

2007 NCAA Recertification Report The Citadel



Editor's Note:

This document differs slightly from the version submitted to the NCAA on 1 May 2007. The texts are the same except in two cases—the responses for Operating Principle 3.1, Item 2, and for Operating Principle 3.2, Item 2. In those two cases, space limitations within the NCAA Web-based Athletics Certification System necessitated some abridgment. The full responses are presented here. Moreover, to enhance readability this document makes use of tables and graphs which the NCAA web-based system does not allow.

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Pre-certification Questionnaire

1. *Date of NCAA major infractions case(s) (if any) since previous certification self-study and impact (if any) on the areas of the certification program.*

The Citadel has had no major NCAA infractions since the first-cycle evaluation in January 1999.

2. *Other significant events (with dates) in the history of intercollegiate athletics program:*

Aside from the establishment of a full seven-sports women's athletics program discussed elsewhere in this self-study, the most important event since the first cycle certification is the ongoing revitalization of Johnson Hagood Stadium. The first phase in the stadium revitalization project, the Altman Athletic Center, opened in the fall of 2001. At a cost of nearly \$3 million, the facility is located in the south end zone and has home and visitors' locker rooms, officials' rooms and an entertainment area for The Citadel Brigadier Foundation. The west side of the stadium, currently being constructed, will also become home to a new S.C. National Guard Readiness Center. The facility will house the 218 Infantry Brigade (Mechanized) and become an emergency operations center during hurricanes or floods. Both the college and the S.C. National Guard will share classrooms and conference rooms.

The Inouye Hall Marksmanship Center, a \$3 million facility that encompasses 12,000 square feet, opened in 2006. It is used for practice and training by The Citadel's rifle and pistol teams, ROTC cadets, and the South Carolina National Guard.

During this time, Citadel baseball has built upon its winning tradition, earning trips to NCAA regionals in 1999, 2001, and 2004. Wrestling won the Southern Conference team championship in 2004. Citadel football received national recognition from a long article in the Los Angeles Times entitled "The Tale of an Underdog." (This article is available at <http://www.citadel.edu/pao/published/20051126.latimes/index.shtml>.)

Among the many successes recorded by individual cadet-athletes perhaps the most notable is the conference championship won in the shot put by Stephanie McNeill, the first woman student-athlete to have won a conference championship and to have qualified for NCAA regional competition in Citadel history.

3. *Date of previous orientation visit, evaluation visit and interim self-study report (if applicable):*

The Citadel's first-cycle evaluation visit took place on 1-4 November 1998.

The Citadel submitted an Interim Report in 2003.

4. *Initial certification-status decision rendered by the NCAA Committee on Athletics Certification (and date):*

The Citadel was granted initial certification by the NCAA Committee on Athletics Certification at its meeting in January 1999.

The Committee required four strategies for improvement:

Submit to the committee the institution's final gender-equity plan that was approved by The Citadel's Board of Visitors and demonstrate that the final plan was based on broad campus participation in its development;

Submit to the committee the institution's final minority-opportunities plan that was approved by The Citadel's Board of Visitors and demonstrate that the final plan was based on broad campus participation in its development;

Establish means by which to ensure that the responsibility for certification of academic standing, particularly as it relates to athletics eligibility, is vested in the same agencies that have authority in these matters for students generally;

Explain how The Citadel Brigadier Foundation Fund is under the clear control of the institution.

5. *Subsequent actions or changes in certification status (if any) made by the NCAA Committee on Athletics Certification (and date):*

None

6. *Changes in key senior-level positions, institutional or athletics program, (if any) since the institution's previous certification self-study:*

Institutional

Lieutenant General John W. Rosa, USAF (Ret.), became the nineteenth President of The Citadel in January 2006, replacing Major General John S. Grinalds, USMC (Ret.), who retired in June 2005. Major General Roger C. Poole served for one-semester as Interim President.

Brigadier General Harrison S. Carter stepped down as Provost of The Citadel in June 2004 and was replaced by Brigadier General Donald Steven. When Donald Steven left The Citadel in June 2006, General Carter became Interim Provost for the 2006-07 academic year.

Colonel Gregory Stone, USA (Ret.), became Commandant of Cadets following the retirement of Brigadier General Emory Mace, USA (Ret.), in August 2005.

Patricia McArver, Vice President for Communications, came to The Citadel in 1999.

In 2006 Colonel Joseph W. Trez, USA (Ret.), became Executive Assistant to the President; he was replaced as Special Assistant to the President by LTC Paul Plunkett, USAF (Ret.).

Department of Athletics

In 2000, Les Robinson returned to The Citadel, where he had been head coach of men's basketball for many years, to serve as Athletics Director.

William Sharbrough, III, Associate Professor of Business Administration, has been Faculty Athletics Representative since 1999.

In 2002, Chuck Beddingfield became Associate Athletic Director for Marketing and Development with the primary responsibility of securing funding for revitalization of Johnson Hagood Stadium.

Kelly Simpson has been Senior Woman Administrator since 2004, replacing Leslie Tysinger who became the first person to hold this position at The Citadel in 2002.

D. Todd Lair is now Assistant Athletic Director for Compliance and Academics, replacing Ed Steers who left The Citadel in 2005.

In 2006 Noelle Orr became the Department's Director of Media Relations.

Among the many coaching changes since 1999 are the following: Kevin Higgins became head coach of football in 2005; Ed Conroy became head basketball coach in 2006; also in 2006, Carolyn Geiger became The Citadel's third head coach of volleyball and Bob Winch the third head coach of women's soccer.

7. *Significant changes impacting the institution and/or athletics program, if any (e.g., conference affiliation, sports sponsored, changes in admissions standards, significant changes in graduation rates, changes in mission statement of the athletics program, changes in fiscal stability/condition of the athletics program), since the institution's previous certification self-study:*

In the years since first-cycle certification, The Citadel has added four women's sports (volleyball, soccer, golf, and rifle) to the three it began with in 1997 soon after the institution became co-educational (cross-country, indoor track, and outdoor track).

In 2003-04, The Citadel eliminated men's soccer and men's golf.

8. *Describe the extent of broad-based participation of campus constituencies in the self-study. Specifically, report on the opportunities that actually were provided to various individuals or groups in the broad-campus community to: (a) offer input*

into the self-study report before its findings and plans for improvement were formulated, and (b) review the self-study report after it was drafted.

A key goal of this self-study process has been to strengthen the ties between Athletics and the rest of The Citadel community. With this goal in mind, many different people from across the campus have worked on drafting the responses to the questions in the instrument. Moreover, we have worked to keep the entire community abreast of the process and have solicited comments from students, faculty and staff, and alumni.

Following the guidelines in the handbook, the self-study was organized with a steering committee chaired by the Provost and three subcommittees, one for each operating principle.

The responses to the questions in the instrument were drafted by partnerships in each subcommittee between "insiders" from Athletics and "outsiders" from the faculty and staff. In the Equity subcommittee, for example, the SWA worked closely with the Vice President for Communications and the self-study editor, a member of the faculty with no previous experience with Athletics. Key roles were played, too, on this subcommittee by the institution's Chief Diversity Officer and the Director of Multicultural Student Services, as well as personnel from Admissions and the Director of Financial Aid. Similarly, in the Academics subcommittee, the Assistant AD for Compliance and Academic Services worked closely with the Dean of Humanities and Social Sciences, who also had no previous connection with Athletics, as well as with the Director of the Writing and Learning Center and with personnel from Admissions and the Registrar's office.

These partnerships between insiders and outsiders worked well, for they forced Athletics to explain and, occasionally, justify practices that they had come to take for granted. The plans for improvement in Operating Principle 3 stemmed directly from these conversations.

Information about the self-study has been circulated throughout The Citadel community. A link on the institution's home page opens a page entitled "National Collegiate Athletic Association Recertification" (<http://pao.citadel.edu/ncaacert/>). On that page is the following invitation: "If you have comments you would like to make or suggestions for improvement for Athletics at The Citadel, please follow the Contact-Us link below." We have received a number of comments from this page. An article about recertification has appeared in "Today's Blue & White: The Citadel Brigadier Foundation's Official Electronic Newsletter," a blog targeted to supporters of Citadel athletics. All alumni received similar information in "Through the Data Port," a blog for alumni. There was also an article in *The Brigadier*, the cadet newspaper.

In March 2007, the college's Communications across the Curriculum program hosted a lunch meeting that focused on the self-study. In attendance were about 100 people, about equally divided between faculty and cadets--both student-athletes and not. The Compliance Director explained how student-athletes are recruited to The Citadel and how they maintain eligibility. The SWA spoke on the myths and realities of women's athletics

at The Citadel, and the Vice President for Communications presented slides focusing on results of the self-study. A lengthy discussion followed, with cadets and faculty offering views on how better to integrate student-athletes with their classmates in the college's military system. The college's Human Affairs Council also discussed these issues at its March meeting.

Completed drafts of the Gender and Minority Equity plans were shared with the Faculty Athletics Representative, the Faculty Athletics Advisory Committee, and, because these plans deal with increasing recruitment of minority and female students, with the chair of the Faculty Undergraduate Admissions Committee.

In April 2007 the plans were endorsed by the self-study steering committee, the president of the institution, and the Board of Visitors, the institution's governing body.

9. Provide a copy of the institution's written plan for conducting the self-study.

Tentative Written Plan

10. Please provide the institution's mission, philosophy and goals statement and the athletics program's mission, philosophy and goals statement. Also, indicate the dates of formal approval for the latest versions.

Vision Statement, Core Values, and Strategic Initiatives

Vision

Excellence in the preparation of principled leaders.

Core Values

Academics: We produce graduates who have insight into the issues, ideas and values that are important to society and possess the skills necessary to deal with them successfully.

Duty: We emphasize the importance of individual accountability and the moral obligation of responsibility for the welfare of others.

Honor: We adhere to a code which teaches that uncompromising personal integrity is the primary guide in all situations.

Morality: We believe that an individual's character is of utmost importance and, therefore, we provide training which emphasizes ethical principles and core values.

Discipline: We operate a leadership laboratory which emphasizes a structured environment, acceptance of responsibility, self-confidence and service to others.

Diversity: We promote diversity in all segments of our campus community and in all aspects of college life.

Mission

To educate and prepare graduates to become principled leaders in all walks of life by instilling the core values of The Citadel in a challenging intellectual environment.

Strategic Initiatives and Planning Priorities (Revised 2006)

Focus on the development of principled leaders.

Strengthen the college through institutional advancement.

Enhance the learning environment.

Develop the student population.

Enhance the facilities and technological support for the campus.

Improve institutional effectiveness.

Ensure that the college has the leadership and talent necessary to accomplish these goals.

Adopted by The Citadel Board of Visitors 30 September 2006

Mission Statement of Department of Athletics

The mission of the Department of Intercollegiate Athletics at The Citadel is to develop, maintain, and continue to improve a well-rounded program of athletics geared to the aims and objectives of The Citadel, the Southern Conference, and the National Collegiate Athletic Association. In order to carry out this mission, all athletics personnel must be familiar with the athletics policy as approved by the Board of Visitors and the President of The Citadel.

The Citadel policy on intercollegiate athletics includes a balanced program covering a broad spectrum of sports for men and women. The College will support this program to enable its representatives to be competitive in every respect. The Citadel will compete as a Division I institution under current NCAA and Southern Conference regulations. The athletics program will be conducted within the aims, standards, and objectives of The Citadel as a comprehensive military college providing a quality education. The Department of Athletics is committed to gender and minority equity in all of its programs. In addition, for the safety and welfare of student-athletes, The Citadel maintains full-time certified trainers, a college surgeon, and special orthopedic doctors to provide medical support services.

The Citadel is a member of the NCAA with Division I-AA classification in football and Division I classification in all other sports. In addition, the college is a member of the Southern Conference, which is comprised of Appalachian State University, The Citadel, the College of Charleston, Davidson College, Elon University, Furman University, Georgia Southern University, UNC-Greensboro, the University of Tennessee at Chattanooga, Western Carolina University, and Wofford College.

Adopted by the Board of Visitors in 1999

Operating Principle 1.1. Institutional Control, Presidential Authority, and Shared Responsibilities

Self-Study Items

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.*

Regarding Operating Principle 1.1, The Citadel had no 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 of January 1999.

