Previous Certification Self-Study

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

There were no “corrective actions”, “conditions for certification”, or “strategies for improvement” imposed by the NCAA Division I Committee On Athletics Certification identified in the first-cycle certification decision related to equity and welfare issues.

2. Report on the implementation of the plan to address gender-equity issues developed by the institution during its first-cycle certification process. Specifically, include: (a) the original plan, (b) the action(s) taken by the institution, (c) the date(s) of the action(s), (d) action(s) not taken or not completed, and (e) explanation(s) for partial completion. Include plans for improvement or other recommendations developed during the interim report process, if any.

Gender Equity and Minority Opportunities Plan

The original plan is attached (Equity Attachment 1).

Recruitment:

The strategies for recruitment of women and minorities for staff openings have all been implemented and are general practice for the department with the exception of advertising through the Black Coaches Association (BCA). The University discontinued that practice as the BCA stopped sending a regular newsletter or forwarding postings to their membership.

Pool Development:

Implemented as outlined in the plan. We continue to try to identify and bring in women and minority candidates for these intern and graduate associate positions.
Retention:
All initiatives in this area are implemented, with the exception of the “internal intern” program. That program was explored and found not to be workable in practical terms for the Department of Athletics. For example, the rotation of Tournament Director slots within the staff was tried and found to be less desirable than having a permanent event management team working on those events to ensure continuity and quality in the management.

Female Participation:
Women’s Lacrosse and Women’s Crew were added in 1996, and Women’s Ice Hockey was added in 1999. The most recent EADA report shows female student athletic participation to be within 3.8% of the female undergraduate population. We believe a 3.8% differential is “substantially proportionate” as that term is construed under current law. The institution annually monitors percentage participation figures and believes that no further addition of women’s sports is required at this time. We encourage the women’s teams to carry larger rosters but do not yet require any specific roster size, and we have not limited roster size for the men’s teams.

Ohio State University’s First Cycle Certification Recommendations:

Recommendation 1. The department should respond to the report and recommendations of the Title IX Review Committee.

Action - The department has implemented all recommendations of the Title IX Review Committee (see Equity Appendix 1), except F: The department should put into writing its policy concerning the addition of varsity teams, and this policy should be made available to students. The department has not created a written policy on this matter as no further addition of women’s sports is required. The Department of Athletics monitors emerging sports and has an effective informal mechanism for adding varsity teams, if applicable.
**Recommendation 2.** The department should create a continuing committee to monitor and evaluate Title IX compliance and monitor issues related to minority opportunity.

*Action* - The Gender and Minority Monitoring Committee was established after the first cycle certification and met during the years from 1996 through 2001. In 2001, the committee (renamed to Equity, Student Welfare and Sportsmanship) was changed to be a standing committee of the Athletic Council with regular reporting to that body (see p. 5 for a description of the charge of the committee).

**Recommendation 3.** To facilitate the work of the monitoring committee, the Department should improve its data collection and record keeping systems.

*Action* - The Athletic Department has developed and implemented an Information Technology department with four full-time staff members overseeing a 300-plus person network with custom database and web site programs which has significantly improved the Department’s data collection and record keeping systems. New database initiatives are continually being developed to manage and accumulate information on the department’s activities. Recommendation 3 was implemented in accordance with the timeline proposed by the University.

**Recommendation 4.** See “Female Participation” from the Gender Equity and Minority Opportunities Plan above.

3. **Report on the implementation of the plan to address minority issues developed by the institution during its first-cycle certification process. Specifically, include: (a) the original plan, (b) the action(s) taken by the institution, (c) the date(s) of the action(s), (d) action(s) not taken or not completed, and (e) explanation(s) for partial completion. Include plans for improvement or other recommendations developed during the interim report process, if any.**

**Gender Equity and Minority Opportunities Plan.**

The original plan is attached (Equity Attachment 1).
Minority Student Athlete Representation.

The Department of Athletics has implemented most strategies in this area, and while they have not shown immediate results, they are largely long-range programming efforts. Current student-athlete population is 19% ethnic minority. Minority representation in the male sports has seen more of a spread throughout a range of sport programs, while female minorities remain largely clustered in specific sports, and overall diversity in the female program is well behind that of the male program. We did not implement written plans for increasing diversity from the coaches, but the Associate Athletic Directors for Sports continue to stress this issue and discuss progress with coaches during the annual review process. Student Athlete Support Services Office (SASSO) and Student Athlete Advisory Board (SAAB) implemented a series of “mini clinics” in inner city Recreation & Parks facilities to bring coaches and teams from less traditional sports to that population. National Youth Sports Program (NYSP) continues to bring in over 650 youth to the campus each summer to participate in sport and life skill sessions.

Community Outreach and Workplace Climate Programs

These initiatives were all implemented, but the Capital City Classic is no longer in existence. In addition, the Department of Athletics now hosts the annual Inner City Games summer event and provides partnership dollars to the College Bound program for minority youth.

Specific Actions related to the Overall Equity and Minority Opportunity Effort of the Department

All strategies have been implemented.

First Cycle Certification Recommendations:

Recommendation 5. The Department should continue the development of the Majority of One program and provide the program with sufficient resources to allow for its success.
**Action** - The Majority of One student organization has been developed and funded in accordance with Recommendation 5. Majority of One still receives funding and staff support and continues to define its mission and goals, programs, and events while trying to get more of the student-athletes involved.

**Recommendation 6.** The department should improve efforts to recruit minority student athletes especially in sports in which they are underrepresented.

**Action** - See “Minority Student-Athlete Representation” discussion above.

4. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process in the student-athlete welfare area. Also, describe any additional plans for improvement/recommendations developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification. Specifically include: (a) the original plan; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion.

There were no plans for improvement or recommendations developed in this area for the first-cycle certification.

5. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution’s interim-report process (if applicable) as they relate to equity and welfare issues. Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion.

No action items, related to equity and welfare issues, were identified by the NCAA Committee on Athletics Certification during the institution’s interim-report.

**Operating Principle**

4.1: Gender Issues

**Self-Study Items**
1. Explain how the institution is organized to further its efforts related to the gender issues operating principle above for both staff and students and provide evidence that matters concerning gender equity are monitored, evaluated and addressed on a continuing basis.

The Ohio State University and the Department of Athletics have both established organizational structures that further our efforts to achieve the goals of gender equity and equal opportunity. In the fall of 1998, then President Kirwan and Provost Ed Ray launched an extensive review and coordination of diversity issues at the University. This endeavor began with the hiring of external consultants to conduct a systematic analysis of diversity issues at the University, in particular, the hiring and retention of women and minority faculty and staff members. A copy of the University’s Diversity Action Plan as well as the yearly evaluations filed by leaders of units (departments, colleges) can be found in Equity Appendix 2.

The Department of Athletics follows and participates in the University programs regarding equity for staff and students. Affirmative search processes are in place for filling all staff openings, and hiring is reviewed for gender and minority diversity. All staff receive copies of the Sexual Harassment Policy and are expected to participate in University training on the sexual harassment policy. Approximately 65% of the current staff have received that training. Additionally, salary and compensation is reviewed annually with comparisons to department and University peer groups and to market surveys to ensure that compensation is determined equitably. The department has also provided training in areas of mutual respect and diversity, and sexual orientation difference, for staff and students. Gender equity issues for staff and administration are typically brought to the attention of the Associate AD for Finance and Administration for review. She consults with the Director of Athletics and the Senior Women’s Administrator (SWA) as well as other senior administration staff and the Associate Legal Counsel for Athletics when responding to issues and developing strategies to ensure equity in the program.
The institution is further organized to monitor and address gender issues through its sport-based management system. Under this system, both the men’s and women’s teams in a sport are assigned to the same associate athletic director (for example, one associate athletic director oversees both men’s and women’s tennis). Therefore, one person reviews such items as team budgets, practice times, marketing and promotion efforts, etc. This system creates the natural result of associate athletic directors detecting potential disparities that may arise and correcting them to be equitable for both genders. This system inherently creates effective monitoring and addressing of gender issues.

In addition, Susan Henderson, the Associate Athletic Director for Finance and Administration, oversees the entire Department of Athletics’ budget. She regularly monitors and addresses gender issues that arise in the budgeting process, to ensure equitable treatment of both male and female student-athletes.

Furthermore, Susan Henderson annually prepares the institution’s Equity in Athletics Disclosure Act report. Ms. Henderson and Julie Vannatta, Associate Legal Counsel for Athletics, review that document and add appropriate margin notes to further explain the institution’s unique circumstances, where appropriate. This process is another example of the University’s organizational structure for monitoring and evaluating gender issues.

A final way in which the institution is organized to further its efforts related to gender issues is via the Athletic Council. The Athletic Council is a standing committee of the University Senate. See Governance, pp. 5-6, for Athletic Council membership. In 1992-1993, the Athletic Council established an ad-hoc committee on Gender Equity. The subcommittee's duties were to monitor the Department's progress in the area of gender equity and to report to the full council on an annual basis. That committee was replaced by the University Gender Equity and Minority Monitoring Committee established in response to internal recommendations of the first cycle certification. During the 2001-2002 period, the Monitoring Committee was replaced
by the Athletic Council’s Committee on Equity and Student-Athlete Welfare, which is a standing committee of the Athletic Council. This committee is composed of five faculty members, one graduate or professional student, one undergraduate student, one member of the Athletic Department, and one member from the Office of Legal Affairs. The duties of the standing committee are to monitor equity across the athletic program and the welfare of student athletes outside the classroom. Its specific regular duties will be formulated over the course of the coming year; however, it is anticipated that the committee will provide annual reports on equity issues to the Athletic Council and will serve as an advisory body to student-athlete welfare and development programs within the Department of Athletics. Members of this committee have also been important contributors to self-study components dealing with Equity, Student-Athlete Welfare, and Sportsmanship in this year’s NCAA Certification process.

2. For the three most recent academic years for which the information is available, attach a copy of the institution’s completed Equity in Athletics Disclosure Act survey form and worksheets. Analyze, explain and address discrepancies in the data between male and female student-athletes. Comment on any trends or significant changes.

See Equity Attachment 2. The University’s comments on trends or significant changes are located at the beginning of each EADA report and throughout the margins of each report.

3. Using the program area checklist for gender issues, provided as Attachment No. 2, please: (a) describe how the institution has ensured a complete study of each of these areas, (b) provide data demonstrating the institution’s status/commitment, including resource allocation, across each of the areas, and (c) explain how the institution’s future plan for gender issues addresses each of the areas.

Program Area #1. Athletics Scholarships
The three most recent years’ EADA reports (Equity Attachment 2) show male athletes and female athletes receiving athletic aid in proportion to their participation percentages (see table below).
Fluctuations in expenditures actually have women receiving athletic aid dollars at levels slightly above their proportion as participants. The variation in aid dollars awarded in these three years has been due to a larger percentage of female student-athletes (as compared to male student-athletes) receiving out-of-state fees. As of the current year, the department funds all sports (with the exception of Pistol and Rifle), to the maximum NCAA allowable number of grants. Grant in Aid budgets are set at the department level and are not included in the operating budgets that coaches are responsible for maintaining. This is done so that residency status is not a consideration for coaches when they award aid.

Program Area #2. Accommodation of Interests and Abilities

The University believes that it is accommodating the interests and abilities of its female population. The department has both a recent history of expanding women’s programs as well as participation, which is proportionate to undergraduate enrollment. The department has added three women’s sports since the last certification process - women’s lacrosse and women’s crew in 1996 and women’s ice hockey in 1999. The program currently offers 35 sports: 16 men’s, 17 women’s and 2 co-ed.

For the past three years, the EADA report shows the department to average within 5% of proportionality with the female undergraduate full-time student population (see table below). A fluctuation in the male undergraduate population in FY 01 along with a surge in walk-on athletes in Men’s Lacrosse and Men’s Track caused that year’s difference to go above 5%, but the proportion went back to a difference of 3.8% in FY 02.

