

Elements	Goals	Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Need for continuing education and professional development for Athletics staff.	NCAA Compliance segment is a standing item on the agenda of the monthly Athletic Cabinet Meetings.	Design a 12-month calendar of Athletic Cabinet Meetings and assign compliance subjects to be covered each month.	AD or Assigned	July 2008
	Continuing education is provided for each member of the department to meet required continuing education credits needed for certification of their position.	1) Create a list of current staff and the professional development/continuing education history and current needs. 2) Increase funding for staff development. 3) At least every other year, send staff to a professional development opportunity such as annual conferences or training that supports their position within the department.	AD or Assigned	July 2008
	Quarterly compliance meetings are held that are program specific on current rules and changes to NCAA legislation.	Design and implement a quarterly calendar of program-specific compliance meetings.	AD or Assigned	July 2008

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### 1.2 Rules Compliance

1 NCAA Operating Principle 1.2 stipulates that a clear and unambiguous commitment to rules compliance must be a central element in all personnel matters for individuals involved in the intercollegiate athletics program. In order to demonstrate conformity with this operating principle, a statement regarding the importance of rules compliance must be included in all the following documents for all coaches and athletics department staff: contracts or letters of appointment, performance evaluations and job descriptions. After reviewing Page No. 23 of your institution's self-study report, the NCAA Division I Committee on Athletics Certification (hereafter referred to as "committee") is unclear whether a statement regarding the importance of rules compliance is included in the contracts or letters of appointment, performance evaluations and job descriptions for all athletics department staff other than coaches. Therefore, your institution must provide written evidence that a statement regarding the importance of rules compliance is included in all contracts or letters of appointment, performance evaluations and job descriptions for all athletics department staff.

#### Institution Response to CAC Analysis

Question 6, Page 23. See revised Plan for Improvement.

Question 7, Page 23. A statement is included in each job description, contract, performance evaluation, etc., for liaisons in Records & Registration, Admissions and Financial Aid & Scholarships (employees working outside the athletic department who are involved in rules compliance activities). The language explains their responsibility for ensuring that university, Big Sky Conference and NCAA rules are followed within the context of their job. They are also responsible for participating in the Athletic Compliance Council and periodic attendance of NCAA rules seminars. Rules compliance is included in their annual performance evaluations.

2 Operating Principle 1.2 requires that an institution's rules-compliance program be subject to evaluation by an authority outside the athletics department at least once every four years. In order to demonstrate conformity with this operating principle, an institution must demonstrate that its rules-compliance program has been reviewed by an authority outside the athletics department at least once every four years. After reviewing Page No. 25 of your institution's self-study report, the committee noted that your institution's most recent compliance review was conducted by the Big Sky Conference office in October 2003. However, the committee is unclear whether your institution's compliance program will be reviewed within four years of the last review. Therefore, your institution must provide written evidence demonstrating your institution's rules-compliance program has undergone a compliance review by December 14, 2007.

#### Institution Response to CAC Analysis

The next Big Sky Conference compliance review is scheduled for November 27-29, 2007.

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Not all administrative or classified staff positions have compliance requirements in their contracts or letters of appointment, performance evaluations and job descriptions.	Contracts or letters of appointment, performance evaluations and job descriptions will contain statements regarding compliance with University, Big Sky Conference and NCAA rules and regulations for all coaches, athletic department staff and employees working outside the athletic department who are involved in rules compliance activities.	Put a statement regarding the importance of rules compliance in contracts or letters of appointment, performance evaluations and job descriptions for all coaches, athletic department staff and employees working outside the athletic department who are involved in rules compliance activities.	AD, Associate AD/ SWA, Director Human Resources Rights & Risks	October 2007

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### 2.1 Academic Standards

1 Operating Principle 2.1 requires that academic standards and policies applicable to student-athletes are consistent with those adopted by the institution for the student body in general or the NCAA's standards, whichever are higher. In order to demonstrate conformity with this operating principle, institutions must compare and explain any differences between the percentages of freshman student-athletes receiving athletics aid who were admitted through a special admissions process and the percentage of students generally who were admitted under the same process. After reviewing Page Nos. 34 and 69 of your institution's self-study report, the committee noted that a discrepancy exists between the percentage of freshman student-athletes admitted through the special admissions process in the sports of football, men's track, men's cross country and men's other sports/mixed sports when compared to freshman students generally. Your institution acknowledges that there is a discrepancy for football and men's track, but does not adequately analyze, compare or explain the differences in the percentage of special admission rates when compared to freshman students generally. Therefore, your institution must compare, analyze and explain the differences in the percentage of special admissions in football, men's track, men's cross country and men's other sports/mixed sports when compared to freshman students generally. Further, if necessary, your institution must address through specific plans for improvement the disproportionate percentages of student-athletes in the aforementioned sports who are admitted through special admissions review.

#### **Institution Response to CAC Analysis**

Student athletes are treated the same as any other student who applies for admission through the special admissions process. The Athletic Department is not involved in this process.

Please note that all international students are special admit students, not because of transcripts, but because they are not U.S. citizens. The "special evaluation" for them is not about their school transcripts but about their eligibility to legally enter the U.S. Eastern has quite a few Canadian students because of our proximity to Canada and because Washington State has an agreement with the Provinces of British Columbia, Alberta, and Saskatchewan that waives the non-resident tuition for all Canadian students. These Canadian provinces do the same for Washington State residents attending universities in the respective provinces.

In addition, the percentages listed on the chart are high in comparison to the percentages of all freshman students admitted to the University by comprehensive review, but the actual numbers are so low that the percentages misrepresent the actual situation.