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.*

There were no requirements during the first cycle certification process for improvement plans relating to Operating Principle 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.*

To enhance presidential authority over Athletics, the Board of Directors of The Citadel Brigadier Foundation now includes the President of The Citadel. (The relation of The Citadel Brigadier Foundation to the Athletics program is discussed fully in Operating Principle 1.2 below.)

4. *Describe how the institution’s governing board decisions are consistent with those of other on campus units. 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.

Over the last three years, The Citadel's Board of Visitors has been significantly involved in many decisions relating to the Department of Athletics, ranging from budget and funding approval to decisions on the location and funding options of a new stadium facility. The following are some examples of this involvement and come from Board of Visitors' meeting minutes (available upon request).

- **February 2004:** Authorized the Chair to ask The Citadel Foundation for funds to repair the East Side Stadium stands, demolish the West Side Stands, and design the new West Side Stands.
- **April 2004:** Authorized the issuance of Athletic Facility Revenue Bonds used to support the planned reconstruction of Johnson Hagood Stadium.
- **June 2004:** Approved the annual operating budget for Athletics.
- **June 2004:** The Football Stadium Ad Hoc Committee of the Board recommended that the rebuilding of Johnson Hagood Stadium be put on hold and the construction of a new stadium at the Stoney Field site be considered. The committee also approved a timeline for construction of the new stadium and deadlines for gathering information on the Stoney Field option.
- **September 2004:** The Committee on Athletics recommended construction of a new stadium on the Stoney Field sight and directed the administration to create a Stadium Project Team.
- **December 2004:** The Board of Visitors passed a resolution that the Corps of Cadets be present and in uniform at all Citadel home football games in the future. The resolution passed unanimously.
- **February 2005:** The Board of Visitors voted to move forward with Johnson Hagood Stadium as the site of the new football stadium.
- **May 2005:** The Board of Visitors considered a proposal to combine forces with the South Carolina National Guard (SCNG) for improvements to Johnson Hagood Stadium. The goal of the proposal would be to share the costs and space of the new facility. There were questions about the size of the facility the SCNG would need, how much money would be available from federal funds, and how much of the space could be shared. Another question was how to provide for the parking requested by the SCNG.
- The Board also approved a contract with Daktronics Sports Marketing to install a state-of-the-art scoreboard at Johnson Hagood Stadium and at McAlister Field House.

- **July 2005:** The Board further discussed a stadium financing plan that would allow The Citadel to proceed with construction of the stadium in a joint project with the South Carolina National Guard.
 - The Board passed a motion to explore the possibility of borrowing funds from The Citadel Foundation, The Citadel Brigadier Foundation and The Citadel Alumni Association with the balance coming from fundraising.
 - **September 2005:** The Board of Visitors authorized the Vice President for Finance and Business Affairs to negotiate terms and conditions for a bond issue to construct the stadium complex. The resolution will allow the college to borrow money to construct a press box, club seats and VIP boxes at the stadium.
 - The Board of Visitors unanimously voted to approve the concept of leasing the footprint of the stadium to the South Carolina National Guard in the event that plans for the South Carolina National Guard Readiness Center become a reality.
 - **February 2006:** The Committee on Athletics recommended that the Board of Visitors direct the Athletics Director to prepare a standard policy to retire athletic jerseys in the future. The policy is to include participation by the athletic constituencies on campus, such as The Citadel Brigadier Foundation, and any others that may provide input.
 - **April 2006:** The Board of Visitors voted unanimously to refer the matter of a naming opportunity for The Citadel/South Carolina National Guard Marksmanship Center to the Honorary Degrees, Palmetto Medal and Special Recognition Committee for its recommendation and for Board of Visitors action at the April meeting of the Board.
 - **June 2006:** The Board of Visitors approved an operating expense budget for Athletics.
5. *Based upon the institution's experience in the last three years, list the decisions related to intercollegiate athletics in which the institution's chief executive officer has been significantly involved.*

The Citadel has been in a transitional period over the past two years as Major General John S. Grinalds, USMC (Ret.), was replaced in June of 2005, on an interim basis, by Major General Roger Cliff Poole, USMC. The Citadel's current chief executive officer, Lieutenant General John W. Rosa, USAF (Ret.), has only been in the position since January of 2006 but has taken an active role in the Athletics Department's decision-making process.

All three Presidents have been very involved in the stadium-rebuilding project. In addition, President Grinalds was heavily involved in the evaluation and subsequent proposal to eliminate two Men's sports, Golf and Soccer, which was presented to the Board of Visitors in June of 2003. He was also instrumental in the construction of the

Women's Athletic Facility completed in 2002. In February of 2005, President Grinalds was involved in the hiring of the head football coach.

President Rosa actively participated in the hiring of our new head basketball coach in April 2006 as well as the hiring of the new women's volleyball and soccer coaches in the summer of 2006. He was also heavily involved in the decision to modernize and upgrade the women's volleyball and soccer locker room facilities during academic year 2006-07. President Rosa has also met with the Athletics Director and staff to update The Citadel's Strategic Plan and the long-term goal of raising sufficient scholarship funds to fund all 166 athletic scholarships and to bring in sufficient revenues for athletics operations to minimize subsidies from The Citadel Trust.

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 chief executive officer, 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.*

Under Title 59 of the South Carolina Code of Laws, the South Carolina General Assembly established The Citadel Board of Visitors as the college's governing body. The Board has 14 voting members. Ex-officio members include the Governor, the Adjutant General and the State Superintendent of Education; the other eleven members are Citadel graduates: seven are elected by joint vote of the S.C. General Assembly, three are elected by The Citadel Alumni Association, and one is appointed by the Governor. All members, except the ex-officio members, serve six-year terms. The Board of Visitors establishes broad policy for the college including that for The Citadel's Intercollegiate Athletics Program.

The Board of Visitors has a standing Committee on Athletics that reports directly to the Chair and the full Board on all athletic-related issues. This provides a process for direct interaction between the Board of Visitors and The Citadel President and Athletics Director. In addition, the Chair of the Board of Visitors' Committee on Athletics and one other Board member serve as voting members of The Citadel Brigadier Foundation, the 501(c)(3) organization that raises funds for athletic scholarships and the athletics program.

The Citadel Board of Visitors appoints the President, the college's chief executive officer. The President is responsible for implementing all intercollegiate athletics policies established by the Board of Visitors. The President hires and supervises the Athletics Director and is the final approving authority on the hiring of all head coaches. The Athletics Director submits the annual athletics operating and scholarship budget to the President for administration approval who in-turn incorporates it into the overall college annual budget for Board of Visitors approval.

The Citadel Athletics Director is responsible for the day-to-day management and administration of our intercollegiate athletics program. He and his staff prepare the

annual Athletics budget and submit it to the Budget Office for inclusion in The Citadel's annual operating budget. The annual athletics budget establishes the athletics funding priorities for the next academic year. The Athletics Director also participates in developing the five-year budget plan, a key component in the college's long-range strategic plan. The annual budget and the five-year budget plan serve as primary decision making instruments for the President and Board of Visitors. In addition, the Athletics Director advises the President and Board of Visitors on athletics policy matters.

The Faculty Athletics Advisory Committee (FAAC) serves as a liaison between the faculty and Athletics. The Committee receives information about student-athletes related to academic achievements and more general academic policies at The Citadel. The Committee also offers advice and provides recommendations to Athletics regarding academic issues relevant to student-athletes. The FAAC is made up of tenured or tenure-track faculty members (with no more than two members from the same department). In addition, the NCAA Faculty Athletics Representative is a non-voting ex-officio member. An administrative liaison is appointed by the Athletics Director to represent the Department. Faculty members are selected for three-year terms, and may request a second consecutive term. No faculty member, with the exception of the NCAA Faculty Athletics Representative, may serve on the committee for more than six years consecutively.

The Faculty Athletics Representative undertakes the following duties and responsibilities:

- Oversight of the compliance function to include initial and continuing eligibility/team rosters.
- Administering Recruiting Tests as needed to current or new coaches.
- Oversight of any investigations of NCAA rules violations.
- Serve as liaison between the faculty, Athletics, and student-athletes. This typically involves missed class time, exams, or related problems.
- Serve as the institution's voting member in conference governance issues. (Currently serving as conference president until June of 2007).
- Serve on NCAA certification peer review teams.
- Serve on NCAA Initial Eligibility Grade Point Subcommittee.
- Work with SWA in supervising the SAAC (attend the SOCON Student-Athlete Leadership Institute regularly).
- Travel occasionally with various teams to better understand the time and travel demands put on student-athletes by competitions.

- Keep the president informed of any academic issues that are impacted by athletics and vice versa as needed.

The Student-Athletics Advisory Committee is composed of a cross-section of student-athletes, from senior team captains to underclassmen. In general, the committee serves as an outlet for the student-athletes to express concerns to the Athletics Director, Senior Woman Administrator, and the Compliance Officer. The committee focuses on a number of sensitive issues, one of which is the interaction of student-athletes (called "corps squad" at The Citadel) and other members of the Corps of Cadets, especially in regard to conflicts between practices, team meetings, and other athletic responsibilities and various duties within the cadet companies. By promoting community service projects, the SAAC also serves to encourage athletes to support one another and to bond together across the different teams.

Each summer the Southern Conference sponsors a Student-Athlete Leadership Institute. The institutions send members of their SAAC to interact, brainstorm, and learn with other SAAC members. This institute has proven very beneficial to The Citadel SAAC and to the student-athletes who have attended.

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

The Athletics Committee of The Citadel Board of Visitors:

- Colonel John R. Douglas, Vice Chair, The Citadel Board of Visitors, Chair Athletics Committee.
- Colonel Harvey M. Dick, Lieutenant Colonel, U.S. Army, Retired.
- Colonel Glenn D. Addison, Specialty Sales Representative, Merck & Co., Inc.
- Colonel W. Thomas McQueeney, Owner, State Farm Insurance Agency.
- Major General Stanhope S. Spears, Adjutant General of South Carolina
- Colonel James E. Jones, Jr., Owner, Palmetto Commercial, LLC, Real Estate

1.1 Institutional Control, Presidential Authority and Shared Responsibilities - Evaluation

Question	Currently Yes	Currently No
Does the institution demonstrate that the institution's governing board provides oversight and broad policy formulation for intercollegiate athletics in a manner consistent with other units of the institution?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does the institution demonstrate that the president or chancellor is assigned ultimate responsibility and authority for the operation and personnel of the athletics program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does the institution demonstrate that appropriate campus constituencies have the opportunity, under the purview of the president or chancellor, to provide input into the formulation of policies relating to the conduct of the athletics program and to review periodically the implementation of such policies?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

On the basis of the yes/no answers above and the plans for correcting deficiencies below, is the institution in substantial conformity with Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities)?

Yes No

[Note: The institution should not indicate "yes" regarding conformity with the operating principle as a whole unless it has indicated "Currently Yes" for each element of the operating principle or has a plan to address any "Currently No" response to any element(s) of the operating principle.]

If "Currently No" or if deficiencies exist, a plan for improvement must be submitted. Plans for improvement may also be submitted even when your institution is believed to be in conformity with the operating principle.

Operating Principle 1.2. Rules Compliance

Self-Study Items

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.*

Regarding Operating Principle 1.2, The Citadel had no corrective actions or conditions for certification imposed by the NCAA Division I Committee on Athletics Certification in its first cycle certification decision of January 1999. As a strategy for improvement, The Citadel was required to "explain how The Citadel's Brigadier's Foundation Fund is under the clear control of the institution."

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.*

In June 1999, The Citadel submitted the following response to the required strategy for improvement:

The Brigadier Foundation is a related party of the College. Its Board includes the Director of Athletics, the Chairman of the Athletics Committee of the Board of Visitors, and one other member of The Citadel's Board of Visitors.

Employees of the Foundation are employees of The Citadel. Consequently, they fall under the direction and control of the President.

The member of the Board of Visitors who also sit on the Board of the Brigadier Foundation provide a control and oversight mechanism. This function includes influence over the budget of the Foundation, its fundraising, and its investment activities.

All transactions between the Foundation and the College are confirmed and audited annually by The Citadel's external auditors. The fiscal managers of the College review these data annually.

Funds come to the College from the Foundation only when it has been billed by The Citadel's Treasurer's Office. The Citadel Treasurer then makes all disbursements to individual student accounts (billing) from the funds furnished by the Foundation. The Foundation makes no other payments on behalf of the students except for authorizing tuition and fees. The College also bills the Foundation for the salaries and administrative costs associated with the operation of the Foundation's Administrative Offices.