<table>
<thead>
<tr>
<th>Year</th>
<th>Male Aid</th>
<th>Female Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 02</td>
<td>52.2%</td>
<td>47.8%</td>
</tr>
<tr>
<td>Male Participants</td>
<td>55.4%</td>
<td>Female Participants</td>
</tr>
<tr>
<td>FY 01</td>
<td>55.3%</td>
<td>44.7%</td>
</tr>
<tr>
<td>Male Participants</td>
<td>56.3%</td>
<td>Female Participants</td>
</tr>
<tr>
<td>FY 00</td>
<td>54.6%</td>
<td>45.4%</td>
</tr>
<tr>
<td>Male Participants</td>
<td>56.0%</td>
<td>Female Participants</td>
</tr>
<tr>
<td>Year</td>
<td>Gender</td>
<td>Undergrads</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>------------</td>
</tr>
<tr>
<td>FY 02</td>
<td>Male</td>
<td>51.6%</td>
</tr>
<tr>
<td>3.8%</td>
<td>Male</td>
<td>55.4%</td>
</tr>
<tr>
<td>FY 01</td>
<td>Male</td>
<td>50.8%</td>
</tr>
<tr>
<td>5.5%</td>
<td>Male</td>
<td>56.3%</td>
</tr>
<tr>
<td>FY 00</td>
<td>Male</td>
<td>51.6%</td>
</tr>
<tr>
<td>4.4%</td>
<td>Male</td>
<td>56.0%</td>
</tr>
</tbody>
</table>

The department could achieve female participation proportionality within 1% by capping men’s rosters and setting higher minimums on women’s rosters but has avoided doing that because it would be inconsistent with the department’s philosophy of sustaining men’s opportunities. The department believes that it is most prudent to achieve proportionality by adding opportunities for women instead of diminishing opportunities for men. The participation proportionality is carefully monitored each year, and as long as the University continues to show results within the 3-5% range, we feel that we are in compliance with current law and are accommodating the interests of our entire student population.

**Program Area #3. Equipment and Supplies**

There are no gender differences with respect to the institution’s provision of equipment and supplies. The institution has a very comprehensive, multi-million dollar agreement with Nike, and Nike provides nearly all of the apparel and equipment that all of the teams require. If Nike does not provide the necessary equipment and supplies, then either another manufacturer provides it (free of charge) to the University, or the University provides it. The University pays careful attention to allocating, on an annual basis, the Nike allotment of merchandise in an equitable manner between its men’s and women’s teams. Although all of the practice apparel is provided to all of the student-athletes, occasionally student-athletes prefer to wear their own personal practice apparel. The University even provides personal sport-specific equipment (such as tennis rackets and baseball gloves) which most institutions do not provide. Student-athletes of
both genders are provided with everything they will need to practice and compete at the institution.

The quality of equipment and supplies is comparable for men’s and women’s sports – all excellent quality. All of the equipment provided to athletes is suitable (regulation size and otherwise appropriate) for the sport. An adequate amount of equipment and supplies is provided for every team, regardless of gender.

With respect to maintenance, the University has laundry, dry cleaning and other maintenance services available for all teams. Generally, gymnastics and swimming teams prefer to launder their own leotards and swim suits, but that is their personal preference as the University offers to launder all of their apparel needs. Equipment replacement schedules vary from team to team, but are comparable between men’s and women’s teams. All of the equipment for all of the teams is stored in equipment rooms (occasionally, in coaches’ offices for the coaches’ convenience) in the facility where the teams practice and/or compete. These rooms are open at specified, convenient hours or as requested at other times by the coaches.

**Program Area #4. Scheduling of Games and Practice Time**

There are no gender-related differences in scheduling of practice time or competitions. All coaches are free to schedule competition that they feel will enhance the national competitiveness of their sport, in and out of the local geographical region. Coaches schedule the maximum number of competitions permissible by NCAA rules.

Teams sharing facilities are rotated equitably, with priority going to those sports in season. Practice and competition dates and times are coordinated administratively, assuring equal access to practice and competition venues across gender.

Post-season participation opportunities are determined by the Big Ten Conference and the NCAA (or other national governing bodies). The Department of Athletics provides funding for all sports or individuals selected to compete in post-season competition.
Program Area #5. Travel and Per Diem Allowance

There are no gender-related differences with respect to the travel & per diem allowance. Modes of transportation are determined by the coaches with the approval of their Associate Athletic Director and are based on a number of issues (e.g. distance to competition, day of the week, vacation/non-vacation travel). Four teams regularly travel via air charter flights: football (necessitated by the large team and the inability to accommodate a travel party of that size commercially), men and women’s basketball and women’s volleyball. Basketball travels via charter because of the number of mid-week games. Charter flights enable the teams to return home the night of the games, reducing missed class time. Woman’s volleyball plays conference matches Friday and Saturday nights and, thus, charter flights help the team move from the Friday night match to the Saturday night match site more efficiently.

The head coach determines the length of stay prior to and after competition, with consideration being given to minimizing missed class time. With the exception of holiday or post-season participation, teams rarely reach the NCAA maximum allowance of 48 hours prior to and 36 hours after competition stays.

Football and men’s basketball house athletes in hotels prior to home weekend games. The women’s basketball and volleyball teams are offered the same option yet prefer athletes to sleep in their own beds when playing at home. The department’s hotel policy is gender neutral, mandating one person per bed for all teams. Teams may house more than two athletes per room only if they have roll-away beds put in the rooms for each additional person. Most teams eat meals together; however, when athletes eat on their own coaches must provide a minimum of $25/day for three meals, or prorate per meal for fewer than 3 meals. Most coaches utilize the government per diem rates, which generally exceed $25 per day, instead of the minimum when giving per diems.
Program Area #6. Tutors

The academic programs provided by SASSO do not vary on the basis of gender. There are no policies or procedures that distinguish between female and male athletes. SASSO provides many academic enhancing services to student-athletes (described in detail in the Academic Integrity Section of this report). These include academic counselors provided to each athletic team, a pool of tutors available to all student-athletes, and personal academic mentors for those students who require special assistance. Information for student-athletes concerning tutoring, mentors, and academic counselors can be found in Section VII of the Student Athlete Handbook.

Student-athletes have the option of using tutors (most typically for Math and English courses) with set weekly hours in Younkin Success Center or scheduling individual or group appointments with tutors during available times. For example, 118 women and 138 men used these tutoring services during winter quarter 2002. Students can submit requests for tutors on paper at Younkin Success Center or online through the SASSO website. The students are then given all names of tutors who can tutor their subject. There is no consistent assignment of specific tutors to particular teams or students. However, some students might request a specific tutor who fits their learning process or level. Tutoring must take place at Younkin Success Center so that it can be monitored. The program coordinator follows up with students after the tutoring to make sure their needs were met. If a tutor cannot be found for a specific class, the student is encouraged to visit the Teaching Assistant for that class.

The pool of tutors is the same for all student-athletes. SASSO maintains a pool of approximately 60-70 tutors from a variety of academic backgrounds. The majority of the tutoring staff consists of Ph.D. students; the rest are enrolled in Masters level graduate programs. These tutors are reference checked and interviewed by the program coordinator (Ruth Bolzenius). The highly demanded math tutors are screened by the Math Stat Learning Center and the English tutors are trained by the Writing Center. Pay for tutors depends on rank and
experience. Master’s students receive $10 per hour, and PhD students receive $11 per hour. The pupil load of each tutor depends on the number of hours each tutor is available to work and the demand of the subject they tutor.

Program Area #7. Coaches

Availability - The institution’s EADA report (Equity Attachment 2) sets forth the information about the availability of our coaching staff in Tables 2A, 2B, 3A and 3B. With the following exceptions, the department hires the maximum number of coaches per sport allowed under NCAA rules. Exceptions are for the coed teams of pistol and rifle, which each have a part time head coach, the combined staff sports of fencing and track, which are each one assistant coach below allowable limits, and the men’s volleyball team, which is below the limit by one assistant coach. Although there are no female head coaches for men’s teams, the institution believes that this is the result of women’s historical lack of involvement with men’s sports across the country and not a result of any institutional, systemic discrimination. In fact, our Gender Equity Plan clearly shows the University’s efforts to increase the diversity of applicants for coaching positions. The University will continue to work toward increasing the representation of women on the staff of the Department of Athletics, particularly as coaches for our women's sports.

Assignment - The University is committed to hiring the best coach for every sport. Without exception, our head coaches are among the most qualified in the nation in terms of training, experience and professional qualifications. Head coaches hire (with the University’s approval) their own assistant coaches, who are also among the most qualified in the nation. There are no gender differences with respect to assignment/qualification of coaches, and student-athletes of both genders receive excellent coaches.

Compensation - The compensation for individual coaches (including salary increases) is established by University budget guidelines and relevant competitive markets. The Associate
Athletic Director for Finance and Administration conducts market analyses annually to ensure that our coaches are competitively paid. Total compensation packages vary among coaches, but any compensation disparities are due to legitimate, non-discriminatory factors, including but not limited to, market factors and different qualifications or experience levels of the coaches. Tables 8 and 9 of the EADA (Equity Attachment 2) set forth, respectively, the head coaches’ salaries and the assistant coaches’ salaries. When there is an opportunity to take a leadership role in transcending historical, market-based patterns of inequity, the institution has done so. For example, in 1997, the University was hiring for both its men’s and women’s basketball head coaching positions. In an effort to take a leadership role in establishing salaries for women, the University paid its women’s head basketball coach the same amount in base salary as it paid its men’s head basketball coach. Such amount was significantly greater than other universities were paying their women’s head basketball coach at the time. Although the University recognizes that the total compensation package to the two coaches was not equivalent (due to the market factors mentioned above), the institution believed that paying an equivalent base salary amount was the “right thing to do.”

**Program Area #8. Locker Rooms, Practice and Competitive Facilities**

Locker facilities are available for all athletes. These are physically found in six different buildings, appropriately located adjacent to their respective practice and/or competitive facilities. Quality of locker rooms, with associated amenities, does vary, but variations are related to differences in facilities in which sports are housed and not systematically to gender-related issues. Sport to sport (men vs. women), locker rooms are similar in quality as it pertains to space, number and size of lockers, as well as restroom and shower facilities. Locker facilities are available for all student-athletes and, with the exception of the new Steelwood Athletic Facility, all practice and competition facilities are exclusively used for both men’s and women’s teams in each sport.
Program Area #9. Medical and Training Facilities and Service

Medical services and training facilities are available for all of our student-athletes. While we did hear sporadic complaints (during an open forum with student athletes) about the time required to see a physician for issues related to general illness, these random complaints were no different than the types of complaints that non-student athletes or faculty on our committee might have when seeing a physician. Each physician in the Department of Athletics is assigned to an equal number of teams. However, the fact that teams have different sized rosters and may or may not be clustered together in the same physical facility might contribute to differences between teams in the accessibility to the team physician. Moreover, some teams are more prone to injuries than others, and therefore physicians of these teams are more visible and vigilant and, thus, more accessible to student athletes. However, it must be stressed that there are no systematic differences on the basis of gender.

Our student-athletes all have access to high quality weight training facilities and to expert trainers. In all sports that have men’s and women’s teams, both squads have access to the same training facilities.

Program Area #10. Housing and Dining Facilities and Services

Freshman housing is coordinated between Kate Riffee, Associate Athletic Director for SASSO and Toni Greenslade, Director of Housing Assignments. Teams are assigned to various on-campus residence halls with all freshman guaranteed housing. As on-campus residents, they eat all meals in the residence dining facilities with the maximum allowable meal plan, with no restrictions from/by Athletics. If student-athletes choose to reduce the number of meals in their meal plan, it is their decision alone.

After their freshman year, student-athletes reapply for housing, through the University process, or they move off campus. For the room and board component, student-athletes choosing to move off campus receive an off campus stipend check, which is issued twice a
quarter. Off campus stipends are based on the cost of on-campus room and board. All full room and board athletes receive the same amount of stipend, without regard to sport or gender. A partial room and board athlete’s stipend is based on the percentage of that athlete’s grant-in-aid room and board allocation. Athletes whose team has “training table” receive reduced stipends, deducting the cost of the meal that they are provided on training table.

The University offers training table to four teams (football, women’s volleyball, women’s basketball, and men’s basketball). Football uses training table in the fall and during spring football. Women’s volleyball uses training table during its season only. Women’s basketball uses training table the entire academic year; men’s basketball uses training table in the fall and winter. Training table is offered for the dinner meal only. During the competitive season, some teams provide pre-game meals prior to home contests, while some teams do not. This is up to the discretion/desire of the coach, and the University has not observed gender-related differences when monitoring this issue.