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2 Operating Principle 2.1 states that if the graduation rate of student-athletes as a whole or for any student-athlete subgroup is significantly lower than that of other student-athletes or comparable student body groups, this disparity shall be analyzed, explained and addressed, if necessary, through specific plans for improvement by appropriate institutional authorities. In order to demonstrate conformity with this operating principle, if the three-class average graduation rate of a student-athlete subgroup and the three-class average general student graduation rate are not equal, an institution must look at the magnitude of the difference and observe any trend. After reviewing Page Nos. 35 through 41 of your institution's self-study report, the committee noted that your institution did not identify and explain the deficiencies in the graduation rates for men's basketball student-athletes when compared to the graduation rates of the general student body and male students. In addition, the committee noted your explanation for the deficiencies in the graduation rates for football student-athletes and black student-athletes. However, the committee is unclear whether your institution developed a plan for improvement to address the deficiencies in the graduation rates for football student-athletes and black student-athletes. Therefore, your institution must analyze and explain the deficiencies in the graduation rates for men's basketball student-athletes when compared to the graduation rates of the general student body and male students. Further, if necessary, your institution must address through specific plans for improvement, such disparities in the graduation rates of football student-athletes, black student-athletes and men's basketball student-athletes. Acceptable plans for improvement must be developed through broad-based participation and include the following required elements:

- a. Identification of issues or problems;
- b. Measurable goals the institution intends to achieve;
- c. Steps to achieve the goals;
- d. Specific timetables;
- e. Individuals/offices responsible for carrying out the specific actions; and
- f. Institutional approval.

### **Institution Response to CAC Analysis**

See revised Plan for Improvement.

Some of the contributing factors to the lower graduation rate of Eastern's football student athletes, black student athletes and men's basketball student athletes are: staff changes of assistant coaches of color that may have resulted in some student athletes transferring to other institutions and graduating there; several students athletes went to Europe to play professional basketball; one black student athlete left ineligible to attend winter quarter of his first year, adversely affecting the Academic Performance Rate. Prior to expanding academic advising for student athletes some students may not have received the individual advising they needed to achieve their goals and we are addressing that issue with coaching staff and the addition of a full time athletic academic advisor.

Many minority students come from outside the area and sometimes the adjustment is difficult for them. We are trying to address this issue by encouraging minority student athletes to invest in the ethnic programs and network with others through campus clubs and organizations.

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Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Graduation rate of black/minority student athletes.	To have the black/minority student athlete graduation rate mirror the graduation of white student athletes.	Hire a full-time Athletic Academic Advisor/Coordinator to enhance tracking of all student athlete's progress and retention. This position will work closely with the ethnic programs on campus to utilize their expertise and resources.	AD, Associate AD/SWA, Athletic Academic Advisor/Coordinator.	2010

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**2.2 Academic Support**

1 Operating Principle 2.2 requires institutions to demonstrate that their academic support services are reviewed and approved periodically by academic authorities outside the department of intercollegiate athletics. In order to demonstrate conformity with this operating principle, an institution must demonstrate that academic support services (e.g., tutoring, academic advising and monitoring of missed class time) for student-athletes are subject to a comprehensive, written review at least once every three years by academic authorities outside of athletics who do not have day-to-day responsibilities in the academic support services area. After reviewing Page Nos. 48 through 62 of your institution's self-study report and the supplemental information submitted on May 3, 2007, the committee noted that the following academic support programs are available specifically for student-athletes: academic advising, tutoring, life skills, student-athlete orientation, academic progress monitoring and reporting and post-eligibility scholarships. However, the committee is unclear whether each of these areas within your academic support services are reviewed once every three years by appropriate academic authorities outside the department of intercollegiate athletics who do not have day-to-day responsibilities in the academic support services area. In addition, the committee is unclear whether your institution has a mechanism to ensure that this academic support services review will be conducted once every three years. Therefore, your institution must provide written evidence by December 14, 2007, that each of the program areas within your academic support services available specifically for student-athletes, are subject to a review by appropriate academic authorities outside the department of intercollegiate athletics who do not have day-to-day responsibilities in the academic support services area. Finally, your institution must demonstrate that a mechanism is in place to ensure that this academic support services review will be conducted at least once every three years by appropriate academic authorities outside the department of intercollegiate athletics who do not have day-to-day responsibilities in the academic support services area.

**Institution Response to CAC Analysis**

Athletic Academic Support Services Review by Mary Ann Keogh Hoss and Nancy Nelson. Revised review submitted to CAC on October 15, 2007.

**3.1 Gender Issues**

- 1 Operating Principle 3.1 requires institutions to demonstrate a commitment to, and the progression toward, the fair and equitable treatment of both male and female student-athletes and athletics department personnel. In order to demonstrate conformity with this operating principle, an institution must conduct an evaluation of the 13 specified program areas for gender issues by:
- a. Describing how the institution has ensured a complete study of each of the areas;
  - b. Providing data demonstrating the institution's status/commitment across each of the areas;
  - c. Identifying areas of deficiency and commenting on any trends; and
  - d. Explaining how the institution's future plan for gender issues addresses each of the areas.

After reviewing Page Nos. 75 through 98 of your institution's self-study report, the committee noted that your institution did not provide data demonstrating your institution's status/commitment, including resource allocation, in the following areas:

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1. Medical and training facilities and services;
2. Housing and dining facilities and services; and
3. Publicity.

Therefore, your institution must provide data demonstrating your institution's status/commitment, including resource allocation for the aforementioned program areas. Further, if any deficiencies are revealed, your institution must submit a revised gender-issues plan. In addition, your institution must provide written evidence that this revised gender-issues plan was developed with broad-based participation and has received formal institutional approval.

