

# **Weber State University**

## *Annual NCAA Equity and Well-Being Report*

*2010-2011*

### **2010-2011 Athletic Equity Committee**

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## INTRODUCTION

In 2007-08, Weber State University (WSU) undertook a self-study and external peer review of its Department of Athletics in accordance with the requirements of the NCAA Certification Policies and Procedures (NCAA Administrative Bylaw, Article 33). Three committees were formed to evaluate each of the broad areas involved in NCAA certification: 1) Governance and Compliance, 2) Academic Integrity, and 3) Equity and Well-Being. The Equity and Well-Being committee conducted an exhaustive review of three areas: 1) Gender Equity, 2) Minority Concerns, and 3) Student-Athlete Well-Being. The most pervasive conclusion of the self-study identified by the Equity and Well-Being Committee was the need to improve the annual self-evaluation process. More specifically, the NCAA self-study recommended the University develop a coordinated evaluation system that would integrate minority, gender, and student-athlete well-being concerns.

The Committee recommended the appointment of a team to design and execute an on-going evaluation of gender equity, minority, and well-being. The Athletic Equity Committee (AEC) was appointed during the summer 2008 to carry out this mandate of evaluating the Department of Athletics for each academic year. Committee members included coaches, student-athletes, Department of Athletics administration, faculty, a former trustee, as well as, representation from across campus that support student-athletes. Membership was determined to assure gender and ethnic diversity.

**2008-09:** During its first year, the AEC designed a process for conducting a comprehensive review of equity and student-athlete well-being in athletics. The committee decided to measure equality and well-being of WSU student-athletes against the four goals in the Department of Athletics mission statement. These, in essence, are to 1) support the intellectual development and graduation of student-athletes, 2) help student-athletes pursue excellence through personal development and teamwork, 3) enhance student-athletes' health and safety, and 4) develop student-athletes' respect for themselves and others. The AEC committed to issuing a report annually to the administration marking the progress toward goals in the three areas of the NCAA certification: 1) Gender Equity, 2) Minority Concerns, and 3) Student-Athlete Well-Being. The committee accomplished its overall goal that year, and the evaluation process was established to begin the following year.

**2009-2010:** In fall 2009, the evaluation process was formally launched. Information was systematically gathered from student-athletes regarding their experiences as students at WSU and their experiences as athletes at WSU. Sources of information included data from the Student-Athlete Equity and Well-Being Surveys, exit surveys, exit interviews, focus groups, financial data, and other sources.

**2010-2011:** The WSU NCAA Equity and Well-Being Survey was refined during the 2010-2011 academic year, based on analysis of the 2009-2010 survey. Questions identified as redundant were replaced with new ones better aligned with the goals in the Department of Athletics mission statement. Ten new questions relating to student-athlete equity and academic success were added to the survey. Additionally, nine questions were revised because the committee thought student-athletes were misinterpreting the true intent of the questions. The revised survey was administered in the beginning of the 2011-2012 academic year.

Focus groups were conducted in January 2011 and were mistakenly included in the 2009-2010 report. Focus groups will be conducted every other year and will return as a method of analysis in 2012-2013.

## NCAA EQUITY AND WELL-BEING REPORT 2010-2011

The following report will examine gender equity, minority, and well-being issues of student-athletes at Weber State University (WSU). Each section will address the commitments WSU made to the NCAA during the 2007 recertification process, continuing needs, along with recommendations to meet those needs for the following year.

### 1. Gender Equity Issues

#### A. NCAA Action Plan Commitments for 2010-2011

##### 1) Athletics Scholarships

- a. **GOAL:** Achieve equally competitive programs for female and male intercollegiate athletics teams by providing comparable athletic scholarship support to both genders when controlling for in-state versus out-of-state status.

- b. **Steps taken to achieve this goal in 2010-2011**

Women's teams were encouraged to recruit both in-state and out-of-state student-athletes, as needed to be competitive in the Big Sky Conference and Pacific Coast Softball Conference.

All eligible student-athletes were encouraged to apply for in-state residency, as well as for the Western Undergraduate Exchange Program (WUE).

Men's sports provided 92.28 of the 97.6 scholarships allowed to distribute under NCAA regulations for the men's teams WSU sponsors. That represented 94.55 percent of the allowable scholarships for male student-athletes.