The oversight and control exercised by the College's Vice Presidents (VP for Finance and Business Affairs, VP for Institutional Advancement, and Athletics Director), as well as the President, and the members of the Board of Visitors, are clear indicators that the Institution is in control of the Foundation.

This explanation was updated in the 2003 Interim Report to the NCAA as follows:

The Citadel has done away with the Office of Institutional Advancement and the position of Vice President for Institutional Advancement. The oversight and control exercised by the College relative to the Brigadier Foundation continues through the Athletics Director and the member of the Board of Visitors who sits on its Board and the Executive Director of The Citadel Foundation. The Brigadier Foundation is included in the annual NCAA audit, and these audit reports are kept on file in the Office of the Controller. At the request of the College, an additional external audit is conducted by the CPA firm of Cherry, Bekaert, and Holland. These audit reports are also on file in the Office of the Controller.

To enhance institutional control of The Citadel Brigadier Foundation, the President of The Citadel now sits on the Foundation's Board of Directors, along with the Director of Athletics, the Chairman of the Athletics Committee of the Board of Visitors, and one other member of The Citadel's Board of Visitors.

- 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.*

The institution has not developed any additional plans for improvement relating to Operating Principle 1.2 since the first-cycle certification decision.

- 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.

The Citadel Brigadier Foundation raises funds for athletics scholarships for Citadel NCAA athletes. The Citadel Brigadier Foundation has no role in recruiting athletes. As is mentioned in item 2 above, The Citadel's President has now joined the Athletics Director and two Board of Visitors members on The Citadel Brigadier Foundation Board of Directors.

- 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 CEO 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.*

The President of The Citadel has designated the Athletics Director, Les Robinson, as the person responsible for the institution's rules compliance. Coach Robinson's entire career has been oriented to "doing intercollegiate sports the right way." The excellent fit between this philosophy and the focus of the entire institution on honesty and integrity has resulted in an Athletics Department in which every person works to honor both the letter and intent of NCAA and Southern Conference rules.

Within Athletics, the person charged by the AD with implementing the NCAA Compliance Program is the Assistant Athletics Director for Compliance and Academic Services.

Other key individuals involved in the NCAA Compliance Program within Athletics are the Senior Associate Athletics Director, the Senior Woman Administrator, the Assistant to the Compliance Director, and each coach.

Outside of Athletics, key personnel are the Faculty Athletics Representative, the Registrar, the Director of Admissions, and the Director of Financial Aid.

The responsibilities and reporting lines of each are as follows:

Director of Athletics

Monitors the entire athletics department, approves all schedules, periodically meets with all coaches, meets with entire athletics staff, reviews all compliance materials; reviews potential violations, reports to the Faculty Athletics Representative, Board of Visitors, and the President regarding the athletics department. Annually reviews each sports

program with the respective coach. Annually reviews compliance responsibilities with each staff member. Has the ultimate responsibility for all rules compliance. Reports directly to the President of The Citadel.

Senior Associate Athletics Director

Has the supervisory responsibility for all sports and staff members in the areas of budget, tickets, meals, and travel. Ensures that all activities in these areas proceed according to NCAA rules. Has supervisory responsibility for head coaches of baseball, men's and women's track, tennis, wrestling, and strength and conditioning. Reports directly to the Athletics Director.

Senior Woman Administrator

Has the supervisory responsibility for head coaches of golf, men's and women's rifle, soccer, and volleyball. Conducts academic advising for all female athletes and assists with academic advising of male athletes. Serves as the advisor for the Student-Athlete Advisory Committee and serves as the Athletics Department camp and clinic liaison/contact for The Citadel. Reports directly to the Athletics Director.

Assistant Athletics Director for Compliance and Academic Services

Has responsibility for rules education, preparation of compliance forms, dissemination of compliance information, preparation of Southern Conference and NCAA reports. Researches compliance interpretations for the institution, conducts primary investigations of reported violations, and collects documentation of all accountable information. Reports directly to the Athletics Director.

Assistant to the Director for Compliance and Academic Services

Assists the Assistant Athletics Director for Compliance and Academic Services in all facets of NCAA compliance with a heavy emphasis on academic advising (pre-registration and degree audits) and NCAA academic rules and bylaws (Progress toward degree, full time status, etc.) The Assistant Director of Compliance will install the NCAA Compliance Software for future use. Reports to the Assistant AD for Compliance and Academic Services.

Coaches

Compliance with NCAA regulations is part of the job description of each coach. Coaches are regularly briefed on NCAA rules and are expected to be familiar with all pertinent regulations. The head coaches of golf, rifle, soccer, and volleyball report to the SWA. The head coaches of baseball, track, tennis, wrestling, and the strength and conditioning coach report to the Senior Associate AD. The head coaches of football and basketball report directly to the Athletics Director.

Faculty Athletics Representative

Reviews eligibility, financial aid, recruiting policies, serves as liaison between the athletics department and academic departments, monitors all aspects of the compliance program, represents The Citadel at the Southern Conference and NCAA levels, and serves the NCAA Violation Committee. Reports directly to the President of The Citadel.

Registrar

For Athletics, the Registrar provides satisfactory degree progress information, full-time student status, and pre-registration administration; verifies transfer credits; and certifies continuing and transfer eligibility. The Registrar also performs periodic audits.

The Registrar reports to the Associate Provost, who in turn, reports to the Provost. The Registrar oversees and manages matriculation, registration, scheduling, pre-registration, grade collecting, transcript services, and overall records management. These processes promote consistent data integrity and real-time information for use by the college community. Other duties include supervising the degree audit and certification process, preparing diplomas, and providing departmental oversight of the certification of cadet eligibility (i.e. Honors, NCAA certification, etc.). The job description of the Registrar contains the following: "Ensures compliance with regulations, rules, and standards of external organizations that accredit or certify the college's programs, policies, or procedures."

Director of Admissions

Admissions personnel give coaches preliminary evaluations of Prospective Student Athletes' core curriculum and core grade point average. Admissions also certifies the initial eligibility status of all freshmen.

The Director of Admissions is responsible for the overall management of the college's enrollment issues relating to the Corps of Cadets. He develops, implements, and assesses strategies to meet enrollment objectives for the Corps of Cadets, from building a recruiting plan through matriculation. He also directs, and manages all aspects of the recruitment and admissions program for the Corps. The position description for the Director of Admissions contains the following: "Ensures compliance with regulations, rules, and standards of external organizations that accredit or certify the college's programs, policies, or procedures."

The Director of Admissions reports to the Provost.

Director of Financial Aid

Regarding the Athletics program, the Director of Financial Aid 1) checks to be sure all athletic awards are within the maximum allowed under 15.02.4.1; 2) provides elements of financial aid (tuition, fees, room, board, books, etc.); 3) monitors outside aid for over-awards; and 4) administers certification forms for:

- "Non-counter in a Sport Other Than Division I Football or Basketball, and in All Division II Sports – Recruited and Receives Non-athletic Aid"
- "Non-counter in Divisions I and II Sports – Not Recruited, Athletic Ability Not a Factor in Admission, Receives Non-athletic Aid"
- "Non-counter – Recruited in Division I Football or Basketball, Receives Non-athletic Aid, Not Competing at Varsity Level."

The Director of Financial Aid administers the financial aid program to include assisting cadets, prospective cadets and their parents in the financial aid process. Duties include certification and awarding of athletics scholarships and related aid. The position description for the Director of Financial Aid contains the following: "Ensures compliance with regulations, rules, and standards of external organizations that accredit or certify the college's programs, policies, or procedures."

The Director of Financial Aid reports to the Provost.

6. *Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals inside the athletics department. Specifically, the institution must provide evidence that all individuals inside the athletic department who are involved or associated with athletics have statements regarding the importance of rules compliance in all of the following documents: contracts or letters of appointment, performance evaluations and job descriptions.*

As a military institution operating under an honor code, The Citadel fully understands that rules compliance is a central element for all personnel charged with the operations of an intercollegiate athletics department. As such, compliance responsibilities and adherence to NCAA and Conference rules are referenced in every department member's personnel documents, including job descriptions and contracts. Every employee within Athletics has access to The Citadel's Compliance/Policy Manual. All new employees receive a rules compliance orientation.

Additionally, the Assistant Athletics Director for Compliance and Academic Services, under the direction of the Athletics Director, provides relevant updates of NCAA information at monthly staff meetings and through the "Compliance Corner" monthly newsletter.

The Job Description of the Athletics Director includes "enforces compliance with NCAA rules and regulations."

As a way of ensuring that Department personnel are maintaining their focus on rules compliance, The Citadel regularly submits to compliance audits from the Southern Conference. The most recent compliance audit was performed on 5 February 2007 by Doug King, Southern Conference Associate Commissioner for Compliance.

7. *Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals outside the athletic department who are*

involved in rules-compliance activities. Specifically, the institution must provide evidence that all individuals outside the athletic department who are involved or associated with athletics have statements regarding the importance of rules compliance in all of the following documents: contracts or letters of appointment, performance evaluations and job descriptions.

The Citadel ensures that rules compliance is a central element in personnel matters for individuals outside Athletics who are involved in rules-compliance activities by requiring the financial aid office, the registrar, and admissions to include a commitment to rules compliance in their job descriptions, contracts, or letters of appointment, and in performance evaluations. The majority of positions outside of Athletics already included this requirement while the remaining few are being updated and will be available for review by the external visiting team. Each of these department’s personnel receive a Citadel NCAA Compliance and Athletics Department Policy Manual from the Athletics Department.

Additionally, the Assistant AD for Compliance and Academic Services works individually and collectively with personnel such as the Directors of Financial Aid and Admissions as well as the Registrar, academic advisors, and the Faculty Athletics Representative to inform them of any changes or updates in NCAA compliance rules and how they relate to each area.

The Citadel’s Booster and Alumni Quick Reference Guide are documents that establish and explain the importance of rules compliance. These are distributed to individuals outside the institution via alumni newsletters and the Brigadier Foundation newsletter, *Blue and White*.

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.”*

	Yes	No
Initial Eligibility Certification	X	
Continuing-eligibility certification	X	
Transfer-eligibility certification	X	
Financial aid administration, including individual and team limits	X	
Recruiting (e.g., official visit, etc)	X	
Camps and clinics	X	
Investigations and self-reporting of rules violations	X	
Rules education	X	
Extra Benefits	X	
Playing and Practice Seasons	X	
Student-athlete employment	X	

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.*

The Assistant AD for Compliance and Academic Services schedules and conducts rules education meetings once a month with coaches, student-athletes, other Athletics staff members and other institutional staff members.

The Director of The Brigadier Foundation, along with the Assistant AD for Compliance and Academic Services, is responsible for the education of representatives of The Citadel's athletics interests through the athletics website and by providing copies of The Citadel's Booster and Alumni Quick Reference Guide for rules compliance.

Rules education is also conducted by providing copies to relevant constituencies of The Citadel Policy Manual, The Citadel Cadet-Athlete Handbook, The Citadel's Booster and Alumni Quick Reference Guide, the NCAA Manual, the "Compliance Corner" monthly compliance newsletter, and the NCAA Guide for the College-Bound Student-Athlete.

Staff members are expected to attend compliance education sessions throughout the year and the Assistant AD for Compliance and Academic Services meets individually with staff members as needed.

The Director of the Writing and Learning Center meets annually with the Assistant AD for Compliance and Academic Services for rules education. The Director of the Writing and Learning Center is responsible for ensuring that her staff members who tutor student-athletes understand rules compliance.

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. Also, provide the date of the institution's most recent rules-compliance evaluation.*

Doug King, the Southern Conference's Associate Commissioner for Compliance, conducted The Citadel's rules-compliance evaluation on 5 February 2007.

The Citadel is a long-standing member of the Southern Conference and as such felt it best that the outside rules-compliance evaluation be done by the Conference's Associate Commissioner for Compliance.

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.*

	Yes	No
Initial Eligibility Certification	X	
Continuing-eligibility certification	X	
Transfer-eligibility certification	X	
Financial aid administration, including individual and team limits	X	
Recruiting (e.g., official visit, etc)	X	
Camps and clinics	X	
Investigations and self-reporting of rules violations	X	
Rules education	X	
Extra Benefits	X	
Playing and Practice Seasons	X	
Student-athlete employment	X	

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

No corrective actions were required as a result of the evaluation of the rules-compliance program.