### **Institution Response to CAC Analysis**

1) **MEDICAL AND TRAINING FACILITIES AND SERVICES:** Eastern Washington University athletics is blessed with an incredible Sports Medicine Program. The staff is composed of a Head Trainer (male) and three other full-time certified trainers (two male, one who is black and one female). They also have a graduate assistant female that is certified. To meet NATA standards, another full-time certified trainer will be hired in July 2008. The training room provides equitable coverage for all student-athletes regardless of gender or ethnicity. EWU has more female athletes than male, therefore the goods and services allocation of \$30,000 is currently used at a rate of 55% for female student-athletes and 44% for male student-athletes.

2) **HOUSING AND DINING FACILITIES AND SERVICES:** The University is committed to equitable housing and dining expenditures for all sport programs. Eastern is a quarter school and consistently provides meals for all student-athletes of fall sports that must report early to training camp. Housing is provided for all new incoming students in the dorms. No sports provide housing stipends for returning athletes.

The University realized that pre-season funding for women's soccer was sub par. As you can see in the Plan for Improvement, it was determined that money would be added to the soccer program by year 2008/09 to address the deficiency; however, the University actually put through \$20,000 emergency funding for fall 2007 to fund this need. Football still receives 58% of the total pre-season funds, but they have 30% more bodies and they are actually on campus more days per average than the other sports.

Men's and women's basketball pay all expenses for their student-athletes to come back to campus over the Christmas break. The amount of days on campus differs each year due to each team's schedule, but a rolling average of \$3,000 per team is equitable. Football, men's basketball and women's volleyball and basketball all have pre-game meals provided throughout their seasons.

3) **PUBLICITY:** The current resource allocation for sports information goods and services is \$28,000. The allocation percentages per gender are 58% male and 42% female and this inequity is addressed in the Plan for Improvement. Currently radio personnel travels for men's football and men's basketball with an annual budget of \$12,000. In 2006 Eastern began traveling radio for women's basketball and conference championships in women's volleyball. The resource allocation was \$5,000. This area is also addressed in the Plan for Improvement.

# Athletics Certification Committee Analysis Report with Institution Responses

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The Plan for Improvement also address the area of television coverage for women's sports. Initiatives have been listed to increase television exposure of female athletes; however, these initiatives may be limited due to general lack of interest by potential sponsors. In the Big Sky Conference, in particular, this is an area of frustration. Conference sponsorship contracts keep eliminating several female sports from the negotiations. Therefore, in some cases it will be outside the institution's control to accommodate this area.

The revised gender issues plan was developed with broad-based participation by the Gender Equity Task Force (members page 76) and the Gender Equity Subcommittee. The committees are composed of employees representing all areas of the campus.

The revised plans were approved by President Arevalo and Eastern Washington University's Board of Trustees.

2 Operating Principle 3.1 requires institutions to demonstrate a commitment to, and the progression toward, the fair and equitable treatment of both male and female student-athletes and athletics department personnel. In order to demonstrate conformity with this operating principle, an institution must conduct an evaluation of the 13 specified program areas for gender issues by:

- a. Describing how the institution has ensured a complete study of each of the areas;
- b. Providing data demonstrating the institution's status/commitment across each of the areas;
- c. Identifying areas of deficiency and commenting on any trends; and
- d. Explaining how the institution's future plan for gender issues addresses each of the areas.

After reviewing Page Nos. 75 through 98 of your institution's self-study report and your institution's plan for improvement on Page Nos. 100 through 108, the committee noted your institution did not address in its gender-issues plan for improvement the deficiencies identified in the following areas:

1. Equipment and supplies;
2. Scheduling of games and practice time;
3. Travel and per diem allowance; and
4. Coaches.

Therefore, your institution must submit a revised gender-issues plan to address all deficiencies revealed during the review. In addition, your institution must provide written evidence that this revised gender-issues plan was developed with broad-based participation and has received formal institutional approval.

### **Institution Response to CAC Analysis**

See revised Plans for Improvement.

The revised gender issues plan was developed with broad-based participation by the Gender Equity Task Force (members page 76) and the Gender Equity Subcommittee. The committees are composed of employees representing all areas of the campus.

The revised plans were approved by President Arevalo and Eastern Washington University's Board of Trustees.

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**3** Operating Principle 3.1 requires an institution to develop and implement an institutional plan to address gender issues in the intercollegiate athletics program. Acceptable gender-issues plans must address all 13 program areas and contain the eight required elements for institutional plans for improvement. After reviewing Page Nos. 100 through 108 of your institution's self-study report, the committee noted that all 13 program areas are addressed within your gender-issues plan. However, the committee noted that your plan lacked specific measurable goals and specific steps to achieve the goals. In addition, the committee noted that your institution indicated it would use a survey in the accommodation of interests and abilities program area. The committee has specified for this program area that the use of surveys alone does not constitute a thorough review. If your institution chooses to use a survey (e.g., a Web survey or hard-copy survey) as one of its sources of data, the committee will expect an explanation regarding populations surveyed, the survey response rate and the method used to interpret the data. Therefore, your institution must provide written evidence demonstrating that the revision of your gender-issues plan to ensure that all issues identified have specific measurable goals and specific steps to achieve the goals. In addition, your institution must revise your gender-issues plan to reflect additional methods for review or specify the populations that will be surveyed, the acceptable survey response rate and the method that will be used to interpret the data in the accommodation of interests and abilities program area. Further, your institution must provide written evidence that this revised gender-issues plan was developed with broad-based participation and has received formal institutional approval.

### **Institution Response to CAC Analysis**

Fall 2007 an Interest and Abilities survey will be distributed to all local area high schools in hard copy and will be emailed to the female student population at Eastern. Hard copies will also be made available for female students on campus. The purpose of this survey is to see what sport these potential students and student-athletes may have an interest in competing in at Eastern and the Division I of the NCAA.

The responses will be compiled and added to a feasibility study to assist in the selection of the new female sport to be added in 2013.

This Interest and Abilities survey is not intended to apply to Title IX compliance.

