INSTRUMENT

2009-2010 DIVISION I ATHLETICS CERTIFICATION SELF-STUDY INSTRUMENT

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). In each case, 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 for certification as they relate to Operating Principle 3.1 Gender Issues were imposed by the committee in its Cycle 2 certification decision.

Action

No conditions for certification as they relate to Operating Principle 3.1 Gender Issues were imposed by the committee in its Cycle 2 certification decision so no action was taken.

Action Date

No conditions for certification as they relate to Operating Principle 3.1 Gender Issues were imposed by the committee in its Cycle 2 certification decision so no action was taken.

Explanation for partial or non-completion

No conditions for certification as they relate to Operating Principle 3.1 Gender Issues were imposed by the committee in its Cycle 2 certification decision so no action was taken and therefore there were no partial or noncomplete actions.

Gender/ Diversity Issues and Student-Athlete Well-Being

2. Report on the implementation of the plan for improvement to address gender issues developed by the institution during its Cycle 2 certification process. In each case, provide:

a. The original plan;
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 plans.

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; and

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 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.

1. **Original Plan**

*To maintain equity in the salaries of employees of the men's and women's intercollegiate sports--achieve equity in designated sports according to the following time frame.
*The athletics director will submit a budget to the vice president for Business Affairs to reflect salary adjustments.
*The Vice President for Business Affairs will, in turn, recommend the salary adjustments to the President and the President's Executive Council.
*Annually
*Action is ongoing.

Action

1.1 The women's head basketball coach's salary was raised to be comparable to the head men's basketball coach's salary in 2002. However, the salaries were the result of teaching and coaching responsibilities. This dual arrangement ended in June 2008. In June of 2008, the salaries of both head men's and women's head basketball coaches were still comparable, but their responsibilities to the institution became 100% coaching.

1.2 There was no comparable analysis required for men and women cross country and track, men's and women's tennis and men's and women's golf because the same coach coached both gender sports. This continues to be the practice to date.

1.3 Women's softball and volleyball sports shared the same head coach and the baseball coach's salary was supplemented with a teaching salary. As of July 1, 2009 the men's head baseball position was no longer supplemented with a teaching salary and became 100% coaching.

1.4 There was no comparable gender sport to football at Alcorn. The football coaches' salaries was comprised of .5 teaching and .5 coaching until January 2008. After January 2008, the head football coach's salary became 100% coaching.

Action Date

The women's head basketball coach's salary was raised to be comparable to the head men's basketball coach's salary in 2002. However, the salaries were the result of teaching and coaching responsibilities. This dual arrangement ended in June 2008. In June of 2008, the salaries of both head men's and women's head basketball coaches were still comparable, but their responsibilities to the institution became 100% coaching.

As of July 1, 2009 the men's head baseball position was no longer supplemented with a teaching salary and became 100% coaching.

The football coaches' salaries was comprised of .5 teaching and .5 coaching until January 2008. After January 2008, the head football coach's salary became 100% coaching.

Explanation for partial or non-completion

There was no explanation because the plan was successfully completed.

2. **Original Plan**

*To increase or maintain the number of women's scholarships and financial aid packages for intercollegiate sports as a means of increasing the number of female students participating in intercollegiate athletics.
*The university administration will be responsible for providing the funds necessary for awarding the designated number of scholarships for each sport. The athletic director and the Vice President for Business Affairs will recommend to the admistration the level
of funding required to achieve the stated expected end results.
*The athletic director is responsible for working with respective coaches to ensure that eligible student-athletes are recruited to receive the designated number of scholarships for women's sports.
*The university will aggressively seek the support of alumni to raise additional funds in support of the additional scholarships.
*The athletic director will develop and implement a promotional plan to increase the number of patrons attending athletic events, thereby increasing funds from gate receipts and funds available to support the additional scholarships for women's sports. The university intends to allocate an additional $200,000 during the next five years in support of gender equity in the athletic program.
*Women's Basketball: Number of Scholarships FY 2000: 15 Number of Scholarships FY 2004: 15
*Women's Bowling: Number of Scholarships FY 2000:
*Women's Golf: Number of Scholarships FY 2000: 6 Number of Scholarships FY 2004: 6
*Women's Softball: Number of Scholarships FY 2000: 10 Number of Scholarships FY 2004: 12
*Women's Tennis: Number of Scholarships FY 2000: 8 Number of Scholarships FY 2004:8
*Women's Track: Number of Scholarships FY 2000: 18 Number of Scholarships FY 2004:18
*Women's Volleyball: Number of Scholarship FY 2000: 10 Number of Scholarship FY 2004: 12

Action

All actions were taken except for the promotional plan and for women's bowling. The promotion plan was created but not implemented. Women's bowling was discontinued.

Action Date

The action dates for the actions described in the original plan were taken annually from FY 2004, the date included in the original plan, except for the promotional plan and the sport of women's bowling. The promotional plan was never implemented and the sport of women's bowling was discontinued in the 2006-2007 academic year.

Explanation for partial or non-completion

The promotional plan was given a lower priority. Women's bowling was discontinued due to a lack of interest in the sport by the university's female undergraduates.

3. **Original Plan**

*To achieve a six-year completion rates of student-athletes, in the following sports:
*Women's Basketball: Completion Rate FY 2001: 59%
Completion Rate FY 2004: 70%
*Women's Bowling: Completion Rate FY 2003: 50%
Completion Rate FY 2004: 55%
*Women's Golf: Completion Rate FY 2002: 50%
*Women's Softball: Completion Rate FY 2003: 60%
*Women's Tennis: Completion Rate FY 2001: 100%
*Women's Track: Completion Rate FY 2002: 50%
*Women's Volleyball: Completion Rate FY 2002: 65%

Action

All actions were taken as stated in the original plan.

Action Date

The action dates for the actions described in the original plan were taken annually from FY 2004.

Explanation for partial or non-completion

There is no explanation for partial or non-completion because the plan was successfully completed.

4. **Original Plan**

*To add women's soccer to the intercollegiate sports program at Alcorn State University by fall 2003.
*The senior women's administrator, in collaboration with the women's track coach, the Athletic Committee, and the Compliance Officer, will conduct a survey of prospective female students from a sample of high schools to determine what sports might be of greatest interest to prospective female students.
*The athletic director, the athletic committee, and coaches of women's sports will use the results of the survey in determining at least one additional women's sport.
*The athletic director and the vice president for business affairs will be responsible for additions to the women's sports by the 1999-2000 year.
*The female coaches will work with local elementary and high schools to stimulate female students' interests in designated female-oriented sports which are not currently played at the university.
*The athletics director will work the SWAC in encouraging the conference to promote non-traditional sports (for SWAC) that could be of high interest to female athletes and potential athletes.
*The university will allocate the funds necessary to conduct the additional sports by 2001-2002. The amount allocated will be dependent upon the sport selected. The vice president for Business Affairs and the university president will be responsible for allocating the funds. The goal will have been achieved when the sports team is organized, including student-athletes and a coach appointed for the team.
*The athletic director will have discussions with the other athletic directors in the conference and determine if there is sufficient interest to make cheer leading a formal sport. The university will make a decision based on the result of study.

Action

All actions were taken as stated in the original plan except for the study of prospective female students. Action Date for 4. Original Plan.

Action Date

The action dates for the actions described in the original plan were taken annually from FY 2004 except for the study of prospective female students.

Explanation for partial or non-completion

There is no explanation for partial or non-completion because the plan was successfully completed except for the study of prospective female students. The study was not done because the university already had the maximum number of sports in FY 2003.

5. **Original Plan**

*Coaches' salaries will be monitored annually with any changes made with consideration of equity.
*Addition of one female sport (soccer).
*Increase or maintain scholarship packages in all women's sports to the NCAA maximum allowed.
*The university is continually seeking to upgrade and increase equipment as funds are available. Additional weight machines will be added for men and women athletes during 2003-2004.
*Monitor all facilities to ensure that all future renovations are equitable.
*The university will continue to aggressively seek state funding for the proper upkeep and maintenance of all facilities, including those used for the athletics program.
*Monitor all athletic teams' budgets to ensure continued equity.
*Provide, as funds are available, for the service of maintenance of the laptop computers for the student-athlete while travelling, as well as maintenance of other educational equipment. The university will replace up to four laptop computers for the athletics
program during 2002-2003, if it is necessary to do so. The computer service center will provide maintenance service for laptop computers as well as other computers used by the athletic program.
*The Athletics Director has been instructed to submit requisition to repair any educational equipment that needs repairing and to ensure that there are maintenance contracts for educational equipment as appropriate.
*Create all women's sports media guide to include all female sports.
*Women's sports will be given more publicity starting in the spring of 2003. Publicity of the women's sports will be adequately documented.
*The university TV Channel 13 and the university Weekly Bulletin will carry regular announcements regarding support services available to all students.
*A special report (announcement) on student support services will be printed in the Campus Weekly Bulletin and carried on the campus television at the beginning of the 2003 spring semester-January 2003.
*The University President has assigned the Vice President for Institutional Advancement,Planning, and Research and the Vice President for Business Affairs the responsibility for monitoring the implementation of the recommendations and the approved actions
that are contained in the section--Principle 4.1 of the report. They will provide at least semi-annual reports to the president starting December 2002.

Action

All actions were taken as stated in the original plan except for the all women's sports media guide which was never done.

Action Date

The actions were instituted by FY 2004 except for the all women's sports media guide. The all women's sports media guide was not done. Women's soccer was added in 2003 and became a varsity sport in the academic year 2003-2004.

Explanation for partial or non-completion

There is no explanation for partial or non-completion because the plan was successfully completed except for the all women's sports media guide. The university decided to continue to have one comprehensive guide for all sports.

6. **Original Plan**

*To increase the overall athletic budget and create additional and diverse revenue streams.
*Create a comprehensive and effective fundraising and marketing plan.
*Increase event ticket sales for football by approximately 20%.
*Increase event ticket sales for basketball by approximately 50%.
*Procure revenue from event parking sales of at least $60,000.
*Procure revenue from concession sales of at least $25,000 annually.
*Increase student athletic fees by approximately 20%.
*Procure from ASU Foundation givings by $50,000 annually.
*Procure revenue from facility rental fees of at least $4,000 annually.
*Department of Athletics and Office of Fiscal Affairs
*August 2003 and ongoing/annually

Action

The actions taken were as follows:

*The fundraising and marketing plan was created but not implemented.

*The price of the tickets was increased but the quanitity of tickets decreased.

*The price of the tickets was increased but the quanitity of tickets decreased.

*Parking, concession sales, and student athletic fees remained steady.

*Funding from the ASU Foundation remained steady.

*Facility rental fees remained steady.

Action Date

Each action took place beginning in August 2003 and continued annually except for the fundraising and marketing plan which was created but not implemented.

Explanation for partial or non-completion

The fundraising and marketing plan was created but not implemented because its priority was reassigned.

7. **Original Plan**

*To allow for adequate competition at the highest NCAA Division I level.
*All sports-teams will participate in at least the minimum allowed regular season contests as outlined by the NCAA.
*Develop state-of-the-art golf course.
*Develop state-of-the-art practice and competition site for women's soccer.
*Make necessary budget enhancements to meet the minimum financial need of each sport.
*Revitalize current aquatic facility for future hosting of competitions.
*Renovate and refurbish all current practice and competition sites.

Action

The actions taken were as follows:

*All sports teams do participate in number of minimum allowed regular season contests.

*Golf course was not built.

*Women's soccer competition site was not built.

*The budget have been adequate to meet the financial need of each sport.

*The swimming pool was reopened but then closed.

*The women's softball field is being renovated.

*The athletics department is involved in the hiring and evaluation of all athletic personnel.
*Monitor the hiring and evaluation of all athletic personnel.
*Add at least two additional graduate assistant personnel.

Action Date

*August 2000 and ongoing.

*A dormitory was built at the golf course site in 2009.

*Women's soccer competition site was not built.

*Budgets have been made annually since 2002.

*Swimming pool was closed in 2005.

*Softball field renovations began in 2010.

*The athletics is involved in hiring decisions and evaluation of personnel on a continuing basis.

Explanation for partial or non-completion

*A dormitory was built at the golf course site in 2009.

*Women's soccer competition site was not built because decision was made to use existing football field.

*Swimming pool was closed due to water quality issues.

8. **Original Plan**

To provide adequate and proficient department staff to enhance program development.
*Monitor the hiring and evaluation of all athletic personnel.
*Add at least two additional graduate assistant personnel.

Action

Action Date

Explanation for partial or non-completion

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). In each case, provide:

a. The additional plan;
b. The action(s) taken by the institution; and
c. The date(s) of the actions(s).

There were no plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision.

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

The institution is organized to further its efforts related to gender-issues operating principle for athletics department staff and coaches in this manner.

Athletics department staff and coaches are informed of the athletics department's commitment to gender equity through the athletics department's mission statement and policies and procedures.

Hiring practices established by the Alcorn State University are followed by the Department of Athletics to ensure fair and equitable recruitment, selection, retention and treatment of prospective applicants, interviewees, employers and exiting employees.

Athletics department staff and coaches have access to the department's most recent Gender Equity Plan and the Department of Athletics Strategic Plan which disclose the department's commitment to gender equity.

Members of the athletics department staff (facilities, financial aid, compliance, etc.) are required to make at least biannual visits to the Student-Athlete Advisory Committee (SAAC) meetings to determine what practices need to be changed to meet the needs of all student-athletes.

The institution is organized to further its efforts related to gender-issues operating principle for student-athletes in this manner:

The Student-Athlete Advisory Council has been organized as an empowered group of male and female student-athletes who have engineered change in a meaningful way within the organization regarding gender equity.

In addition to annually giving student-athletes who have completed their eligibility the opportunity to complete surveys to gauge the effectiveness of current policies, practices, and programs, the athletic department now surveys each student-athletes during their first and third year of competition to determine if their needs are being met.

Exit interviews are conducted whenever a student-athlete quits a team, when possible. This practice gives the appropriate sports supervisor an opportunity to gauge if there are any issues associated with the student-athlete's decision that may have gender equity, diversity, or student-athlete well being implications.

The athletics department provides funding for female staff members to join the National Association of Women Athletic Administrators, whose mission is "dedicated to providing educational programs, professional and personal development opportunities, information exchange and support services to enhance college athletics and to promote the growth, leadership, and success of women as athletics administrators, professional staff, coaches and student-athletes."

Conferences and workshops are available to female staff members at the same level as male staff members. The Senior Woman Administrator is responsible for engaging appropriate female staff members (including coaches) in opportunities to enhance their professional development.

The athletics department's professional staff obtains appropriate certifications and are expected to maintain those certifications in order to continue providing quality services to our student-athlete population.

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

Since 2004, outside consultants on a university wide basis have been retained to review, assess, and evaluate matters of gender equity for both staff and student-athletes. The result is five years of EADA compliance reports that address the compliance status of the Alcorn State with the athletic provisions of Title IX. Throughout the year the athletic director and the senior woman administrator monitor the institution's progress in responding to the recommendations presented in the compliance reports as well as any other areas of concern that arise.

6. For the three most recent academic years in which information is available, analyze the institution's Equity in Athletics Disclosure Act (EADA) report (i.e., participation, head coaches and assistant coaches). If any differences exist, the institution must explain (using supporting data) and address any deficiencies in the gender-issues plan for improvement.

The following statistics are from the EADA reports from the 2005-2006, 2006-2007 and 2007-2008 academic years:

2005-2006 Academic Year
Head Coaches: 15
Men's Teams: 7
Women's Teams: 8
Assistant Coaches: 8

Men's Teams: 7
Women's Teams: 1

The analysis of these statistics is as follows:

With regard to participation, the institution finds no gender equity issues.

With regard to head coaches, the institution finds no gender equity issues.

With regard to assistant coaches, the institution finds no gender equity issues.

2006-2007 Academic Year
Head Coaches: 16
Men's Teams: 8
Women's Teams: 8
Assistant Coaches: 13
Men's Teams: 8
Women's Teams: 5

The analysis of these statistics is as follows:

With regard to participation, the institution finds no gender equity issues.

With regard to head coaches, the institution finds no gender equity issues.

With regard to assistant coaches, the institution finds no gender equity issues.

2007-2008 Academic Year
Head Coaches: 15
Men's Teams: 7
Women's Teams: 8
Assistant Coaches: 14
Men's Teams: 9
Women's Teams: 8

The analysis of these statistics is as follows:

With regard to participation, the institution finds no gender equity issues.

With regard to head coaches, the institution finds no gender equity issues.

With regard to assistant coaches, the institution finds no gender equity issues.

7. For the three most recent academic years in which information is available, analyze the institution's NCAA financial report (revenue and expense categories). If any differences exist, the institution must explain (using supporting data) and address any deficiencies in the gender-issues plan for improvement.

2005-2006 academic year revenues

Men's Sports
$1,271,329

Women's Sports
$365,417

Total
$1,636,746

Expenses
Men's Sports
$1,496,321

Women's Sports
$816,589

Total
$2,312,910

2006-2007 academic year revenues

Men's Sports
$1,181,804

Women's Sports
$458,382

Total
$1,640,186

Expenses

Men's Sports
$1,758,221

Women's Sports
$963,587

Total
$2,721,808

2007-2008 academic year revenues

Men's Sports
$1,433,942

Women's Sports
$1,171,910

Total
$2,605,852

Expenses
Men's Sports
$1,426,640

Women's Sports
$989,208

Total
$2,415,848

Based on this data, no discrepancies exist so there is no need for this item to be explained in the gender-issues plan for improvement.

8. Using the program areas for gender issues:

a. Describe how the institution has ensured a complete study of each of the 17 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 17 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); and
d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (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.]