1.2 Rules Compliance - Evaluation

Question	Currently Yes	Currently No
Does the institution demonstrate that it has in place a set of written policies and procedures that assign specific responsibilities in the areas of rules compliance, including assignment of direct accountability for rules compliance to the individual the president or chancellor assigns overall responsibility for the athletics program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does the institution demonstrate that in critical and sensitive areas, institutional compliance procedures provide for the regular participation of persons outside of the athletics department?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does the institution demonstrate that rules compliance is the subject of an ongoing educational effort?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does the institution demonstrate that a clear and unambiguous commitment to rules compliance is a central element in all personnel matters for individuals involved in the intercollegiate athletics program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does the institution demonstrate that at least once every four years, its rules-compliance program is the subject of evaluation by an authority outside of the athletics department?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

On the basis of the yes/no answers above and the plans for correcting deficiencies below, is the institution in substantial conformity with Operating Principle 1.2 (Rules Compliance)?

Yes No

[Note: The institution should not indicate "yes" regarding conformity with the operating principle as a whole unless it has indicated "Currently Yes" for each element of the operating principle or has a plan to address any "Currently No" response to any element(s) of the operating principle.]

If "Currently No" or if deficiencies exist, a plan for improvement must be submitted. Plans for improvement may also be submitted even when your institution is believed to be in conformity with the operating principle.

Operating Principle 2.1. Academic Standards

Self-Study Items

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.*

Regarding Operating Principle 2.1, The Citadel had no corrective actions or conditions for certification imposed by the NCAA Division I Committee on Athletics Certification in its first cycle certification decision of January 1999.

As a strategy for improvement, The Citadel was required to "establish means by which to ensure that the responsibility for certification of academic standing, particularly as it relates to athletics eligibility, is vested in the same agencies that have authority in those matters for students generally."

In 1999 The Citadel took the corrective action of shifting the responsibility for determining continuing eligibility from Athletics to the Office of the Registrar. After assessing the scope and magnitude of this task, the Office of the Registrar created a new staff position in 2003 with the primary responsibility of determining the continuing eligibility of student-athletes.

The individual occupying this new position (Eleanor Weiters, Associate Registrar/Student Services Program Coordinator) answers directly to the Registrar (Sylvia L. Nesmith) The duties and responsibilities associated with the position of Associate Registrar/Student Services Program Coordinator are detailed in the following job description: "Responsible for all student residency issues, management and submission of international student data, all NCAA and Conference eligibility certifications, developing and cataloging reports produced, and other responsibilities as assigned by the Registrar."

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.

No additional plans for improvement or recommendations were developed by the institution during its first-cycle certification process.

- 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.*

No additional plans for improvement or recommendations have been developed since the first-cycle certification decision.

- 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.*

The Citadel's Office of Admissions is responsible for making all admissions decisions. An official decision concerning a student's admission to the Corps of Cadets is rendered only after a thorough evaluation of the applicant's entire admissions portfolio. For first-time freshmen, this evaluation includes the applicant's prior academic performance (e.g., overall grade point average, grade point average in academic courses only, coursework, and level of coursework) and standardized test score(s) (e.g., ACT, SAT). For transfer students, the admissions evaluation process follows the same guidelines, with the addition of information about the applicant's post-secondary performance (e.g., coursework, course load, etc.).

All student athletes must meet the same criteria and go through the same admission process as any other student.

The admissions process for prospective student-athletes is identical to the process described above. An admissions officer (Justin Pearson) is designated to serve as a liaison to the Athletics Department; that individual's role is to facilitate the implementation of this process and the sharing of information. This admissions officer communicates regularly with each sport's recruiting coordinator, as well as with Athletics Compliance Director (D. Todd Lair); these communications primarily involve reports, intended for use by appropriate Athletics staff, regarding the admission status of prospective student-athletes.

The admissions officer (Justin Pearson) reports to the Deputy Director of Admissions (Jeffrey Price) who reports to the Director of Admissions (John W. Powell) who in turn reports to the Provost (Harrison Carter, Interim Provost). Admission policies are set by the Provost and the Director of Admissions.

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.*

[Table 2.1A](#) presents the SAT scores for all entering freshmen students by gender and athletic status for the three most recent years for which data were available at the time of the writing of this self-study report. For males it can be seen that student athletes' SAT scores are consistently somewhat lower than for males in general. However, it can be seen that the gap between the scores of the groups is narrowing with the 2005-2006 class of male student-athletes being only slightly below the mean for all male students. For the female athletes, the scores are basically the same for 2003-2004 and 2005-2006, while the scores for 2004-2005 were somewhat lower. Given the relatively small number of female students upon which the comparisons are made, such fluctuations are to be expected, and we will continue to monitor them.

[Table 2.1B](#) presents the mean freshmen standard scores by racial or ethnic group by athletic status. Because of the low number of student-athletes in most groups, only the scores of the black and white students will be discussed. For each of the three years, the scores of the white student-athletes have been higher than for the black student-athletes, a finding which is also true for the non-athletes. However, these differences are somewhat lower than the differences found nationally between black and white students taking the SAT.

[Table 2.1C](#) presents the high school GPA and SAT scores by sport groups. Given the variability in the number of students in each group, it is difficult to make many generalizations. Looking at high school GPA for the three years under consideration--with the exception of one year in football (2003-2004), one year in basketball (2004-2005), and one year in baseball (2004-2005)--the average GPA for athletes in all sports were above 3.00. With reference to SAT scores, most scores for teams are increasing--the exception being baseball which appears to be decreasing somewhat. The scores for the baseball team will need to be monitored.

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.*

The Citadel seeks to admit well-rounded, mature students whose motivation and educational achievements indicate that they are prepared to do college-level academic work in a regimented environment. In reaching admissions decisions, The Citadel's Office of Admissions considers for each applicant a portfolio of documentation including the high school record, standardized test scores, reference letters, extra curricular activities, and personal interviews. When an applicant has not earned a high school grade point average of at least 2.0 and scored at least 920/20 on the SAT/ACT, the high school record in terms of the specific courses taken and grades earned assumes a more critical role in the admission decision.

Any applicant denied admission to The Citadel for academic reasons, regardless of that individual's athletic status, may appeal the admission decision by submitting a written request for reconsideration to the Office of Admissions. Such a request may contain information that was not part of the applicant's admissions portfolio at the time of the original evaluation. Other information the appellant believes to be relevant may be included as well.

Upon receiving notification of an applicant's desire to appeal his or her admissions decision, the Director of Admissions will convene a committee consisting of all admissions officers (i.e., Deputy Director, Associate Directors, Assistant Director, and Admissions Counselors) to reevaluate the appellant's admission portfolio as well as any information presented in the letter of appeal. Following this review, the committee may choose to overturn or uphold the original admission decision. At its discretion, the committee may delay a decision until further information can be obtained from the appellant. The committee's decision is communicated to the appellant in writing via a letter from the Director of Admissions. Any further appeals are referred to the Provost for final disposition.

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.)]*

Since all admissions decisions are handled in the same way, no response is necessary.

[Table 2.1D.](#)

- 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 name(s) (including title(s)) of who has ultimate responsibility in determining student-athletes' initial and transfer eligibility.*

Initial Eligibility

Once a student signs an NLI or is recruited as a walk-on athlete, he or she is instructed to register with the NCAA Clearinghouse if the student has not already done so. The compliance director (D. Todd Lair, Assistant AD for Compliance and Academics) activates an IRL for the athlete in the NCAA Clearinghouse.

During certification the director of compliance and the designated admissions officer (Justin Pearson) review the NCAA Clearinghouse status report for each athlete. The Citadel has designated Justin Pearson, Associate Director of Admissions, to verify initial eligibility of non-transfer athletes.

Transfer Eligibility

The Director of Compliance contacts the student-athlete's previous institution to obtain a transfer release. He also certifies that the student-athlete was in good academic standing at the previous institution and meets NCAA satisfactory progress requirements. He obtains information about initial full-time enrollment, sport(s) participation and years of competition used, and previous transfer status. He also confirms whether the student-athlete was an NCAA qualifier from high school and determines, if applicable, whether the previous institution waives the year-in-residence requirement.

A designated member of the staff of the Registrar (Barbara P. Griffiths, Administrative Assistant) consults with the relevant academic department heads to authorize transferable credits to The Citadel. The Director of Compliance then meets with the Associate Registrar with the primary responsibility of determining the continuing eligibility of student-athletes (Eleanor Weikers) to ensure that NCAA progress towards degree standards and criteria for initial eligibility have been met.

The certifying authority for initial eligibility of transfer athletes at The Citadel is Associate Registrar Eleanor Weikers.

- 9. List the step-by-step sequence of actions taken by particular individuals on your institution's campus to certify student-athletes' continuing eligibility. Provide name(s) (including title(s)) of who has ultimate responsibility in determining student-athlete's continuing eligibility.*

The Citadel certifies the continuing eligibility of all student-athletes in accordance with NCAA and Southern Conference policies. Prior to the start of each semester, the

Associate Registrar charged with monitoring athletic eligibility runs the degree audit of all NCAA athletes by sport as designated in The Citadel's database. She verifies the following:

- * Minimum of 6 hours passed during the semester prior to competition
- * Minimum of 18 hours passed during the Fall and Spring semesters
- * Minimum of 1.8 GPA and 24 hours passed for rising Sophomores
- * Minimum of 1.9 GPA and 40% degree progress for rising Juniors
- * Minimum of 2.0 GPA and 60% degree progress for rising Seniors
- * Minimum of 2.0 GPA and 80% degree progress for 5th year students
- * Minimum full time and degree designated for Graduate Students

The process for certifying the continuing eligibility of student-athletes occurs at the beginning of each semester and is based on academic performance during the previous semester. This process consists of a careful review of each student-athlete's academic record. Once this academic information has been saved and downloaded, it is imported to the Compliance Assistant Internet program (CAI).

The following items are generated by the Associate Registrar, who in turn provides them to the Compliance Director in Athletics:

- * List of athletes by sport
- * NCAA eligible/not eligible summary (years 2-5)
- * NCAA eligibility detailed report (years 2-5, by sport)
- * NCAA eligibility detailed report (first year, by sport)
- * CAI report of eligibility
- * Degree audit report for completing students

Throughout the semester, the Associate Registrar (Eleanor Wieters) meets with the Compliance Director (D. Todd Lair) and reviews the eligibility of all student-athletes by sport; the Associate Registrar certifies all eligible student-athletes with her signature.

At the end of the semester, the Associate Provost (Isaac Metts) reviews these records and produces the following reports for all currently enrolled student-athletes:

- * List of athletes who have not passed six hours
- * List of number of hours passed (for all athletes)

These reports are sent to the Compliance Director with a list of those athletes who are not compliant.

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.

In examining graduation rates for the entering cohorts of fall 1997, fall 1998, and fall 1999, we will focus on the male and female graduation rates and those of blacks and whites. (We are looking only at blacks and whites due to the low number of individuals from other ethnic groups).

Looking at athletes as a group, the graduation rates for the three years were very similar to those of students in general, with only the 1998 athletic graduation rate being more than one percentage point below the rate for all students. The graduation rates for black athletes is consistently higher than the graduation rates of other black students at The Citadel as well as both white student athletes and white students in general. White student-athletes' graduation rates are slightly lower than the graduation rate of other white students at The Citadel.

Turning to the data for the graduation rates for the individual sports, we see that for football, the graduation rates are higher than the graduation rate for cadets in general for two of the three cohorts reported. Black football players had a higher graduation rate than white football players in two of the three cohort groups.

For the basketball team, as well as for some of the other teams, the number of students is relatively small for each cohort, and the results are more variable due to the influence of any single student. For two of the cohort groups, the graduation rate for the basketball team was below that for all students, while the rate was higher for one year. Again, it is difficult to make much of these results given the relatively small number of students involved. The graduation rate for black basketball players was higher than for their white teammates for one year, the same for one year, and lower for the other year.

Baseball presents an interesting pattern. During the three-year period under review, the graduation rate was 50% or below for each of the cohorts. In examining the reasons for this low rate, it was found that three of the students left to play professional ball, two transferred to other schools in order to have more playing time, two were discharged for academic reasons, two for disciplinary reasons, and four for voluntary reasons. The graduation rate for the baseball team needs to be monitored.