The revised gender issues plan was developed with broad-based participation by the Gender Equity Task Force (members page 76) and the Gender Equity Subcommittee. The committees are composed of employees representing all areas of the campus.

The revised plans were approved by President Arevalo and Eastern Washington University's Board of Trustees.

# Athletics Certification Committee Analysis Report with Institution Responses

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**Plan Date Range:** 2007-08 thru 2012-13

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals / Officers Responsible for Implementation	Specific Timetable for Completing the Work
Athletics Scholarships.	Reach equitable allocation of athletic scholarships between men and women student-athletes	Increase the amount of scholarships in existing women's sports and add another women's program to help balance awards between genders.	Add additional summer and 5th year aid for female athletes	VP Business & Finance, AD, Associate AD/SWA	Summer 2007
			Allow out-of-state/country scholarships, as needed, for women's sports.	AD, Associate AD/SWA, Financial Aid and Scholarships Liaison	Fall 2008
			Limit the amount of men's out-of-state/country aid to help balance.	AD, Associate AD/SWA, Financial Aid and Scholarships Liaison	Fall 2008
			Develop proposal with budget and timeline for presentation to Eastern's Board of Trustees, outlining the addition of another women's sport program.	AD, Associate AD/SWA	Fall 2007
			Add another women's sport program with a minimum of 12 scholarships.	AD, President	2013
Accommodation of Interests and Abilities.	Reach participation rates that mirror the undergraduate female-to-male population percentage rate within 5%.	Increase the amount of scholarships in existing women's sports and add another women's program to help balance awards between genders.	Roster management for men's sports.	AD, Associate AD/SWA.	Began 1997, ongoing.

# Athletics Certification Committee Analysis Report with Institution Responses

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Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals / Officers Responsible for Implementation	Specific Timetable for Completing the Work
			Addition of a developmental team in women's soccer and women's indoor and outdoor track.	AD, Associate AD/ SWA.	Completed 1997
			Dissolution of the men's golf program.	AD, Associate AD/ SWA.	Completed 2002
			Addition of one female sport program.	AD, Associate AD/ SWA.	Fall 2013
			Conduct Interest and Abilities Survey to assure that current sport offerings are appropriate and to gauge interest in the women's sport to be added.	AD, Associate AD/ SWA, Associate AD/ Business Operations	2007
Equipment and Supplies.	Relying on coaches and student-athletes to set-up for practices and competitions.  The soccer program does not purchase shin guards for the women's soccer team.	Schedule equipment room staff to plan and organize practice and competition set-up for all sports.	Newly hired head equipment manager will schedule equipment room staff to plan and organize practice and competition set-up.	AD, Head Equipment Manager, Gender Equity Task Force.	Winter 2008
		Provide necessary equipment for student-athlete safety.	Increase the budget for the women's soccer program to purchase shin guards.	AD, Equipment Manager, Soccer Coach, Gender Equity Task Force.	2008

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Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals / Officers Responsible for Implementation	Specific Timetable for Completing the Work
Scheduling of Games and Practice Time.	Major issue in the self-study is the area of the strength and conditioning center. In a shared facility with one strength coach it proves problematic to fully cover all sport needs. Deficiencies identified were not based on gender issues but on number of hours of athletic exclusive use.	All teams have access to a lifting program designed by the strength coach and basic lifting technique teaching session.	New student recreation center will free up use of the existing weight room for the strength coaches and student-athletes.  Hire a full-time assistant strength coach to guarantee access for all teams.	AD, Associate AD/SWA, Vice President of Business & Finance, Gender Equity Task Force.	2007 Hire Asst Strength Coach  2009 Recreation Ctr Complete
Travel and Per Diem Allowance.	Inequity between men's and women's team travel expenditures.	Put policies in place to begin closing the gap on travel and per diem inequities between men's and women's team travel expenditures.	All sports will calculate travel per diem and lodging based on the same formula. The per diem and lodging formula for men's sports will be less than previous years.	AD, Associate AD for Business Operations, Athletic Fiscal Tech, VP Business & Finance.	2007
			To counter men's football and basketball costs, women's sports will utilize a 5% increase in these budgeted areas.	AD, Associate AD for Business Operations, Athletic Fiscal Tech, VP Business & Finance	2007
			Set acceptable number of contests for each sport annually before scheduling is completed and evaluate expenditures at season's end to determine number of contests for next year.	AD, Associate AD/SWA, Associate AD/Business Operations, Athletic Fiscal Tech	June 2008
Tutors	Tutoring services are readily and equally available for all students and student-athletes. Lacking is a dedicated Athletic Study and Tutoring Center.	Construct an Athletic Study and Tutoring Center.	Develop Athletic Study and Tutoring Center through space renovation of existing facilities.	VP Business & Finance, AD, Associate AD/SWA, AVP Facilities & Planning	2011

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Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals / Officers Responsible for Implementation	Specific Timetable for Completing the Work
		Hire additional, full-time athletic academic advisor who would be responsible for athletic tutoring program.	Recruit and hire athletic academic advisor for athletic tutoring program.	AD, Associate AD/ SWA	2007
		Enhance communication to students regarding tutoring and other support services.	Information added to the Student-Athlete Manual and Athletic Policy and Procedures Manual as to how to secure tutors and other support services available on campus.	AD, Associate AD/ SWA	July 2007
Locker Rooms, Practice and Competitive Facilities.	One finding is that women's basketball shares a locker room with women's volleyball and men's basketball has one of their own.  For better space utilization and weather considerations, a turf competition field is needed for women's soccer and football. Soccer does not have permanent bleachers and restroom facilities.	Create dedicated locker rooms for both women's basketball and volleyball.	Capital renovation of existing space to create volleyball locker room and, in doing so, create dedicated women's basketball locker room.	AD, Associate AD/ SWA, VP Business & Finance, AVP Facilities & Planning	2013
		Upgrade soccer by utilizing existing infrastructure of Woodward Field when turf is added.	Implement playfields capital project.	AD, Associate AD/ SWA, VP Business & Finance, AVP Facilities and Planning	2013