Women's sports provided only 67.33 of the 85 scholarships. That represented 79.21 percent of the allowable scholarships for female student-athletes, per NCAA rules.

In 2010-11, WSU provided 38 percent of all athletically related financial aid to female student-athletes, and 62 percent of financial aid to male student-athletes. When accounting for differences between in-state and out-of-state tuition costs, male student-athletes received 55 percent of athletically related financial aid and female student-athletes received 45 percent.

- c. **AEC Recommendations for 2011-2012**

The allocation of scholarships to women's teams should be increased so the percentage of allowable scholarships can be equalized.

The Department of Athletics should require all student-athletes to complete a Free Application for Federal Student Aid (FAFSA) application.

The Department of Athletics should continue to review the scholarship funds for each scholarship-funded student-athlete.

##### 2) Accommodations of Interests and Abilities

- a. **GOAL:** Achieve substantial proportionality in participation of women and men for the 2012-2013 academic year.

- b. **Steps taken to achieve this goal in 2010-2011**

The accommodation of interests and abilities, required by Title IX, continued to be monitored through the efforts of the AEC and the administration within the Department of Athletics.

In 2010-2011, the ratio of opportunities to participate in collegiate athletics was 47.8 percent female to 52.2 percent male. That compared to the university's overall student body of 53 percent female to 47 percent male.

The Department of Athletics reduced the imbalance of participation opportunities by 22 in 2010-11, when compared to 2009-10. Participation opportunities for females increased by 15 in 2010-11, while male participation opportunities decreased by seven. Notably, the women's track team increased its roster by seven and the women's golf team increased its roster by five.

All women's teams are encouraged to recruit both in-state and out-of-state student-athletes, as needed to be competitive in the Big Sky Conference and the Pacific Coast Softball Conference.

**c. AEC Recommendations for 2011-2012**

The Department of Athletics should continue to work toward achieving a participation ratio within 3 percent of the gender proportion of the general campus.

The Department of Athletics should achieve a net increase of at least 10 participation opportunities for females for the 2011-12 academic year.

Compliance and administration should continue to closely monitor the number of "walk-on" student-athletes on the men's teams.

**3) Equipment and Supplies**

- a. **GOAL:** Provide equipment of comparable quality to women's and men's teams by annually reviewing the distribution of equipment to female and male student-athletes.

**b. Steps taken to achieve this goal in 2010-2011**

The Student-Athlete Equity and Well-Being Survey indicated that 85 percent of respondents agreed that they have access to adequate athletic equipment.

The provision of equipment and supplies was reviewed and found to be equitable by gender.

Refer to Appendix 1, page 15.

**c. AEC Recommendations for 2011-2012**

Compliance should undertake an NCAA-guided internal audit regarding equipment and apparel in 2012, to assure continued parity in equipment and supplies.

**4) Scheduling of Games and Practice Times**

- a. **GOAL:** Provide equivalent opportunities for women's and men's teams in all aspects of competition and practice times including number of contests, practice opportunities, and time of day for each and opportunities to compete in pre-season and post-season tournaments.

**b. Steps taken to achieve this goal in 2010-2011**

Artificial turf was installed in the football stadium in spring 2011, which eased scheduling conflicts between the football and soccer teams that share the turf practice field on lower campus.

A new team room was created in the Dee Events Center and is used by men's basketball, women's basketball and softball.

The men's and women's track and field program and the softball team continued to work together to coordinate their practice times in the Stromberg Gym along with academic classes and cheer. They occupy all three courts and the track in the late afternoon, which

has been frustrating for the Stromberg staff to make sure that the needs of the student body are adequately met.

Practice time continued to be a problem for both the men's and women's tennis teams because the Ogden Athletic Club is the only facility option when weather requires those programs to practice or compete inside.

**c. AEC Recommendations for 2011-2012**

Funding for a new indoor turf practice facility should begin. The facility will be able to accommodate indoor training and practice for all WSU athletic teams with an emphasis on softball, soccer and football.

The Student Senate should be asked to increase student fees to pay for remodeling the Swenson Gym/Stromberg Complex. The remodel will add an elevated track for students, which would alleviate scheduling conflicts for the men's and women's track and field program.

**5) Travel and Per Diem Allowance**

**a. GOAL:** Provide equitable travel and per diem allowances.

**b. Steps taken to achieve this goal in 2010-2011**

All teams have had access to the same modes of transportation (air and ground) and coaches made travel arrangements based on their individual assessment of safety, convenience, comfort and cost.