Gender/ Diversity Issues and Student-Athlete Well-Being

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 17 program areas. This study must be conducted as part of the self-study process;

The response to this question and the following 17 areas report on the items was examined by the Subcommittee on Gender/Diversity and Student-Athlete Well Being as well as the Steering Committee for NCAA Recertification as part of the self-study process. The data reported on EADA for college headcount and participant headcount are annually reviewed by the following: director of athletics, controller, athletic business operations manager, athletic compliance officer and the Senior Woman Administrator. The Athletic Department requests and is provided gender specific enrollment for Alcorn State campus from the Office of
Student Affairs/registrar. The Athletic Director monitors gender representation and data are reported annually in the EADA. Each entering freshman class is requested to fill out a survey that evaluates athletic interests. The subcommittee reviewed these materials.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;

The institution fields 15 varsity athletic programs including seven men's sports and eight women's sports.

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); and

The stand-alone plan for gender issues calls for an annual survey of student athletes' needs to ensure their unique issues and concerns are noted, assessed, and acted upon by the institution and the Department of Athletics. Although Alcorn State has nearly equal representation of men and women athletes, the student-athlete pool for women's sports can sometimes be less than for men's sports. Moreover, the strong intramural program at Alcorn State helps foster opportunities to identify trends in athletic interests and identify athletics that need to be fostered by sports camps, the community and via university sports. Even absent a survey, Alcorn State support opportunities for girls at the elementary and intermediate school level, and thus play a role in enhancing the K-12 pipeline for female student-athletes at the collegiate level (though care should be taken to ensure this is done in a manner consistent with NCAA rules about college coaches not working with high school student-athletes).

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

No deficiencies were identified in this program area within the stand-alone plan for gender issues. The Athletic Department plans to continue the yearly surveys, monitoring of intramural sports and perform additional surveys.

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

Gender/ Diversity Issues and Student-Athlete Well-Being

a. Describe how the institution has ensured a complete study of each of the 17 program areas. This study must be conducted as part of the self-study process;

The response to this question and the following 17 areas report on the items was examined by the Subcommittee on Gender/Diversity and Student-Athlete Well Being as well as the Steering Committee for NCAA Recertification as part of the self-study process. The data reported on EADA for college headcount and participant headcount are annually reviewed by the following: director of athletics, controller, athletic business operations manager, athletic compliance officer and the Senior Woman Administrator. The Athletic Department requests and is provided gender specific enrollment for Alcorn State campus from the Office of
Student Affairs/registrar. The Athletic Director monitors gender representation and data are reported annually in the EADA. Each entering freshman class is requested to fill out a survey that evaluates athletic interests. The subcommittee reviewed these materials.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;

Scholarship dollars are awarded to women and men at same proportion as their respective rate of participation in the intercollegiate athletics program. The supporting data is as follows:

Men's Scholarship Dollars

2005-2006 Academic Year $817,452 (62% of total)
2006-2007 Academic Year $1,009,604 (55% of total)
2007-2008 Academic Year $1,014,448 (55% of total)

Women's Scholarship Dollars
2005-2006 Academic Year $502,862 (38% of total)
2006-2007 Academic Year $825,948 (45% of total)
2007-2008 Academic Year $822,416 (45% of total)

Total Scholarship Dollars
2005-2006 $1,320,314
2006-2007 $1,835,552
2007-2008 $1,836,864

Participation
2005-2006 Academic Year
Male Participants: 170 (60%)
Female Participants: 105 (40%)

2006-2007 Academic Year
Male Participants: 174 (60%)
Female Participants: 95 (40%)

2007-2008 Academic Year
Male Participants 161 (60%)
Female Participants: 97 (40%)

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); and

The data indicates that the institution is meeting the needs of the underrepresented gender.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

See the stand-alone plan for the issues and/or deficiencies raised by (c) above.

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 17 program areas. This study must be conducted as part of the self-study process;

The response to this question and the following 17 areas report on the items was examined by the Subcommittee on Gender/Diversity and Student-Athlete Well Being as well as the Steering Committee for NCAA Recertification as part of the self-study process. The data reported on EADA for college headcount and participant headcount are annually reviewed by the following: director of athletics, controller, athletic business operations manager, athletic compliance officer and the Senior Woman Administrator. The Athletic Department requests and is provided gender specific enrollment for Alcorn State campus from the Office of
Student Affairs/registrar. The Athletic Director monitors gender representation and data are reported annually in the EADA. Each entering freshman class is requested to fill out a survey that evaluates athletic interests. The subcommittee reviewed these materials.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;

Since August 1, 2010, the department has employed a full-time director of equipment/inventory control management. Prior to this, the position was held by a football coach and student workers. This change enabled the Athletic Department to better allocate and monitor the use of the equipment and supplies for all sports programs. In our review of the EADA data, we noted a trend for increased resources for equipment and supplies for both men's and women's programs over the past two years.

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); and

As a result of a branding initiative with Russell Athletics, the Department of Athletics increased the resources available for the procurement of branded equipment and supplies used to outfit our teams. The current allocation shows an equitable distribution among the programs.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

The stand-alone plan for gender issues addresses the fact that the following sports are not provided equipment through the agreement with Russell Athletics: soccer, men's and women's tennis, men's and women's golf, and men's and women's track and field.

4. Scheduling of Games and Practice Times. 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 17 program areas. This study must be conducted as part of the self-study process;

The response to this question and the following 17 areas report on the items was examined by the Subcommittee on Gender/Diversity and Student-Athlete Well Being as well as the Steering Committee for NCAA Recertification as part of the self-study process. The data reported on EADA for college headcount

and participant headcount are annually reviewed by the following: director of athletics, controller, athletic business operations manager, athletic compliance officer and the Senior Woman Administrator. The Athletic Department requests and is provided gender specific enrollment for Alcorn State campus from the Office of
Student Affairs/registrar. The Athletic Director monitors gender representation and data are reported annually in the EADA. Each entering freshman class is requested to fill out a survey that evaluates athletic interests. The subcommittee reviewed these materials.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;

Scheduling of practices and athletic events are outlined in the Policy and Procedure Manual for the Department of Athletics. The Department of Athletics ensures that the scheduling of athletic contests and practices times is done in compliance with NCAA guidelines. The coaches and support staff of the department are provided a web copy of the NCAA Manual and work with the athletic director, assistant athletic director, and director of athletics compliance in both scheduling games and practice times.

The Department of Athletics evaluated the process of scheduling events to ensure equitable access to fields and facilities. Coaches must coordinate with the Athletic Director, Assistant Athletic Director, Senior Women Administrator and Director of Athletic Compliance in order to finalize all contests and practice times. Each of these individuals approves either the proposed schedule form or schedule change form. Once all approvals are obtained, the office manager will enter the approved schedule into the master calendar.

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); and

Student athletes are limited to __ hours of practice time per week. Game scheduling is organized by the conference and not strictly governed by Alcorn State.The Director of Athletics and Coaches review the scheduling on a continual basis. Scheduling is dictated by the conference for a majority of game events. Double-header games presenting both men's and women's teams, such as basketball, are encouraged as both a promotional tool and for financial management. Double-header games presenting both men's and women's teams also support equality in "prime-time" promotions, provided the timing of the games are equally switched between the men's and women's programs.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

The stand-alone plan for gender issues identifies the need for a clarification of practice and scheduling policy. This will be accomplished by reviewing current policies and making changes as necessary. A schedule of practices will be required from all coaches in accordance with the revised policies.

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 17 program areas. This study must be conducted as part of the self-study process;

The response to this question and the following 17 areas report on the items was examined by the Subcommittee on Gender/Diversity and Student-Athlete Well Being as well as the Steering Committee for NCAA Recertification as part of the self-study process. The data reported on EADA for college headcount and participant headcount are annually reviewed by the following: director of athletics, controller, athletic business operations manager, athletic compliance officer and the Senior Woman Administrator. The

Athletic Department requests and is provided gender specific enrollment for Alcorn State campus from the Office of
Student Affairs/registrar. The Athletic Director monitors gender representation and data are reported annually in the EADA. Each entering freshman class is requested to fill out a survey that evaluates athletic interests. The subcommittee reviewed these materials.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;

The EADA data for the past three years indicate that the top three categories for spending by the athletics department were as follows: scholarships, salaries, and team travel.

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); and

Our review of the allocation to team travel in the EADA data for the past three years showed flexibility to the programs as required by their respective competition schedules. Consequently, we believe that the Department is meeting the needs of the underrepresented gender.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

No deficiencies were identified in this program area within the stand-alone plan for gender issues.

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 17 program areas. This study must be conducted as part of the self-study process;

The response to this question and the following 17 areas report on the items was examined by the Subcommittee on Gender/Diversity and Student-Athlete Well Being as well as the Steering Committee for NCAA Recertification as part of the self-study process. The data reported on EADA for college headcount and participant headcount are annually reviewed by the following: director of athletics, controller, athletic business operations manager, athletic compliance officer and the Senior Woman Administrator. The Athletic Department requests and is provided gender specific enrollment for Alcorn State campus from the Office of
Student Affairs/registrar. The Athletic Director monitors gender representation and data are reported annually in the EADA. Each entering freshman class is requested to fill out a survey that evaluates athletic interests. The subcommittee reviewed these materials.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;

This past year, the College of Excellence and the athletic department have reallocated resources to enhance their academic support services. Additional graduate assistants and tutors have been hired to support the student-athletes in their academic curriculum.

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); and

Given the nature of this area, the student-athletes who are targeted for proactive support are those at risk regardless of gender. The services are available to all student athletes so the underrepresented gender is being served adequately.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

No deficiencies were identified in this program area within the stand-alone plan for gender issues.

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 17 program areas. This study must be conducted as part of the self-study process;

The response to this question and the following 17 areas report on the items was examined by the Subcommittee on Gender/Diversity and Student-Athlete Well Being as well as the Steering Committee for NCAA Recertification as part of the self-study process. The data reported on EADA for college headcount and participant headcount are annually reviewed by the following: director of athletics, controller, athletic business operations manager, athletic compliance officer and the Senior Woman Administrator. The Athletic Department requests and is provided gender specific enrollment for Alcorn State campus from the Office of
Student Affairs/registrar. The Athletic Director monitors gender representation and data are reported annually in the EADA. Each entering freshman class is requested to fill out a survey that evaluates athletic interests. The subcommittee reviewed these materials.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;

As a result of the strategic plan mentioned above, the institution now employs full-time head coaches for five programs, while in all other sports a coach's duties are shared between coaching and teaching. This increase in the number of FTE coaches has enhanced the institution's ability to hire and retain coaches.

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); and

Working in concert with Human Resources, the Department of Athletics seeks a diverse and qualified candidate pool when coaching vacancies occur. This includes but is not limited to targeted postings on job search sites targeted at women and minorities.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

No deficiencies were identified in the stand-alone plan for gender issues.

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 17 program areas. This study must be conducted as part of the self-study process;

The response to this question and the following 17 areas report on the items was examined by the Subcommittee on Gender/Diversity and Student-Athlete Well Being as well as the Steering Committee for NCAA Recertification as part of the self-study process. The data reported on EADA for college headcount and participant headcount are annually reviewed by the following: director of athletics, controller, athletic business operations manager, athletic compliance officer and the Senior Woman Administrator. The Athletic Department requests and is provided gender specific enrollment for Alcorn State campus from the Office of
Student Affairs/registrar. The Athletic Director monitors gender representation and data are reported annually in the EADA. Each entering freshman class is requested to fill out a survey that evaluates athletic interests. The subcommittee reviewed these materials.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;

The men's and women's basketball teams are provided with comparable facilities. Both facilities underwent renovation in the spring of 2010. The sport of football has a dressing/locker facility in the Whitney Complex and the Jack Spinks Stadium/Dwight Fisher Field.

The playing and practice facilities for men's and women's basketball and volleyball have undergone improvements in the last year. The softball practice and competition facility is presently under construction and is slated for completion in fall of 2010. New dugouts were constructed along with fencing and a back stop.

The baseball stadium was renovated with new bleachers, coaches' office, dugouts, fencing and clock/ scoreboard.

Women's soccer was relocated to football stadium for competition.
Men's and women's golf teams utilize the grassy area near the south end zone of Spinks Stadium as their practice driving range and rent course time from a golf course in Natchez approximately forty miles south of the campus.

Men's and women's tennis team have their own play and practice facility on the university campus. This facility consists of lighted courts.

The baseball program was renovated with new bleachers, coaches office, locker space, dugouts, fencing, clock/scoreboard. Student-athlete locker room/dressing facility is to be constructed at a later date not yet determined.

Men's and women's track and field/cross country practice facility is identical, but all competing events are hosted by other institutions.

Moreover, both men's and women's teams share the athletic training facilities and the strength and conditioning/weight room. The training room will undergo a cosmetic facelift to conclude at the end of summer 2010.

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); and

Overall the facilities for the athletic program are not gender biased.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

ASU is in compliance and will continue to monitor balance and compliance in the area of locker rooms, practice and competitive facilities. Additionally, the institution will address the softball team's needs and the tennis team's need for court maintenance.

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 17 program areas. This study must be conducted as part of the self-study process;

The response to this question and the following 17 areas report on the items was examined by the Subcommittee on Gender/Diversity and Student-Athlete Well Being as well as the Steering Committee for NCAA Recertification as part of the self-study process. The data reported on EADA for college headcount and participant headcount are annually reviewed by the following: director of athletics, controller, athletic business operations manager, athletic compliance officer and the Senior Woman Administrator. The Athletic Department requests and is provided gender specific enrollment for Alcorn State campus from the Office of
Student Affairs/registrar. The Athletic Director monitors gender representation and data are reported annually in the EADA. Each entering freshman class is requested to fill out a survey that evaluates athletic interests. The subcommittee reviewed these materials.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;

The staffing level of the athletic training department has been increased to 2.0 FTE in the past two years, coupled with hiring of a head srength and conditioning coach. The increased staffing enabled each sport team to be supported by a certified trainer and to ensure consistent oversight and care of student-athlete well being.

The head strength and conditioning coach develops strength and conditioning programs for each of the sports programs, which are reviewed with the respective coaching staff for the sports program as well as the student-athletes. The weight room receives an annual allocation for equipment replacement and repair within the athletic department's budget. The head strength and conditioning coach oversees the workouts of the student-athletes in the weight room. Upon touring the facilities for the training staff, members of the Gender/Diversity and Student-Athlete Well Being Subcommittee questioned whether the equipment in the training space as well as the allocation of space were appropriate to serve over 250 student-athletes.

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); and

Each sports team is medically managed by the certified athletic trainer. All trainers have access to the necessary equipment and materials to serve the team(s) and the needs of the underrepresented gender are being met.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

No deficiencies were identified in the stand-alone plan for gender issues.

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 17 program areas. This study must be conducted as part of the self-study process;

The response to this question and the following 17 areas report on the items was examined by the Subcommittee on Gender/Diversity and Student-Athlete Well Being as well as the Steering Committee for NCAA Recertification as part of the self-study process. The data reported on EADA for college headcount and participant headcount are annually reviewed by the following: director of athletics, controller, athletic business operations manager, athletic compliance officer and the Senior Woman Administrator. The Athletic Department requests and is provided gender specific enrollment for Alcorn State campus from the Office of
Student Affairs/registrar. The Athletic Director monitors gender representation and data are reported annually in the EADA. Each entering freshman class is requested to fill out a survey that evaluates athletic interests. The subcommittee reviewed these materials.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;

Both the residence halls and dining services programs have stand-alone operating budgets that provide for annual operating expenses and revenue. Additionally, the residence and dining hall are part of the capital budget for the university which provides for the major equipment and structural repair and replacement of these facilities., The Clinton Bristow Dining Hall was constructed with funds from the Bureau of Buildings and opened in 2009.

In the Fall of 2009, the university secured bond debt to finance the building of at least three new dormitories The dormitories and their amenities are scheduled for completion in fall 2010. This will enhance recruiting opportunities for coaches, staff and student-athletes.

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); and

Since the existing facilities serves the entire undergraduate student body, it is felt that the needs of the underrepresented gender are being met.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

No deficiencies were identified in this program area within stand-alone plan for gender issues.

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 17 program areas. This study must be conducted as part of the self-study process;

The response to this question and the following 17 areas report on the items was examined by the Subcommittee on Gender/Diversity and Student-Athlete Well Being as well as the Steering Committee for NCAA Recertification as part of the self-study process. The data reported on EADA for college headcount and participant headcount are annually reviewed by the following: director of athletics, controller, athletic business operations manager, athletic compliance officer and the Senior Woman Administrator. The Athletic Department requests and is provided gender specific enrollment for Alcorn State campus from the Office of
Student Affairs/registrar. The Athletic Director monitors gender representation and data are reported annually in the EADA. Each entering freshman class is requested to fill out a survey that evaluates athletic interests. The subcommittee reviewed these materials.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;

The university has one-full time employee who is male and one-part employee who is female. There is a media guide for football and a media guide for men's and women's basketball. The university has a poster for all fall sports and one poster for all spring sports. The awards given annually include honors for the member of the football team, men's basketball and women's basketball team. The awards themselves are comparable for male and female athletes.

The SWAC is responsible for conference awards based on statistics submitted from the member schools. These awards include awards for outstanding players in conference tournaments.

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); and

Women's basketball generated less than 50% of the revenue of men's basketball; excluding football, women's athletics generated less than 50% contributions than the men's program over the full review period.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

No deficiencies were identified in this program area within stand-alone plan for gender issues. However, as a whole, Alcorn State Athletics program needs to focus on development, publicity and promotion. Fan support is a strong contribution to a student-athlete's positive experience and development of self-esteem. Revenue generation could certainly assist the entire program. Sports camps and women's team promotion for women's basketball. The committee thinks that a more focused marketing strategy is fiscally responsible and can be accomplished in a manner that advances Alcorn State's commitment to gender equity.

