Baseball													22	26	29				1		
Men's Basketball							8	5	5				5	5	4		2	3			
Football							14	13	14	3	3	1	47	39	49				3	2	2
Men's Track / Cross Country				1	3	3	9	10	8	1	1		27	24	24				4	1	1
Men's Other Sports and Mixed Sports									1	4	2	1	18	20	18	3	4	7	1		
Women's Basketball							6	6	5		3	3	7	6	6	1			1		
Women's Track / Cross Country	1				1	1	4	5	4			1	30	33	25				8	2	1
Women's Other Sports				1			2	2	2	3	3	3	79	80	74			1			
Total	1	0	0	2	4	4	43	41	39	11	12	9	235	233	229	4	6	11	18	5	4

Name of person completing this chart: Raymond Rodriguez

Title: Director Affirmative Action, Human Relations