Policies and Procedures for team travel were communicated to coaches and were posted on the department's website.

Men's and women's team sports (football, basketball, soccer, softball, volleyball) did not provide per diem to student-athletes because they eat together with their teams. For individual sports (cross country, golf, tennis, track and field), coaches determined per diem amount based on location and meal. Per diem ranges from \$20-\$30/ per day and is dispersed at the discretion of the head coach.

**c. AEC Recommendations for 2011-2012**

The Department of Athletics should continue to review its policies and procedures regarding team travel for standards of equitable travel and per diem allowances. These reviews should include: 1) consideration of the convenience of non-stop flights compared to having to book connecting flights, and 2) what the per diem is for individual student-athletes of each gender.

**6) Tutors**

**a. GOAL:** Provide equitable tutoring services.

**b. Steps taken to achieve this goal in 2010-2011**

The Department of Athletics provided tutoring services to all student-athletes without regard to gender.

The Department of Athletics study hall program offered equal support for female and male student-athletes.

The Department of Athletics implemented a Developmental Math Plan to increase the success of student-athletes taking developmental math. This program was built and implemented without respect to gender. Student-athletes who are involved in the Developmental Math Plan were monitored and offered tutoring without regard to their gender.

**c. AEC Recommendations for 2011-2012**

The Department of Athletics should continue to offer study hall and access to tutors without regard to gender.

**7) Coaches**

**a. GOAL:** Assure that coaches' salaries enable female and male student-athletes to benefit from coaches with comparable qualifications.

**b. Steps taken to achieve this goal in 2010-2011**

The vice president for Administrative Services reviewed salaries within the Department of Athletics using a salary equity model unique to the department factors such as experience, position grade, revenue-generating expectations, win/loss ramifications, national exposure, and team size were measured. The model then predicted a salary for each coach based on these factors and compared it against the coach's actual salary. The data were then studied to measure potential gender-bias in salary administration. Output from the model was used to help determine salary increases for the following year. Funding was available to provide salary increases in 2010-2011 on the merit of equity and retention. Some \$20,489 was distributed among 18 employees within the Department of Athletics based on the salary model.

**c. AEC Recommendations for 2011-2012**

The Department of Athletics personnel salaries should be reviewed annually and the results should be shared with the AEC.

Consideration should be given to upgrading the graduate assistant coach in softball to a second salaried assistant coach.

**8) Locker Rooms, Practice and Competitive Facilities**

**a. GOAL:** Provide men's and women's programs with comparable facilities for practice and competition and comparable locker rooms.

**b. Steps taken to achieve this goal in 2010-2011**

The Student-Athlete Equity and Well-Being Survey indicated that 89 percent of the respondents felt that they have adequate practice and locker room facilities.

The tennis courts were rebuilt and reopened in late August of 2010. Both the men's and women's team have comparable access to the new courts.

The track, which is used equally by the men's and women's track and field programs, was completely resurfaced in spring 2011.

Volleyball received a second scoreboard, which was installed midway through the fall 2010 volleyball season.

**c. AEC Recommendations for 2011-2012**

The locker rooms, practice and competitive facilities of men and women should continue to be monitored annually for comparable size and quality.

The locker rooms of women's track and women's volleyball were identified as inadequate for the number of participants. Plans should be identified to redesign the locker rooms to create space for additional lockers.

**9) Medical and Training Facilities Services**

a. **GOAL:** Provide female and male student-athletes with comparable medical training facilities and services.

b. **Steps taken to achieve this goal in 2010-2011**

The Student-Athlete Equity and Well-Being Survey indicated that at least 93 percent of respondents felt that trainers cared about ensuring their needs and injuries were addressed appropriately, and trainers taught safe training methods and proper use of nutritional supplements.

A team physician was available to all student-athletes, regardless of their gender, on a first-come, first-served basis on Wednesdays from 2-6 p.m.

c. **AEC Recommendations for 2011-2012**

The athletics trainer's core numbers should continue to be monitored for gender equality.

Graduate students in the Athletic Training program should be increased to bolster athletic training support during teams' regular seasons as well as their off-seasons.