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 17 program areas. This study must be conducted as part of the self-study process;

The response to this question and the following 17 areas report on the items was examined by the Subcommittee on Gender/Diversity and Student-Athlete Well Being as well as the Steering Committee for NCAA Recertification as part of the self-study process. The data reported on EADA for college headcount and participant headcount are annually reviewed by the following: director of athletics, controller, athletic business operations manager, athletic compliance officer and the Senior Woman Administrator. The Athletic Department requests and is provided gender specific enrollment for Alcorn State campus from the Office of
Student Affairs/registrar. The Athletic Director monitors gender representation and data are reported annually in the EADA. Each entering freshman class is requested to fill out a survey that evaluates athletic

interests. The subcommittee reviewed these materials.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;

The athletics business operations manager's position was expanded from having oversight over game day functions to having oversight for game day functions and athletic facilities operations. This change was made to provide more dedicated oversight of the athletics facilities.

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); and

Increases in the levels of support staff have occurred in the areas of athletic administration in 2009 to allow for better support to the student-athletes, better stewardship of athletic facilities, and increased revenues through additional sponsorships.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

No deficiencies were identified in this program area within stand-alone plan for gender issues.

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 17 program areas. This study must be conducted as part of the self-study process;

The response to this question and the following 17 areas report on the items was examined by the Subcommittee on Gender/Diversity and Student-Athlete Well Being as well as the Steering Committee for NCAA Recertification as part of the self-study process. The data reported on EADA for college headcount and participant headcount are annually reviewed by the following: director of athletics, controller, athletic business operations manager, athletic compliance officer and the Senior Woman Administrator. The Athletic Department requests and is provided gender specific enrollment for Alcorn State campus from the Office of
Student Affairs/registrar. The Athletic Director monitors gender representation and data are reported annually in the EADA. Each entering freshman class is requested to fill out a survey that evaluates athletic interests. The subcommittee reviewed these materials.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;

In the review of the EADA data for 2007, 2006 2005 and 2004, it demonstrated that the recruiting funds provided to it's male and female sports were comparable. The 2005 reporting year is the only time where the funds expended were not considered comparable; men's sports spent $29,224 whereas, the women's sports spent only $10,475. If should be noted that each sport has access to recruiting dollars located in the Foundation Office.

Due to recruiting cycles, certain programs will have more openings in one year over another year and the subcommittee found that the allocations were made to meet the needs of the respective programs and thatthe allocation for recruiting was higher in the revenue generating sports such as football, and men's and women's basketball programs than the other sports programs. Allocations for individual budget line items, including but not limited to, recruiting, are determined by the individual head coach. The apparent

disparity
between the allocation for recruiting for the revenue generating sports as opposed to non-revenue generating sports results from head coach's decisions on how to spend their funds as opposed to the Department of Athletics providing inequitable funding for the teams.

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); and

The athletics director and the athletic business operations manager were each interviewed regarding the disparity in revenue generating as opposed to non-generating sports recruiting budget allocations. Since allocations for individual budget line items, including but not limited to, recruiting, are determined by the individual head coach, the apparent disparity between the allocation for recruiting for the men's and women's basketball programs resulted from the head coach's decisions on how to spend their funds as opposed to the Department of Athletics providing inequitable funding for the teams.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

No deficiencies were identified in this program area within stand-alone plan for gender issues.

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 and conditions relating to contract renewal.

a. Describe how the institution has ensured a complete study of each of the 17 program areas. This study must be conducted as part of the self-study process;

The response to this question and the following 17 areas report on the items was examined by the Subcommittee on Gender/Diversity and Student-Athlete Well Being as well as the Steering Committee for NCAA Recertification as part of the self-study process. The data reported on EADA for college headcount and participant headcount are annually reviewed by the following: director of athletics, controller, athletic business operations manager, athletic compliance officer and the Senior Woman Administrator. The Athletic Department requests and is provided gender specific enrollment for Alcorn State campus from the Office of
Student Affairs/registrar. The Athletic Director monitors gender representation and data are reported annually in the EADA. Each entering freshman class is requested to fill out a survey that evaluates athletic interests. The subcommittee reviewed these materials.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;

The university has a compensation policy for all staff. The coaches are specifically excluded from this policy and other standards are used to determine the level of compensation for them. Namely, a comparison is done using the compensation data from a neighboring Mississippi institution and the Southwestern Athletic Conference to ensure competitive salaries for revenue generating sports/coaches.
The president has supported a fundraising effort to supplement the compensation for coaches so as not to overburden the athletics' operating budget. In the review of the EADA data, as referenced in Item 3.1.8.5b, it was noted that compensation was the second highest cost of operations after grants in aid. This has increased the retention of coaches as they are able to build a coaching staff for their programs and increase the levels of the support staff has provided a better distribution of the work load. The quality of the student-athlete experience has improved.

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); and

The athletics department develops its staff and student-athletes in a variety of ways, including the hiring of former student-athletes into staff positions. This clearly demonstrates a commitment to provide opportunities that cultivate and retain the student-athletes and staff.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

No deficiencies were identified in this program area within stand-alone plan for gender issues.

15. Programs and Activities (staff and coaches). Programs and activities that provide opportunities for all athletics department staff and coaches to address gender issues, including those designed to address the needs of the under represented gender within the athletics program.

a. Describe how the institution has ensured a complete study of each of the 17 program areas. This study must be conducted as part of the self-study process;

The response to this question and the following 17 areas report on the items was examined by the Subcommittee on Gender/Diversity and Student-Athlete Well Being as well as the Steering Committee for NCAA Recertification as part of the self-study process. The data reported on EADA for college headcount and participant headcount are annually reviewed by the following: director of athletics, controller, athletic business operations manager, athletic compliance officer and the Senior Woman Administrator. The Athletic Department requests and is provided gender specific enrollment for Alcorn State campus from the Office of
Student Affairs/registrar. The Athletic Director monitors gender representation and data are reported annually in the EADA. Each entering freshman class is requested to fill out a survey that evaluates athletic interests. The subcommittee reviewed these materials.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;

Information on these programs and activities is available on the university's Web site.

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); and

The university is committed to providing opportunities to cultivate all its staff and build the campus community through training programs and activities.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

No deficiencies were identified in this program area within stand-alone plan for gender issues.

16. Programs and Activities (student-athletes). Programs and activities that provide opportunities for all student-athletes to address gender issues, including those designed to address the needs of the under represented gender within the athletics program.

a. Describe how the institution has ensured a complete study of each of the 17 program areas. This study must be conducted as part of the self-study process;

The response to this question and the following 17 areas report on the items was examined by the Subcommittee on Gender/Diversity and Student-Athlete Well Being as well as the Steering Committee for NCAA Recertification as part of the self-study process. The data reported on EADA for college headcount and participant headcount are annually reviewed by the following: director of athletics, controller, athletic business operations manager, athletic compliance officer and the Senior Woman Administrator. The Athletic Department requests and is provided gender specific enrollment for Alcorn State campus from the Office of
Student Affairs/registrar. The Athletic Director monitors gender representation and data are reported annually in the EADA. Each entering freshman class is requested to fill out a survey that evaluates athletic interests. The subcommittee reviewed these materials.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;

The university has allocated funds through the Title III funds to support the work of the Student Engagement Office.

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); and

The university is committed to student engagement and enabling each student the opportunity to become a full part of the Alcorn community.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

No deficiencies were identified in this program area within stand-alone plan for gender issues.

17. 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 17 program areas. This study must be conducted as part of the self-study process;

The response to this question and the following 17 areas report on the items was examined by the Subcommittee on Gender/Diversity and Student-Athlete Well Being as well as the Steering Committee for NCAA Recertification as part of the self-study process. The data reported on EADA for college headcount and participant headcount are annually reviewed by the following: director of athletics, controller, athletic business operations manager, athletic compliance officer and the Senior Woman Administrator. The Athletic Department requests and is provided gender specific enrollment for Alcorn State campus from the

Office of
Student Affairs/registrar. The Athletic Director monitors gender representation and data are reported annually in the EADA. Each entering freshman class is requested to fill out a survey that evaluates athletic interests. The subcommittee reviewed these materials.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;

Financial support of SAAC is provided by the Director of Athletics' operating budget.

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); and

The Department of Athletics demonstrates its commitment to including student-athletes in the governance of the department through it's financial and human resource support of SAAC.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

No deficiencies were identified in this program area within stand-alone plan for gender issues.

18. Annual review of Plan for Improvement. Please note: An institution should comment on this area within its Gender-Issues plan for improvement. A narrative response under the "edit responses" link imbedded within this program area is not necessary.

a. Describe how the institution has ensured a complete study of each of the 17 program areas. This study must be conducted as part of the self-study process;

The response to this question and the following 17 areas report on the items was examined by the Subcommittee on Gender/Diversity and Student-Athlete Well Being as well as the Steering Committee for NCAA Recertification as part of the self-study process. The data reported on EADA for college headcount and participant headcount are annually reviewed by the following: director of athletics, controller, athletic business operations manager, athletic compliance officer and the Senior Woman Administrator. The Athletic Department requests and is provided gender specific enrollment for Alcorn State campus from the Office of
Student Affairs/registrar. The Athletic Director monitors gender representation and data are reported annually in the EADA. Each entering freshman class is requested to fill out a survey that evaluates athletic interests. The subcommittee reviewed these materials.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;

Institution's comment is within Gender-Issues plan for improvement.

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); and

Institution's comment is within Gender-Issues plan for improvement.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

Institution's comment is within Gender-Issues plan for improvement.

9. Using the "original plan for improvement" section, provide an institutional gender-issues plan that addresses all 17 aforementioned program areas for the athletics department. 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 monitor the institution's status in that program area(s).

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.

10. Describe how the institution will review its gender-issues plan on an annual basis, including how it will compare the plan with its EADA reports and NCAA financial reports. Further, please provide the names and titles of those individuals who will be responsible for this review.

The Gender Equity Plan will be reviewed annually through several mechanisms. First, an annual independent review of Title IX and the Gender Equity plan will be made.

Second, all components of the Gender Equity Plan are now attached to job responsibilities of the ASU Athletics Administration and Advisory Group to ensure that necessary activities and timelines are completed. Third, the FAC structure includes a gender/diversity subcommittee.

This subcommittee will have the responsibility to review the Gender and Diversity Plan annually; since this advisory group is comprised of faculty, alumni and students from outside athletics, it will ensure external review and feedback.

The ASU Athletic Administration will be responsible for annual analysis of financial activities in relation to the independent Gender Equity Plan. They will report their analysis to the FAC annually to provide additional external review and oversight of activities and progress.

11. 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.

The NCAA Subcommittee on Gender, Diversity, and Student Athlete Well Being was comprised of several members (including its Chair), representing faculty, staff, and students. These members were responsible for analyzing the data provided to them, and then drafting, reviewing and commenting on the text of this section. In addition, University personnel from critical areas of expertise relevant to this section served as resources to these

committees. The Athletic Director also reviewed the Equity report and Plans for Improvement in detail although she did not staff or serve on this particular subcommittee. Furthermore, the committee ensured that student-athletes had the opportunity to give input to the report.
The following groups and individuals will be reviewing the final draft of this plan: The Steering Committee, SGA (Student Government Association), CAC subcommittee on gender issues, A Representative of the Office of Human Resources, Alcorn State University Faculty Senate, Alcorn State University Staff Senate, and an ad hoc University Athletic Advisory Board. This plan will be available to the general campus community through the Alcorn State University website, where comments may be made and sent directly to the chair of the Steering Committee.

The itemized plans for improvement to be accomplished or those that are ongoing will be compared to already established standards of compliance, e.g., Title IX. Alcorn's plan for improvement involves monitoring our compliance with the broad-based concept of gender equity on an on-going and annual basis.

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
Accommodation of Interests and Abilities.	No issues identified within program area of evaluation.	Alcorn State University will continue to address gender equity in a proactive manner and focus on increased opportunities and proportionality to prevent gender-based discrepancies. Currently, the institution offers 15 sports(8 female and 7 male). Even though the number of opportunities for participation is greater for female student-athletes, they represent only 60% of the student-athlete population. The institution may consider restructuring to improve participation levels that more closely reflect the undergraduate population.	Alcorn State University will conduct an interest survey to identify the interest level of students in potential participation in intercollegiate or intramural athletic programs.	Director of Athletics, Senior Woman Administrator, Compliance Officer and Director of Intramural Sports.	Interest survey to be completed by the end of the spring semester of 2011 to provide a basis for recommendation to the President in fall 2011 for improving participation and proportionality.
Athletics Scholarships.	No issues identified within program area of evaluation.	The department will continue in its commitment to equitably award scholarships/financial aid for each sport in order to reach the NCAA maximum allowable over the next five years. Scholarship dollars will be awarded to women and men at the same proportion as their respective rate of participation in the intercollegiate athletics program.	Alcorn State University will continue its scholarship allocations efforts for all sports on an equitable basis until the end of the plan period. Priority will be given to all women student-athletes in need to the extent necessary to ensure that scholarship dollars are awarded to women and men at the same proportion as their respective rate of participation in the intercollegiate athletics program.	President, Director of Athletics, Assistant Athletics Director, Athletics Business Operations Manager, Senior Woman Administrator and Compliance Officer	Beginning in 2011 and reviewed annually thereafter.

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
Equipment and Supplies.	No issues identified within program area of evaluation.	The institution will provide adequate resources to ensure the equitable quality and quantity of appropriate equipment and supplies for each program regardless of gender.	The institution will continue its commitment to purchase the same quality and an appropriate quantity of equipment and supplies for all sports, ensuring that no gender-based discrepancies exist.	Director of Athletics, Athletics Business Operations Manager,head coaches, and Senior Woman Administrator.	Beginning in 2011 and reviewed annually thereafter.
Scheduling of Games and Practice Times.	No gender-based areas of deficiency were identified.	The institution will provide equivalent opportunities for men's and women's teams in all aspects of competition and practice times including number of contests, practice opportunities, and time of day for each, and preseason and postseason opportunities.	Ensure all practice schedules are developed and submitted by all coaches in accordance with policies. Game times, practice times, preseason and postseason practices and competition have been and will continue to be equivalent. Adjust game schedules and practice times as determined by annual reviews by the Department of Athletics and the Faculty Athletic Representative.	Director of Athletics, Assistant Athletics Director, Athletics Business Operations Manager, head coaches, Senior Woman Administrator, Compliance Officer and Faculty Athletics Representative.	Beginning in 2011 and reviewed annually thereafter.
Travel Allowance.	No issues identified within program area of evaluation.	The institution will continue to provide equitable modes of transportation, housing during travel, length of stay before and after competitions, and dining and per diem allowances.	The Athletics Department will annually review and adjust budgetary resources to ensure equitable modes of transportation, housing during travel, length of stay before and after competitions, and dining and per diem allowances.	Director of Athletics, Athletics Business Operations Manager, head coaches, and Compliance Officer	Beginning in 2011 and reviewed annually thereafter.

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
Academic Support Services.	Lack of academic support services at Whitney Complex and lack of coordination of services among departments.	Provide academic services to student-athletes at Whitney Complex.Improve coordination of services among departments.	(1a) Ensure that all student-athletes are making acceptable or satisfactory progress toward their specific degree program.	(1a) Director of Athletics, Senior Woman Administrator, Assistant Athletics Director and Academic Athletic Advisor.	(1a) Beginning in 2011 and reviewed annually thereafter.
			(1b) Complete renovation and update of the student-athlete computer lab/study hall and academic support center located in the Davey L. Whitney Complex.	(1b) Director of Athletics, Senior Woman Administrator, Assistant Athletics Director and Academic Athletic Advisor	(1b) 2011
			(1c) Increase collaboration between the office of academic affairs, student support services and the athletic study hall and tutorial services.	(1c) Director of Athletics, Senior Woman Administrator, Assistant Athletics Director and Academic Athletic Advisor.	(1c) Beginning in 2011 and reviewed annually thereafter.
Coaches.	A potential area of deficiency exists in the area of coaches' salaries.	Compensation for head coaches of nonrevenue sports will be comparable, based on criteria such as, but not limited to, experience, qualification, length of tenure, and performance. Compensation will be measured against that of similar institutions (e.g., Mississippi institutions, Southwestern Athletic Conference members, NCAA Division 1-AA schools, etc.).	Further study of non-revenue head coaching salaries will be conducted to determine if salaries are based on appropriate criteria.	Director of Human Resources, Assistant Athletics Director, Athletic Business Operations Manager, Director of Athletics, President and Vice President for Fiscal Affairs.	The review of salary-based criteria of head coaches of non-revenue generating sports will be completed by Spring 2011. If discrepancies are found, salary adjustments for head coaches of women's non revenue generating sports will be requested through the 2012-2014 budget process

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
Locker Rooms, Practice and Competitive Facilities.	Deficiencies are evident in locker room facilities for women's soccer, women and men's cross country and track, women's soccer, and men and women's tennis.	Establish an equitable schedule of locker room assignments based upon in-season priorities to provide access to showers and bathroom facilities for women's cross country/track and soccer. Identify options and feasibility of remodeling/redesigning of existing space for three sports' locker rooms to achieve access to showers and bathroom facilities.	Research the feasibility of redesigning existing space assigned to women's sports located in the Whitney Complex. Funding commitments have been been made by the university to remodel locker room space next to showers.	Director of Athletics, Senior Woman Administrator, Compliance Officer.	Beginning in 2011 and reviewed annually thereafter.
Medical and Training Facilities and Services.	No issues identified within program area of evaluation.	Continue to provide appropriate levels of medical and training support to all student athletes regardless of gender. Continue to ensure all student-athletes have full access to gender-specific medical services.	(1a) The certified trainer and team(s) physician will oversee the medical program development to include, but not limited to compliance with state and NCAA regulations/ standards, and insurance of equitable medical services for all student-athletes regardless of gender.	(1a) Director of Athletics, Assistant Athletic Director, Compliance Officer and Head Athletic Trainer.	((1a) Beginning in 2011 and reviewed annually thereafter.
			(1b) Athletic Trainer will provide annual report to the Director of Athletics, Assistant Director of Athletics, Athletic Business Operations Manager and Compliance Officer.	(1b) Director of Athletics, Assistant Athletic Director, Compliance Officer and Head Athletic Trainer.	(1b) Beginning in 2011 and reviewed annually thereafter.