**Program Area #11. Publicity**

Publicity of the institution’s teams is based on need and not gender. Each team is assigned a Sports Information Director (SID) who is responsible for reporting game results, generating press releases and producing the media guide for that sport. The assignment of SIDs and whether or not the SID travels with the team is based on the level of media interest. Nineteen sports are assigned a full-time person from the marketing staff (10 men’s sports, 9 women’s sports). The marketing staff is responsible for all pre-game and in-game promotional activities. All sports receive media guides and schedule cards. Nineteen sports receive schedule posters (10 men’s sports, 9 women’s sports). The sports with only 1-2 home contests (e.g. men and women’s golf, men and women’s track and field) do not receive schedule posters. That decision is based on need and not based on gender.
**Program Area #12. Support Services**

The office accommodations vary across the Department of Athletics, but these differences are determined by location of the sport rather than gender. For example, coaches of sports with offices in the Woody Hayes Athletic Center and the Jerome Schottenstein Center all have private offices because that is the way their spaces were designed in the building plan. Sports with offices in Jesse Owens Stadium and Steelwood Training facility have private offices for head coaches which are all equal in size, furnishings, and layout. Their assistants all have cubicle spaces that are also equivalent. Coaches in Larkins Hall all have similar office space, and it is all basically equivalent in its inadequacy but standard for that facility. Pistol and Rifle share space in the ROTC building. Sports housed in St. John Arena have large private offices for the head coach and shared offices for the assistant coaches with the exception of Women’s Ice Hockey. This situation will be resolved in office renovations that are in the planning stage for St. John Arena.

Clerical support is not lavish for any sport or administrative area in the department. Sports with large volumes of public correspondence, inquiry, phone calls, administrative needs, and visitors have been assigned full time clerical support staff. Those sports are football (3 staff), men’s and women’s basketball (1 staff each). The other sports have staff assigned more based on location. Men’s Ice Hockey and men’s Baseball each have a 50% clerical appointment and are each in a facility where there are no available clerical support staff being shared with other sports. All other sports share clerical staff among numerous sports: All sports in Jesse Owens share one staff member, all sports in Steelwood share a staff member who also provides support for Rifle and Pistol. St. John Arena sports share one staff member, and the aquatic sports and golf teams share one staff member.

While men’s Ice Hockey and men’s Baseball appear to have superior support to the other sports that are not in the high volume category, their location has been the determining factor in
that assignment decision. The department supplies all coaching staff and support staff with computers, technical support, and is increasing the availability of on-line work processes so that reliance on clerical staff can be reduced.

Program Area #13. Recruitment of Student-Athletes

Equal opportunities for professional personnel to recruit - Opportunities for professional staff (coaches) are driven by the nature of the sport for which the University is recruiting. Based on this factor, the area of recruitment extends from the state of Ohio to national and international forums. The amount of recruiting time is also directly impacted by the nature of the sport. A complete summary of recruiting expenditures and the number of recruits brought to the University by each team is contained in tables that are part of our continuing Title IX review (see Equity Appendix 4).

A review of the recruitment expenditures for the past 3 years is summarized in Table 5 of the attached EADA reports. A major differential in recruiting expenditures between men’s and women’s sports is found in the football allocation. Football expenditures account for more than 50% of the allocated resources to the men’s teams. This specific expenditure differential is not due to gender but driven by the large number of grant-in-aids allowed in the sport. When football expenditures are set aside, there is substantial parity in the level of funding for both men’s and women’s sports.

Equivalent benefits, opportunities and treatment of prospective athletes - Inspection of the Title IX review tables (Equity Appendix 4) reveals substantial parity among the number of potential student recruits brought to the University as well as in the nature of the subsidy provided to the recruits. As noted above, the one key differential is related to football. The number of students brought onto campus for official visits in a given year is determined by the coach and depends on how many scholarships he/she is recruiting to fill. Coaches determine
their annual recruiting budgets and the way recruits are hosted while on campus. Generally, travel, host money, meals, etc. for official visits are equivalent across sports for the recruit.

**Program Area Summary**

As is clear by the discussions above, there are no systematic gender-related issues with respect to the program areas. If there are differences, there are legitimate, non-discriminatory reasons for those differences. The University has ensured a complete study of each of these areas as evidenced by the thorough review performed in the course of this re-certification process. Each sub-committee member was responsible for interviewing the appropriate experts within the Department of Athletics and inspecting locker rooms, equipment and other necessary items.

The data that demonstrate the University’s commitment to these areas, including resource allocation, are contained within the Gender Equity Plan *(Equity Attachment 3)* and within the current, approved budget. Those documents evidence the institution’s commitment in these program areas.

The institution’s future plan for gender issues – the Gender Equity Plan *(Equity Attachment 3)* – with respect to these program areas concisely explains the University’s plans for achieving goals and states exactly who is responsible for implementation of those goals and the timetable for achieving the goals. In most cases, the University’s plan is to simply continue its current practice of operating an equitable athletic program.

4. **Plan for addressing gender equity for the future in the intercollegiate athletics program.**

Our plan for addressing gender equity for the future is summarized in *Equity Attachment 3*. 

EQUITY, WELFARE AND SPORTSMANSHIP
SPECIFIC RECOMMENDATIONS RELATED TO GENDER EQUITY ISSUES

Although the University believes that it is in substantial conformity with the operating principles governing gender equity issues, this review process has revealed the following areas where the University could improve to further strengthen its athletics program:

**Recommendation 1 – Recruit Qualified Women:** The University will continue to make every effort to identify and recruit qualified women for staff positions within the Department of Athletics, particularly as coaches for its women's sports.

**Recommendation 2 – Upgrade Ice Hockey Offices:** Follow through on the plans to upgrade the coaches’ offices for women’s ice hockey. The planned improvements are a necessary step in improving the women’s ice hockey program.

**Recommendation 3 – Change Per-Diem Allowances:** Eliminate the $25/day minimum on full per-diem and require per-diem allowances in accordance with government guidelines that are in use by the University.

**Operating Principle 4.2: Minority Issues**

**Self-Study Items**

1. **Explain how the institution is organized to further its efforts related to the minority-issues operating principle above for both staff and students and provide evidence that matters concerning minority issues are monitored, evaluated and addressed on a continuing basis.**

The Associate Athletic Director of Finance & Administration generates an annual report on staff and student-athlete diversity every winter. This report is an internal report and is used by the Director of Athletics and Associate Director for Finance & Administration to monitor the department’s status on this issue.
Minority issues will also be evaluated and monitored via the Athletic Council’s Equity and Student Welfare Committee. As a means of optimizing this evaluation and oversight, we have recommended at least annual meetings between the “Majority of One” program and the Equity and Student Welfare Committee (see pg 29).

From a staffing standpoint, all applicant pools are reviewed with coaches and department heads. As was indicated in the Previous Certification section of this self-study, all pools are assessed for diversity. If the pools lack diversity, contacts are made within our athletic network to identify potential candidates that would enhance the pool’s diversity.

Student-athlete diversity is an area the Department of Athletics would like to improve upon. Those sports that traditionally have under represented minority participation continue to be challenges for coaches. The national recruiting pool in these sports continues to be very small and very competitive. Following the 1996 Certification, Associate Athletics Directors for Sports requested minority recruitment plans from coaches. This practice, however, is not currently used. Most concerns and/or interest for improvement in this area have been addressed with coaches informally.

The written minority plans are no longer required as they are no longer necessary. Once the associate AD's were satisfied that coaches were making significant efforts to recruit minority student-athletes, the University discontinued requiring written plans. Currently, these issues are discussed regularly between coaches and their associate AD, and the University finds that factors beyond the control of the University and/or its coaches influence whether or not particular minority student-athletes choose to attend the institution. For example, the University fails to enroll some minority student-athletes who, like other potential students, do not like a large school, do not like colder weather, etc. In addition, for certain sports, there are not many minority student-athletes who participate, so competition to enroll such athletes is keen and the institution is not always the student's choice. Nevertheless, the University continues to be
concerned about the issue and will continue to demand reports from coaches on their efforts to increase minority student-athlete participation.

2. For the three most recent academic years, provide the racial or ethnic composition for full-time senior administrative athletics department staff members (i.e., assistant athletics directors up through the athletics director level); other full- and part-time professional (i.e., non-clerical) athletics department staff members (such as trainers, ticket managers, academic support staff, and facility managers, even if the position is not funded by or does not report to the athletics department); full- and part-time head coaches; full- and part-time assistant coaches (including graduate assistant, volunteer and restricted-earnings coaches); faculty-based athletics board or committee (e.g., faculty senate subcommittee on athletics, faculty athletics committee) members, and other advisory or policy-making group (e.g., governing board for athletics, student-athlete advisory committee) members (if any).

See Equity Attachment 4, Part A.

3. For the three most recent academic years, provide the racial or ethnic composition for student-athletes who received athletics aid and for students generally.

See Equity Attachment 4, Part B.

4. For the three most recent academic years, provide the racial or ethnic composition of student-athletes who received athletics aid by the eight sports listed in the graduation-rates disclosure form. Also, for those sports not at the varsity level for three years, indicate the year in which the sport was recognized by the institution as a varsity sport.

See Equity Attachment 4, Part C.

5. Using the program area checklist for minority issues, provided as Attachment No. 3, please: (a) describe how the institution has ensured a complete study of each of these areas, (b) provide data demonstrating the institution’s commitment across each of the areas, and (c) explain how the institution’s future plan for minority issues addresses each of the areas.

Program Area #1. Institutional and Athletics Department Commitment

In December of 1998, then President Kirwan formed a Diversity Action Committee charged with the task of, “devising a plan by which Ohio State could become one of the most
welcoming campuses in the country.” In June of 2000 the committee unveiled a Diversity Action plan for The Ohio State University (Equity Appendix 2). A copy of the plan in its entirety can be viewed on the University’s web site or at [www.osu.edu/diversityplan/index_1.html]. The plan states as its primary goal that, “the University is committed to becoming a leader within the higher education community with regard to diversity and the creation of a campus culture of inclusion that creates a learning environment essential for educating students who will work and live in an increasingly diverse culture.”

As a part of its Strategic Communications Plan, The Ohio State University Department of Athletics (OSUDA) developed its Mission Statement in 1995 (see Governance Attachment 1). Stated as one of its core values is “respect for the individual.” As such, “The department is committed to reinforcing and enhancing a climate of mutual respect. The OSUDA values the contributions of individuals throughout the organization and encourages open communication. Recognizing the need to work as a team and each individual’s self-worth, the department values diversity in its people - be that diversity expressed by heritage, race, belief, sexual preference or gender. Inclusiveness is crucial to real teamwork.” The OSUDA Mission Statement and Values and Commitments can be found in numerous department publications and on the athletics website (see Governance Attachment 1).

Program Area #2. Evaluation
Over the past six years, the Department of Athletics reviewed and implemented the Minority Opportunities Plan submitted with the 1996 Certification Self-Study. In addition, the department continues efforts to increase minority representation on the athletic teams, on the coaching staffs and other department staffs as set forth in the responses to questions 2 & 3 in the “Previous Certification” section of this self-study. There is ongoing, periodic review of the
Athletics Department activities by the Director of Athletics, Associate Directors of Athletics and an annual review by the Equity and Student-Welfare Committee of the Athletic Council.

**Program Area #3. Organization and Structure**

There are organizational structures in place to improve minority opportunities in the Department of Athletics. Affirmative action searches take place for position vacancies, with attention given to appointing diverse search committees. The former Gender Equity Committee of the Athletic Council was renamed the Equity and Student-Athlete Welfare Committee, to include minority issues as a part of its charge.

**Program Area #4. Enrollment**

The overall goal of the institution, as directed by the Diversity Action Plan (see Equity Appendix 2), is to “have the student body mirror Ohio’s projected demographics in ten years.” In 1999, the state demographics were: African-Americans, 11%, Asian Americans, 1.0%; and Hispanics, 1.4%. It was projected that by year 2010, the proportion of ethnic minorities in Ohio will be: African-American, 13.8%; Asian, 2.2%; and Hispanic, 2.9%. Ohio State enrollment numbers in autumn 1999 were: American Indian, .33%; African-American, 7.26%; Asian American, 5.29%; and Hispanic, 1.75%. There has been a slight increase in the minority enrollment numbers for autumn 2001 to: American Indian, 0.4%; African-American, 8.1%; Asian, 5.5%; and Hispanic, 2.0% (Part B-2).

Over the past three years, the student-athlete composition exceeds that of the general student population in two of the four minority categories; American Indian, 0.0%; African-American, 13.8%; Asian American, 1.2%; and Hispanic, 2.1%. However, while statistics indicate an increase in the number of minority students enrolled at the University, the statistics also show a decrease in the number of minority participants in athletics.

