

Governance and Commitment to Rules Compliance

Operating Principle 1.1 Institutional Control

1.1.1 List all "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 Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or non-completion of such required actions. Please 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.

During the first cycle of the NCAA Certification (1998) there were no required corrective actions identified by the peer review team or the NCAA Committee on Athletic Certification. As such, Lehigh has no issues to be addressed in this section.

1.1.2 List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process for Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). Specifically include: (a) the original plan; (b) the actions(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. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

During the first cycle of the NCAA Certification (1998), there were no additional plans for improvement/recommendations developed by Lehigh University during the first-cycle certification process for Operating Principle 1.1. As such, Lehigh has no issues to be addressed in this section.

1.1.3 Describe any additional plans for improvement/recommendations relating to Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

1. Appointed a new Coordinator of Student-Athlete Academic Support Services and new Director of Athletics Fundraising (2001-2002 academic year)

2. Established a new full-time Compliance Coordinator position July 1, 2002

a. Distributed duties of compliance in a 'team' format

2002-2003 Compliance Organization

Compliance activities will be reorganized for the 2002-2003 academic year. Taryn Gall will assume the titular responsibilities of "Compliance Coordinator" with the expectation that our compliance obligations will be distributed and we will implement a functioning "compliance committee." The committee shall include Taryn Gall (as the chair and convener), Cleveland McCray, Julie Oltman, Fran Troyan, Bob Thornton, and either (or both) Karen Adams/Joe Sterrett. Meetings shall occur at least monthly with specific intentions including a review of each area of compliance oversight, preparation of educational programs, evaluation of status, progress, results, and brainstorming ideas.

Key Areas of Compliance Oversight and Distribution of Responsibilities:

- (1) Recruiting (Taryn Gall)
 - A. Rules education for coaches (including ordering manuals for staff)
 - B. Coach certification (preparation, testing, notification, records, etc.)
 - C. Recruiting calendars, dead periods, and etc
 - D. Official visit documentation
 - E. Documentation for phone calls, contacts, evaluations
 - F. Master recruiting compliance files
- (2) Eligibility (Cleveland McCray)
 - A. Initial Eligibility
 1. NCAA Clearinghouse Certification process
 2. Waivers for initial eligibility (core requirements, etc.)
 3. Disability Waivers
 - B. Continuing Eligibility
 1. Institutional certification of "good standing"
 2. Satisfactory progress certification
 - a. credits (12/24)
 - b. 72/25 requirement
 - c. full-time enrollment
 3. Declaration of major
 4. Progress toward degree (40/60/80)
 5. Minimum GPA requirement (90/95)
 - C. Transfer Eligibility
 1. Transfers FROM Lehigh
 2. Transfers TO Lehigh
 - D. Patriot League 5th year/9th semester Eligibility (Joe Sterrett)
- (3) Summer Camps and Clinics (Julie Oltman)
 - A. Classifications, clarifications, record-keeping
 - B. Employment records
 - C. Advertisement
 - D. Camps manual/handbooks for staff
- (4) Other Administrative Compliance Responsibilities (Coordination by Taryn Gall)
 - A. NCAA Reports (Joe Sterrett/Karen Adams)
 - B. Financial Aid/Compliance (Joe Sterrett/Karen Adams)
 - C. Playing/Practice Season (Head Coaches/Taryn Gall)
 - D. Squad Lists/S-A Statements/Drug Consent (Taryn Gall)
 - E. Compliance Manual (Taryn Gall)
 - F. Student-Athlete Handbook (Taryn Gall)

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| G. Staff Handbook | (Taryn Gall) |
| H. Compliance Questions | (Taryn Gall) |
| I. NCAA Mail | (Taryn Gall) |
| J. Patriot League Meetings/Conference Calls | (Taryn Gall) |
| K. Compliance Audit (Internal) | (Taryn Gall) |
| L. Compliance Audit (External) | (Patriot League Office) |
| M. Team Organizational Meetings | (Taryn Gall/Joe Sterrett/SAC) |
| N. Web updates/Alumni Education | (Taryn Gall) |
| O. Student-Athlete Affirmation of Eligibility | (Taryn Gall) |
| P. Awards | (Taryn Gall) |
| Q. Letterwinners | (Taryn Gall) |
| R. Participation Charts | (Taryn Gall) |

(5) Faculty Athletics Representative – Bob Thornton

3. Reauthorized the Faculty Athletics Council (FAC) March 2003 - The structure of the FAC was reaffirmed in accordance with the University's Policy Structure in 2003 and tied into the governance structure of the University. The FAC was originally begun in the early 1990s as an informal committee that was not part of the Rules and Procedures of the Faculty. Now the committee functions within the University policies as defined to be led by the senior administration and reviewed by the faculty which is consistent for every department in the University. The Faculty Athletics Council is an advisory group for the athletics department and the Dean of Athletics consisting of the FAR to the NCAA (who shall serve as its chair) and representatives from each of the undergraduate colleges. The FAC role includes: ensuring that the priority of student falls into the student-athlete experience, helping to promote understanding of athletics among the University and faculty, and providing advisory support to the department and student-athletes. The complete detail can be found in Section 1.1.6 (d) of this document.
4. Improved and strengthened the role of the Faculty Athletics Representative during the 2003-2004 year. The FAR is supported by the rest of the FAC to help strengthen the awareness and support for the roles of the FAR. Additionally, the FAR role now has consistency since appointing the current FAR, Jim McIntosh in 2003 and he attends the National Convention annually.
5. NCAA Interim Review Committee's Report and Presidential Approval in 2002 that brought four recommendations:
 - a. Reauthorize Faculty Athletics Council (FAC) – 2003 – The structure of the FAC was reaffirmed in accordance with the University's Policy Structure in 2003 and tied into the governance structure of the University. The FAC was originally begun in the early 1990s as an informal committee that was not part of the Rules and Procedures of the Faculty. Now the committee functions within the University policies as defined to be led by the senior administration and reviewed by the faculty which is consistent for every department in the University. The Faculty Athletics Council is an advisory group for the athletics department and the Dean of Athletics consisting of the FAR to the NCAA (who shall serve as its chair) and representatives from each of the undergraduate colleges. The FAC role includes: ensuring that the priority of student falls into the student-athlete experience, helping to promote understanding of athletics among the University and

faculty, providing advisory support to the department and student-athletes. The complete detail can be found in Section 1.1.6 (d) of this document.

- b. Removal of section 4.1.7 from R&P (Rules & Procedures of the Faculty, a collection of University academic and student affairs policies) as it is obsolete – January 2003
- c. Revise Chapter 3 of R&P so that it applies to all students and delete the athletic specific documentation. This was also recommended in the April 2003 Final Report of the Student Life Policy Review Committee (a.k.a. the “Sinclair Committee”) but has not yet been implemented (Faculty vote needed). The R&P action items were focused on a designed timeline built on the highest priority items that were most pressing. The discussion/follow-up from the Sinclair Committee Report will be looked at in the Spring of 2006 and was formally placed on the agenda in January of 2006.
- d. Pursuant to the University Policy Structure (adopted in 2002 and amended in 2005), the Athletics Department should develop appropriate policies as it deems necessary and appropriate to fulfill the department’s mission. Review and approval would be through the normal institutional process that is consistent for all university departments. A portion applicable to administrative policies is quoted below with the entire Policy Structure available at: <http://www.lehigh.edu/~policy/>

From Lehigh University’s Policy Structure, Section IV. Administrative Policies: There should, however, be a basic commonality to the management of these important areas of Administrative Policy. In particular, the following four steps should be used across the campus to establish Administrative Policies:

- Administrative Policies should be drafted by professionals in the appropriate policy area.
- An appropriate Advisory Panel that includes significant representation from the faculty and other key constituencies should be identified for each administrative policy area. These Advisory Panels may be constructed from existing faculty, staff, and student committees or created by other means as appropriate. They should review all draft Administrative Policies in an administrative policy area, and assist in their revision. Appropriate Faculty standing committees should also be invited to review and provide timely comments on proposed administrative policies.
- When the Advisory Panel and the designated Senior Administrator are satisfied with a draft Administrative Policy, it should be circulated to the campus for a period of comment.
- The Senior Administrator should determine whether or not an Administrative Policy is ready for final approval and implementation or needs further revision.

The President has the delegated authority to approve Administrative Policies developed using the above process. The designated Senior Administrator for an Administrative Policy area has responsibility for the effective dissemination of the Administrative Policies and the execution of these policies with appropriate rules and procedures.

6. Changed title of Athletics Director to Dean of Athletics (December 2004) –From the Lehigh University press release: “Goodman’s donation establishes the Murray H. Goodman Dean of Athletics position, reflecting Goodman’s strong belief in the complementary role of athletics and academics at exemplary institutions like Lehigh.... Although a number of elite colleges have endowed positions in athletics, the title of ‘Dean of Athletics’ is believed to be the first

such distinction at a Division I institution... Goodman says ... 'I hope this gift will enable Lehigh University to attract more scholar-athletes than ever before.'

7. Addition of new varsity teams
 - a. Women's Golf (2001-02 academic year)
 - b. Women's Crew (2003-04 academic year)
8. Addition of Athletics Merit Aid Scholarships for Men's and Women's Basketball in Fall 1999
9. Non-Athletic Merit Aid Scholarships based on academic achievement to University Financial Aid Policy available to ALL students was restructured in 2000 and the different levels of aid became available as follows:
 - a. Asa Packer Scholars receive a \$15,000 award (available annually) – Fall of 2003
 - b. Dean's Scholars receive a \$10,000 award (available annually) – Fall of 2000
 - c. Lehigh Scholars is a need-based program that replaces the self help portion of an aid package so a student will receive "grant to need" – Fall of 2003

**First Year Students Receiving Merit Aid Paid
Asa Packer, Deans and LU Scholar**

| Student Type | Aid Year | | | Grand Total |
|--------------|-----------|-----------|-----------|-------------|
| | 2002-2003 | 2003-2004 | 2004-2005 | |
| Athlete | 13 | 27 | 19 | 59 |
| Non-Athlete | 127 | 125 | 96 | 348 |
| Grand Total | 140 | 152 | 115 | 407 |

**All Students Receiving Merit Aid Paid
Asa Packer, Deans and LU Scholar**

| Student Type | Aid Year | | | Grand Total |
|--------------|-----------|-----------|-----------|-------------|
| | 2002-2003 | 2003-2004 | 2004-2005 | |
| Athlete | 36 | 56 | 50 | 142 |
| Non-Athlete | 412 | 439 | 408 | 1259 |
| Grand Total | 448 | 495 | 458 | 1401 |

1.1.4 Based upon the institution's experience in the last three years, list the decisions (if any) related to intercollegiate athletics in which the institution's governing board or individual board members have been significantly involved. Describe how the institution's governing board decisions are consistent with those of other on-campus units.

The Board of Trustees is the University's Governing Body. A Trustee Athletics Liaison is assigned specific responsibility for maintaining regular contact with the department to ensure that the department is functioning within the University's educational mission. Additionally, a report is given by the Dean of Athletics to the Board of Trustees Student Affairs Committee at each of the Board of Trustee meetings held during the year. The Student Affairs Committee oversees Admissions, Athletics, Alumni and Student Affairs. University and Board Leadership are currently in the process of updating the Board of Trustee Bylaws to better explain the role of the Student Affairs Committee as well as provide more detail on what departments are overseen by this committee. The role of Lehigh's major decision making process is detailed in section 1.1.6.

The following is a list of decisions overseen by the Student Affairs Committee.

1. Addition of Women's Golf as a varsity sport for the 2001-2002 academic year
2. Addition of Women's Crew as a varsity sport for the 2003-2004 academic year
3. Physical Plant Improvements
 - a. Separate Men and Women's Basketball locker rooms built as an addition to Stabler Arena
 - b. Cundey Varsity House training areas expanded and made available to all varsity teams
 - c. Grace Hall renovated benefiting Women's Volleyball, Wrestling, Men's and Women's Basketball, Women's Crew and non-varsity sports
 - d. Ulrich Turf/Grass Complex was completed benefiting Men's and Women's Lacrosse, Men's and Women's Soccer, Field Hockey, Football (practice), Baseball (practice), Softball (practice)
 - e. Encouraging athletic endowed positions in fundraising efforts is now comparable to the University design for fundraising efforts to endow faculty positions
 - f. Approval to proceed with Golf Practice Complex (presentation of plan to City Planning Commission, building phases) - Spring 2004
 - g. Indoor Chipping and Putting Green installed for varsity use - Spring 2005
4. An Athletics Strategic Plan was developed (2004-2005) in concert with the president and has been adopted for planning, prioritization, and operating purposes. The complete Athletics Strategic Plan will be made available to the peer review team upon their visit.

5. Approval of Athletics fundraising model within the university capital campaign (endowment and unrestricted funding) and university loan to secure forward-funding model of self-generated resources.

1.1.5 Based upon the institution's experience in the last three years, list the decisions related to intercollegiate athletics in which the institution's president or chancellor has been significantly involved.

The President is the Chief Executive Officer of the University. The Dean of Athletics is a member of the President's Senior Staff. The Senior Staff meets weekly and, in addition, all policy changes are required to receive the President's final approval.

1. Approval and charge of 2002 Interim Review Report given to Athletics Department by President
2. Addition of Women's Golf as a varsity sport for the 2001-2002 academic year
3. Addition of Women's Crew as a varsity sport for the 2003-2004 academic year
4. Physical Plant Improvements
 - a. Separate Men's and Women's Basketball locker rooms built in Stabler Arena
 - b. Cundey Varsity House training areas expanded and made available to all varsity teams
 - c. Grace Hall renovated benefiting Women's Volleyball, Wrestling, Men's and Women's Basketball, Women's Crew and non-varsity sports
 - d. Ulrich Turf/Grass Complex was completed benefiting Men's and Women's Lacrosse Men's and Women's Soccer, Field Hockey, Football (practice), Baseball (practice), Softball (practice)
 - e. Hiring of athletic positions are now treated as a hiring for a faculty positions by encouraging endowed positions (especially for Head Coaching positions)
 - f. Approval for Golf Practice Complex (presentation of plan to City Planning Commission, building phases)- Spring 2004
 - g. Indoor Chipping and Putting Green installed for varsity use – Spring 2005
5. An Athletics Strategic Plan was developed (2004-2005) with input and approval of the President and has been adopted for planning, prioritization, and operating purposes.

6. Approval of Athletics fundraising model within the university capital campaign (endowment and unrestricted funding) and university loan to secure forward-funding model of self-generated resources

1.1.6 Describe the process by which the institution makes major decisions regarding intercollegiate athletics. In so doing, describe the role and authority of the institution's governing board, the president or chancellor, the athletics board or committee (if one exists), the faculty athletics representative(s), the director of athletics, and any other appropriate campus constituencies (e.g., faculty, students, institutional personnel involved in rules-compliance activities) in this process.

Lehigh's organizational structures, commitment to academic excellence, size, and history all contribute to an institutional environment that fully integrates athletics into university governance and the university's educational mission. Consistency of decision-making with respect to intercollegiate athletics is achieved by sound formal reporting structures, a consistent university philosophy of intercollegiate athletics, and the involvement of appropriate campus constituencies in athletics. The Department operates as any department on campus would in this regard.

Among the formal mechanisms that ensure consistency of athletics decisions are: a Trustee Athletics Liaison who maintains direct Board contact with Athletics; a Dean of Athletics who has direct reporting status to the President and who reports regularly to the Board of Trustees Student Affairs Committee; and a Faculty Athletics Council and Student-Athlete Council that provide advisory support for athletics policy development, assist in integrating athletics into university academic and student life, and promote student-athlete welfare. While these formal reporting relationships create a foundation for ensuring consistency of decision-making, of equal importance are the ways in which Lehigh's institutional character, its size, and its history have helped to weave athletics into the fabric of university life.

Dating far back in Lehigh's history, the University has articulated high academic expectations for its student-athletes. In 1920, Tom Keady (Football and Baseball Coach 1912-1922) described these expectations: "I favor keeping our own teams clean and demanding that our rivals do the same. We have a handicap which we can never overcome, and that is the fact that our standards of scholarship are high and every five weeks during the year those standards are applied, and if a man fails to live up to them he is dropped from college. The result is that every man on our teams must be not only a bonafide student, but a student of good grade. We are proud of that fact, and if we cannot have good teams without lowering Lehigh's standards, then I for one don't want them. But that we can have the best teams composed of high grade men is proven by the past. And we can have them in the future if everyone, be he alumnus or undergraduate, is willing to recognize his responsibility and shoulder his share of the load." As an institution consistently ranked among the top national research universities, Lehigh's focus on academic excellence extends into intercollegiate athletics. The University's leadership role in the creation of the Patriot League, which was founded on the principle of admitting student-athletes who are academically representative of their class, demonstrates Lehigh's commitment to both academic and athletic excellence. The recent establishment and endowment of the first Dean of Athletics position underscores this focus. Finally, Lehigh's size (4,577 undergraduates and 2,064 graduate students, 432 full-time faculty) is well-suited for providing meaningful involvement of faculty and

students in athletics decision-making and programming. While these qualities and characteristics of Lehigh do not have the formal status of governance structures or reporting lines, they are nonetheless significant factors creating institutional control and shared responsibilities for intercollegiate athletics as described in Operating Principle 1.1.

1. Role of the Governing Board in making Decisions: The Board of Trustees is the University's governing body. The Board is a group of individuals elected by members of the corporation, are empowered by law to act as a body to make policy decisions and to govern the affairs of the University. The Board of Trustees is composed of members who are nominated because of their stature and influence in the Lehigh community and their respective expertise.

The Board of Trustees sets the tone and projects the image of Lehigh University. While Board members are not involved in the day to day operation of the University, they are responsible for seeing that the beliefs and principles of the University and its goals and objectives are carried out in the operations.

The Board of Trustees receives reports on the affairs of the Department of Athletics at each meeting of the Board, as presented by the Dean of Athletics to the Board Committee on Student Affairs. (Source: Board of Trustees Membership and Information publication, 2005-06, page 2).

2. Role of the Chief Executive Officer in making Decisions: The University President is the chief operating officer of the University, reporting to the Board of Trustees. The President reviews and participates in all significant policy decisions. Operating oversight and management of the Department of Athletics is delegated by the President to the Dean of Athletics, who reports directly to the President.
3. Role of the Athletics Board or Committee in Making Decisions: Lehigh does not operate with a specific "Board" for Athletics or with an "Athletics Committee." Athletics decisions are made within a sound and formal reporting structure, a well defined philosophy for the conduct of the intercollegiate athletics program and the involvement of appropriate campus constituencies. This decision making process is the same as for any other campus department.
4. Role of the Faculty Athletics Representative (FAR) and Faculty Athletics Council (FAC) in making Decisions: The Faculty Athletics Council is an advisory group for the athletics department and the Dean of Athletics consisting of the FAR to the NCAA (who shall serve as its chair) and representatives from each of the undergraduate colleges. Each of the six to ten members shall have been nominated by the FAR and appointed by the President for a term of between two and four years. Terms shall be staggered so as to moderate annual turnover, improve continuity of the council and to ensure representative membership. The Lehigh representative to the Patriot League Policy Committee, the past-FAR and the Dean of Athletics shall serve as ex-officio members of the council. The council shall meet formally at the call of the FAR at least once per academic semester and more frequently in informal gatherings. The role of the council shall include the following:

- a. To encourage and to help maintain a clear commitment to academic integrity within the Lehigh athletics program
 - b. To ensure as a priority the commitment to the 'student' in all student-athlete activities
 - c. To promote greater understanding and appreciation among faculty members and others in the Lehigh University community for the role of athletics at Lehigh
 - d. To participate in and provide advisory support for the establishment, maintenance, and interpretation of all athletics policies
 - e. To provide counsel to the Dean of Athletics concerning matters of athletics policy formulation, budgetary planning, educational programming, staff development and athletic scheduling by annually reviewing and discussing these areas
 - f. To provide counsel to the FAR in matters of student-athlete eligibility, "standing or students" committee (SOS) actions, general student-athlete academic advancement and NCAA legislative proposals
 - g. To provide counsel to Lehigh's Patriot League Policy Committee representative and Dean of Athletics on League matters
 - h. To participate in and review the results of periodic institutional/departmental self study processes including the NCAA required institutional self-study and certification
 - i. To ensure that the athletics department mission statement, vision, values, challenges and priorities are reviewed annually, and that any proposed changes are appropriate and acceptable to the broader educational community
 - j. To review annually all athletics department program reviews, program plans, exit interviews, progress reports on athletics department plans for meeting equity and minority opportunity obligations, reporting findings to the president
 - k. To advise the President on athletics issues as requested
5. Role of the Dean of Athletics in making Decisions: The Dean of Athletics reports directly to the President and is a reporting member to the Board of Trustees Student Affairs Committee.
 6. Role of the Student-Athlete Council (SAC) in making Decisions: The design of the SAC is similar to the FAC, and it is charged with helping to promote understanding between athletics and the university community, providing advisory support and review on athletics policies ensuring student-athlete input into decision making and policy creation and promoting student-athlete welfare.
 7. The Student-Athlete Executive Board in making Decisions: The Student-Athlete Executive Board guides the Student-Athlete Council. This group reports to the Senior Woman Administrator, the Dean of Athletics and the Public Relations Coordinator. Within the

Executive Board, representatives from the following Student organizations report prior to Student-Athlete Council meetings: Community Outreach by Athletes who Care about Helping (COACH), Student-Athlete Mentoring Program (SAM), and Patriot League Student-Athlete Council.

1.1.7 Please provide the composition of the athletics board or committee (including titles and positions).

The governance structure at Lehigh functions without an Athletics "Board" as defined in the traditional sense. In place of a formal board structure, Lehigh uses a number of integrated committees that function together for the purposes of setting policy, making decisions, and compliance education efforts. These committees include the Student-Athlete Council, the Faculty Athletics Council, the President's Leadership Council, and the Student Affairs Committee of the Board of Trustees.

Information to be available to the peer-review team, if requested

1. Minutes of Athletics Board or Committee Meetings
2. Composition of Institution's Governing Board (including titles and positions)
3. Minutes of the Institution's Governing Board Meetings
4. Published policies of the Institution's Governing Board
5. An institutional organizational chart and an athletics department organizational chart

Operating Principle 1.2 Rules Compliance

1.2.1 List all "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 Operating Principle 1.2 (Rules Compliance). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or non-completion of such required actions. Please 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.

1. Modify the Mission Statement – This procedure is no longer required as part of the self-study. However, Lehigh has updated the mission statement and it is reviewed annually by staff and student-athletes. The mission statement has also been placed for visibility throughout the Department. The mission statement is in framed plaques within the department, printed in the SA Handbook and posted on the website. Sent to the NCAA CAC Liaison September 1999; Approval by the NCAA was granted November 1999
2. Ensure Regular participation of persons outside of athletics in critical and sensitive areas – The University has increased the quantity and formality of the participation of persons outside of the department. Job descriptions for employees in offices with NCAA responsibilities (Registrar, Financial Aid, Admissions) include a formal statement about adherence to NCAA rules and further description is detailed in this section. Sent to the NCAA CAC Liaison September 1999, Approval by the NCAA was granted November 1999; Reviewed again in 2005-2006 Academic Year to ensure roles are still accurate and sufficiently documented.
 - a. Board of Trustees and President (Chief Executive Officer) – oversee all athletics department activity
 - b. Faculty Athletics Council – oversee policy changes and make recommendations to the FAR (who reports to the President) regarding athletics, a full description of the FAC is included in section 1.1.6(d)
 - c. Student-Athlete Council – is governed by the Student-Athlete Council Executive Board and reviews policies and makes recommendations to the senior department staff and ensure student-athlete welfare
 - d. Registrar's Office – oversee all academic eligibility of student-athletes, including transfer student-athletes, by signing off on final rosters, auditing all student-athletes academic records in accordance to NCAA bylaws and provide support for reporting
 - i. Registrar – From the Position Description: To perform the functions of the Registrar that include (but are not limited to) implementation of faculty policy campus wide, degree audit and verifications for all current and former University degree recipients, build the university class schedule, supervise the building of the calendar to assure that it meets accreditation standards, supervise the registration process for graduate

and undergraduate students, process and evaluate transfer credit for all transfer admission candidates and continuing degree students, establish procedures for verification of attendance and deferments for student loans and off campus agencies, comply with government, accreditation and NCAA statistic reports, and supervise athletic eligibility certification. Directly responsible to operate and manage the office according to ethical and procedural guidelines established by US Department of Education, FERPA (Family Educational Rights and Privacy Act), AACROA (American Association of Collegiate Registrars and Admission Officers) and Rules and Procedures of the faculty of Lehigh University. Also, to develop and train staff to assist in these functions and provide services to all office "users" in a timely and accurate fashion. Accountability: NCAA student-athlete certification of continuing academic eligibility for degree progress standards. Position is also responsible for initial certification of transfer student-athlete eligibility. Run transfer credit and degree progress reports to certify student-athlete rosters and academic progress

- ii. Associate Registrar - From the Position Description: Develop policies and procedures related to research, student services and enrollment management while adhering to requirements and guidelines established by the University Policies and Procedures and Faculty Committees. Work with faculty, advisors, associate deans, enterprise systems staff, and the University Registrar in establishing short and long term technology priorities and implementation plans for key initiatives and upgrades. Maintain NCAA Athletic Eligibility in regard to satisfactory academic progress and work with the Athletics Department for continuing eligibility issues. Oversee various aspects of the collection and dissemination of data, provide academic and student data for institutional research, and prepare and publish official enrollment statistics. Provide oversight and management of Registrar's Office policies and procedures, all aspects of academic records, graduate and undergraduate registration, student information systems, institutional statistical reporting and university research. Experienced team leader with proven analytical and communication skills in order to represent the school's interests effectively on complex committees, and to provide responsive service to all members of the University community. Accountability: NCAA Athletic Eligibility. Maintain NCAA Academic Athletic Eligibility in regard to satisfactory academic progress and work closely with the Athletics Department for continuing academic eligibility issues. Involves working directly with the Athletic Compliance Office, the NCAA, and the Patriot League personnel, advisors, faculty, department heads, Associate Deans, student-athletes, parents, related third-party representatives. Develop and maintain processes for athletic statistical reporting, NCAA statistical reporting, and ongoing processes related to academic athletic eligibility. Provide final athletic eligibility rosters to Athletics Department. This position is responsible to review individual degree audit evaluations for all student-athletes to measure satisfactory academic progress eligibility in section 14 of NCAA Manual. Assists in initial certification of transfer student-athlete eligibility and coordinates with the Admissions Office.
- iii. Assistant Registrar - From the Position Description: This position maintains the Degree Audit Reporting System which monitors students in their academic progress toward the degree requirements. Clears all students for graduation. Manages the LVAIC (Lehigh Valley Association of Independent Colleges) program. Meets with

Deans and academic department chairs to update Degree Audit programs as needs of the degree requirements change. Assists Registrar with transfer credit evaluation and processing. Constructs and maintains using the degree audit reporting system rules to evaluate all academic degree program progress including all college programs and NCAA continuing eligibility rules under the supervision of the Associate Registrar.

- e. The Office of Admissions – oversees admittance of all students, including student-athletes. The assigned duties apply to the title of the job and may move between staff members depending on staff retention and adjustment to coverage areas.
 - i. Director of Admissions - (NCAA/athletic accountability) - From the Position Description: This position manages the staff responsible for athletics recruiting, and advises the Dean on the potential impact of a particular athletic recruit upon our ability to meet the Patriot League guidelines. NOTE: The Director of Admissions annually reviews the assignment of athletic recruiting coordination and may assign them of another person than the Senior Associate. The Director is then responsible for training.
 - ii. Senior Associate Director of Admissions - (NCAA/Athletic accountability) From the Position Description: Work closely with head coaches from various intercollegiate and varsity level athletic programs; maintain the policies of the Admissions Office within an athletics context. Coordinate and manage recruitment efforts of various varsity level athletic programs as assigned; articulate a clear and concise recruiting plan to head coaches; review applications from recruited athletes.
- f. The Office of Financial Aid – oversees awarding of financial aid for all students, including student-athletes, and reviews the University policies and ensures they are in compliance with all NCAA bylaws
 - i. Director of Financial Aid - From the Position Description: To perform the functions of Financial Aid Director which include implementation of policy and procedure for the determination of financial aid eligibility (including needs analysis, satisfactory progress and citizenship) in compliance with institutional, federal, state and NCAA requirements. To establish procedures for the tracking and awarding of financial aid. To establish procedure and verify accuracy for statistical reporting for institutional research, administrative requests, federal, state and NCAA agencies. Directly responsible for the operation of the department/staff. Prepare and reconcile budgets including institutionally funded financial aid budget (approx. \$41M). Prepare reports/requests for federal and state government to request funding; act as liaison with federal and state agencies for audit purposes. Develop and train staff to assist with the above mentioned tasks.
 - ii. Associate Director of Financial Aid - From the Position Description: Supervise, evaluate and train all exempt staff, setting goals and objectives and completing performance reviews. Work with staff implementing policy and procedure of the department and governing agencies to ensure compliance. Provide updates regarding changes in institutional, federal and state guidelines. Evaluate aid applications invoking professional judgment in special circumstances. Meet with students and

parents (current and prospective) to review financial aid eligibility and planning. Provide support to the Athletics Department during recruitment by providing early estimates of eligibility in compliance with NCAA guidelines. Accountability: Determination of financial aid eligibility. Provide early needs analysis information to coaches on recruited athletes following all federal, state, institutional and NCAA guidelines.

- iii. Systems Manager of Financial Aid - From the Position Description: Manage and test aspects of all systems utilized in the Financial Aid Office, with SCT Banner being the main system of the university. Provide staff training on said systems. Supervise the Data Processing Coordinator and train as appropriate to provide support as needed. Ensure compliance with institutional, federal, state and NCAA regulations in statistical reporting. Assist Director as needed. Accountability: Provide reports for internal and external requests. Create and provide NCAA reports to the Athletics Department.
 - g. Director of the University Budget – oversees all on-campus budgetary and financial activity
 - h. Director of Internal Auditing – responsible for performing financial, operational, compliance, investigative and information systems audits throughout all areas of the University. (Note that the Patriot League Office has the responsibility for performing the required NCAA compliance review every four years.)
 - i. External Audits are completed every year by an independent public accounting firm (financial) and by the Patriot League Office (NCAA compliance)
 - j. Institutional Research Office – assists with reporting
3. Evidence that the institution completed the Compliance Policies and Procedures Manual – The manual was completed and it is updated annually to ensure that it remains current with NCAA Rules and Athletics Department and University organization, procedures, etc. Sent to the NCAA CAC Liaison September 1999; Approval by the NCAA was granted November 1999

1.2.2 List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process for Operating Principle 1.2 (Rules Compliance). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) an explanation for any partial or non-completion of such required actions. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

During the first cycle of the NCAA Certification (1998), there were no additional plans for improvement/recommendations developed by Lehigh University during the first-cycle

certification process for Operating Principle 1.2. As such, Lehigh has no issues to be addressed in this section.

1.2.3 Describe any additional plans for improvement/recommendations relating to Operating Principle 1.2 (Rules Compliance) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

1. Hired a full-time Compliance/Recruiting Coordinator (Summer 2002)
2. Established a Compliance Committee that reviews all areas of compliance, discusses policies and reports on all documents and violations. The compliance committee consists of the Patriot League Policy Representative, FAR, FAC, Dean of Athletics, Senior Woman Administrator (SWA), Compliance Coordinator (CC), Athletics Department's Director of Academic Support and Director of Camp Operations. The committee meets monthly and includes membership internal and external to the Athletics Department for a team approach to compliance.
3. Hired a full-time Director of Camps who reports on rules compliance to the monthly compliance committee meeting
4. Completed the Compliance Policies and Procedures Manual (as approved by the NCAA Committee on Athletics Certification, November 1-2, 1999)
5. Improved the Student-Athlete Handbook and made it available on the Athletics website at: www.lehighsports.com/info/handbook
6. Increased participation of the Faculty Athletics Representative in monthly compliance committee meetings, attendance at NCAA FAR conventions and the position has gained consistency with keeping the same FAR since the 2003-2004 appointment
7. Reauthorized the Faculty Athletics Council (see section 1.1.6(d) for further detail)
8. Added an alumni/booster page to the website that includes rules compliance information as well as printing this information in game programs and sending it out in mailings. The website is available at: www.lehighsports.com/info/compliance/
9. The official visit process has been standardized for all varsity sports with standard forms and filing prior to the visit as required by the NCAA (sample forms will be made available to the peer review team upon their visit)
10. Required signature of SWA and review of CC on all recruiting expenditures

1.2.4 Describe how the activities of the institution's athletics booster groups, support groups and other representatives of the institution's athletics interests are maintained under the clear control of the institution, including whether institutional personnel serve on booster-club, support group or foundation boards.

1. Alumni and Friends compliance overview available on the Athletics website available at: www.lehighsports.com/info/compliance/
2. Mailings to donors include “Do’s and Don’ts” list as well as encouragement “to ask before doing” (sample list will be made available to the peer review team upon their visit)
3. Game day programs include the alumni and friends Do’s and Don’ts list (sample list will be made available to the peer review team upon their visit)
4. Season ticket holders are sent the Do’s and Don’ts list (sample list will be made available to the peer review team upon their visit)
5. Booster Clubs associated with Lehigh Athletics
 - a. Wrestling Club (Bylaws available in Appendix) – The main function and goal for this “booster group” is to increase support through participation and attendance for athletic activities in the community (Lehigh University). The Wrestling Club has been in existence for 35 years. It is not a financially driven club (annual dues are \$35/year). Bylaws for the Wrestling Club will be made available to the peer review team upon their visit.
 - i. Direct supervision of group is the Lehigh University Alumni Association
 - ii. Head Coach is a member of the Wrestling Club Board
 - iii. Purpose is promotion and attendance and not financial support
 - iv. If individual contributions are made, they are handled through the Athletics Partnership and normal University operational guidelines apply
 - b. Southside Booster Club - The main function and goal for this “booster group” is to increase support through participation and attendance for athletic activities in the community (Lehigh University). The core membership in this group is from the local community and current/past parents of Lehigh athletes. The Southside Booster Club has been in existence since 1972. It is not a financially driven club (annual dues are \$20/year). Bylaws for the Southside Booster Club will be made available to the peer review team upon their visit.
 - i. Dean of Athletics is an acting liaison to the Club
 - ii. Purpose is promotion and attendance, not financial support

- iii. If individual contributions are made, they are handled through the Athletics Partnership and normal University operational guidelines apply.
- c. Lehigh Athletics Partnership - The Lehigh Athletics Partnership is a program of fellowship, recognition and financial support for the Lehigh Athletics Department. It functions as part of the University Development Office's Annual Fund. The Athletics Department oversees the athletically restricted contributions through the Lehigh Athletics Partnership Program. The program does not offer privilege based on contributions made directly to athletics that would affect the total gift value.
 - i. This area functions as part of the Athletics Department but works closely with the University Development Office following their guidelines and policies
 - ii. Direct line of reporting is to the Dean of Athletics

1.2.5 Identify how the institution has organized itself to maintain compliance with NCAA rules. Specify the individual (other than the institution's compliance officer/coordinator) who the president or chancellor designates as being responsible for the institution's rules compliance. Also, include a description of the reporting lines for and responsibilities assigned to the faculty athletics representative, director of athletics, compliance coordinator, coaches, and other key individuals inside and outside athletics (e.g., registrar, financial aid officer, admissions director, internal auditor) who are responsible for documenting and monitoring compliance with NCAA rules, including but not limited to eligibility certification, investigation and self reporting of violations and monitoring of financial aid.