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
Housing and Dining Facilities and Services.	No issues identified within program area of evaluation.	Provide equitable housing and dining arrangements and services for all student athletes receiving scholarships.	Continue to monitor housing and dining options for all student athletes on scholarship.	Director of Athletics, Senior Woman Administrator, Assistant Athletics Director, Athletics Business Operations Manager, Vice President for Student Affairs, Vice President for Fiscal Affairs, Compliance Officer and head coaches.	Beginning in 2011 and reviewed annually thereafter.
Publicity and Awards.	No issues identified within program area of evaluation.	All aspects of the athletics publicity program will be comparable for men's and women's athletics programs.	The Sports Information Office and Athletics Business Operations Manager will do an annual review to ensure equitable resources for men's and women's sports publicity and comparable quantity and quality of publications and other promotional devices.	The Director of Athletics, Athletics Business Operations Manager, Senior Woman Administrator and Sports Information Director.	Beginning in 2011 and reviewed annually thereafter.
Support Services.	No issues identified within program area of evaluation.	Maintain adequate and equitable administrative, secretarial, and clerical support services and office space for men's and women's sports.	Monitor quality of services and office space for equitability annually.	Director of Athletics, Senior Woman Administrator, Assistant Athletics Director and Athletic Business Operations Manager.	Beginning in 2011 and reviewed annually thereafter.

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 of Student-Athletes.	No issues identified within program area of evaluation.	Provide equal opportunities to recruit student-athletes; equitable resources for recruitment and equal opportunities and treatment of prospective athletes among men's and women's sports.	Annually review the opportunities of coaches and other personnel to recruit; the financial and other recruiting resources available for recruitment; and the prospective student-athletes' benefits, opportunities, and treatment in order to ensure equitability.	Director of Athletics, Senior Woman Administrator, Assistant Director of Athletics, Compliance Officer, Athletic Business Operations Manager, and head coaches.	Beginning in 2011 and reviewed annually thereafter.
Retention.	Lack of a retention and acclimation plan for athletics department personnel.	Develop and implement a retention and acclimation plan for athletics department personnel.	(1a) Draft a retention and acclimation plan for athletics department personnel.	(1a) Director of Human Resources, Director of Athletics, Senior Woman Administrator, Athletic Business Operations Manager.	(1a) Planning to begin June 2011
			(1b) Continue to include the element related to gender equity and diversity in the institution's annual performance review process.	(1b) Director of Human Resources, Director of Athletics, Senior Woman Administrator, Athletic Business Operations Manager.	(1b) Plan to be submitted by Fall 2011
			(1c) Report the retention data of athletics personnel to the Office of Human Resources and the Faculty Athletic Committee (FAC) annually.	(1c) Director of Human Resources, Director of Athletics, Senior Woman Administrator, Athletic Business Operations Manager.	(1c) Plan to be implemented in 2012 and reviewed annually thereafter.

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
Programs and Activities (staff and coaches).	No gender-based areas of deficiency were identified.	Evaluate and solicit feedback regarding gender equity programs and activities.	(1a) Continue to require annual attendance for all department staff at any training or workshops offered by the Office of Human Resources.	(1a) Director of Human Resources, Director of Athletics, Senior Woman Administrator and staff with supervisory responsibility.	(1a) 2011 and reviewed annually thereafter.
			(1b) Continue to include the element related to gender equity and diversity in the institution's annual performance review process.	(1b) Director of Human Resources, Director of Athletics, Senior Woman Administrator and staff with supervisory responsibility.	(1b) 2011 and reviewed annually thereafter.
Programs and Activities (student-athletes).	No gender-based areas of deficiency were identified.	The department of athletics needs to improve the promotion of the university's programs and activities that address gender issues to the student-athlete population and increase attendance and participation of student-athletes at the university's programs and activities that address gender issues.	(1a) Create an upcoming events calendar highlighting the university's gender programs and activities.	(1a) Director of Athletics, Senior Woman Administrator, SAAC, and CHAMPS/Life Skills Coordinator.	(1a) Spring 2011 and updated monthly or as needed.
			(1b) Publish and post the events calendar on the athletics department Web site, by e-mail and outside the student services offices.	(1b) Director of Athletics, Senior Woman Administrator, SAAC, and CHAMPS/Life Skills Coordinator.	(1b) August, 2010 and updated monthly or as needed.
Participation in Governance and Decision Making.	No gender-based deficiencies were identified.	Maintain leadership opportunities in the governance and decision making processes for all student-athletes, coaches and staff for the underrepresented gender.	(1a) Continue to target student-athlete interest in participation on SAAC.	(1a) Director of Athletics, Senior Woman Administrator, and CHAMPS/Life Skills Coordinator.	(1a) Spring 2011 and reviewed annually thereafter.

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
			(1b) Ensure the position of Senior Woman Administrator continues to serve as a senior member of the athletics staff, on the Faculty Athletics Committee, and other university committees.	(1b) Director of Athletics, Senior Woman Administrator, and CHAMPS/Life Skills Coordinator.	(1b) Spring 2011 and reviewed annually thereafter.
Annual review of Plan for Improvement.	The institution has established a system to accomplish a comprehensive review of academic support services for student-athletes at least once every four years (or at such frequency as required in the future) by academic authorities outside of athletics, who do not have day-to-day responsibilities in the academic support services area.	The institution will conduct a comprehensive review of academic support services for student-athletes at least once every three years (or at such frequency as required in the future) by academic authorities outside of athletics, who do not have day-to-day responsibilities in the academic support services area.	The Provost and Vice President for Academic Affairs will appoint an ad hoc committee on or before June 1, 2010, and charge it with the responsibility to make a recommendation to him by September 1, 2010 for the composition of a committee to review the academic support services on a continuing basis. Members of the ad hoc committee shall include the president of Faculty Senate, a member of the Faculty Athletics Committee, one member of the Health and Physical Education Department, Student Government Association president and one staff member of the Counseling and Testing Center.	Provost and Vice President for Academic Affairs, Alcorn's Steering Committee for NCAA Recertification.	Provost and Vice President for Academic Affairs appointed the ad hoc committee in Spring of 2010. Ad hoc committee made recommendation to President about composition of committee in Summer of 2010.

Gender/ Diversity Issues and Student-Athlete Well-Being

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). In each case, 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**

No conditions for certification as they relate to Operating Principle 3.2 Diversity Issues were imposed by the committee in its Cycle 2 certification decision.

Action

No conditions for certification as they relate to Operating Principle 3.2 Disversity Issues were imposed by the committee in the cycle 2 certification decision so no action was taken.

Action Date

No conditions for certification as they relate to Operating Principle 3.2 Disversity Issues were imposed by the committee in the cycle 2 certification decision so no action was taken.

Explanation for partial or non-completion

No conditions for certification as they relate to Operating Principle 3.2 Disversity Issues were imposed by the committee in the cycle 2 certification decision so no action was taken and therefore there were no partial or noncomplete actions.

Gender/ Diversity Issues and Student-Athlete Well-Being

2. Report on the implementation of the plan for improvement to address minority issues developed by the institution during its Cycle 2 certification process. In each case, provide:

a. The original plan;
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 plans.

The Committee on Athletics Certification 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 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 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.

1. **Original Plan**

HBCU school- no minority plan required.

Action

No conditions for certification as they relate to Operating Principle 3.2 Disversity Issues were imposed by the committee in the cycle 2 certification decision so no action was taken.

Action Date

No conditions for certification as they relate to Operating Principle 3.2 Disversity Issues were imposed by the committee in the cycle 2 certification decision so no action was taken.

Explanation for partial or non-completion

No conditions for certification as they relate to Operating Principle 3.2 Disversity Issues were imposed by the committee in the cycle 2 certification decision so no action was taken and therefore there were no partial or non-complete actions.

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). In each case, provide:

a. The additional plan;
b. The action(s) taken by the institution; and
c. The date(s) of the actions(s).

There were no plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision.

Gender/ Diversity Issues and Student-Athlete Well-Being

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

The institution is organized to further its efforts related to diversity-issues operating principle for athletics department staff and coaches as follows:

ASU is a public university committed by law to non-discriminatory policies. The president is accountable to a board of trustees and the Commissioner of the Institutions of Higher Learning (IHL) for the state of Mississippi. Both the university and its athletics department identify diversity as a key component of their mission SACS Documents and Student-Athletes Handbook)

On campus, diversity is embraced at the highest levels. The president and vice president for academic affairs and the vice president for student affairs are responsible for diversity in the athletic program and among the student body as a whole. Among the president's responsibilities is assuring that the athletic program maintains primacy for student-athletes' academic goals. The vice president for student affairs oversees student extracurricular life. Both share responsibility for diversity goals among the other objectives for the athletics program. The president and these two administrators themselves are African-American men.

Monies from the Ayers settlement are also used by the institution to further its efforts to reach its critical mass related to the diversity-issues operating principle. The institution met its diversity quotas in order to receive the Ayers monies.

The institution is organized to further its efforts related to diversity-issues operating principle for student-athletes as follows:
The Director of Athletics (African-American female) also reports directly to the president. This assures that all components of the athletic program, including the commitment to diversity, receive a hearing at the highest administrative level. Assisting the president and director of athletics in the governance of the program is the senior women's administrator (SWA), the faculty athletic representative (FAR), as well as the Faculty Athletic Committee (FAC). The Student Athletic Advisory Committee (SAAC) and various auxiliary bodies are also important advisory bodies. Each of these individuals and groups have received written statements about the university's commitment to diversity and has had multiple occasions to discuss among themselves, with the President, director of athletics, SWA, and FAR the issues that arise in assuring maintenance and consistency in the commitment to diversity.

Monies from the Ayers settlement are also used by the institution to further its efforts to reach its critical mass related to the diversity-issues operating principle. The institution met its diversity quotas in order to receive the Ayers monies.

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

Matters concerning diversity issues for athletics department staff and coaches are monitored, evaluated and addressed on a continuing basis in this manner:

The process for assuring definition, refinement and maintenance of the university's commitment to diversity resides primarily in the structure described in #4 above. For athletics in particular, the process requires close consultation among these persons and groups. The vice president's for academic and student affairs attends meetings occasionally with the FAC, coaches, and SAAC at least twice a year. The director of athletics meets weekly with the president. The FAR also reports directly to the president and meets with him monthly. The SWA meets periodically with the president on specific issues, including diversity.

The FAC has a diversity subcommittee, which includes two student-athletes as well as faculty members, a representative of the office of Services for Students with Disabilities (SSD), a representative of international student-athletes, two coaches, a member of the counseling staff, the FAR, SWA and director of student activities. This subcommittee is instrumental in identifying diversity issues as it brings together members of FAC, SAAC, the athletics department and others.

The FAR chairs the FAC, membership of which includes the director of athletics, SWA, president of the Academic Senate and president of SAAC. Eight faculty members serve on the FAC and comprise a large portion of the committee's membership. The FAC also includes the four university vice presidents, Registrar, Director of Financial Aid, Director of Admissions and Recruiting, Academic Athletic Advisor, two Deans of departments, campus police chief, Compliance Officer, an alumni representative, representatives from student government, and the administrative offices of student affairs, academic affairs, and business affairs.

Matters concerning diversity issues for student-athletes are monitored, evaluated and addressed on a continuing basis in this manner:

The SAAC meets monthly with the director of athletics and FAR. The SAAC president participates on the FAC, and members of the SAAC serve on various FAC subcommittees, as well as on the Student Grievance Committees. SAAC receives reports on pending decisions and their input is solicited on these issues. The SAAC is also a forum for student-athletes to express any concerns about the athletics program or team issues. The SAAC president or designee serves on hiring committees for coaches and other athletics positions.

6. For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition for the following:

a. Full-time senior administrative athletics department staff members (i.e., assistant athletics directors up through the athletics director level);
b. Other full- and part-time professional (i.e., non-clerical) athletics department 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 athletics department);
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 athletics directors up through the athletics' director level);

Available data representative of the racial/ethnic composition of the university's senior level administrative staff during the past three years (2006-7; 2007-8; 2008-9) indicate that black males have comprised the majority (approximately 55 percent) of the total staff make-up, with black females comprising approximately 36 percent, and white females comprising less than one percent of that total make-up. No other racial/ethnic categories have been represented during the time period evaluated. The 2008-9 administrative staff is headed by an African-American female. In reference to the three other full-time administrative level positions, 2 are currently held by African - American males, and one by an African American female.

b. Other full and part-time professional (i.e. nonclerical) athletics department 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 athletics department);

The racial and ethnic composition of this group mirrors the racial and ethnic composition of the university as a whole.

c. Full and part-time coaches;

Of the 15 sports programs at the university (7 men's programs/8 women's programs), data clearly indicate that males serving in head coaching positions has been the prevailing trend during the past three years. Along these lines, 65% of available head coaching slots were occupied by males, with 35 percent of these positions being occupied by females. Overall, in football, baseball, men's' basketball, and softball, head coach positions were held by black males exclusively during the past three years. In women's basketball and soccer, head coach positions were exclusively held by black females. Across all sports programs, 56% of head coaching positions were occupied by black males, 32.3% by black females, 8.8% by white males, and less than one percent by white females. No other racial/ethnic groups were represented in head coaching positions during the three year span. During the evaluation period for this report, Of the 7 men's programs, 81% of head coach positions were held by males while 50% of the head coach positions in the female sports areas were held by females.

d. Full and part time assistant coaches (including graduate assistant and volunteer coaches):

For the time period under consideration, the following sports programs have been exclusively headed by black males: Football, Baseball, Men's Basketball, and Softball. Along these lines, during this same time period (the past three years), two sports programs have been exclusively headed by black females: Women's Basketball, and Soccer. In examining this data, it is noted that in several sports, one coach serves as coach for multiple sports (e.g. Men and Women's Tennis, Men and Women's Track, Men and Women's Golf, and Men and Women's Cross-Country).

Of the 34 full and part-time coaching slots that are represented in the ASU athletic programs, 65% (22 slots) positions were held by males while females held 35% (12 slots) of these positions.

Analysis of overall cumulative frequencies of data reflective of all full and part time assistant coaching positions for the past three years indicates that 56% of all coaching slots were occupied by black males; while 32.3 percent of these positions were occupied by black females; less than 1% of these positions occupied by white females and 8.8% by white males.

e. Faculty based athletics board or committee (e.g. faculty senate subcommittee on athletics, faculty athletics committee) members:

For the 2006-2007 academic year, the ASU FAC was comprised of 18 members. Of the overall total, the overwheming majority were African-American and three members were classified as other race (16.5 percent). There was one female on the FAC during that 2006-2007 academic year.

For the 2007-2008 academic year, the ASU Faculty Athletics Committee (FAC) was comprised of a total of 18 members. The Committee included representation from the university's chief executive office (including the President) and other varied departments at administrative, faculty, and staff levels. Of the overall total FAC participants, the overwhelming majority were black/African-American, with one member being white. Females constituted 33.3 percent of the FAC total membership, while 66.7 percent of participants were males.

The 2008-2009 FAC membership included the President of ASU, cabinet members, and other administrators, faculty and staff. For this academic year, one student served on the FAC committee. Of the 19 members of the FAC the overwhelming majority were black/African-American (18 of 19), with 1 of the 19 (5%) being white. This group was predominantly led by males (14 of 19; 74%), with women making up 26% (5 of 19) of the total group composition.

There were some notable shifts toward greater diversity within the membership of the ASU FAC for the 2009-2010 academic year. First, there was an overall increase in number of persons serving in this capacity. Specifically, the total membership increased from 19 to 30 members. In viewing available data, primary gains in participation stemmed from more student body representation and an increase in faculty participation. Student positions on this committee increased from 1 the previous year, to 6 for 2009-2010. Clearly this is a positive trend that will facilitate student involvement in moving the ASU athletic programs forward. Likewise, the faculty representation on the FAC team was increased from 4 the previous year to 8 for the 2009-2010 academic year. Again, this readjustment of the make-up of this committee is a noteworthy move toward greater diversity and should yield promising outcomes for students, faculty and staff. In reference to the racial /ethnic make-up of the FAC for 2009-2010, 83% of group members were black, 10 % were white, 3% were Hispanic and 3 % were of African origin. Overall, 19 of the 30 committee members (63%) were males, with 9 of the 30 (30%) being female. Here again, this reflects an effort to enhance gender diversity within the ASU FAC.

f. Other advisory or policy-making group (e.g. governing board subcommittee for athletics, student-athletics committee) members:

For the 2008-2009 academic year, the ASU Student Athlete Advisor Committee (SAAC) is composed of students who represent the 15 male and female athletic teams on the ASU campus. Of the committee members, 47% are female, with 53% being male. The racial/ethnic composition of the SAAC is reflective of the racial makeup of the overall ASU student body population, with 5.8% of committee members being white, 11.8% listed as Hispanic, and 82% listed as Black/African-American.

7. 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.

Data regarding the racial/ethnic composition for student-athletes parallels the racial/ethnic composition for the overall ASU student body population. Section 7-A summarizes data reflective of the racial/ethnic composition of the overall ASU student body population for the 2006-2009 academic years, while Section 7-B summarizes data reflective of the racial/ethnic composition of ASU student-athlete financial aid recipients (SAFA).