**10) Housing and Dining Facilities and Services**

a. **GOAL:** Provide female and male student-athletes with comparable housing and dining facilities and services.

b. **Steps taken to achieve this goal in 2010-2011**

All student-athletes have equal access to campus housing and dining facilities. The Department of Housing and Residence Life gives out student-athlete housing assignments without regard to gender.

c. **AEC Recommendations for 2011-2012**

The Department of Athletics should continue to ensure that the Department of Housing and Residence Life assigns housing to student-athletes on a basis unrelated to gender.

The Department of Athletics should work with the appropriate campus individuals to ensure that rates for summer campus-housing use are set equitably among men's and women's teams.

**11) Publicity**

a. **GOAL:** A detailed marketing plan providing comparable levels of support for all sports, regardless of gender, should be developed and executed each season with the support of the marketing department.

b. **Steps taken to achieve this goal in 2010-2011**

The marketing department within the Department of Athletics utilized multiple interns to help with the marketing of sporting events and game-day responsibilities for men's and women's sports. The goal continued to be to increase involvement and awareness around the community of women's sports on campus. The marketing team developed their strategies around the following goals:

- Increase total attendance
- Increase student and community awareness and visibility
- Increase corporate partnership support
- Create and implement community initiatives

- Improve contests and promotional prizes

**c. AEC Recommendations for 2011-2012**

The Department of Athletics should maintain the marketing internship program and continue to focus a majority of those interns' efforts towards improving the marketing and promotions of women's sports.

The Department of Athletics should review the level of publicity coverage for women's golf because it was identified as a potential issue in the previous Student-Athlete Equity and Well-Being Report.

**12) Support Services**

- a. GOAL:** Provide equivalent support services for men's and women's sports.

**b. Steps taken to achieve this goal in 2010-2011**

The Student-Athlete Equity and Well-Being Survey indicated that 95 percent of the respondents felt that they have enough academic support and resources within and outside the Department of Athletics.

The Student-Athlete Equity and Well-Being Survey indicated that 95 percent of the respondents felt that they have access to adequate mental health care on campus.

The distribution of support services to the men's and women's programs were monitored for gender equity and were found to be equitable, given the size of the programs involved.

**c. AEC Recommendations for 2011-2012**

The Department of Athletics should continue to monitor the availability of support services to men's and women's programs.

**13) Recruitment of Student-Athletes**

- a. GOAL:** Provide sufficient resources to enable women's sports to recruit student-athletes comparably to men's sports.

**b. Steps taken to achieve this goal in 2010-2011**

A total of over \$10,000 was added to the recruiting budgets in Women's Basketball, Soccer, and Softball for the 2010-2011 year.

**c. AEC Recommendations for 2011-2012**

Administration should continue to evaluate recruiting resources allocations and increase resources for the women's teams for recruiting, where needed, to provide equity.

Special attention should be given to soccer's resources for recruiting, including travel and scholarships.

The Department of Athletics should report the allocation provided to each program for recruiting, along with actual expenditures.



## 2. Minority Concerns

**Table – Percentages of Minority Populations of WSU Undergraduate Students and Student-Athletes (Fall 2010)**

Undergraduate Minority Students	General Population	Student-Athletes
U.S. Citizens	99%	96.3%
Non-U.S. Citizens	1%	3.7%
TOTAL	100%	100%

Undergraduate Minority Students	General Population	Student-Athletes
Minority*	9.5% **	28.3%**
Non-Minority	71%	71.7%
TOTAL	80.5%	100%

\* Includes American Natives, Asians, Pacific Islanders, African Americans, Hispanics, and no Aliens.

\*\* The statistics on the general population excludes 18 percent who did not declare their ethnicity or who marked “other.” The figures on student-athletes are complete with all student-athletes’ ethnicity declared.

### A. NCAA Action Plan Commitments for 2010-2011

#### 1) Institutional and Athletics Department Commitment

a. **GOAL:** Continue to communicate commitment of the University and the Department of Athletics to equity, diversity, and inclusivity.

#### b. Steps taken to achieve this goal in 2010-2011

The mission statements, strategic plans, and policies of the university and the Department of Athletics were reviewed for commitment to equity, diversity, and inclusivity during the 2010-2011 academic year.

The Student-Athlete Equity and Well-Being Survey indicated that 83 percent of the student-athletes believe that there is a diverse staff in place at WSU that provides readily identifiable role models for all student-athletes.