Increasing minority participants on all sports teams continues to be the goal of the Department of Athletics, especially those sports that have no diversity. Associate Directors
continue to encourage coaches, especially in the underrepresented sports, to develop strategies for increasing opportunities and exposure for minorities.

**Program Area #5. Comparison of Populations**
Overall the ethnic composition of the University’s student athlete population is slightly more diverse than the undergraduate population. Looking at individual sports, Ohio State has increased minority representation in some sports that have traditionally been all white with its best progress in the male sports. We still need to work on diversifying the population in many of our women’s teams, but as a whole, our population is well within the spread of diversity in the undergraduate student population generally.
## FY 2001-2002
### Student Athlete Profile

<table>
<thead>
<tr>
<th>Sports</th>
<th>Am Ind/AN</th>
<th>Asian /PL</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>Other / Undisc.</th>
</tr>
</thead>
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<td></td>
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<td></td>
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<tr>
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<td>31%</td>
<td>6%</td>
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</tr>
<tr>
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</tr>
<tr>
<td>Cross Country</td>
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<td>Fencing</td>
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<td>6%</td>
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<tr>
<td>Swimming &amp; Diving</td>
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<td>88%</td>
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<tr>
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<tr>
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<td>7%</td>
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<tr>
<td>Wrestling</td>
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<td>11%</td>
<td>4%</td>
<td>81%</td>
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<tr>
<td>Pistol &amp; Rifle(Coed)</td>
<td>17%</td>
<td>83%</td>
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<tr>
<td><strong>Student Athlete Totals</strong></td>
<td>0%</td>
<td>2%</td>
<td>15%</td>
<td>2%</td>
<td>79%</td>
<td>2%</td>
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<th>White</th>
<th>Other / Undisc.</th>
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<tr>
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<td>Baseball</td>
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<td>Basketball</td>
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<td>Football</td>
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<td>Golf</td>
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<td>Gymnastics</td>
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<td>Ice Hockey</td>
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<td>Lacrosse</td>
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<td>Soccer</td>
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<td>Softball</td>
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<tr>
<td>Swimming &amp; Diving</td>
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<td>Synchronized Swimming</td>
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<td>Tennis</td>
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<tr>
<td>Track &amp; Field</td>
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<tr>
<td>Volleyball</td>
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<tr>
<td>Wrestling</td>
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<tr>
<td>Pistol &amp; Rifle(Coed)</td>
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<td></td>
</tr>
<tr>
<td><strong>Student Athlete Totals</strong></td>
<td>0%</td>
<td>2%</td>
<td>7%</td>
<td>2%</td>
<td>88%</td>
<td>1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sports</th>
<th>Am Ind/AN</th>
<th>Asian /PL</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>Other / Undisc.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Undergraduate Students</strong></td>
<td>0%</td>
<td>5%</td>
<td>8%</td>
<td>2%</td>
<td>78%</td>
<td>6%</td>
</tr>
</tbody>
</table>

### Program Area #6. Graduation Rates

The 1995 graduation cohort reflected a graduation rate for minority student-athletes of 58.3% (50% for males, 70% for females). The goal of The Ohio State University is to have the graduation rate of the minority student-athlete population to at least mirror the graduation rate of the overall student-athlete population.

EQUITY, WELFARE AND SPORTSMANSHIP
Early identification of student needs is critical to improving the retention and graduation rates for all students. Minority students, primarily students of color, present unique needs for support, mentoring, and representation. Once these needs are identified, intervention strategies can be developed and implemented to reduce the barriers to academic success.

All student-athletes are provided with academic support strategies specific to their individual needs. Those who are most academically at risk are monitored more closely to ease the transition into college, help them develop academic skills, and provide emotional support. SASSO provides a variety of programs and services for student-athletes. These services are outlined in the Student Athlete Handbook and in subsequent sections of this report.

The Department of Athletics’ Majority of One Program provides this guidance and mentoring. Majority of One members meet regularly to encourage student-athletes to feel comfortable in their environment and reduce feelings of isolation. Many activities are of a social nature to encourage participation and increase levels of comfort. Some programming is academic in nature, encouraging minority student-athletes to focus on graduation, career development, and life after sport - not just remaining eligible. All student-athletes need to “own” their academic commitments. The Majority of One Program encourages minority student-athletes to value their educational experience and to set appropriate academic goals.

**Program Area #7. Participation in Governance and Decision-Making**

All student athletes have the opportunity to participate in the governance and decision-making process via their representation on SAAB. Minority student athletes may also participate in these important processes through the Majority of One student organization (see **Equity Appendix 3**). The Majority of One program is an innovative support organization that was founded by James D. Hall (who serves as its current advisor). The organization concerns itself with all policies and issues related to the minority student-athlete and provides services and seminars designed to bridge the gap among student-athletes and to increase graduation and
retention rates. Participation in governance and decision-making is facilitated by the fact that the Majority of One has a representative on the advisory board of SAAB.

**Program Area #8. Employment Opportunities**

The department has not set specific numerical goals, but has worked hard to identify minority candidates for open positions and search affirmatively for all openings. The department has made a point to promote minorities for our interns and graduate assistant positions as well as our assistant coaching positions when possible. The demographic profiles of our staffing areas show good progress in administrative and senior administrative positions but show that improvement could be made in the coaching staff, facilities staff, and clerical/support staff areas. The University does not believe that any discriminatory practices have caused its demographic profiles, and it continues to work hard in this area.
<table>
<thead>
<tr>
<th>FY 2002 Staff Profile</th>
<th>Total</th>
<th>White</th>
<th>African American</th>
<th>Hispanic</th>
<th>Asian Pacific Isl</th>
<th>Native Amer/Amer/Alask</th>
<th>Other</th>
</tr>
</thead>
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<tr>
<td>Athletic Director</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Associate / Assistant AD's</td>
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<td>75%</td>
<td>25%</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Full-Time Trainers</td>
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<td>88%</td>
<td>13%</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head Coaches</td>
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<td>94%</td>
<td>6%</td>
<td></td>
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</tr>
<tr>
<td>Assistant Coaches</td>
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<td>88%</td>
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<tr>
<td>Strength Coaches</td>
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<td>86%</td>
<td>14%</td>
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<td>Compliance Coordinators</td>
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<tr>
<td>Academic Advisors / Staff</td>
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<td>38%</td>
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<td>Sports Information</td>
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<td>14%</td>
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<tr>
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<td>15%</td>
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<td>8%</td>
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<tr>
<td>Facility Mgr.*</td>
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<tr>
<td>Fund Raiser/Development Manager</td>
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<tr>
<td>Equipment Manager</td>
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<tr>
<td>Graduate Assistant</td>
<td>16</td>
<td>81%</td>
<td>6%</td>
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<tr>
<td>Ticket Managers</td>
<td>7</td>
<td>71%</td>
<td></td>
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<td>14%</td>
<td>14%</td>
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<tr>
<td>Other: IT staff, HR mgr, sport ops directors, video, rest mgr etc.</td>
<td>18</td>
<td>83%</td>
<td>17%</td>
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<tr>
<td>Clerical / office support staff</td>
<td>35</td>
<td>89%</td>
<td>3% 3% 3% 3% 3%</td>
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<tr>
<td>Facilities hourly trades staff &amp; groundskeepers</td>
<td>23</td>
<td>83%</td>
<td>4% 3% 3% 3% 3%</td>
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<td>Hourly service staff: cooks, sales staff etc.</td>
<td>10</td>
<td>80%</td>
<td>20%</td>
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<td>Totals</td>
<td>85%</td>
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<td>2%</td>
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* Facility Manager includes all management staff for a multipurpose arena, ice rink, and golf course.

**Program Area #9. Programs and Activities**

The Majority of One organization (described in #7 above) has several programs/workshops that deal with issues facing this community, including: the F.B.I. Squad (providing leadership and guidance through speaking engagements), resume building workshops, post-graduate scholarship programs (e.g. Shawn Springs scholarship) as well as leadership (Alex Shumate Leadership Award) and achievement awards (Jess Owens Champion Award) (see Equity Appendix 3).
Student athletes and non-athletes have access to the Multicultural Center and the Hale Black Cultural Center. The Multicultural Center has programs, services, and facilities that provide a community environment which recognizes cultural differences, respects cultural uniqueness, and facilitates cross-cultural interaction, learning and appreciation. The Hale Center offers a variety of facilities for both academic and cultural programming, with the goal of fostering an environment of cultural growth, sensitivity and awareness. The Center promotes an understanding of the richness and diversity of African American culture and its impact upon Western civilization.

6. Please provide a written, stand-alone institutional plan for addressing minority opportunities for the future in the intercollegiate athletics program. The plan shall include measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible, timetables and means for funding implementation of the plan.

See Equity Attachment 5.

SPECIFIC RECOMMENDATIONS REGARDING MINORITY ISSUES:

Although the University believes that it is in substantial conformity with the operating principles governing minority issues, this review process has revealed the following areas where the University could improve to further strengthen its athletics program:

Recommendation 1 – Increase Diversity: Increase the number and diversity of minority student-athletes, coaches and staff, particularly in historically under-represented sports.

Recommendation 2 – Majority of One Annual Report: The Majority of One Executive Committee and Advisor should annually report their activities, as well as any concerns, to the Equity and Student Welfare Committee of Athletic Council.
Operating Principle
4.3: Student-Athlete Welfare

Self-Study Items

1. Explain how the institution is organized to further its efforts related to the student-athlete welfare operating principle above and provide evidence that matters concerning student-athlete welfare are monitored, evaluated and addressed on a continuing basis.

Athletic Council/Equity and Student Athlete Welfare Subcommittee
The Athletic Council (described earlier on pg 5) does the majority of its work in four subcommittees, one of which is the subcommittee on Equity and Student-Athlete Welfare. This new subcommittee, originated in 2001, is charged with monitoring the welfare of student-athletes, providing reports to the Athletic Council, monitoring Title IX compliance and serving as an advisory body to the student-athlete development programs within the Athletic Department. This committee is also charged with monitoring media coverage of student-athletes and encourages efforts to provide accurate information about student-athletes to the University community and general public.

Athletic Council/Academic Progress and Eligibility Subcommittee
Another Athletic Council subcommittee focuses on Academic Progress and Eligibility (AP&E). The AP&E committee monitors grades and graduation progress of each athletic team on a quarterly basis, considers petitions on behalf of student-athletes, and selects student-athletes to be recognized for student-athlete awards. Last year, the AP&E committee continued its focus on ways to enhance the student-athlete academic progress, especially progress towards attainment of degree.

Health and Social Responsibility Committee
Another subcommittee that monitors, evaluates and addresses student-athlete welfare issues is the Health and Social Responsibility Committee (HSR). This subcommittee is charged with overseeing the support programs to meet the needs of student-athletes. The HSR
subcommittee meets monthly, and is comprised of the Head Team Physician, the Director of the SASSO, the University’s sports psychologist, the Director of Athletic Training, and the University’s sports’ dietitian. This committee also works very closely with the Athletic Council’s subcommittee on Equity and Student Athlete Welfare. Each year, the Head Team Physician attends an Athletic Council meeting and discusses any issues of concern.

**Academic Liaison**

The institution is further organized to address student-athlete welfare issues in relation to academic concerns through the Academic Liaison position that was implemented in 2000. Professor David Frantz, a former chair of the Athletic Council is in his third year as “academic liaison” between the Office of Academic Affairs and the Department of Athletics. This position was created to further enhance the oversight and monitoring functions related to student-athlete academic progress and student-athlete welfare. The Director of SASSO has a dual reporting line to Professor Frantz and to Director of Athletics Geiger. Professor Frantz reports to Dr. Martha Garland, Associate Provost for Undergraduate Studies (see Academic Integrity self-study item #7 for a more complete discussion of this position). Professor Frantz has been intimately involved in the first years of the Younkin Success Center and works regularly with the Director of Athletics and the Director of SASSO to examine all transcripts of potential student-athlete recruits. Professor Frantz is also involved with the entire admissions process -- if a prospective athlete’s case needs to be presented to the Faculty Committee on Admissions, Professor Frantz presents the case. He also works with the Athletic Council’s AP&E Committee to review and monitor grades and track graduation rates. Further demonstrating the University’s commitment to monitor and address student-athlete concerns, Professor Frantz is also a member of a new Committee on Athletics of the University’s Board of Trustees. Our improvement in the graduation rates over the last few years is a reflection of the success generated by the
University’s renewed commitment to academics, including Professor Frantz’s close involvement in academics.