1. Review and approval of all documents for Athletics Policy and Procedures is done by the Faculty Athletics Council and Student-Athlete Council. When new or modified policies affecting student-athletes and athletics programs are needed, the Athletics Department will prepare drafts of proposed policies for thorough review by the Student-Athlete Council and Faculty Athletics Council and will revise them as appropriate. The revised versions will be disseminated electronically for comment by faculty, staff and students before a final version is prepared. Subject to the President's approval, the final version will be an Athletics Department Policy. The Dean of Athletics will be responsible for its dissemination.
2. The Dean of Athletics is designated by the President as being directly responsible for the institution's rules compliance. The Dean of Athletics is a member of the President's Senior Staff and reports all compliance activities to the President.
3. The Faculty Athletics Representative (FAR) consults regularly with the Dean of Athletics and reports to the President on matters of interest or concern. The FAR makes recommendations of possible candidates for the Faculty Athletics Council (FAC) to the President and serves as the Chair of the FAC or assistant (past) Chair of the FAC. The FAR attends the annual NCAA FAR convention and reports back to the FAC. The FAR often attends Patriot League Policy Committee meetings and is a resource for student-athletes on academic eligibility or problems and legislative issues.

4. The Patriot League Policy Committee Representative acts on behalf of the President and makes recommendations on League and NCAA policies to the Patriot League Executive Committee of the Council of Presidents.
5. Patriot League Committee on Athletic Administration Representatives (Dean of Athletics and Senior Woman Administrator) act on behalf of the President and make recommendations on League and NCAA policies to the Patriot League Executive Committee of the Council of Presidents.
6. Patriot League Committees that report to the Policy Committee:
 - a. Admissions Directors Committee – this committee meets to review NCAA and league policies that affect admissions procedures
 - b. Financial Aid Directors Committee – this committee meets to review NCAA and league policies that affect financial aid procedures
7. Patriot League Committees that report to the Committee on Athletic Administration
 - a. Sport Management Committee – this committee also has responsibility for oversight of the other following league committees: Student-Athlete Advisory Committee, Sports Medicine Committee and Media Relations Committee
 - b. Marketing and Television Committee – this committee meets to review NCAA and league policies that affect promotional activities
 - c. Compliance Coordinators Committee – this committee meets to review NCAA and league policies that affect compliance responsibilities on campus
 - d. Patriot League SAAC – this committee was established to deal with welfare matters pertinent to all student-athletes in the League and the NCAA. In addition, the League SAAC will serve as a support for campus SAAC's in their charge to ensure the interests of all student-athletes.
8. The Compliance Coordinator (CC) has responsibilities for compliance oversight and direct responsibility for areas of recruitment, education and other specific assigned duties as listed below. The CC is responsible for oversight of all areas of compliance and for running the Compliance Committee meetings. Compliance duties will be distributed according to the organization and distribution of responsibilities. The CC reports directly to the Dean of Athletics and the Senior Woman Administrator. The main duties of the CC include oversight and assistance in areas of recruitment, interpretation and education (including manuals and Student-Athlete Handbook), Student-Athlete forms, NCAA affirmations (formal signed rosters), some reporting and assistance in other areas of compliance. The CC is also responsible for self-reporting any violations, investigations when necessary and filing of petitions when needed. The CC is a direct liaison to the Patriot League Office as well as the NCAA.

9. The Senior Woman Administrator (SWA) has responsibility for financial aid compliance, some NCAA reporting, oversight of the Student-Athlete Council, coordination of annual coaching reviews and senior student-athlete exit interviews. She reports directly to the Dean of Athletics.
10. The Compliance Committee has dual reporting responsibility: the internal Athletics Department staff reports to the Dean of Athletics and the FAC reports to the FAR and President. The committee meets monthly during the academic year and, when needed, more frequently. Monthly meetings consist of reports on recruitment, academic eligibility, camp operations, general compliance (report requirements, etc.), violations and current rules education efforts.
11. The Director for Academic Support reports to the Dean of Athletics and is responsible for tracking all areas of eligibility (initial, continuing and transfer). This position works closely with the Registrar's Office to help review all eligibility. This person is responsible for communication of all eligibility matters to the coaching staff, SWA and Dean of Athletics.
12. The Registrar's Office assists the Athletics Department with review of student-athlete's for all eligibility rules (progress towards degree, major declaration, term eligibility, etc). The Registrar's Office signs off on the official roster prior to team competition and works closely with the Director for Academic Support on eligibility matters. For reporting, the Registrar's Office works closely with the CC or Institutional Research Office to ensure the data is accurate. See detail on the Registrar's Office provided in Section 1.2.1
13. The Financial Aid Office is responsible for all Financial Aid packaging and adherence to NCAA Rules. This position reports directly to the Dean of Admissions and Financial Aid and works closely with the SWA (responsible for squad lists), the Dean of Athletics and coaches. See detail on the Financial Aid Office provided in Section 1.2.1
14. The Admissions Office is directly responsible for all applicant review and decisions. The Director of Admissions reports to the Dean of Admissions and Financial Aid and oversees all Admissions staff including those with sport specific liaison duties. The Admissions Liaisons work closely with coaches and the CC to ensure recruitment efforts are standardized across the university. The Admissions staff seeks clarification on rules from the CC where necessary. See detail on the Admission's Office provided in Section 1.2.1
15. The Office of Institutional Research is involved in reporting Graduation Rates and Academic Progress Reports to the NCAA. The office works with the Dean of Athletics to ensure the cohort is correctly defined and the right data is being selected.
16. The Director of Camp Operations is responsible for direct monitoring of camps under NCAA rules. The Director reviews all brochures, hiring and advertisement for camps and helps with rules education sessions prior to the summer. The CC is used for interpretation questions in areas of camps.
17. The Director of Internal Audit, who reports directly to the University Board of Trustees, is authorized to perform compliance internal audits within the area.

1.2.6 Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals inside the Athletics Department.

1. Adherence and responsibility for rules compliance is stated in the annual commitment letter signed by all department employees
2. Position descriptions include responsibility for compliance to NCAA rules
3. All employees sign on an annual basis the NCAA form stating that they have reported or are unaware of any violations
4. Rules education is an ongoing process at monthly staff meetings

1.2.7 Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals outside the Athletics Department who are involved in rules-compliance activities.

1. Position descriptions include a statement for responsibility of compliance to NCAA rules for all employees in the Registrar's Office, the Admissions' Office and the Financial Aid Office that work with NCAA rules and regulations. Detail on these offices provided in Section 1.2.1
2. All external offices with duties directly related to NCAA compliance receive the NCAA Division I Manual annually (Registrar's Office, Office of Financial Aid and Office of Admissions)
3. Funding is provided for attendance to the NCAA Regional Rules Seminar by department budgets

1.2.8 Please indicate by clicking "yes" or "no" by the areas below, whether the institution has written policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance.

| | |
|--|-----|
| Initial Eligibility Certification | YES |
| Continuing-eligibility certification | YES |
| Transfer-eligibility certification | YES |
| Financial aid administration, including individual and team limits | YES |
| Recruiting (e.g., official visit, etc) | YES |
| Camps and clinics | YES |
| Investigations and self-reporting of rules violations | YES |
| Rules education | YES |
| Extra Benefits | YES |
| Playing and Practice Seasons | YES |
| Student-athlete employment | YES |

1.2.9 Describe the institution's rules-education efforts for all individuals associated with the athletics department, including student-athletes, coaches, other athletics department staff members, other institutional staff members and representatives of the institution's athletics interests.

1. Overview. The Rules Compliance Program contains the following key elements:
 - a. an avenue for pushing information out to the groups/individuals,
 - b. an avenue for groups/individuals to find information (pulling),
 - c. an avenue for groups/individuals to ask questions

Rules Education is focused on three primary methods of providing information to Lehigh student athletes, coaches, administrators, friends, and alumni: “**PPQ**”: (1) methods of “**pushing**” rules information; (2) resources for “**pulling**” rules information; and (3) creation of an environment that encourages **questions** about rules compliance. Lehigh’s Rules Compliance Program includes all three of these methods.

“**Pushing**” of rules information includes, for example: regular scheduled rules education programs and orientation, head coaches meetings, distribution of electronic (e-mail) notices and hard copy publications, game day programs, etc. These tools and methods provide “just in case” education designed to inform Lehigh student athletes, coaches, administrators, friends, and alumni so that they understand Lehigh Athletics’ philosophy and commitment to rules compliance, key NCAA, League, and University rules and policies, and rule changes or “hot topics” so that they are prepared in advance to comply with applicable rules.

“**Pulling**” of rules information includes, for example: the Athletics website’s Compliance webpage and portal, with links to NCAA resources on rules compliance and education, League rules, and Compliance Coordinator and Athletics staff telephone and e-mail contact information. These tools provide the capability to provide “just in time” education designed to inform Lehigh student athletes, coaches, administrators, friends, and alumni about rules compliance at the specific time they may confront a rules issue.

Encouraging **Questions** is the final, but equally important, component of Lehigh’s Rules Education Program. Questions from student athletes, coaches, administrators, friends, and alumni represent valuable opportunities for educating our Athletics community about NCAA, League, and University rules and policies and our compliance philosophy. This includes creating an “open door” environment that encourages asking questions, rather than guessing, about the meaning and applicability of rules when there are doubts or uncertainties.

2. Oversight. Rules Education is overseen by the Compliance Coordinator (CC). The Compliance Coordinator provides most of the education efforts but is assisted by other key staff with compliance responsibilities which include: the Dean of Athletics, the Senior Woman Administrator, the Assistant to the Dean of Athletics for Academic Support, the Director of Camp Operations, the Business Manager, the Director of the Athletics Partnership, and representatives from external departments including the Registrar,

Admissions and Financial Aid. The Head Coaches are also used as primary point of contact for distribution of rules compliance information and are expected to educate their own staff and student-athletes on rules compliance issues. Rules compliance is a part of the Head Coaches' job description and is written in their employee commitment letter that is signed annually with the Dean of Athletics. Other university staff members that are not in the Athletics Department also have rules compliance responsibility documented in their job descriptions (See detail on these offices provided in Section 1.2.1).

3. Plan. The CC submits an annual written plan (May 30) which includes a segment on rules education strategies for the year.
4. Process. The NCAA rules education process is on-going and involves a number of constituents such as: the Athletics Department staff, student-athletes, university faculty and staff, the Faculty Athletics Council, alumni, representatives of athletics interests, parents, campers, fans, visitors, etc.
 - a. Rules Education programs are developed in the following ways:
 - i. A topic that is pertinent to a particular time of the year
 - ii. NCAA "Hot Topic" legislation or interpretations through their web-based database that are used in our regular rules education
 - iii. A topic where a violation recently occurred
 - b. The main avenues for rules compliance education are:
 - i. Head coaches meetings. This is the best avenue for education of our head coaches meetings. The rules compliance section of our head coaches meetings always includes a hard copy of the topics covered and head coaches are expected to share these topics with their coaching staff and student-athletes where applicable. Depending on the topics covered, copies of the meeting's agenda are placed in the assistant coaches' mailboxes. For example, education on allowable roles of a manager and administrative assistant was a February hot topic from the NCAA and it was communicated by placing copies in all head coach mailboxes, all administrative assistant mailboxes and sent through campus mail to all of our manager mailboxes. Additionally, this topic has consistently been discussed at head coach meetings throughout the year.
 - ii. Hard copy information (placed in mailboxes, sent through mailings or placed in game day programs).
 - iii. Electronic form (e-mail) and website. Rules compliance information is currently available to all visitors to the Lehigh Athletics website. There are two places that contain most of the educational documentation: the Student-Athlete Handbook and the compliance page. The Student-Athlete Handbook webpage includes: the department philosophies, general reference information and regulations in the areas of financial aid and eligibility. The compliance page contains NCAA and Patriot

League guidelines. The page is formatted into a “Do’s and Don’ts” Section for alumni, visitors and friends as well as a reference to the Patriot League Code of Conduct and a link to all of the League Governance documents that are available. The compliance section encourages anyone to contact the Compliance Coordinator directly by phone, mail or email for further questions.

- iv. The University is currently working on an athletics channel or tab in the university portal. This will provide a great place for a compliance corner that will be seen by all staff and student-athletes. It will also provide the ability to create groups which will assist in disseminating more focused rules education (i.e. targeted emails can be sent rather than blanket bulletins). The University is using the portal as a main vehicle for communication on all issues for students, faculty and staff. Creating a channel or tab dedicated to athletics and specifically to rules education will leverage an existing system that everyone is familiar with and already using.
- v. The monthly Compliance Committee meetings. Rules education topics are discussed along with reports on academics, camps, recruiting, etc.
- vi. First year student-athlete orientation meeting and monthly Student-Athlete Council meetings. After the yearly orientation meeting at the start of the academic year, the main avenue of information distribution to our student-athletes is via email. Student-athlete education is also the most needed area for continuous improvement. Throughout the past two years, the number of key topic education has increased significantly (i.e. gambling, banned substances, sportsmanship, official visit guidelines, student-athlete handbook). For example, the information each coach provides to their team directly and the placement of key posters in all team locker rooms (i.e. gambling and banned substances) has helped to strengthen the education of our student-athletes. Through these we have seen an increase in requests for clarification of NCAA rules from student-athletes and have established a culture within the Athletics Department where asking questions and seeking information is encouraged. Student-athletes involved in other organizations on campus are also making sure advisors ask questions (i.e. before using student-athletes in fundraising events).
- c. Our student-athletes have stated that one of the best parts of our rules education efforts is the open environment and support from all administrators and coaching staff. Student-athletes can receive quick feedback, clarification and direction when needed. Additionally, our student-athlete leaders within the department serve as leaders in other areas across the university. This leadership helps to promote rules education of non-athletes and encourages feedback and ideas from other campus groups.
- d. Like at any institution, most student-athletes understand the rules that they need to know about and those that are going to directly affect their eligibility. Consequently, the basic recruiting, initial and continuing eligibility, gambling and banned substances rules are best understood by our student-athletes. The challenge is to educate them on a broader range of rules that do ultimately impact their playing status, recruiting efforts and other compliance issues. For example, detailed rules education comes from coaches when they are preparing a student-athlete to host a prospect for an official visit.

5. Review. CC does a written program review each May, the Patriot League does a review every four years and the NCAA Self-Study are all part of the review process. Included in this review are a number of charts measuring progress (i.e. secondary violations, etc.). There is, however, always room for improvement in our rules education efforts to our student-athletes. One area that will be included in our institutional plan for improvement includes involving the student-athlete leadership groups (Student-Athlete Council, Student-Athlete Executive Board, Student-Athlete Mentoring Program, etc) in regular rules compliance discussions. These student groups could be educated on important topics or request topics for education and then serve as a vehicle to share their understanding of NCAA rules to members of the respective team. Additionally, including questions in our Senior Exit Interview process regarding rules education will give us more feedback for the planning process.

The Self-Study process allowed for a broad review of our entire department including the area of rules compliance. University personnel outside of the athletics department, students, student-athletes and athletic staff were all included in the self-study process. The review of these documents was also presented to our standing committees that regularly review department policies (Student-Athlete Council Executive Board and the Faculty Athletics Council). Involving a number of outside individuals in the self-study review helped increase awareness, education and created new ideas for the future.

6. Concluding thoughts. Rules compliance is a continuing and ongoing effort with education on key topics and new legislation the most important areas for continued emphasis and education. All members of the Lehigh community are encouraged to be involved by asking questions or making suggestions on ways to improve education efforts. The open line of communication and easy access to the Compliance Coordinator is an important element in our rules education efforts. Any individual (athletics staff member, other university staff, student-athletes, faculty, students, alumni or individuals outside the university community) can ask compliance questions via email, phone and in person. Establishing this culture of open communications and easy access to knowledgeable individuals has been critical to our efforts of rules compliance and rules education.

1.2.10 Indicate the individual or individuals responsible for conducting the institution's rules-compliance evaluation. Further, describe the process used in selecting this authority outside of athletics to ensure the individual or individuals do not have day-to-day compliance responsibilities for the institution's athletics department and are knowledgeable in NCAA legislation and rules-compliance practices.

The Patriot League Office is committed to reviewing every conference school once every four years. The Patriot League Office is directly tied to NCAA activity and responsibility through representation on acting NCAA committees, direct relationships with NCAA assigned league representatives and reporting commitments.

1.2.11 The rules-compliance evaluation must consist of a review to determine that the compliance practices are engaged and functioning and must include, at minimum, specific areas. Please indicate by clicking "yes" or "no" which areas were included in the rules-compliance evaluation.

| | |
|--|-----|
| Initial Eligibility Certification | YES |
| Continuing-eligibility certification | YES |
| Transfer-eligibility certification | YES |
| Financial aid administration, including individual and team limits | YES |
| Recruiting (e.g., official visit, etc) | YES |
| Camps and clinics | YES |
| Investigations and self-reporting of rules violations | YES |
| Rules education | YES |
| Extra Benefits | YES |
| Playing and Practice Seasons | YES |
| Student-athlete employment | YES |

1.2.12 Describe relevant corrective actions planned or implemented from the rules-compliance program evaluation(s).

The Patriot League performed reviews in 2001 and 2004 of our department. Within the reviews, the Patriot League offers suggestions to enhance our compliance program. No areas were required by these reviews. However, we have used many of the suggestions to improve our program and the progress can be seen in the chart below labeled as 2001 and 2004.

The Self Study process also identified areas where we can enhance our efforts and improve our process. These areas are also referenced in the chart below labeled as 2006.

| | Recommendation | What has been done/what is being done |
|-------------|---|---|
| 2001 | Increase time devoted to rules compliance education of head coaches and assistant coaches | more updates are sent during the month through email or printed and put in mailboxes, monthly HC meetings include rules education from Compliance Coordinator, camps, alumni, etc, meetings also include quizzes/preparation for exam/hot topic legislation |
| | Faculty Athletics Representative (FAR) involvement increased | FAR serves as chair/past-chair of compliance committee, reviews all violations/waivers, attends FAR convention, reviews legislation (proposed), reviews eligibility 5th year cases, assists where needed |
| | Improve the staff on compliance, currently very "thin" | Added FT Compliance Coordinator and organized the compliance efforts into a "team" approach with defined roles for each individual |

| | |
|---|--|
| Standardized forms | Letterwinners Form, Student-Athlete Awards Form, Playing and Practice Season Calendars, Participation Chart, Official Visit Documentation, unofficial visit documentation, facility scheduling (through one person), reimbursement procedures require check and balance for approval/filing |
| Update Compliance Manual to include Lehigh's policies and standardized forms | Compliance Manual was completed in first form in 1999 (approved by NCAA response to 1st cycle actions during the self-study process), currently updated as needed, policies added as they are changed and reviewed annually |
| Formal Request Form for interpretations | No standardized form, but all interpretations are documented from league, 'quick' clarifications are not always documented (but should be done more consistently) |
| Daily Compliance Topic System | Looking into a website to post daily/weekly topics too, may be part of new University Athletics Portal Tab |
| Student-Athlete Handbook posted on web | Currently available on the website and updated yearly |
| Booster/alumni handout | One-page document reviewed for mailing with season ticket holder mailings, donor mailings, etc - format similar to printings in game day programs/online pages |
| Recruiting Record Monitoring | Spot checks filed annually; Working on new database that allows tracking for all contact, phone, correspondence off-site (currently database mostly available only on campus), scheduled release for Internet based Recruiting Database is April 2006 |
| Appeals for financial aid changes documented in Student-Athlete Handbook and Compliance Manual | Financial Aid information is reviewed annually and documented in both documents |
| Establish a Compliance Committee | Faculty Athletics Council (FAC) and Internal Compliance Committee meet monthly to review academics, recruitment, camps, general compliance, education, waivers/violations, any other business - Formal meetings began in Fall of 2002 |
| 2004 Encourage better use of the recruiting database for tracking contacts/evaluations, mailings, phone calls, etc | Database has been improved/redesigned to allow more areas for tracking all areas of compliance, new online system in process to provide access anywhere with internet capabilities from a computer (and then expanded to availability on a Palm/Treo device) and email platform redesign that will record contacts |
| Formalize the Official Visit Process | Completed Fall of 2004 |
| Eligibility Procedures formalized in writing | Completed Fall of 2006 by the Registrar's Office |

| | |
|--|---|
| Tie together recruiting travel with the budgetary (business) aspects | Required signature on recruiting account charges by SWA, all expenditures are given to the compliance coordinator for additional review and filing |
| Update Policy and Procedures Manual (Compliance Manual) | Complete Manual currently being reviewed and updated again |
| Continued Rules Education | Continued in monthly meetings, increased dispersal of information of other hot topics in between meetings (to Head Coaches, Assistant Coaches, Staff and Student-Athletes), Education reported to FAC |

The following items will be included in our Plans for Improvement:

| Additional Recommendations from Self-Study Process | | Goal of Recommendation |
|---|---|--|
| 2006 | Improve Recruiting Database (creation of web-based system) | This will increase access to off-campus areas (currently the database is accessible on campus only). The other areas this will help to improve are: better/increased tracking for recruit contacts, improved use of the recruiting database, easier monitoring of recruiting in compliance areas |
| | Increase Rules Education | The goal is to provide more direct rules education to assistant coaches and student-athletes. This will help support what head coaches are currently doing with these two groups. |
| | Increase Rules Education among staff members responsible for critical and sensitive areas | The goal would be to provide better communication and education among University Staff involved in NCAA compliance. Attending regional rules seminars where evaluated as necessary and sharing information from outside sources with each other are two ways to begin improving shared education. |
| | Formalize/Establish better relationships between committees within the Athletics Department | The goal would be to increase interactions between three main committees: FAC, SAC/SAC Exec, and Head Coaches. Adding increased meetings on a yearly or per semester basis would help to improve a working relationship between groups and then scheduling additional meetings when the need arises. |
| | Continually improve and re-evaluate written policies | This process is ongoing and can include posting documents to our portal (when completed), requesting more reviews of documents and updating manuals to all coaches and staff responsible for critical and sensitive areas. |
| | Format and publish the Compliance Manual to the website | The goal would be to allow access to the compliance manual to everyone with web access. |

Information to be available to the peer-review team, if requested

1. List of athletics booster organizations and their officers
2. Description of athletics booster group policies and procedures (e.g., constitution and bylaws)
3. Documentation required by the institution to maintain compliance with NCAA rules (e.g., compliance manual, recruiting logs, eligibility files)
4. Documentation generated as a result of conference involvement with the institution in reviewing compliance efforts
5. Documentation related to secondary rules violations for the last three years and the institutional response to those violations
6. Patriot League (Conference) Manual
7. Planning documents related to athletics (if any)
8. Job descriptions for individuals inside the Athletics Department and individuals outside the Athletics Department who are involved in rules compliance activities
9. Contracts or letters of appointment for individuals inside the Athletics Department and individuals outside the Athletics Department who are involved in rules compliance activities
10. Personnel evaluation criteria for individuals inside the athletics department and individuals outside the athletics department who are involved in rules compliance activities
11. Philosophy statements and other applicable sections of policy manuals for individuals inside the athletics department and individuals outside the athletics department who are involved in rules compliance activities
12. Documentation related to the evaluation of the institution's rules-compliance program by an authority outside of athletics at least once every four years
13. (Rules Compliance) Policies and Procedures

Academic Integrity

Operating Principle 2.1 Academic Standards

- 2.1.1 List all "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 Operating Principle 2.1 (Academic Standards). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or non-completion of such required actions. Please 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.**

During the first cycle of the NCAA Certification (1998) there were no required corrective actions identified by the peer review team or the NCAA Committee on Athletic Certification. As such, Lehigh has no issues to be addressed in this section.

- 2.1.2 List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 2.1 (Academic Standards). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) an explanation for any partial or non-completion of such required actions. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.**

During the first cycle of the NCAA Certification (1998), there were no additional plans for improvement/recommendations developed by Lehigh University during the first-cycle certification process for Operating Principle 2.1. As such, Lehigh has no issues to be addressed in this section.

- 2.1.3 Describe any additional plans for improvement/recommendations in the area of Operating Principle 2.1 (Academic Standards) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.**

The Department of Athletics initiated a number of plans for improvement since the last certification cycle. No additional plans for improvement were required and no specific initiatives were developed as a result of this operating principle. However, the fundamental commitment by the institution and the Department of Athletics to institutional standards for academics has led to the following initiatives since the 1997-1998 Self Study:

1. July 1999: The John A. Cable Leadership Development Endowment was established for the benefit of student-athletes. These funds have been utilized for a variety of enrichment experiences that are aimed at improving the quality of the academic and personal development experiences for student-athletes.
2. July 2001: Creation of the first full-time position dedicated to the academic support of student-athletes. Cleveland McCray was hired in that role and continues to serve in that capacity today.
3. 2002-2003 academic year: The Faculty Athletics Council was expanded and reorganized. Since that year, increased attention has been devoted to data sharing and dialogue regarding academic, governance/compliance, and student-athlete welfare issues.
4. 2002-2003 academic year: A campus-wide committee charged with reviewing policies impacting students and student life listed as one of its recommendations: *Recommendation #9*: Through its normal procedures for amending Rules and Procedures of the Faculty (R & P), the faculty should delete Section 4.1 of R & P. Policy responsibility in these areas should be assigned to Administrative Policy and governed by the Lehigh University Policy Structure. Within Section 4.1 were several policy statements involving athletics. The recommended changes further integrate student-athlete expectations with expectations for all students.
5. Fall 2004: Adoption of a more detailed “academic profile template” to guide student-athlete recruitment activities by coaches. This model, jointly developed by the Admissions Office and the Dean of Athletics, has enhanced the collective effort to ensure that student-athlete prospects are academically representative of their entering class. (See 2.1.4).

2.1.4 Describe the process by which student-athletes are admitted to your institution and identify the agencies vested with this responsibility. In what ways (if any) do the process and/or criteria used for the admission of student-athletes differ from the process for admitting students generally? Be specific and, give careful attention to key decision points (e.g., establishment of admissions criteria, approval of, special admissions) in these processes and the individuals or groups involved at each point, including the role, either formal or informal, the athletics department plays (if any) in the admissions process for student-athletes.

Overview

Student-athletes must complete the same process as any other applicant for admission to Lehigh University. The responsibility for admitting students lies with the Office of Admissions under the direction of Dean Eric Kaplan. There are two staff members who are designated as liaisons to athletics. They are J. Bruce Gardiner, Director of Admissions, and Bruce Bunnick, the Senior Associate Director of Admissions. There are two underlying principles that are used in the athletic admissions process at Lehigh. The principles are: (1) the student’s academic credentials, based primarily upon the information presented in the completed application, shall be consistent with the expectations for all Lehigh students, and in the professional judgment of the admissions staff, the candidate should predict to be a successful Lehigh student; and (2) the entire group of

candidates in a particular sport shall be representative of the general student population admitted to Lehigh University.

The Academic Index

At Lehigh University we compute an Academic Index for every applicant to the university (as do all schools in the Patriot League). This number, which ranges from 80-240, is computed by admissions staff using a formula that takes the students SAT score and their grade point average together and produces an index that is a general indication of a student's academic ability, relative to all admitted students. The academic index is not a perfect tool. Each file must be read in a holistic manner by a member of the admissions staff and a decision on admission must be made by that same staff member. However, because an academic index also is computed for the entire class, the athletic admits or any subset thereof can be compared to the entire population of admitted students. The goal is to admit students who can benefit from, and contribute to, the educational experience at Lehigh. At the same time, we want any group of students to be representative of the entire student population. The Patriot League has determined that the measure of whether or not a group of admitted students is representative of the general student population is by demonstration that the academic index for any group of athletes falls within one standard deviation of the rolling four-year average academic index for the entire enrolled class.

The Procedure and Involvement by members of the Athletics Department

There are two staff members with primary responsibilities as liaisons to the Athletics Department. They are Bruce Gardiner, Director of Admissions, and Bruce Bunnick, Senior Associate Director of Admissions. In a few cases, the Dean of Admissions and Financial Aid, Eric Kaplan, may get involved in an individual case when consulted by either of the two athletics liaisons. Because applicant files are initially read by geographic regions, most athletic files are first read by the admissions staff member responsible for that part of the country, well before one of the athletic readers gets to see the file. In most cases, the decision by the regional reader is the final decision, and in all other cases, the final decision is made by the Dean of Admissions and Financial Aid. Although a student may indicate that they have been involved in a sport, there is no formal indication that the student is being recruited in the student's file. After the athletics liaison reads the file, there is a color code attached to the file indicating that the file is an athletics file.

Coaches are asked to code and rate their athletics recruits on the admissions computer system. These ratings are then used to track applicants with athletics interests. Reports are produced regularly by admissions to keep coaches informed as the file reading process progresses. Coaches will schedule appointments to meet with their admissions liaison, when necessary, and use email to communicate additional information that may assist in the candidate review process. The athletics rating system provides the admissions liaison with a general idea of how and where the athletics candidate fits within the recruiting plan for a particular sport. Generally, coaches advocate for students when they feel advocacy will be valued by the admissions staff.

Lehigh also uses a system wherein the total number of offers of admissions to be made in a particular sport is estimated in advance of the admissions process. Along with this estimate, a projected and targeted distribution by academic index of the admitted class is prepared. This is based upon projected squad size information provided by the Dean of Athletics. The squad size information helps the admissions staff determine approximately how many offers of admission will be necessary for each sport. An ideal distribution by academic index of projected admits by

sport is used by both the admissions staff and the coaching staff to track the recruitment process. The intent is to recruit a cohort of student-athletes whose average academic index is representative of the average for the entire student body. This projected distribution is shared with the coaches well before the recruiting year begins. This is not a slot or quota system. There are no guarantees that all sport slots will be filled, nor is there any guarantee that a student with a specific academic index will be admitted. Each file is read and evaluated individually and independently of all others. The projected academic index distribution profile is simply an operating guideline for the coaches and the athletics liaison. (A copy of the recruitment targets form is attached.)

Lehigh does not have a “special admission” category in the admissions office. Decisions are made on a case-by-case basis. Every student submits an application, and provides all of the required information. Criteria for admission are presented to the admissions staff by the Dean of Admissions at an annual file reading meeting, but as noted above the approach is a holistic one. There are no minimum credentials or any established quantitative indicator that identifies a student that would be certain to gain an offer of admission or be denied the same. The athletics liaisons review files read by regional readers, files that a coach asks them to review, and files that they have sought out in anticipation of the need for their intervention. This process is actually the same as it is for several other areas within the admissions office. Staff members have responsibility in areas such as honors programs, special scholarships, multicultural students, and international students. Each of these categories has a liaison, and the process is the same as it is for athletics recruits: an initial review by geographic region, followed by additional reviews by admissions staff members with responsibility for special interest areas, followed by an admissions decision that is consistent with the decision making process and expectations for the entire applicant cohort.

Summary

The Office of Admissions is charged with the responsibility of admitting students to Lehigh University. The admission review and decision process for student-athletes and non-athletes is the same. Each file is read individually. Despite the fact that we compute a quantitative rating for each student, the rating does not dictate the admission decision for an individual applicant. The rating system allows us to measure groups of students and make general comparisons between groups. Our goal is to ensure that each student-athlete we admit has the academic ability to succeed at Lehigh.

2.1.5 Compare and explain any differences in the admissions profiles of student-athletes who received athletics grants-in-aid with the profiles of students in general by submitting the following information for the three most recent academic years: average standardized test scores for freshman student-athlete who received athletics aid (by gender, by racial or ethnic group, and according to the eight sport groups listed in the NCAA Division I Graduation Rates Disclosure Form) and for all entering freshmen students (by gender and by racial or ethnic group). [Note: Use the supplied charts (Standardized Test Scores, by Gender, Standardized Test Scores, by Racial or Ethnic Group and GPA and Test Scores, by Sport Group) and the graduation- rates disclosure form methodology to compile these data.

The comparisons referenced in this section are academic quality indicators based upon standardized test scores only, and our admissions decisions rely heavily upon classroom performance. Subsequently the variance in test scores between aided athletes and our general population is consistent with the variations that can occur with any small number group such as international, performing arts, ROTC, legacy, and multicultural or geographically diverse group of students.

FOR FRESHMAN STUDENTS GENERALLY AND FRESHMAN
STUDENT-ATHLETES ON ATHLETICS AID*

PART I-A: Standardized Test Scores, by Gender

| | | Gender | | | | | | | |
|---------------------------------|------|---------------|-------|-----------------------|-------|-----------------|-------|-------------------------|-------|
| | | Male students | | Male student-athletes | | Female students | | Female student-athletes | |
| | | Year | Score | # of Students | Score | # of Students | Score | # of Students | Score |
| Average Standardized Test Score | FY05 | 1327 | 715 | 1242 | 63 | 1298 | 517 | 1223 | 57 |
| | FY04 | 1311 | 595 | 1205 | 87 | 1291 | 470 | 1220 | 51 |
| | FY03 | 1306 | 685 | 1208 | 56 | 1276 | 452 | 1208 | 35 |

* Institutions that do not award athletics aid should compile these data for freshman student-athletes who were recruited, as determined by the institution.