#### c. AEC Recommendations for 2011-2012

The university administration should monitor the mission statements, strategic plans and policies of the university for continued commitment to equity, diversity, and inclusivity during the 2011-2012 academic year.

The Department of Athletics should review its mission statement, strategic plans and policies for commitment to equity, diversity, and inclusivity during 2011-2012 academic year.

The Department of Athletics should continue to build strong working relationships with the Multicultural Student Center (MSC) and the Center for Diversity and Unity in order to facilitate ethnic minority student-athletes’ ability to take advantage of student services and activities on campus.

#### 2) Evaluation

a. **GOAL:** Develop a coordinated evaluation system that integrates minority, gender, and student-athlete well-being concerns.

**b. Steps taken to achieve this goal in 2010-2011**

The Athletic Equity Committee completed its third year of operation.

The Student-Athlete Equity and Well-Being Survey was further refined to better understand student athletes' perceptions about athletic resources and diversity.

During the past year, the AEC focused more specifically on minority concerns during focus groups and survey analyses. Both the Student-Athlete Equity and Well-Being Survey and the Student-Athlete Exit Survey results were cross-tabulated to identify any statistically significant differences between the responses of minority student-athletes and their non-minority counterparts.

Finally, focus groups based on ethnicity were conducted and analyzed. Insights from these minority-specific evaluation strategies are included in the sections below, as appropriate.

**c. AEC Recommendations for 2011-2012**

The Student-Athlete Equity and Well-Being Survey should be administered again during the 2011-2012 academic year. The survey should be reviewed by AEC annually to identify any problems that need attention.

The results from both surveys should, again, be cross-tabulated to identify any statistically-significant difference between the responses of minority student-athletes and their non-minority counterparts.

In-person exit interviews should continue to be conducted every year by the Director of Athletics and the Associate Athletic Director with efforts made to reach as many exiting student-athletes as possible.

**3) Organization Structure**

**a. GOAL:** Assure that policies and procedures of the institution promote equity and diversity.

**b. Steps taken to achieve this goal in 2010-2011**

The university's policies and procedures were reviewed to assure they promote equity and diversity.

The Student-Athlete Equity and Well Being Survey revealed that 89 percent of the respondents indicate that athletics gives them a greater appreciation for diversity.

The Administrative Services division of the University, in which the Department of Athletics resides, sponsored cultural diversity training for all employees in the division in the Opening of School Meetings in August 2010. Athletics personnel were strongly encouraged to participate and had a strong presence at the event.

The Administrative Services division's overall strategic plan continued to include an extensive strategic objective on creating a diverse and inclusive environment.

The Administrative Services division continued to sponsor the Administrative Services Diversity Action Team, the Associate AD/SWA is a member of that team.

**c. AEC Recommendations for 2011-2012**

The Division of Administrative Services should continue to conduct annual diversity training for its employees, and strongly encourage all Department of Athletics personnel to participate in that training.

The institution's administration should continue to review and monitor the university's policies and procedures to see that they promote equity and diversity.

**4) Enrollment**

a. **GOAL:** The percentage of ethnic minority student-athletes will be at least as great as the percentage of minorities in the university's overall student population.

b. **Steps taken to achieve this goal in 2010-2011**

The university monitored the ethnicity of student-athletes to assure that group is at least as diverse as the overall WSU student population.

The ethnic composition of the domestic student-athlete population during the 2010-11 academic year contained 29.4 percent ethnic minorities compared to 9.5 percent of ethnic minorities in the overall student population.

c. **AEC Recommendations for 2011-2012**

The university should continue to monitor the ethnic demographics of the student-athlete population in comparison to the demographics of the overall student population. If the percentage of ethnic minority student-athletes appears to be dropping, appropriate interventions should be undertaken.

5) **Comparison of Populations**

a. **GOAL:** Achieve ethnic diversity within each of the individual athletic programs.

b. **Steps taken to achieve this goal in 2010-2011**

The University continued to monitor the ethnic breakdown of each team and develop targeted recruiting strategies where diversity was lacking.

Notable teams: football was 50.4 percent ethnic minority, men's basketball was 68.8 percent ethnic minority, women's basketball was 36.8 percent ethnic minority.

Three teams (men's golf, men's tennis, and softball) contained no domestic ethnic minorities in 2010-11, which was a reduction from the five teams that contained no domestic ethnic minorities in 2009-10.

c. **AEC Recommendations for 2011-2012**

Those programs lacking ethnic diversity should employ affirmative efforts to diversify their recruiting practices, even if this prompts greater out-of-state recruitment.