For cross country/track the data on graduation rates are generally good, with two of the three years being above the graduate rate for the entire corps. Again the data are heavily influenced by one or two athletes when the total number of athletes recruited is low.

For all other sports combined, the graduation rates are higher for student athletes than for all students for two of the three years. The limited data available during this time suggest that black athletes and female athletes are graduating at a rate consistent with white and male athletes.

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.

All academic continuance and graduation requirements are the same for all students, regardless of athletic status.

Academic Criteria for Continuance

In order to be eligible to continue at The Citadel, a student must meet minimum standards for total credit hours earned and cumulative grade-point average at The Citadel. These criteria are assessed initially after the student's second semester at The Citadel and then at the end of each two-semester period. Credits earned through AP or course work taken by an entering freshman in the summer prior to initial matriculation may not be used toward meeting the minimum standard for hours earned in an academic year. Although The Citadel will notify students who are deficient in either or both areas, it is the responsibility of the student to ensure that these criteria are met. To avoid academic discharge, a student must meet both hour and GPR requirements concurrently.

A full-time student (one carrying at least 12 credit hours each semester) must pass at least 24 semester hours in each 12-month period after admission or readmission. If a previously passed course is repeated, the hours may be used only once toward meeting requirements for hours passed. Part-time students must pass 50% of the hours attempted.

Each student must maintain a minimum cumulative grade-point ratio as prescribed in the following table. The column labeled "Total Hours" includes 1) all credits attempted for which a grade of "A," "B," "C," "D," or "F" was received at The Citadel, 2) course work transferred from other colleges, and 3) courses taken Pass-Fail or in which the grade of "U" was earned.

Total Hours (Quality Hours plus Transfer & Pass/Fail Hours)	GPR for Continuance on Probation
0-39	1.300
40-69	1.500
70-99	1.700
100 & above	1.900

This table shows the minimum academic progress a student must make to continue at the College and to avoid academic discharge. For the purposes of determining academic probation, criteria for continuance, dean's list, gold stars, graduation, and other academic matters, the grade-point ratio is computed to three decimal places.

Academic Criteria for Graduation

To graduate, a student must complete one of the major courses of study outlined in the catalog of record and must achieve a minimum grade-point ratio of 2.000 based on all quality hours attempted and all quality points earned at The Citadel. In addition, each student must achieve a minimum grade-point ratio of 2.000 based on all quality hours attempted and all quality points earned in major course work at The Citadel.

Students majoring in education or in the teaching track of health, exercise and sport science must achieve a cumulative grade-point ratio of at least 2.500; a grade-point ratio of at least 2.500 on all professional education courses; and grade-point ratio of at least 2.500 on all teaching field course work.

If a student is pursuing a minor, a grade-point ratio of 2.000 must be achieved in all course work completed in that minor.

To be eligible for graduation, all students, including transfer students from other colleges, are required to earn a minimum of one-half the semester hours prescribed for their major course of study at The Citadel. Students who have met overall grade-point ratio, major course work grade-point ratio, and teaching field grade-point ratio requirements, and who are conduct-proficient but who have not completed all course requirements for graduation, may take no more than two courses totaling 7 semester hours at another institution for transfer to The Citadel in order to complete degree requirements. Prior approval of these courses is mandatory.

The registrar is responsible for verifying that all academic requirements for graduation have been met.

Military Criteria for Graduation

In addition to the formal academic credits required for graduation, the candidate must have satisfied all disciplinary and physical fitness requirements. A student who incurs punishment that would extend beyond commencement or who fails to complete physical fitness requirements successfully will not be permitted to graduate or participate in commencement exercises until such punishments have been served or otherwise disposed of and physical fitness requirements have been completed to the satisfaction of the Commandant of Cadets.

The commandant is responsible for verifying that all disciplinary and physical fitness requirements for graduation have been met.

Awarding of Degrees

Recommendations for graduation are made by the Academic Board to the Board of Visitors, which in turn awards appropriate degrees.

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

The Citadel has mandatory class attendance for all cadets, including student-athletes. The following is the Class Absence Process for all cadets and the additional steps for student athletes:

The Class Absence Process

Cadet life provides an intense learning experience in accountability and responsibility. Each cadet assumes personal responsibility for knowing where to be and what to do, and accountability is actually being where he or she is supposed to be and doing what he or she is supposed to do. For this reason, failures in meeting these personal responsibilities carry cadet disciplinary consequences.

The primary duty of each cadet is to attend his or her classes and meet the academic expectations of the Faculty. The Class Absence System (CAS) assists cadets in understanding this responsibility. The ultimate goal for the CAS is to reduce dramatically the number of Excused Absences and Unexcused Absences.

Step 1: The Faculty

It is the responsibility of the faculty to report each day all students who were late or absent from class that day. This reporting is done by an electronic Class Absence System (CAS) for each class.

Step 2: The Class Absence System

The CAS checks and automatically excuses students who have used the Infirmary or are on Special Orders or Special Leave. To assist the Compliance Director and coaches in monitoring class absences for student-athletes, the CAS provides lists of student-athletes and their class absences by sport. The Compliance Director downloads these lists weekly and provides them to each individual coach. The information from CAS helps coaches monitor class attendance for their student-athletes; it also indicates how events, travel, and practices might be impacting class attendance so that the coaches might make adjustments if necessary.

Step 2: The Cadet Academic Officer

The Cadet Academic Officer addresses those cadets who have been reported late or whose reported absence has not been excused by the CAS. The Cadet Academic Officer is the primary link in the chain of command responsible for helping members of the Corps of Cadets embrace class attendance as a fundamental cadet duty. When the conditions associated with an absence do not permit the Cadet Academic Officer to excuse the absence, he or she must process it as unexcused. Each Cadet Academic Officer monitors the class attendance of members of his or her cadet unit.

Step 4: Consequences for Unexcused Absences for All Cadets

First Unexcused Absence	3 Demerits/3 Confinements
Second Unexcused Absence	5 Demerits/5 Confinements
Third Unexcused Absence	5 Demerits/10 Confinements
Fourth Unexcused Absence	5 Demerits/5 Tours
Fifth Unexcused Absence	10 Demerits/10 Tours
Sixth Unexcused Absence	10 Demerits/ 10 Tours
Seventh Unexcused Absence	10 Demerits/10 Tours

With the seventh unexcused absence, the cadet is referred to the Associate Provost who writes the student's parents informing them of the unexcused classes and the punishments received thus far. This letter also indicates that, if the number of unexcused absences reaches 14, underclass cadets WILL receive an Academic Discharge for the following semester. A cadet who is otherwise eligible to participate in cadet commencement but who has accumulated 14 or more unexcused absences WILL NOT be permitted to participate in Commencement Activities. There is no appeal for these penalties.

All Unexcused Absences beyond seven 10 Demerits/10 Tours

Step 5: The Tactical Officers

Once an absence is processed as Unexcused, only the Battalion Tactical Officers have the authority to change the absence to Excused. This is done only based on documentation provided by the cadet that was not available during the period when the Cadet Academic Officer was responsible for processing the absence or when the Cadet Academic Officer did not have the authority to excuse the absence.

Step 6: The Associate Provost

The Associate Provost is responsible for monitoring the Class Absence Process, administering academic discharges as appropriate, and implementing changes in the CAS that will enhance its effectiveness and/or assist in its administration.

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

Some scheduling of events is done by the conference and is therefore beyond the control of the institution. However, a number of steps are taken to prevent the number of absences related to athletics from becoming excessive. Chief among these steps is the Department of Athletics policy on scheduling athletics events so as to minimize time away from campus. Two other steps are 1) athletes are given priority registration to decrease class absences due to competitions and travel; and 2) in-season athletes are excused from guard duty (a recurring duty required of all cadets) to minimize class absences not related to athletic competitions.

In addition, based upon the recommendation of the Faculty Athletics Advisory Committee, a form has been developed that each student-athlete is to take to his or her professors at the beginning of the semester, informing them when the student will miss classes due to athletic events. This form enables the faculty member to compare the student-athlete's athletic responsibilities with the expectations of the course syllabus. If, for example, a professor looks at the form and sees that the student-athlete's travel dates conflict too much with tests or other class requirements, he or she may advise the student to transfer into a different course section meeting at a different time.

In addition to the cadet consequences outlined in the description of the Class Absence System, the instructor may award the grade of F for excessive absences when a student misses for any reason, excused or unexcused, more than 20% of the meetings of a class. In cases where this "20% rule" is applied, the CAS provides the official class attendance record for the student. The CAS is an important tool for the instructor, the student-athletes, the Compliance Director, and the coaches in helping the student-athlete avoid the consequences of the "20% rule."

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

The Citadel's class absence policy is outlined in detail not only in the college catalog but in the Cadet-Athlete Handbook distributed to every student-athlete by the Department of Athletics.

In addition, all cadets are reminded of these policies on an ongoing basis by their faculty, by their Academic Officers, and by their Tactical Officers. For student-athletes, the Compliance officer and coaches also remind them of the policies.

2.1 Academic Standards - Evaluation

Question	Currently Yes	Currently No
Does the institution demonstrate that it admits only student-athletes who have reasonable expectations of obtaining academic degrees? If the academic profile of entering student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student-body groups, is the contrast analyzed and explained by appropriate institutional authorities?	<input type="checkbox"/>	<input type="checkbox"/>
Does the institution demonstrate that it admits only student-athletes who have reasonable expectations of obtaining academic degrees? If the graduation rate of student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student-body groups, is this disparity analyzed, explained and addressed (through specific plans for improvement) by appropriate institutional authorities?	<input type="checkbox"/>	<input type="checkbox"/>
Does the institution demonstrate that academic standards and policies applicable to student-athletes are consistent with those adopted by the institution for the student body in general or the NCAA's standards, whichever are higher?	<input type="checkbox"/>	<input type="checkbox"/>
Does the institution demonstrate that the responsibility for admission, certification of academic standing and evaluation of academic performance of student-athletes is vested in the same agencies that have authority in these matters for students generally?	<input type="checkbox"/>	<input type="checkbox"/>
Does the institution demonstrate that written policies related to scheduling are established in all sports to minimize student-athletes' conflicts with class time and/or final examination periods due to participation in intercollegiate athletics, consistent with the provisions of Constitution 3.2.4.13?	<input type="checkbox"/>	<input type="checkbox"/>

On the basis of the yes/no answers above and the plans for correcting deficiencies below, is the institution in substantial conformity with Operating Principle 2.1 (Academic Standards)?

Yes No

[Note: The institution should not indicate "yes" regarding conformity with the operating principle as a whole unless it has indicated "Currently Yes" for each element of the operating principle or has a plan to address any "Currently No" response to any element(s) of the operating principle.]

If "Currently No" or if deficiencies exist, a plan for improvement must be submitted. Plans for improvement may also be submitted even when your institution is believed to be in conformity with the operating principle.

Operating Principle 2.2. Academic Support

Self-Study Items

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.*

Regarding Operating Principle 2.2, The Citadel had no 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 of January 1999.

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.*

No response required.

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.*

No additional plans for improvement or recommendations have been developed since the first-cycle certification decision.

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 Citadel has several areas of academic support: the Counseling Center, the Office of Access Services and Instruction Support, the Ombudsman, and the Writing and Learning Center. The Office of Access Services and Instruction Support, the Writing and Learning Center, and the Ombudsman report to the Associate Provost, who reports to the Provost

of the College. The Counseling Center reports directly to the Provost. The responsibilities of each of these support services are as follows:

The Citadel Counseling Center provides professional, confidential short-term personal and substance abuse prevention counseling to all currently enrolled students at no charge.

The Office of Academic Enrichment/OASIS provides support to students with learning disabilities by offering assistance in areas such as accommodations, academic advisement, learning strategies, study skills, organizational skills, and time management.

The Citadel's Ombudsman is a neutral party who helps Citadel cadets, CGPS students, parents of cadets and students, faculty, and staff resolve disputes and concerns informally and confidentially.

The Writing and Learning Center has three areas of focus: the enhancement of writing skills, the development of learning strategies, and the continued emphasis on retention in the Citadel community.

Each student (including each athlete) is assigned an academic adviser by his or her major. In addition, the Assistant AD for Compliance advises and reviews each student-athlete's schedule to ensure that the student-athlete is meeting requirements.

All academic support services are available to athletes and non-athletes alike.

5. *Using the following program areas for academic support issues as examples, 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."