Gender/ Diversity Issues and Student-Athlete Well-Being

A. Data Representative of ASU student body population:

Racial/Ethnic Make-Up ASU Student Body Academic Yrs 2006-2009

Year
2006-7

Total Enrollment
3,584

Black/African American
90%

White /other
10%

As depicted above, for the 2006-2007 academic year, of the 3,584 students enrolled at the university, 90% were black, with 10% being white or of "other" racial/ethnic origin.

Year
2007-8

Total Enrollment
3,888

Black/African American
90%

White
7%

Other
2%

For the 2007-2008, academic year, of the 3,888 students enrolled at ASU, 90% were black, 7% were white, and 2% were listed as "other" racial origin.

Year
2008-9

Total Enrollment
3,352

Black/African American
88.5%

White
7.1%

Other
1.43%

According to enrollment data for the 2008-2009 academic year, a total of 3,352 students were enrolled at ASU. Of that total enrollment, 88.5 %, or 2,967 students were black; 7.1% or 237 students were white and 48, or 1.43% of students were listed as "other".

B.Data Representative of ASU student athletes financial aid recipients:

Racial/Ethnic Make-Up ASU Student Athlete FA (SAFA) Recipients
Academic Yrs 2006-2009

Year
2006-7

Total SAFA Recipients
210

Black/African American
81.4%

White
5.7%

Hispanic
5.7%

Other
7.1%

As per above data, for academic year 2006-2007, a total of 210 student athletes received financial aid. Of that total, 171, or 81.4 % were black, 12, or 5.7% of these students were white, 12 (5.7%) were Hispanic, and 15 (7.1%) were classified as "other". Of note is that there is a trend toward greater ethnic diversity in the student-athlete population as compared to the overall student body population for this evaluatory period.

Year
2007-8

Total SAFA Recipients
255

Black/African American
85.5%

White
1.57%

Hispanic
5.5%

Other
7.5%

During the 2007-2008 academic year, 255 students were classified as student athletes across all sport programs. Again, the racial/ethnic composition of student athletes closely mirrors that of the overall student body population on racial/ethnic identification. Specifically, of students classified as student athletes during this period, 218, or 85.5% were black; 4 (1.57%) were white; 14 (5.5%) were Hispanic and 19 (7.5%) were listed as "other".

Year
2008-9

Total SAFA Recipients
201

Black/African American
81.1%

White
4.8%

Hispanic
5.9%

Other
8.5%

As displayed in above data, the racial/ethnic demographics of the student-athlete population are quite similar to those of the overall student body population. Along these lines, a total of 201 student athletes participated in all sports programs. Of this total, 81.1% (163) were black; 4.8% (9) were white; 5.9% (12) were Hispanic; 8.5% (17) were listed as "other". While there are no statistically significant differences in the university and student-athlete data, again, there appears to be a general trend toward greater ethnic diversity in the student- athlete data set.

For the 2006-2007 academic year, here is the analysis of the data regarding the racial and ethnic composition for student-athletes who received athletics and for all students.

There is a trend toward greater ethnic diversity in the student-athlete population as compared to the overall student population for this period.

For the 2006-2007 academic year, here is the explanation of the data regarding the racial and ethnic composition for student-athletes who received athletics and for all students.

The institution's efforts to increase the ethnic diversity in its student-athlete population is achieving results.

For the 2007-2008 academic year, here is the analysis of the data regarding the racial and ethnic composition for student-athletes who received athletics and for all students.

There is a trend toward greater ethnic diversity in the student-athlete population as compared to the overall student population for this period.

For the 2007-2008 academic year, here is the explanation of the data regarding the racial and ethnic composition for student-athletes who received athletics and for all students.

The institution's efforts to increase the ethnic diversity in its student-athlete population is achieving results.

For the 2008-2009 academic year, here is the analysis of the data regarding the racial and ethnic composition for student-athletes who received athletics and for all students.

There is a trend toward greater ethnic diversity in the student-athlete population as compared to the overall student population for this period.

For the 2008-2009 academic year, here is the explanation of the data regarding the racial and ethnic composition for student-athletes who received athletics and for all students.

The institution's efforts to increase the ethnic diversity in its student-athlete population is achieving results

8. 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.

Data indicate that across all sports for the three years under evaluation, the most frequently occurring racial category is black. This held true for both male and female sports programs. Data also suggest that the current racial/ethnic makeup for ASU student athletes reflects the overall racial/ethnic makeup for the collective ASU student body population.

During the 06-07 academic year, there were 127 participants in male sports (football, baseball, basketball, cross-country/track and other {golf, tennis} sports). Of the 127 total participants, 107, or 84.3 percent of all male student athletes were black, 3, or 2.36% were white, 8 or 6.3% were Hispanic and 9 or 7.1% of this population listed their racial identification as "other". For female sports during this same period, there were 83 participants in female sports (basketball, cross-country/track and other {volleyball, soccer, softball, and golf} sports. Of the 83 total participants, 64 (77%) of all female student athletes were black, with 9 (10.8%) being white, 4(4.8%) being Hispanic and 6 (7.2%) listing their ethnic origin as "other".

During the 07-08 academic year, there were 155 participants in male sports. Of the total number of participants, 134 (86.4%) were black, 1(.06%) was white, 11 (7.1%) were Hispanic, and 9 (5.8%) listed "other" as their ethnic origin. In female sports for this time period, there was a grand total of 100 student athletes across all female sports. Of this total, 84 (84%) of this group was black, 3(3%) were white, 3 (3%) were Hispanic, and 10 (10%) listed their ethnic origin as "other".

For the 08-09 academic year, there were 121 participants in male sports. Of the total number of participants, 101 (83.4%) were black, 6 (4.9%) were white, 6 (4.9%) were Hispanic and 8 (6.6%) were identified as "other". Corresponding analysis of these data for female student athletes yielded a grand total of 80 across all female sports. Of that total, 62 (77.5%) were black, 3(3.7%) were white, 6 (7.5%) were Hispanic and 9 (11.3%) listed "other" as their ethnic origin.

Gender/ Diversity Issues and Student-Athlete Well-Being

9. Using the program areas for diversity issues:

a. Describe how the institution has ensured a complete study of each of the nine 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 nine 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 nine areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

1. Institutional and Athletics Department Commitment and Organization. Written statements (e.g., vision statements, mission statements, diversity statements, policies, plans) that address the issues of diversity, including where the statements are published; description of how the institution and athletics department are organized to address diversity through policies and/or organizational structure, including how the athletics depatrtmen's commitment to diversity connects with the institution's commitment; communication of expectations regarding diversity to staff, coaches and student-athletes.

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

The diversity self-study subcommittee met regularly and identified the university's strengths and weaknesses in each of the nine areas. Subcommittee members reviewed written statements that address the issues of diversity, such as the university's mission, vision, goals available at the university's Web site and in the ASU Strategic Plan for 2009-2019 pages 8, 12,13, 17, 20 and 32-33. The subcommittee also reviewed written statements of athletics department on athletics Web site, student handbook, faculty and staff manual, and in the student-athlete handbook. The subcommittee closely reviewed data provided by the athletics department, such as athletic department administrative, staffing and coaching make-up by gender and race; and athletics certification charts for the following years, 2006-07, 2007-08, 2008-09. Members of athletics department as well as student-athletes were interviewed. Materials were also gathered in the public realm, such as sports publicity.

b. Provide data demonstrating the institution's status and commitment across each of the nine areas;

Alcorn State University does not discriminate against anyone on the basis of age, race, national origin, religion, gender, sexual orientation, handicap or military status. The institution strives for diversity in all the above listed categories. Confirmation of the institution's and athletics department's commitment to diversity principles can be found, for example, in the student affairs mission statement, published on the Web site at www.alcorn.edu/offices/StudentAffairs.

Part of the mission statement reads "The division of student affairs strives to build an environment that supports diversity through sensitivity, advocacy, leadership and education through a wide range of educational opportunities, a greater appreciation and understanding of diversity and preparation to assume leadership roles in the community."

On the same page Goal #4 reads: "Actively promote campus diversity efforts, seek to recognize, celebrate, and integrate diversity within the campus culture. Commit to the recruitment and retention of a diverse student population. Attract and enroll students of the highest academic capability who are representative of diverse student population."

Diversity is an integral part of the ASU Strategic Plan for 2009-2019, pages 8, 12, 13, 17, 20 and 32-33.

ASU student body and student-athlete body is diverse. One of the examples of diversity is ASU Tennis team, which consists of mostly international students. Several races, nationalities, origins and backgrounds are represented.

All students, including student-athletes are exposed to diversity represented on campus. To ensure that students have understanding and appreciation of different cultures, the university conducts multicultural activities throughout academic year, with the culminating activity being the annual Multicultural Festival that has been held since 2005. The associate AD for media relations/ senior women administrator serves as a committee member on the Multicultural Festival Committee.

Also, the International and Multicultural Student Organization has created in 2003. Student-athletes traditionally take active part in the organization.

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 responses that follow in each section of this self-study demonstrate that the university is meeting diversity goals in terms of racial, ethnic, age and gender diversity.

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

The plan addresses the need to engage all university's stakeholders in developing an environment which embraces diversity of thought and encourages the acceptance of differences. (The ASU Strategic Plan for 2009-2019, page 32.

2. Assessment. Assessment of athletics department activities to evaluate its consistency with the objectives set forth in the institution's and athletics department's written diversity statements; assessment of campus climate through evaluation of various campus constituencies.

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

The diversity self-study subcommittee met regularly and identified the university's strengths and weaknesses in each of the nine areas. Subcommittee members reviewed written statements that address the issues of diversity, such as the university's mission, vision, goals available at the university's Web site and in the ASU Strategic Plan for 2009-2019 pages 8, 12,13, 17, 20 and 32-33. The subcommittee also reviewed written statements of athletics department on athletics Web site, student handbook, faculty and staff manual, and in the student-athlete handbook. The subcommittee closely reviewed data provided by the athletics department, such as athletic department administrative, staffing and coaching make-up by gender and race; and athletics certification charts for the following years, 2006-07, 2007-08, 2008-09. Members of athletics department as well as student-athletes were interviewed. Materials were also gathered in the public realm, such as sports publicity.

b. Provide data demonstrating the institution's status and commitment across each of the nine areas;

Student-athlete exit interviews provide feedback on satisfaction or dissatisfaction with athletic participation experiences. The university has formulated an interview protocol so that it can fulfill the standards set by the NCAA for face-to-face feedback from student-athletes. The interview questions explicitly address diversity issues. The data is available for review.

The diversity self-study subcommittee reviewed the data submitted by the athletics department for the years 2006-07, 2007-08, 2008-09, that provides information on diversity in the department, such as "Athletic department administrative, staffing and coaching make-up by gender and race"; and among student-athletes, "athletic certification charts." The data shows that the athletics student body consists of African-Americans, Caucasian, Hispanics and other race representatives. The administrative and coaching staff consists of African-Americans and Caucasians.

The diversity self-study subcommittee itself is extremely diverse and is a part of strengthening the commitment to diversity in the athletics program. The group's membership includes one African, two African-Americans, one European international staff member, as well as one white female faculty member.This mix of representatives ensures strong and diverse participation from outside the athletics department.
The subcommittee has independently assessed the processes used by those persons who are defining diversity for the program and devising ways to meet the diversity objectives.

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 athletic department places a lot of emphasis on the athletes-as-scholars program. It was decided that each athletic team would have a specific coach to monitor the academic progress of student-athletes in that sport. For the department personnel, especially coaches, this means attention to scholarship and graduation. The coaches are sensitive to the impact that socioeconomic, racial and ethnic factors play in student-athlete academic success.

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

Diversity is one of the sections of the ASU Strategic Plan for the decade 2009-2019. The plan sets clear goals, gives projected strategic outcomes, and objectives. To ensure reaching diversity goals, systematic data gathering and continuous monitoring of the social climate on campus needs to be carried out.

3. Recruitment. Institutional and athletics department programs and strategies for recruiting administrators, coaches and student-athletes from under represented groups or diverse backgrounds.

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

The diversity self-study subcommittee met regularly and identified the university's strengths and weaknesses in each of the nine areas. Subcommittee members reviewed written statements that address the issues of diversity, such as the university's mission, vision, goals available at the university's Web site and in the ASU Strategic Plan for 2009-2019 pages 8, 12,13, 17, 20 and 32-33. The subcommittee also reviewed written statements of athletics department on athletics Web site, student handbook, faculty and staff manual, and in the student-athlete handbook. The subcommittee closely reviewed data provided by the athletics department, such as athletic department administrative, staffing and coaching make-up by gender and race; and athletics certification charts for the following years, 2006-07, 2007-08, 2008-09. Members of athletics department as well as student-athletes were interviewed. Materials were also gathered in the public realm, such as sports publicity.

b. Provide data demonstrating the institution's status and commitment across each of the nine areas;

ASU is an equal opportunity employer and individuals of all races and international representatives are welcome at the institution providing they are eligible to work in the US. The diversity self-study

subcommittee reviewed the EADA data submitted by the athletics department that provided information on diversity in the department for the years 2006-07, 2007-08, 2008-09, such as "Athletic department administrative, staffing and coaching make-up by gender and race"; and among student-athletes (athletic certification charts). The data showed that the athletics student body consists of African-Americans, Caucasians, Hispanics and other race representatives. Administrative and coaching staff consists of African-American and Caucasian representatives.

The institution recruits administrators by advertising the position in the Chronicle of Higher Education, interviews the candidates and makes a selection. To hire head coaches, a broad-based committee is formed of administrators, athletics department staff and students. The recruit student-athletes, the institution follows all NCAA guidelines as well as the guidelines of the Southwestern Athletic Conference.

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

Based on the data in 3.2.9.3b, and the analysis above, the institution strives to meet the needs. The goal of recruitment is to secure the most highly-qualified candidate pool to fill for position vacancies that arise. The university always ensures that diverse strategies are employed that will cast the widest possible net for recruiting a diverse and inclusive pool of student-athletes and staff. From this diverse pool, the candidates are interviewed when vacancies exist. In addition, the Ayers settlement grants the University incentives to meet the needs of student-athletes and staff with diverse racial, ethnic or other background. To that end, the Mississippi state legislature (by court mandate) affords Alcorn scholarship money, endowment funds, and new academic programs further recruit and retain student-athletes and staff with diverse racial, ethnic or other backgrounds once court-mandated diversity thresholds are reached.

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

The goals for increasing diversity are stated in the ASU Strategic Plan for 2009-2019. The ASU hiring practices are expressed through written policies and statements discussed in sections 3.2.9.1a and 3.2.9.1b and reflected on the institution's Web site.

4. Hiring Practices. Assessment and comparison of institutional and athletics department hiring practices to ensure the athletics department demonstrates a commitment to diversity in hiring procedures for staff and coaches; description, comparison and explanation of any differences between institutional hiring practries and athletics department hiring practices; description of institutional and/or athletics department policies related to use of outside firms (e.g., search firms) to ensure a diverse candidate pool; description of actual hiring practices since the previous self-study for any positions (e.g., coaches, staff) determined to be high profile at the institution.

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

The diversity self-study subcommittee met regularly and identified the university's strengths and weaknesses in each of the nine areas. Subcommittee members reviewed written statements that address the issues of diversity, such as the university's mission, vision, goals available at the university's Web site and in the ASU Strategic Plan for 2009-2019 pages 8, 12,13, 17, 20 and 32-33. The subcommittee also reviewed written statements of athletics department on athletics Web site, student handbook, faculty and staff manual, and in the student-athlete handbook. The subcommittee closely reviewed data provided by the athletics department, such as athletic department administrative, staffing and coaching make-up by

gender and race; and athletics certification charts for the following years, 2006-07, 2007-08, 2008-09. Members of athletics department as well as student-athletes were interviewed. Materials were also gathered in the public realm, such as sports publicity.

b. Provide data demonstrating the institution's status and commitment across each of the nine areas;

Alcorn State University is an equal opportunity employer and is committed to diversity. During the hiring process, university policy and the Mississippi Department of Labor standards are followed. Procedures are followed thoroughly. Upon preparation of a position description by the Athletics Department, it is brought to the president for his approval. Upon approval, the information is forwarded to the Human Resources department. The job description and announcement is then posted on the University's website. Each announcement contains, in bold-face type, a statement affirming the university's commitment to diversity. The vacant position is also sent to the Mississippi Security Commission, or job service, in addition to other advertisement medium used for review and advertisement. Notification is eventually sent to the Office of Human Resources, when the preferred candidate for position is identified in order to remove the position.

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

In addition to formalities such as statements in announcements and advertising in minority organizations, the athletic director explains that the athletics department has also networked with individuals externally and internally to increase the diversity of applicants. In other words, professional and personal acquaintances are asked for recommendations for coaching and staff vacancies. Further, the ASU Office of Global Programs has contacted, and is doubling its efforts to establish contacts with institutions home and abroad to attract international staff and students.

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

The overall aim of ASU is to increase diversity, as stated in the strategic plan for 2009-2019, and is reflected on the institutions website. However, as a limited resource institution, the budget for recruitment is limited and no infusion of funding is on the horizon. Expenses for advertisements and candidate visits are extremely limited. Therefore, it becomes equally important that the senior administration, the coaches already in place, and other support organizations continue to use their professional networks to identify potential candidates for positions. The racial and ethnic minority assistant coaches should be encouraged to engage in professional development that will make them competitive for head coaching position as those become available. The director of athletics and associate athletic director/SWA should take direct charge of such mentoring.

5. 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., memtoring programs), compensation, duration of contracts, conditions relating to contract renewal.