FOR FRESHMAN STUDENTS GENERALLY AND FRESHMAN
STUDENT-ATHLETES ON ATHLETICS AID*

PART I-B: Standardized Test Scores, by Racial or Ethnic Group

| Racial or Ethnic Group - All Entering Freshman Students | | | | | | | | | | | | | |
|--|------|-------------|---------------|----------|---------------|-------|---------------|----------|---------------|-------|---------------|-------|---------------|
| | | Am. Ind./AN | | Asian/PI | | Black | | Hispanic | | White | | Other | |
| | Year | Score | # of Students | Score | # of Students | Score | # of Students | Score | # of Students | Score | # of Students | Score | # of Students |
| Average Standardized Test Score | FY05 | na | na | 1333 | 64 | 1125 | 19 | 1228 | 26 | 1319 | 1045 | 1312 | 76 |
| | FY04 | na | na | 1324 | 67 | 1148 | 26 | 1220 | 33 | 1308 | 855 | 1307 | 84 |
| | FY03 | 1236 | 3 | 1303 | 68 | 1100 | 32 | 1230 | 32 | 1303 | 878 | 1289 | 124 |

| Racial or Ethnic Group - All Entering Freshman Student-Athletes on Aid* | | | | | | | | | | | | | |
|--|------|-------------|---------------|----------|---------------|-------|---------------|----------|---------------|-------|---------------|-------|---------------|
| | | Am. Ind./AN | | Asian/PI | | Black | | Hispanic | | White | | Other | |
| | Year | Score | # of Students | Score | # of Students | Score | # of Students | Score | # of Students | Score | # of Students | Score | # of Students |
| Average Standardized Test Score | FY05 | na | na | 1220 | 2 | 1095 | 12 | 1163 | 6 | 1258 | 96 | 1150 | 4 |
| | FY04 | na | na | 1230 | 5 | 1082 | 24 | 1272 | 10 | 1240 | 92 | 1161 | 7 |
| | FY03 | na | na | 1350 | 3 | 1079 | 7 | 1150 | 3 | 1198 | 75 | 1190 | 3 |

* Institutions that do not award athletics aid should compile these data for freshman student-athletes who were recruited, as determined by the institution

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

Am. Ind./AN = American indian/Alaskan Native

Asian/PI = Asian/Pacific Islander

FOR FRESHMAN STUDENT-ATHLETES ON ATHLETICS AID*

PART II: GPA and Test Scores, by Sport Group

| | | Sport Group | | | | | | | | | | | | | | | |
|-------------------------|-------|--------------------|---------------|------------------|---------------|----------|---------------|----------------------------|---------------|-------------------------------------|---------------|--------------------|---------------|------------------------------|---------------|----------------------|---------------|
| | | Football | | Men's Basketball | | Baseball | | Men's Track/ Cross Country | | Men's Other Sports and Mixed Sports | | Women's Basketball | | Women's Track/ Cross Country | | Women's Other Sports | |
| | Year | Core GPA | # of Students | Core GPA | # of Students | Core GPA | # of Students | Core GPA | # of Students | Core GPA | # of Students | Core GPA | # of Students | Core GPA | # of Students | Core GPA | # of Students |
| Average Core-Course GPA | FY 05 | 3.28 | 23 | 2.93 | 2 | 3.55 | 7 | 3.57 | 12 | 3.47 | 19 | 3.49 | 4 | 3.82 | 18 | 4.00 | 35 |
| | FY 04 | 3.25 | 35 | 3.49 | 4 | 3.33 | 5 | 3.64 | 16 | 3.51 | 27 | 3.65 | 3 | 3.62 | 20 | 3.82 | 28 |
| | FY 03 | 3.08 | 20 | 3.76 | 3 | 3.65 | 5 | 3.80 | 6 | 3.53 | 23 | 3.77 | 3 | 3.93 | 8 | 3.82 | 24 |

| | | Year | Score | # of Students | Score | # of Students | Score | # of Students | Score | # of Students | Score | # of Students | Score | # of Students | Score | # of Students | | |
|---------------------------------|-------|------|-------|---------------|-------|---------------|-------|---------------|-------|---------------|-------|---------------|-------|---------------|-------|---------------|------|----|
| Average Standardized Test Score | FY 05 | | 1262 | 23 | 1155 | 2 | 1236 | 7 | 1220 | 12 | 1245 | 19 | 1233 | 4 | 1277 | 18 | 1195 | 35 |
| | FY 04 | | 1124 | 35 | 1198 | 4 | 1228 | 5 | 1282 | 16 | 1263 | 27 | 1243 | 3 | 1238 | 20 | 1205 | 28 |
| | FY 03 | | 1100 | 20 | 1140 | 3 | 1238 | 5 | 1223 | 6 | 1249 | 23 | 1233 | 3 | 1202 | 8 | 1207 | 24 |

* Institutions that do not award athletics aid should compile these data for freshman student-athletes who were recruited, as determined by the institution.

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

2.1.6 Please describe the process by which students may be admitted if they do not meet the institution's standard or normal entrance requirements and identify the agencies vested with this responsibility. This should include any second-level or subsequent review processes or appeals procedures which may be utilized when students are not automatically admitted because they do not meet the institution's published entrance requirements.

All admitted students at Lehigh must meet the institution's normal entrance requirements. There is no "special admission" process or program in place.

2.1.7 Compare and explain any differences between the percentage of freshman student-athletes receiving athletics aid who were admitted through any of the processes described in Self-Study Item Number 6 above and the percentage of freshman students generally who were so admitted. Provide these comparative data for the three most recent academic years. For the student-athlete data, information should be displayed for each of the sport groups, organized by year, and listed in the NCAA Division I Graduation-Rates Supplemental Form. [Use the supplied chart (Special-Admissions Information) to compile these data.]

There are no differences for admission of freshman student-athletes relative to the rest of the student population. As such, Lehigh has no issues to be addressed in this section.

2.1.8 List the step-by-step sequence of actions taken by particular individuals on your institution's campus to certify initial-eligibility and transfer-eligibility for student-athletes. Provide names (including titles) of who has ultimate responsibility in determining student-athletes' initial and transfer eligibility.

Initial Eligibility

1. Updated rosters of incoming student-athletes are submitted by coaches to the support staff, or the academic support office in athletics, prior to or on June 15th of each year.
2. Upon receipt of student-athlete names within a specified sport program, Lehigh submits its IRL (Institution Request List) electronically to the NCAA's Clearinghouse. After clearinghouse submission, the Coordinator of Academic Support Services for Athletes verifies with the head coach of that program (or designated assistant) the accuracy and completeness of the list that has been submitted.
3. All head coaches are then provided with the location of the Clearinghouse site, along with the code and pin numbers, to allow them to access and obtain updates on the status of student-athletes within their respective program. In addition, the Coordinator of Academic Support Services for the Athletics Department immediately informs coaches of any issues that may delay the processing of a student-athlete's case, while also providing weekly updates of first-

year students who have been cleared, have not registered, or are still pending certification by the NCAA.

4. Each sport program is informed of the specific dates of the two-week period that recruited student-athletes are permitted to practice while they await clearance from the NCAA. If needed, the Coordinator of Academic Support Services reminds coaches of any student-athletes who must be withheld from practice, and the date when their window to practice will expire. Similar deadlines are also addressed for non-recruited student-athletes, who have a 45-day window to practice without clearance. However, for non-recruited student-athletes, head coaches are expected to keep track of the 45-day window provided for this cohort of student-athlete.
5. Finally, at least three business days prior to a program's first scrimmage or competition, a list of first-year student-athletes within the program is provided to the head coach (or designated assistant) to be kept on file for that program's records. The list indicates who has been certified by the Clearinghouse and who has not. The head coach (or designated assistant) signs off on a second copy of the list, which is kept for the Athletics Department's records. If any student-athlete has not been certified, the coaching staff is instructed to withhold that student-athlete from competition and practice, until notified of the student's eligibility certification by the Coordinator of Academic Support Services for Athletics.
6. In regards to the assignment and delegation of responsibilities, updating team rosters is the responsibility of our coaching staff. Coordination of student-athlete eligibility with the NCAA Clearinghouse is a responsibility delegated by the Dean of Athletics to the Coordinator of Academic Support Services for the Athletics Department. A monthly report on the eligibility of first-year student-athletes is provided to the Compliance Coordinator, the Dean of Athletics, and the Faculty Athletics Council.

Transfer Eligibility

1. The certification of the eligibility process begins once a student-athlete transfer candidate has begun the admissions process.
2. Based on a head coach's referral, the Office of Admissions conducts a candidate evaluation and makes a decision regarding transfer admissions. The student-athlete must submit the good standing reference form before an admission decision is made. The Office of Admissions has one person designated to review all transfer applications. Currently, that one person is also designated as the Admissions/Athletics Liaison. Transfer admission depends primarily on college records, but high school performance is also evaluated.
3. Documentation of academic history is then submitted to the Registrar and a preliminary review of transfer credit is done. Evaluations are conditional on receipt of official final transcripts. Normal admissions procedure requires the credential evaluation by the Registrar as soon as an admissions review indicates probable acceptance.

4. Concurrent with or preceding the evaluation, the Coordinator of Academic Support Services in the Athletics Department will obtain the appropriate release form from the prior institution. Basic form letters have been supplied to assure the release is complete for our needs.
5. The Registrar will inform the Admissions Office of the transferability of each course on the prior institution record. Information will be provided to the transfer student-athlete candidate so that he/she may make appropriate transfer decisions.
6. At the time of matriculation, each transfer student-athlete must supply the Admissions Office with final transcripts from all high schools and post-secondary institutions they have attended.
7. Certification of the transferring student-athlete will not be done unless the student-athlete has pre-registered as a full-time student. If the student-athlete is in the fifth semester of study, a major declaration form must also be submitted after approval by the appropriate college dean.
8. Prior to the certification, the transferring student-athlete, the coach, and the Registrar will review a degree progress plan. The student-athlete will then be able to structure future registration plans with consideration for all eligibility issues.
9. Finally, a review of NCAA transfer eligibility is conducted by the Registrar and the Associate Registrar. The results of this review are reported to the Dean of Athletics, the NCAA Compliance Coordinator, and the Coordinator of Academic Support Services to verify the eligibility of the student-athlete.

A transfer student-athlete must have met the following initial certification tests for academic progress eligibility:

1. Successful completion and transfer of at least six degree eligible credits from the previous term.
2. Successful completion and transfer of 18 degree eligible credits during the last two regular semesters of study.
3. Successful completion and transfer of at least 24 degree eligible credits during the immediate preceding two regular terms and summer sessions.
4. Declaration of a major by the start of the fifth semester of study.
5. Successful completion and transfer of sufficient credits to meet 40% percent of the degree requirements by the start of a student-athletes third year of study, 60% of the degree requirements by the start of his or her fourth year of study, and 80% of the degree requirements by the start of his or her fifth year of study. This assumes initial post-secondary enrollment after August 2003 (as per NCAA Division I Bylaw 14.4.3.2).

6. Must be enrolled as a full time student and have completed all registration clearance processes.
7. Since our admissions transfer GPA requirement exceeds the NCAA minimum, no calculation is made of the transfer GPA.
8. Below is a sample checklist that has been developed for certifying transfer eligibility:

Name: _____ Sport: _____

Coach: _____ LU Entry Term: _____

Transfer Eligibility Checklist:

| | |
|--|-------------|
| Release from prior institution. | Date: _____ |
| Full time registration | Date: _____ |
| Final transcript College | Date: _____ |
| Final transcript High School | Date: _____ |
| DedARATION of LU major (if fifth semester) | Date: _____ |
| Placed on Banner Sport roster | Date: _____ |
| Degree audit for PTD requirements. | Date: _____ |
| Meeting between the Registrar, the student-athlete and the coach . | Date: _____ |

Credit worksheet (if necessary, Registrar use only):

| College | Term | Credits Transferred | Total credits | Comment |
|---------------|------|---------------------|---------------|---------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
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| | | | | |
| | | | | |
| | | | | |
| TOTALS | | | | |

Transfer Eligibility Decision:

Approval Date: _____

Denied Date: _____

Registrar: _____

Tests: (initials)

6 last term: _____

18 reg term: _____

24 F to F: _____

PTD (40,60,80): _____

2.1.9 List the step-by-step sequence of actions taken by particular individuals on your institution's campus to certify student-athletes' continuing eligibility. Identify by name and title the individual(s) with final authority for certifying continuing eligibility. Provide names (including titles) of who has ultimate responsibility in determining student-athlete's continuing eligibility.

The continuing certification of eligibility is an ongoing process throughout the academic year. The Committee on the Standing of Students acts on behalf of the faculty of the university and measures academic progress and good standing. Students may only be placed on, or removed from, probation by action of that committee. The faculty also places within that committee the responsibility to enforce or make exceptions to probation restrictions for all students.

The fall-to-fall continuing eligibility assessment is begun each year in the later stages of the summer, at which time each rostered student-athlete is reviewed to determine that they meet NCAA academic progress standards. On or about August 1st, the Registrar's Office will run NCAA degree audits for all rostered student-athletes. These audits will be reviewed and official rosters sent to the Athletics Department prior to the initial competition each year for each respective sport program.

The audits are not run until the results of all summer courses at Lehigh can be included in the evaluation.

Prior to the official certification, and as part of end-of-term processing, the Registrar's office will run standard reports to assess some of the more straight forward requirements. These reports will address the 6/18/24 fall-to-fall rules. The Registrar's Office will also produce a report for all students entering their third year of study who have not declared a major. Typical University procedures request a student to declare a major prior to registration for their third year. Please note that only student-athletes are required to declare a major at the beginning of their third year. In fact, there have been instances, within the general student population, where a student has not declared a major until the end of their junior year or later.

The Registrar and the Associate Registrar are responsible for the continuing eligibility certification process. Questions regarding the process should be directed to either the Registrar or the Associate Registrar.

The continuing student-athlete must have met the following certification tests of academic progress eligibility:

1. Have successfully completed at least six degree-eligible credits in the prior term.
2. Have successfully completed at least 18 degree-eligible credits during the last two regular semesters of study.
3. Have successfully completed and/or transferred at least 24 degree-eligible credits during the immediate preceding two regular terms and summer session.
4. Have declared a major by the start of the fifth semester of study.

5. Have successfully completed and/or transferred sufficient credits to meet 40% percent of degree requirements by the start of his or her third year of study, 60% of the degree requirements by the start of his or her fourth year of study, and 80% of the degree requirements by the start of his or her fifth year of study. This assumes initial post-secondary enrollment after August 2003 in accordance with NCAA Division I Bylaw 14.4.3.2.
6. Has enrolled as a full-time student and completed all registration clearance processes. (see note on “Full Time Review” below).
7. Finally, the student-athlete must be in good academic standing, as outlined below in the probation and petition profile.

Full Time Review

The Registrar’s Office runs a daily system query that automatically identifies student-athletes who fall below full-time status. Each morning the system runs a query to list all current student-athletes who are below 12 credits. Any student-athlete not meeting the 12 credit hour test is listed. That list is distributed to the Athletics Department and the Registrar’s Office each day. The coaches are then notified by the Academic Support Office in the Athletics Department of any student-athletes who are no longer eligible for practice or competition as per NCAA rules 14.1.8.1 – specifically 14.1.8.1.2 - and 14.1.8.2. Exceptions are noted in NCAA rules 14.1.8.1.3 and 14.1.8.2.1.3.

Degree Audit Report (DAR) for NCAA Certification

The Registrar’s Office maintains a Degree Audit Report System (DARS) that is utilized to assist with student advising and track a student’s progress towards his or her degree. In February 2006 the DARS system was also configured to evaluate the NCAA academic progress rules. The base system was provided by the vendor and adjusted to Lehigh University requirements. The DARS system provides student-athletes and coaches with a tool to evaluate degree and academic progress on a continuing basis.

Prior to access being granted to DARS, a coach requesting access will be required to undergo FERPA training, and receive instruction on how to run degree audits and interpret the output. This is not intended to have the athletic staff replace the Faculty Advising Program. However, the Athletics Department uses the DARS to monitor a student-athlete’s NCAA eligibility, and can help to supplement efforts by the faculty advisor in counseling student-athletes.

Any student who is indicated as not eligible for athletic competition by DARS will have their entire academic record reviewed by the Registrar or the Associate Registrar before any final decision is made regarding eligibility. Any student-athlete or coach who questions the conclusions of the DARS analysis must take their concerns directly to the Registrar or the Associate Registrar.

The DARS menu is accessed through the LU Banner system using a secure protected password.

Probation and Petition

| <u>Credits</u> | <u>Lehigh CGPA</u> | <u>NCAA CGPA</u> | <u>Student type</u> |
|----------------|--------------------|------------------|----------------------|
| 0-21 | 1.7 | 1.53 | First-year |
| 22-51 | 1.8 | 1.62 | Second year |
| 52 up | 2.0 | 1.90 | Third year and above |

Tier 1

Student-athletes with CGPA's (cumulative grade point averages) below Lehigh's standards (noted above) will be placed on academic probation and must petition Lehigh's Standing of Students (SOS) Committee – a group of university administrators and faculty members who review student petitions – to determine if a student-athlete will be permitted to practice or compete while on institutional academic probation. The current process of petitioning the SOS Committee requires the student-athlete to file a petition form, with attached letters of recommendation supporting their request from the student-athlete, the coach, the faculty-athletics representative (FAR) or other full time faculty member, and the parent(s) or legal guardian of the student-athlete.

Tier 2

Student-athletes on probation and with CGPA's less than the NCAA CGPA must complete the SOS petition process described in Tier 1. If the student-athlete is successful in the petition to SOS, they must then also petition the NCAA to request a waiver to allow athletic participation.

Tier 1 and 2 students are not permitted to practice or participate in competitions until the waiver process is successfully completed.

- 2.1.10 Review the graduation rates for student-athletes who received athletics grants-in-aid, for various student- athlete subgroups and for students generally during the last three years, and comment on any trends or significant changes. Specifically, identify and explain deficiencies in graduation rates for any of the following when compared to the graduation rates of students generally: student-athletes generally, student-athletes of particular sport teams, student-athletes by gender, student-athletes by ethnicity and student-athlete subgroups (i.e., ethnicity) within particular sport teams. If the graduation rate for student-athletes, or for any student-athlete subgroup, is less than the graduation rate for students generally, the institution must analyze, explain and address, as appropriate (1) the magnitude of the difference between the student-athlete (or subgroup) rate; and (2) the trends over the three reporting periods in these rate differences.**

Provided below is a table comparing graduation rates from the last three completed reporting years (FY03, FY04, and FY05) in the categories requested.

Graduation Rates: Comparative Analysis (FY03, FY04, FY05)

| | <u>FY03</u> | | <u>FY03</u> | <u>Notes</u> |
|--------------|--------------------|--------------|--------------------|---------------------|
| All students | 83% | All athletes | 82% | |
| Men | 80% | Men | 76% | |
| Women | 88% | Women | 91% | |
| Asian | 79% | Asian | NA | |
| Black | 63% | Black | 69% | |
| Hispanic | 80% | Hispanic | 33% | (n=3) |
| White | 85% | White | 85% | |
| | | Baseball | 60% | (n=5) |
| | | Basketball-M | 67% | (n=3) |
| | | Track/CC-M | 100% | |
| | | Football | 76% | |
| | | Other-M | 79% | |
| | | Basketball-W | 67% | (n=3) |
| | | Track/CC-W | 100% | |
| | | Other-W | 90% | |
| <hr/> | | | | |
| | <u>FY04</u> | | <u>FY04</u> | <u>Notes</u> |
| All students | 83% | All athletes | 86% | |
| Men | 80% | Men | 83% | |
| Women | 88% | Women | 96% | |
| Asian | 79% | Asian | 71% | (n=7) |
| Black | 69% | Black | 76% | |
| Hispanic | 76% | Hispanic | 67% | (n=9) |
| White | 85% | White | 90% | |
| | | Baseball | 80% | |
| | | Basketball-M | 100% | |
| | | Track/CC-M | 88% | |
| | | Football | 84% | |
| | | Other-M | 77% | |
| | | Basketball-W | 89% | |
| | | Track/CC-W | 71% | |
| | | Other-W | 100% | |
| <hr/> | | | | |
| | <u>FY05</u> | | <u>FY05</u> | <u>Notes</u> |
| All students | 84% | All athletes | 82% | GSR=97% |
| Men | 81% | Men | 74% | GSR=96% |
| Women | 88% | Women | 93% | GSR=98% |
| Asian | 82% | Asian | NA | GSR=75% (n=4) |
| Black | 62% | Black | 55% | (n=11) |
| Hispanic | 80% | Hispanic | NA | (n=3) |
| White | 86% | White | 87% | GSR=98% |
| | | Baseball | NA | GSR=100% |
| | | Basketball-M | 67% | GSR=87% |
| | | Track/CC-M | 100% | GSR=100% |
| | | Football | 68% | GSR=96% |
| | | Other-M | 83% | GSR=96% |
| | | Basketball-W | 100% | GSR=100% |
| | | Track/CC-W | 67% | GSR=96% |
| | | Other-W | 95% | GSR=98% |

The Subcommittee on Academic Integrity reviewed these graduation data and discerned that graduation rates for the following student-athlete sub-groups fell below the all-student graduation rate for the report year:

1. FY03

- a. The all-athlete graduation rate was 82% compared to an all-student rate of 83%
- b. The male student athlete graduation rate was 76% compared to 80% for all men
- c. The Hispanic student-athlete graduation rate was 33% compared to 80% for all Hispanic students
- d. The graduation rates for baseball (60%), men's basketball (67%), football (76%), other men's sports (79%), and women's basketball (67%) fell below the all student rate (83%)
- e. The magnitude of these differences was not deemed to be significant. Further, careful analysis revealed that the majority of the non-persistence resulted from decisions by athletes in these sports and/or sub-categories to transfer from Lehigh to institutions where they might earn more playing time. All but a few of these students left Lehigh in good academic standing.
- f. In some cases (noted with the listing of total numbers), the sub-group cohort was quite small. This rendered the impact of one or two students to be quite significant and not necessarily predictive of persistence problems.

2. FY04

- a. The only athlete sub-group graduation rates that fell below the all-student rate of 83% were baseball (80%), other men's sports (77%), and women's track and cross country (71%). The sub-group of Asian athletes had a graduation rate of 71% compared to the 79% rate for all Asian students.
- b. The magnitude of these single year differences was not deemed to be significant. Careful analysis again revealed that the majority of the non-persistence resulted from decisions by athletes in these sports and/or sub-categories to transfer from Lehigh to institutions where they might earn more playing time. All but a few of these students left Lehigh in good academic standing.
- c. In some cases (noted with the listing of total numbers), the sub-group cohort was quite small. This rendered the impact of one or two students to be quite significant and not necessarily predictive of persistence problems.

3. FY05
 - a. This report year was the first to include the new Graduation Success Rate data in addition to traditional graduation rates. The athlete sub-groups with graduation rates lower than the all-student graduation rates of the corresponding sub-group included all athletes (82% compared to 84%), male athletes (74% compared to 81%), and Black student-athletes (55% compared to 62% for all Black students). Additionally, the following sport sub-groups fell below the all-student graduation rate of 84%: men's basketball (67%), football (68%), other men's sports (83%), and women's track and cross country (67%), but these single year differences were not deemed to be significant.
4. A review of the graduation success rate data helps to explain the differences and affirmed the conclusions from the earlier years regarding transfers. Overall graduations success rates for athletes are quite high when transfer students who left the university in good academic standing are considered. At Lehigh, where traditional merit-based athletic scholarships are quite limited, student-athletes are less compelled to remain a part of a sports program for financial reasons. Additionally, in the programs where competitive success has been fairly consistent and strong (ex. football, baseball), a small number of student-athletes that do not experience early playing time seem to be inclined to find a school where they can play. They choose to leave Lehigh in good academic standing in search of an opportunity for more playing time. The need-limited financial aid they receive is quite often replicated at other schools so that their decision is not a financial one. This seems to have a slight impact on graduation rate differences between the athlete cohort and the general student population.
5. The Subcommittee on Academic Integrity concluded that there were no disconcerting patterns in the graduation rate data for athletes. Over the three year period, and in the rolling four year averages that are reported as part of the official NCAA Graduation Rates reports, student-athlete graduation rates at Lehigh generally match or exceed the rates for all students. Further, in some sub-groups, such as women and Blacks, the student-athlete graduation rates exceed the general student rates for the same sub-group population among all students.
6. The sub-committee also affirmed that some of the sub-group populations were so small that statistical differences in graduation rates within a given report year, or even across three years, would not be significant.

2.1.11 Identify and describe the academic standards and policies contained in the university's catalog/ bulletin, athletics department manual, student-athlete handbook and/or institutional handbook for students. Describe exceptions, if any, to the institution's regular academic standards and policies applicable to the general student body (e.g., good academic standing, definition of minimum full-time status) that are available to student-athletes.

The university has adopted over the years numerous rules and regulations. Some of the principal rules and regulations are provided so that currently enrolled and potential undergraduates and

graduate students will be apprised of what is expected of them, and what they can expect of the university.

The following are academic policies and standards extracted from the Lehigh University Catalog (UC), the Lehigh University Student Handbook (USH), and the Lehigh Student-Athlete Handbook (SAH). Additional regulations can be found in the University Student Handbook (USH). In addition, a comprehensive statement of all policies has been published in the Rules and Procedures of the Faculty. [At the beginning of the fall semester, all students are given a University Student Handbook (USH). The Rules and Procedures of Lehigh are available on Lehigh's online homepage. The Student-Athlete Handbook (SAH) is also available online at www.lehighsports.com.] (This material will be provided to the peer review team during their visit).

Academic standards and policies in place for all students also apply to all student-athletes.

1. Graduation Requirements (UC – pg. 27, USH – 25)

- a. Students are expected to maintain regular progress toward the baccalaureate degree by carrying the “normal” course load - between 12 and 18 credit hours each semester. Each student is expected to complete the baccalaureate degree by attending four consecutive years and eight semesters. They may, however, wish to accelerate the pace toward graduation by using advanced placement credits, summer session study, and receiving credit for courses through examination.
- b. Students in good academic standing earn their degrees by meeting the requirements of their specific degree curriculum as well as general university requirements.
- c. Students are expected to satisfy the credit-hour requirements of their chosen curriculum.
- d. Undergraduate Residency Requirement: To be eligible to receive a Lehigh baccalaureate degree, the candidate must have completed either a minimum of 90 credit hours in residence, or all of the last 30 credit hours at the University or in residency programs.

2. Advisement (UC – pg. 27, USH – 10, SAH)

- a. Every undergraduate is assigned a primary advisor. Undeclared majors in the College of Business and Economics are assigned to the undergraduate advisor and a student mentor. Until the major is declared, assistance is also available through the Dean's Office of the college in which the student is enrolled. When the major has been chosen, a faculty member from the major department will act as the academic advisor.
- b. This advisor is one of the most valuable resources in the educational process, not only to assist in making academic selections to match the student's particular background, interests, and future objectives, but also to identify program options, to work out an academic pace, and to develop career planning strategies. The advisor will help to identify

other resources and support systems available at the university, such as The Learning Center, the Counseling Center, and the Office of Career Services.

3. Eligibility for Degree (UC – pg. 27, USH – 25)

- a. In order to be graduated, a candidate for a baccalaureate degree must achieve a minimum cumulative average of 2.00.
- b. Responsibility for meeting academic requirements: Each student is responsible for his or her progress toward meeting specific requirements for graduation. Academic advisors and department chairs are available to assist the student. It is strongly recommended that the student specifically consult with his or her advisor prior to the senior year to ascertain eligibility for the degree for which he or she desires to qualify and to determine that all program and hours requirements are met.
- c. The Registrar's Office will provide, at the student's request, a printout of a degree audit noting all program deficiencies. The degree audits are also available on the web for all undergraduate students. All students are requested to go through this process before registering for their senior year.
- d. Final date for completion of requirements. For graduation, all requirements, scholastic and financial, must have been satisfied prior to the date stated in the university calendar.

4. Application for Degree (UC – pg. 28, USH – 26)

- a. Candidates for graduation on University Day in May must file with the Registrar on or before March 1 a written notice of candidacy for the degree; candidates for graduation in September file a notice of candidacy on or before July 1; candidates for graduation in January file a notice of candidacy on or before November 1.
- b. Failure to file such notice by such dates mentioned debar the candidate from receiving the degree at the ensuing graduation exercises. If a petition for late filing is granted, a fee is assessed.

5. Academic Honors (USH – pg. 24)

- a. Dean's List. At the end of each semester, the Dean of Students publishes a list of all regular undergraduates who during that semester made a scholastic average of 3.60 or better and carried at least twelve hours of regularly graded courses (A, B, C, D, and F). Students placed on the Dean's List are awarded certificates of their achievement. Students completing more than twelve credit hours in the two summer sessions may petition the Committee on Standing of Students to be placed on the Dean's List.

- b. There is also a Faculty Athletics Council Academic Achievement Award for student-athletes who have achieved a 3.20 or better term grade point average while on the active roster of a varsity intercollegiate sport program.

6. Graduation Honors (UC – pg. 30, USH – 25)

- a. Beginning with all new degree seeking students in the Fall of 2004 or any students graduating in the Spring of 2008, degrees with honors are awarded by vote of the university faculty to those students who have attained an average of not less than 3.40 in a minimum of 90 credit hours in residence at Lehigh University or in programs approved by the faculty to have grades and credit accepted toward the undergraduate degree.
- b. Degrees with high honors are awarded by vote of the university faculty to those students who have attained an average of not less than 3.60 in a minimum of 90 credit hours in residence at Lehigh University or in programs approved by the faculty to have grades and credit accepted toward the undergraduate degree.
- c. Degrees with highest honors are awarded by vote of the university faculty to those students who have attained an average of not less than 3.80 in a minimum of 90 credit hours in residence at Lehigh University or in programs approved by the faculty to have grades and credit accepted toward the undergraduate degree.
- d. Students who spend part of their career at another institution, or are transfer admits to degree programs and have fewer than ninety hours of in residency courses, may qualify for graduation honors under the following conditions:
- e. The student must have at least sixty credit hours of regularly graded (not pass/fail) courses that meet the residency requirement. The graduation honors category is determined by the lower of the two averages computed as follows: (1) the average of grades received at Lehigh; (2) the average of all grades received at Lehigh and grades for courses taken elsewhere for a regular grade and that are appropriate to be considered for transfer to Lehigh, or in provisionally approved study abroad programs.

7. Undergraduate Credit and Grades (UC – pg. 28, USH -- 17)

- a. A “semester hour,” used interchangeably with “credit hour,” is a course unit normally involving three to four hours of student effort per week during one semester. This includes both in-class contact hours and out-of-class activities. The major parameters influencing the in-class/out-of-class division include the mode of instruction and the level of the course.
- b. Latest date for registration: No registration is accepted later than the tenth day of instruction in any semester, or fifth day of a summer session.
- c. Definitions of grades: Course grades are A, A-, B+, B, B-, C+, C, C-, D+, D, D-, P, F, N, X and Z. The meaning of each grade is as follows: A, A-, excellent; B+, B, and B-, good;

C+ and C, competent; C-, continuation competency (the student has achieved the level of proficiency needed for the course to satisfy prerequisite requirements); D+, D, and D-, passing, but performance is not adequate to take any subsequent course which has this course as a prerequisite. The student must petition to waive a prerequisite. Upon presentation of evidence of substantially equivalent preparation and with the approval of the instructor of the course, the teaching department chair and the chair of the major department, the prerequisite will be waived. P, pass-fail grading with a grade equivalent to D- or higher; F, failing; N, incomplete; X, absent from the final examination; Z, absent from the final examination and incomplete.

- d. Other symbols used for courses on student records are: Cr, credit allowed; W, withdrawn; WP, withdrawn with permission and with passing performance at the time of withdrawal; WF, withdrawn beyond the deadline and/or with failing performance.
- e. Grades in the range of A through D-, P, and Cr may be credited toward baccalaureate degrees within the limits of program requirements. Grades of F, N, X, Z, W, WP, and WF cannot be credited toward the degree. Grades of W and WP do not count as hours attempted.
- f. Courses in which grades of D+,D, D-,F, W, WF, N, X, or Z are recorded do not meet prerequisite requirements.
- g. The grade N (grade) may be used to indicate that one or more course requirements (e.g., course report) have not been completed. It is the obligation of the student to explain to the satisfaction of the instructor that there are extenuating circumstances (e.g., illness or emergency) that justify the use of the N grade. If the instructor feels the N grade is justified, he or she assigns a grade of N supplemented by a parenthetical letter grade, (e.g., N©). In such cases, the instructor calculates the parenthetical grade by assigning an F (or zero score) for any incomplete work unless he or she has informed the class in writing at the beginning of the course of a substitute method for determining the parenthetical grade.
- h. In each case in which an N grade is given, the course instructor shall provide written notification to the department chairperson stating the name of the student receiving the grade, the reason for the incomplete work, the work to be done for the removal of the N grade and the grade for the work already completed.
- i. A student who incurs an N grade in any course is required to complete the work for the course by the fifth day of instruction in the next regular semester. The N grade will be converted into the parenthetical grade after the tenth day of instruction in the next regular semester following receipt of the N grade unless the instructor has previously changed the grade using the removal-of-incomplete procedure. The parenthetical grade will be dropped from the transcript after the assignment of the course grade.
- j. In no case shall the grade N be used to report absence from a final examination when all other course requirements have been met.

- k. N grades do not count as hours attempted and are not used in computations of cumulative averages.
- l. The grade X (grade) is used to indicate absence from the final examination when all other course requirements have been met. The grade in parentheses is determined by including in the grade calculation an F (or zero score) for the missing final exam. The X grade may be removed by a make-up examination if the absence was for good cause (e.g., illness or other emergency). To be eligible for the make-up exam, the student must file a petition and the petition must be approved by the Committee on the Standing of Students. If the student fails to petition, or if the petition is not granted, or if the student fails to appear for the scheduled make-up examination, then the X grade will be converted into the parenthetical grade after the first scheduled make-up examination following the receipt of the X grade. If the petition is granted and the final examination is taken, the X grade will be changed by the instructor using the make-up examination procedures and the parenthetical grade will be dropped from the transcript.
- m. Where valid reasons exist for not taking the make-up examination at the scheduled time, the student may petition for a later examination with a fee.
- n. The notation of NR (not reported) is temporarily placed in a student record when due to circumstances; no grade was reported by the instructor by the established deadline.
- o. The grade Z (grade) is used to indicate both absence from the final examination and incompleteness of one or more course requirements. The instructor calculates the parenthetical grade using an F (or zero score) for the final examination and either an F (or zero score) or the substitute method of calculation as described above for the incomplete work.
- p. The Z grade may be removed by the procedures presented in the previous paragraph for removing the X grade. If this results in an N grade because the course work is still incomplete, the provisional Incomplete (N grade) above shall apply, except that in no case shall the deadline for completion of the work be later than the last day of classes in the first full semester in residence (except summer) following receipt of the Z grade.
- q. X and Z grades do not count as hours attempted and are not used in computations of cumulative averages.
- r. Where failure to complete coursework prevents the student from taking the make-up examination at the scheduled time, the student may petition the Committee on the Standing of Students (SOS) for a later examination.
- s. A Z grade that is still outstanding after the tenth day of instruction in the next academic-year semester following receipt of the Z grade will be converted into the parenthetical grade. The parenthetical grade will be dropped from the transcript.

8. Scholastic Averages and Probation (UC – pg. 29, USH – 20, SAH)

- a. Scholastic requirements for undergraduate students are expressed in terms of the cumulative grade point average (GPA) - the weighted average of all grades received in residence or at institutions specifically approved for grade transfer. The cumulative GPA is computed at the end of each semester and the second summer session. Following are the cumulative GPA requirements for good standing:

| | |
|--|------|
| freshmen first semester 0 to 21 credits earned | 1.70 |
| sophomores 22 to 51 | 1.80 |
| juniors and seniors more than 52 | 2.00 |

- b. For computational purposes, students who have completed 22 or fewer earned hours shall be required to achieve a 1.70 cumulative grade point average. Students who have completed 23 but fewer than 53 earned hours at the end of the most recent graded term shall be required to achieve a 1.80 cumulative grade point average. Students who have completed 53 earned hours at the end of the most recent graded term shall be required to achieve a 2.00 cumulative grade point average. Other undergraduates including all General College Division, Lehigh Valley Association of Independent College (LVAIC) cross registered students, high school scholars and R.O.T.C. (Reserve Officer Training Corps) students will be required to achieve a 2.0 cumulative grade point average - the minimum average required for graduation - to remain in good academic standing.
- c. Any undergraduate student who achieves a 1.69 or lower cumulative grade point average in a given term is eligible to be reviewed by and may be placed on probation at the discretion of the Committee on the Standing of Students (SOS).
- d. Students who do not meet the above requirements will be placed on scholastic probation. Students who, regardless of their cumulative average, have failed more than eight hours of course work in any semester are also placed on scholastic probation.
- e. While there is no specific credit hour requirement for good standing, certain categories of students (e.g., those on financial aid and those playing intercollegiate athletics) will be expected to maintain whatever hours are required for eligibility.
- f. Removal from probation: Students are removed from probation at such time as they meet the standard listed above, effective at the end of any semester or the second summer session.
- g. Dropped for poor scholarship: A student who makes a 2.2 GPA or better in the probationary semester but fails to meet the standards stipulated is continued on probation for another semester. A student who makes less than a 2.2 GPA in the probationary semester and fails to meet the standards stipulated above, is dropped for poor scholarship.