6) **Participation in Governance and Decision-Making**

a. **GOAL:** Student-athletes in leadership positions, such as SAAC, will reflect the diversity of the student-athlete population.

b. **Steps taken to achieve this goal in 2010-2011**

The advisor to the Student-Athlete Advisory Committee (SAAC) continued to encourage coaches to identify minority student-athletes in their programs to provide opportunities to develop their leadership skills.

During the 2010-2011 academic year, the SAAC included 3 domestic ethnic minority student-athletes of the 29 members of the committee, including one member of the Executive Board.

The MSC employed an advisor who worked to recruit student-athletes to participate in the activities and organizations within the MSC.

Dr. Forrest Crawford, the university's Assistant to the President for Diversity, supported the Department of Athletics diversity initiatives and supported the MSC in reaching out to and retaining student-athletes.

**c. AEC Recommendations for 2011-2012**

Coaches should be encouraged to help identify and cultivate leadership among ethnic minority student-athletes.

**7) Employment Opportunities**

a. **GOAL:** Increase the number of ethnic minorities on the senior administrative staff.

b. **Steps taken to achieve this goal in 2010-2011**

During the 2010-2011 academic year, WSU employed 41 athletic administrative personnel. Three of those individuals are ethnic minorities, including one of two assistant athletics directors.

All head coaches of men's and women's programs during 2010-2011 are non-minority.

Six of 27 (22.2 percent) assistant coaches are ethnic minorities.

During 2010-2011 the Department of Athletics hired two new head coaches for women's volleyball and women's basketball. Both positions were posted to the Black Coaches Association in an effort to gain minority applicants.

**c. AEC Recommendations for 2011-2012**

As coaching positions, and especially head coaching positions, come open, targeted recruitment strategies should be used to recruit highly qualified ethnic minority applicants.

**8) Programs and Activities**

a. **GOAL:** Minority student-athletes will be more actively involved in diversity-oriented student activities on the broader campus.

b. **Steps taken to achieve this goal in 2010-2011**

The MSC participated in the annual new student-athlete orientation in fall 2010. Thirty-six respondents (22 female, 14 male) to the Student-Athlete Exit Interview reported:

a.i.a. 88 percent of student athletes believe that programs, activities, policies, and practices at WSU do not discriminate against any potential student user group.

a.i.b. 74 percent of student athletes reported that they would encourage students of their cultural background to attend WSU.

a.i.c. 80 percent of student athletes said that while at WSU they have been treated fairly and not discriminated against based on their race, ethnicity, creed, religion, culture, sex, sexual identity, ability, etc.

The MSC created a program titled the Athletics Community Collaborating Through Education and Using Services for Success (ACCESS). This program reaches out to students in need of financial resource assistance and information, retention support, advocacy, tutoring and referrals in finding jobs on- and off- campus to offset financial needs. During 2010-2011 the ACCESS program employed four minority student-athletes as mentors in their program.

**c. AEC Recommendations for 2011-2012**

The Department of Athletics should continue to involve and serve student-athletes in programs and activities of the Multicultural Students Center, the Center for

Diversity and Unity and other partners in Student Affairs, especially those offering diversity-oriented programming.

### 3. Student-Athlete Well-Being

The NCAA uses the term “student-athlete well-being” in reference to an assortment of issues that focus on the health, safety, and overall wellness of student-athletes. This includes establishing, communicating, and abiding by health, safety, travel, and sports medicine policies for student-athletes. During the 2008 NCAA peer-review team visit, the NCAA evaluated the adequacy of written emergency medical plans for both practices and games for the athletics program, and specific coverage for out-of-season workouts, strength training, and skills sessions.

The WSU Athletic Equity Committee annually evaluates the department’s commitment to student-athletes’ access to educational enhancement programs, which includes career guidance counseling, personal counseling, and alcohol and drug abuse education are included under student-athlete well-being. Moreover, the effectiveness of grievance and appeals procedures available to student-athletes for issues such as financial aid, transfers, harassment, hazing, abusive behavior, and sexual orientation is evaluated. Scrutiny of the effectiveness of the exit interview process in gathering and utilizing information is also mandated under student-athlete well-being. The NCAA requires special attention be given to ensure the provision of a safe environment for all student-athletes, including those who are members of sexual minorities.