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Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals / Officers Responsible for Implementation	Specific Timetable for Completing the Work
Medical and Training Facilities and Services.	<p>The access to certified trainers, team physicians and student trainers is equitable and excellent for all sports and all genders. Hiring of additional certified trainer is needed for NATA certification. Only medical issue is in the area of equipment needed but not based on gender.</p> <p>Major issue in the self-study is the area of the strength and conditioning center. In a shared facility with one strength coach it proves problematic to fully cover all sport needs. Deficiencies identified were not based on gender issues. Number of hours of athletic exclusive use.</p>	<p>Hiring of additional certified trainer will provide certified trainer access to men's and women's cross country and men's and women's tennis on a daily basis.</p>	<p>Engage Physical Education Health &amp; Recreation Department to provide assistance with a hiring the position to meet certification standards; athletics will generate money to augment workload.</p>	<p>AD, Physical Education Health &amp; Recreation Chair, VP Business &amp; Finance, Associate AD/Business Operations, President</p>	<p>July 2008</p>
		<p>All teams have access to a lifting program designed by the strength coach and basic lifting technique teaching session.</p>	<p>Hire additional strength coach, graduate assistant or intern to guarantee access for all teams.</p>	<p>AD, Associate AD/SWA, VP Business &amp; Finance</p>	<p>July 2009</p>

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		Sports teams that desire weight room time with a strength coach present at all workouts can be accommodated.	When open in 2008, Eastern's new student recreation center, currently under construction, will free up space and time to accommodate all teams.	N/A	Spring 2008
Housing and Dining Facilities and Services.	Student-Athlete meals and dining options are consistent with that of all students. There are no athletic dorms or floors and no training tables for any sports. Maintenance plan included. The one issue is that there currently is no budget for soccer pre-season housing and dining for students.	Monitor and maintain equitable allocation of vacation and pre- and post-season arrangements for meals and lodging for men's and women's programs.	Head coaches request resources for vacation arrangements during the yearly budget process. Senior staff will review requests and allocate equitably to men's and women's programs.	Associate AD/Business Operations, Head Coaches, Residential Life	Yearly budget requests and allocations
			Head coaches will request resources for pre- and post-season arrangements during the yearly budget process. Senior staff will review requests and allocate funds equitably for men's and women's programs.	Associate AD/Business Operations, Head Coaches, Associate AD/SWA	June 2008 Annual review by Gender Equity Task Force
		Budget allocated for soccer pre- and post-season housing and dining.	Establish equitable budget for soccer pre-season meals and lodging.	AD, Associate AD/SWA	2007

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Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals / Officers Responsible for Implementation	Specific Timetable for Completing the Work
Publicity.	Number of pages in all media guides needs to be more equitable. Posters for all sports are needed; deficiencies are not gender based. Currently do not have internet streaming broadcasts for all women's volleyball and basketball road games. Need to add a coach's show for one female sport. Need to identify a new voice for Eagle women's sports.	Maintain equitable coverage, including media guides and posters, for all sport programs regardless of gender.	With hiring of assistant sports information director in Fall 2006 and launch of improved web site, it will be easier to maintain equitable coverage for all sport programs. Standardize pages and design for all sport media guides. Add to Sports Information Director budget to cover posters for all sports. Continue schedule cards for all sports.	AD, Associate AD/ Business Operations, Sports Information Director	June 2007
		Increased budget to cover media travel for women's basketball and volleyball broadcasts.	Increase Sports Information Director budget to cover the cost of media travel for women's volleyball and basketball broadcasts to keep it consistent with the other revenue sports. Currently all league contests in men's and women's basketball, volleyball and football are streamed internet broadcasts. Expand coverage to other varsity sports.	AD, Associate AD/ Business Operations, Sports Information Director, Associate AD/SWA	July 2007 Increased Budget.  2009 Expanded Coverage
		Coach's show for one female sport added to sponsorship presentations.	Continue to present the idea of a women's coaching show in all volleyball and basketball sponsorship presentations. Women's coaching show will be included in all television contract negotiations.	Associate AD/SWA, Associate AD/Business Operations, Marketing Assistant	June 2007 Annual review by the Gender Equity Task Force
		Establish new voice for Eagle women's sports.	Sports Information Director and Associate AD/Business Operations will work with the local market to identify the new voice for Eagles women's sports.	AD, Associate AD/ Business Operations	Summer 2008

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Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals / Officers Responsible for Implementation	Specific Timetable for Completing the Work
Support Services.	Equitable programs are currently being offered by university support services. However, insufficient office space for existing staff. Some staff is housed in portable offices until office renovation is completed. There are some discrepancies between office size and amenities for certain administrators and some head coaches. Need additional clerical help.	Renovate athletic office building or move current offices based on university master plan. Office sizes and amenities will be addressed at that time.	Identify and allocate capital dollars to renovate the existing offices or move athletic offices permanently, based on university master plan space allocation. Office sizes and amenities will be addressed in pre-design phase.	AD, VP Business & Finance, AVP Facilities & Planning, Associate AD/SWA	2013 Annual Review by Gender Equity Task Force with report to University Intercollegiate Athletic Policy Board
		Additional clerical position in place to assist all programs.	Add position in budget process for the 2008/09 academic year to add this position by July 1, 2008.	AD, Associate AD/SWA, VP Business & Finance	2009
Recruitment of Student-Athletes.	EADA shows inequity in dollars spent on men's and women's recruiting. Most programs in both genders focus on in-state recruiting first. Women's sports have a much larger out-of-state population than men's sports, which adds to their overall recruiting expenditures, but until another sport is added for women, it will be difficult to bridge the gap completely.	Optimal utilization of all women's scholarship awards per sport. (The addition of a new women's sport program is outlined in the "Athletic Scholarships" section.)	Coaches of women's teams will be encouraged to utilize all scholarship awards on an annual basis ensuring more contacts, evaluations and official visits.	AD, Associate AD/SWA, Associate AD/Business Operations	2007
			Require all coaches of women's team to become certified to recruit off campus.	Compliance Officer, FAR, AD, Associate AD/SWA	2007
			Annual review of recruiting expenditures conducted by Gender Equity Task Force, reported to University Intercollegiate Athletic Policy Board.	AD, Associate AD/SWA, Associate AD/Business Operations, Athletic Fiscal Tech	Annual, beginning 2007