- h. If a student goes on scholastic probation for a second (although not necessarily consecutive) term, a review by the Committee on the Standing of Students will determine whether the student will continue on scholastic probation or be dropped for poor scholarship.
- i. **Withdrawal from a course:** A student dropping a course within the first ten days of the semester (five days for summer sessions) will have no record of the course on the transcript. A student dropping all courses for which he or she is registered is considered to be withdrawing from the university and the policy is noted below. A student who drops a course with the approval of his/her advisor and section instructor after the tenth day of instruction and before the end of the eleventh week of instruction will have a grade of "W" assigned to the course. A student who drops a course with the approval of his/her advisor and section instructor after the eleventh week of instruction and before the end of classes receives a "WP" or "WF" at the discretion of the instructor. A "WF" is considered to be a failing grade. An Add/Drop form signed by the student's advisor must be submitted to the Registrar's Office, before the deadlines noted above, to be official.
- j. **University Withdrawal:** A student withdrawing from the university (dropping all courses during a given term) must submit the withdrawal form to the Dean of Students Office. Withdrawal after registration day and during the first 11 weeks of instruction will be noted on the academic transcript by assigning a grade of "W" to all courses. A withdrawal after the eleventh week of instruction and before the end of classes will have the grade of "WP" or "WF" assigned for each course at the discretion of the instructor. The date of the withdrawal will be noted on the academic transcript for a withdrawal at any time during the term.
- k. A student who reduces his or her course load below the minimum required for standing as a full-time student, but does not withdraw from the university, becomes a part-time student for the rest of that semester. Some areas affected by part-time status are financial aid, athletic eligibility, veterans affairs, immigration status, insurance and loan deferment.
- l. **Readmission and Reinstatement (USH – Academic Resource Guide):** If at any time a student's connection with the university is discontinued due to failure to meet academic requirements, reinstatement is possible only by petition to the Committee on Standing of Students. Students seeking readmission after voluntary withdrawal should contact the Associate Dean of Students (U.C. 210) to initiate the process.
- m. **Release of Final Grades:** Grades for undergraduate students are available from the registrar as soon as possible following the deadline for reporting of grades on-line using the secure access facility. Undergraduate students who would like a grade report must submit the request in writing to the Registrar's Office each term. Instructors may develop their own policies for release of unofficial reports of academic progress to individual students, or to their advisors, deans, or financial aid officers, on a need-to-know basis, including early release of unofficial final course grades. Any such policies must respect the rights of students to privacy.
- n. **Repeating of courses:** If a course is repeated, the final grade received upon repetition of the course is counted in the cumulative average. The original grade and credit hours

received will be dropped from the cumulative average. However, a student who fails a repeated course after receiving a passing grade the first time will have the original grade deleted from his or her average, but will retain credit for the course toward graduation.

- o. A grade that was originally received in a course may not be changed by repeating the course under the pass-fail option.
- p. Students repeating a course that has been graded C or better may not overload (greater than eighteen credits) during that term. For deletion of a grade from the cumulative average after repeating a course, a student must (a) file the deletion form with the Registrar's Office; and (b) repeat the identical course with a final grade at Lehigh.

9. Transfer Credit (USH – pg. 14)

- a. Transfer of credit from other institutions is the responsibility of the Registrar. Any students planning to take work at other institutions in the United States or elsewhere should initially check with the Registrar on policies and procedures. Full-time students may not be concurrently enrolled at any other institution, except for the Lehigh Valley Association of Independent Colleges (LVAIC) Consortium cross registered courses, without the advanced approval of the Committee on Standing of Students (SOS). Transfer of grades from institutions other than the LVAIC System is not possible.

10. Attendance / Absence Policy (USH – pg. 16)

- a. The university assumes that regular class attendance is an essential element of its academic operations. A student is personally responsible for the academic consequences of a poor attendance record.
 - i. If, for any reason, any student is to be away from the university for an extended period of time (e.g., three consecutive class days), he or she has the responsibility of informing the Associate Dean of Students before the absence.
 - ii. At the first class session after any absence or period of absence, the student ascertains from the instructor what make-up work is required, and when and how it becomes due. For officially approved inspection trips, athletic contests, or extra-curricular activities, a report is provided to each instructor describing the schedule and listing the names of students authorized to participate. For absences of other sorts, the student may, within one week after return to class, apply to the Associate Dean of Students for an “absence information report.” All reports of absence are for information only and do not bind the instructor to any particular course of action.
 - iii. If a student appears to be neglecting the work in any course or interferes with the discipline of any course, the faculty member concerned notifies the Associate Dean of Students who warns the student and, upon the second report, may exclude him or her from the course which has been neglected. If a student is excluded from two or more

courses, the case is brought to the Committee on Standing of Students (SOS) for further action.

- iv. Make-up privileges for a student absent during any part of the three days immediately preceding or the three days immediately following Thanksgiving, Christmas, New Year, or Spring recesses are denied, unless such absence is certified by the Associate Dean of Students.
- v. Each instructor informs students in each course of his or her interpretation of these regulations as it applied to that course. This interpretation shall be made in writing at the beginning of each semester.

11. Academic Integrity (USH – pg. 22)

- a. Statement of Academic Integrity: We, the Lehigh University Student Senate, as the standing representative body of all undergraduates, reaffirm the duty and obligation of students to meet and uphold the highest principles and values of personal, moral and ethical conduct. As partners in our educational community, both students and faculty share the responsibility for promoting and helping ensure an environment of academic integrity. As such, each student is expected to complete all academic course work in accordance to the standards set forth by the faculty and in compliance with the university's Code of Conduct.
- b. This assumption of academic integrity is an essential element of the educational process. Sanctions do exist, however, for those who would betray this trust. Academic dishonesty in all forms is subject to disciplinary action and may result in disciplinary suspension or expulsion. University regulations governing cases of academic dishonesty may be found in the Code of Conduct as it appears in the Lehigh Handbook. Any form of cheating, including but not limited to, acts of plagiarism (the incorporation of the ideas or expressions of another in one's own work without proper acknowledgement) and acts of collusion (the unauthorized collaboration with any other person in preparing work offered for credit) are subject to disciplinary action under that code.
- c. Breaches of academic honesty are dangerous to both the morale and reputation of the university. They undermine the principle of truth upon which Lehigh was founded. The academic integrity of every student is important so that Lehigh may continue its proud tradition of excellence.
- d. For a defined explanation of academic dishonesty, see University Judicial System – Code of Conduct (which begins on page 51 of the University Student Handbook).

12. Academic Standards - All Sports (SAH-Eligibility Regulations)

Eligibility for competition

- a. Register with and be certified as a qualifier by the NCAA Clearinghouse (only for incoming student-athletes, i.e. freshmen)
- b. Be enrolled in a full-time program - a minimum of 12 credit hours/semester
- c. Declare a major by the beginning of your junior year
- d. Maintain minimum and cumulative satisfactory progress towards your degree as described in the satisfactory progress chart below
- e. Maintain a minimum and cumulative GPA towards your degree
- f. 18 out of 24 credits must be acquired during the regular academic year (not summer)
- g. If you are enrolled in less than a full-time program, you are eligible to compete only if you are enrolled in the last term of your degree program and are carrying credits necessary to finish your undergraduate degree. (Bylaw 14.1.8.2.1.3) However, if you are in a Patriot League sponsored sport and in pursuit of your undergraduate degree, the League – depending on whether you are in your fourth or fifth year of eligibility – may still require that you continue to maintain 12 credit hours of courses while competing in your last semester.

Eligibility for practice

- a. You are eligible to practice if you are enrolled in a minimum full-time program of study leading to a baccalaureate or equivalent degree, as defined by the regulations of the certifying institution. (Bylaw 14.1.8.1)
- b. You are eligible to practice between terms (i.e., during the official vacation period immediately preceding initial enrollment), provided you have been accepted by your institution for enrollment in a regular, full-time program of studies at the time of your initial participation, you were registered for a minimum full-time program of studies at the conclusion of the term immediately preceding the date of competition, and in the case of a transfer student-athlete, you are no longer enrolled at your previous educational institution, and you are eligible under all institutional and NCAA requirements. (Bylaw 14.1.8.2.1.2, 14.1.8.1.1)
- c. You are also eligible to practice if you are enrolled in the final semester or quarter of a baccalaureate program while enrolled in less than a minimum full-time program of studies and your institution certifies that you are carrying (for credit) the courses necessary to complete the degree requirements, as determined by the faculty of the institution. (Bylaw 14.1.8.1.3)

- d. You are not eligible to practice in a sport unless you are enrolled in at least a minimum full-time program of studies leading to a baccalaureate or equivalent degree. Your institution determines both what a minimum full-time program is and your eligibility to practice. (Bylaw 14.1.8.1)

Continuing eligibility (minimum and cumulative requirements for eligibility)

- a. Once you have completed one academic year in residence at your current institution or used one season of eligibility in a sport at your current institution, your eligibility shall be determined by your academic record at the beginning of the fall term of the regular academic year.
- b. You must satisfy the following requirements for academic progress to be eligible to compete:
 - i. Minimum satisfactory progress towards your degree: You must have satisfactorily completed at least an average of 12 semester hours of academic credit during each of the academic year terms in which you have been enrolled, or you must have satisfactorily completed 24 semester hours of academic credit since the beginning of the previous fall term. In both cases, 75% of your credits earned must be during the regular academic year. If you are ineligible based on your academic record at the beginning of the fall term, you may regain your eligibility at the beginning of any other regular term within that academic year by satisfactorily completing at least an average of 12 semester hours of academic credit during each of the academic year terms in which you have been enrolled, or by satisfactorily completing 24 credit hours during your school's preceding regular two semesters.
 - ii. Note Final Semester: You are eligible to participate in practice sessions if you are enrolled in the final semester of a baccalaureate degree program while enrolled in less than a minimum full-time program of studies, and your institution certifies that you are carrying (for credit) the courses necessary to complete the degree requirements, as determined by the faculty of the institution. (Bylaws 14.01.1, 14.01.3, 14.1.8.1.2, and 14.1.8.1.3)
 - iii. Cumulative satisfactory progress towards your degree (25/50/75 rule)
 - iv. For students who were enrolled prior to 8/1/03---If you are entering your third year of collegiate enrollment, you must have completed successfully at least 25 percent of the course requirements in your specific degree program. If you are entering your fourth year of collegiate enrollment, you must have completed successfully at least 50 percent of the course requirements in your specific degree program. If you are entering your fifth year of collegiate enrollment, you must have completed successfully at least 75 percent of the course requirements in your specific degree program.
 - v. For students who were enrolled after 8/1/03---When entering your third year of collegiate enrollment, you will need to have successfully completed at least 40 percent

of the course requirements for your specific degree program. When you enter your fourth year of collegiate enrollment, you are required to have successfully completed 60 percent of your specific degree program. If you are entering into a fifth year of collegiate enrollment, you will need to have successfully completed 80 percent of the course requirements for your specified degree program in order to be eligible. (Bylaws 14.4.3.2, 14.4.3.3, and 14.4.3.3.1)

Satisfactory Progress Chart (minimum requirement for eligibility)

Note: The higher Satisfactory Requirement will prevail.

| <u>NCAA</u> | <u>LEHIGH</u> | <u>YEAR OF ELIGIBILITY</u> |
|---|---------------|--------------------------------------|
| 12 | | First semester |
| 24 | 0-22 | Freshmen, year one (1) |
| 36 | | Third semester |
| 48 | 23-51 | Sophomore, year two (2) |
| <i>Completed 40% of required courses in your degree program declare major</i> | | |
| 60 | | Fifth semester |
| 72 | 52-81 | Junior, year three (3) |
| <i>Completed 60% of required courses in your degree program</i> | | |
| 84 | 96 | Seventh semester |
| 96 | 97+ | Senior, year four (4) |
| <i>Completed 80% of required courses in your degree program</i> | | |
| 108 | | Ninth semester |
| 120 | | 10th semester (end of year five (5)) |

- a. Engineering and business students will have higher credit hour requirements and should consult the Registrar’s Office.
- b. Declare a major: You must choose a major that leads toward a specific baccalaureate degree by the beginning of your third year of enrollment. (This includes transfer students who have not yet completed an academic year in residence or utilized one season of eligibility in a sport at their current institution). (Bylaw 14.4.3.1.4)
- c. 75/25 Rule: During the regular academic year, you must earn at least 75 percent of the semester hours required for satisfactory progress during the regular academic year. You may not earn more than 25 percent of the semester hours required for satisfactory progress during the summer. (Bylaw 14.4.3.1.3)

Grade Point Average (minimum and cumulative requirements for eligibility)

- a. In addition to satisfactory progress requirements, a student-athlete must meet the University’s minimum cumulative grade point average. The cumulative average is computed at the end of each semester and the second summer session. The following are the rules for determining the cumulative average requirements for good standing:

Minimum and Cumulative Grade-Point Average (90/95/95 rule): If you are entering your third year of collegiate enrollment, you must have a cumulative minimum grade-point average (based upon a maximum of 4.000) that equals at least 90 percent of the cumulative minimum grade-point average required for graduation. If you are entering your fourth or fifth year of collegiate enrollment, you must have a cumulative minimum grade point average (based upon a maximum of 4.000) equal to 95 percent of the cumulative minimum grade point average required for graduation. (Bylaw 14.4.3.3.1 and 14.4.3.3)

Grade Point Average Chart (minimum and cumulative requirements for eligibility)

Note: The higher GPA requirement will prevail.

| <u>NCAA</u> | <u>LEHIGH</u> | <u>Financial Aid</u> | |
|-------------|---------------|----------------------|-------------------------|
| 1.6 | 1.7 | 2.0 | 1st Semester (freshmen) |
| 1.7 | 1.7 | 2.0 | 2nd Semester (freshmen) |
| 1.8 | 1.8 | 2.0 | 2nd Year (sophomore) |
| 1.8* | 2.0 | 2.0 | 3rd Year (junior) |
| 1.9# | 2.0 | 2.0 | 4th Year (senior) |

- a. Entering your third year of collegiate enrolment, you must have a cumulative minimum grade-point average (CMGPA) equal to at least 90% of the CMGPA required for graduation.
- b. Entering fourth year your minimum CMGPA = 95% of CMGPA required for graduation.
- c. Entering 5th year your CMGPA = 95% of CMGPA required for graduation.

Academic Probation/Petition Process

- a. Any student not meeting the above standards (see charts), or who has failed eight or more credit hours during the previous semester, will be placed on academic probation. Students on probation must achieve a 2.2 semester grade point average during their probationary semester, or a semester grade point average high enough to put them in good standing, or they will be at risk of being dropped for poor scholarship.
- b. Any undergraduate student who achieves a 1.69 or lower cumulative grade point average in a given term will be reviewed by, and may be placed on probation at the discretion of, the Committee on the Standing of Students.
- c. Students who, regardless of their cumulative average, have failed more than eight hours of course work in any semester are also placed on scholastic probation.
- d. A student on probation, or one who drops below 12 credits in a semester, becomes immediately ineligible. A student on probation is ineligible to represent the University in games and cannot participate in practices or scrimmages (in-season or off-season).

Mandatory conditioning programs that are a part of team practice sessions are also prohibited.

- e. A student who is removed from probation will become eligible when they complete the registration process, including payment of tuition, for the following semester.
- f. Students on probation may petition for the privilege of participation. Petition forms are available at the Dean of Students Office, the Registrars Office, and the Academic Support Office in the Athletics Department. Petitions must be accompanied by supporting documentation from: the student; his or her coach; a faculty member; and the parent(s) of the student.

2.1.12 Describe the procedures used by the institution to monitor missed class time for student-athletes.

Class attendance requirements at Lehigh are determined by individual course instructors. However, it is the expectation of the Athletics Department that student-athletes will attend all classes when they are on campus and available to attend. Responsibility for ensuring adherence to this expectation is delegated to head coaches.

Most sport programs use an academic progress reporting process that requests information from classroom instructors regarding the classroom performance of athletes. This progress report includes information on class attendance. Class attendance problems are usually identified through this procedure.

Athletes are encouraged to submit in advance a written notification of absence to instructors of courses that will be missed for an intercollegiate competition. Student-athletes must accept responsibility for all work missed as a result of team travel or competition.

By university policy, classes may not be missed for practice sessions.

2.1.13 Analyze, explain and address missed class time that has been determined by the institution to be significant or excessive for any sport(s).

The Subcommittee on Academic Integrity determined that no sport within the intercollegiate athletics program cause student-athletes significant or excessive amounts of missed class time.

2.1.14 Describe the means by which the institution's policies and procedures regarding the scheduling of athletic competition and practices (e.g., missed class policy) are communicated to student-athletes.

The Student-Athlete Handbook is the primary source of written information and referral for student-athletes regarding operating policies. Operating policies are also discussed and reinforced at team meetings, including the team organizational meeting and individual sessions involving student-athletes and coaches or staff.

Policies within the department and within the Patriot League, regarding scheduling of intercollegiate competition, attempt to minimize time away from campus and missed classes.

The following is an excerpt from the Lehigh Policy Statements, from the Student-Athlete Handbook.:

Lehigh Scheduling Guidelines

At Lehigh, the academic calendar and the academic mission come first. In all of our scheduling, including practices and contests, sensitivity must be exercised to minimize direct or indirect conflicts for our student-athletes, and to improve the likelihood of productive athletic performances.

Schedule Timetable (for head coaches)

1. Make an appointment during February with the Senior Associate Athletics Director to approve your schedule and prepare your 2006-2007 budget
2. Bring your tentative schedule to the budget planning meeting
3. Overnights (including, out-of-region, and/or guaranteed competition) must be approved prior to committing to another institution. Additionally, a four-year plan will be required for out-of-region travel.
4. Home tournaments must be planned (including budget) and approved at least a year ahead
5. Review the following documents in preparation for your meeting:
 - a. Competitive schedule and practice guidelines (provided below)
 - b. Lehigh Calendar information (Note 4 o'clock exams, breaks, religious holidays, etc.)
 - c. Read scheduling guidelines in the NCAA Manual
 - d. Remember that Patriot League scheduling takes precedence over non-league scheduling
6. Note that most competition contracts go out in June.

Competitive Schedule

When you are developing a schedule, please keep the following in mind:

1. Try to balance home and away contests
2. Development of team competitive schedules should be a strategic process involving the coaching staff and administrative staff (including tickets, events and promotions for ticket-selling sports)
3. Strategically plan a schedule that is minimally .500 successful (such that the competition scheduled would project winning at least 50% of the contests)
4. Look to improve RPI (rating and power index) based on the previous year projected RPI for contests scheduled
5. Scheduling guidelines:
 - a. Championship Segment
 - i. Must be NCAA compliant with scheduling rules (maximums and minimums, etc.)
 - ii. Must have approval to exceed three competition dates in a week
 - iii. Check that there are no facility conflicts or conflicts with other events that may make it impossible for administrative staff to cover your event properly (i.e. football, basketball, wrestling –in particular overlapping seasons and same sport facility needs.)
 - iv. Winter Championship Segment will be able to start competitions (scrimmages/contests) in November
 - v. Spring Championship Segment will not be able to start home competitions until mid-February
 - vi. Weekday daylight games should start at 4:00 pm during daylight savings, otherwise they should use a 2:30 or 3:00 pm start. Promote consistent start times (avoid as much missed class time as possible). Weekday start times for some sports will be earlier: baseball (2:30 pm/3:00 pm), softball (2:30 pm/3:00 pm), tennis, (3:00 pm), and golf (9:00 am/1:00 pm) may have to start earlier to complete contest(s) before darkness.
 - vii. Evening start times will be 7:00 pm in the months of September, October and April. Other evening games must be approved. This is due mainly to cold temperatures.
 - viii. By University policy, no contests may be scheduled during exam periods. Under very special circumstances, an exception may be granted; however, no athlete with a direct

or even indirect academic conflict will be excused from their academic obligations for participation.

b. Other Segment

- i. Four dates of competition (applicable only to soccer, lacrosse, baseball, softball, volleyball and field hockey). This includes scrimmages, foreign, alumni, club and/or other competitions that take place on weekends.
- ii. Competition dates in the spring need to take place within the four weeks before finals
- iii. Indoor practice depends upon space availability
- iv. Additionally, a budget and schedule must be approved for other segment competition at least one month in advance of a contest. For other segment competition, teams will travel by van, will not stay overnight, and will get the standard per diem.
- v. Other segment tournaments held at home should charge an entry fee to cover costs of officials and trainers

c. General

- i. E-mail the Senior Associate Athletics Director of any schedule changes (that have been approved) immediately (including Sports Medicine, Facilities, Equipment, Sports Information and Business Manager).
- ii. Scheduling during first-year orientation, mid-term exam weeks, religious holidays, and during the fall semester pacing break (when the business minor program is held) will need approval by the Senior Associate or Dean of Athletics.
- iii. Foreign trips must be funded in advance and approved by the Senior Associate and/or the Dean of Athletics.
- iv. It is important to factor “student-athlete down time” into your planning - time with no demands. It is also important to be sensitive to time demands placed on injured student-athletes who are performing rehabilitation, and expected to be at practices and competition.
- v. At the end of a Championship Segment, there should be two weeks off before starting an off-season segment.
- vi. Preferences will be given to ticket sports and championship segment sports when seasonal schedules begin to overlap. Overlapping seasons (fall-winter and winter-spring) are the most difficult times for administrative staff—please be sensitive.

- vii. We must give careful consideration to away sites with surfaces that require different footwear, in terms of the physical effect on our athletes and equipment needs.

Practice Schedule

1. Start and end practices on time. Adhere to a 2½ hour limit. Limit the number and length of team meetings, especially those that are impromptu (unless they replace practice time). Stick to defined time schedules!
2. Please try to limit Sunday practices/competitions to the afternoon - exceptions may be practice in the field house prior to spring season. Sundays are important days for academics (group projects, reading, etc.).
3. E-mail practice changes and share schedules in a timely fashion with Facilities, Equipment, Laundry and Sports Medicine.
4. Please refer to our Sports Medicine Manual (www.lehighsports.com/sportsmed) and / or NCAA Sports Medicine Handbook (www.ncaa.org/health-safety) for practice conditions regarding heat, cold, and lightning exposure during practice.
5. “Team practices” cannot be scheduled before 4:00 pm when classes are in session. Practices before 4:00 pm must be considered “individual development” time, without impact upon squad decision making.
6. If “Captains’ practices” are scheduled prior to the NCAA first practice date, the following guidelines must be STRICTLY adhered to:
 - a. Student-athletes must be cleared by Sports Medicine (in order to practice using a Lehigh facility)
 - b. The captain(s) running practice must know the emergency protocol and the appropriate personnel to contact.
 - c. NO coaches may be present or even in the vicinity!!
 - d. These training sessions MUST be defined, described, and interpreted as fully VOLUNTARY!

Lehigh University/Patriot League Scheduling Philosophy and Guidelines

Concerns for student-athlete academic welfare will always be paramount when configuring athletic schedules and resolving scheduling conflicts. Care will be exercised to minimize time missed from academic obligations due to athletic participation, and sensitivity to student-athlete academic welfare shall be the obvious priority in all scheduling and/or travel decisions.

In accordance with this philosophy, the following scheduling guidelines are embraced:

1. Awareness of member institution final examination periods shall normally preclude any scheduling of competition within twenty-four hours of such periods.
2. Normally, no class time shall be missed for practice activities, except when a team is traveling to an away-from-home contest and the practice is in conjunction with the contest.
3. Normally, daylight permitting, a weekday athletic contests will not start prior to 3:00 pm
4. Scheduling should require student-athletes to miss no more than one day of classes per away athletic contest, and less whenever possible.
5. In all sports, every effort will be made to limit (in original scheduling) the number of mid-week (Monday-Thursday) away contests to one per week.
6. Normally, no more than two opponents shall be scheduled for competition during a single away trip. Exceptions would include multi-team competitions and tournaments.
7. Whenever possible and reasonable, departure for a contest on a subsequent day shall not be prior to the end of that day's classes.
8. Teams will normally return to campus following athletic competition.
9. League competitions will be given priority when establishing and refining athletic schedules, whenever possible.
10. Exceptions will be made under established institutional policy.
11. The home team has sole authority to make decisions regarding the cancellation of scheduled competition due to inclement weather.
12. Each contest is scheduled to accommodate the visiting team and facilitate the play of the contest.
13. If there is a transportation problem on the way to a scheduled contest, the host institution should be notified immediately.

Information to be available to the peer-review team, if requested

1. A copy of the institution's most recent catalog and/or bulletin.
2. A copy of the institution's standard or regular, published entrance requirements, including the provisions under which students may be admitted by special exception to the institution's standard or normal entrance requirements
3. Information regularly reported to the chief executive officer, faculty senate or director of athletics concerning the academic performances of sports teams (if any)
4. All student-athlete eligibility files (including, when appropriate, final high school transcripts, high school lists of approved core courses, and final certification reports, verification of standardized test scores, NCAA student-athlete statements, institutional transcripts, transfer documentation)
5. Information from exit interviews of student-athletes
6. Athletics department manual and/or policies and procedure
7. Student-athlete handbook
8. Institutional handbook for students

Operating Principle 2.2 Academic Support

- 2.2.1 List all "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 Operating Principle 2.2 (Academic Support). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or non-completion of such required actions. Please 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.**

During the first cycle of the NCAA Certification (1998) there were no required corrective actions identified by the peer review team or the NCAA Committee on Athletic Certification. As such, Lehigh has no issues to be addressed in this section.

- 2.2.2 List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 2.2 (Academic Support). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) an explanation for any partial or non-completion of such required actions. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.**

During the first cycle of the NCAA Certification (1998), there were no additional plans for improvement/recommendations developed by Lehigh University during the first-cycle certification process for Operating Principle 2.2. As such, Lehigh has no issues to be addressed in this section.

- 2.2.3 Describe any additional plans for improvement/recommendations in the area of Operating Principle 2.2 (Academic Support) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.**

The fundamental commitment by the institution and the department of athletics to institutional standards for academics has led to the following academic support initiatives since the 1998 Self Study:

1. July 1999: The John A. Cable Leadership Development Endowment was established for the benefit of student-athletes. These funds have been utilized for a variety of enrichment experiences that are aimed at improving the quality of the academic and personal development experiences for student-athletes.

2. July 2001: Creation of the first full-time position dedicated to the academic support of student-athletes. Cleveland McCray was hired in that role and continues to serve in that capacity.
3. 2002-2003 academic year: The Faculty Athletics Council was expanded and reorganized. Since that year, increased attention has been devoted to data sharing and dialogue about academic issues, governance/compliance issues, and student-athlete welfare issues.

2.2.4 Identify how the institution is organized to provide academic support and advising services to student-athletes (i.e., reporting lines and identification of who does what).

The Office of Academic Support provides support services for students with learning and other disabilities. The office consists of an Assistant Dean and an Assistant Director who also serves as a writing specialist. The office utilizes a peer mentor program where upperclass students with disabilities who have demonstrated academic success at Lehigh, act as mentors for first-year students. Student-athletes with diagnosed disabilities are referred to that office. In addition, students with severe injuries (such as head injuries or injuries requiring surgery that impacts mobility) are referred to that office for either temporary or continuing support.

Academic support services for student-athletes are offered under the Dean of Students Office and coordinated by the Associate Dean of Students for Academic Support Services and the First-Year Experience. The Associate Dean monitors the available support services for students and works closely with the Coordinator of Academic Support in the Athletics Department to ensure appropriate services are provided to student-athletes in an effective and timely manner.

Student-athletes receive the same academic support services as the regular student population. However, the Athletics Department takes a proactive approach in identifying specific areas that may need to be addressed with first-year students. For instance, at the beginning of the academic year, the Academic Support Office for the Athletics Department provides the Office of the Dean of Students with the academic background of matriculating first-year student-athletes who are considered “at-risk.” Students who are considered “at risk” is a matter determined by Lehigh’s Admissions Office based on the student’s academic index and/or course preparation, as compared with his or her Lehigh peers. These individuals are then encouraged to make effective use of the university academic support services described in this section.

The following academic support resources are made available to all students, including all student-athletes:

1. Resource Advisors/Academic Support
 - a. Staff members in the Office of the Dean of Students are available to students as resource advisors. Students who have questions about procedures, regulations, or problems are encouraged to use the Dean of Students Office as a resource or starting point. These individuals include: the Dean of Students; the Associate Dean of Students; the Assistant Dean for Learning Disabilities; the Asst. Director for Learning Disabilities; the Coordinator of the Center for Academic Success; the Assistant Dean for First-Year

Experience; the Coordinator of First-Year Experience Programs; the Director of The Writing & Math Center; and the Coordinator for Academic Support in the Athletics Department.

- b. The Office of Academic Support Services (institutionally and in athletics) is committed to assisting student-athletes in their academic achievement. Staff members work with students to assist their development both inside and outside the classroom. The Office of Academic Support Services is proud of their relationships with faculty members and college deans, as well as their relationships with other Student Affairs personnel. Through collaborative efforts, the Academic Support Office in the Office of the Dean of Students - as well as the Academic Support Office in the Athletics Department - assists student-athletes with any challenges that could affect their academic progress.
- c. Student-athletes utilize the following academic support services available to all students:
 - i. *Center for Academic Success*. Individual and group tutoring is available for most first and second year courses. Study skills consultation for assistance with all courses is also available. The center has four trained graduate assistants and approximately 35 additional trained undergraduate and graduate tutors.
 - ii. *Writing and Math Center*. Students have access to graduate student tutors for assistance in all math courses. Teaching fellows in the English department are also available for writing assistance in all courses.
 - iii. Student-athletes meet with academic advisors for assistance with career goals. Staff members in the Academic Support Office as well as the Coordinator of Academic Support in the Athletics Department are also available to student-athletes for guidance on career goals. In addition, student-athletes are encouraged to speak with staff in Career Services for assistance with career development.

2. Academic Advising

- a. Academic advisors for all freshmen are assigned by the specific college within the university in which the student is enrolled. For upper-class students with declared majors, the academic advisor is the department chairperson or an assigned faculty member within the specific major department.
- b. Such matters as pre-registration, changes in roster (course drop or add), requests for pass/fail grading, etc. are overseen and approved by the academic advisor. Student-athletes may also utilize the Academic Support Office in the Athletics Department, as a resource in these matters. In general, all petitions and final approval must be endorsed by the faculty academic advisor.
- c. In addition to the academic support services provided to all students, the Athletics Department - on an annual basis - encourages each of the coaches to enlist the support of members of the Faculty Athletics Council (FAC) to serve as additional academic advisors to the student-athletes. This practice is particularly important during the first semester of enrollment but is available throughout the year.

3. The following special interest advisors are available to all students:
 - a. Pre-law
 - b. Career Services Advisor
 - c. Pre-medicine or other Health Professions
 - d. Career Services Health Professions Coordinator
 - e. Pre-MBA
 - f. Associate Dean of Graduate Programs

4. Curriculum Transfers
 - a. Students who wish to transfer from one undergraduate college to another may do so if they have achieved sophomore status and are not on academic probation.
 - b. Those students in good academic standing may transfer from one college to another at registration, if approved by the appropriate dean of the college.
 - c. After conferring with the associate dean in the new college about requirements and opportunities, the student must complete all forms for transfer no later than three weeks prior to registration for the semester in which they wish to make the transfer.

5. Dropping Courses
 - a. Having once registered in any semester, a student may not add or drop any course without approval of the advisor after the first ten days of instruction.
 - b. During the first five days of class, students may add classes with the consent of their advisors, and without the permission of the instructor. During the sixth through tenth day of classes, both the advisor's and the instructor's consent is required to drop or add a class.
 - c. A student may add a course to the roster after the tenth day of instruction in a regular semester, or the fifth day in a summer session by petition only. A withdrawal from a course within the first ten days of instruction is not recorded on the student's record.
 - d. When dropping a course, student-athletes are encouraged to utilize the Academic Support Office in the Athletics Department to determine whether progress towards degree and eligibility will be affected. However, a student's academic advisor has the ultimate oversight in the deletion/addition of a course.

2.2.5 Using the following program areas for academic support issues as examples:

- 1. Academic Advising Course selection, class scheduling, degree program assistance, priority registration.**
- 2. Tutoring Availability, procedures and criteria for obtaining assistance; assignment, qualifications, training experience, etc.; compensation, rate of pay, pupil loads, qualifications, experience, other terms and conditions of employment.**
- 3. Success Skills Study skills, note and test taking, writing and grammar skills, time management.**
- 4. Study Hall Availability, facilities, policy for mandatory attendance.**
- 5. Freshman/Transfer orientation Availability, attendance requirements.**
- 6. Academic progress monitoring and reporting Individual's responsibility, frequency, procedures for periodic grade and attendance checks.**
- 7. Assistance for special academic needs Provisions for diagnosis and treatment of learning disabilities.**
- 8. Learning assessments Provisions for testing and evaluation (e.g., placement testing).**
- 9. Mentoring Availability of mentors, identification and assignment methods, and frequency of interaction.**
- 10. Assistance for at-risk students Availability including institution-wide assistance**
- 11. Post-eligibility programs Availability of scholarships, assistantships and academic support**

Please describe:

- a. The specific academic support services offered to student-athletes (if any);**
- b. Any policies that govern which students can use these services;**
- c. The mechanisms by which student-athletes are made aware of these services;**
- d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and**
- e. The mechanism for periodic approval of these services by academic authorities outside athletics of these services.**

If the institution has additional or different academic support services not included in the list of examples, please click "Add Academic Support Area."

1. Academic Advising

- a. Each student-athlete is assigned a primary academic advisor in their college. This academic advisor assists the student-athlete with course selection, class scheduling, and degree program assistance. In addition to the academic advisor, each undergraduate college has an associate dean who will provide additional academic advising assistance as needed.
- b. All students are required to meet with their advisor at least once a semester. Students cannot register without first meeting with an advisor. Student-athletes are given priority registration for their competitive season. They may access the on-line registration system 30 minutes prior to the normal registration period for students with their class standing. The Athletics Department and the Office of the Registrar monitor priority registration.
- c. Students are assigned to their academic advisor prior to New Student Orientation. Student-athletes first meet with their advisor during orientation. Major advisors are assigned shortly after students declare their major.
- d. There is no current mechanism in place for approval of academic advising of student-athletes. This is due to the significant effort made to coordinate academic advising with, and not independent of, the normal institutional advising process. The Academic Support Office in the Athletics Department can be utilized as a secondary advising resource; however, final approval must come from the primary advisor.
- e. The Athletics Department provides monthly updates to the Compliance Committee on student-athletes who have received academic recognition, been identified as being at-risk, transferred in or out of Lehigh, have fallen below full-time status, or who are on academic probation, etc. The Compliance Committee is comprised of the Faculty Athletics Council, the Compliance Coordinator, the Coordinator of Academic Support in the Athletics Department, the Director of Camps, the Patriot League Policy Representative, the Senior Associate Director of Athletics, and the Dean of Athletics. This group then provides feedback and support of the department's role in the compliance process. Discussions include: support provided, direction given, and the coordination of efforts with other appropriate resources within the institution to strengthen academic achievement of student-athletes.

2. Tutoring

- a. Course-specific tutoring and study skills assistance is available through the Center for Academic Success, which operates under the Office of the Dean of Students. Students are assigned an individual or group tutor normally within three days of a request. Tutors are selected, trained, and evaluated by the Coordinator of the Center for Academic Success. Each undergraduate tutor is recommended by a professor and must have at least a 2.70 GPA, and have received a B+ or higher in the course that they are tutoring. Graduate-level tutors must be recommended by their department, and often tutor many different course levels within a specific subject. Individual undergraduate tutors are paid

directly by the Center for Academic Success at \$8/hour, and graduate students at \$ 12/hour. Group tutors are paid \$13/hour. The Athletics Department reimburses the Center for student-athletes who receive tutoring services. In addition to the wage tutor positions, the Center for Academic Success also has four staff positions filled by graduate students. Each staff tutor works in the center for 20 hours each week, and holds group sessions as well as tutoring individual students. Detailed statistics regarding all aspects of student-athlete use of the Center are sent to the Dean of Athletics and the Academic Support Coordinator for Athletics each semester. (This information will be made available to the peer review team upon their visit).