#### A. NCAA Action Plan Commitments for 2010-2011

##### a.i.a.1) **Athletics Travel Policies and Emergency Medical Plans**

a. **GOAL:** Effectively educate and inform student-athletes, coaches, and Department of Athletics staff regarding department travel policies and emergency medical plans.

##### b. **Steps taken to achieve this goal in 2010-2011**

The Department of Athletics administration communicated travel and emergency medical plans to all student-athletes and Department of Athletics staff members. Medical and emergency medical plans encompassed the following: practices, games, out-of-season workouts, strength training, and skills workouts. The information was disseminated in conjunction with fall squad meetings and rules education sessions. The information was also included in the annual student-athlete handbook distributed to all student-athletes and staff in addition to being posted online.

Emergency medical plans for each sport were posted in their respective training rooms. A master copy of each sport’s emergency plan was also available in the offices of the Director of Athletics, Senior Woman Administrator, and Head Athletic Trainer.

The Policies and Procedures for Travel were placed in a written document and distributed to student-athletes, coaches, and department staff and are placed on the department website.

##### c. **AEC Recommendations for 2011-2012**

The Department of Athletics should continue to annually review and monitor the university’s policies and procedures regarding travel and update the department document accordingly.

The Department of Athletics should continue to distribute and communicate the travel policy and emergency plans to all student-athletes, coaches and department staff.

##### a.i.a.2) **Educational Enhancement Programs**

a. **GOAL:** Effectively inform student-athletes about educational enhancement programs, which include but are not limited to career guidance counseling, personal counseling, and alcohol and drug abuse education.

**b. Steps taken to achieve this goal in 2010-2011**

The Department of Athletics committed to a two-year partnership with Career Athletes to provide career guidance materials for student-athletes.

A Career Development Seminar was held on February 8-9, 2011, which was mandatory for all student-athletes. WSU's Department of Career Services presented the seminar.

A mandatory substance abuse seminar for all student-athletes was held on November 3, 2010. The guest speaker was Officer Lythgoe from the Ogden Police Department.

The Department of Athletics training staff drug tested 115 student-athletes during the 2010-2011 academic year, the results produced five positive tests and those student-athletes were referred to the Counseling Center.

The NCAA conducted five drug-testing days at WSU testing 59 female student-athletes and 80 male student-athletes. There was one positive test result and one retest out of the total 139 student-athletes.

**c. AEC Recommendations for 2011-2012**

The Department of Athletics should continue to seek opportunities to provide educational programming in the areas of career counseling, personal counseling, and drug and alcohol abuse to student-athletes on an annual basis.

**3) Student-Athlete Appeals Procedures**

- a. **GOAL:** Provide an avenue for grievance and appeals procedures to student-athletes for issues such as financial aid, transfers, and harassment based on sexual orientation, hazing, or other abusive behavior.

**b. Steps taken to achieve this goal in 2010-2011**

The Department of Athletics Grievance Procedure was discussed with student-athletes and coaches during the initial squad meetings for each sport. The grievance procedures were also listed in the student-athlete handbook and on the department website.

**a. AEC Recommendations for 2011-2012**

The Department of Athletics should continue to provide a grievance and appeal process to student-athletes equitably.

## Appendix 1 - EQUIPMENT

<b>EQUIPMENT</b>		
<b>SPORT</b>	<b>WOMEN'S</b>	<b>MEN'S</b>
<b>BASKETBALL</b>	<b>Provided:</b> uniforms (3 years), items necessary for competition and practice	<b>Provided:</b> uniforms (3 years), items necessary for competition and practice
<b>TRACK</b>	<b>Provided:</b> uniforms, items necessary for competition and practice	<b>Provided:</b> uniforms, items necessary for competition and practice
<b>TENNIS</b>	<b>Provided:</b> racquets, uniforms, items necessary for competition and practice	<b>Provided:</b> racquets, uniforms, items necessary for competition and practice
<b>GOLF</b>	<b>Provided:</b> uniforms (4 sets/yr), items necessary for competition and practice (Golf balls)	<b>Provided:</b> uniforms (4 sets/yr), items necessary for competition and practice (Golf balls)
<b>FOOTBALL</b>	N/A	<b>Provided:</b> uniforms (3 years), items necessary for competition and practice
<b>VOLLEYBALL</b>	<b>Provided:</b> uniforms (2 years), items necessary for competition and practice	N/A
<b>SOCCER</b>	<b>Provided:</b> uniforms, items necessary for competition and practice	N/A