**SASSO**

SASSO itself is an important component of the University’s organizational structure of monitoring, addressing and evaluating student-athlete welfare concerns. Headed by Associate Athletic Director Kate Riffee, SASSO has a staff of ten counselors and six graduate assistant learning specialists. Student-athlete welfare is a central concern of SASSO because, as its name makes clear, SASSO exists to “support students.” SASSO’s new building, the Younkin Success Center, is a wonderful facility for student-athletes and demonstrates the University’s commitment to student-athlete welfare (see Academic Integrity, self-study item #2 for a related discussion of SASSO and its services).

**Faculty Athletics Representative**

Another component of the University’s organizational structure to further student-athlete welfare issues is our Faculty Athletics Representative, Dr. Susan Hartmann. Dr. Hartmann attends all of the team orientations at the beginning of the academic year where she explains her role to the athletes and makes it clear that they are welcome to contact her with issues they cannot resolve within the Athletic Department. She attends monthly meetings of SAAB and solicits the students’ opinions on legislative issues in the Big Ten and the NCAA that affect student-athletes. When she hears about issues relating to student-athlete welfare or sees evidence related to such issues as she watches competitions, she follows up with the appropriate Athletic Department personnel. In her various committee assignments within the University, the Big Ten or the NCAA, she tries to view issues from the perspective of student-athlete interests.

**Faculty Team Liaisons**
Similar to the Faculty Athletics Representative, each team has a faculty liaison (typically selected from past and present members of Athletic Council) as an additional approach to monitoring and addressing student-athlete welfare issues. Liaisons are two-directional conduits of information about the activities of Athletic Council to the team and coaches and, importantly, to direct any concerns and complaints back to Athletic Council. Liaisons provide valuable interactions with teams and student athletes, letting them know that someone outside of the Department of Athletics is concerned about their welfare and experiences. Faculty liaisons are encouraged to introduce themselves to the team and the coaches and to attend team practices and competitions.

**Associate Athletic Directors**

The three Associate Athletic Directors who oversee all athletic teams – Miechelle Willis, Archie Griffin and Bill Myles – are also important parts of our organizational structure. Our system requires the Associate Athletic Directors to monitor the athletic and academic performance of student-athletes. It also allows the Associate Athletic Directors to build personal relationships with athletes and provide another resource for student-athletes. All of the Associate Athletic Directors keep an “open door policy” with respect to student-athlete concerns.

**Executive Compliance Committee**

Although this committee primarily monitors and makes decisions regarding compliance issues, the committee also helps to set policies that affect student-athlete welfare. In recent years, the committee has made decisions regarding student-athletes receiving benefits allowable under NCAA rules, regarding financial aid issues, training table and numerous other issues that impact student-athlete welfare. The committee is comprised of Andy Geiger (Director of Athletics), Miechelle Willis (Associate Athletic Director), Archie Griffin (Associate Athletic Director), Bill Myles (Associate Athletic Director), Susan Hartmann (Faculty Athletics Representative), David Frantz (Academic Liaison), Kate Riffee (Director of SASSO), Tally Hart
(Director of Student Financial Aid), Heather Lyke-Catalano (Associate Athletic Director for Compliance), Julie Vannatta (Associate Legal Counsel for Athletics), and Susan Henderson (Associate Athletic Director for Finance and Administration). It meets bi-monthly. Associate Athletic Directors attend compliance meetings to ensure that they remain abreast of all issues and that they can then communicate this information to coaches and student-athletes at practices.

**Student-Athlete Advisory Board**

Finally, the University is organized to evaluate and monitor student-athlete welfare issues through SAAB. SAAB consists of student representatives of each of Ohio State’s thirty-five varsity sports. SAAB meets monthly with the goal of promoting effective communication between the Department of Athletics and the student-athlete population. SAAB is currently divided into six subcommittees - academic integrity, student-athlete welfare, coach relationships, community service (to schools), community service (to areas other than schools), and Buckeye FLASH (newsletter). Clearly, SAAB monitors and addresses student-athlete welfare concerns and functions as one of the methods through which student-athletes bring concerns to the University’s attention.

Recently, SAAB has restructured its committees so that they work in conjunction with SASSO’s efforts, instead of operating as two separate, but very similar, support systems. To that end, SAAB’s Academic Integrity Subcommittee works closely with SASSO to monitor and improve graduation rates and to serve as a student focus group for academic issues. SAAB’s chair of this committee serves as a liaison for the Scholar-Athlete Banquet, Athletic Council and HSR.

All of the committees and organizational components discussed above are evidence that matters concerning student athlete welfare are monitored, evaluated and addressed on a continuing basis.
2. Describe the institution’s educational enhancement programs (e.g., education regarding career guidance counseling; personal counseling; health and safety; alcohol and other drug guidelines [see the NCAA Sports Medicine Handbook, Guideline No. 1-E]; non-academic components of life skills programs) available to student-athletes. Describe practices/procedures in place to encourage and assure student-athletes’ access to these programs.

The programs listed below are available to all student-athletes. Although some of the programs are mandatory (e.g., gambling education, substance-abuse programs), the majority of the programs are voluntary. Naturally, student athletes take advantage of the services offered in varying degrees.

**Programs through SASSO and SAAB**

An important feature of the Younkin Success Center is the Academic Learning Lab that has many programs (including web-based programs) to help students learn to study better, prepare for exams and improve their note-taking and study skills.

In addition, SASSO’s Mentoring Program is targeted at student-athletes who have been predetermined to be academically “at risk.” Each such student-athlete is assigned one “mentor” (who is not a tutor) who meets individually at least three times per week with the identified student-athlete. The mentor’s job is to help the student-athlete navigate college life, develop good time-management skills, develop motivation to study, and adopt an effective study strategy.

The Buckeye Adventure-Based Student-Athlete Positive Potential Program (BABSAPP) is a leadership weekend that uses adventure activities and group processing to improve communication, build trust, and assist in problem solving skills.

SASSO is a CHAMPS (Challenging Athletes Minds for Personal Success) life skills program, the first recipient of the Division I-A Athletic Directors “Program of Excellence Award.” The CHAMPS life skills program consists of four components: Academic, Personal Development, Career, and Community Service.
The Academic commitment of CHAMPS includes eligibility monitoring, athletic academic counseling services, study table, tutoring, cooperative learning groups (a tutor, group leader and 6-8 student-athletes), academic mentoring, and a book loan program. Each student-athlete is also encouraged by SASSO to enroll in EDU PAES 263 “Contemporary Issues Affecting Intercollegiate Student-Athletes,” a 3-credit graded course. Students can also enroll in EDU PAES 315, a 2-credit (pass-non-pass) course for junior and senior student-athletes designed to provide a transition from college into career.

EDU PAES 263 focuses on career development, stress management, sport psychology, sport nutrition and eating disorders, sexual assault prevention, sexual harassment, drug and alcohol testing, and highlights the services provided by the University and the Department of Athletics in these areas.

EDU PAES 315 focuses on identity issues of student-athletes and assists them in developing a plan for their futures. Student-athletes learn goal-setting strategies, decision-making, communication skills, and networking skills.

The Personal Development commitment of CHAMPS includes workshops and speakers addressing specific team needs. These sessions are mandatory for all student-athletes and focus on issues that affect all student-athletes. Some recent topics for workshops and speakers include hazing, career networking, motivation/personal goal setting, body imaging and nutrition, and stress management.

SAAB’s new structure is integrally related to the Personal Development commitment of CHAMPS by sponsoring a number of programs, such as the: The Majority of One program which focuses on needs and interests of minority student-athletes. The mission of Majority of One is to address all policies and issues related to minority student-athletes and create a stronger balance between academics and athletics (Equity Appendix 3). The Student-Athlete Welfare Committee of SAAB sponsors a variety of additional programs and interventions of current
interest to student-athletes. They assist the SASSO life skills coordinator in providing the educational opportunities referenced in #2 above. A separate SAAB subcommittee focuses on the relationship between student-athletes and coaches, and has provided significant input to the coaches’ survey referenced in self study item #3.

The Community Service Commitment of CHAMPS is designed to provide experiences in outreach and “giving back” to the community. SAAB solicits interest among athletes in participating in outreach programs and has two subcommittees in this area. Outreach programs sponsored by SAAB include adopting Windsor Academy as its “home” school. Each athletic team has been assigned a classroom within the school to visit on a regular basis. SAAB subcommittees also participate in the “Life Through Sports” program. Teams participate in this program in conjunction with the Columbus Recreation and Parks Department. Student-athletes visit various facilities and demonstrate their sport, interacting with young students in the community. The “Majority of One” program reaches out to minority youngsters to focus on achieving a balance between athletics and academics.

The Career Development commitment of CHAMPS assists student-athletes in creating a career development portfolio. The BUCKSWIN Program makes available to student-athletes the experiences and wisdom of Varsity “O” alumni/ae (Ohio State varsity athlete graduates) to assist in career development, including shadowing, mock interviews, and career panels. In response to requests by BUCKSWIN employees, SASSO invites them to interview our student-athletes for employment opportunities. In addition SASSO makes available a student-athlete resume book to enhance employment opportunities for student-athletes. Every spring, BUCKSWIN members and central Ohio professionals also attend Student-Athlete Career Network night, which provides networking opportunities and informal career guidance.
Other Department of Athletics Programs

Sport Psychology - Student-athletes have a wide variety of programs available to optimize their athletic performances and help them to become the best student-athlete they can be. Personal counseling (for sport as well as personal issues) is available through our Sport Psychology services. Dr. Jennifer Carter heads this program with the assistance of a resident fellow. Student-athletes may take advantage of psychological services that will help them with performance enhancement, goal setting, relaxation, and imagery. These services are available for both individual student-athletes and entire teams. Techniques for improving concentration, developing mental routines, and enhancing team cohesion are available. The staff also spends time in individual counseling addressing issues such as relationship concerns, anxiety, depression, injury rehabilitation, grief/loss, homesickness, and substance abuse. The sport psychology staff also consults with coaches, team physicians, and others regarding both performance and personal issues. All services are free and confidential.

Professional Sports Education - The Department of Athletics sponsors a Professional Sports Counseling Panel that provides information to student-athletes and their families about career opportunities in professional sports. This year’s panel is comprised of Archie Griffin, Associate Athletic Director, Julie Vannatta, Associate Legal Counsel for Athletics, and the University is in the process of naming the third panel member. The panel participates in workshops to student-athletes (and a separate workshop to the student-athletes’ families) describing what the panel is allowed to do for them in terms of assistance with professional careers, reviewing professional contracts, etc.

The Department of Athletics also sponsors an annual “Agent Day” in the spring of each year. This highly popular event (which attracts approximately 45 agents every year) allows agents to come to campus and gives student-athletes the opportunity to interview prospective agents. Before this event, the Professional Sports Counseling Panel, in conjunction with the
University, offers an educational session that helps student-athletes ask informed questions of the prospective agents. In 2002, we brought in a former Ohio State football player who played professional football to raise the athletes’ awareness about agents and other financial issues. This person’s unique expertise really captivated the student-athletes and helped them to understand the agent process.

The Professional Sports Counseling Panel met before this year’s Fiesta Bowl with the 11 student athletes likely to be drafted into the NFL. A former agent and former professional player – both former Buckeyes – also attended the meeting. The student-athletes found the casual and informal discussion to be very helpful as they were contemplating agents and their future in professional sports. The panel will continue this practice for seniors and also for junior student athletes who are contemplating leaving early for professional careers.

Financial planners also present their information to student-athletes and their families at Agent Day. The University also maintains files on agents and lists of companies that provide disability insurance policies for athletes that are available at any time to student-athletes and their families.

**Eating Disorders** - A newly-created Department of Athletics eating disorder policy (available in *Equity Attachment 8*, section V, pg. 32-36) is a multidisciplinary approach to prevention, identification, and treatment. Specific guidelines are available for student-athletes and coaches to identify student-athletes who manifest behaviors indicative of potential eating-disorder problems. An eating-disorder management team (comprised of the team physician, sports psychologist, dietitian and the coach and/or trainer if the student-athlete agrees) is organized to deal with individual cases. A nutritionist is a consultant to the Athletic Department and is available to set up proper diets and educate students on the best possible diet for good health and maximum performance.
Anger Management/Violence - A new Violence Policy will be developed by the Health and Social Responsibility Committee before the beginning of the 2003-2004 school year. The policy will contain definitions, procedures, and ultimately steps for counseling. The policy will also outline steps to educate student-athletes regarding violence and preventing violence.