- b. Student-athletes are encouraged to use all support services, as needed. In addition to the Center of Academic Success, students are directed to the Writing and Math Center. The Associate Dean of Students, Assistant Dean of First-Year Students, and additional Dean of Students staff are often used as referrals by the Athletics Department Coordinator of Academic Support and individual team coaches for student-athletes who require academic support services. In turn, the Dean of Students staff will meet regularly with a student-athlete and assist them in fully utilizing all support resources.
 - c. The Athletics Department Coordinator of Academic Support makes coaches and student-athletes aware of the support services available to all students. The Dean of Students' staff (and other direct support providers) often attend team meetings to highlight the resources available. Applications to request a tutor are available in the Athletics Department Office, in the Center for Academic Success, and online.
 - d. It is important to note that all academic support services report to the Office of the Dean of Students in the division of Student Affairs. The Associate Dean of Students is responsible for writing and reviewing the academic support services strategic plan each year, and for making improvements, where needed. The Associate Dean does not specifically include student-athletes in the strategic plan, but addresses needs relative to all students.
 - e. No current mechanism is in place for approval of tutoring/success skills services provided to student-athletes, since these services are provided to all students by the Center for Academic Success and the Center for Math, Writing, and Study Skills. The Athletics Department partners with these centers to support the learning skills of our student-athletes. The Academic Support Office in the Athletics Department provides additional support and encouragement in the development of study skills.
3. Success Skills
- a. The Center for Academic Success has a staff member who serves as a Study Skills Consultant, and is available to work with individual students on time management skills, study techniques, and positive academic habits. The Center uses a coaching model that assists students in developing positive academic habits. The Study Skills Consultant does outreach programs and is available to present specific workshops to athletic teams, as requested by a coach.

- b. Student-athletes are encouraged to use all support services, as needed. In addition to the Center of Academic Success, students are directed to the Writing and Math Center. The Associate Dean of Students, Assistant Dean of First-Year Students, and additional Dean of Students staff are often used as referrals by the Athletics Department Coordinator of Academic Support and individual team coaches for student-athletes who require academic support services. In turn, the Dean of Students staff will meet regularly with a student-athlete and assist them in fully utilizing all support resources.
 - c. The Athletics Department Coordinator of Academic Support notifies coaches and student-athletes of the support services available to all students. The Dean of Students' staff (and other direct support providers) often attend team meetings to highlight these resources. Applications to request a tutor are available in the Athletics Department Office, in the Center for Academic Success, and online.
 - d. It is important to note that all academic support services report to the Office of the Dean of Students in the division of Student Affairs. The Associate Dean of Students is responsible for writing and reviewing the academic support services strategic plan each year, and for making improvements, where needed. The Associate Dean does not specifically include student-athletes in the strategic plan, but addresses needs relative to all students.
 - e. No current mechanism is in place for approval of tutoring/success skills services provided to student-athletes, since these services are provided to all students by the Center for Academic Success and the Center for Math, Writing, and Study Skills. The Athletics Department partners with these centers to support the learning skills of our student-athletes. The Academic Support Office in the Athletics Department provides additional support and encouragement in the development of study skills.
4. Study Hall
- a. The Athletics Department and individual sport programs sponsor study hall programs for first-year and under-performing student-athletes. These programs are designed to encourage and implement regular study habits, as well as promote self-evaluation of progress. The Learning Center offers special programs to address critical areas such as time management or test/note-taking skills. Student-athletes are encouraged to utilize these programs.
 - b. Student-athletes are encouraged to use all support services as needed. In addition to the Center of Academic Success, students are directed to the Center for Math, Writing, and Study Skills.
 - c. Coaches notify student-athletes of study hours provided within their specific sport program, outlining collective and individual expectations.
 - d. No current mechanism is in place for review of study hall programs.
 - e. While study hall programs are provided for student-athletes, as an institution and department the primary focus is placed upon empowering and engaging our students in

understanding how they learn most effectively. Presently, there are no mechanisms in place for approval of this area.

5. First-Year Student and Transfer Student Orientation

- a. The Office of the First-year Experience (OFYE) offers extensive orientation programs to new students during both the fall and spring terms. Sessions educate new students on important transition issues that are both academic and social in nature. Coaches often participate in these programs as volunteer staff.
- b. The Assistant Dean of Students and the Program Coordinator of First-Year Experience meet annually, or as necessary, with the Senior Associate Director of Athletics and the Coaches Advisory Committee to discuss orientation and ways to communicate and coordinate services.
- c. The student-athletes are given a specific list of events that they must attend during orientation. This is communicated to them by coaches, orientation staff, and residence life staff.
- d. OFYE reports to the Office of the Dean of Students in the division of Student Affairs, which has annual strategic planning responsibilities. The Assistant Dean for First-Year Experience is responsible for writing and reviewing the strategic plan each year and making improvements, where needed. The Assistant Dean of Students specifically includes student-athletes in the strategic plan.
- e. Since all students are directed to OFYE, no current mechanism is in place for approval of services provided by athletics in this area.

6. Academic progress monitoring and reporting

- a. Academic Support Services monitors all students, including student-athletes, using two specific policies: Section 3 notices and midterm grade reports. Section 3 notices are completed by course instructors when students are neglecting coursework or exhibiting disruptive behavior. Section 3 forms are sent directly to the Associate Dean for Academic Support Services who communicates that information with the student, the student's academic advisor, and the Athletics Department. Midterm grades are entered for students enrolled in typical first- and second-year courses during October of the fall semester and March of the spring semester. Midterm grade reports are mailed to students' campus boxes and are available on-line. Academic Support Services creates a list of student-athletes who receive failing grades and sends that list to the Athletics Department. The Coordinator of Academic Support for Student-Athletes and the coaches work with student-athletes having academic difficulties and refer them to appropriate support services.
- b. In addition to the monitoring services indicated above, other measures are taken with students who have had past academic difficulties or students who may be at risk.

Academic Support Services, the Athletics Department, or coaches, may work directly with students and professors to monitor at risk student-athletes more closely. However, Lehigh University takes an empowered student approach to academic success. All departments work closely with student-athletes to ensure that they take responsibility for their own academic success.

- c. Student-athletes learn about academic progress monitoring and reporting from their head coach, and from the student-athlete handbook. Each student-athlete signs an agreement granting full consent to share his or her academic information. All sport programs conduct regular academic grade checks of team members throughout the course of the semester. In addition, a mid-semester report is requested from professors in each course, and a list of first-year and sophomore student-athletes who are in danger of failing a course (D+ and below) is provided by the Dean of Students office to the Academic Support Office in the Athletics Department. This information is then communicated with the Dean of Athletics and respective head coaches. At the end of the semester, a detailed grade report is run by the Registrar's Office, and provided to the Academic Support Office in Athletics. This list is then reviewed, distributed, and discussed with the Dean of Athletics and appropriate members of the athletics staff.
 - d. Currently, there is no mechanism in place for the outside review of academic progress made by Lehigh's student-athletes, other than the NCAA instrument (Compliance Assistant). The institution (specifically the Registrar's Office) conducts a degree audit using a software system that evaluates the progress toward degree requirements and the continuing eligibility of all student-athletes.
 - e. The Athletics Department receives feedback from: (1) the Faculty Athletics Compliance Committee (which consists of professors from Lehigh's three undergraduate colleges) on a monthly basis, (2) the Dean of Students Office on a case-by-case basis, but at least twice within a semester, and (3) the Registrar's Office throughout each semester and at the completion of each term.
7. Assistance for special academic needs
- a. Lehigh University is committed to ensuring "reasonable accommodations" for students who are limited by a diagnosed disability. Lehigh students with physical and/or learning disabilities have met the same competitive requirements for admission as all other Lehigh students. Once admitted, a student may request support services in accordance with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1992. The ultimate goal is to ensure that students with disabilities have an opportunity to achieve to their fullest potential at a competitive university.
 - b. In order to receive accommodation, it is the responsibility of a student with a disability to identify him/herself to the appropriate university contact person and provide the required documentation. Given the specific nature of each person's disability, "reasonable accommodations" will be determined on an individual basis by the appropriate university contact person in the Office of the Dean of Students.

- c. The admissions office notifies each student of the appropriate contact person for students with disabilities. In addition, many faculty members have written statements on their course syllabi referring students to the Office of the Dean of Students if they require accommodations in that course. Occasionally, student-athletes require special services following an injury. Sports Medicine personnel will notify the Associate Dean of Students Office, and appropriate services are then provided to those students as needed.
- d. Provisions for the diagnosis and treatment of learning disabilities are outside the scope of the Academic Support Office in Athletics. The Athletics Department refers student-athletes to the staff in the Office of the Dean of Students to gain the appropriate support. Note that the university does not diagnose students, but refers students to external services who provide the university with an appropriate diagnosis and documentation.
- e. Since university resources outside of athletics are utilized, there is no current mechanism for assessment of services provided to student-athletes with learning disabilities.

8. Learning Assessments

- a. First-year students work with their academic advisors to develop an appropriate course of study. All first-year students take a calculus readiness assessment to allow placement in the appropriate math course. Other placement assessments are available during orientation as needed for specific courses. Lehigh University does not provide testing for learning disabilities. However, we provide appropriate referrals.
- b. Assessment for specific courses is available to all students.
- c. Students work with their academic advisors to determine which assessment exams they could/should take.
- d. Currently, there is no mechanism in place for review of learning assessments utilized by Lehigh's student-athletes since all learning assessments are available to all students.
- e. Since university resources outside of athletics are utilized, there is no outside mechanism in place for approval of learning assessments.

9. Mentoring

- a. Lehigh University does not offer formal mentoring programs for student-athletes. However, there is an informal Student-Athlete Mentoring (SAM) program as well as a Student-Athlete Council (SAC) that addresses the academic, athletic, and social needs of Lehigh's student-athletes.
- b. The SAM and SAC programs are leadership groups comprised of captains (and other key leaders) from Lehigh's intercollegiate teams. These members represent the "ideal" student-athlete and help influence the development of the Athletics Department's policies, plans, and priorities. Members of these groups meet with the Dean of Athletics,

Senior Associate Director of Athletics, and other department and campus administrators to discuss student-athlete issues and concerns on a monthly basis.

- c. Student-athletes are made aware of these services through the Student-Athlete Handbook and communication with team captains (and other designated team leaders).
- d. Because the Athletics Department does not provide formal mentoring services, there is no review of the athletics support services in this area.
- e. Because the Athletics Department does not provide support services that are not also available to all Lehigh students, there is no review of the athletics support services in this area.

10. Assistance for at-risk students

- a. Names of students identified as “at-risk” by the admissions office are given to the Athletics Department. The Athletics Department Coordinator for Academic Support creates support plans for each of these students, using the support services available to all students. These plans are then shared with the Dean of Students Office, the Dean of Athletics, and each respective sport program head coach.
- b. Support services are available to all students. However, student-athletes identified as at-risk are closely monitored by the Athletics Department.
- c. At-risk student-athletes are directly contacted by the Athletics Department to discuss services appropriate for their specific needs.
- d. The Athletics Department coordinates assistance for at-risk students with available campus resources. As such, there is currently no outside mechanism for review of assistance provided to at-risk student-athletes.
- e. Since general university resources are utilized, there is no current mechanism in place for review of programs for at-risk student-athletes.

11. Post-eligibility programs / opportunities

- a. Lehigh offers assistance to student-athletes who have exhausted their athletic eligibility and are either: (1) pursuing a post baccalaureate degree or (2) still completing their undergraduate degree requirements. Lehigh is committed to the academic progress of its student-athletes, and the Athletics Department supports all student-athletes in completing their degrees. Programs/opportunities that have been addressed in this area range from applications for postgraduate scholarships and awards, to degree completion. In addition, the Athletics Department also monitors former student-athletes who are no longer on an active sports roster, but are still on campus pursuing their degrees. On occasion, a former student-athlete’s progress will be addressed with other advocates at Lehigh (e.g. a student-athlete’s college Dean, the student’s primary advisor, the student’s former

coaching staff, etc.), depending on the situation. Also, in cases where a student-athlete has left Lehigh, they are still encouraged to complete their degree.

- b. All student-athletes – who qualify – are encouraged to take advantage of these opportunities.
- c. Student-athletes are made aware of these post-eligibility programs/opportunities by Lehigh’s coaching staff, the Dean of Athletics, the Academic Support Office in the Athletics Department, and other campus administrators.
- d. There is currently no outside review of these services provided by the Athletics Department. However, the Athletics Department would be open to feedback in this (and other) area(s).
- e. There is currently no approval of services provided by the Athletics Department in this area.

2.2.6 Please submit a copy of the report from the academic support services review to your NCAA staff liaison with the submission of your self-study report.

Because the support services provided to student-athletes are the same services made available to all students by the Office of Student Affairs, the annual review of those services is conducted by that office. Data regarding use of academic support by student-athletes are shared with the Athletics Department and the Athletics Department shares evaluative information about university academic support with the Office of Student Affairs. Regular sources of this feedback are: (1) the surveys completed by student-athletes in all sports after each competitive season, and (2) the exit interview surveys completed by senior student-athletes. Additionally, the Faculty Athletics Council regularly reviews academic performance information for the student-athlete cohort and will discuss and advise on the availability, use, or effectiveness of academic support services.

2.2.7 Describe relevant corrective actions planned or implemented from the academic support services review.

There were no corrective actions identified institutionally or by the NCAA during the last self-study regarding the academic support services provided to students and student-athletes at Lehigh University. As such, Lehigh has no issues to be addressed in this section. The ongoing reviews of academic support services for the whole student body have led to an expanded program of support for students with identified learning disabilities, a dedicated office and classroom space for the conduct of academic support programs, and expanded institutional financial support for the academic support operations. All of these improvements were conducted at the institutional level for the benefit of all Lehigh students, including student-athletes.

Proposed Recommendations by Lehigh University

1. As a result of the present self assessment, we recommend that the university examine the issue of class scheduling (and space) for all students (including student-athletes) who wish to participate in an extracurricular activity, to ensure that they are provided every opportunity to do so without impacting the course of study they choose to pursue. The objective of this study should be to determine how classes can best be scheduled to allow students to take the classes they want and need (for a certain major) without being forced to choose between pursuing a particular course of study over an extracurricular activity, or vice versa.

Equity and Student-Athlete Welfare

Operating principle 3.1 Gender Issues

- 3.1.1 List all "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 Operating Principle 3.1 (Gender Issues). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or non-completion of such required actions. Please 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.**

During the first cycle of the NCAA Certification (1998) there were no required corrective actions identified by the peer review team or the NCAA Committee on the Athletic Certification. As such, Lehigh has no issues to be addressed in this section.

- 3.1.2 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) an explanation for any partial or non-completion of such required actions. The committee will not accept the following explanations for partial completion or non-completion: 1) the institution did not possess sufficient funds to implement the plan, and 2) The institution has had personnel changes since the original development of the plan. [Please note: Within gender-equity written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution's written plan. If an institution has already submitted a plan to the committee that includes specific hiring numbers, the committee will not hold the institution accountable for achieving those specific numerical targets. Rather, the committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.]**

Implementation of the plan developed in the first cycle to enhance the experience for our women athletes began during the last self-study process and continues today. Specific progress on individual elements of the plan is noted below:

1. Improve softball and baseball complexes
 - a. **Original Plan** - The Subcommittee on Equity and Student-Athlete Welfare reviewed the 1998 Gender Equity Plan and identified the following as goals from the original plan:
 - i. Baseball and softball facilities are inequitable in terms of dugouts, seating, and public address capabilities. Improvements are required at both sites and should be made with full consideration of equity principles

- b. **The action(s) taken by the institution** - The Subcommittee on Equity and Student-Athlete Welfare conducted a site visit and tour of this area during the preparation of the self-study report and found the following actions have been taken:
 - i. Both complexes have made improvements with seating, and public address capabilities. Any and all safety and equity compliance has been taken care of by the department for both facilities
- c. **Dates of action** - 1999-2000
- d. **An explanation for any partial or non-completion of such required actions** - The Subcommittee on Equity and Student-Athlete Welfare determined most of the proposed improvements were completed. Further enhancements are a priority for the department, and include the relocation of the softball venue and a reorientation of the baseball facility. These proposed adjustments are the reason permanent dugout improvements have not been completed as such investments would be lost when the facility is relocated.

2. Schedule improvement for track locker rooms

- a. **Original Plan** - The Subcommittee on Equity and Student-Athlete Welfare reviewed the 1998 Gender Equity Plan and identified the following as goals from the original plan:
 - i. Improve men's and women's track and field locker room facilities on the Goodman Campus through the expansion of the Varsity House complex
 - ii. Execute expansion of the Varsity House complex
- b. **The action(s) taken by the institution**-The Subcommittee on Equity and Student-Athlete Welfare conducted a site visit and tour of this area during the preparation of the self-study report and found the following actions have been taken:
 - i. All sport specific locker rooms improvements have been completed through the expansion of the Cundey Varsity House project
 - ii. The Cundey Varsity House expansion has been completed
- c. **Dates of action**
 - i. Track and Field locker rooms and other sport locker rooms opened in 2002
 - ii. The Cundey Varsity House expansion was finalized October 2002
- d. **An explanation for any partial or non-completion of such required actions** - The Subcommittee on Equity and Student-Athlete Welfare determined all identified actions were completed.

3. Schedule improvements to Grace Hall
 - a. **Original Plan** - The Subcommittee on Equity and Student-Athlete Welfare reviewed the 1998 Gender Equity Plan and identified the following as goals from the original plan:
 - i. Improvements to Grace Hall as a venue for volleyball and wrestling need to be scheduled
 - ii. Execute improvements to Grace Hall
 - b. **The action(s) taken by the institution** - The Subcommittee on Equity and Student-Athlete Welfare conducted a site visit and tour of this area during the preparation of the self-study report and found the following actions have been taken:
 - i. A complete renovation of the Grace Hall arena was scheduled and completed
 - ii. The arena complex is now known as the Leeman-Turner Arena at Grace Hall
 - c. **Dates of action**
 - i. The Grace Hall renovation project was completed in November 2003
 - d. **An explanation for any partial or non-completion of such required actions** - The Subcommittee on Equity and Student-Athlete Welfare determined all identified actions were completed.
4. Develop higher quality game venues for men's and women's soccer, men's and women's lacrosse and field hockey
 - a. **Original Plan** - The Subcommittee on Equity and Student-Athlete Welfare reviewed the 1998 Gender Equity Plan and identified the following as goals from the original plan:
 - i. The need to develop a higher quality game venue for above mentioned programs (field hockey, soccer, and lacrosse)
 - ii. A two-field complex, one natural turf, one artificial turf, to aid in eliminating scheduling complications and questions of commitment
 - iii. Lighting both fields to help enhance flexibility and reduce missed class time
 - b. **The action(s) taken by the institution** - The Subcommittee on Equity and Student-Athlete Welfare conducted a site visit and tour of this area during the preparation of the self-study report and found the following actions have been taken:
 - i. The plan was executed and all enhancements were included
 - ii. The field complex is now known as the Ulrich Sports Complex

- c. **Dates of action**
 - i. The Ulrich Sports Complex project was completed in 2002
 - d. **An explanation for any partial or non-completion of such required actions**-The Subcommittee on Equity and Student-Athlete Welfare determined all identified actions were completed.
5. Resolve Stabler Arena locker room arrangements
- a. **Original Plan** - The Subcommittee on Equity and Student-Athlete Welfare reviewed the 1998 Gender Equity Plan and identified the following as goals from the original plan:
 - i. Stabler Arena needs to have a locker room arrangement that is gender sensitive and gender equitable
 - ii. Men and women share the same locker room facilities creating much complexity every time a double header is scheduled (which is done often in the effort to promote interest and to create efficiencies)
 - b. **The action(s) taken by the institution** - The Subcommittee on Equity and Student-Athlete Welfare conducted a site visit and tour of this area during the preparation of the self-study report and found the following actions have been taken:
 - i. Locker room additions have been completed
 - ii. Men and women, home and visiting teams, each have their own locker room when they play games in Stabler Arena
 - c. **Dates of action**
 - i. The locker room renovations were completed in October 2004
 - d. **An explanation for any partial or non-completion of such required actions** - The Subcommittee on Equity and Student-Athlete Welfare determined all identified actions were completed.
6. Target 40% of financial aid counters for women
- a. **Original Plan** - The Subcommittee on Equity and Student-Athlete Welfare reviewed the 1998 Gender Equity Plan and identified the following as goals from the original plan:
 - i. Target 40% of financial aid counters for women in concert with the participation target

- b. **The action(s) taken by the institution** - The Subcommittee on Equity and Student-Athlete Welfare conducted a review of this area during the preparation of the self-study report and found the following actions have been taken:
 - i. There was a steady increase in financial aid to women's sports such that by 2000-2001, the distribution of aid awards was proportionate to the enrollment rate and the sports participation rate of women at the university
 - ii. The addition in 2003-04 of women's rowing as a varsity sport created sports participation rates for women that slightly exceeded the rate of enrollment by women at the university. (43.6%, compared to 42.4% the previous year)
 - iii. This addition of this sport modestly increased the gap between the participation rate and athletic aid rates
- c. **Dates of action**
 - i. The goal of 40% was reached in 2000-01
- d. **An explanation for any partial or non-completion of such required actions** - The Subcommittee on Equity and Student-Athlete Welfare determined the target of 40% was achieved. Since 2003-04, increased participation rates by women in varsity sports have created the need for a new target for financial aid distribution (42%).

7. Improve salaries

- a. **Original Plan** - The Subcommittee on Equity and Student-Athlete Welfare reviewed the 1998 Gender Equity Plan and identified the following as goals from the original plan:
 - i. Continue to promote the improvement of salaries for all coaches and administrative staff (head, assistants, graduate assistants)
- b. **The action(s) taken by the institution** - The Subcommittee on Equity and Student-Athlete Welfare conducted a review of this area during the preparation of the self-study report and found the following actions have been taken:
 - i. The number of full time head coaches has expanded by one since 1998, in the women's sports of rowing. Currently, there are 6 full time head coaches in men's sports, 5 full time head coaches in women's sports and 6 coaches that have responsibility for both men's and women's programs
 - ii. The number of full time assistant coaches has also increased since 1998. Currently (05-06 year) there are 12.5 full time assistants in men's sports, including 6 full time assistants in football and 4.5 in women's sports. This represents an increase of 3.5 assistants in women's sports and an increase of 2.5 assistants in men's sports since 1998

- iii. A comprehensive University Staff Compensation Project and adjustment began in 2003, in addition to improvements within the department. Both adjustment plans are still ongoing

c. **Dates of action**

- i. University wide compensation study and salary adjustment plan began in 2003 and is due to be completed in 2007

- d. **An explanation for any partial or non-completion of such required actions** - The Subcommittee on Equity and Student-Athlete Welfare determined that actions taken since 1998 have been completed and that, in accordance with the department strategic plan, strategies are in place for making continued improvements.

8. Distribute merit based athletic by gender proportionate to overall enrollment

- a. **Original Plan** - The Subcommittee on Equity and Student-Athlete Welfare reviewed the 1998 Gender Equity Plan and identified the following as goals from the original plan:

- i. Provide a distribution of merit-based athletic aid in proportion to the institution's overall enrollment

- b. **The action(s) taken by the institution** - The Subcommittee on Equity and Student-Athlete Welfare conducted a review of this area during the preparation of the self-study report and found the following actions have been taken:

- i. In primarily merit aided sports (wrestling, men's basketball and women's basketball), the awarding of merit aid has been proportional to enrollment. (57%-60% for men; 39%-42% for women over a three year period)
- ii. Other aid awarded in the department is need based or need limited. In the other sports, the distribution of aid dollars has been slightly less than fully proportional for women's sports relative to enrollment or participation rates for women. It is clear that controlling the dollars awarded is inexact when using a need-determined financial aid system

c. **Dates of action**

- i. The dollar totals of merit athletics awards were fully proportional to participation and enrollment rates by gender in the 2003-2004 year, and are projected to remain so
- ii. The number of need-limited but athletically related financial aid awards extended have been fully proportional to participation and enrollment rates since 2000-2001, and are projected to remain so. Total dollars of need-limited financial aid awards are variable and remain slightly disproportional (36% of dollars accepted by women)

- d. **An explanation for any partial or non-completion of such required actions** - The Subcommittee on Equity and Student-Athlete Welfare determined that merit award percentages are satisfactory and that the department continues to monitor those distributions. A review of the need based aid distribution should also be monitored closely. The subcommittee recognizes that the addition of women's crew and women's golf may be a factor in women's need based aid. A recommendation has been made by the subcommittee in this document to address the gap in women's and men's need based financial aid.

9. Increase recruitment funding for women's sports

- a. **Original Plan** - The Subcommittee on Equity and Student-Athlete Welfare reviewed the 1998 Gender Equity Plan and identified the following as goals from the original plan:
 - i. Prepare for the need to increase recruitment funding for women's sports based on need
- b. **The action(s) taken by the institution** - The Subcommittee on Equity and Student-Athlete Welfare conducted a review of this area during the preparation of the self-study report and found the following actions have been taken:
 - i. Recruiting budgets have increased in all sports in the department
 - ii. The addition of committed full time assistants and future commitments to add full time assistants partially explains the increase in overall recruiting budgets
 - iii. The addition of two women's varsity level sports is an additional reason for the increase in women's recruiting budgets and helps to explain the 14 % growth in women's recruiting budgets over a three year period, as compared to the 3% increase in men's recruiting budgets over the same time period
- c. **Dates of action**
 - i. Since 1998, significant progress has been made to increase recruiting budgets, especially in women's sports
- d. **An explanation for any partial or non-completion of such required actions** - The Subcommittee on Equity and Student-Athlete Welfare determined that actions taken by the department have been significant. There has been a steady rise in overall recruiting budgets and this is an area that will be reviewed each year by the department.

10. Support volleyball and softball consistent with other revenue sports

- a. **Original Plan** - The Subcommittee on Equity and Student-Athlete Welfare reviewed the 1998 Gender Equity Plan and identified the following as goals from the original plan:
 - i. Develop and implement a plan to support softball and volleyball in a manner consistent with other revenue sports as it relates to staffing, recruiting, marketing, promotions and sports information
- b. **The action(s) taken by the institution** - The Subcommittee on Equity and Student-Athlete Welfare conducted a review of this area during the preparation of the self-study report and found the following actions have been taken:
 - i. Volleyball and softball each have full time head coaches
 - ii. Recruiting budgets for both sports have increased significantly
 - iii. Marketing and promotions for all Olympic sports has increased since 1998
 - iv. Sports information has increased their coverage of Olympic sports to include radio, webcasts and TV coverage. All sports have their own webpage on the athletic department website and their own print media guide
- c. **Dates of action**
 - i. Since 1998, the overall promotion and funding of Olympic sports has improved significantly. For Volleyball and Softball, the commitment in terms of funding and promotion, was completed in 2000-2001
- d. **An explanation for any partial or non-completion of such required actions** - The Subcommittee on Equity and Student-Athlete Welfare determined that actions taken by the department for softball and volleyball are adequate. While they are not classified as “revenue” sports, their funding and promotion is comparable. Both do not have full time assistant coaches on staff, but each has received increased staff funding in accordance with the department’s strategic plan.

3.1.3 Describe any additional plans for improvement/recommendations in the area of Operating Principle 3.1 (Gender Issues) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

Additional plans for enhancing the equity of our women’s athletics experience have been developed, implemented and evaluated on an annual basis. Progress has been reported to our league annually. Among the highlights are the addition of two more women’s sports (crew and golf), the expansion of full-time coaches, improved salaries, improved operating resources, and expanded participation.

3.1.4 Explain how the institution is organized to further its efforts related to the gender issues operating principle for both athletics department staff and student-athletes and provide evidence that matters concerning gender equity are monitored, evaluated and addressed on a continuing basis.

The institution has active evaluation and assessment systems in place to monitor the quality of the student-athlete experience, including the quality of the women's sports experience. Senior exit interviews, annual sport reviews, the Student-Athlete Council, and the Faculty Athletics Council all contribute to these evaluations and assessments. The Senior Women's Administrator is also the senior staff member responsible for day-to-day operations in the department, including all financial operations decisions. The coaches advisory council includes two women and two men. Our Student-Athlete Council is gender balanced and our Faculty Athletics Council is gender representative of the faculty population.

3.1.5 Using your institution's completed Equity in Athletics Disclosure Act survey form and the worksheets for the three most recent academic years for which the information is available, analyze, explain and address any discrepancies through institution's gender-equity issues plan for the future, in the data between male and female student-athletes and comment on any trends or significant changes.

An analysis of the data presented in the last three Equity in Athletics Disclosure Act reports reveals the following:

1. Total expenditures have increased for both the men's and women's programs, with percentage increases greater for the aggregate women's program until an accounting change for the 2004-05 report made comparative analysis difficult. [The accounting change referenced above involved the assignment to athletics financial reports of institutionally managed expenses (such as facility operating costs and benefit costs for personnel). Previously, such expense data was not included in athletics financial summaries, so any comparison of total expenses by gender or other category across the different accounting years is not relevant].
2. Staffing and salary improvements have also been realized by programs serving each gender with the largest proportional or percentage increases being in the women's program. Plans to increase the number of full-time women's assistant coaches need to be fully executed. Continued annual reviews of market salary data is critical to ensuring that salary spending is fully equitable within market parameters.
3. Recruiting expenditures have increased more substantially within the women's programs than in the men's, reflecting an increased commitment to recruitment.
4. Financial aid expenditures for women have not met the proportional objectives or intentions (as measured through financial aid "slots" made available by gender). See below section 3.1.6.b.1 for detailed explanation. The expanded use of merit aid may help to resolve this disproportional spending.

3.1.6 Using the 13 program areas for gender issues:

- 1. Athletic Scholarships**
- 2. Accommodation of interests and abilities**
- 3. Equipment and supplies**
- 4. Scheduling of games and practice times**
- 5. Travel and per diem allowance**
- 6. Tutoring**
- 7. Coaches**
- 8. Locker rooms, practice and competitive facilities**
- 9. Medical and training facilities and services**
- 10. Housing and dining facilities and services**
- 11. Publicity**
- 12. Support services**
- 13. Recruitment of student-athletes**

Please:

- a. describe how the institution has ensured a complete study of each of the areas,**
- b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas,**
- c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future., and**
- d. Explain how the institution's future plan for gender issues addresses each of the 13 areas.**

1. Athletic scholarships

- a. The Subcommittee on Equity and Student-Athlete Welfare conducted a detailed review of this area during the preparation of the self-study report and found:

General findings, these apply to all 13 areas:

- i. The Lehigh Athletics Department conducts a comprehensive, annual “program review” evaluation for each sport program and each administrative group. All 13 areas from the self-study are included within the framework of the annual program review process.
- ii. Sport specific program reviews include review of data and dialogue about financial aid distribution in that sport, squad sizes and trends, allocation of resources (for scheduling, equipment, team travel, recruitment), and the effectiveness of administrative support in the areas of academic support, medical support, facility and event support, promotions and publicity, and staffing (coaching staff, support staff, and administrative staff).
- iii. Similarly, each administrative area is reviewed comprehensively. A guiding principle in the execution of our athletics program is the commitment to equitable treatment of both genders as well as across all sports. This conviction is stated as a part of our department mission statement and is attached to annual employment agreements.
- iv. When all program reviews are completed, the conclusions drawn from those interactive sessions are compiled and shared with the program directors (head coaches as well as administrative managers) along with any explicit expectations for responsive action. Similarly, the aggregated expectations are shared with all staff in the form of departmental priorities for the subsequent year.
- v. Data reporting in the forms of: 1) the annual EADA survey, 2) the annual Patriot League Equity survey, and 3) a series of annual comparisons of market salary figures, provide statistical documentation of our status relative to equity commitments.

Specific to this area, Athletic Scholarships:

- i. In 2002-2003, the distribution of athletically-related financial aid was almost directly proportional to the participation rates for women in varsity sports. Those participation rates were lower than the enrollment rates for women at Lehigh. See chart in 3.1.6.1.b (below).
- ii. In 2003-2004, rowing for women was elevated to varsity status. This commitment brought the participation rates for women in varsity sports to 43.6% (a bit lower at 42.4% the following year), a proportional participation rate that exceeded the enrollment rate for women at Lehigh. However, while athletically-related aid for women (measured in dollars) increased modestly to 36% in 03-04, the gap between participation rates and athletic aid rates increased when rowing was added as a varsity sport. See chart in 3.1.6.1.b (below).

- iii. The 2004-05 reporting year revealed a fairly stable female enrollment rate, a stabilizing rate of participation in varsity sports for women, and a slight decline in the proportion of total athletic aid dollars awarded. See chart in 3.1.6.1.b (below).
 - iv. This data dictates the need for a more effective plan to ensure that aid distribution to women improves as a proportion of the total athletically-related aid dollars.
- b. The Subcommittee on Equity and Student-Athlete Welfare reviewed the following data:

EADA and NCAA financial aid reports reflect the following distribution of athletic scholarship aid over the past three years:

| Year | M% | M- Athlete | M% Aid | F% | F- Athlete | W% Aid |
|-------|-------|------------|--------|-------|------------|--------|
| 02-03 | 59.8% | 64.9% | 64.1% | 40.2% | 35.1% | 35.9% |
| 03-04 | 59.8% | 56.4% | 64.0% | 40.2% | 43.6% | 36.0% |
| 04-05 | 59.0% | 57.6% | 65.7% | 41.0% | 42.4% | 34.3% |

It is important to note that the majority of financial aid awarded at Lehigh, including the athletically-related aid, is need-based and need-limited. In this regard, controlling the dollars awarded is quite difficult because dollars awarded are largely determined by levels of demonstrated financial need, which are variable year to year.

However, in those sports where athletic aid is primarily merit based (currently wrestling and men's and women's basketball), the total dollars distributed can and have been proportionally controlled:

(Primarily) Merit Aid (Basketball and Wrestling equivalencies)

| Year | Wrestling | MBB | Male total | Male % | WBB | Female % |
|-------|-----------|------|------------|--------|------|----------|
| 02-03 | 8.8 | 9.0 | 17.8 | 57.6% | 13.1 | 42.4% |
| 03-04 | 9.4 | 10.0 | 19.4 | 60.2% | 12.8 | 39.8% |
| 04-05 | 8.3 | 10.3 | 18.6 | 59.4% | 12.7 | 40.6% |

The slight deviation in aid totals and proportions relate to a few need-limited awards that are offered in these sports which can and do vary year to year.

Finally, it is important to note that the strategic approach to athletic aid incorporates a distribution plan that is gender proportional. However, the dependency upon financial need in order to use the resources, and the unpredictability of need have contributed to a less than optimal proportional distribution of athletic aid.