**APPENDIX 2 - TRAVEL**

	<b>WOMEN'S BASKETBALL</b>	<b>MEN'S BASKETBALL</b>
<b>NUMBER WHO TRAVEL</b>	18	18
<b>MODE</b>	Air & ground	Air & ground
<b>HOUSING</b>	Hotels (2 per room)	Hotels (2 per room, 1 per bed)
<b>MEALS</b>	Team meals	Team meals
<b>LENGTH OF STAY</b>	1 day prior, leave same day	1 day prior, leave same day

	<b>WOMEN'S TENNIS</b>	<b>MEN'S TENNIS</b>
<b>NUMBER WHO TRAVEL</b>	7-8	9
<b>MODE</b>	Air & ground	Air & ground
<b>HOUSING</b>	Hotels (2-3 per room, 1 per bed)	Hotels (4 per room)
<b>MEALS</b>	\$25 per day	Team meals, but occasional \$25 per diem during competitions
<b>LENGTH OF STAY</b>	1 day prior, leave day after	1 day prior, leave day after

	<b>WOMEN'S GOLF</b>	<b>MEN'S GOLF</b>
<b>NUMBER WHO TRAVEL</b>	5-8	5-8
<b>MODE</b>	Air & ground	Air & ground
<b>HOUSING</b>	Hotels (2-3 per room, 1 per bed)	Hotels (2-3 per room, 1 per bed)
<b>MEALS</b>	\$25-30 per diem	\$20-25 per diem
<b>LENGTH OF STAY</b>	1-2 days prior, leave same day	1-2 day prior, leave same day

	<b>WOMEN'S TRACK</b>	<b>MEN'S TRACK</b>
	<i>Women's and Men's Track travel together and have access to comparable accommodations.</i>	
<b>NUMBER WHO TRAVEL</b>	36	24-31
<b>MODE</b>	Air & ground	Air & ground
<b>HOUSING</b>	Hotels (2 per room, 1 per bed)	Hotels (2-3 per room, 1 per bed)
<b>MEALS</b>	\$20-30 per diem	\$20-30 per diem
<b>LENGTH OF STAY</b>	Same day in and out, if air, then 1 day prior	1 day prior, leave same day

**APPENDIX 2 continued**

	<b>VOLLEYBALL</b>	<b>SOCCER</b>	<b>SOFTBALL</b>	<b>FOOTBALL</b>
<b>NUMBER WHO TRAVEL</b>	17	22	23	84-90
<b>MODE</b>	Air & ground	Air & ground	Air & ground	Air & ground
<b>HOUSING</b>	Hotels (2 per room, 1 per bed)	Hotels (2-3 per room, 1 per bed)	Hotels (2-3 per room, 1 per bed)	Hotels (2 per room, 1 per bed)

<b>MEALS</b>	Team meals	Team meals	Team meals	Team meals, but occasionally \$10 per diem for breakfast
<b>LENGTH OF STAY</b>	0-1 day prior, leave 0-1 day after	1 day prior, leave same day	1 day prior, leave same day	1 or 2 days prior, leave same day

**APPENDIX 3**

**RECRUITMENT**

<b>SPORT</b>	<b>WOMEN'S</b>	<b>MEN'S</b>
<b>BASKETBALL</b>	\$25,656 United States Other subsidized visits	\$41,674 United States Other subsidized visits
<b>TRACK</b>	\$2,776 Mostly phone calls Subsidized visits	\$1,807 Falling behind in-state rivals Subsidized visits
<b>TENNIS</b>	\$221 World Subsidized visits	\$835 World Subsidized visits
<b>GOLF</b>	\$314 Utah & Idaho No subsidized visits	\$261 Utah & Idaho No subsidized visits
<b>FOOTBALL</b>	N/A	\$65,800 West and Midwest Subsidized visits
<b>VOLLEYBALL</b>	\$10,690 Western U.S., Midwest and Canada Some subsidized visits	N/A
<b>SOCCER</b>	\$7,487 Utah & West (California) Subsidized visits	N/A
<b>SOFTBALL</b>	\$8,750 West & Midwest Subsidized visits	N/A