# Athletics Certification Committee Analysis Report with Institution Responses

## Eastern Washington University

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals / Officers Responsible for Implementation	Specific Timetable for Completing the Work
			Increase operations budget for recruiting in soccer and women's track to allow for more recruiting.	AD, Associate AD/ SWA, Associate AD/ Business Operation, Athletic Fiscal Tech	2013
Coaches	Salaries must become more equitable in female assistant coaching positions across the board. The gap in the EADA assistant coach's position average per gender needs to narrow. Equalize coaching staff positions in women's and men's basketball.	Based on qualifications, increase funding for women assistant coaches to provide equitable salaries throughout all programs at EWU.	Human Resources will utilize the Big Sky Conference salary survey to evaluate salaries by position and gender to establish an equitable hiring range. For new positions, the survey and EADA will be utilized to advise the athletic administration on recommended salary levels. EWU has allocated gender equity funds for existing positions to address salaries for coaches of women's sports teams utilizing the same standards.	AD, Associate AD/ SWA, Associate AD/ Business Operations, VP Business & Finance, Director Human Resources.	Summer 2007 Salary Study  2013 Salaries at Equitable Levels
			Add full time assistant soccer coach to women's soccer program.	AD, Associate AD/ SWA, Associate AD/ Business Operations, VP Business & Finance	Fall 2007
			Gender Equity Task Force will continue to analyze the EADA report numbers and will review salaries with the Athletic Director and the UIAPB. Allocation of money to positions will be based on qualifications, not just by gender.	AD, Associate AD/ SWA, Associate AD/ Business Operations	Yearly progress with equitable allocations by 2013

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/ Officers Responsible for Implementation	Specific Timetable for Completing the Work
Institutional and Athletics Department Commitment.	Lack of formal written statements addressing issues of diversity.	Annual review of policies on diversity, discrimination and affirmative action within the Athletics department.	Develop and distribute statements on Athletics diversity policy in the Student-Athlete Manual, website and to all coaches and staff. Provide annual Affirmative Action data and policy updates to Director of Athletics.	AD, EO/AA Coordinator	Ongoing to 2013
Evaluation.	Lack of formal accountability process for fulfilling institutional diversity priorities.	Athletic units are held responsible for fulfilling their commitment to the EWU Minority Opportunities Equity Plan.	Form an Athletics Subcommittee on Minority Opportunities to ensure accountability to the EWU Minority Opportunities Equity Plan. The Subcommittee will work with the EO/AA coordinator to prepare an annual report to the president outlining compliance and progress by the Athletic Department.	President, AD, EO/AA coordinator	Fall 2008
		Annual review of the EWU website and publications—including Athletics' efforts—to ensure that all communication is reflective of diversity.	Charge the President's Advisory Council on Diversity with annual review of University and Athletics publications, including website, with report presented to the President.	President, AVP University Relations, chair of PACOD	2008 to 2013
Enrollment	Lack of coordination between Enrollment Services and Athletics.	Athletics' liaisons work with the AVP of Enrollment Services and directors of the ethnic studies programs to enhance efforts to attract student-athletes of color.	1) Appoint the associate athletic director/senior woman administrator as a liaison to Enrollment Services. 2) Appoint a coach to work with the directors of each of the three ethnic studies programs on recruitment and retention efforts.	Associate AD/SWA, AVP/Enrollment Services	Summer 2007
		Athletic recruitment and retention support by minority programs.	Establish regular meetings with Athletic staff and minority recruiting staff in ethnic programs.	AD, Associate AD/SWA, directors of Minority Programs	Fall 2007

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## Eastern Washington University

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/ Officers Responsible for Implementation	Specific Timetable for Completing the Work
Comparison of Populations.	While no discrimination is evident, there is opportunity to recruit minority student-athletes from growing minority populations.	Annual review of minority participation in all sports.	Head coaches in each sport monitor minority recruitment relative to Eastern's general student population and work with Admissions and ethnic studies programs as needed.	AD, AVP/ Enrollment Services	Summer 2008 and annually to 2013
Participation in Governance and Decision-Making	Lack of minority student-athlete participation in governance and leadership; imbalance among racial/ethnic groups in participation.	Balanced participation by student-athletes across racial and ethnic groups on SAAC and other University committees.	1) Annually report minority student-athlete governance roles to the Athletics Subcommittee on Minority Opportunities. 2) AD and Associate AD/SWA work with coaches to identify and encourage involvement by minority-student athletes, especially from those racial/ethnic groups not currently represented in leadership roles.	AD, Associate AD/SWA	Fall 2008 and annually for report through 2013
		Leadership involvement for minority student-athletes on the UIAPB.	Establish a position on the Intercollegiate University Athletic Policy Board for at least one minority student-athlete and/or member of one of Eastern's ethnic programs. This position would rotate biannually.	President, AD	Fall 2008
Employment Opportunities.	Opportunities to expand numbers of minority coaches and administrators.	Aggressive recruitment strategies are in place to support Athletic administrators and coaching staff that are reflective of EWU student ethnic and racial profile.	1) Continue to send job announcements to the Black Coaches Association and other minority-based organizations and recruitment networks, including HigherEdJobs.com, affirmative action lists LatinosInHigherEd.com and Tribal Councils. 2) Expand organizational recruitment network to include job announcements to Tribal entities, Latino communities and organizations with access to communities of color. 3) Athletic administrators will pursue professional contacts to recruit coaches of color.	AD, EO/AA Coordinator	Ongoing to 2013