Specifically, for each of the years in the data sample, a total of 52 financial aid slots (award opportunities that are athletically-related but for which the dollar total in grant is limited by demonstrated financial need) were authorized during the recruitment process. At the outset of the recruiting cycle in each year, 30 or 31 of these slots were allocated to men's sports (57.7%-59.6%) and 21 or 22 were allocated to women's sports (40.4%-

42.3%). During each of the past three recruiting cycles, the male “slots” were more fully utilized than the female “slots,” sometimes significantly. See chart below for details:

| | Total slots available | Male slots available | % M slots available | Female Slots available | % F slots available | M slots used | % slots used for M | F slots used | % slots used for F |
|-------|-----------------------------|----------------------------|---------------------------|------------------------------|---------------------------|--------------------|-----------------------------|--------------------|-----------------------------|
| 02-03 | 52 | 31 | 59.6% | 21 | 40.4% | 27 | 67.5% | 13 | 32.5% |
| 03-04 | 52 | 31 | 59.6% | 21 | 40.4% | 27 | 67.5% | 13 | 32.5% |
| 04-05 | 52 | 31 | 59.6% | 21 | 40.4% | 28 | 62.2% | 17 | 37.8% |

This under utilization of financial aid resources has contributed to the gender disparity in total dollars of athletically-related financial aid.

- c. The Subcommittee on Equity and Student-Athlete Welfare found that financial aid spent on female student-athletes relative to male student-athletes is disproportionate.

This deficiency needs to be addressed in the institutional plan for improvement.

Additional strategies to those that have been in place may be necessary to ensure that financial aid resources are utilized in proportion to participation rates. The addition of women’s crew as a varsity sport has increased participation rates for women to about 43%, however, the absence (or minimal use) of athletically-related financial aid in crew has created an even greater need to allocate an increased percentage of aid to women’s sports.

Among the recommended strategies are the following:

- i. Increasing the number of athletically-related but need-limited financial aid awards extended to women prospects in an effort to increase the final yield rates for women to the level of available need-limited aid. (This strategy carries risk for over-spending financial aid budgets if yield rates improve)
 - ii. Imposing on coaches of women’s sports earlier deadlines for confirming their intended usage of need-limited financial aid awards. (This strategy would enable unaccepted aid awards to be reassigned, but it may create some increased stress for prospects and families to make commitment decisions)
 - iii. Expanding the number of athletically-related financial aid awards (to women) that are not limited by demonstrated financial need. (This strategy is the only option that carries a definitive means of predicting dollar distribution of financial aid)
- d. All strategies for improving the proportional allocation of financial aid resources between men and women were endorsed as viable in concept by the Sub-Committee on Equity and Student-Athlete Welfare and by the Steering Committee for the NCAA Self Study. Final decisions regarding financial aid strategies require review by the University’s Board of Trustees in June 2006.

2. Accommodation of interests and abilities

- a. The Subcommittee on Equity and Student-Athlete Welfare conducted a detailed review of this area during the preparation of the self-study report and found:
 - i. Over the past five years, two women's club sports were elevated to varsity status (golf in 2001-02 and crew in 2003-04). These actions were in response to evidence of student interest and abilities, both on the part of the underrepresented gender (in terms of athletics participation rates). Lehigh currently sponsors 13 varsity sports for women and 12 varsity sports for men.
 - ii. Club sports, intramural sports, and recreational sports are all a part of the supervisory responsibilities of the athletics department. Through this oversight, an annual review of activity and student interest is completed as a part of the program review and analysis by the directors of those programs. Should a level of student interest be consistently sufficient as to merit varsity sport consideration, such consideration would be rendered.
 - iii. Additionally, the Office of Admissions collects information from each entering class about interests. Among the options identified are sports interests. So on an informal and informational basis, Lehigh maintains a sense of student athletic interests and abilities.
 - iv. Currently, and based in large part upon these ongoing assessments, there are no sports for which we are considering varsity status.
 - v. *Note: the general findings reported under 3.1.6.1 (Athletic Scholarships – page 91) also apply in this area.*
- b. There are no data available that addresses this area as it pertains specifically to gender equity among student-athletes.
- c. The Subcommittee on Equity and Student-Athlete Welfare found that there are no gender equity issues in this area.
- d. The Subcommittee on Equity and Student-Athlete Welfare found that there is not a need to address this area in the institution's future plan.

The Athletics Department will evaluate this area during its annual program review process and any issues identified will be addressed in the form of departmental priorities for the subsequent year.

3. Equipment and supplies

- a. The Subcommittee on Equity and Student-Athlete Welfare conducted a detailed review of this area during the preparation of the self-study report and found:

- i. The Athletics Department operating practice is to ensure that each student-athlete receives safe and contemporary equipment. Most equipment purchasing is defined by travel squad sizes, which in most cases are linked to league or NCAA travel squad sizes, but general issue items are provided to the entire roster.
 - ii. Equipment and supplies for competitions and practices are distributed, cleaned and maintained on an equitable basis for both genders and across all sports.
 - iii. *Note: the general findings reported under 3.1.6.1 (Athletic Scholarships – page 91) also apply in this area.*
- b. The Subcommittee on Equity and Student-Athlete Welfare reviewed the following data:

Data summaries from EADA reports over the past three years reveal the following about equipment and supply expenditures by gender:

| Year | Men's | % | Women's | % | General | % |
|-------|-----------|-------|-----------|-------|-----------|-------|
| 02-03 | \$97,925 | 29.2% | \$ 33,112 | 9.9% | \$204,243 | 60.9% |
| 03-04 | \$127,414 | 30.3% | \$113,738 | 27.1% | \$178,701 | 42.6% |
| 04-05 | \$150,460 | 24.2% | \$ 63,671 | 10.3% | \$405,986 | 65.5% |

Note: the 04-05 reporting year initiated an audited approach to all reported expenses, including institutional expenses that are not part of the Athletics Department annual operating budget. [The large increase in general expenses associated with the equipment operation for the 04-05 year reflects the addition of benefits costs for the three full-time, and multiple part-time staff members in that operation, as well as the building maintenance and utility costs for the facility in which those operations are based].

- c. The Subcommittee on Equity and Student-Athlete Welfare found that there are no gender equity issues in this area.
- d. The Subcommittee on Equity and Student-Athlete Welfare found that there is not a need to address this area in the institution’s future plan.

Student-athlete perceptions about equipment and supplies are assessed annually through team surveys and exit interviews.

The Athletics Department will evaluate this area during its annual program review process and any issues identified will be addressed in the form of departmental priorities for the subsequent year.

4. Scheduling of games and practice times

- a. The Subcommittee on Equity and Student-Athlete Welfare conducted a detailed review of this area during the preparation of the self-study report and found:
 - i. Limitation below the NCAA maximum of scheduled contests is applied across all sports and in a gender balanced manner and in sports that are offered for both men and women. Generally, the number of scheduled contests is exact or highly comparable by gender. A sample list of scheduled intercollegiate contests over the past three years is provided in 3.1.6.4.b (below).
 - ii. Daily practices are scheduled without conflict according to team needs. Whenever there are conflicts in regard to preferred times or when facilities must be shared, the resolution is an equitable and rotational assignment of the space by gender.
 - iii. Game times are determined by head coaches on a preference basis with competitive considerations impacting decisions. Game start time decisions do not relegate one gender or sport to a subsidiary and less preferred time slot. Basketball double-header games involving both the men's and women's teams have rotated the starting times for each gender. Single games for those sports are scheduled at standard times unless media opportunities dictate otherwise.
 - iv. Pre-season and post-season opportunities are treated equitably across both genders.
 - v. *Note: the general findings reported under 3.1.6.1 (Athletic Scholarships – page 91) also apply in this area.*

- b. The Subcommittee on Equity and Student-Athlete Welfare reviewed the following data:

| Contests scheduled (sample) | | | | |
|-----------------------------|-------|-------|-------|--|
| Sport | 02-03 | 03-04 | 04-05 | |
| Baseball | 53 | 55 | 54 | |
| Softball | 53 | 56 | 54 | |
| MBB | 28 | 28 | 28 | |
| WBB | 28 | 28 | 28 | |
| MCC | 7 | 6 | 6 | |
| WCC | 7 | 6 | 6 | |
| MGolf | 23 | 24 | 24 | |
| WGolf | 16 | 24 | 24 | |
| MLax | 15 | 17 | 17 | |
| WLax | 15 | 17 | 16 | |
| MSoccer | 20 | 20 | 20 | |
| WSoccer | 20 | 20 | 20 | |
| WSwim | 12 | 12 | 12 | |
| MSwim | 12 | 12 | 12 | |
| MTennis | 22 | 24 | 24 | |
| WTennis | 22 | 24 | 24 | |
| MTrack | 7 | 6 | 6 | |
| WTrack | 7 | 6 | 6 | |

- c. The Subcommittee on Equity and Student-Athlete Welfare found that there are no gender equity issues in this area.
- d. The Subcommittee on Equity and Student-Athlete Welfare found that there is not a need to address this area in the institution's future plan.

The Athletics Department will evaluate this area during its annual program review process and any issues identified will be addressed in the form of departmental priorities for the subsequent year.

5. Travel and per diem allowance

- a. The Subcommittee on Equity and Student-Athlete Welfare conducted a detailed review of this area during the preparation of the self-study report and found:
 - i. All transportation, per diem allowances, housing while traveling, and travel itineraries are determined in a standard fashion with gender blind principles. The only possible exceptions involve pre-designated hotels for tournaments (in-season or post-season) and event specific dining arrangements that are tied to participation.
 - ii. Break period resource allocations are done with a standardized per diem allocation that is determined by the number of travel squad athletes. Per diems are the same for both men and women.
 - iii. *Note: the general findings reported under 3.1.6.1 (Athletic Scholarships – page 91) also apply in this area.*
- b. There are no data available that addresses this area as it pertains specifically to gender equity among student-athletes.
- c. The Subcommittee on Equity and Student-Athlete Welfare found that there are no gender equity issues in this area.
- d. The Subcommittee on Equity and Student-Athlete Welfare found that there is not a need to address this area in the institution's future plan.

The Athletics Department will evaluate this area during its annual program review process and any issues identified will be addressed in the form of departmental priorities for the subsequent year.

6. Tutors

- a. The Subcommittee on Equity and Student-Athlete Welfare conducted a detailed review of this area during the preparation of the self-study report and found:
 - i. The availability, criteria for assistance, assignment and compensation of tutors are all managed in a gender blind fashion. Most of these elements are determined outside of the Athletics Department as a part of the services available to the general student population.
 - ii. *Note: the general findings reported under 3.1.6.1 (Athletic Scholarships – page 91) also apply in this area.*
- b. There are no data available that addresses this area as it pertains specifically to gender equity among student-athletes.

- c. The Subcommittee on Equity and Student-Athlete Welfare found that there are no gender equity issues in this area.
- d. The Subcommittee on Equity and Student-Athlete Welfare found that there is not a need to address this area in the institution's future plan.

The Athletics Department will evaluate this area during its annual program review process and any issues identified will be addressed in the form of departmental priorities for the subsequent year.

7. Coaches

- a. The Subcommittee on Equity and Student-Athlete Welfare conducted a detailed review of this area during the preparation of the self-study report. In addition to this review, a series of interviews of various members of the coaching staff was conducted during the self-study process that aided the subcommittee in arriving at the observations detailed below.

EADA data reveal comparable availability of coaching positions among men's and women's sports. There is no sport offered for each gender in which the availability of coaching is skewed in favor of one gender. There are currently 11 head coaches for men's sports and 12 head coaches for women's sports. 10 of the 11 head coaches for men's sports are full-time employees, and 11 of the 12 women's head coaches are full-time employees. Sports that are offered to each gender have comparable staffing numbers.

Men's sports have more full-time assistant coaches, primarily because of the number of full-time assistants employed in football (n = 6). A plan to add assistant coaches for a number of sports that have not had full-time assistants has been initiated. In the 2005-06 year, the allocation of assistant coaching staff was balanced between men's and women's sports (2.5 assistants for men's sports [men's soccer (1.0), men's lacrosse (1.0), men's cross country/track (0.5)]; 2.5 assistants for women's sports [women's lacrosse (1.0), women's field hockey (1.0), women's cross country/track (0.5)]).

When the full plan is completed, in addition to the above, women's sports will have received a commitment of 3.5 more full-time assistant coaches, and men's sports will receive 0.5 more full-time assistant coaches. The Athletics Department will add 3.5 more full-time assistant coaches for women's sports [women's soccer (1.0), women's volleyball (1.0), women's crew (1.0), women's swimming (0.5)], and 0.5 for men's sports [men's swimming (0.5)]. Thus, the staffing plan to add more full-time assistants, when fully executed, will have added 3.0 full-time staff for men's sports, and 6.0 full-time staff for women's sports.

Average salary figures are still skewed such that the average head and assistant coaching salaries for men are higher than for women. These figures are provided in 3.1.6.7.b (below). However, a campus wide market analysis of competitive salaries was conducted in the 2004-05 year and is guiding salary decisions for all staff, irrespective of gender.

Lehigh is comparably competitive by gender in comparisons with mean coaching salaries by sport within the Patriot League.

Note: the general findings reported under 3.1.6.1 (Athletic Scholarships – page 91) also apply in this area.

- b. The Subcommittee on Equity and Student-Athlete Welfare reviewed the following data:

Average salaries for head coaches
(EADA)

| | Men's | Women's | # men's | # women's |
|-------|----------|----------|---------|-----------|
| 02-03 | \$44,191 | \$33,727 | 11 | 11 |
| 03-04 | \$46,027 | \$34,441 | 11 | 12 |
| 04-05 | \$48,954 | \$36,495 | 11 | 12 |

Average salaries for assistant coaches (EADA)

| | Men's | Women's | # men's | # women's |
|-------|----------|----------|---------|-----------|
| 02-03 | \$15,589 | \$4,998 | 33 | 25 |
| 03-04 | \$14,707 | \$5,613 | 34 | 27 |
| 04-05 | \$18,913 | \$11,521 | 40 | 31 |

- c. The Subcommittee on Equity and Student-Athlete Welfare found:
- i. Proportional spending deficiencies exist in salaries for both women’s head coaches and women’s assistant coaches.
 - ii. Proportional spending deficiencies exist in the allocation of full-time assistant coaching staff in women’s sports (The current [2005-2006 year] total is 4.5 for women’s sports and 10.5 for men’s sports).
 - iii. These deficiencies need to be addressed in the institutional plan for improvement.
 - iv. The addition of more full-time assistant coaches in women’s sports will help address the proportional deficiency in the number of assistant coaches as well as the differences noted in average salary for coaches in women’s sports as compared to men’s sports. Continued vigilance in implementing the University’s market-competitive salary administration program will also support gender equitable salary distribution.

- d. The Athletics Department strategic plan calls for the addition of three and one half full time assistant coaches for women's sports (women's soccer, volleyball, women's crew, and women's swimming) over the next three academic years (06-07, 07-08, 08-09). Also during that time frame, one half an additional full-time assistant coach is proposed for men's sports (men's swimming; position is to be divided 50%/50% between men's and women's swimming). These staffing commitments will bring the allocation of full-time assistant coaches to eight in women's sports (42% of all full-time assistant coaches), and 11 in men's sports (58%).

8. Locker rooms, practice and competitive facilities

- a. The Subcommittee on Equity and Student-Athlete Welfare conducted a detailed review of this area during the preparation of the self-study report. In addition to this review, a comprehensive tour of game and practice facilities was conducted by the full subcommittee during the self-study process.

The group found that locker room, practice and competitive facilities were fully equitable by gender, with any differences associated with squad size and/or equipment needs.

Ongoing maintenance, preparation for contests and overall management of these spaces is handled either by contracted services or athletics staff with a gender blind approach.

The only equity considerations worthy of attention are those that relate to equity between or among sports, irrespective of gender. For example, there remains a desire to improve the quality of the baseball and softball complexes to a level that matches other field sport game venues. Similarly, there is an extremely strong need to improve the quality of the aquatic facilities but that is not a gender specific issue.

Note: the general findings reported under 3.1.6.1 (Athletic Scholarships – page 91) also apply in this area.

- b. There are no data available that addresses this area as it pertains specifically to gender equity among student-athletes.
- c. The Subcommittee on Equity and Student-Athlete Welfare found that there are no gender equity issues in this area.

Although there are no gender equity issues in this area, the Sub-Committee confirmed that there are several competitive facilities that are sub-standard relative to other sports at Lehigh. It is recommended that plans to evaluate options and costs for improving these venues/facilities be developed. Included are the following: the softball and baseball game venues, the crew boathouse, and the aquatic facilities. Additionally, modest and mostly aesthetic improvements to the track and cross country venues would enhance the attractiveness of those facilities and bring them closer to the level of quality found in other Lehigh sports facilities.

- d. The Subcommittee on Equity and Student-Athlete Welfare found that there is not a need to address this area in the institution's future plan.

The Athletics Department will evaluate this area during its annual program review process and any issues identified will be addressed in the form of departmental priorities for the subsequent year.

9. Medical and training facilities and services

- a. The Subcommittee on Equity and Student-Athlete Welfare conducted a detailed review of this area during the preparation of the self-study report and found:
 - i. Medical facilities are all available to both genders and all sports. Preference is assigned to in-season student-athletes, and post-surgical rehabilitations without gender preference. Assignment of athletic trainers for practice and competition is based upon injury rates in each sport and the current physical condition of student-athletes in a particular sport at any given time.
 - ii. A basic health, accident and injury insurance coverage plan is available through the University health service and is the same policy available to all students. An "excess" insurance plan is provided by the Athletics Department to all rostered student-athletes. Catastrophic coverage is provided through the NCAA.
 - iii. Strength and conditioning facilities are available to all student-athletes. A separate facility for varsity student-athletes helps to alleviate congestion in the facilities that are available to the campus community. Strength, conditioning and movement training staff are provided by the Athletics Department for all sports and all student-athletes irrespective of gender on a scheduled basis. Scheduling decisions are reached by collective consensus of the coaching staff, training staff and facilities personnel.
 - iv. *Note: the general findings reported under 3.1.6.1 (Athletic Scholarships – page 91) also apply in this area.*
- b. There are no data available that addresses this area as it pertains specifically to gender equity among student-athletes.
- c. The Subcommittee on Equity and Student-Athlete Welfare found that there are no gender equity issues in this area.
- d. The Subcommittee on Equity and Student-Athlete Welfare found that there is not a need to address this area in the institution's future plan.

The Athletics Department will evaluate this area during its annual program review process and any issues identified will be addressed in the form of departmental priorities for the subsequent year.

10. Housing and dining facilities and services

- a. The Subcommittee on Equity and Student-Athlete Welfare conducted a detailed review of this area during the preparation of the self-study report and found:
 - i. That Lehigh does not provide any special housing or dining services for student-athletes that are not also available to the general student population.
 - ii. The Athletics Department works with the dining service personnel to ensure that campus food options include healthy choice options, and then those choices are recommended for student-athletes that have purchased meal plans.
 - iii. *Note: the general findings reported under 3.1.6.1 (Athletic Scholarships – page 91) also apply in this area.*
- b. There are no data available that addresses this area as it pertains specifically to gender equity among student-athletes.
- c. The Subcommittee on Equity and Student-Athlete Welfare found that there are no gender equity issues in this area.
- d. The Subcommittee on Equity and Student-Athlete Welfare found that there is not a need to address this area in the institutions future plan.

The Athletics Department will evaluate this area during its annual program review process and any issues identified will be addressed in the form of departmental priorities for the subsequent year.

11. Publicity

- a. The Subcommittee on Equity and Student-Athlete Welfare conducted a detailed review of this area during the preparation of the self-study report and found:
 - i. The availability and quality of sports information personnel is gender equitable.
 - ii. Publications are produced in an equitable fashion for all sports with those sports that have the longest histories, most detailed records, and/or the most media interest receiving more pages. The style and quality of all recruiting publications is identical for both genders.
 - iii. Web content and publicity is gender equitable and consistent for all sports.
 - iv. *Note: the general findings reported under 3.1.6.1 (Athletic Scholarships – page 91) also apply in this area.*

- b. The Subcommittee on Equity and Student-Athlete Welfare found that the decisions about promotions and publicity resource allocations are determined primarily by the potential for enhanced revenue to the Athletics Department, and by the success of the team or an individual student-athlete competing in a given sport. These decisions are consistent across all sports and both genders.
- c. The Subcommittee on Equity and Student-Athlete Welfare found that there are no gender equity issues in this area.
- d. The Subcommittee on Equity and Student-Athlete Welfare found that there is not a need to address this area in the institution's future plan.

The Athletics Department will evaluate this area during its annual program review process and any issues identified will be addressed in the form of departmental priorities for the subsequent year.

12. Support services

- a. The Subcommittee on Equity and Student-Athlete Welfare conducted a detailed review of this area during the preparation of the self-study report and found:
 - i. All administrative, secretarial and clerical support services are pooled and available on an "as-needed" basis, and apportioned in accordance with urgency and efficiency and without regard to gender.
 - ii. *Note: the general findings reported under 3.1.6.1 (Athletic Scholarships – page 91) also apply in this area.*
- b. There are no data available that addresses this area as it pertains specifically to gender equity among student-athletes.
- c. The Subcommittee on Equity and Student-Athlete Welfare found that there are no gender equity issues in this area.
- d. The Subcommittee on Equity and Student-Athlete Welfare found that there is not a need to address this area in the institution's future plan.

The Athletics Department will evaluate this area during its annual program review process and any issues identified will be addressed in the form of departmental priorities for the subsequent year.

13. Recruitment of student-athletes

- a. The Subcommittee on Equity and Student-Athlete Welfare conducted a detailed review of this area during the preparation of the self-study report and found:

- i. Equal opportunities to conduct recruitment are provided to all sports. Availability of high school participation opportunities and the quality of high school programs often dictates the geographic reach of coaches and the corresponding financial requirements to conduct recruitment. The recruitment expenditures by the football program explain most of the expenditure differences summarized in the EADA reports from the past three years provided in 3.1.6.13.b (below).
 - ii. Comparatively, expenditures by women’s sports on recruitment have increased almost 14% in the past three years while the expenditures by men’s sports have increased by just 3%.
 - iii. The Athletics Department has conducted a number of internal workshops on recruitment in the effort to improve effectiveness, and some of this focus may have impacted the manner in which recruitment has been conducted by some women’s sports. In addition, several coaching changes in women’s sports over the past several years, and the addition of two women’s sports have also contributed to the increased spending on recruitment by women’s sports.
 - iv. Participation by department and campus officials in the recruitment process, including participation in campus visitation programs is not related to gender.
 - v. *Note: the general findings reported under 3.1.6.1 (Athletic Scholarships – page 91) also apply in this area.*
- b. The Subcommittee on Equity and Student-Athlete Welfare reviewed the following data:

| Recruiting expenses (EADA) | | | | |
|-------------------------------|-----------|-------|----------|--------|
| Year | Men's | % | Women's | % |
| 02-03 | \$168,558 | 66.1% | \$86,458 | 33.90% |
| 03-04 | \$148,500 | 66.9% | \$73,500 | 33.10% |
| 04-05 | \$173,785 | 63.8% | \$98,393 | 36.20% |

- c. The Subcommittee on Equity and Student-Athlete Welfare found that proportional spending deficiencies exist in recruiting expenditures in women’s sports. The figures are rising but they still represent less than 40% of the total spending on recruitment.

This deficiency needs to be addressed in the institutional plan for improvement.

Additional spending on the recruitment of student-athletes for women’s sports is likely as the number of full-time coaching staff in women’s sports increases (according to staffing plans). A target figure for recruiting spending in women’s sports of 40% (of the total funds spent on student recruitment) should be established and achieved by the 08-09 academic year.

- d. Plans to increase the number of full-time staff in women's sports and the expectation of additional recruitment spending by those staff are expected to help achieve spending rates for student-recruitment that are substantially proportional to gender participation rates. To further improve the likelihood of achieving these intended spending outcomes by the end of the 2008-2009 academic/fiscal year, the Athletics Department will conduct recruiting seminars for all coaches of women's sports that are intended to enhance confidence in conducting home visits of top prospects. Improvement of this recruitment strategy should help to improve recruiting yield rates for women prospects as well as spending by the coaches of those sports.

3.1.7 Stand-alone plan for equity

LEHIGH UNIVERSITY GENDER-EQUITY PLAN (2006-11)

| Elements | | | Steps | | |
|---|--|---|---|--|--|
| Program Area | Issue(s) | Measurable Goals | Steps to Achieve Goal | Individuals Responsible for Implementation | Specific Timetable for Completing the Work |
| 1. Athletic Scholarships | Financial Aid expenditures for women have not met the proportional objectives or intentions per financial aid "slots" made available by gender | Increase the athletically-related financial aid (need-based and merit) awarded to women student-athletes to be representative of the student population on campus (40%) | a) Expand use of merit aid in women's programs, this would include expanding into other Olympic sport programs | Dean of Athletics, Dean of Admissions and Financial Aid, Director of Admissions, Director of Financial Aid | a) Five year plan 2006-2011 |
| | | | b) Work closely with Financial Aid to creatively re-structure existing financial aid dollars for need-based awards to convert to merit based awards | | b) By the end of FY07 |
| 2. Accommodation of Interests and Abilities | a) No issues identified with evaluation of this area | Maintain ratio of participation between women's programs and enrollment | a) Keep lines of communication open between Athletics Department, Admissions, and Club Sports | Dean of Athletics, Dean of Admissions, Senior Associate Athletics Director (SWA), | a) Five year plan 2006-2011 |
| | | | | | b) Annually monitor participation |

| | | | | | | |
|---|--|--|---|--|--|---|
| | | | areas | Vice Provost for Student Affairs | numbers on all men's and women's teams | |
| | b) Annual program review plan included | | b) Survey student population | | c) Annually monitor interest and participation in club sports | |
| | | | | | d) Annually assess interest level in program review process | |
| 3. Equipment and Supplies | a) No issues identified with evaluation of this area | Continue to provide comparable, safe and necessary equipment to all men's and women's programs | a) Monitor quality and quantity of equipment | Director of Sports Medicine, Director of Equipment Operations, Equipment Manager | a) Five year plan 2006-2011 | |
| | | | | | b) Annually evaluate quality and condition of all equipment for all sports | |
| | b) Annual program review plan included | | b) Stay atop trends and safety upgrades to all sport specific equipment | | | c) Annually re-condition or replace old equipment |
| | | | | | | d) Annually assess satisfaction level of student-athletes in program review process |
| 4. Scheduling of Games and Practice Times | a) No issues identified with evaluation of this area | Continue to provide equivalent opportunities for men's and | a) Continue requesting coaches to submit practice schedule and | Dean of Athletics, Senior Associate Athletics Director (SWA), | a) Five year plan 2006-2011 | |
| | | | | | b) Annually evaluate | |

| | | | | | | |
|----------------------------------|--|---|--|---|--|---|
| | | women's programs in all aspects of competition and practice times including: number of contests, practice opportunities, time of day for each, and pre-season and post-season competition | game schedule in a timely manner | Assistant Athletic Director for Athletic Facilities, Head Coaches, Compliance Coordinator | practice and game schedules for all sports | |
| | b) Annual program review plan included | | b) Administration and head coaches need to continue to stay on top of any rule changes on a Patriot League and NCAA level in regards to scheduling | | c) Annually assess satisfaction level of coaches in program review process | |
| | | | | | d) Annually assess satisfaction level of student-athletes in program review process | |
| 5. Travel and Per Diem Allowance | a) No issues identified with evaluation of this area | Continue to provide equitable levels of transportation, dining, and housing during travel to both men's and women's sport competitions (including length of stay before and after competitions and per diem allowances) | a) Assign to Student-Athlete Council the task of annually evaluating this area | Dean of Athletics, Senior Associate Athletics Director (SWA), Business/Travel Manager | a) Five year plan 2006-2011 | |
| | | | | | b) Annually evaluate travel and per diem policies for all sports | |
| | b) Annual program review plan included | | | | b) Assign to Business/Travel Manager the task of annually reviewing travel and per diem policies | c) Annually assess satisfaction level of coaches in program review process |
| | | | | | | d) Annually assess satisfaction level of student-athletes in program review process |

| | | | | | |
|------------|--|--|---|---|---|
| 6. Tutors | a) No issues identified with evaluation of this area | Continue to provide academic support services for both men's and women's sport programs | Academic Coordinator assists in coordination of tutors for student-athletes with university Academic Services | Athletics Department Academic Support Coordinator, Associate Dean of Students for Academic Services, Faculty Athletics Council | a) Five year plan 2006-2011 |
| | b) Annual program review plan included | | | | b) Annually evaluate academic support services for all student-athletes |
| 7. Coaches | a) Deficient salaries in women's programs for head coaches and assistant coaches | a) Increase salaries for full time head coaches and assistant coaches in women's sport programs to be market competitive | a) Work with Budget Office and Human Resources to maintain market equity | Dean of Athletics, Director of University Budget, Associate Vice President for Human Resources | a) Five year plan 2006-2011 |
| | b) Deficiency of full time assistant coaches in women's sport programs | b) Hire 6.0 FTE full time assistant coaches in women's sport programs | b) Endowment commitment is financing hiring of full time assistant coaches. | | b) By the end of FY08 |
| | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| 8. Locker Rooms, Practice and Competitive Facilities | a) No issues identified with evaluation of this area | Continue to provide equitable facilities for both men's and women's sport programs | Conduct annual facility evaluation to ensure quality, maintenance, upkeep, and renovations are conducted on an equitable basis | Dean of Athletics, Senior Associate Athletic Director (SWA), Assistant Athletic Director for Athletic Facilities | a) Five year plan 2006-2011 |
| | b) Although not gender equity related, the Athletics Department needs to begin looking at providing solutions to the following projects: improvements to the baseball and softball complexes, providing additional lighted fields for evening practice during the fall semester, explore the possibility of a boat house in Bethlehem for the crew team, and investigate a solution to the aquatics issue. | | | | b) Annually evaluate practice and game facilities for all sports |
| 9. Medical and Training Facilities and Services | | a) No issues identified with evaluation of this area | Continue to provide equitable treatment to | Conduct annual review of all sports medicine practices to | Director of Sports Medicine |
| | d) Annually assess satisfaction level of student-athletes in program review process | | | | |
| | | | | | a) Five year plan 2006-2011 |
| | | | | | b) Annually |

| | | | | | |
|--|--|--|--|--|---|
| | | student-athletes in both men's and women's sport programs | ensure that services are provided in an equitable fashion | | evaluate sports medicine policies and practices |
| | b) Annual program review plan included | | | | c) Annually assess satisfaction level of coaches in program review process |
| | | | | | d) Annually assess satisfaction level of student-athletes in program review process |
| 10. Housing and Dining Facilities and Services | a) No issues identified with evaluation of this area | All student-athletes treated the same as all students at Lehigh | None | None | None |
| | b) Annual program review plan included | | | | |
| 11. Publicity | a) No issues identified with evaluation of this area | Ensure that all publications, recruiting guides, and websites are produced and maintained at equitable levels for both men's and women's | a) Assign to Student-Athlete Council the task of annually evaluating this area | Student-Athlete Council, Sports Information Director | a) Five year plan 2006-2011 |
| | | | | | b) Annually evaluate publicity and marketing materials for all sports |

| | | | | | |
|-------------------------------------|--|--|---|---|--|
| | b) Annual program review plan included | sport programs | | | <p>c) Annually assess satisfaction level of coaches in program review process</p> <p>d) Annually assess satisfaction level of student-athletes in program review process</p> |
| 12. Support Services | a) No issues identified with evaluation of this area | Continue to provide equitable treatment to coaches and student-athletes in both men's and women's sport programs | Conduct annual review of support staff duties, assignments and responsibilities | Senior Associate Athletics Director (SWA) | a) Five year plan 2006-2011 |
| | b) Annual program review plan included | | | | <p>b) Annually evaluate support services for all sports</p> <p>c) Annually assess satisfaction level of coaches in program review process</p> <p>d) Annually assess satisfaction level of student-athletes in program review process</p> |
| 13. Recruitment of Student-Athletes | Deficiency in recruiting budgets for women's sport | Increase recruiting budgets for women's | Work with Budget Office to identify and allocate funding | Dean of Athletics, Director of University | By end of FY08 |

| | | | | | |
|--|----------|---|---------------------------|--------|--|
| | programs | sports to be representative of the student population on campus (40%) | to women's sport programs | Budget | |
|--|----------|---|---------------------------|--------|--|

3.1.8 Description of institutional commitment to implementing plan

The proposed five year gender equity plan was reviewed specifically with senior leadership of the University and with the Board of Trustees representatives to the NCAA Self-Study process. The specific elements within the plan were deemed by all leadership representatives to be reasonable and appropriate as were the action steps recommended in the plan (study, attention, annual review, development of funding strategy, etc.). A formal endorsement of the Self-Study plan by the University Board of Trustees is anticipated at their June 2006 meeting, however, those elements of the plan that require funding (or fund raising commitment) were endorsed in advance by key leaders, and are incorporated into ongoing university capital campaign plans and/or university budget planning.

Information to be available to the peer-review team, if requested

1. Documentation assessing the institution's goals and actions regarding Title IX (if applicable).
2. Equity in Athletics Disclosure Act survey forms and worksheets. [Please note: For confidentiality purposes, the committee will permit an institution to provide the EADA worksheets with salary information in the form of a percentage.]

Operating Principle 3.2 Minority Issues

3.2.1 List all "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 Operating Principle 3.2 (Minority Issues). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or non-completion of such required actions. Please 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.

During the first cycle of the NCAA Certification (1998) there were no required corrective actions identified by the peer review team or the NCAA Committee on the Athletic Certification. As such, Lehigh has no issues to be addressed in this section.

3.2.2 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) an explanation for any partial or non-completion of such required actions. [Please note: Within minority issues written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution's written plan. If an institution has already submitted a plan to the committee that includes specific hiring numbers, the committee will not hold the institution accountable for achieving those specific numerical targets. Rather, the committee advises institutions to submit plans that have broad, flexible nonnumeric hiring goals.]

Progress on 1998 Minority Opportunities Plan:

1. Recruit More Minority Women (September 1998)
 - a. **Original Plan** - The Subcommittee on Equity and Student-Athlete Welfare reviewed the 1998 Minority Opportunities Plan and identified the following as goals of that plan:
 - i. Expand travel by coaches of women's sports (evaluation, home visits; increase funding for such travel)
 - ii. Establish relationships with high schools in predominantly minority areas
 - b. **The action(s) taken by the institution** - The Subcommittee on Equity and Student-Athlete Welfare conducted a detailed review of this area during the preparation of the self-study report and found the following actions had been taken:
 - i. Recruiting budgets for women's sports have increased by 14% during the 2002-2003 thru 2004-2005 academic years. Since the 1997-1998 academic year, recruiting

budgets for women have increased 158% (from \$34,250 to \$98,393). Changes have increased effort to recruit more minority women

- ii. Interviews with coaches indicated that efforts had been made to identify and develop relationships for recruiting in areas with greater percentages of minority students. Similar efforts have been developed and utilized by the Office of Admissions. Admissions has specifically developed relationships with predominantly minority high schools in: Philadelphia, New York, and Chicago

c. **Dates of the action**

- i. 1997-1998 academic year to present - opportunities to expand travel by coaches of women's sports
- ii. 1997-1998 academic year to present - efforts to expand recruiting to predominantly minority high schools were launched by the Athletics Department
- iii. 2003-2004 academic year to present - the Office of Admissions began aggressively expanding recruiting markets to predominantly minority high schools; efforts to do so have increased significantly each year

- d. **An explanation for any partial or non-completion of such required actions** - The Subcommittee on Equity and Student-Athlete Welfare determined all identified actions were completed.