Academic Advising *Course selection, class scheduling, degree program assistance, priority registration.*

- a. *The specific academic support services offered to student-athletes, if any.*

All cadets must declare a major field of study following admission to The Citadel and prior to enrollment. Each cadet is then assigned an academic advisor by the department or school in which he or she has declared the major.

In addition, each student-athlete receives assistance in schedule planning from either the Assistant Athletics Director for Compliance and Academics (D. Todd Lair) or the Assistant Athletics Director/Senior Woman Administrator (Kelly Simpson).

To minimize the possibility of schedule conflicts, student-athletes are allowed to log onto the PAWS system and enter their course selections one week prior to the time that other cadets gain access.

b. Any policies that govern which students can use these services.

Because they are monitored by either the Director of Compliance or the Senior Woman Administrator, student-athletes do have more supervision when it comes to planning their courses and following their programs of studies.

Along with the student-athletes, there are two other groups of cadets entitled to priority registration--Honors Program participants and OASIS participants with documented learning disabilities. In both cases, the rationale for priority registration is the same as with student-athletes. There are a limited number of Honors Program course sections, so participants need to be able to schedule their other classes around them. Students with documented learning disabilities are occasionally granted course substitutions for required courses; they too need to be able to schedule around these slightly different requirements.

c. The mechanisms by which student-athletes are made aware of these services.

Information about advising and course registration is given to the student-athletes by the Director of Compliance and the Senior Woman Administrator. Information is also available in the Cadet-Athlete Handbook as well as the college catalog.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years.

The Associate Provost is responsible for granting the privilege of priority registration. He monitors how well it is working by means of the annual assessment of the Registrar's Office. He also receives feedback from faculty and department heads.

e. The mechanism for periodic approval of these services by academic authorities outside athletics.

The Compliance Director and Senior Woman Administrator work closely with, and receive feedback from, the Faculty Athletics Representative and the Faculty Athletics Advisory Committee.

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.

a. *The specific academic support services offered to student-athletes, if any.*

Through the Writing and Learning Center and the Office of Access Services, Instruction, and Support (OASIS), The Citadel provides extensive tutoring services to all students regardless of their athletic status.

In order to be employed by the Center, each tutor must successfully complete the requirements for College Reading and Learning Association (CRLA) certification, which requires a minimum of 30 hours of training and regular staff development training. (The Center provides more than 40 hours of training each fall and winter.) They must also pass the Center's grammar diagnostic and writing sample.

There are three types of tutors employed by the Writing and Learning Center: peers, graduate assistants, and professionals. Peer tutors are cadets who have been recommended by their professors. Sophomores are paid \$7.00 per hour, juniors \$7.50, and seniors \$8.00. Graduate assistants are graduate students who qualify for a 20 hour/week assistantship from the Office of the Provost. Graduate salaries are \$10/hour for 700 hours per academic year. Professional tutors must apply through the Human Resources Department and are hired as temporary staff. Professional salaries range from \$11.50/hour to \$15/hour.

The Writing and Learning Center offers weekly writing appointments. These sessions work in concert with the instruction cadets receive in the classroom by providing help with a full range of activities to improve their writing at any level and in any discipline. Tutors work with cadets in one-on-one and/or small-group conferences on every aspect of the writing process. Students are encouraged to meet in one-on-one tutorials once a week with a writing tutor. Weekly appointments are voluntary; however, professors may encourage students to keep weekly appointments. All incoming freshmen provide a writing sample which is reviewed during the first session. Also, students take a grammar diagnostic during the second session and review the results with their tutor. After those initial appointments, students come each week to work on writing in all disciplines (e.g., history, psychology, engineering, business, literature, and also lab reports in physics, chemistry, and biology).

The OASIS professional tutoring program is open to all Citadel cadets and is run during the Evening Study Period. Group size is kept to a minimum by creating new sections when the need arises. Tutoring is done primarily by professionals working or teaching in the specific content areas, which include: Mathematics, Modern Languages (German/French/Spanish), Chemistry, Biology, Physics, Business/Economics, History, Political Science, Criminal Justice, and Reading Literature. The tutors are all professionally trained in their respective disciplines and hold various degrees. OASIS also supports a Mathematics Lab.

b. Any policies that govern which students can use these services.

Tutoring by the Writing and Learning Center is open to all cadets. The OASIS tutoring program held during Evening Study Period is also open to all cadets.

c. The mechanisms by which student-athletes are made aware of these services.

As is the case with all other students, the student-athletes are informed of the services provided by OASIS and the Writing and Learning Center by means of the college catalog, the college website, all-student e-mails, freshman orientation, and, perhaps especially, by means of presentations in the required Citadel 101 class.

There is excellent cooperation between the Department of Athletics and the Writing and Learning Center and OASIS. The Compliance Director and the Senior Woman Administrator communicate with the coaches and the student-athletes to ensure that the student-athletes are taking advantage of the services available to them.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years.

As academic support services, the Writing and Learning Center and OASIS report not to the Director of Athletics, but to the Associate Provost. Each service submits an annual report and is evaluated yearly.

e. The mechanism for periodic approval of these services by academic authorities outside athletics.

No response required.

Success skills Study skills, note and test taking, writing and grammar skills, time management skills.

a. The specific academic support services offered to student-athletes, if any.

The Writing and Learning Center offers weekly Learning Strategies appointments (Success Skills). Learning strategies tutors work closely with the classroom professors of Citadel 101: The First Year Seminar as well as with professors in every discipline regarding all aspects of student learning. Students are encouraged to meet in small-group or one-on-one tutorials once a week with a learning strategies tutor. All incoming freshmen take the Myers-Briggs Type Indicator to help assess their learning styles, and during the first visit, the results are reviewed. Learning Strategies tutors review different units each week using content-specific material. Among their tutorials are the following: Exploring Your Learning Style, Understanding Your Personality, Managing Your Environment, Organizing Your Academics, Improving Your Listening Skills, Improving

Your Note Taking Skills, Improving Your Memory Skills, Reading a College-Level Textbook, Preparing for and Taking Tests, Recognizing Your Procrastination Tendencies, Improving Your Time Management Skills, Combating Your Academic Stress, and Improving Your Critical Thinking and Problem Solving Skills.

The Center also offers workshops in various study skills areas that are available for all freshmen and new students, regardless of athletic status. Among these are workshops on punctuation, essay organization, revising and editing, integrating quotations and avoiding plagiarism, and writing the research paper. The Center also offers in-class presentations on time management, taking notes, test taking, reading skills, memory skills, and stress management.

b. Any policies that govern which students can use these services.

Learning strategies tutoring sessions, workshops, and in-class presentations are open to all students, regardless of athletic status.

c. The mechanisms by which student-athletes are made aware of these services.

The Compliance Director and Senior Woman Administrator work closely with the Writing and Learning Center staff and the coaches to ensure that student-athletes are taking advantage of all of the academic support that is available to them.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years.

The Writing and Learning Center is an academic support service and, as such, reports not to the Athletics Director but to the Associate Provost. The Center submits an annual report and is evaluated yearly.

e. The mechanism for periodic approval of these services by academic authorities outside athletics.

No response required.

Study hall Availability, facilities, policy for mandatory attendance.

a. The specific academic support services offered to student-athletes, if any.

To make sure that student-athletes have access to tutoring, the Writing and Learning Center holds twice weekly Study Sessions for Athletes during the fall semester. These sessions are primarily for freshman and sophomore in-season athletes; however, additional student-athletes are selected by their coaches or their professors. These sessions take place on Tuesday and Thursday evenings from 7:30-9:30 p.m. because the athletes are either in class, or lifting weights, and/or in practice and are unable to fit

weekly appointments into their daytime schedule. Therefore, they receive academic assistance in the evenings. Athletes receive help in writing as well as in content-specific material: math, science, history, foreign language, and engineering (the same help that other students receive in their day-time appointments). These sessions are conducted by the Writing and Learning Center staff and cadet academic officers. Coaches proctor these sessions and are responsible for ensuring the attendance of the student-athletes.

In the spring, student-athletes with a 1.5 GPA and below or with too few hours (below 12 for freshmen and below 36 for sophomores) attend Mandatory Study Period (MSP) with other cadets facing the same situation. This program is structured much the same as the Study Sessions for Athletes, with meetings on Tuesday and Thursday evenings and tutoring in writing as well as content-specific material. In addition, Learning Strategies enrichment activities are presented each week during one-on-one tutorials to encourage participants to manage their academic responsibilities more effectively.

It should be noted here that weekdays at The Citadel are organized so that all cadets have significant blocks of time in the morning, afternoon, and evening when they are supposed to be studying. In the company areas in the battalions, the cadet company commanders are responsible for maintaining quiet and seeing that cadets are using these study periods properly. The Officer of the Day and Junior Officer of the Day, in coordination with the Regimental and Battalion Academic Officers, patrol the barracks, academic and athletic buildings, Mark Clark Hall, and the Library to ensure that a proper academic atmosphere is maintained during study periods.

b. Any policies that govern which students can use these services.

The Study Sessions for Athletes are designed primarily for male and female freshman and sophomore student-athletes whose teams are in-season during the fall semester. Other student-athletes may be required to attend if their grades demonstrate the need.

Whether they are student-athletes or not, all freshmen and sophomores who are experiencing academic difficulty are required to attend Mandatory Study Period (MSP) during the spring semester.

c. The mechanisms by which student-athletes are made aware of these services.

The Compliance Director, the Senior Woman Administrator, and the Director of the Writing and Learning Center work with the coaches to ensure that student-athletes are attending study halls.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years.

The Writing and Learning Center has three areas of focus: 1) the enhancement of writing skills, 2) the development of learning strategies, and 3) the continued emphasis on retention in the Citadel community. While they touch heavily on the first two areas of

focus, the Study Sessions for Athletes in the fall semester and the Mandatory Study Periods in the spring are programs fundamentally tied to the Center's third area of focus.

The Director of the Writing and Learning Center submits an annual report to the Associate Provost in which she evaluates both programs.

- e. The mechanism for periodic approval of these services by academic authorities outside athletics.*

No response required.

Freshman/transfer orientation Availability, attendance requirements.

- a. The specific academic support services offered to student-athletes, if any.*

All freshmen and all transfer undergraduate students are required to participate in an extensive orientation. New cadets at The Citadel may enroll only in the fall semester. An 11-day orientation is scheduled prior to the beginning of classes in the fall semester and includes required meetings with the President, Provost, Associate Provost, Assistant Provost, academic advisers, and faculty advisers. The new students are given presentations by staff members from the Library, the Counseling Center, the Ombudsman's Office, the Writing and Learning Center, and the Office of Access Services, Instruction, and Support. They also begin their instruction regarding The Citadel's Honor Code.

In addition, the Writing and Learning Center staff administers the Myers-Briggs Type Indicator to all incoming students to assess their individual learning styles. They also provide study skills and problem-solving workshops during this orientation period. Moreover, any incoming freshman who has not completed the writing sample, using either a prompt from the Summer Reading Program selection or an alternate leadership prompt, must complete this assignment prior to matriculation.

Because of practice schedules, fall-sport athletes are unable to attend these activities with the rest of their classmates. So they report to campus earlier than other new students and go through their own orientation. They cover all of the same material that the other new cadets do some days later.

- b. Any policies that govern which students can use these services.*

All new cadets receive the same orientation, although some student-athletes do so at an earlier time than their classmates.

- c. The mechanisms by which student-athletes are made aware of these services.*

Participation in orientation is a condition of matriculation at The Citadel.

- d. *The mechanism for review of these services by academic authorities outside athletics at least once every three years.*

Involving as it does virtually every department on campus, Freshman Orientation is evaluated every year. Among those taking part in this evaluation are the Provost, the Associate Provost, and the Commandant of Cadets.

- e. *The mechanism for periodic approval of these services by academic authorities outside athletics.*

No response required.

Academic progress monitoring and reporting *Individual responsibility, frequency, procedures for periodic grade and attendance checks.*

- a. *The specific academic support services offered to student-athletes, if any.*

The Registrar's Office reports mid-term and semester grades during the fall and spring for all cadets. Grades are available to academic advisers and other authorized personnel on a need-to-know basis, so that they follow up with students who are experiencing difficulties. All academic advisers are available to meet with students on a drop-in or appointment basis.