Medical and Substance Abuse - The Athletic Department’s Alcohol and Drug Program (ADDP) [also called the Alcohol and Other Drug Program] supports healthy lifestyles and individual responsibility, educates student-athletes about mood-altering and performance-enhancing substances, and identifies/treats student-athletes with chemical dependency problems (see the Student Athlete Handbook for a detailed description of the ADDP). Ohio State’s program randomly tests for drugs in addition to NCAA testing. There are different consequences to positive tests, but in all cases, the athletes are provided counseling to help them become free of substance abuse. A management team, consisting of the Director of Medical Services, the Associate Director of Athletics, the Head Trainer, the Sports Psychologist and the head coach, oversees compliance with treatment. In addition to the ADDP, several athletic teams have a drug policy in place that may be more stringent than the ADDP.

In addition to the ADDP, the Department of Athletics also provides comprehensive care for vision, dental, and all medical needs of student-athletes, which obviously contributes to their welfare.

Gambling Education - The University’s Athletic Compliance Office has undertaken a comprehensive education program regarding gambling (see Equity Appendix 5). As gambling problems (including the lure to “throw a game”) can significantly impact a student-athlete’s welfare, the University has educated student-athletes about the dangerous consequences of gambling by showing educational videos to all student-athletes and, additionally, to particular teams deemed most susceptible to gambling influences. The University has also brought in speakers to talk with student-athletes from the FBI, the local sheriff’s office, the NCAA and a
former Northwestern University student-athlete who was suspended from Northwestern and jailed for gambling activities. In addition, the University explains NCAA regulations regarding gambling to all student-athletes at the compliance team orientations at the beginning of every academic year.

**Hazing** - The University has begun drafting a hazing policy, which will be completed by the beginning of the 2003-04 school year. Dr. Kate Riffee and Julie Vannatta are working on completion of this policy. In addition, Julie Vannatta and SASSO representatives have made presentations regarding hazing to student athletes during the 2002-03 school year and also to coaches at a coaches’ meeting in 2002.

**Other University Programs**

Student-athletes also have access to the wide range of services offered to the general student body at The Ohio State University. The University office of Counseling and Consultation Services (UCCS) is also headquartered at the Younkin Success Center. The UCCS offers a variety of services including psychotherapy services, psychiatric services, career counseling, and stress management and performance enhancement counseling. Other University programs include, but are not limited to, the Student Advocacy Center; Student Gender and Sexuality Services; Gay, Lesbian, Bisexual and Transgender Student Services; Rape Education and Prevention Program; Student Wellness Center; Student Health Center; and the Body Image and Health Task Force.

**Practices To Assure Student-Athletes’ Access to These Programs**

Current student-athletes are exposed to these programs and all other SASSO and University programs through many different avenues. Information notifying student-athletes of all of these programs and encouraging their attendance is presented:

- at the University’s main summer orientation;
- through brochures and other information presented to all University students;
- at the compliance team orientation meetings (at the beginning of the school year);
at the compliance spring checkout meetings (at the end of the season); through brochures in the Younkin Success Center; on the SASSO web site; at team meetings through the SAAB representatives; through each student-athlete’s academic counselors at regularly scheduled team meetings (some teams have these once a week, some have them every fourteen days); through their coaches; in the academic planner that every student-athlete receives for the current year; in the student-athlete handbook that every student-athlete receives; and in the BUCKEYE FLASH (newsletter from SAAB with current events) that every student-athlete receives.

3. Describe the institution’s process for conducting the student-athlete exit interviews required by NCAA Constitution 6.3.2 and the means by which this information is used to better the student-athlete experience. Describe other avenues available to student-athletes to provide input. Attach written materials (e.g., forms) used to document student-athlete exit interviews.

In order to evaluate the overall experience for student-athletes, and to comply with NCAA Constitution 6.3.2, the student-athlete's athletic counselor distributes exit surveys (see Equity Attachment 6) to all student-athletes when they leave the program by transferring to another institution, resigning, exhausting their eligibility or graduating. In addition, all students leaving the athletic program are encouraged to schedule a one-on-one exit interview with an Associate Athletic Director. If a student-athlete’s exit survey responses indicate unsafe or unethical practices or anything else of concern, he or she is contacted for a one-on-one interview. Students who are leaving prior to meeting the academic year in residency requirement always meet with their Associate Athletic Director to ensure that they understand the ramifications of leaving before fulfilling that requirement.

All of the information gathered from the surveys and interviews is used to better the student-athlete’s experience by developing programming and revising services to best meet the needs of the student-athlete population. The information is reviewed annually by the Associate Athletic Directors and aggregated every 2-3 years into a general report that has sufficient student input for patterns to emerge. Specific suggestions based on the annual review of the aggregated
report are made (e.g., changes in hours of trainers and facilities to accommodate student-athlete’s academic schedules was made in response to the exit surveys.) In addition, the University has also added questions to the interview to ascertain whether or not there are areas within the Department of Athletics that are not adequately concerned with academics.

This past year, the Associate Athletic Directors compiled surveys (see Equity Attachment 6) from each of the athletes of the teams for which they are responsible as a method of monitoring and addressing student-athlete welfare concerns. Student-athletes (through SAAB) as well as coaches had input into developing the surveys. The surveys provided a deeper and richer flow of information about student-athletes’ feelings on a variety of issues related to their athletic and academic experiences at Ohio State. The surveys also provided another way to learn how the coaching staffs interact with the athletes. Since coaches received the information collected from the surveys, they are an effective tool to improve coach-student relationships. In addition, these surveys are used in the annual coaches’ evaluations, making the student-athlete’s input very important to the University’s assessment of the quality of its coaches.

In addition, student-athletes are always encouraged to provide input and feedback. Coaches, Associate Athletic Directors, SAAB, academic advisors and staff at the Younkin Success Center all consciously solicit formal and informal input on the athletic program from student-athletes and their families. The Director of Athletics is always available for student-athletes and regularly meets with athletes and/or their families to listen to their input about our program.

4. **Describe and attach a copy of the institution’s grievance or appeals procedures available to student-athletes.**

**Department of Athletics’ Grievance Procedure**

The Department of Athletics has a grievance procedure that is available to student-athletes to provide an effective method of grieving decisions made by the Department of
Athletics or any other complaint or grievance involving an athletic team, coach, department official or policy (Equity Attachment 7). The first tier of the process encourages student-athletes to resolve concerns informally and directly with the affected parties. The second tier involves what might best be described as mediation. If the second tier “mediation” process fails to satisfy the student-athlete, then the athlete can invoke the formal grievance process by placing his or her grievance in writing to the Director of Athletics, who will arrange an investigation and a meeting with all involved parties and determine a resolution. It should be noted that the attached grievance procedure will be changed because the Department of Athletics no longer reports to the Office of Student Affairs. Therefore, the appeal to the Vice President of Student Affairs will be eliminated. Dr. Kate Riffee and Julie Vannatta will revise this grievance procedure by the beginning of the 2003-04 school year.

If student-athletes have complaints about decisions regarding their athletic grant-in-aid, they have the right to “grieve” that decision through a process in the University’s Office of Student Financial Aid.

Other University Grievance Processes

Student-athletes can also take advantage of a University service available to all students – The Student Advocacy Center. The Center is available to assist students in mediating disputes, assisting with resolutions or referring students to the more formal mechanisms for grievances related to violations of the University’s sexual harassment policy or discrimination (gender, race, ethnicity, disability) allegations.

5. Identify the administrator who is responsible for the institutional awareness of health, safety and sports medicine policies. Describe the process by which these policies and guidelines are disseminated within the athletics department, who receives this information and how these issues are addressed within the athletics department.
The University’s administrators who are responsible for the institutional awareness of
health, safety, and sports medicine policies are John Lombardo, M.D., the Medical Director and
Head Team Physician, and Bill Davis, ATC, Director of Athletic Training.

The health, safety and sports medicine policies and the availability of sports medicine
services are communicated to the student-athletes and Department of Athletics staff members
through a variety of methods. The Student-Athlete Handbook (Equity Attachment 8), given to
all student-athletes, outlines all of the policies and procedures as well as contact information for
all services. This Handbook is also available on-line. Sports medicine services, policies and
procedures are also reviewed with each student-athlete prior to receiving his/her physical
examination at the beginning of each new season. SASSO also holds a freshmen orientation
each autumn to explain the variety of academic, psychological and medical services available to
student-athletes on campus. In addition, each athletic training facility, weight room and locker
rooms has bulletin boards where the University posts educational materials promoting health and
safety, as well as resource information that would assist student athletes with body image
disorders and drug/alcohol problems. Furthermore, the sports psychology office and SAAB each
offer a quarterly newsletter that promotes sports medicine services available to each student-
athlete.

Policies regarding health, safety and sports medicine are also presented to student-
athletes through the EDU PAES 263 course. Several physicians and trainers regularly speak at
this course every year. Lastly, each student-athlete who has completed eligibility receives an
exit physical and interview wherein the policies and procedures regarding medical care are again
reviewed. Coaches are present at all preseason team orientation meetings where health and
safety policies are discussed and are also in attendance for the presentations by Dr. Lombardo
and Bill Davis during the mandatory monthly Athletic Department Coaches’ Meetings.
The University has a comprehensive system for reviewing its policies as the athletic training staff meets once per month to address any necessary changes and discuss concerns and address policy issues. As a result of those internal reviews, the athletic training staff is currently developing a Sports Medicine Policies and Procedures Manual to be compiled and printed for the 2003-04 academic year for all student-athletes and staff. The sports medicine staff (physicians and trainers) also reviews the Student-Athlete Handbook at the beginning of each new academic year to determine if updates are necessary.

In addition, Dr. Lombardo and Bill Davis have been actively involved with other University employees and outside consultants in assessing the University’s compliance with the new federal Health Insurance Portability and Accountability Act (HIPAA) legislation that becomes fully effective on April 14, 2003. This group will assist in developing policies regarding HIPAA as it pertains to athletics and develop appropriate disclosure forms and releases by April 14, 2003 (or by the start of the 2003-04 academic year for those sports that will have finished by April 14, 2003).

Medical Care is Equitable

The University’s services provided through the sports medicine program do not vary on the basis of gender, and there are no policies or practices that distinguish sports medicine services on the basis of gender. Rather, services are allocated based upon the medical needs of each sport.

The sports medicine staff, in addition to athletic trainers, includes a team of physicians who are family practitioners and orthopedic surgeons. Dr. Lombardo assigns at least one physician to each team. Consultants in different specialties are utilized as needed. A physician is present at the home competitive events of all contact sports and at the home competitive events of other sports depending on the risk of severe injury in that sport. For such non-contact sports, the physician is on-call for all home competitions. With respect to away competitions, the
University requires the team physician for football to travel with the team due to the fact that the
nature of the sport is such that injuries are very likely to occur, and the team physician may be
necessary. The University does not require any other team physician to travel to away meets as
physician coverage is always provided by the home team. The University recognizes that the
team physician for men's basketball frequently chooses to travel to the team's away games, while
other team physicians do not choose to do so.

Additional services offered by Sports Medicine include dental, vision, nutritional, and
psychological services, and access to these services does not vary on the basis of gender. For
example, the Department of Athletics covers dental costs for athletic-related dental injuries and
mouth guards required for competition, as well as covering eye examinations and a portion of the
cost of corrective lenses required for athletic competition for all student-athletes. There is at
least one registered dietitian, trained in sports nutrition, available to meet with teams or
individual athletes for nutritional counseling. A full-time psychologist and a post-doctoral
fellow provide sport psychology services. Team performance enhancement and individual
counseling are available to all student-athletes.

**Athletic Training Room Services are Equitable**

Athletic training services are provided at each athletic facility (Woody Hayes Athletic
Center, St. John Arena, Ernie Biggs Training Facility, Jerome Schottenstein Center, Ohio
Stadium, Larkins Hall, and Steelwood Training Facility). These facilities serve both the male
and female athletes who practice/compete at that facility. There are eight full-time staff athletic
trainers, six certified graduate assistant athletic trainers, and fifty student athletic trainers. Every
sport is assigned one student athletic trainer for the entire season. This student attends every
practice as well as all home and away competitions. Staff athletic trainers and graduate assistant
athletic trainers oversee the work of the student athletic trainers. Due to the large number of
participants and the significant medical needs, the football team is assigned two full-time staff
athletic trainers, whereas men’s and women’s basketball teams are both assigned one full-time staff athletic trainer. For men and women’s ice hockey, certified graduate assistant athletic trainers attend every practice as well as home and away games. At home competitions for all sports, in addition to the student athletic trainer, there is always a certified athletic trainer.