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

The diversity self-study subcommittee met regularly and identified the university's strengths and weaknesses in each of the nine areas. Subcommittee members reviewed written statements that address the issues of diversity, such as the university's mission, vision, goals available at the university's Web site and in the ASU Strategic Plan for 2009-2019 pages 8, 12,13, 17, 20 and 32-33. The subcommittee also

reviewed written statements of athletics department on athletics Web site, student handbook, faculty and staff manual, and in the student-athlete handbook. The subcommittee closely reviewed data provided by the athletics department, such as athletic department administrative, staffing and coaching make-up by gender and race; and athletics certification charts for the following years, 2006-07, 2007-08, 2008-09. Members of athletics department as well as student-athletes were interviewed. Materials were also gathered in the public realm, such as sports publicity.

b. Provide data demonstrating the institution's status and commitment across each of the nine areas;

The ASU President and Vice- president's offices are primarily responsible for approving budgets, for personnel and recruitment. As stated previously, the president, and the Director of Athletics are committed to studying the salaries, opportunities and avenues for promoting deserving coaches and trainers. Fund raising efforts have also been put in place to assist needy athletes not only with scholarship but also to promote programmatic support to student-athletes beyond individual scholarships. The office of Global Programs has also undertaking steps to employ international students who have demonstrated financial need.

The diversity subcommittee conducted interviews of several student-athletes of diverse backgrounds. Not, surprisingly, the student-athletes comments indicated that being well informed is critical to satisfaction and retention. This includes information about unit requirements, financial aid and housing alternatives. Coaches are the initial sources of information for student-athletes, but offices in academic affairs and student affairs have independent roles in providing information.

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

A recently hired assistant baseball coach commented to a group at an athletics department meeting about the extra support and assistance provided to him and his family in their transition to his new job. These efforts are critical in not only hiring, but also retention.

Again, both the student-athlete surveys and interviews assisted the self-study subcommittee in assessing current levels of satisfaction and the resulting impact on retention. The positive student-athlete experience has at least three critical steps. The first is communication with the recruit and his or her family and prior coaches. The second is problem solving during the student-athlete's years of eligibility, especially with academic demands, finances and family emergencies. The third critical item is completion of degree requirements which is typically within two semesters after athletic participation ceases. The student athletes interviewed were very positive about their experiences and those of other student-athletes of their acquaintance.

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

Our plan suggests that to strengthen our retention efforts, we need to involve all departments, stakeholders, and student athletes.

6. 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 nine program areas. This study must be conducted as part of the self-study process;

Gender/ Diversity Issues and Student-Athlete Well-Being

The diversity self-study subcommittee met regularly and identified the university's strengths and weaknesses in each of the nine areas. Subcommittee members reviewed written statements that address the issues of diversity, such as the university's mission, vision, goals available at the university's Web site and in the ASU Strategic Plan for 2009-2019 pages 8, 12,13, 17, 20 and 32-33. The subcommittee also reviewed written statements of athletics department on athletics Web site, student handbook, faculty and staff manual, and in the student-athlete handbook. The subcommittee closely reviewed data provided by the athletics department, such as athletic department administrative, staffing and coaching make-up by gender and race; and athletics certification charts for the following years, 2006-07, 2007-08, 2008-09. Members of athletics department as well as student-athletes were interviewed. Materials were also gathered in the public realm, such as sports publicity.

b. Provide data demonstrating the institution's status and commitment across each of the nine areas;

The university commitment to all team sports is evident in fund-raising and many other aspects of its partnerships with campus and community segments. The athletic department's mix of media andmarketing gives attention to the newer sports as well as to the well established ones with greater fan attendance. For example, the athletic department's sports publicity for women's and men's tennis, softball,soccer, and baseball not only shows diversity in a very positive light, but enhances the possibilities for student-athlete recruitment.

The Department of Athletics and entire university as a whole, takes the issue of diversity seriously; hence the efforts being put in place to partner with overseas institutions and academies, to aid in the recruitment efforts. Furthermore, current data shows that the recruitment of minorities is on the rise and is projected to continue steadily. There is an ever more present and visible number of international and minority students at our institution.

The university commitment to all team sports is evident in fund-raising and many other aspects of its partnerships with campus and community segments. The athletics department's mix of media and marketing gives attention to the newer sports as well as to the well established ones with greater fan attendance. For example, the athletics department's sports publicity for women's and men's tennis, softball, soccer, and baseball not only shows diversity in a very positive light, but enhances the possibilities for student-athlete recruitment.

The Athletics Department and entire university as a whole, takes the issue of diversity seriously; hence the efforts being put in place to partner with overseas institutions and academies, to aid in the recruitment efforts. Furthermore, current data shows that the recruitment of minorities is on the rise and is projected to continue steadily. There is an ever more present and visible number of international and minority students at our institution.

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

Financial investment in our athletic programs is further evidence of our commitment to institutional diversity. Racial, ethnic and gender diversity receive proportionate support. Some squads, namely men and women's tennis and softball, are predominantly made up of international students and, therefore, racially diverse.

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

The Student-Athlete Handbook and other university documentation shows that there are numerous clubs on campus whose purposes directly serve gender, racial and ethnic diversity. If diversity was more broadly defined to include culture and religion, the number of organizations committed to these needs is even higher. The self-study subcommittee's members assessed the relationship between these organizations,

the student government, and intercollegiate athletics. The review concludes that student fees are critical tosupporting athletics, but more collaboration and programmatic activity is needed to make certain all students benefit from athletics and vice versa. The subcommittee recommends that student government's relationship with intercollegiate athletics be strengthened to benefit both campus life and the student fan base for the athletic program, even in the sports that are already the most visible, such as men's and women's basketball, football and men's and women's tennis.

It is noted that the first vice-president of the Student Senate was active throughout the self-study and served on the Steering Committee as well as the Faculty Athletic Committee. Nevertheless, he continued active participation of student government leaders and students would only bolster the diverse dimensions of the student-athlete's academic and athletic experience at the institution.

7. Programs and Activities (staff and coaches). Programs and activities that provide opportunities for all athletics department staff and coaches to address diversity issues, including those designed to address the needs of under represented groups or diverse backgrounds.

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

The diversity self-study subcommittee met regularly and identified the university's strengths and weaknesses in each of the nine areas. Subcommittee members reviewed written statements that address the issues of diversity, such as the university's mission, vision, goals available at the university's Web site and in the ASU Strategic Plan for 2009-2019 pages 8, 12,13, 17, 20 and 32-33. The subcommittee also reviewed written statements of athletics department on athletics Web site, student handbook, faculty and staff manual, and in the student-athlete handbook. The subcommittee closely reviewed data provided by the athletics department, such as athletic department administrative, staffing and coaching make-up by gender and race; and athletics certification charts for the following years, 2006-07, 2007-08, 2008-09. Members of athletics department as well as student-athletes were interviewed. Materials were also gathered in the public realm, such as sports publicity.

b. Provide data demonstrating the institution's status and commitment across each of the nine areas;

The FAAC and its diversity subcommittee are now a vigorous operating component in athletic department program development. The FAAC's diversity subcommittee takes the lead in assuring that the university adheres to the diversity principles. With two coaches and three student-athletes (one of whom is an international student) on the FAAC subcommittee, members are informed directly about issues where coaches and student-athletes have the most insightful information.

Overall, the FAAC itself could be even more diverse. The president, faculty senate, director of athletics and SWA will be asked to work at increasing minority representation on the committee.

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 insured the opportunity for representation through the collaboration of the director of athletics and SWA with the FAAC and other advisory bodies, while the role of coaches in the subcommittees, including the one for diversity, is central to bringing together faculty, administrators, coaches, and student-athletes for discussion of diversity issues.

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

The suggestions for greater involvement of coaches in university governance come despite full knowledge that coaches' time commitments are year-round and intense. However, the coaches are role models and critical advisors in the student-athletes' development and ability to achieve academic goals. A recent example of serving this need is a head coach as member of the search committee for a new international student advisor in the department of enrollment management. The detailed protocols in the ComplianceManual do not satisfy the need that might exist for conversation between coaches and other faculty, even
on an occasional basis, e.g. workshops during University Day at the academic year's beginning. This recommendation should be brought to the attention of the president and the Academic Senate.

8. Programs and Activities (student-athletes). Programs and activities that provide opportunities for all student-athletes to address diversity issues, including those designed to address the needs of under represented groups or diverse backgrounds.

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

The diversity self-study subcommittee met regularly and identified the university's strengths and weaknesses in each of the nine areas. Subcommittee members reviewed written statements that address the issues of diversity, such as the university's mission, vision, goals available at the university's Web site and in the ASU Strategic Plan for 2009-2019 pages 8, 12,13, 17, 20 and 32-33. The subcommittee also reviewed written statements of athletics department on athletics Web site, student handbook, faculty and staff manual, and in the student-athlete handbook. The subcommittee closely reviewed data provided by the athletics department, such as athletic department administrative, staffing and coaching make-up by gender and race; and athletics certification charts for the following years, 2006-07, 2007-08, 2008-09. Members of athletics department as well as student-athletes were interviewed. Materials were also gathered in the public realm, such as sports publicity.

b. Provide data demonstrating the institution's status and commitment across each of the nine areas;

The membership list for SAAC shows that this important committee has only African-American members. Despite the quality of representation that these students bring, one university and athletic department goal will be to increase racial and ethnic minority membership on that committee.

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 ensured the opportunity for representation in all forums, but the athletic department,administration, coaches, and staff needs to push participation in these bodies more than exists presently.

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

The athletics director is committed to diversity and will ask all coaches to nominate minority student athletes for appointments to governance and advisory committees.

Gender/ Diversity Issues and Student-Athlete Well-Being

9. Participation in Governance and Decision Making. Involvement of athletics department staff, coaches and student-athletes from under represented groups or diverse backgrounds 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 nine program areas. This study must be conducted as part of the self-study process;

The diversity self-study subcommittee met regularly and identified the university's strengths and weaknesses in each of the nine areas. Subcommittee members reviewed written statements that address the issues of diversity, such as the university's mission, vision, goals available at the university's Web site and in the ASU Strategic Plan for 2009-2019 pages 8, 12,13, 17, 20 and 32-33. The subcommittee also reviewed written statements of athletics department on athletics Web site, student handbook, faculty and staff manual, and in the student-athlete handbook. The subcommittee closely reviewed data provided by the athletics department, such as athletic department administrative, staffing and coaching make-up by gender and race; and athletics certification charts for the following years, 2006-07, 2007-08, 2008-09. Members of athletics department as well as student-athletes were interviewed. Materials were also gathered in the public realm, such as sports publicity.

b. Provide data demonstrating the institution's status and commitment across each of the nine areas;

The university has available the membership lists for the SAAC and the FAC. These two committees are central for input from all student-athletes into university affairs.

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 ensured the opportunity for representation in all of these forums, but the athletic department, administration, coaches, and staff needs to encourage greater participation in these bodies more than exists presently, especially for the student-athletes from diversity or underrepresented backgrounds.

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

All coaches are asked to nominate themselves and minority student-athletes for appointments to university governance and advisory committees. One role for the president, director of athletics, SWA, FAR, and the vice presidents for academic and student affairs would be to identify positions in university governance where coaches and student-athletes can make significant contributions.

10. Annual review of plan for improvement. Please note: An institution should comment on this area within its Diversity-Issues plan for improvement. A narrative response under the "edit responses" link imbedded within this program area is not necessary.

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

The diversity self-study subcommittee met regularly and identified the university's strengths and weaknesses in each of the nine areas. Subcommittee members reviewed written statements that address the issues of diversity, such as the university's mission, vision, goals available at the university's Web site and in the ASU Strategic Plan for 2009-2019 pages 8, 12,13, 17, 20 and 32-33. The subcommittee also reviewed written statements of athletics department on athletics Web site, student handbook, faculty and staff manual, and in the student-athlete handbook. The subcommittee closely reviewed data provided by the athletics department, such as athletic department administrative, staffing and coaching make-up by gender and race; and athletics certification charts for the following years, 2006-07, 2007-08, 2008-09. Members of athletics department as well as student-athletes were interviewed. Materials were also gathered in the public realm, such as sports publicity.

b. Provide data demonstrating the institution's status and commitment across each of the nine areas;

Institution's comment is within its Diversity-Issues plan for improvement.

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

Institution's comment is within its Diversity-Issues plan for improvement.

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

Institution's comment is within its Diversity-Issues plan for improvement.

10. Using the "original plan for improvement" section, provide an institutional diversity issues plan that addresses all nine aforementioned program areas for the athletics department. 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 monitor the institution's status in that program area(s).
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.

11. Describe how the institution will review its diversity-issues plan on an annual basis, including how it will compare the plan with its assessment of athletics department activities (see Program Area No. 2). Further, identify the individuals who will be responsible for this review.

The university should continue the type of process now under way in 2009-10. The current diversity subcommittee includes one African-American male, two Hispanics (male and female), one African (male) and two Hispanics (male and female). Such diverse membership of a committee outside the athletics department is an important step to insuring input and critical analysis of the department's needs and goals in diversity.

In each area of the plan, the time of year has been identified (Jan & Jul) in which annual review updates, setting new targets and assessing readiness for new initiatives, should occur. Special action should take place in 2010-11 for the most critical areas, specifically strengthening statements on diversity in publications, starting incremental

budget supplements for recruiting coaches and staff with diverse racial and ethnic backgrounds, and increasing the participation of minority student-athletes in governance. In all instances annual, quarterly or "season" reviews are generally mandated and will be further specified by the athletics department and its advisory groups, including the FAAC diversity subcommittee. The individual responsible for initiating review will be the SWA for each area in which the president or the director of athletics does not assign the responsibility to another designee.

12. 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.

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 were ongoing in nature. The institution must develop a new five-year plan that will maintain conformity with the operating principle.

The plan has been developed beginning with broad based participation on the diversity self-study subcommittee and close review by the steering committee with representation from all other elements of self-study from compliance to well-being.

The first meeting of the subcommittee was devoted to open statements of issues and concerns, and even as the subcommittee formulated its specific responses, notes have been kept on issues that need more discussion than has yet occurred. The plan is being sent forward after approval by the self-study steering committee and the chief academic and student affairs officers of the university. The diversity plan is being updated annually, even in years not requiring reporting to the NCAA beginning 2011.

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
Institutional and Athletics Department Commitment and Organization.	No issues identified within this program area. Maintenance plan included. (See following columns).	(1) Continue to ensure there is University and Department commitment to broad-based diversity policies and procedures, programs, and initiatives.	(1a) Structure a subcommittee within the FAC to address both gender and diversity-related matters within the Department (e.g., the Gender/Diversity Subcommittee).	(1a) President, FAR and Athletics Director(AD).	(1a) Spring 2011.
			(1b) Have close relationship with University's Multicultural Office to ensure that the Department's policies and procedures concerning diversity are consistent with the University's.	(1b) AD and Management Team (AD, SWA, Assistant Athletics Director, Compliance Officer, and Athletic Business Operations Manager) will meet at least once a year on this action step.	(1b) Spring 2011 and ongoing.
			(1c) Continue to hire Department personnel to deal with diversityrelated issues as they arise.	1c) SWA (responsible for implementation of Diversity Issues Plan), will report to AD and Management team at least twice a year on this action step.	(1c) Ongoing.

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
		(2) Provide specific programs and education for SAs for new and hot topic issues relating to diversity (e.g. gender identity issues).	(2) Include information about the University's Multicultural Office in the Department's Policies & Procedures Manual and the SA Handbook.	(2) SWA (responsible for implementation of Diversity Issues Plan), who reports to the Athletic Director, and Director of Human Resources, who reports to the Vice President for Fiscal Affairs, and Management Team at least once a year on this action step.	Spring 2011 and ongoing.
		(3) Use of the University's Multicultural Office to address areas of conflict (related to diversity matters) in which a SA or Department employee may feel pressure not to seek resolution from the department.	(3) In new employee orientation or SA orientation, stress the availability and use of the University's Multicultural Office to address conflict with regard to diversity-related matters.	(3) SWA (responsible for implementation of Diversity Issues Plan), who reports to the AD and Director of Human Resources, both of whom will report to AD and Management Team at least once a year on this action step.	(3) Spring 2010 and ongoing.
		(4) Institutionalize the thirdcycle plan.	(4) Have the FAC and President approve 2010-2015 Diversity Issues Plan.	(4) President and FAC.	(4) Spring 2011.
Assessment.	Lack of outside assessment such as review and audits of Department diversity plans and programs.	(1) Outside audit and review of all facets of Department diversity plans and programs.	(1a) Seek an individual outside of the athletic department to review and audit the Department's diversity plans and programs.	(1a) SWA (responsible for implementation of Diversity Issues Plan).	(1a) Spring 2011.