# Athletics Certification Committee Analysis Report with Institution Responses

## Eastern Washington University

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/ Officers Responsible for Implementation	Specific Timetable for Completing the Work
		All Athletic coaches and staff take personal ownership of creating an environment that is supportive of minority recruitment and retention.	Include efforts to support the EWU Affirmative Action Plan as a performance measure on annual evaluations for coaches and Athletic Department staff.	AD	Fall 2007 and ongoing to 2013
Programs and Activities.	Weak coordination between Athletics and minority program directors.	Partnership with Athletics Department and Minority Program Directors in place to provide needed programs and activities for minority student-athletes.	Appoint an Athletic liaison to the minority programs to assist coaches and staff in establishing relationships with each ethnic studies program to better collaborate on programs and activities for minority student-athletes.	AD, directors of ethnic studies programs	Fall 2007, ongoing to 2013
Student-Athlete Recruitment and Retention	Numbers of minority student-athletes are not growing as quickly as minority groups in student population overall.	Recruitment of more minority coaches and administrators to attract and mentor minority athletes.	See action steps in Employment Opportunities, above.	AD	Ongoing to 2013
		Enhanced minority student-athlete recruitment efforts.	Name an Athletics liaison to Admissions and the recruiters of the ethnic studies programs (especially Chicano Studies) to enhance joint recruitment efforts to aggressively pursue minority athletes.	AD, AVP Enrollment Services, directors of ethnic studies programs	Fall 2007, and ongoing to 2013
		Enhanced job placement of minority student athletes.	1) Establish a regular meeting schedule with Student Career Services to coordinate hiring and placement services. 2) Obtain and track race/ethnicity data for student athlete employees. Report this information annually to the Athletic Subcommittee on Minority Opportunities.	AD, director, Career Services	Fall 2007 and ongoing to 2013

# Athletics Certification Committee Analysis Report with Institution Responses

## Eastern Washington University

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/ Officers Responsible for Implementation	Specific Timetable for Completing the Work
Organization and Structure	Weak coordination between Athletics and minority program directors.	Participation by minority program directors in Athletic events and social programs.	Create a protocol that extends invitations to the minority program directors to participate in official Athletic events and social activities.	AD, Directors of Minority Programs	Spring 2007
		Leadership involvement in Athletics by Minority Program directors.	Establish a biannually rotating position on the Intercollegiate University Athletic Policy Board for a Minority Program Director.	President	Summer 2007
Organization and Structure	No ongoing intercultural competence training program for Athletics staff and coaches.	A comprehensive and focused multicultural competence training program is offered regularly for Athletics staff and coaches.	Administer the Developmental Model of Intercultural Sensitivity Personal Inventory to staff and coaches. Develop a focused training program.	AD, Associate AA/SWA, EO/AA coordinator	Summer 2008
Organization and Structure	Need for stronger relationship with EO/AA coordinator.	Opportunities for minority student-athletes to report concerns.	Provide suggestion boxes for students and staff to anonymously register complaints or give program suggestions.	AD	Fall 2007
		Greater understanding by coaches, staff and student-athletes regarding the role and responsibility of EO/AA coordinator and other helping agencies.	1) Establish regular updates (meetings and/or correspondence) from EO/AA coordinator to coaches and Athletic staff. 2) Introduce the EO/AA coordinator to student-athletes (perhaps at orientation) to review how to use campus support resources.	AD, Associate AD/SWA, EO/AA coordinator	Spring 2008
Programs and Activities.	Insufficient data on needs of minority student-athletes.	Comprehensive assessment of the needs particular to minority student-athletes.	1) Request information/feedback from student-athletes on matters relating to diversity on the Annual Student Athletic Program Evaluation. 2) Conduct a survey of minority student-athletes to determine programs that are working well and those that may be needed. 3) Dedicate a portion of the exit interview to gather information on support needed for minority student-athletes.	Associate AD/SWA	Fall 2007; Survey 2008

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## Eastern Washington University

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Institutional and Athletic Department commitment.	Lack of formal written statements addressing issues of diversity.	Develop and distribute statements on athletics diversity policy.	<p>Develop an annual review schedule for policies on diversity, discrimination and affirmative action in the Athletic Department.</p> <p>Distribute in the Student-Athlete Manual, the website and to all coaches and staff.</p>	AD, EO/AA Coordinator, Associate AD/SWA, Minority Programs	Ongoing to 2013

Eastern Washington University

**3.3 Student-Athlete Well-Being**

1 Operating Principle 3.3 requires an institution to have implemented its approved student-athlete well-being plan from the previous self-study. If the plan has been modified or not fully implemented, the institution shall provide an explanation from appropriate institutional authorities. In order to demonstrate conformity with this operating principle, an institution must report on the implementation of its plan developed during its first-cycle certification process to address student-athlete well-being. Specifically, the institution should include:

- a. The original plan;
- b. The action(s) taken by the institution;
- c. The date(s) of the action(s); and
- d. An explanation for any partial or noncompletion of such required actions.

After reviewing Page Nos. 137 and 138 of your institution's self-study report, the committee noted that your institution has yet to hire the full-time compliance coordinator and full-time athletics academic advisor that was indicated in your first-cycle plan. The committee noted that your institution will hire a full-time compliance coordinator and full-time athletics academic advisor in the summer 2007. Therefore, your institution must provide written evidence to demonstrate that your institution has implemented all actions of its first-cycle student-athlete well-being plan.