At the end of each semester, the Registrar's Office notifies cadets who have been placed on, or who are continuing on, academic probation. The office also notifies those who are ineligible to return. Cadets in both categories receive academic standards information from the Provost and the Registrar describing requirements for continued enrollment or readmission.

In his capacity as academic adviser to student-athletes, the Compliance Director monitors the grades of all athletes and informs coaches of each athlete's academic standing. Student-athletes with cumulative grade point ratios below 2.0 are referred to the Writing and Learning Center for weekly tutoring. Those with a cumulative grade point ratio of 1.5 or below must attend the cadet mandatory study period (MSP) twice weekly.

In his capacity as military liaison, the Compliance Director monitors class attendance of the student-athletes. (This is very easy to do, given The Citadel's careful monitoring of class attendance with the Class Absence System described above.) If he perceives a problem, he contacts the individual and his or her coach.

- b. *Any policies that govern which students can use these services.*

The only additional monitoring that student-athletes receive is that provided by the Compliance Director. Otherwise, all students are treated the same.

- c. *The mechanisms by which student-athletes are made aware of these services.*

From the Athletics Director down, everyone in Athletics is focused on the individual student-athlete's progress toward graduation. All of the student-athletes know that their coaches are deeply concerned about their progress. This concern is made particularly evident to them if they should begin to experience difficulties either with their grades or their class attendance.

- d. *The mechanism for review of these services by academic authorities outside athletics at least once every three years.*

The Compliance Director works closely with, and receives feedback from, the Faculty Athletics Representative and the Faculty Athletics Advisory Committee. In his capacity as military liaison, he works closely with officers in the Commandant's department.

- e. *The mechanism for periodic approval of these services by academic authorities outside athletics.*

No response required.

Assistance for special academic needs Provisions for diagnosis and treatment of learning disabilities.

- a. *The specific academic support services offered to student-athletes, if any.*

Diagnoses of disabilities are not conducted on the campus of The Citadel. Rather, students are encouraged to obtain a current evaluation while at home during a furlough. If a student chooses to be tested while on campus, the Office of Access Services, Instruction and Support (OASIS) can make referrals to appropriate local professionals and thus guide the student through the process of setting up an appointment and obtaining appropriate leave and transportation.

Academic support services offered through OASIS are as follows:

Students with current documentation of a disability (either chronic or temporary) meet with the OASIS department director to develop a plan of appropriate academic adjustments /accommodations and academic coaching. These academic accommodations may include: extra time on tests in a non-distracting setting; priority registration; assistance with note-taking, oral or dictated tests/exams; extra time for out of class assignments; two scores on written assignments/tests (i.e., one for content and one for spelling or calculations); books on tape; course substitutions in foreign language and/or mathematics; and any other accommodation not precluded by an extreme expense to the college or a substantial change to a curriculum requirement or class.

Students with disabilities have available to them the option of one-on-one academic coaching in such areas as time management (including scheduling recommendations), study and test-taking strategies, self-advocacy, stress management, transition training, and memorization skills. They may also enroll in the OASIS Structured Study Hall in lieu of placement in the Citadel mandatory Study Hall for students with grade point ratios of less than 1.5. The OASIS study hall is held in a classroom and is monitored by a Graduate Assistant; in order to create a setting in which distraction is minimized, quiet conditions are maintained, and no movement in or out of the classroom is permitted.

These students also are encouraged to be involved in our Student Networking Group--a support group, monitored and led by adults, for first-year students with disabilities.

Students with disabilities have available to them other services offered by OASIS, beginning with the tutoring program.

As is mentioned above, the OASIS professional tutoring program is open to all Citadel cadets and is conducted during the Evening Study Period. Group size is kept to a minimum by creating new sections when the need arises. Tutoring is provided primarily by professionals working or teaching in the specific content areas, which include Mathematics, Modern Languages (German/French/Spanish), Chemistry, Biology, Physics, Business/Economics, History, Political Science, Criminal Justice, and Reading Literature. The tutors are all professionally trained in their respective disciplines and hold various degrees. OASIS also supports a Mathematics Lab.

The OASIS Reading Enhancement Program is administered by a professional reading specialist and includes: one-on-one assistance in individual reading skills assessment, guided practice in any reading skills needing remediation, teaching and guidance in the application of new techniques, assistance in improving reading rate and comprehension, and training designed to encourage the expansion of vocabulary. For those who qualify, instruction in speed reading is also available.

b. Any policies that govern which students can use these services.

The level of services available from OASIS depends upon the individual student's documentation of a learning disability.

c. The mechanisms by which student-athletes are made aware of these services.

The Citadel employs a variety of promotional activities to ensure that all cadets are aware of academic support services--for example, letters to cadets, meetings with cadet academic officers who in turn inform all other cadets, e-mail notices of the tutoring schedule, posted flyers, The Citadel's website, and informational meetings with faculty advisers.

- d. *The mechanism for review of these services by academic authorities outside athletics at least once every three years.*

OASIS is an academic support service and, as such, reports not to the Athletics Director but to the Associate Provost. It submits an annual report and is evaluated yearly. (The 2005-06 OASIS Annual Report is included in the packet we are submitting to James Bandy, our NCAA staff liaison.)

- e. *The mechanism for periodic approval of these services by academic authorities outside athletics.*

No response required.

Learning assessments *Provisions for testing and evaluation (e.g., placement testing).*

- a. *The specific academic support services offered to student-athletes, if any.*

All entering freshmen take placement tests in mathematics and foreign language, which are given by the Mathematics and Modern Languages departments.

In addition, the Writing and Learning Center staff administers the Myers-Briggs Type Indicator (MBTI) to all incoming freshmen. This assessment helps students better understand their individual learning styles.

Numerous other learning assessments are administered through academic departments in the form of major field achievement tests.

- b. *Any policies that govern which students can use these services.*

All freshmen take the MBTI and the placement tests. The major field assessment tests are given by different departments to their majors.

- c. *The mechanisms by which student-athletes are made aware of these services.*

The MBTI and the placement tests are part of the mandatory freshman orientation. The different departments involved schedule the major field assessment tests.

- d. *The mechanism for review of these services by academic authorities outside athletics at least once every three years.*

The efficacy of the placement tests is evaluated by members of the departments of Mathematics and Modern Languages. The major field assessment tests are used as part of the annual assessment reports of the different academic departments involved. The Writing and Learning Center, which administers the MBTI, reports to the Associate Provost.

- e. *The mechanism for periodic approval of these services by academic authorities outside athletics.*

No response required.

Mentoring *Availability of mentors; identification and assignment methods, frequency of interaction.*

- a. *The specific academic support services offered to student-athletes, if any.*

Extensive mentoring is provided to all cadets through the cadet chain of command, through the Tactical Officers, through the Company Academic Advisers, and the Company Academic Officers.

As of this writing, no special mentoring is given to student-athletes beyond that given to all students. But as part of the new Minority Equity Plan, Athletics will be initiating a speakers' program which will bring successful former student-athletes back to campus to serve as role models for freshman minority student-athletes.

- b. *Any policies that govern which students can use these services.*

No response required.

- c. *The mechanisms by which student-athletes are made aware of these services.*

No response required.

- d. *The mechanism for review of these services by academic authorities outside athletics at least once every three years.*

Serving in her new capacity as Minority Equity liaison, the Senior Woman Administrator will be responsible for the speakers' program called for in the new Minority Equity Plan. In setting the program up, she will work closely with the Office of Multicultural Student Services.

- e. *The mechanism for periodic approval of these services by academic authorities outside athletics.*

No response required.

Assistance for at-risk students *Availability including institution-wide assistance.*

- a. *The specific academic support services offered to student-athletes, if any.*

During the summer prior to their first year at The Citadel, incoming freshmen who have been academically accepted but who are perceived as being at risk may be invited to enroll in the OASIS College Success Institute (CSI) transition program.

CSI participants enroll in one of two summer school sessions, complete up to four hours of prescribed course credit, and have a limited introduction to the culture of The Citadel. Student-athletes who decide to participate in CSI are ordinarily encouraged to attend the first session if they will be attending Athletic freshman orientation in early August.

As described above, freshmen and sophomore students whose academic performance warrant it are required to attend Mandatory Study Period, a study hall staffed by the Writing and Learning Center.

b. Any policies that govern which students can use these services.

Enrollment in the OASIS CSI program is open to any incoming freshman; many who enroll in CSI are simply looking to get a head-start on their Citadel careers. But priority registration is given to those who have been invited to attend, usually students with documented learning disabilities.

c. The mechanisms by which student-athletes are made aware of these services.

All students who are accepted to The Citadel are sent information about CSI. Some students are contacted individually.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years.

OASIS reports to the Associate Provost. Statistics regarding CSI are included in the OASIS annual report.

e. The mechanism for periodic approval of these services by academic authorities outside athletics.

No response required.

Post-eligibility programs Availability of scholarships, assistantships and academic support.

a. The specific academic support services offered to student-athletes, if any.

One of the reasons that The Citadel has such a strong graduation rate is that everyone thinks in terms of a four-year graduating class. The number of fifth-year cadets is small, and very few go beyond five years. Because there is virtually no demand for programs for student-athletes who have exhausted their eligibility, we currently have none.

On the positive side of this issue, the Senior Woman Administrator, the Compliance Director, the Assistant Compliance Director, and the coaches all spend a good deal of time working to match student-athletes who want to go on for graduate degrees with programs and awards they could qualify for. Many student-athletes from The Citadel have been named to All-Conference Academic teams and have received other awards for which the Department has nominated them.

b. *Any policies that govern which students can use these services.*

No response required.

c. *The mechanisms by which student-athletes are made aware of these services.*

No response required.

d. *The mechanism for review of these services by academic authorities outside athletics at least once every three years.*

No response required.

e. *The mechanism for periodic approval of these services by academic authorities outside athletics.*

No response required.

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.*

A file containing the 2006 annual reports of the academic support services will be submitted with this self-study.

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

Based on our ongoing evaluations of academic support services at The Citadel, we have concluded that no corrective actions are necessary.

2.2 Academic Support - Evaluation

Question	Currently Yes	Currently No
Does the institution demonstrate that adequate academic support services are available for student-athletes?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does the institution demonstrate that student-athletes are encouraged and assisted in reaching attainable academic goals of their own choosing?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does the institution demonstrate that, when it is determined that student-athletes have special academic needs, these needs are addressed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does the institution demonstrate that the support services are approved and reviewed periodically by academic authorities outside the department of intercollegiate athletics?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does the institution demonstrate that there is a commitment to the fair treatment of student-athletes, particularly in their academic role as students?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

On the basis of the yes/no answers above and the plans for correcting deficiencies below, is the institution in substantial conformity with Operating Principle 2.2 (Academic Support)?

Yes No

[Note: The institution should not indicate "yes" regarding conformity with the operating principle as a whole unless it has indicated "Currently Yes" for each element of the operating principle or has a plan to address any "Currently No" response to any element(s) of the operating principle.]

If "Currently No" or if deficiencies exist, a plan for improvement must be submitted. Plans for improvement may also be submitted even when your institution is believed to be in conformity with the operating principle.

Operating Principle 3.1. Gender Issues

Self-Study Items

- 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.*

Regarding Operating Principle 3.1, The Citadel had no corrective actions or conditions for certification imposed by the NCAA Division I Committee on Athletics Certification in its first cycle certification decision of January 1999.

As a strategy for improvement, The Citadel was required to "submit to the committee the institution's final gender-equity plan that was approved by The Citadel's Board of Visitors and demonstrate that this final plan was based on broad-based campus participation in its development."

The Gender Equity Plan was approved by The Citadel's President on 5 May 1999 and Board of Visitors on 7 May 1999.

The basis for this plan was rooted in the Strategic Planning Process of the College which included broad-based participation from the student body, faculty, and staff of the College.

Furthermore, the Task Force that developed the Plan for Assimilation of Female Cadets into The Citadel included students, staff, and faculty. As part of this planning process, issues and recommendations were made that included the development of athletics programs for female cadets. Many of these issues are part of the finalized plan.

Additionally, many of these issues in the final plan were studied, discussed, and commented upon by The Citadel's Self-Study Team that studied Gender Equity in the NCAA Certification period. The Self-Study Team also consisted of a broad-range of students, faculty, and staff.

Prior to the approval of the plan by the President and the Board of Visitors, the plan was staffed with the following campus organizations which provided comments, recommendations, and changes to the final document.