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
			(1b) Conduct department audits of Diversity Issues Plan as recommended by the outside individual.	(1b) SWA (responsible for implementation of Diversity Issues Plan), who will report to AD and Gender/Diversity Subcommittee at least once a year on this action step..	(1b) Spring 2011 and as recommended by outside reviewer.
Recruitment.	No issues identified within this program area. Maintenance plan included. (See following columns).	(1) Continue to recruit coaches and staff at a national and international level, as deemed appropriate.	(1a) Continue to use both conventional and non-conventional (and aggressive) strategies in hiring practices for department personnel, including Internet resources that reach diverse populations.	(1a) AD and Management Team, with the assistance of the Director of Human Resources..	(1a) Spring 2011 and ongoing.
			(1b) Consult the NCAA Employment Bank, College Coaches Association, and other relevant organizations that maintain minority membership data to identify qualified diverse candidates when administrative or coaching vacancies occur.	(1b) AD and Management Team, with the assistance of Director of Human Resources.	(1b) Spring 2011 and ongoing.
			(1c) The Department will implement a process to track and compare the national pool of candidates available in specific sports and in administrative capacities by using data collected by the NCAA.	(1c) Director of Human Resources, who will report to the AD and the Management Team on an annual basis.	(1c) Spring 2011 to create process, with reporting to the AD and Management Team ongoing.
		(2) Continue to be a leader at the University in the recruitment of diverse SAs.	(2) Continue to use data provided by the NCAA and other relevant organizations to assist in gathering information on diverse recruits.	(2) Assistant Athletics Director, Student-Athlete Advisory Committee, SWA, and Coaches.	(2) Beginning Spring 2011 and ongoing with annual reporting to AD and Management Team

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
		(3) Increase external recognition of University and Department's diversity achievements.	(3) Communicate University and Department diversity-related achievements to recruits and Department's applicants for employment.	(3) Assistant Athletics Director, Student-Athlete Advisory Committee, and Director of Human Resources.	(3) Spring 2011 and ongoing.
Hiring Practices.	No issues identified within this program area. Maintenance plan included.(See following columns).	(1) Along with the goals and steps identified in the recruitment area above, the Department will work with the University's Human Resources Office to ensure compliance with laws in hiring.	(1a) Continue to submit applicants to Human Resource Office for approval in interviewing and hiring.	(1a) Director of Human Resources.	(1a) Spring 2010 and ongoing.
			(1b) Continue to post Department employment opportunities on University's website and Department website.	(1b) Director of Human Resources.	(1b) Beginning Spring 2011 and ongoing.
			(1c) Work with the University's Office of Financial Aid and Human Resource Office to hire qualified diverse students through the work study program.	(1c) Director of Human Resources.	(1c) Beginning Spring 2011 and ongoing.
Retention.	No issues identified within this program area.Maintenance plan included.(See following columns).	(1) Address diversity issues as they arise.	(1a) Conduct a survey of Department personnel at least every other year.	(1a) Director of Human Resources and Multicultural Office.	(1a) Every other year beginning Spring 2011.
			(1b) Conduct a survey of SAs every year.	(1b) Assistant Athletics Director, Student-Athlete Advisory Committee, and Multicultural Office.	(1b) Annually beginning Spring 2011.

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
		(2) Improve use of outside resources to acclimate students and staff to larger diverse community.	(2) Work with Multicultural Office, Jefferson and Claiborne counties and the surrounding community organizations to provide information to SAs and new employees about diverse community resources.	(2) Assistant Athletics Director, Student-Athlete Advisory Committee, and Multicultural Office.	(2) To be done at SA orientation and new employee orientation beginning Spring 2011 and ongoing.
		3) Assess whether additional support services are needed for SAs.	(3) Gather this information through annual survey of SAs.	(3) Assistant Athletics Director, Student-Athlete Advisory Committee, Public Relations Office, and the Multicultural Office.	(3) Annually beginning Spring 2011.
Partnerships.	No issues identified within this program area. (See the following columns).	(1) Use NCAA and other outside resources, including Multicultural Office for diversity-related training and programs.		SWA (responsible for implementation of Diversity Issues Plan).	Beginning Spring 2011 and ongoing.
Programs and Activities (staff and coaches).	No issues identified within this program area. Maintenance plan included. (See the following columns).	(1) Continue to provide diversity education and programs to Department personnel (including coaching staff).	(1a) Have the University's Multicultural Office conduct diversity programs and education to Department personnel at least every other year..	(1a) SWA (responsible for implementation of Diversity Issues Plan) and the Multicultural Office.	(1a) Spring 2011 and ongoing.
			(1b) Have outside expert (such as NCAA) conduct diversity programs and education to Department personnel, when appropriate.	(1b) SWA (responsible for implementation of Diversity Issues Plan) and the Multicultural Office.	(1b) Spring 2011 and ongoing.
		2) Provide specific programs and education to the Department's personnel for new and hot topic issues relating to diversity (e.g. gender identity issues).	(2) Education or programs for new or hot topic diversity issues will be conducted by either the University's Multicultural Office, or an outside expert, when appropriate.	(2) SWA (responsible for implementing the Diversity Issues Plan) and the Multicultural Office.	(2) Spring 2011 and ongoing.

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
Programs and Activities (student-athletes).	No issues identified within this program area. Maintenance plan included. (See the following columns).	(1) Continue to provide diversity education and programs to SAs.	(1a) Have the University's Multicultural Office conduct diversity programs and education to SAs on an annual basis.	(1a) Assistant Athletics Director, Student-Athlete Advisory Committee, and Multicultural Office.	(1a) Spring 2011 and ongoing.
			(1b) Have outside expert (such as NCAA) conduct diversity programs and education to SAs, when appropriate.	(1b) Assistant Athletics Director, Student-Athlete Advisory Committee, and Multicultural Office.	(1b) Spring 2011 and ongoing.
			(1c) Implement mentoring teams for SAs, in which diverse faculty will serve as mentors.	(1c) Assistant Athletics Director, Student-Athlete Advisory Committee, and Multicultural Office.	(1c) Spring 2011 and ongoing.
		(2) Provide specific programs and education to the Department's personnel for new and hot topic issues relating to diversity (e.g. gender identity issues).	(2) Education or programs for new or current topic diversity issues will be conducted by either the University's Multicultural Office or an outside expert, when appropriate.	(2) Assistant Athletics Director, Student-Athlete Advisory Committee, and Multicultural Office.	(2) Spring 2011 and ongoing.
Participation in Governance and Decision Making.	No issues identified within this program area. Maintenance plan included. (See the following columns).	1) To the extent possible, the Department will make efforts to ensure that representation on the FAC is diverse.	(1) The Department will provide the FAC with recommendations on diverse candidates for the FAC.	(1) AD and Management Team.	(1) Spring 2011 and ongoing.
		(2) Continue to maintain involvement of coaches, staff, and SAs from diverse and underrepresented groups in the governance and decision making process of the Department.	(2) The Student-Athlete Advisory Committee (SAAC) should continue to maintain diverse representation on the committee at a percentage equal to the percentage of diverse SAs in the Department.	(2) Assistant Athletics Director, Student-Athlete Advisory Committee, and Public Relations Office.	(2) Spring 2011 and ongoing.

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
		(3) Continue to provide and encourage leadership opportunities for diverse department coaches, staff and SAs.	(3) The Department will recommend qualified diverse candidates to leadership positions within the university and in national athletics organizations.	(3) AD and Management Team.	(3) Spring 2011 and ongoing.
Annual review of plan for improvement.	N/A	Continue to ensure there is university and department commitment to broad-based diversity goals.	Monthly meetings of the AD and Management Team.	AD and Management Team.	Annually beginning Spring 2011.

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). In each case, 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**

No conditions for certification as they relate to Operating Principle 3.3 Student-Athlete Well-Being were imposed by the committee in its Cycle 2 certification decision.

Action

No conditions for certification as they relate to Operating Principle 3.3 Student-Athlete Well-Being were imposed by the committee in its Cycle 2 certification decision so no action was taken.

Action Date

No conditions for certification as they relate to Operating Principle 3.3 Student-Athlete Well-Being were imposed by the committee in its Cycle 2 certification decision so no action was taken.

Explanation for partial or non-completion

No conditions for certification as they relate to Operating Principle 3.3 Student-Athlete Well-Being were imposed by the committee in its Cycle 2 certification decision so no action was taken and therefore there were no partial or noncomplete actions.

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). In each case, provide:

a. The original plan(s);
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 plans.

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.

1. **Original Plan**

There were no 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).

Action

There was no action because there were no 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).

Action Date

There was no action date because there were no 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).

Explanation for partial or non-completion

There was no explanation for partial or non-completion because there were no 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).

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). In each case, provide:

a. The original plan;
b. The action(s) taken by the institution;and
c. The date(s) of the action(s).

a. There was no original plan because there were no additional plans for improvement/recommendations developed by the institution since its Cycle 2 certification process as they relate to Operating Principle 3.3 (Student-Athlete Well-Being).

b. There were no actions because there were no additional plans for improvement/recommendations developed by the institution since its Cycle 2 certification process as they relate to Operating Principle 3.3 (Student-Athlete Well-Being).

c. There were no action dates because there were no additional plans for improvement/recommendations developed by the institution since its Cycle 2 certification process as they relate to Operating Principle 3.3 (Student-Athlete Well-Being).

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 file has been uploaded.

List of attachments

1. ASU Exit Interview.pdf

Gender/ Diversity Issues and Student-Athlete Well-Being

5. Describe opportunities other than the student-athlete exit-interview process that are available to student-athletes to provide input regarding student-athlete well-being issues (e.g., student-athlete advisory committee, open-door policy of athletics administrators, including the director of athletics, senior woman administrator, and/or faculty athletics representative).

The Alcorn State University Student-Athletic Advisory Committee (SAAC) meets twice a month in the Whitney Complex. Alcorn State University is also a member of the Southwestern Athletic Conference Student-Athletic Advisory Committee. This committee serves as the communication link between both the student-athletes and the athletic department administration. The SAAC committee is comprised of at least two student-athletes from each team sport and two advisors from the athletic department. The role of the SWAC SAAC is explained on the SWAC web site http://www/swac.org, and then click on the SAAC link.

The Alcorn State University Athletic Department uses an "open-door" policy to encourage feedback and interactions between the student-athletes and the athletic administrators.

The open-door policy for athletics administrators is as follows:

The open-door policy for the director of athletics is that the student-athlete must set up an appointment with the director of athletics. This is done by contacting the office manager who schedules all appointments of the director of athletics.

The open-door policy for the SWA is that the student-athlete must set up an appointment with the SWA. This is done by contacting the office manager who schedules all appointments of the SWA.

The open-door policy for the FAR is that the student-athlete must set up an appointment with the FAR. This is done by contacting the department secretatry who schedules all appointments of the FAR.

In emergency cases, the office manager will take the student-athlete's request directly to the director of athletics and SWA to see if a meeting may be arranged in a timely manner.

In emergency cases, the department secretary will take the student-athlete's request directly to the FAR to see if a meeting may be arranged in a a timely manner.

6. Describe the athletics department's written grievance and/or appeals procedures available to student-athletes in areas mandated by NCAA legislation (i.e., financial aid and transfers). 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 athletics department staff members, coaches and students.

Athletic Financial Aid Appeals are conducted by the Financial Aid Appeals committee. The Department of Athletics sends a list of student athletes that have received scholarship reductions or cancellations. The students are informed in writing by the Financial Aid Office of the reduction or cancellation and informed of the appeals process. If the student appeals, the Financial Aid Appeals committee will set up a hearing for the student. The Athletic Appeals Chair is Colonel Ricky Coleman, Athletic Advisor. The student and the parties involved will receive correspondence from the Chair of the Athletic Appeals committee.

The appeals procedure is the area of transfers is as follows. The student-athlete desiring to transfer to another institution contacts the compliance officer and submits a request to the compliance officer which includes the student-athlete's name, sport, phone number and e-mail address. The compliance officer forwards the written request to the FAR. Within 24 to 48 hours, the FAR makes contact with the student-athlete to set up an appointment to complete the student-athlete exit interview form. The FAR may contact the head coach of the student-athlete to gain more information about the transfer request. The FAR makes a decision. If the decision is to allow the student-athlete to transfer, the FAR submits the permission to release form to the compliance officer. If the decision is not to allow the student-athlete to transfer, the FAR submits a statement of his decision to the compliance officer. The student-athlete is informed by the compliance officer of the decision. If the student-athlete wishes to appeal, the student-athlete may request in writing a hearing before the appeals committee which is made up of individuals outside of the athletics department.

The names and titles responsible for overseeing the administration of these grievances and/or appeals process are as follows: Dr. Gerald Peoples, Vice President of Student Affairs and Ms. Juanita Russell-McKenzie, Director of Student Financial Aid.

The means by which the appeals procedure are directly communicated are as follows.

The procedures are communicated in writing by way of the athletics department policies and procedures manual and athletic compliance manual to athletics department staff members and coaches.

The procedures are communicated in writing by way of the student handbook, student-athlete handbook, and the athletic compliance manual to student-athletes.

7. 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 athletics department staff members, coaches and students.

The university's grievance and appeals procedures with regard to offenses such as harassment, hazing, abusive behavior, discrimination are as follows.

The individuals for overseeing the grievance and appeals procedures are:

Dr. Gerald C. Peoples
Vice President for Student Affairs

Ms. Connie Hannah-Willis
Associate Vice President for Student Affairs

ALCORN STATE UNIVERSITY GRIEVANCE POLICY
The right of each student to resolve grievances with the University is affirmed, and specific appeal procedures are hereby established to assure timely and appropriate consideration of each grievance. Student grievances generally originate at the department level, and the resolution of the grievance is sought at the department level.

1. A Student Grievance originating in any of the department or administrative units is handled by the department chairperson or director responsible for the unit in which the grievance originates. The grievance should be made known within fifteen (15) days of the occurrence. The decision by the department chairperson or director should normally be made within five (5) workdays of the filing of the grievance.

2. The appeal by a student of the decision of the department chairperson or director must be made in writing within five (5) workdays to either the Dean exercising jurisdiction over that academic department or to the administrative official having jurisdiction over the nonacademic department involved. This official will render a decision on the grievance normally within five (5) workdays of the receipt of the grievance.

3. Should the student desire to make further appeal, the appeal should be directed to the Office of the Vice President for Academic Affairs (for academic issues) or to the appropriate Vice President exercising jurisdiction over the matter. The Associate Vice President or Vice President shall confer with the student and if the grievance is not resolved, the Associate Vice President shall refer the matter to a standing committee or appoint a committee from three (3) to five (5) persons including student representation to hold an official hearing on the matter. The student may either represent himself or request the assistance of another student. The hearing shall be held within ten (10) days of receipt of the grievance by the Associate Vice President or Vice President.

4. Upon completion of the hearing, the committee will inform the Associate Vice President or Vice President of the decision, and the Associate Vice President or Vice President will inform the student. The Associate Vice President or Vice President may utilize the decision of the committee or amend the decision as he/she deems appropriate.

5. If the student is not satisfied with the decision indicated in step 4, he/she may appeal to the President of the University. The President shall render a final decision in the case normally within ten (10) days of the written receipt of the appeal.

Procedures for Addressing Written Student Complaints:

All complaints made by students shall be investigated by an appropriate University official. If the complaint is of an academic nature, the Vice President for Academic Affairs is responsible for appointing one or more appropriate persons to conduct the investigation. If the complaint is of a non-academic nature, the Vice President for Student Affairs is responsible for appointing one or more appropriate persons to conduct the investigation.

The student (complainant) shall be notified in writing as to the status of the complaint. Any complaint that is made directly to the University president shall be transmitted to the proper University official for investigation. The student shall be informed in writing of the final finding/decision regarding the complaint. If a student is not satisfied with the result decision regarding the complaint, the student may appeal to the University president. The decision of the University president is final.

The University Grievance Policy can be found in the Alcorn State University Student Handbook on page 86 The Handbook can also be accessed via the Alcorn State University web page at the following web address: http://www.alcorn.edu/offices/StudentAffairs

State of Mississippi Laws against Hazing:

STATE LAWS S97-3-105 of the Mississippi Code of 1972
This bill prohibits hazing in the course of a person's initiation into any organization. Hazing is divided into two degrees or categories based on the result of behavior. A person is guilty of hazing in the first degree when, in the course of another person's initiation into an organization, he/she intentionally or recklessly engages in conduct which creates a substantial risk of physical injury to such other person or a third person and thereby cause an injury. A person is guilty of hazing in the second degree if all the elements of hazing in the first degree are present, but no injury results. Hazing in the first degree is punishable by a fine of not more than six months. Hazing in the second degree is punishable by a fine of not more than Ten Thousand Dollars ($10,000).

97-30105 Mississippi Code of 1972 as Amended:

1. A person is guilty of hazing in the first degree when, in the course of another person's initiation into or affiliation with any organization, he intentionally or recklessly engages in conduct which creates a substantial risk of physical injury to such person or a third person and thereby cause injury.

2. Any person violating the provisions of subsection (1) of this section shall be guilty of a misdemeanor, and, upon conviction thereof, shall be punished by a fine of not more than Two Thousand Dollars ($2,000.00) or imprisonment in the county jail for not more than six (6) months or both.

3. A person is guilty of hazing in the second degree when, in the course of another person's initiation into or affiliation with any organization, he intentionally or recklessly engages in conduct which create a substantial risk of physical injury to such other person or a third person.

4. Any person violating the provisions of subsection (3) of this section shall be guilty of a misdemeanor and, upon conviction thereof, shall be punished by a fine of not more than One Thousand Dollars ($1,000.00).

5. The provision of this section shall be in addition to other criminal laws, and actions taken pursuant to this section shall not bar prosecutions for other violations of criminal laws.

The university's hazing policy and the State of Mississippi hazing laws can be found in the Alcorn State University Student Handbook. The Handbook can be accessed via the Alcorn State University Web site at the following address: http://www.alcorn.edu/offices/StudentAffairs

The means by which the appeals procedure are directly communicated are as follows.

The procedures are communicated in writing by way of the athletics department policies and procedures manual and athletic compliance manual to athletics department staff members and coaches.

The procedures are communicated in writing by way of the student handbook, student-athlete handbook, and the athletic compliance manual to student-athletes.

8. Describe the institution's educational and support programs in the area of sexual orientation. Also, describe the institution's structure and/or policies that ensure the provision of a safe environment for all students, including student-athletes with diverse sexual orientations.

Alcorn State University has policies that prohibit discrimination based on race, color, religion, sex, national origin,age or handicap. This policy can be found on page 9 under requirements for admissions in the 2009-2010 student handbook.