2. Plan and present a conference on minority recruitment (January 1998)

- a. **Original Plan** - The Subcommittee on Equity and Student-Athlete Welfare reviewed the 1998 Minority Opportunities Plan and identified the following as goals of that plan:
 - i. Plan and present a conference on minority recruitment
 - ii. Give consideration to a Director of Recruitment position (longer term)
- b. **The action(s) taken by the institution** - The Subcommittee on Equity and Student-Athlete Welfare conducted a detailed review of this area during the preparation of the self-study report and found the following actions had been taken:
 - i. A conference was not conducted. However, the Athletics Department conducted an end of the year staff meeting and continued discussions to address diversity. Similarly, coaches received additional information, support and strategies to enhance the recruitment of minority student-athletes
 - ii. A graduate assistant for recruitment was hired. This position was subsequently converted to a full-time position that combined recruiting coordination with compliance coordination. Presently the position has broad oversight for recruitment, however the Subcommittee on Equity and Student-Athlete Welfare found that

primary responsibility for minority recruitment of student-athletes rests with the head coaches

- c. **Dates of the action**
 - i. May 2000 - the Athletics Department conducted an end of the year staff meeting to focus on diversity
 - ii. May 2000-ongoing - minority issues part of regular staff meetings and departmental discussions
 - iii. June 2000 - graduate assistant for recruitment hired
 - iv. 2002-2003 academic year - graduate assistant for recruitment position converted to full-time position
 - d. **An explanation for any partial or non-completion of such required actions** - The Subcommittee on Equity and Student-Athlete Welfare determined the conference was not held because of time constraints and resources to fully develop an opportunity of desired value. On the other hand, the discussions from the end of the year staff meeting in 2000 and subsequent meetings have accomplished the objectives intended by the proposed "conference" and have generated new and additional strategies to enhance minority recruitment.
3. Increase internships for undergraduates and for staff (September 1998)
- a. **Original Plan** - The Subcommittee on Equity and Student-Athlete Welfare reviewed the 1998 Minority Opportunities Plan and identified the following as goals of that plan:
 - i. Increase graduate assistantships for minority candidates
 - ii. Increase internships for minority candidates
 - b. **The action(s) taken by the institution** - The Subcommittee on Equity and Student-Athlete Welfare conducted a detailed review of this area during the preparation of the self-study report and found the following actions had been taken:
 - i. Internships for both graduate assistantship and staff positions were created. Since the creation of the positions, internships have been awarded yearly to minority candidates. Coaches and staff are aggressively encouraged and involved in the recruiting of minority graduate students to fill these roles. Candidates who have held these internships rate it as a highly favorable and successful experience
 - c. **Dates of the action**
 - i. 2000-2001 academic year - minority internship positions were created

- d. **An explanation for any partial or non-completion of such required actions** - The Subcommittee on Equity and Student-Athlete Welfare determined all identified actions were completed.
4. Retain current minority staff (September 1998)
- a. **Original Plan** - The Subcommittee on Equity and Student-Athlete Welfare reviewed the 1998 Minority Opportunities Plan and identified the following as goals of that plan:
 - i. Arrange and conduct bi-annual meetings with minority staff
 - ii. Ensure that salaries are market competitive
 - b. **The action(s) taken by the institution** - The Subcommittee on Equity and Student-Athlete Welfare conducted a detailed review of this area during the preparation of the self-study report and found the following actions had been taken:
 - i. The Dean of Athletics and Associate Dean of Athletics/SWA meet regularly with minority staff. Formal and informal meetings occur frequently throughout the academic year
 - ii. 18 minority staff members had been hired within the Athletics Department since the 1997-1998 academic year. The longest tenures of staff have been in the Academic Support position (5 years) and in the Head Men's Basketball position (4 years). Further, a sub-contracted strength/conditioning staff member includes a minority alumnus who has worked for Lehigh since 1999. Current staffing numbers include six minority professionals. Please refer to chart in section 3.2.5
 - iii. Results of an Athletics Department review and similarly a University salary equity review conducted by Human Resources determined that salaries for minority staff are market competitive; opportunities to advance professionally outside of Lehigh have resulted in movement by a number of staff members
 - c. **Dates of the action**
 - i. Fall 1998 to present - regular meetings held with minority staff
 - ii. Fall 2004 to present - Athletics Department salary equity review in conjunction with Human Resources salary equity conducted as part of large campus initiative
 - d. **An explanation for any partial or non-completion of such required actions** - The Subcommittee on Equity and Student-Athlete Welfare determined all identified actions were completed.

5. Create partnerships to improve the recruitment of minority students (May 1999)
 - a. **Original Plan** - The Subcommittee on Equity and Student-Athlete Welfare reviewed the 1998 Minority Opportunities Plan and identified the following as goals of the original plan:
 - i. Arrange a series of formal meetings with dean of admissions to strategize
 - b. **The action(s) taken by the institution** - The Subcommittee on Equity and Student-Athlete Welfare conducted a detailed review of this area during the preparation of the self-study report and found the following actions had been taken:
 - i. Regular meetings (multiple times per year) have been held between the Dean of Athletics, additional staff within the Athletics Department, the Dean of Admissions and other staff in the Office of Admissions and Financial Aid to develop and/or enhance strategies to recruit minority students. There has been an effective partnership between the Athletics Department and Admissions to recruit minority student-athletes. Minority student-athletes, specifically African-American/Black and Hispanic/Latino students-athletes have represented a high percentage of the overall total of African-American/Black and Hispanic/Latino students who matriculate to Lehigh
 - ii. Currently, and over the past several years, the Office of Admissions has employed 2 former minority student-athletes on their staff. This has facilitated the partnership between the Athletics Department and the Office of Admissions
 - c. **Dates of the action**
 - i. May 1999 to present - regular meetings held between Athletics Department staff and staff in the Office of Admissions
 - ii. Summer 2003 and Summer 2005 - two former student athletes hired to work in the Office of Admissions; one currently remains as a part of the Admissions' staff
 - d. **An explanation for any partial or non-completion of such required actions** - The Subcommittee on Equity and Student-Athlete Welfare determined all identified actions were completed.
6. Ensure that hiring records demonstrate a commitment to searching and evaluating minority candidates for vacant positions (on-going)
 - a. **Original Plan** - The Subcommittee on Equity and Student-Athlete Welfare reviewed the 1998 Minority Opportunities Plan and identified the following as goals of that plan:
 - i. Ensure that hiring records demonstrate a commitment to searching and evaluating minority candidates for vacant positions

c. **Dates of the action**

- i. September 1998 - Athletics Department staff adopted a standing committee to focus on minority issues. Committee replaced by commitment to address minority issues regularly at staff meetings
 - ii. September 1998 to present - minority issues included during staff meetings, Student-Athlete Council meetings, annual reports and in strategic planning processes
- d. **An explanation for any partial or non-completion of such required actions** - The Subcommittee on Equity and Student-Athlete Welfare learned that the standing committee to address minority issues was deemed by staff to not be necessary as long as minority concerns were regularly solicited and annual progress was reported to the full staff. The latter approach is believed to be more effective by the department and by the subcommittee.

3.2.3 Describe any additional plans for improvement/recommendations in the area of Operating Principle 3.2 (Minority Issues) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

Additional plans for improving the commitment to minority student-athlete issues are being developed in the context of an institutional plan. Among the elements within this initiative are recruitment, retention, scholarship, programming, mentoring, and career support. Critical initiatives include:

1. Formation of the University Diversity Leadership Committee and subcommittees. Subcommittee task force for student diversity includes a specific focus on minority student-athletes. Athletics Department representatives serve on subcommittees for student and staff diversity has representation. Specific, on-going recommendations from the work of these committees will be forthcoming.
2. Newly developed/refined recruitment plans by the Admissions Office: A personalized communication plan for minority student applicants. Applicants will be a part of online chat groups, will receive emails and phone calls from University faculty, staff and alumni, (in addition to contact from Athletics Department staff), will be on earlier notification of acceptance timeline, will receive intentional assistance/support (e.g. phone calls) to complete financial aid application. Institution will be securing professional consultant (Spring 2006 – Summer 2006) to assist Admissions Office with comprehensive strategy for recruiting minority student populations.
3. Review of Summer Excel Program: Retention program which focuses on fostering academic, leadership, social and personal excellence of incoming first year students. Program focuses on transition to university from a multicultural perspective. Program is currently undergoing comprehensive review (mission, learning outcomes, curriculum, program structure, duration, etc.) to ensure maximum effectiveness. Optional program is of great assistance/benefit to incoming minority students who chose to attend.

4. Umoja House: Multicultural campus living-learning environment. New programs being included in residence hall to benefit minority students; minority student-athletes are a significant percentage of student residents and/or students who attend open campus programs.
5. Joint Multicultural Program: Campus-wide program focusing on the retention of African American/Black and Hispanic/Latino students; student-athletes will be invited and encouraged to participate in new Faculty/Staff to student mentoring program. Program pilot in Spring '06; official launch in Fall '06.
6. Conversations on Race: New university-wide pilot program launched in Spring of '06; student-athletes (both majority and minority) will be encouraged to sign up and actively participate in student discussion groups with trained facilitators. Similarly is an option for the future for Athletics Department to host athlete specific discussions with trained facilitators.
7. Identified career counselors have targeted and increased efforts to focus on career goals/needs of minority student-athletes; preliminary career survey conducted among select group of minority student-athletes will be expanded to broader minority athlete and minority student population.
8. Partnership between Athletics Department, Office of Multicultural Affairs and Office of Student Leadership Development will expand to enhance diversity programming partnerships.

3.2.4 Explain how the institution is organized to further its efforts related to the minority-issues operating principle for both athletics department staff and student-athletes and provide evidence that matters concerning minority issues are monitored, evaluated and addressed on a continuing basis.

The University presently has in place a number of opportunities to maintain, ensure and enhance minority advancement. In addition to the programmatic areas listed above in section 3.2.3—Additional Plans, organizational and personnel structures include:

1. Deputy Provost: Reporting to the Provost, the Deputy Provost presently maintains an overall role in helping to identify, coordinate and address campus diversity initiatives; Deputy Provost serves as the co-chair for the University Diversity Leadership Committee.
2. University Diversity Leadership Committee (UDLC) and the three Sub Task Forces for student, faculty and staff diversity.
3. Assistant Vice President for Human Resources: Reporting to the Vice President for Finance and Administration, the AVP for Human Resources in conjunction with University Counsel, spearheads the development of policies/practices for recruitment and promotion opportunities to enhance staff diversity. AVP also tracks University records for staff diversity.

4. The Dean of Athletics ensures that individual staff members remain committed to enhancing diversity by including in annual performance appraisals specific review and dialogue about efforts and effectiveness in this area. Additionally, discretionary financial aid resources are often allocated or reallocated to support the recruitment of qualified minority prospects. Similarly, additional staffing resources are solicited from the Office of the President when such resources are deemed to be essential to the successful recruitment of qualified minority staffing candidates. The Dean of Athletics also meets annually with minority staff members to discuss career development and career advancement opportunities.
5. Assistant Dean, Multicultural Affairs: Located within the Division of Student Affairs, the Assistant Dean provides specific oversight to create and/or sustain opportunities for minority student involvement

3.2.5 Table of racial/ethnic composition of staff

| | | Racial or Ethnic Group | | | | | | | | | | | | | | | | | |
|--|---|-------------------------------|-------|-------|--------------|--------|--------|-----------|--------|--------|--------------|--------|--------|-----------|--------|--------|-----------|--------|--------|
| | | Am. Ind./AN (N) | | | Asian/PI (N) | | | Black (N) | | | Hispanic (N) | | | White (N) | | | Other (N) | | |
| | | FY 05 | FY 04 | FY 03 | F Y0 5 | F Y0 4 | F Y0 3 | F Y0 5 | F Y0 4 | F Y0 3 | F Y0 5 | F Y0 4 | F Y0 3 | F Y0 5 | F Y0 4 | F Y0 3 | F Y0 5 | F Y0 4 | F Y0 3 |
| Senior Administrative Athletics Dept Staff | F | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 5 | 5 | 0 | 0 | 0 | |
| | Other Professional Athletics Dept Staff | F | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 29 | 28 | 28 | 0 | 0 | 0 |
| | P | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 1 | 1 | 0 | 0 | 0 | |
| Head Coaches | F | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 16 | 16 | 16 | 0 | 0 | 0 | |
| | P | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | |
| Assistant Coaches | F | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 2 | 0 | 0 | 0 | 9 | 10 | 10 | 0 | 0 | 0 | |
| | P | 0 | 0 | 0 | 0 | 1 | 1 | 2 | 2 | 3 | 0 | 0 | 0 | 42 | 48 | 37 | 0 | 0 | 0 |
| TOTALS (for Athletics Dept Personnel) | F | 0 | 0 | 0 | 0 | 0 | 5 | 4 | 4 | 0 | 0 | 0 | 59 | 59 | 59 | 0 | 0 | 0 | |
| | P | 0 | 0 | 0 | 0 | 1 | 1 | 2 | 2 | 3 | 0 | 0 | 0 | 46 | 50 | 39 | 0 | 0 | 0 |
| Faculty-Based Athletics Board or Committee Members | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other Advisory or Policy-Making Group Members | | 0 | 0 | 0 | 1 | 1 | 0 | 3 | 2 | 2 | 1 | 0 | 0 | 33 | 30 | 34 | 2 | 0 | 0 |

Am. Ind./AN = American Indian/Alaskan Native
 Asian/PI = Asian/Pacific Islander

3.2.6 For the three most recent academic years, provide the racial or ethnic composition for student-athletes who received athletics aid and for students generally. [Note: Use the supplied chart (Racial or Ethnic Composition) to compile the data requested in this self-study item.]

| Racial or Ethnic Group | | | | | | | | | | | | | | | | | | |
|------------------------|--------------------|----------|----------|-----------------|----------|----------|--------------|----------|----------|-----------------|----------|----------|--------------|----------|----------|--------------|----------|----------|
| | Am. Ind./AN (N) | | | Asian/PL (N) | | | Black (N) | | | Hispanic (N) | | | White (N) | | | Other (N) | | |
| | FY 05 | FY 04 | FY 03 | FY 05 | FY 04 | FY 03 | FY 05 | FY 04 | FY 03 | FY 05 | FY 04 | FY 03 | FY 05 | FY 04 | FY 03 | FY 05 | FY 04 | FY 03 |
| All Students | 12 | 11 | 10 | 283 | 276 | 281 | 131 | 143 | 154 | 112 | 116 | 126 | 3557 | 3601 | 3576 | 482 | 509 | 559 |
| Student-Athletes | 1 | 2 | 3 | 7 | 8 | 5 | 47 | 46 | 38 | 13 | 12 | 11 | 260 | 254 | 258 | 17 | 27 | 36 |

Am. Ind./AN - American Indian/Alaskan Native
Asian/Pl – Asian/Pacific Islander

*Institutions that do not award athletics aid should compile these data for student -athletes who were recruited, as determined by the institution.

3.2.7 For the three most recent academic years, provide the racial or ethnic composition of student-athletes who received athletics aid by the eight sport groups listed in the NCAA 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. [Note: Use the supplied chart (Racial or Ethnic Composition) to compile the data requested in this self-study item.]

| Racial or Ethnic Group | | | | | | | | | | | | | | | | | | |
|-------------------------------------|-----------------|-------|-------|--------------|-------|-------|-----------|-------|-------|--------------|-------|-------|-----------|-------|-------|-----------|-------|-------|
| | Am. Ind./AN (N) | | | Asian/PL (N) | | | Black (N) | | | Hispanic (N) | | | White (N) | | | Other (N) | | |
| | FY 05 | FY 04 | FY 03 | FY 05 | FY 04 | FY 03 | FY 05 | FY 04 | FY 03 | FY 05 | FY 04 | FY 03 | FY 05 | FY 04 | FY 03 | FY 05 | FY 04 | FY 03 |
| Baseball | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 2 | 1 | 19 | 17 | 18 | 0 | 0 | 0 |
| Men's Basketball | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 3 | 3 | 1 | 1 | 0 | 5 | 4 | 7 | 2 | 2 | 2 |
| Football | 0 | 0 | 0 | 0 | 1 | 1 | 38 | 35 | 25 | 0 | 1 | 1 | 47 | 49 | 47 | 4 | 5 | 11 |
| Men's Track/Cross Country | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 2 | 2 | 2 | 0 | 17 | 15 | 21 | 1 | 2 | 3 |
| Men's Other Sports And Mixed Sports | 1 | 2 | 2 | 2 | 2 | 1 | 1 | 2 | 3 | 3 | 4 | 5 | 69 | 58 | 68 | 6 | 9 | 7 |
| Women's Basketball | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 3 | 0 | 0 | 0 | 9 | 8 | 8 | 3 | 4 | 4 |
| Women's Track/Cross Country | 0 | 0 | 0 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 0 | 1 | 24 | 22 | 20 | 0 | 1 | 2 |
| Women's Other Sports | 0 | 0 | 0 | 1 | 2 | 1 | 0 | 1 | 1 | 4 | 2 | 3 | 70 | 81 | 69 | 1 | 4 | 7 |
| TOTAL | 1 | 2 | 2 | 7 | 8 | 5 | 47 | 46 | 38 | 13 | 12 | 11 | 260 | 254 | 258 | 17 | 27 | 36 |

Am. Ind./AN— American Indian/Alaskan Native
 Asian/PI – Asian/Pacific Islander

Institutions that do not award athletics aid should compile these data for student-athletes who were recruited, as determined by the institution.

For those sports listed in this column that have not been at the varsity level for three years, indicate in this column the year in which the sport was recognized as a varsity sport

3.2.8 Using the eight program areas for minority issues

- 1. Institutional and Athletics Department Commitment**
- 2. Evaluation**
- 3. Organization and Structure**
- 4. Enrollment**
- 5. Comparison Populations**
- 6. Participation in Governance and Decision-Making**
- 7. Employment Opportunities**
- 8. Programs and Activities**

Please:

- a. Describe how the institution has ensured a complete study of each of these eight areas,**
- b. Provide data demonstrating the institution's commitment across each of the eight areas,**
- c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future., and**
- d. Explain how the institution's future plan for minority issues addresses each of the eight areas.**

1. Institutional and Athletics Department Commitment

- a. The Subcommittee on Equity and Student-Athlete Welfare conducted a detailed review of this area during the preparation of the self-study report and found:
 - i. The Lehigh Athletics Department conducts a comprehensive, annual evaluation to foster the goal of promoting a diverse environment. All eight areas from the self-study are included within the framework of annual evaluation processes.
 - ii. An annual review of departmental planning document, including mission statement, vision statement, values, challenges and priorities is conducted by Athletics Department staff at the end-of-year staff meeting.

- b. The Subcommittee on Equity and Student-Athlete Welfare reviewed the following data:
 - i. The following statements are included in all Lehigh Athletics Department employment agreements:
 - ii. Departmental Mission statement: “Our mission in the Lehigh Athletics Department is to advance learning, develop leadership skills, and foster personal growth through comprehensive athletics programming.”
 - iii. “In executing our mission we support the provision of equitable opportunities for all students and staff including women and minorities.”
 - iv. Departmental values include diversity statement: “Diversity...Differences make organizations and people stronger”
 - v. “Cultural Diversity and Gender Equity. It is the responsibility of each member institution to establish and maintain an environment that values cultural diversity and gender equity among its student-athletes and intercollegiate athletics department staff.” (Excerpt from NCAA Manual, section 2.2.2)
- c. The Subcommittee on Equity and Student-Athlete Welfare found that, at an institutional level, it has not always been consistently clear the priority and commitment diversity has among University goals.
- d. The Subcommittee on Equity and Student-Athlete Welfare has made the following recommendations: the department should recruit and add a minority faculty member to Faculty Athletics Council and/or include a faculty member on Faculty Athletics Council who also serves on University Faculty Task Force for Diversity; continue to include and espouse commitment to diversity in Institutional documents, priorities, etc.

The University has launched a comprehensive Diversity initiative that will impact all areas of the institution. Additional recommendations and changes will be forthcoming based on this initiative’s findings and recommendations.

2. Evaluation

- a. The Subcommittee on Equity and Student-Athlete Welfare conducted a detailed review of this area during the preparation of the self-study report and found:
 - i. The Athletics Department Annual Patriot League Report details progress made towards the commitment to minority opportunities. The department ensures an annual assessment of this commitment does occur. Similarly, annual summary reports are shared with the Faculty Athletics Council.
 - ii. The Athletics Department conducts a comprehensive, annual evaluation to foster the goal of promoting a diverse environment. All eight areas from the self-study are included within the framework of annual evaluation processes.

- iii. An annual review of departmental planning document, including mission statement, vision statement, values, challenges and priorities is conducted by athletics department staff at the end-of-year staff meeting.
 - b. Beyond annual reports to The Patriot League and the summaries of program evaluations and senior exit interviews, no additional data were available relative to the evaluation of institutional and department commitment to minority opportunities.
 - c. The Subcommittee on Equity and Student-Athlete Welfare found that there are no deficiencies in this area.
 - d. The Subcommittee on Equity and Student-Athlete Welfare encourages the Athletics Department's participation in and support for the forthcoming campus climate survey (Summer 2006-Fall 2006).
3. Organization and Structure
- a. The Subcommittee on Equity and Student-Athlete Welfare conducted a detailed review of this area during the preparation of the self-study report and found:
 - i. The department is organized such that minority perspectives are incorporated into nearly every working group within the department including administrative staff, the coaching staff, the Student-Athlete Council, and the department awards committee. Search committees and other significant department task groups are regularly represented by minority student-athletes and/or staff members. Similarly, members of the Athletics Department participate on University wide committees that focus on minority issues.
 - ii. The Athletics Department conducts a comprehensive, annual evaluation to foster the goal of promoting a diverse environment. All eight areas from the self-study are included within the framework of annual evaluation processes.
 - iii. An annual review of departmental planning document, including mission statement, vision statement, values, challenges and priorities is conducted by athletics department staff at the end-of-year staff meeting.
 - b. There are no data available that addresses this area as it pertains to specifically to minority issues.
 - c. The Subcommittee on Equity and Student-Athlete Welfare found that the Faculty Athletics Council does not currently include a minority faculty member; however the commitment to diversity among the current membership is quite strong.
 - d. The Subcommittee on Equity and Student-Athlete Welfare recommends the following:

- i. The department should recruit and add a minority faculty member to Faculty Athletics Council and/or include a faculty member on Faculty Athletics Council who also serves on UDLC Sub Task Force for Diversity;
- ii. The department should continue its goal to aggressively recruit and retain minority administrators and staff when opportunities arise;
- iii. The department should revisit its previous idea to create an on-going standing committee that focuses on diversity issues within the department. This subcommittee finds that such a committee would significantly contribute to the development of future strategies, programs and opportunities to advance departmental diversity.

4. Enrollment

- a. The Subcommittee on Equity and Student-Athlete Welfare conducted a detailed review of this area during the preparation of the self-study report and found:
 - i. Discussions with and reports provided by the Admissions Office indicate that this office, in conjunction with other campus areas such as: Athletics, Financial Aid, Provost's Office, Board of Trustees, Deans of the colleges and Student Affairs, develop short and long term strategies to enhance minority student recruitment and matriculation.
 - ii. The Athletics Department conducts a comprehensive, annual evaluation to foster the goal of promoting a diverse environment. All eight areas from the self-study are included within the framework of annual evaluation processes.
 - iii. An annual review of departmental planning document, including mission statement, vision statement, values, challenges and priorities is conducted by athletics department staff at the end-of-year staff meeting.
- b. The Subcommittee on Equity and Student-Athlete Welfare has reviewed the reports provided by the Associate Director for Multicultural Recruitment from the Admissions' Office.

This report indicated that the overall goals for the FY03, FY04, and FY05 academic years were to "increase the number of under-represented students in each incoming class."

Action Steps to Meet Goals (Excerpt from Admissions minority enrollment report):

- i. FY03
 - Multi-Media: Created multicultural brochure for student mailings and created a multicultural recruitment website
 - Multicultural Ambassadors: Created a student group that volunteers and works primarily with multicultural recruitment

- Multicultural Open House: Designed an Open House directly targeting multicultural students and their families
- Mailings: Sent letters introducing the new multicultural recruitment staff, mailed copies of the brochure, and invitations to several programs
- Multicultural Students' Welcome Reception: An opportunity for new students to mix and mingle with current students
- Lehigh Leaders: Prospective student overnight program. Students apply for the program and if accepted we pay for all of their travel expenses for the program. Students are accepted based on their admissibility to the university.
- Multicultural Life Program: This is a yield event. All accepted multicultural students are invited to the program.

ii. FY04

- Multi-Media: Reviewed and re-designed the multicultural brochure and website
- Multicultural Ambassadors: Increased the number of students involved in the program
- Multicultural Open House: Changed the date of the Open House directly targeting multicultural students and their families to the month of August in order to increase attendance
- Mailings: Sent letters introducing the new multicultural recruitment staff, mailed copies of the brochure, and invitations to several programs
- Multicultural Students' Welcome Reception: An opportunity for new students to mix and mingle with current students
- Multicultural Achievers Program (MAP): Prospective student overnight program. Students apply for the program and if accepted we pay for all of their travel expenses for the program. Students are accepted based on their admissibility to the university.
- Diversity Days: We contacted several majority minority schools and/or organizations and offered them an opportunity to visit Lehigh. We provided the bus and lunch. Groups visited in the fall and brought over 120 students that had never visited Lehigh before.
- Phone-a-thon: Current Lehigh students called accepted multicultural students and welcomed them to the class. They also encourage them to visit campus during the M-Life Program

- Multicultural Life Program: This is a yield event. All accepted multicultural students are invited to the program
- iii. FY05
- Multi-Media: Reviewed and re-designed the multicultural brochure and website
 - Multicultural Ambassadors: Changed the name of the group to Diversity Delegates
 - Multicultural Open House: Changed the date of the Open House directly targeting multicultural students and their families to the month of September in order to have more students on campus
 - Mailings: Sent letters introducing the new multicultural recruitment staff, mailed copies of the brochure, and invitations to several programs
 - Diversity Achievers Program (DAP): Prospective student overnight program. Students apply for the program and if accepted we pay for all of their travel expenses for the program. Students are accepted based on their admissibility to the university.
 - Phone-a-thon: Current Lehigh students called accepted multicultural students and welcomed them to the class. They also encourage them to visit campus during the M-Life Program.
 - Diversity Life Program: This is a yield event. All accepted multicultural students are invited to the program.
- c. The Subcommittee on Equity and Student-Athlete Welfare found that significant effort towards recruitment and the continued increase in the numbers of minority applicants is not resulting in a high yield of students who actually matriculate. Subcommittee discussions with campus constituencies identified the development of new strategies that are being implemented to reverse this trend of non-matriculating minority students.
- d. The Subcommittee on Equity and Student-Athlete Welfare recommends the following:
- i. The Athletics Department should continue to work closely with the Admissions Office to support campus wide initiatives that will advance minority recruitment, application and matriculation goals.
 - ii. The Athletics Department should convene a task force to consider the impact of merit scholarships on minority recruitment.

5. Comparison of Populations:

- a. The Subcommittee on Equity and Student-Athlete Welfare conducted a detailed review of the student population and the minority student population in all sports, on a sport by sport basis, and determined that there was no discrimination in the recruitment practices of any coach or program. Conversations with head coaches and department administrative staff supplemented the review of existing data.
- b. The percentage of minority students within the athletics cohort is higher than the percentage of minority undergraduate students on campus.
- c. The Subcommittee reviewed the data comparing populations of undergraduate minority students receiving financial aid with the populations of athletically aided minority student-athletes and noted the following:
 - i. Among Black and Hispanic populations, the proportion of those identified minority group members that were athletically aided student-athletes was fairly high (over the three year reporting period, more than 56% of Black students receiving aid were student-athletes, and 34% of the Hispanic students receiving aid were student-athletes)
 - ii. Among identified Asian students receiving aid, the proportion of student-athletes (over the same three year reporting period) was 14%
 - iii. Among White students that received financial aid (over the three year reporting period), the proportion that were athletes was 29.4%
 - iv. None of these data reflected trends of significance, and most data were irregular

The Subcommittee also examined data on minority staffing and noted few changes over a three year reporting period. These observations would seem to imply either stability or stagnation in growth of minority staff, or both. Stability is desirable; but so too is growth in staffing numbers.

- d. The Athletics Department should continue to strive for increased numbers of underrepresented students and staff. In the case of Black and Hispanic students, the campus culture would be enriched by enrolling more non-athlete minority students. In the case of Asian students, an increase in the number of Asian student-athletes would enhance the diversity of teams and the student-athlete experience. The Athletics Department should continue to be proactive in the effort to attract more minority staff members, without disaffecting what has been a fairly stable employment experience among minority staff.

6. Participation in Governance and Decision Making

- a. The Subcommittee on Equity and Student-Athlete Welfare conducted a detailed review of this area during the preparation of the self-study report and found:
 - i. Minority student-athletes have been consistently involved in the Student-Athlete Council (SAC) and the executive board of that group. Similarly, most task groups at the student-athlete or staff level include minority representation.
 - ii. The Athletics Department conducts a comprehensive, annual evaluation to foster the goal of promoting a diverse environment. All eight areas from the self-study are included within the framework of annual evaluation processes.
 - iii. An annual review of departmental planning document, including mission statement, vision statement, values, challenges and priorities is conducted by athletics department staff at the end-of-year staff meeting.
- b. The Subcommittee on Equity and Student-Athlete Welfare has reviewed documents that recorded student-athlete representatives to the Student-Athlete Council. The minority participation percentage rate was as follows:
 - i. 2002-2003: 10% minority representation
 - ii. 2003-2004: 8.3% minority representation
 - iii. 2004-2005: 16% minority representation
 - iv. The overall campus minority student population for those years was: 7%, 8%, and 5.4% respectively. Therefore the above percentages reflect comparable or higher rates of participation compared to overall campus rates
- c. No deficiencies noted
- d. The Subcommittee on Equity and Student-Welfare recommends the department continue its work to include minority representation governance and decision making.

7. Employment Opportunities

- a. The Subcommittee on Equity and Student-Athlete Welfare conducted a detailed review of this area during the preparation of the self-study and found:
 - i. The Athletics Department provides educational and developmental programs aimed at improving employment opportunities for student-athletes, and utilizes the services of the University's Office of Career Services.

- ii. Additionally, the Athletics Department leadership actively engages in discussions about the career aspirations for all staff, including minority staff, and seeks to provide opportunities for enrichment, professional development, and advancement.
 - iii. The Athletics Department conducts a comprehensive, annual evaluation to foster the goal of promoting a diverse environment. All eight areas from the self-study are included within the framework of annual evaluation processes.
 - iv. An annual review of departmental planning document, including mission statement, vision statement, values, challenges and priorities is conducted by athletics department staff at the end-of-year staff meeting.
- b. The Subcommittee on Equity and Student-Athlete Welfare reviewed records of career programs conducted for student-athletes and engaged in dialogue with students and staff to verify that such programs had been planned and executed in support of employment opportunities. Among the examples commitment to employment opportunities was a career development workshop held in February 2006 for student-athletes, a “careers in sports” program held in February 2006 that was co-sponsored by the Athletics Department, and the visible posting of job opportunities for students and staff within the Athletics Department. Additionally, a pilot program for 80 first year student-athletes involving personality and career profiling was funded at a cost of \$30,000 and included the investment in profiles and training for 10 Athletics Department staff members.
 - c. No deficiencies were noted, and if any trend exists, it is the trend toward increased programming in this area.
 - d. The Subcommittee on Equity and Student-Athlete Welfare recommends the continuation of the commitment that has been demonstrated with an expanded effort to promote career internship opportunities for minority student-athletes and minority staff.

8. Programs and Activities

- a. The Subcommittee on Equity and Student-Athlete Welfare conducted a detailed review of this area during the preparation of the self-study report and found:
 - i. The Athletics Department seeks to provide a variety of programs and activities to support its commitment to diversity. The Athletics Department works in collaboration with other campus departments to fulfill its goals.
 - ii. The Athletics Department conducts a comprehensive, annual evaluation to foster the goal of promoting a diverse environment. All eight areas from the self-study are included within the framework of annual evaluation processes.
 - iii. An annual review of departmental planning document, including mission statement, vision statement, values, challenges and priorities is conducted by athletics department staff at the end-of-year staff meeting.

- b. Data demonstrating the institution's status/commitment, including resource allocation—The Subcommittee on Equity and Student-Athlete Welfare reviewed annual reports and highlight documents that identified:
 - i. The Athletics Department co-sponsored two speakers with Office of Multicultural Affairs including, Herman Boone, legendary coach whose accomplishments were captured in the movie *Remember the Titans* and Ken Carter, whose commitment to student achievement was captured in the movie *Coach Carter*.
 - ii. Discussions also indicated that football and basketball coaches in particular, have worked with the Office of Multicultural Affairs to encourage significant student-athlete involvement in the Summer Excel Program and opportunities through the Umoja House.
- c. No deficiencies noted
- d. The Subcommittee on Equity and Student-Welfare recommends the Athletics Department:
 - i. Actively partner with other campus offices (especially the Offices of: Multicultural Affairs, Student Activities, Leadership Development, and Global Union), to develop programs during minority cultural heritage months (e.g. Hispanic Heritage Month, Black History Month, Asian Pacific American Heritage Month)
 - ii. Acquire and regularly post, in the department, campus cultural events
 - iii. Share campus diversity events with coaches so they may be able to inform student-athletes
 - iv. Encourage the participation of minority student-athletes in the “Keep It Real” Program (year long, first year program designed for all minority students)
 - v. Encourage participation of minority student-athletes in Joint Multicultural (JMP) Mentoring program
 - vi. Encourage the Student-Athlete Council to co-sponsor diversity programs with other student organizations

3.2.9 Using the "plan for improvement" section, please provide a written, stand-alone institutional plan for addressing minority issues for the future in the intercollegiate athletics program. The plan must address all eight program areas for minority issues as listed previously; however, an evaluation mechanism to monitor the institution's status in those program areas without deficiencies is acceptable, provided the identification of such a mechanism is included in the institution's minority-issues plan. Further, the plan must extend at least five years into the future and be active at all times. [Note: Please see the website for an example format outlining all required elements of a plan.] Within minority-issues written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution's written plan. The committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.