6. Attach a copy of the institution’s emergency medical plan for practices and games, including its written emergency plan for the athletics program and specific coverage for out-of-season practices, strength training and skills sessions.

A copy of the University’s Emergency Action Plan is contained in Equity Attachment 9.

7. Using the program area checklist for student-athlete welfare issues, provided in Attachment No. 4, please: Describe how the institution studies these topics as they apply to all student-athletes; Provide data demonstrating the institution’s commitment to these issues for all student-athletes; and Explain how the institution will address these topics in the future for the welfare of all student-athletes.

**Evaluation**

As described more fully above in Self-Study Item #1, the institution has many committees and individuals who regularly review Department of Athletics activities for consistency with the institution’s goals and objectives. The institution’s medical and training staff also regularly reviews such activities. In addition, the Director of Athletics has regular meetings with his staff to discuss Department of Athletics programs and how well those programs meet the student-athletes’ needs.

The institution will address these topics in the future for the welfare of all student-athletes by continuing to effectively monitor and evaluate welfare issues as discussed in this section. In addition, the institution will continue to offer a wide variety of programs and activities that enhance the welfare of our student-athletes.

**Organization and Structure**
As described more fully above in Self-Study Item #2, the institution has a substantial number of programs available to student-athletes (some mandatory, but most are not) to help enhance their welfare. Self-Study Item #1 highlights the University’s policy and organizational structure that monitors and enhances student-athlete welfare.

**Participation in Governance and Decision-Making**
Student-athletes are involved in governance and decision-making through their representative body, SAAB. SAAB provides representatives to the Athletic Council, which allows student-athletes to participate in Athletic Council governance. The institution also receives valuable input from “Majority of One” participants on a number of important issues, including welfare issues related to the minority student athlete. In addition, students have been very instrumental in developing and assessing the student-athlete surveys and in providing input into the Professional Sports Counseling Panel.

**Programs and Activities**
As described more fully in Self-Study Item #2, the institution has a substantial number of programs and activities available to student-athletes (some mandatory, but most are not) to help enhance their welfare.

8. **Please attach a copy of the institution’s student-athlete handbook.**

The institution’s Student-Athlete Handbook is **Equity Attachment 8**.

The institution’s athletics program protects and enhances the physical and educational welfare of its student-athletes. In this section, the University demonstrates its commitment to the fair treatment of student-athletes and proves that student-athlete welfare issues are monitored, evaluated and addressed on a continuing basis. This section also outlines the University’s
grievance procedures and highlights the University’s programs to protect the health and safety of our student-athletes.

**SPECIFIC RECOMMENDATIONS REGARDING STUDENT-ATHLETE WELFARE:**

Although the University believes that it is in substantial conformity with the operating principles governing student-athlete welfare issues, this review process has revealed the following areas where the University could improve to further strengthen its athletics program:

**Recommendation 1 – Communication:** In an effort to promote greater levels of communication between student-athletes and the Associate Athletic Directors (ADs) and to reinforce the idea that the Associate ADs are approachable with respect to issues of student-athlete welfare, we recommend that the Associate ADs: 1) meet with the Student Athlete Advisory Board at least once each year; 2) attend the mandatory compliance meeting at the beginning of the year to introduce themselves and reinforce their availability to student-athletes for problems or concerns; and 3) casually talk to student-athletes when attending practices and or competitions to continue to improve lines of communication.

**Recommendation 2 – Violence Policy:** The Health and Social Responsibility Committee should complete the Violence Policy by the beginning of the 2003-04 school year.

**Recommendation 3 – Hazing Policy:** The Associate Athletic Director for SASSO and the Associate Legal Counsel for Athletics should complete policies on Hazing and the renewed Grievance Procedure by the beginning of the 2003-04 school year.

**Recommendation 4 – Survey Administration:** Exit interviews and coaches surveys should be administered by the Associate Athletic Director’s for Sports instead of SASSO. An
aggregate report of the exit interviews and surveys should be prepared and distributed to Athletic Council each year.

**Operating Principle**

4.4: Sportsmanship and Ethical Conduct

**Self-Study Items**

1. Explain how the institution is organized to further its efforts related to the sportsmanship and ethical conduct operating principle on the previous page and provide evidence that matters concerning sportsmanship and ethical conduct are monitored, evaluated and addressed on a continuing basis.

The Mission Statement of the Department of Athletics highlights the department’s commitment to encouraging the “highest ethical standards in intercollegiate athletics.” In this regard, student-athletes, staff, and coaches are evaluated by the department’s Associate Athletic Directors in terms of their compliance with the Big Ten’s Code of Sportsmanlike Behavior (pp V6-9 of Student-Athlete Handbook) and the University’s Code of Student Conduct (pp V10-21 of Handbook). These Associate Athletic Directors regularly meet with coaches and athletes to make sure they are fully informed about the principles of conduct elaborated in the above two documents.

The University’s sport-based management system is also effective for monitoring sportsmanship and ethical conduct. The Associate Athletic Directors regularly observe student-athletes and reinforce good sportsmanship. They are also in a position to address any unethical conduct.

The OSU athletic department has also joined hands with other Big Ten athletic departments to promote ethical integrity in their programs. A committee, which included faculty representatives, administrator councils, and compliance officers from each member school, was charged with ensuring compliance with NCAA policies and rules, and with promoting the highest values of higher education and intercollegiate athletics. In their published report, entitled
“Big Ten Integrity Report,” they addressed three areas of concern: (1) “regulatory corruption,” which they defined as lack of compliance with NCAA rules, (2) “values corruption,” which focused on improving sensitivity to and acceptance of the “unique nature of educational institutions” that sponsor these athletic programs, and (3) “power corruption,” which addressed the lack of democratic accountability in athletic programs and the problems which ensue when too much power is vested in too few hands. To address these concerns, the Big Ten committee published ten specific recommendations to shore up the integrity of intercollegiate sports. The thread that runs through all of these recommendations is to create more public openness and trust with regard to how athletic institutions operate. As an active contributor to these proceedings, the OSU Department of Athletics also evaluates its coaches and students in accordance with these ten recommendations.

The monitoring and evaluation of sports-like behavior to ensure the policies discussed above are being followed is quite extensive. As noted, one of the principal charges of the three Associate Athletic Directors is to monitor closely what takes place in games and practices of the teams to which they are assigned oversight responsibilities. These Directors regularly attend games and practices and discuss any actions they regard as inappropriate with coaches and staff members of the Athletic Department. Further, the department’s standard coaching contract also includes a provision regarding sportsmanship, and stipulates that coaches should conduct themselves in accordance with “the high moral, ethical and academic standards of Ohio State and its Department of Athletics.” Coaches are not only evaluated in terms of their won-loss records, but also their promotion and practice of sound ethical values. In fact, a coach’s contract with the University was recently not renewed, in no small part, due to a lack of sportsmanship and ethical conduct.

Student-athletes at the Ohio State University are obligated to follow NCAA, Conference and institutional guidelines regarding sportsmanship and ethical conduct. All Ohio State athletes
are required to read information pertaining to NCAA regulations, attend a mandatory team meeting before they begin practice or competition, and sign a Student-Athlete Statement (Form 01-3a). This summary of NCAA regulations has a section titled “Ethical conduct – All sports” which states the following:

You must compete with honesty and sportsmanship at all times so that you represent the honor and dignity of fair play. (NCAA Bylaw 10.01.1). You are not eligible to compete if you have shown dishonesty in evading or violating NCAA regulations. (Bylaw 14.01.3.3)

Ethical fan behavior at games is also promoted in the form of public service announcements that encourage good sportsmanship. These public service announcements are broadcast at the beginning of each contest, and repeated several times during the course of each competition. A sample script of the announcement played at football games contains the following message, “Sportsmanship is important both in the stands and on the field. The Department of Athletics hopes that while you are having a good time, you will also be considerate of your fellow fans as well as the players, coaches, and officials on the field. We appreciate your cooperation in making Ohio State a model for the nation in demonstrating positive sportsmanlike conduct at all our games and contests.” In addition, instant replays of controversial calls on the field at football games made by officials are officially prohibited from being shown on our scoreboards, and unruly fans are ejected from all athletic contests. Good sportsmanship is also encouraged through messages in the game programs and media guides.

Lastly, a critical institutional component for the monitoring and evaluation of practices within the Department of Athletics is provided by the Athletic Council. The Equity and Student-Athlete Welfare committee of Athletic Council monitors equity across the athletic program and the welfare of student athletes outside the classroom. This committee’s definition of total well being of student athletes clearly includes the oversight of sportsmanship and ethical conduct.
Reports are made by this committee at monthly meetings of the Athletic Council and annual reports are delivered to the University Senate.

2. **Describe and attach a copy of the institution’s written policies and procedures on sportsmanship and ethical conduct, including sanctions that may be levied for inappropriate behavior.**

As stated in Item #1, the institution’s written policies and procedures regarding sportsmanship and appropriate ethical conduct appear in the Student-Athlete’s Handbook (Section V). This section also articulates the range of sanctions that may be levied for inappropriate behavior. OSU student-athletes are bound by applicable team rules as well as the University’s Code of Student Conduct which governs all University students (see **Equity Attachment 8**, pp. V10-21). Notwithstanding the sanctions that may be imposed for a violation of team rules or the Code of Student Conduct, when a University official learns that a student-athlete is alleged to have committed misconduct or a criminal offense on or off campus, the Department of Athletics may choose to impose additional consequences. The student-athlete’s head coach and the Director of Athletics will review the facts surrounding the alleged violation, and the Director of Athletics shall determine whether to impose additional consequences. Consequences may include, but are not limited to, verbal or written reprimands; loss of practice privileges; loss of playing privileges; suspension from team; reduction, cancellation or non-renewal of financial aid; or permanent dismissal from the team. Such athletic department action may be taken before campus disciplinary and/or other external authorities have concluded disposition of the alleged violation.

3. **Describe the institution’s educational activities/programs in the area of violence, abuse and harassment committed by student-athletes.**

Within the Department of Athletics, Dr. Jennifer Carter (specializing in sports psychology) offers workshops for athletes dealing with the managing of emotions and stress.
The Health and Social Responsibility Committee within the Department of Athletics has recognized the importance of developing a comprehensive violence policy and is currently drafting such a policy. Once this draft has been completed it will then be reviewed by the Equity and Student Welfare committee of Athletic Council and members of the Department of Athletics (see recommendations below).

SASSO offers two courses, PAES 263 and PAES 315, directed toward issues affecting intercollegiate student-athletes. The courses address the exploration of current topics and challenges relevant to intercollegiate athletics and the appropriate developmental life skills needed to facilitate college adjustment. Issues of violence, sexual assault, and harassment are addressed within these courses. SASSO also sponsors a major speaker series program. This program occurs once a quarter and consists of a lecture (one and one-half hours in length), with approximately 60% of all athletes attending. The topics vary from quarter to quarter and have recently included lectures on alcohol, violence, and hazing.

With respect to University-wide programs, the Office of Student Judicial Affairs’ primary focus is to promote University community standards through the administration of The Ohio State University Code of Student Conduct. The office also serves as an information source on student discipline, judicial hearings, appeals, grievance procedures, and academic misconduct concerns. The office conducts fair and impartial hearings regarding alleged violations of the Code and, when appropriate, administers proactive and educational sanctions. Student Judicial Affairs often coordinates its services with other campus offices in an effort to serve students to the fullest extent. Students are encouraged to communicate individual concerns they have, including alcohol or drug dependency, mental or emotional wellness, or potential legal issues to the Office of Student Judicial Affairs. When appropriate, referrals will be made to other University offices in an effort to best serve the students of The Ohio State University. Part of the response by the Office of Judicial Affairs may include a set of recommendations regarding
the education of the student in a particular area. Counseling may also be recommended that can be coordinated with the University’s Office of Counseling and Consultation Services (UCCS). Ohio State has a diverse and wide range of programs and services (see below) that are available to students and that can be used in the development of a proactive plan to address student violations. These may include specific courses offered by various groups on campus (e.g., sexual harassment offered by Human Resources, sexual orientation offered by the Stonewall Association) and special lectures.

UCCS is available to provide services to students at Ohio State. Students experiencing increased stress and exhibiting distress can be referred (or can go directly themselves) to this office for assistance. This office offers a Mental Skills workshop that is conducted in three sessions, one and one-half hours each quarter. This workshop focuses on stress management, relaxation techniques, and other related activities to deal with the challenges of college life. This is open to all students on campus and is a preventive strategy.