Gender/ Diversity Issues and Student-Athlete Well-Being

9. Using the seven program areas for student-athlete well-being issues, provided as Attachment No. 4 on Page No. 58:

a. Describe how the institution has ensured a complete study of each of the seven program areas for student-athlete well-being. This study must be conducted as part of the self-study process;

b. Provide data demonstrating the institution's commitment and current efforts across each of the seven areas for all student-athletes;

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

d. Explain through a plan of improvement, how the institution plans to address and deficiencies identitfied in its response to (c) above.

1. Organization and Structure. Policies, organization and structure of the athletics department to enhance student-athlete well-being. Commitment of the institution to enhance the overall student-athlete educational experience. How issues are monitored, evaluated and addressed on a continuing basis, including the periodic review by institutional personnel of programs and activities provided by the athletics department and institution.

a. Describe how the institution has ensured a complete study of each of the seven program areas for student-athlete well-being. This study must be conducted as part of the self-study process;

The subcommittee on Gender/Diversity and Student-Athlete Well-Being interviewed the athetics director, the senior woman administrator, the compliance officer, the head coach of the soccer team and one student-athlete each from the baseball, women's golf and men's track team. The subcommittee reviewed all departments student-athletes' handbook and Web sites dedicated to information regarding the studentathlete experience.

b. Provide data demonstrating the institution's commitment and current efforts across each of the seven program areas for all student-athletes;

With the implementation of the SAAC, the Department of Athletics has expanded the support to the student-athlete by and or each team. The structure provides the student-athlete with the opportunity to dialogue with student-thletes who participate in other sports as well as administrative staffers from the athletics department. The SAAC leadership has a standing monthly meeting with the assistant athletic director to discuss current concerns. Also, the Director of Athletics attends at least one of SAAC general meetings per year to answer questions and provide feedback.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

During the interviews, the subcommittee found evidence that student-athletes have full and complete access to the senior Department of Athletics staff both in a formal and informal setting. All administrators have an 'open door' policy. They are active participants and attend all practices and contests.

d. Explain, through a plan for improvement, how the institution plans to address any deficiencies identified in its response to (c) above.

No deficiencies were found.

2. Participation in Governance and Decision-Making. Involvement of student-athletes in the governance and decision-making processes of the athletics department, including the student-athlete advisory committee.

a. Describe how the institution has ensured a complete study of each of the seven program areas for student-athlete well-being. This study must be conducted as part of the self-study process;

The Gender/Diversity and Student-Athlete Well-Being Subcommittee evaluated the role of the Student-Athlete Advisory Committee (SAAC), by interviewing the SAAC president as well as the Director of Athletics. In addition, the subcommittee reviewed the membership of the committees that may have impact on student-athletes. The subcommittee reviewed all applicable handbooks and websites dedicated to information regarding the student-athlete experience.

b. Provide data demonstrating the institution's commitment and current efforts across each of the seven program areas for all student-athletes;

The subcommittee found that the institution has given student-athletes the opportunity for input on decisions affecting the experience of student-athletes. The department utilizes the SAAC for representation and feedback on the Faculty Athletics Committee (FAC); The SAAC President meets monthly and periodically with the Director of Athletics. The subcommittee noted that student-athletes are given opportunities to interview and complete an evaluation form for any head coaching on-campus interviews. Each student-athlete also completes a student-athlete program evaluation form that is submitted and reviewed by the Director of Athletics.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

The subcommittee found that through student-athlete representation on FAC, objectives such as implementing a student-athlete class attendance policy and offering a summer school session at the were made agenda topics and produced results in that the has a student-athlete class attendance policy and is offering summer session courses. The subcommittee found through review of interview itineraries and personnel files, that student-athlete had opportunities to meet with head coaching candidates and submitted their written feedback to the Director of Athletics and search committees. The subcommittee noted that through periodic meetings with the Director of Athletics and the SAAC president that services provided to student-athletes were adjusted to fit the student-athletes' needs. An example is that during the spring of 2008 SAAC had concerns regarding the athletic training staffing and the athletic training room meeting the needs of all the student-athletes. After meetings with the Director of Athletics, Senior Woman's Administrator and the Compliance Officer, the staff increased in Fall 2008 from one to two full-time staff members.

d. Explain, through a plan for improvement, how the institution plans to address any deficiencies identified in its response to (c) above.

The need for an increase in the athletic department training staff is shown as a plan for improvement at the end of this section of the self-study instrument.

3. Student-Athlete Exit Interviews. Methods used to conduct exit interviews and description of the process to evaluate and implement outcomes; inclusion of questions to effectively measure and evaluate issues and areas related to the student-athlete experience.

Gender/ Diversity Issues and Student-Athlete Well-Being

a. Describe how the institution has ensured a complete study of each of the seven program areas for student-athlete well-being. This study must be conducted as part of the self-study process;

The student-athlete well-being subcommittee reviewed the methods by which the Department of Athletics conducts exit interviews. The Faculty Athletic Representative (FAR), who is external to the athletic department, is responsible for conducting exit interviews. Presently, exit interviews are conducted with 100% of student-athletes who wish to transfer to another college or institution. Beginning by the end of the season in Spring 2010, the exit interview and evaluation process will extend itself to student-athletes who are seniors whose eligibility has expired and to those student-athletes who voluntarily remove themselves from a team or are dismissed from a team due to misconduct.

The exit interview form is used by the university as an assessment instrument to determine the level of student-athlete satisfaction during his or her tenure in the institution and at the time that he or she leaves Alcorn State University.

The process of the exit interview is as follows:

1. The student-athlete informs the compliance officer of his/her desire to exit the university.

2. The compliance officer informs the student of the exit interview process and provides contact information for the FAR.

3. The student athlete contacts the FAR (who also simultaneously seeks to make contact the student athlete).

4. The student-athlete and the FAR arrange a mutually convenient time to conduct the exit interview.

5. The FAR documents the exit interview and archives it appropriately.

6. The FAR conducts investigations and follow ups with key personnel as needed.

7. The FAR reviews any issues with the compliance officer.

8. The FAR reports out to the Faculty Athletics Committee on the results of the exit interview.

b. Provide data demonstrating the institution's commitment and current efforts across each of the seven program areas for all student-athletes;

The subcommittee found that end-of season evaluations are been conducted as described in Section 3.3.3a by the Faculty Athletics Representative. Exit interview questions are deemed to be appropriate and open-ended to solicit honest and forthright feedback. A copy of the exit interview instrument was submitted in response to Section 3.3.4.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

The results from the self-study process indicated that the needs of the student-athletes are generally being met. For example, when asked whether or not practice times and travel schedules conflict with class time and social time, the majority of the student-athletes indicated there was minimal conflict. Most student-athletes indicated that the environment in which they practice and compete was safe and that their coaches conducted practice and training session in a safe manner. Also, the target group interviewed showed that a student-athlete's satisfaction with their experience directly correlated with and enhanced their overall experience at the college. Finally, student-athletes have indicated that the (rural) academic environment is conducive to greater learning and academic success as it minimizes distractions.

d. Explain, through a plan for improvement, how the institution plans to address any deficiencies identified in its response to (c) above.

No deficiencies were found so there is no plan for improvement.

4. Programs and Activities. CHAMPS/Life Skills (or an equivalent program) or other institutional programs that address the needs and issues affecting student-athletes (e.g., career counseling, personal counseling, nutrition, diversity, gambling, alcohol and drug guidelines, sexual orientation, personal development, leadership). Policies and procedures in place to encourage and assure student-athletes' access to these programs.

a. Describe how the institution has ensured a complete study of each of the seven program areas for student-athlete well-being. This study must be conducted as part of the self-study process;

The Gender/Diversity and Student-Athlete Well-Being Subcommittee reviewed all facets of the CHAMPS/ Life Skills program. This review included the course outline and syllabus for (2) one -hour credit courses entitled Survival Skills and Adjustment to University Life that all freshman students must take. Life skills workshops and speaker series are also held throughout the academic year.

b. Provide data demonstrating the institution's commitment and current efforts across each of the seven program areas for all student-athletes;

All freshman student-athletes are required to take the abovementioned courses. Additionally, at least one speaker each semester is brought to campus to address said student population. Furthermore, workshops are also offered to each class; sophomore, junior and senior student-athletes on a yearly basis focusing on career counseling and personal development.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

A course evaluation and survey is presented to all students enrolled in at the conclusion of the life-skills course at the end of the course. This allows the Office of Academic and Student Support Services to evaluate the course curriculum and make any necessary changes.

d. Explain, through a plan for improvement, how the institution plans to address any deficiencies identified in its response to (c) above.

No deficiencies were found.

5. Time Demands. Written policies and procedures 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 to campus life, including the periodic evaluation of such policies to ensure their effectiveness.

a. Describe how the institution has ensured a complete study of each of the seven program areas for student-athlete well-being. This study must be conducted as part of the self-study process;

The Student-Athlete Well-Being Subcommittee reviewed the methods the athletic department utilizes to monitor and evaluate the time demands of student-athletes. The subcommittee interviewed department personnel in academic student support services and compliance.

b. Provide data demonstrating the institution's commitment and current efforts across each of the seven program areas for all student-athletes;

Missed class time data is compiled for each sport monthly by the academic athletic advisor and reported to the head coaches and athletics department administration. Each sport is responsible for providing their teams' final schedule and any schedule changes to the Athletic Director to ensure missed class is minimized.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

The potential missed class time due to official travel and athletic participation indicates that Alcorn State is below the allowed class absences as described on page 84 of the 2008-10 ASU General Catalog, page 84 (Class Attendance Regulation). It should be noted that men's and women's golf and tennis and baseball present the missed class time biggest challenges due to the recent legislative change in baseball which pushed the start date back to February 20, 2009 and the fact that golf plays tournaments on Mondays and Tuesdays in fall and spring. The Office of Counseling and Testing provides missed class time letters to professors to assist the student-athlete with their challenging time demands.

d. Explain, through a plan for improvement, how the institution plans to address any deficiencies identified in its response to (c) above.

No deficiencies were found so there is no plan for improvement.

6. Travel. Written policies of the athletics department and/or institution that address the safety of student-athlete transportation (e.g., road travel; air travel, including charter policies; driver selection; training; privately-owned vehicles), including the annual evaluation of such policies to ensure their effectiveness; communication in writing of these policies to athletics department staff and student-athletes and administrator(s) responsible for institutional awareness in this area.

a. Describe how the institution has ensured a complete study of each of the seven program areas for student-athlete well-being. This study must be conducted as part of the self-study process;

The Gender/Diversity and Student-Athlete Well Being evaluated the athletic department's written policies on athletic travel. The committee found that the policies are well documented in the department's Policy and Procedures Manual which is available to all staff and reviewed annually. Policies are communicated to student athletes from travel itineraries given to them prior to each trip. The subcommittee reviewed all written forms regarding team travel including, proposed athletic schedule, proposed schedule change, proposed team travel itineraries, and student travel release form. The subcommittee interviewed the athletic business operations manager who coordinates all athletic team travel and found that the manager follows the policies and procedures adequately.

b. Provide data demonstrating the institution's commitment and current efforts across each of the seven program areas for all student-athletes;

The team travel budgets for transportation, lodging, and meals in the athletics department have increased each year since the last certification. Student-athletes receive a copy of the athletics department's travel policy when they receive the department's Policy and Procedures Manual. One athletic administrator travels at least once a season with each team to assess travel accommodations. Team travel party sizes for each team are currently at NCAA maximums.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

The Department of Athletics requests that student-athletes provide feedback on their travel experiences via the student-athlete program evaluation form, the exit interview, and each year the athletic business operations manager is invited to receive feedback at a SAAC meeting. The institution has the following vehicles in its fleet: 18-passenger Vans, mini vans, 29- and 55-passenger buses. These vehicles are available to the various athletic teams.

Only the appropriate licensed drivers are permitted to check out these vehicles. The Office of the Physical Plant coordinates the vehicle fleet. The department secures hotel rates at quality hotels, i.e., (national brand, interior corridor). The university secures rates with a local charter bus company. The department has adopted a class attendance policy for student-athletes who miss class due to travel for competition. Laptop computers are available for check out to student-athletes whom request them during travel.

d. Explain, through a plan for improvement, how the institution plans to address any deficiencies identified in its response to (c) above.

No deficiencies were found so there is no plan for improvement.

7. Medical Policies. Written policies of the athletics department and/or institution that address the health and safety of student-athletes (i.e., athletic training coverage and emergency medical plans for practices, games, strength training, skills sessions and out-of-season workouts), including the annual evaluation of such policies to ensure their effectiveness in protecting their health and providing a safe environment; communication in writing of these policies to athletics department staff and student-athletes and administrator (s) responsible for institutional awareness in this area.

a. Describe how the institution has ensured a complete study of each of the seven program areas for student-athlete well-being. This study must be conducted as part of the self-study process;

The Gender/Diversity Student-Athlete Well Being Subcommittee interviewed the athletic director, the head athletic trainer and male and female student-athletes. The subcommittee also reviewed the Sports Medicine Services section of the Department of Athletics and Recreational Sports Policy and Procedures Manual as well as the Policies section of the Student-Athlete Handbook provides specific information regarding the athletic training room, the sports medicine team, medical eligibility, the student-athlete accident insurance and emergency procedures as well as information on the drug education and testing program and the treatment and evaluation of eating disorders. The Student-Athlete Handbook is distributed to each student-athlete by CD Rom or Internet and is reviewed by the Head Athletic Trainer and the Senior Woman Administrator.

b. Provide data demonstrating the institution's commitment and current efforts across each of the seven program areas for all student-athletes;

All policies relating to sports medicine services are reviewed annually by the athletics director and can be modified as needed. The head athletic trainer and his staff are assigned individually to each team and travel with the teams to away contests, in the event a trainer is unable to accompany a team on away travel, the ASU trainer will then may contact with the second school requesting their assistance and will provide same service for team when their trainer is unable to travel.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

The medical and training staff is available to student-athletes at all times. The head athletic trainer routinely provides his cell phone number to the student-athletes in order to be available after hours.

Interviews with student-athletes, indicated they felt that there were high levels of support and service from the training staff.

d. Explain, through a plan for improvement, how the institution plans to address any deficiencies identified in its response to (c) above.

No deficiencies were found so there is no plan for improvement.

10. 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 recieved formal institutional approval.

The plan(s) for improvement were developed by the Gender/Diversity and Student-Athlete Well Being Subcommittee over the course of the self-study. The plan(s) for improvement were reviewed and approved by the president, co-chairs of the Steering Committee, the faculty athletics representative and the director of athletics before being reviewed and approved by the Steering Committee and the Faculty Athletics Committee. The plan(s) for improvement were included in the draft of the self-study plan that was posted to the university's Web site. A feedback option was also provided. A press release was circulated in the campus publication entitled ASU Today which informed the campus community that the self-study plan had been posted to the university's Web site and was available for review and for feedback.

Gender/ Diversity Issues and Student-Athlete Well-Being

Elements	Goals	Steps		
Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
1.0 A need to expand the role of student-athlete exit interview form.	1.0 Receive more feedback on the athletic program.	1.0 Form will be completed by 60-75% of all student-athletes leaving the program.	1.0 FAR, Compliance Officer	1.0 Spring 2010 and ongoing.
2.0 Need for additional athletics department training staff.	2.0 To increase the staff by at least one full-time staff member.	2.0 Hire full-time staff member.	2.0 SWA, AD, Athletics Department Business Manager, Compliance Officer	2.0 Fall 2008. The action was completed.

Gender/ Diversity Issues and Student-Athlete Well-Being

Racial or Ethnic Composition of Personnel - Old Race/Ethnicity Categories Chart (IPEDS)

		Racial or Ethnic Group																				
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			NR Alien (N)			Other (N)		
	Year	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							4	3	3												
Other Professional Athletics Dept. Staff	F							6	3	5					2							
	P																					
Head Coaches	F							4	1	1												
	P							11	11	11				1	1	1						
Assistant Coaches	F							8	1	1				1								
	P							8	13	13												
Totals (for Athletics Dept. Personnel)	F							22	8	10		0		1	2							
	P							19	24	24				1	1	1						
Faculty-Based Athletics Board or Committee Members								23	23	23				3	3	3				2	2	2
Other Advisory or Policy-Making Group Members								21	21	21				2	2	2				3	3	3

Name of person completing this chart: Moses Dupre
Title: Compliance Officer

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)		
Year	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
All Students																					
Student-Athletes																					

Name of person completing this chart: _
Title: _

Gender/ Diversity Issues and Student-Athlete Well-Being

Racial or Ethnic Composition of Student-Athletes by Sport Group - Old Race/Ethnicity Categories Chart (IPEDS)

	Racial or Ethnic Group																				
	Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			NR Alien (N)			Other (N)		
Sports** Year	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Baseball	0	0	0	0	0	0	17	26	17	5	6	6	2	2	3	0	0	0	0	0	0
Men's Basketball	0	0	0	0	0	0	9	15	9	0	0	0	0	0	0	0	0	0	0	0	0
Football	0	0	0	1	1	0	62	75	70	2	0	0	1	1	0	0	0	0	0	0	0
Men's Track / Cross Country	0	0	0	0	0	0	9	10	10	0	1	0	0	0	0	0	0	0	0	3	0
Men's Other Sports and Mixed Sports	0	0	0	2	4	3	5	3	1	0	2	2	0	1	0	0	0	5	6	5	0
Women's Basketball	0	0	0	0	0	0	13	15	14	0	0	0	0	0	0	0	0	0	0	0	0
Women's Track / Cross Country	0	0	0	0	0	0	13	21	15	1	1	0	0	0	0	0	0	0	0	0	0
Women's Other Sports	0	0	0	1	1	2	29	46	35	8	4	4	8	2	6	0	0	0	7	10	6
Total	0	0	0	4	6	5	157	211	171	16	14	12	11	6	9	0	0	5	13	18	6

Name of person completing this chart: Moses Dupre
Title: Compliance Officer