**Institution Response to CAC Analysis**

Effective September 4, 2007 Donald Ross, Ph.D., Director of Athletic Compliance.

Effective August 9, 2007 Mike Miller, Athletic Academic Coordinator.

2 Operating Principle 3.3 requires an institution to provide evidence that it has in place programs that protect the health of and provide a safe environment for each of its student-athletes. In order to demonstrate conformity with this operating principle, an institution must periodically evaluate and approve its policies (e.g., athletics training, emergency-medical procedures, travel) related to health and safety to ensure those policies protect the health of and provide a safe environment for its student-athletes. After reviewing Page Nos. 145 and 146 of your institution's self-study report, the committee noted that your institution did not describe the process for the periodic evaluation and approval of your institution's athletics training policies, emergency-medical procedures and travel policies. Therefore, your institution must provide written evidence describing the process whereby the athletics training policies, emergency-medical procedures and travel policies have been periodically evaluated and approved to ensure those policies protect the health and safety of student-athletes.

**Institution Response to CAC Analysis**

The Sports Medicine and Emergency Medical Procedures Manual was developed and is maintained by the Head Athletic Trainer. Annually the Head Athletic Trainer will evaluate and update the manual.

The Travel Policies Manual was developed and is maintained by the Athletic Fiscal Technician. Annually the Athletic Fiscal Technician will evaluate and update the manual.

# Athletics Certification Committee Analysis Report with Institution Responses

## Eastern Washington University

Effective September 2007 the manuals will be taken forward to the newly hired Policy Administrator for review for compliance with University policies and then reviewed and approved by the Associate AD/SWA. This process of review will continue on an annual basis.

Updated copies will be dated, bound and supplied to all sports medicine staff, the AD and Associate AD/SWA annually.

- 3** Operating Principle 3.3 requires an institution to provide evidence that it has in place programs that protect the health of and provide a safe environment for each of its student-athletes. In order to demonstrate conformity with this operating principle, an institution must periodically evaluate and approve its written emergency medical plan for practices and competition, as well as the emergency medical plan for out-of-season workouts, strength training and skills sessions to ensure the plans protect the health of and provide a safe environment for its student-athletes. After reviewing Page Nos. 146 and 147 of your institution's self-study report, the committee noted that your institution has a written emergency medical plan for practices and competition, out-of-season workouts, strength training and skills sessions. However, the committee noted your institution did not describe the process whereby these plans are periodically evaluated and approved to ensure they protect the health of and provide a safe environment for your student-athletes. Therefore, your institution must provide written evidence describing the process whereby your institution's written emergency medical plans for practices and games, out-of-season workouts, strength training and skills sessions have been periodically evaluated and approved to ensure the plans protect the health of and provide a safe environment for student-athletes.

### **Institution Response to CAC Analysis**

Eastern's Sports Medicine Manual/Emergency Medical Plan addressing practices and competition, out-of-season workouts, strength training and skill session is developed and maintained by the Head Athletic Trainer and staff. Annually the Head Athletic Trainer and staff will evaluate and revise the plans as needed.

Effective September 2007 the plans will be taken forward to the newly hired Policy Administrator for evaluation for compliance with University policies and then reviewed and approved by the Associate AD/SWA to ensure the plans protect the health of and provide a safe environment for student athletes. This process of review will continue on an annual basis.

# Athletics Certification Committee Analysis Report with Institution Responses

## Eastern Washington University

Elements	Goals	Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Periodic review of Athletic Department activities for consistency with goals and objectives set forth in the institution's and Athletic Department's written commitments to student-athlete welfare.	Annual program evaluations are given to all student-athletes at the completion of each season.	Continue to evaluate the goals and programs pertaining to student-athlete welfare and continue to revise or initiate policies and practices as needed.	AD	Annually
Regular review of student welfare issues both within the Athletic Department and for the general student population.	Annual summaries are written following completion of exit interviews, sport evaluations, SAAC meetings, staff meetings, Gender Equity and Diversity Task Force meetings and UIAPB meetings. These summaries are reviewed as part of the ongoing strategic planning athletic department evaluation. The information is used to evaluate the effectiveness of student-athlete welfare programming.	Continue regular review of student welfare issues both within the Athletic Department and for the general student population.	AD, Student-Athlete Advisory Council, Gender Equity Task Force, UIAPB, Diversity Task Force.	Annually
Involvement of student-athletes in the governance and decision-making processes of the Athletic Department.	SAAC provides valuable input and promotes communication among student-athletes and University and Athletic Department administrators.  Student-athletes also serve on the Gender Equity Task Force and the Diversity Task Force. Two positions are designated for student-athletes on the UIAPB.	The SAAC will continue to meet monthly to discuss policies, issues, sport schedules and team reports along with campus and community service projects.  Student-athletes are encouraged to provide their comments and input through the annual program evaluations. They are also made aware of the open-door policy of the Athletic Department senior staff.  Continue to give student-athletes a representative voice in and for the Athletic Department.	AD	Monthly

# Athletics Certification Committee Analysis Report with Institution Responses

## Eastern Washington University

Elements	Goals	Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Review communications, publications and the Athletic Department Policies and Procedures Manual and Student-Athlete Manual.	Require academic advising and provide priority registration, NCAA Choices Grant/Life Skills Class and career counseling workshops.	Continue to review policies and procedures and continue to address the needs of student-athletes and establish new programs as necessary to meet their needs. A revision of the current Student Athlete Manual is taking place which will update practices, forms, contacts and will provide a thorough resource for campus and department policies. Exit interviews and annual program evaluations have been reviewed and will be modified to include a broader range of questions specifically targeted in areas around student-athlete welfare.	AD, Associate AD/ SWA	Annually

Athletics Certification Committee Analysis Report with Institution Responses  
Eastern Washington University