Finally, as mentioned above, OSU has diverse and significant resources that can be used in developing a response plan for a student found guilty of committing one of these violations. Below is a partial listing of organizations and/or programs (with associated web URLs) that offer various workshops, individual services, and/or educational programs at The Ohio State University.

The Student Advocacy Center provides general guidance on University policy and procedure, and can help navigate the bureaucracy of OSU by referring students to the proper offices and departments [http://www.osu.edu/units/stuaff/stuadv/].

Student Gender and Sexuality Services offers programs and services with a multicultural approach to gender and sexuality [http://www.osu.edu/units/ir/sgss/]. Gay, Lesbian, Bisexual and Transgender Student Services, a division of the Multi Cultural Center, provides advocacy,
education, resources, and referrals to the OSU community and creates programs for gay, lesbian, bisexual, transgender, intersex and ally students on campus [http://www.osu.edu/units/Ofglbs/].

The Rape Education and Prevention Program services the OSU community by providing sexual assault education and prevention workshops, self-defense classes for women, informational materials and services and crisis intervention and referral services to survivors and their support people [http://www.osu.edu/units/ir/sgss/repppage.htm].

The Student Wellness Center offers health related programming and consultation on issues such as alcohol and other drug use prevention, and sexual health, and also offer Health Risk Appraisal and Wellness Education Theater [http://www.shc.ohio-state.edu/swc/].

The Body Image and Health Task Force at OSU assists with body image and health issues [http://www.hec.ohio-state.edu/bitf/]. Student Gender and Sexuality Services [http://www.osu.edu/units/ir/sgss/].

4. Describe educational activities related to sportsmanship and ethical conduct for student-athletes, coaches, support groups (e.g., alumni, cheerleaders) and all others associated with the intercollegiate athletics program.

The Ohio State University requires all student athletes to attend a team orientation prior to practice or competition each academic year. At this orientation, freshmen are given the “Student-Athlete Handbook” and are instructed to frequently consult this document during the remainder of their college career. A representative from the Compliance Office (Dept. of Athletics) provides a thorough explanation of the important aspects of the handbook, one being the sportsmanship component. Bylaw 10 from the NCAA is presented and read by each athlete at the meeting, and the Big Ten policy is provided in the handbook. Although it is not discussed at the meeting, athletes are provided with a “statement of personal conduct” that they are to read on their own.
Cheerleaders also have a mandatory orientation prior to the start of their season, but because they are not an NCAA sport, they do not go over Bylaw 10 or other NCAA policies. They are provided with information and policies on sexual harassment. Because they are often interacting with fans, the orientation also includes a lecture on how they should handle themselves to best represent Ohio State and the team they are cheering for.

The Compliance Office is also responsible for educating and informing the coaches on issues related to sportsmanship and ethics. However, as stated above, a great deal of the education and oversight lies in the hands of the Associate Athletic Director assigned to the particular team. The standard across the Department of Athletics is “strive to achieve the highest level of sportsmanship and ethical conduct possible.” At the end of the year, each coach is reviewed, and those elements are evaluated. The coaches are also required to attend a coaches’ meeting each month (10 for the year) led by Compliance and the Associate Athletic Directors. Sportsmanship issues as far as recruiting and the behavior of athletes are covered and standards for the athletic department are set and presented.

The Department of Athletics sends boosters, support groups, and alumni a reference guide to NCAA rules and regulations. In this guide, the Athletic Department has highlighted the most important rules reflecting the proper ways to treat student-athletes and circumstances that may violate NCAA policies. NCAA rules are also highlighted in articles in our game programs and media guides.

5. Describe mechanisms the institution has in place to review and monitor the effectiveness of its sportsmanship and ethical conduct policies and procedures. Also, provide a brief description of incidents that have been reviewed through these mechanisms in the last three years.

As noted above, the Associate Athletic Directors in conjunction with the coaches of specific teams are responsible for the review of sportsmanship and ethical conduct and the
monitoring of appropriate behavior. Considerations of ethical conduct are also frequently part of inquiries or reviews of information from a compliance perspective, handled by the Department of Athletics’ Compliance Office. During a review or investigation, student-athletes and Department of Athletics staff members are subject to the ethical conduct provisions of NCAA Bylaw 10.1. In addition, Athletic Council and the Executive Compliance Commission are “mechanisms” available to review and monitor the effectiveness of sportsmanship policies. Finally, the Equity, Student Welfare and Sportsmanship committee of the Athletic Council will consider developing a plan for the review of the effectiveness of the Department of Athletics’ policies on sportsmanship and ethics that might carry beyond the field of competition (see recommendation below).

6. Describe specific incidents over the last three years that shed light on the institution’s commitment to the values of sportsmanship and ethical conduct (e.g., citations or sanctions from the conference office, sanctions or reprimands from the NCAA for conduct during its championships, awards received by the institution or its athletes for exemplary behavior in this area).

During the last three years the most salient sportsmanship/ethics incident which comes to mind is the case of a women’s volleyball player. After two seasons with the Buckeyes it came to light that she had been a professional by NCAA standards. Either the student-athlete was misunderstood or she misrepresented the facts concerning her past playing experiences. The NCAA immediately stepped in citing By Laws 12 and 14 regarding amateurism and eligibility, and declared that she was no longer eligible. The Big Ten Conference declared that Ohio State must forfeit all games that she played in. The volleyball coach was fined by the institution.

The Ohio State Football team’s starting quarterback was involved in a drunk driving incident during the 2001 season. Consultation between the head coach and Athletics Director resulted in a one game suspension prior to any official decisions. This was a clear example of a team placing ethical conduct ahead of winning. Jennifer Heppel, Big Ten Associate
Commissioner of Athletics, reported that there were no Conference citations or sanctions during the last three years.

Members of the administrative staff as well as all head coaches were contacted to gather more information regarding the methods by which the institution recognizes good sportsmanship and ethical conduct. Archie Griffin, Associate Athletics Director, responded that the Big Ten as a conference is putting more emphasis on sportsmanship. The conference will be presenting an Outstanding Sportsmanship Award to individuals in sports that are represented in the Big Ten. As a result, our sports programs at Ohio State will nominate individuals from their respective teams for the Conference Award. This will certainly allow coaches the opportunity to formally recognize sportsmanship on their teams.

**SPECIFIC RECOMMENDATIONS REGARDING SPORTSMANSHIP AND ETHICAL CONDUCT**

Although the University believes that it is in substantial conformity with the operating principles governing sportsmanship and ethical conduct issues, this review process has revealed the following areas where the University could improve to further strengthen its athletics program:

**Recommendation 1 – Beyond the Playing Field:** The Equity, Student Welfare and Sportsmanship committee of the Athletic Council should consider developing a plan for the review of the effectiveness of the Department of Athletics’ policies on sportsmanship and ethics that might carry beyond the field of competition.

**Recommendation 2 – Student-Athlete Violence Policy:** The policy on student-athlete violence, currently being formulated by the Social, Health and Responsibility committee of the Department of Athletics, should be reviewed and ultimately approved the Athletic Council prior
to being initiated. This policy, as well as the range of sanctions for various violations, should be included in the Student Athlete Handbook.

**Recommendation 3 – Statement on Personal Conduct:** The statement on personal conduct should be *explicitly* discussed during the initial team meetings with the Office of Compliance.

**Sub-Committee for Equity, Welfare and Sportsmanship Procedures**

The subcommittee met in plenary session three times. Three working groups were formed – Equity, Welfare and Sportsmanship/Ethics – and members of the working groups were asked to provide responses to the self-study items. The composition of the working groups was arranged so that each group contained faculty, staff, and students. In addition, both a head coach and a student athlete were members of the Welfare and Sportsmanship/Ethics working groups. Each working group met with key individuals in the University community and reviewed a wide array of documents pertaining to the issues raised by the relevant self-study items. Members of each group drafted responses to the various self-study items. The Chair and Co-Chair of the Sub-Committee then integrated these drafts and expanded upon them resulting in the final draft. The final draft was then circulated back to the members of the Sub-Committee with a request for comments. Minor changes were made, and the report was approved.
### EVALUATION AND PLAN FOR IMPROVEMENT

#### 4.1 Gender Issues

Has the institution:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Currently Yes</th>
<th>Found On Page(s)</th>
<th>Currently No</th>
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<tbody>
<tr>
<td>a. Implemented its approved gender-equity plan from the previous self-study?</td>
<td>X</td>
<td>1-5</td>
<td></td>
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<tr>
<td>b. Provided an explanation from appropriate institutional authorities if its gender-equity plan was modified or not fully carried out?</td>
<td>X</td>
<td>1-2</td>
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<tr>
<td>c. Demonstrated that it is committed to, and has progressed toward, fair and equitable treatment of both male and female student-athletes and athletics department personnel?</td>
<td>X</td>
<td>5-21</td>
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<tr>
<td>d. Formally adopted a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which is equitable for both genders?</td>
<td>X</td>
<td>20, Att.3</td>
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<td>e. Developed a plan that includes measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables?</td>
<td>X</td>
<td>Att.3</td>
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On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 4.1 (Gender Issues)?

<table>
<thead>
<tr>
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<th>No</th>
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<tr>
<td>X</td>
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</table>
4.2 Minority Issues

Has the institution:

a. Implemented its approved minority-opportunities plan from the previous self-study?
   
   X  1-5

b. Provided an explanation from appropriate institutional authorities if its minority-opportunities plan was modified or not carried out fully?
   
   X  1

c. Demonstrated that it is committed to, and has progressed toward fair and equitable treatment of all minority student-athletes and athletics department personnel?
   
   X  21-31

d. Formally adopted a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which expands opportunities and support for minority student-athletes and athletics personnel?
   
   X  31, Att.5

e. Developed a plan that includes measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables?
   
   X  Att. 5

On the basis of the yes/no answers

Above, is the institution in substantial Conformity with Operating Principle 4.2 (Minority Issues)?

Yes  No
4.3 Student-Athlete Welfare

Does the institution:

a. Demonstrate a commitment to the fair treatment of student-athletes, particularly in their academic role as students?

   X 31-52

b. Provide evidence that the welfare of student-athletes and the fairness of their treatment is monitored, evaluated and addressed on a continuing basis?

   X 31-52

c. Have established grievance or appeal procedures available to student-athletes in appropriate areas?

   X 45-56

d. Provide evidence that the institution has in place programs that protect the health of and provide a safe environment for its student athletes?

   X 47-49, Att 9

On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 4.3 (Student-Athlete Welfare)?

X
### 4.4 Sportsmanship and Ethical Conduct

<table>
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<th>Does the institution:</th>
<th>Currently Yes</th>
<th>Found On Page(s)</th>
<th>Currently No</th>
<th>If Currently No or If Deficiencies Exist, Indicate Plan For Improvement Number</th>
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<tbody>
<tr>
<td>a. Demonstrate that in the area of intercollegiate athletics, it is committed to these fundamental values of sportsmanship and ethical conduct?</td>
<td>X</td>
<td>52-62</td>
<td></td>
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<tr>
<td>b. Have established a set of written policies and procedures for this area?</td>
<td>X</td>
<td>55-56</td>
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<tr>
<td>c. Demonstrate that educational activities related to sportsmanship and ethical conduct exist for individuals and groups associated with the intercollegiate athletics experience?</td>
<td>X</td>
<td>59-60</td>
<td></td>
<td></td>
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<tr>
<td>d. Provide evidence that the effectiveness of activities in this area are monitored, evaluated and addressed on a continuing basis?</td>
<td>X</td>
<td>60-61</td>
<td></td>
<td></td>
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**On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 4.4 (Sportsmanship and Ethical Conduct)?**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>X</td>
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</tbody>
</table>
**Equity Attachments Included in Report**

1. Gender Equity and Minority Opportunities Plan
2. Equity in Athletics Disclosure Act report
3. Gender Equity Plan 2003
4. Racial and Ethnic Composition Tables
5. Diversity Plan 2003
6. Student-Athlete Exit Survey
7. Student Grievance Procedures
8. Student Athlete Handbook
9. Emergency Action Plan
10. Membership of Equity, Welfare and Sportsmanship Subcommittee

**Equity Appendix Available for Review**

1. Title IX Review Committee Recommendations
2. University Diversity Action Plan
3. Majority of One brochure
4. Title IX Review Tables
5. Summary of Institution’s Educational Activities on Gambling
6. Head Coach Evaluation Questionnaire