LEHIGH UNIVERSITY MINORITY ISSUES PLAN (2006-11)

| Elements | | Steps | | | |
|--|---|--|--|--|--|
| Program Areas | Issue(s) | Measurable Goals | Steps to Achieve Goal | Individuals Responsible for Implementation | Specific Timetable for Completing the Work |
| 1. Institutional and Athletics Department Commitment | A consistent focus on minority issues as a high level institutional priority and the provision of resources has not always been evident; demonstrated commitment is critical to achieving goals and success | Demonstrate commitment to diversity in University and Athletics Department plans | Support for University Diversity Leadership Committee strategic planning and recommendations to enhance campus diversity; Athletics Department will continue to include focus on diversity in planning; Athletics Department will participate in and support University diversity strategic planning; Consider re-establishing Athletics Department standing committee for Minority Issues | Dean of Athletics; Staff serving on/participating in Diversity Initiative planning | (1) ongoing: participation in diversity initiative; (2) ongoing: Athletics Department focus on diversity in planning (3) Fall 2006, re-visit establishing standing committee for minority issues |

| | | | | | |
|----------------------------------|--|---|--|--|--------------------|
| 2. Evaluation | No issues identified with program area | Athletics Department to continue practices in place to collect data | Athletics Department to solicit feedback on evaluation practices from staff, coaches and student-athletes to ensure continued success of data collection | Dean of Athletics; Associate Athletic Director (SWA) | Spring 2006 |
| 3. Organization and Structure | The Faculty Athletics Council presently does not have minority representation; low representation of women | Develop plans to add minority and women faculty representation to the Faculty Athletics Council | Identify interested/potentially available minority & women faculty; work with university leadership to inform minority and women faculty of Faculty Athletics Council; develop strategy to appoint minority & women faculty | Chair, Faculty Athletics Council; Dean of Athletics | Fall 2006, ongoing |
| 4. Enrollment | Low Institutional yield and matriculation of minority students, specifically minority non student athletes | Identify issues that impact low yield/matriculation; increase yield/matriculation of minority student-athletes and non-athletes | Gather data from minority student-athletes and non-athletes that chose not to attend Lehigh; capture recurring themes (if any) identified in data; share data with Admissions, University Leadership, Dean of Athletics, and other key individuals in university community; convene a task force to consider providing merit aid to minority populations | Assoc. VP for Institutional Research, Dean of Admissions, Dean of Athletics, Coaches | Fall 2006, ongoing |

| | | | | | |
|--|--|---|--|--|-----------------------|
| 5. Comparison of Populations | Low percentages of African-American/Black and Hispanic/Latino minority non student-athletes; enhance Asian American student-athlete population | Enhance Institutional efforts to increase percentages of African-American/Black and Hispanic/Latino non-athletes; identify efforts to increase Asian-American student-athlete population | Redevelopment of Admissions Diversity strategic plan; apply appropriate strategic emphasis to the awarding of merit athletic aid such that racial/ethnic diversity among the student-athlete cohort is further enhanced | Dean of Admissions and Financial Aid; Associate Dean for Multicultural Recruitment; Director of Admissions; Director of Financial Aid; Dean of Athletics | Spring 2006, ongoing |
| 6. Participation in Governance and Decision Making | No issues identified with program area | Dean of Athletics and Associate Director of Athletics/SWA to continue meeting with Student-Athlete Council Executive Board and other governing groups | Dean of Athletics and Associate Director of Athletics/SWA to continue to represent discussion/ issues raised by student-athletes in other Athletics Department meetings and throughout campus community | Dean of Athletics; Associate Athletic Director (SWA) | Spring 2006, ongoing |
| 7. Employment Opportunities | No issues identified with program area | Continue commitment to advance minority opportunities | Increased programming for student-athletes with career services | Student-Athlete Council; Career Services | Fall 2006-Spring 2007 |
| 8. Programs and Activities | Increase program opportunities and partnerships with campus departments to enhance diverse programs and activities | Sponsor and/or co-sponsor events during cultural heritage months; continue to encourage student-athlete participation in campus programs/services such as: Keep it Real; The Movement; the Umoja House, | Establish regular meetings with staff in Office of Multicultural Affairs and the Joint Multicultural Program; post information for student-athletes and staff in the Athletics Department (especially in the Student-Athlete | Dean of Athletics; Coaches; Student-Athlete Council; Asst. Dean, Multicultural Affairs; Director-- Joint Multicultural Program | Summer 2006, ongoing |

| | | | | | |
|--|--|---|---------|--|--|
| | | Summer Excel; the Joint Multicultural Program; Conversations on Race | Lounge) | | |
|--|--|---|---------|--|--|

3.2.10 Describe the institution's efforts to ensure the plan for addressing minority issues for the future in the intercollegiate athletics program was developed through a process involving broad-based participation and received institutional approval.

1. University Diversity Initiative

In the Spring of 2005, Lehigh President Gregory Farrington and Provost Mohamed El Asser charged the University Diversity Leadership Committee (UDLC) and subsequently three task forces (Task Forces for Student, Faculty and Staff Diversity) to identify short and long term strategies to advance campus diversity. Membership of the UDLC and task forces include University Leadership (e.g. Deputy Provosts and Deans of the colleges), faculty, staff and students. The goals of this Diversity initiative include:

- a. Campus Climate: “Actively promote an inclusive community that values, affirms and advances the diverse backgrounds, interests, experiences and aspirations of all its members...”
- b. Retention: “Significantly improve retention rates for students, staff and faculty from underrepresented groups.”
- c. Recruitment: “Significantly improve recruitment rates for students, staff and faculty from underrepresented groups.”
- d. Integration of diversity with ongoing institutional operations and strategic planning: Coordinate institutional priorities to support our diversity goals, including strategic planning, leadership recruitment and accountability.

The diversity initiative is a long-term effort, where by committees will continue actively working with all campus departments to develop best practice methods to advance campus diversity.

2. Presidential Search

Based on significant campus feedback, the University's efforts to identify a new President include the advancement of campus diversity as a priority and critical successful factor for candidates. Both the Search Firm and Search Committee continue to underscore diversity as integral throughout the search process and Institutional success.

3. Affirmative Action Plan, Harassment & Discrimination Policies

The University Affirmative Action Plan, Harassment and Discrimination policies are consistently under review and assessment by Institutional administrators including: General Counsel, Provost, Associate Vice President for Human Resources other such critical personnel.

Operating Principle 3.3 Student-Athlete Welfare

- 3.3.1 List all "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 Operating Principle 3.3 (Student-Athlete Welfare). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or non-completion of such required actions. Please 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.**

During the first cycle of the NCAA Certification (1998) there were no required corrective actions identified by the peer review team or the NCAA Committee on the Athletic Certification. As such, Lehigh has no issues to be addressed in this section.

- 3.3.2 List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 3.3 (Student-Athlete Welfare). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) an explanation for any partial or non-completion of such required actions. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.**

During the first cycle of the NCAA Certification (1998), there were no additional plans for improvement/recommendations developed by Lehigh University during the first-cycle certification process for Operating Principle 3.3. As such, Lehigh has no issues to be addressed in this section.

- 3.3.3 Describe any additional plans for improvement/recommendations in the area of Operating Principle 3.3 (Student-Athlete Welfare) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.**

The education and personal development of our student-athletes is the paramount objective of the Department of Athletics. As such, plans that will positively impact the personal growth and development of student-athletes are a constant part of departmental operations.

Leadership development is a fundamental outcome defined in our mission statement. The Department of Athletics embraces the opportunity to promote leadership among student-athletes, and invests in this initiative annually with tangible resources as well as time and energy by multiple staff. An endowment has been established to help provide permanent funding for this vital initiative. Since the last self-study, extensive commitments have been made to enriching

the preparation of our coaching staff to promote leadership development in our athletes. A Captains' Manual and curriculum have been presented to coaches and team captains. A personality profiling of first-year athletes has been piloted. Leadership awards have been developed and promoted within each sport and on a department-wide basis. Team captains have been challenged and supported to develop team covenants as part of a leadership learning and team building experience.

Similarly, the value of sportsmanship has been adopted by the Department as a part of the leadership and educational initiative. Working with student-athletes, the event staff developed a creative "House Rules" program to heighten awareness of good sporting behavior by fans. This program was supported by public address announcements by Lehigh student-athletes at most contests.

A number of motivational speakers have been contracted to visit with student-athletes. In 2003, African American role model Herman Boone, coach of the Alexandria High School football team featured in the movie "Remember the Titans," and, in 2005, Ken Carter, the high school basketball coach in Oakland, California who was the subject of the movie "Coach Carter," spoke to the student-athletes and campus community.

Educational speakers have been presented or supported on an annual basis. Some of the topics include "Sports Nutrition," "Female Athlete Triad," "Gambling in Sports," "Careers in Sports," general "Career Planning" workshops presented by the campus Career Services staff, and "Overcoming Stereotypes" presented by paraplegic athlete Aimee Mullins.

Additionally, the Department of Athletics sponsored a "Mentors in Violence Prevention" training program conducted by the National Consortium for Academics in Sports (2002). This program was an extensive, full day commitment of educational programming aimed at sexual harassment, prevention of date rape, and promotion of gender sensitivity.

Finally, the Department of Athletics participated in an on-line alcohol education program that was designed for, and required of, all first-year students. The first-year students complete the program before arriving on campus. The initial participation by upperclass student-athletes was intended to help create a baseline profile of the student-athlete cohort as regards to the use of alcohol. This program was coordinated by the Office of Special Projects.

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

The Department of Athletics conducts student-athlete surveys for each intercollegiate sport at the end of each competitive season. This data solicits feedback on a variety of issues, but most are aimed at assessing the quality of the student-athlete experience. Feedback is shared with the head coach and with athletics administrative staff as appropriate.

Similarly, senior exit interview surveys and personal interviews are offered to all senior student-athletes. Response rate has been high (more than 60%) on a consistent basis, and many of the

respondents sit for personal interviews conducted by senior administrative staff or Faculty Athletics Council representatives. Feedback from exit interviews is shared with all staff.

Bi-weekly lunch meetings are conducted throughout the academic year with the leaders of the Student-Athlete Council and the Executive Board of the Student-Athlete Council. Additionally, a group of student-athlete leaders called the Student-Athlete Mentors was formed in 2003 to assist first year student-athletes with their college transitions. The Senior Women's Administrator and/or the Dean of Athletics are present at every meeting.

Monthly meetings are conducted with the full athletics staff and the Faculty Athletics Council. Student-athlete welfare issues are always a part of the agenda for these meetings.

The Dean of Athletics meets weekly with the President as a part of the President's staff. These sessions provide an opportunity to raise issues of student-athlete welfare with the university senior policy forming group.

3.3.5 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]; 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.

Career guidance continues to be a cooperative effort between the Athletics Department and the university Career Services Department. Programming out of the career services office is open to the entire student population and the student-athletes are encouraged to use those resources. Whenever possible, coaches have adjusted practice times to give student-athletes time to attend career fairs and workshops.

The Student-Athlete Executive Board was able to work with the career services department, this year, to host a resume workshop for freshmen and sophomore student-athletes after the academic day ended. This was appreciated and well attended by the student-athletes. The executive board would like to make this an annual workshop.

During the Fall preseason, coaches adjust practice times so first-year student-athletes are able to attend orientation sessions with their fellow first-year students. These sessions include meeting with their advisors, dormitory meetings, summer book reading, and the annual convocation.

Any student-athlete in need of personal counseling is referred to the university Counseling Services staff. If an issue arises that needs to be addressed to an entire team, the Counseling Services staff may be requested. The Counseling Services staff includes two psychologists with backgrounds and interests in sports psychology issues. As a result of their interests and the positive referral system established by athletics, this staff often attends athletics events and even travels with teams.

Health and safety education is conducted on an annual and ongoing basis by the sports medicine staff, and in some cases, involves our equipment staff. Among the many instructional vignettes that have been scheduled and prepared are team presentations on the use of supplements (banned and otherwise), preventative measures and guidelines for skin disorders, and presentations on the proper fitting and use of athletic equipment.

As mentioned in 3.3.3, other educational speakers have been brought in to discuss topics on gambling, nutrition and eating disorders and overcoming stereotypes.

3.3.6 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.

Senior exit interview (on-line) surveys and personal interviews are offered to all senior student-athletes. The response rate has been high (more than 60%) on a consistent basis, and many of the respondents sit for personal interviews conducted by senior administrative staff or Faculty Athletics Council representatives. The feedback from exit interviews is shared with department staff and coaches.

Additionally, the department requires an exit interview with any team member that decides not to continue participation in their sport. Squad attrition is a subject of every program review discussion.

Student-athletes are encouraged to communicate questions, concerns, or suggestions about their athletics experience to their captains, coaching staff or to a member of the Athletics Department administrative staff. This encouragement is reinforced each year by the Dean of Athletics at the opening team orientation meetings. Upperclass student-athlete leaders also speak at those sessions to affirm the functionality and validity of this communication system.

Changes that impact student-athletes are communicated directly to them by the Dean of Athletics. Included are transitional plans about coaching staffs, resource decisions, or programmatic changes.

3.3.7 Describe the institution's and/or athletics department's written grievance and/or appeals procedures available to student-athletes in areas mandated by NCAA legislation (i.e. financial aid and transfers) and in other areas (e.g. harassment, hazing, abusive behavior, sexual orientation). Also, identify the individual(s) responsible for overseeing the administration of the grievance and/or appeals procedures and describe the means by which the grievance and/or appeals procedures are communicated to student-athletes and staff.

When needed, the Dean of Athletics clearly and confidentially communicates to the university or department staff any matters that arise in the department.

Appeals or grievances involving harassment, hazing, abusive behavior, sexual orientation, or another such sensitive matter are immediately elevated to the Dean of Athletics and Senior Associate Director/SWA for investigation and response. Campus offices and officials are invited to participate as appropriate and necessary, with the permission of the student-athlete involved. For matters related to student-athletes, the Athletics Department follows the university appeals and grievance process established by the Office of Student Conduct. A detailed description of the University appeals and grievance process will be made available to the peer review team upon their visit. In some instances, the department may request the assistance of the university ombudsperson or may involve the campus harassment officers. Information for both positions will be made available to the peer review team upon their visit.

The appeals and grievance process is communicated to the student-athletes via the university Student Handbook and the Athletics Department Student-Athlete Handbook. Both documents are available on the university website and can be accessed by all staff and students.

Financial aid appeals are heard by a campus committee on financial aid, if any such conflict is not resolved at the athletics administration level.

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

University goals, activities and services to support sexual orientation are publicized for student-athletes and occasionally co-sponsored by the athletics department. In the Dean of Students Office, Lesbian, Gay, Bisexual, Transgender, Questioning, & Ally (LGBTQA) Services and Outreach provides advocacy, programming, support and confidential services for students. Similarly, in the Fall of 2005, The Rainbow Room opened as a designated space to support and advance LGBTQA needs. Student-athletes are encouraged to seek support from these resources.

Recent changes around Safe Zone Training (formally the Safe Space program); indicate that only trained staff/departments will be formally and visually recognized as campus Safe Zones. While the Athletics Department is committed to supporting diversity across sexual orientation, it will also be important for the department to be involved formal training opportunities. It is therefore recommended that selected departmental staff be trained in the new Safe Zone program.

3.3.9 Identify the mechanisms in place to ensure the health and safety of student-athletes and the administrator(s) responsible for the institutional awareness of health, safety, travel 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. [Note: The institution may want to refer to the equitable medical care section of the NCAA Sports Medicine Handbook Guideline No. 1 as a guide in responding to this self-study item.]

An assistant athletics director who is also the senior staff member in the sports medicine area maintains direct responsibility for health and safety issues as related to sports medicine issues. The NCAA Sports Medicine Handbook is used as a guideline and segments of the manual are utilized for educational presentations to head coaches (ex. hydration and heat index guidelines, weight management, skin disorders, cold weather training, lightning policies and head injury protocol). The Sports Medicine Department produces a Lehigh University Sports Medicine Handbook for use by all coaches and student-athletes and is available in the additional materials prepared for the peer review team. The sports medicine handbook, treatment schedule, pre-participation information, insurance information, drug testing information, banned substances, nutrition handbook and other pertinent sports medicine information is available on their website.

All full-time coaches are required to complete and maintain, annually, CPR and First Aid certifications. In 2004, the Sports Medicine and Facilities staff was recertified in the use of emergency and portable defibrillation units (AED). In 2005, all staff and coaches who participated and completed First Aid and CPR training were trained in the use of portable defibrillation units. The four units in the Athletics Department are available in or near sports venues. University Campus Police also have a portable AED for their department.

Weekly injury reports are provided by the Assistant Director to the Director and Associate Director, and annual injury rate reports are prepared and reviewed for trends. Equipment purchases, contemporary medical intervention techniques, and appropriate athlete training strategies are all discussed regularly in the aim of reducing injuries and improving the quality of the student-athlete experience.

Blood born pathogen training is provided by the Lehigh Office of Risk Management to the sports medicine and equipment operations/laundry staff.

Instruction on the use and care for protective equipment (helmets, padding, mouth guards, etc) is provided by the equipment staff with support from the sports medicine staff. Coaches are instructed, as appropriate, to ensure the compliance of their team members.

General health care, including review of the pre-participation medical questionnaires and the conduct of general health examinations is administered by the University Health Service which includes a staff of medical physicians and nurses.

Team travel protocols are developed in concert with the campus Office of Risk Management and episodic decision making regarding team travel involves either or both the Senior Associate Director and the Dean of Athletics (i.e. inclement weather conditions).

An annual safety audit and review of athletics facilities is conducted by the Athletics Facilities and Events staff in conjunction with the Office of Risk Management.

3.3.10 Describe the institution's emergency medical plan for practices and games. [Note: The institution may want to refer to the emergency care section of the NCAA Sports Medicine Handbook Guideline No. 1 as a guide in responding to this self-study item.]

The following emergency action plan is in place for each Lehigh University Athletic Facility:

Lehigh University Emergency Action Plan (updated 12/20/05)

Availability

A certified athletic trainer (ATC) will be available during all practice and/or competitions. To ensure appropriate coverage of 24 intercollegiate athletic teams, Lehigh Sports Medicine has designed a coverage system based on cell phone communication.

Each staff athletic trainer has an assigned cell phone number:

| | |
|-----------------------|-----------------------|
| Jack Foley: | (610) 533-0848 |
| Jason Jarinko: | (610) 533-6265 |
| Angela Formaz: | (610) 392-4859 |
| Brynn Mahoney: | (610) 554-0018 |
| Brian White: | (610) 533-6267 |

Note: The cell phone system is an **EMERGENCY/Sports Medicine Communication** system. It is not to be used for general questions/conversations unless special arrangements have been made.

The health center is open from 8:30-5:00 pm weekdays during the academic year. A health center staff member is on-call after normal operating hours for any medical sickness emergencies throughout the year. They can be contacted through campus police or the following pager number **(610) 778-7172**.

In-Season and Other Segment

We are on site during the academic year starting at 9:00 am in Taylor Gym. At 2:00 pm we are available to each individual practice preparation sites (Taylor Gym, Cundey Varsity House, Goodman Stadium, Grace Hall, Stabler Arena) until 7:30 in the fall, 8:30 in the winter and 6:45 in the spring. We are available by cell phone all other times for in season segment and other segment contact. This system will be in effect on the first day of fall pre-season and will be utilized throughout the entire academic year.

Our team physician is on site at all home football, wrestling and basketball games and is on call for all other intercollegiate contests. For all other needs, Coordinated Health Systems has a physician on call at all times. If a physician is needed outside of intercollegiate athletics please call: 610-861-8080.

Summer/Off Season Segment

During the summer months sports medicine has limited hours daily with the Athletic Training staff being available via cell phone for all off season workouts. Campus police/emergency response is also available at 610.758.4200. All supervising on site athletic staff is certified in First Aid, CPR and AED application.

Life sustaining mechanisms

CPR Certification and Auto External Defibrillator (AED) availability:

All coaching staff and Sports Medicine are certified in CPR/AED and are aware of the location of each AED machine. There are four AED's available for use. The units are located in Taylor Gym, Rauch Field House, Cundey Varsity House, and Grace Hall. Note: Each campus police car is also equipped with an AED unit.

Emergency Health Information

All insurance information is kept in a central location on each campus with a copy given to each respective coach as well. Information is carried on ALL road trips by the coaching staff and/or athletic trainer.

In the case of an **EMERGENCY** (head, neck/spine, dislocation, or fracture) our staff is trained in the following:

1. Remain calm
2. Do NOT move the individual
3. Call Campus Police at 8-4200
4. Give the dispatcher your name, location and exact nature of the injury
5. Stay on the line. The dispatcher will send out a police car immediately and summon an ambulance for you
6. Call the first available athletic trainer to inform them of the situation

Taylor Site Athletic Trainer (2:00 pm – 7:30 pm) 8-4311
Goodman Site Athletic Trainer (2:00 pm – 7:30 pm) 8-6853

In the case of a **SERIOUS INJURY** (knee ligament, severe ankle sprain):

1. Remain calm
2. Ice the injured area (ice can be found in the Welch Fitness Center or Rauch F.H. Office)
3. Call the first available athletic trainer (see above phone numbers)

In the case of a **MINOR INJURY** (ankle sprain, muscle strain):

1. Ice the affected area (20 minute interval every hour for the first 24 hours)
2. Keep the part elevated (when possible)

3. DO NOT HEAT THE AREA!!!
4. Report to the Taylor Athletic Training Room as soon as possible during regular hours.

Weather Related Emergencies

Lehigh Athletics Lightning Policy

With prevention being the major promise or goal of Sports Medicine and certainly one of the results of proper planning in Athletics, we utilize the “**Sky Scan**” lightning detector. This device will be used in conjunction with other conventional methods (i.e. consulting with the National Weather Service) in determining practice and or game status. In the practice setting, the athletic trainer will be responsible for determining the threat of lightning, and will then make a decision with the coaching staff to evacuate the field. In the event setting, the athletic trainer will inform the officials of our instrumentation and our policy in effect (i.e. evacuating a game site if it is indicated by the detector that there is an imminent threat.) The decision to “call” or delay a game would be made with the agreement of the assigned athletic trainer, present officials, and facilities staff.

Cold Exposure Policy

In cold weather temperatures proper layered clothing should be worn and is encouraged by Lehigh University Athletics department staff and coaches. These include:

- Several layers around the core of the body, especially for those individuals that are not very active
- Long pants designed to insulate. Cotton sweatpants (brownies) are excellent. On very cold days a nylon shell or wind pant can be worn on top of them for additional wind break
- Long sleeve shirt/sweatshirt/coat designed to insulate and break the wind
- Gloves
- Ear protection/Hat or helmet
- Face protection
- Wicking socks that do not hold moisture inside. Wool is excellent. Cotton absorbs and holds in moisture

Clothing should be **layered** to allow adjustments as activity level may increase and decrease within a practice which may elevate or drop body temperature. The first layer of clothing should wick sweat and moisture away from the body. Equipment managers can identify what clothing works best for this. You may have already been issued an excellent product that will act as a wick. The top layers should act as insulators to trap heat and block wind.

The following temperature guidelines have been established for intercollegiate teams during cold weather. Cold weather is defined as any temperature that can negatively affect the body's regulatory system. These do not have to be freezing temperatures! The following guidelines have been established for Lehigh University Athletics practice and event participation.

Outside participation limited to 45 minutes:

Temperature or wind chill, which ever is lower, reaches **25° F**. Frostbite can occur in 30 minutes or less!

Termination of outside participation:

Temperature or wind chill, which ever is lower, reaches **15° F**.

In addition to the above guidelines it is recommended that additional directives are given to student-athletes.

- Cold exposure/activity requires more energy from a body. Additional calorie intake may be required
- Cold exposure/activity requires similar hydration to room temperature; however, the thirst reflex is not activated. Conscious efforts before and after practice to hydrate should be initiated
- **Never train alone.** A simple ankle sprain in cold weather may become life threatening!

Student-athletes should be instructed on signs of cold stress (wind chill, frostbite and hypothermia). Fatigue, confusion, slurred speech, red or painful extremities, swollen extremities, blurred vision, red watery eyes, dizziness, headache, numbness, tingling of skin and extremities, shivering, uncontrollable shivering etc. are a few warning signs of cold stress.

Heat illness Policy

When participating in sports during hot weather one can be at risk for developing a "heat illness." Heat illnesses vary in severity from mild (cramping) to severe (heat stroke and even death). The sports medicine staff educates all student-athletes with posters and informational sessions regularly. Water is made readily available for all workouts and accessible to each team. Pre-hydration is also stressed to all student-athletes and teams. The following guidelines are presented to all student-athletes via presentation and writing and are accessible on the sports medicine website. They are designed not only for recovery but for preparation for workouts in elevated heat.

1. Continue to hydrate yourself with water and/or Gatorade

- Drink 24oz (1 water bottle) of cold fluids for every pound that you have lost

- **DO NOT** DRINK caffeinated beverages (e.g. coffee, tea, iced tea, Coke/Pepsi, Mountain Dew, etc.), “energy drinks” (e.g. Red Bull, Jolt, etc.) and alcoholic beverages --> they cause you to produce more urine, so you end up losing even more fluids!
 - Stay away from carbonated beverages and sugary drinks (e.g. fruit juices / punch, etc.)
 - Drink enough to satisfy your thirst --> eat a good meal (drink while eating) --> continue to drink after the meal
2. Eat a good, nutritious diet
 - Low-fat, high carbohydrate, moderate protein foods
 - Fruits and vegetables
 - Stay away from fast foods
 - Lightly salt foods to taste and/or eat foods high in sodium (e.g. ham and cheese, pizza, tomato sauce, soup, tomato juice/V8, pretzels, pickles, etc.)
 3. Avoid taking any supplements, stimulants, and/or other medications unless prescribed for you by a Lehigh University Team Physician.
 4. Monitor your urine color and output (urine color should be pale yellow to clear if you are properly hydrated)
 5. **IMMEDIATELY** call your athletic trainer if any of the following occur:
 - cramping / muscle spasms / convulsions
 - nausea and/or vomiting
 - elevated body temperature (> 104°)
 - severe headache, dizziness, confusion, and/or lethargy
 - staggering body control, decreasing level of consciousness, intense thirst

Please do not hesitate to contact a member of the Lehigh University Sports Medicine Department should you have any further problems and/or any questions. Please report to the athletic training room before your next practice, game, or strength and conditioning workout for a follow-up examination.

Visiting team information

(Emergency action information is shared with all visiting teams upon arrival)

Each contest site will be equipped with water, injury ice, biohazard disposal and all necessary emergency equipment (i.e. crutches, immobilizers, spine board, phone, access to ambulance, etc). There will be a certified athletic trainer on site for all contests. Athletic training room facilities will be available a minimum of 1 ½ hours before the contest unless otherwise specified.

In event of a serious injury, x-ray facilities are located at nearby St. Luke's Hospital Emergency Room (5-10 minutes depending on traffic). Our team physician will assist in expediting emergency room care by placing a phone call to the emergency room prior to your arrival, if needed. For emergency situations, an ambulance will be available for transportation to St. Luke's Hospital.

Sports Medicine staff reserves the right to cancel or modify a workout for health and safety reasons of an individual athlete and/or team at any time.

3.3.11 Describe the institution's written emergency plan for the athletics program and specific coverage for out-of-season workouts, strength training and skills sessions. [Note: The institution may want to refer to the emergency care section of the NCAA Sports Medicine Handbook Guideline No. 1 as a guide in responding to this self-study item.]

Following is the emergency preparedness and response plan for athletics:

Lehigh University Athletics Department EMERGENCY PREPAREDNESS PLAN

The Athletics Department's Response Procedures (Emergency Preparedness) to situations that deviate from normal standard operating procedures and/or everyday conditions is as follows:

In the event of an emergency the Athletics Department will:

1. If appropriate contact the Lehigh University Campus Police Department
2. Follow all directives that the Lehigh University Police Department would give to the Athletics Department to do
3. Contact Athletics Department Administrators and inform them of the situation
 - a. Joe Sterrett, Director of Athletics
Office Phone (610) 758-4320
Home Phone (610) 965-8498
Cell Phone (610) 554-1963

- b. Karen Adams, Sr. Associate Director of Athletics
 - Office Phone (610) 758-4318
 - Home Phone (610) 838-1575
 - Cell Phone (610) 509-3947

In the event of a facility problem, in which contacting the Lehigh University Campus Department is not appropriate the action that will be taken is to contact:

- a. Greg Schulze, Director of Athletic Facilities
 - Office Phone (610) 758-4306
 - Home Phone (610) 759-9793
 - Cell Phone (610) 657-9393
- b. Allen Biddinger, Facilities and Events Manager
 - Office Phone (610) 758-3397
 - Home Phone (610) 997-0264
 - Cell Phone (610) 704-2367
- c. Ed Barndt, Event Coordinator
 - Office Phone (610) 758-4296
 - Home Phone (610) 392-6143
 - Cell Phone (610) 533-6269
- d. Jason Gall, Facilities and Events Assistant
 - Office Phone (610) 758-5660
 - Home Phone (610) 791-1614
 - Cell Phone (610) 390-6287

In the event of a non-facility problem, in which contacting the Lehigh University Police Department is not appropriate the action that will be taken is to contact:

- a. Joe Sterrett, Director of Athletics
 - Office Phone (610) 758-4320
 - Home Phone (610) 965-8498
 - Cell Phone (610) 554-1963
- b. Karen Adams, Sr. Associate Director of Athletics
 - Office Phone (610) 758-4318
 - Home Phone (610) 838-1575
 - Cell Phone (610) 509-3947

In the event of medical issues involving Lehigh University student-athletes, the attached protocol is to be followed, and if appropriate the contact person is:

- a. Jack Foley, Director of Sports Medicine
 - Office Phone (610) 758-4332
 - Home Phone (610) 694-9589
 - Cell Phone (610) 533-0848

SPORTS MEDICINE EMERGENCY CELL PHONE PROTOCOL

To ensure appropriate coverage of all intercollegiate athletic teams, Lehigh Sports Medicine has designed a coverage system based on cell phone communication.

Each staff athletic trainer has an assigned cell phone number:

| | |
|-----------------------|-----------------------|
| Jack Foley: | (610) 533-0848 |
| Jason Jarinko: | (610) 533-6265 |
| Angela Formaz | (610) 392-4859 |
| Brian White | (610) 533-6267 |
| Brynn Mahoney | (610) 554-0018 |

These cell phone numbers will be posted on every phone necessary. These numbers should also be saved in each coach's cell phone memory.

The cell phones will be turned on **ONLY DURING PRACTICE HOURS (approximately 3:30 pm-6:45 pm in the Fall, 3:00 pm- 8:30 pm in the Winter and 3:00 pm- 6:45 pm in the Spring)**. Do NOT try to reach an athletic trainer outside of those times unless special arrangements have been made. You will not be answered.

The cell phone system is an **EMERGENCY/Sports Medicine Communication** system. It is not to be used for general questions/conversations unless special arrangements have been made.

This system has proven itself invaluable. It has enabled Lehigh Sports Medicine to provide efficient, timely management of all injuries and emergencies. However, it is up to the coaches to use the system correctly and wisely in order to continue the system's effectiveness.

Sports Medicine will be utilizing walkie-talkies only on competition days, and only to communicate between the Sports Medicine and Facilities Staffs.

This system will be in effect on the first day of fall pre-season and will be utilized throughout the entire academic year.

Please refer to the handout regarding pre-season schedule given at the first staff meeting of the year to better understand which athletic trainer is covering your practices and at what times

3. DO NOT HEAT THE AREA!!!!

4. Report to the Taylor Athletic Training Room as soon as possible during regular hours

3.3.12 Using the four program areas for student-athlete welfare issues

- 1. Evaluation**
- 2. Organization and Structure**
- 3. Participation in Governance and Decision-Making**
- 4. Programs and Activities**

Please:

- a. Describe how the institution studies these topics as they apply to all student-athletes;**
 - b. Provide data demonstrating the institution's commitment to these issues for all student-athletes; and**
 - c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.**
-
1. Evaluation
 - a. The Subcommittee on Equity and Student-Athlete Welfare conducted a detailed review of this area during the preparation of the self-study report and found:
 - i. An annual review of all student-athlete welfare issues is conducted thoroughly by the department through year end team meetings and exit interviews. All staff and coaches are informed and encouraged to give input at any time. Availability of senior staff to attend to student-athlete welfare needs is beyond sufficient.
 - b. The Subcommittee on Equity and Student-Athlete Welfare reviewed information and confirmed that the Athletics Department's data collection method of surveying and interviewing student athletes covers the gamut of student-athlete welfare issues. Information is documented and/or placed in databases to track year to year.
 - c. The Athletics Department will evaluate this area during its annual program review process and any issues identified will be addressed in the form of departmental priorities for the subsequent year.

2. Organization and Structure

- a. The Subcommittee on Equity and Student-Athlete Welfare conducted a detailed review of this area during the preparation of the self-study report and found:
 - i. The department structure is one of consultative and collaborative. Staff, coaches and student-athletes are all encouraged to share thoughts and ideas with each other and senior staff as they relate to policy and activities regarding enhancement of student-athlete welfare.
- b. The Subcommittee on Equity and Student-Athlete Welfare had conversations with focus groups and reviewed information to confirm that:
 - i. The Dean of Athletics and the SWA/Associate Athletics Director are actively involved with student-athlete groups to enhance student-athlete welfare. Both administrators regularly attend Student-Athlete Council and Student-Athlete Executive Board meetings. With the guidance of the administration and fellow teammates, teams have developed team covenants. The covenants reflect the values of the department and specific team values.
 - ii. The role of the team captains has also expanded to ensure vital information is relayed to the team, coaches, and if needed, Athletics Department staff. Captains meet with the coach and discuss a range of team related issues. Enhancement of captain's leadership role is also a focus of these meetings.
- c. The Subcommittee on Equity and Student-Athlete Welfare recommends the department maintain the organization and structure that is presently in place.

3. Participation in Governance and Decision-Making

- a. The Subcommittee on Equity and Student-Athlete Welfare conducted a detailed review of this area during the preparation of the self-study report and found:
 - i. Student-athletes, staff, coaches, Faculty Athletics Council and senior administration are regularly engaged in the decision making process and are kept informed of pertinent NCAA, Patriot League and campus-wide policies, as they relate to student-athlete welfare. Open dialogue is encouraged by all parties.
- b. The Subcommittee on Equity and Student-Athlete Welfare had conversations with various focus groups and found:
 - i. The Dean of Athletics and the SWA/Associate Athletics Director regularly meet with the Student-Athlete Council and Student-Athlete Executive Board to provide guidance and support to the groups on topics of student-athlete welfare.

- ii. The Coaches Advisory Board also meets monthly and the Dean of Athletics and SWA/Associate Athletic Director are present at their meetings. Student-athlete welfare topics are discussed at those meetings, along with other coaching issues.
 - iii. The department has a representative for the NCAA Student-Athlete Council and a representative for the Patriot League Student-Athlete Council. Both representatives are active in their roles and report information back to the department Student-Athlete Council and the Student-Athlete Executive Board.
- c. The Subcommittee on Equity and Student-Athlete Welfare recommends the Athletics Department continue the active participation process of student-athletes and staff in the governance and decision making process.
4. Programs and activities
- a. The Subcommittee on Equity and Student-Athlete Welfare conducted a detailed review of this area during the preparation of the self-study report and found:
 - i. Appropriate and sufficient programs have been established by the department that addresses the needs and issues of the student-athletes.
 - ii. Planning of activities and programs involved coaches and student-athlete suggestions.
 - b. The Subcommittee on Equity and Student-Athlete Welfare had conversations with various focus groups and found:
 - i. The annual programs and activities are financially supported through an endowment in the Athletics Department. The Student-Athlete Council will endorse and actively promote the programs. Some programming will also have financial support from other departments on campus, such as Student Senate, Student Affairs, the Alumni Association, and Multicultural Affairs.
 - c. The Subcommittee on Equity and Student-Athlete Welfare recommends the Athletics Department:
 - i. Continue active partnerships with other campus departments (i.e. Student Affairs, Multicultural Affairs) to co-sponsor various programs and speakers on issues related to student welfare
 - ii. Propose programming in relation to new University diversity plan and minority issues self study plan
 - iii. Continue encouraging student athletes to participate in University organizations and councils so they can expand their knowledge on university student welfare issues

Information to be available to the peer-review team, if requested

1. Facilities schedule for practice and competition
2. Sports schedules
3. Sports marketing materials
4. Media guides
5. Institution's Student-Athlete Handbook or, if no such handbook exists, institution's method(s) for conveying athletics policies and procedures to student-athletes
6. Written materials (e.g., forms) used to document student-athlete exit interviews
7. Institution's and/or athletics department written grievance and/or appeal procedures available to student-athletes in areas mandated by NCAA legislation and in other areas