Faculty Council: March 1999

Academic Board: April 1999
Coeducation Council: March 1999
Campus Human Affairs Committee: April 1999
Student Athlete Advisory Committee: April 1999
All Vice Presidents: February-April 1999
Ombudsperson: April 1999
Title IX Coordinator: March 1999
Conflict Management Group (Outside Consultant): May 1999

The required Gender Equity Plan was submitted to the NCAA in June 1999.

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.*

Editor's Note

In the late 1990's while it was undergoing the review process for initial certification from the NCAA, The Citadel was in the midst of creating an entirely new women's athletics program. As a result, the fifty-six item Gender Equity plan devised at that time was unusually comprehensive. In responding thoroughly to this question of the present self-study, we unavoidably exceeded the question's space allowance on the NCAA web-based Athletics Certification System. What follows is the complete text of The Citadel's response to Self Study item 3.1.2, an abbreviated version of which was submitted on the NCAA website.

Introduction

In January 1999 when it received its initial certification from the NCAA, The Citadel had been a co-educational institution for less than three years. Of a student body of roughly 2000 cadets, fewer than fifty were women, and fewer than thirty of these participated in athletics. The original Gender Equity Plan reflected a broad-based effort across campus to stimulate the growth of women's athletics, but the plan also clearly reflected the reality that no one knew how women's athletics would evolve here. Looking at the Plan today,

we see that we followed it in many particulars, but there have been a few inevitable false starts as well.

A few of the issues in the plan were easily completed. It was a simple matter to “add a section on commitment to gender equity in the Student Athlete Handbook” (issue 51). But many have taken considerable effort to achieve even modest results. In some cases, we have not been able to sustain initial successes despite our best efforts. For example, three issues deal with the establishment of club (issue 12) and intramural (13) teams, and the promotion of such teams to the intercollegiate level (16). Having determined that we would field an intercollegiate soccer team, we competed for one year at the club level and then moved to the intercollegiate level. While this certainly satisfies the letter of the plan, we have found that this is not a feat that we can easily replicate. Nurturing club and intramural teams for women has proven exceptionally difficult at The Citadel, inasmuch as almost all of the cadets who might be interested in competing in a club sport are already competing in a different intercollegiate sport.

The slow growth of the number of women cadets has clearly had an impact on many issues in the original plan. For example, Issue 15 (“survey the athletic interests and abilities of all female cadets at The Citadel”) has proven completely unnecessary, since our work during the admissions process has already made us well aware of each entering woman’s athletic interests and abilities. As we gained experience in dealing with the assimilation of women, we also found that trying to solve women’s issues in isolation from other human affairs-type problems paradoxically made things worse. As at other military colleges, the ethos at The Citadel has been that each cadet, rich or poor, white or black, starts his career as an equal to every other freshman. When women entered the corps, they bought into this ethos and, consequently, have modified some of the institution’s efforts at assimilation. The Coeducation Council, for example, experienced difficulty in gaining support from women cadets, since it was perceived as dealing only with women’s issues. The more widely focused Human Affairs Council, on the other hand, has never lacked for support from both cadet men and women. This reality partly accounts for the modification of Issues 4 and 6 discussed below.

The status of several issues in the original plan reflects both the institution’s commitment and its ability to adapt to realities in achieving its goal. For instance, we were determined to increase the number of sports offered to seven, but considerable trial-and-error was involved in the move from the four sports offered in AY 98-99 (cross-country, outdoor track, indoor track, and volleyball) to the seven we currently have—those same four plus, in order of adoption, soccer, golf, and rifle. When the initial plan was approved, we were actively trying to establish women’s tennis. After a couple of years of failing to recruit student-athletes for the sport, we decided to cancel plans for tennis and to concentrate, instead, on rifle. This proved to be an excellent decision because rifle has done very well, but it certainly was a move in a different direction than was called for in issues 17 and 18 in the original plan—“recruit individual women tennis ... athletes,” and “hire a part-time women’s tennis coach.”

Moreover, because we did not know how the move from four to seven sports would turn out, there is now some redundancy in the original plan. For example, issues 19 (“hire a part-time women’s golf coach”) and 37 (“hire coach for 6th women’s athletic team”) became identical when we settled on golf as our sixth women’s sport. We note each redundancy when it appears below by placing the redundant issue in parentheses and indicating which issue it is repeating.

We here present the fifty-six issues in the first-cycle Gender Equity Plan sequentially, discussing related items together wherever we could do so without violating sequential order.

Issue 1: Review/Modify the Plan for Gender Equity in Athletics

Issue 2: Obtain Outside Consultant Review of the Plan for Gender Equity in Athletics

Issue 3: Conduct an Annual Assessment of all Aspects of the Gender Equity Plan for Athletics

Actions Taken and Dates:

The original Gender Equity Plan was composed in 1997, modified during the first-cycle self-study process, and modified again in May 1999 in response to recommendations of the peer-review visiting team. In the months between January and May 1999, the plan was reviewed for comment by a number of campus constituencies, including Faculty Council, Academic Board, the Coeducation Council, the Campus Human Affairs Committee, and the Student Athlete Advisory Committee. The plan was also examined by all vice presidents, the college ombudsman, and the Title IX Coordinator. The Outside Consultant review of the plan was conducted by members of the Conflict Management Group, associated with the Harvard University School of Law.

A team led by COL Joseph W. Trez, Special Assistant to the President, and including Ms. Leslie Tysinger, who was then the Senior Woman Administrator, extensively reviewed the Plan during the preparation for the 2003 NCAA Interim Report. This multi-volume report presented a narrative account of the progress of women’s sports at The Citadel and contained copies of all relevant reports and documents.

Because the establishment of a women’s sports program played an important role in The Citadel’s transition to coeducation, the elements in the Gender Equity Plan have been thoroughly assessed.

From August 1998 through September 2001, The Citadel was required by the Federal Court and the Department of Justice to submit quarterly reports on the assimilation for women into the Corps of Cadets. At that point, the institution’s progress in assimilation reached the point where these reports to the Federal Court and the Department of Justice were no longer necessary.

Although no longer required to submit reports to the Department of Justice, The Citadel has continued the annual assessment of female assimilation, with the Department of Athletics, as well as every other Vice Presidential area in the college, reporting to the President of the college. This annual assessment serves as an evaluation of progress in coeducation with the following goals:

- To determine the effectiveness of our policies and procedures in order to continue to improve in our efforts
- To assess our effectiveness in achieving our coeducation goals and objectives
- To assess our compliance with Title IX requirements
- To document the historical achievements of The Citadel in its transition to coeducation.
- To assist in the preparation of reports and documentation of our programs for review of accrediting bodies such as SACS, ABET, AACSB, NCATE, and the NCAA.

Issue 4: Establish an Athletic Sub-Committee of the Coeducation Council

Actions Taken and Dates:

The Subcommittee on Women's Sports was established in fall 1998 and presented its first annual report in May 1999. After this first year, however, the members of the subcommittee and the rest of the membership of the Coeducation Council decided that the nurturing of women's sports at The Citadel was so important to the assimilation of women that it needed to be a central focus of the entire Council. As a result, the Subcommittee was disbanded.

In AY 2004-05, the Coeducation Council itself merged with the campus-wide Human Affairs Committee, forming the Human Affairs Council. The Coeducation Council had served its most important purpose in the early days of the assimilation of women into the corps of cadets. It set policy on matters having to do with cadet rules and regulations, such as the kinds of uniforms the women would wear. Once these policies were set, the Council found itself dealing with issues that were very much the same as those being discussed by the Campus Human Affairs Committee. As is mentioned above, women cadets were more willing to serve on the Human Affairs Committee than they were on the Coeducation Council. Moreover, the people responsible for policies on these issues were usually involved with both committees. So as to avoid duplication of efforts and to maintain consistency in responding to similar problems, the two groups came together.

Issue 5: Modify the Makeup of the Composition of the Following Campus Committees -- Faculty Athletics Advisory Committee, Student-Athlete Advisory Committee, and Board of Visitors Athletics Committee

Issue 6: Modify the Makeup of the Composition of the Following Campus Committees: Coeducation Council, Campus Human Affairs Committee

Actions Taken and Dates:

Efforts have been made to staff the committees pertaining to athletics so that women are represented equitably, but the different populations from which each committee is drawn have an unavoidable impact on staffing. Nonetheless, equitable representation for women has been achieved on the Faculty Athletics Advisory, the Student-Athlete Advisory, the Campus Human Affairs Committees, and to a somewhat lesser extent on the Board of Visitors Athletics Committee. (As is discussed in Issue 4 above, the Coeducation Council has merged with the Campus Human Affairs Committee, so it will not be discussed here.)

The 2005-06 rosters of these committees are representative of where the institution is on these two issues: three of the seven members of the Faculty Athletics Advisory Committee (43%), nine of the twenty members of the Student Athletics Advisory Committee (45%), and 8 of the 17 members of the Campus Human Affairs Committee (47%) were female. In that same year, 119 of 1909 cadets were female (6.2%), and of these 119 women, 55 were student-athletes (46%). Female representation on these committees exceeds the proportion of women in the corps of cadets and is, at this time, virtually identical to the percentage of female cadets who are involved in athletics.

Except for the three ex officio members—the governor, the adjutant general of South Carolina, and the state superintendent of education—the members of the Board of Visitors must be Citadel graduates. Because women have been members of The Citadel's corps of cadets for only ten years, not enough time has passed for any of our female undergraduate degree holders to gain entry onto the Board of Visitors. Allison Dean Love, who received her M.B.A. from The Citadel, is the only woman currently serving on the Board of Visitors. In 2005-06 Colonel Love did serve on the Board of Visitors Athletics Committee.

Issue 7: Report Annually to the President and Vice Presidents, Findings and Recommendations Regarding Issues of Equitable Treatment of All Female Cadets and Employees of the College with Special Attention to the Treatment of Female Student Athletes, Coaches, and Administrators in the Department of Athletics

Actions Taken and Dates:

During the period August 1998 through September 2001, the quarterly reviews by the Federal Court and the Department of Justice served as major assessment tools for The Citadel's Gender and Minority Equity Plans. As is discussed above, although The Citadel is no longer required to undergo these reviews it has continued annual assessment of the assimilation of women into the Corps of Cadets with each vice presidential area, including Athletics, reporting to the President.

In 1997, as another way of addressing issues of gender, race, and protected rights, The Citadel established the role of ombudsman. The ombudsman files a detailed annual report to the President. This report supplements the annual assessments of the assimilation of women into the corps.

During that period in which we were filing quarterly reports with the Department of Justice, The Citadel developed and refined two surveys that were administered to the Corps of Cadets: the *Social Climate Survey* and the *Citadel Experience Survey*. These surveys continue to be very important assessment measures in the periodic reviews submitted by each vice presidential area.

The original *Social Climate Survey* was developed with the assistance of Justice Department consultants and The Citadel's external consulting firm, Conflict Management Group. This survey, which was first administered to the freshman class in fall 1997, focuses on issues of race/ethnicity, gender, and sex/sexual harassment. The survey results measure attitudinal changes in the Corps of Cadets from year to year. After this survey had been administered several times, it was reviewed thoroughly with broad-based input and substantially revised.

First administered in spring 2000, the revised *Social Climate Survey* is given every other year, with the most recent results being for AY 2004-05. The Associate Provost provides the President a report of the survey analyses done by the Office of Institutional Research. This report is in narrative form and provides observations related to the data. The Associate Provost briefs the incoming cadet leadership on survey results as part of their preparation for cadet cadre training each August.

The Citadel also administers *The Citadel Experience Survey* to each graduating senior. This survey was administered electronically for the first time in spring 2003. The comment sections of these surveys have provided some especially useful information relative to the athletics program, intramural and club sports, and cadet life.

Pursuant to NCAA bylaws, student-athletes are also surveyed regularly by the Department of Athletics. Personnel in the Department evaluate these survey results and use the relevant information they glean from them in composing the Department's annual coeducation report.

In the past few years, three important college-wide initiatives have addressed issues of gender equity:

- the South Carolina Corps of Cadets Systems Review,
- the Quality Enhancement Plan associated with the college's re-accreditation,
- the Values and Respect Initiative.

In March of 2002 at the direction of the President, the Campus Human Affairs Committee conducted a campus-wide analysis and addressed numerous ways to improve the campus human relations environment. The *South Carolina Corps of Cadets Systems Review* evolved out of this work. This effort examined five related areas, two of which

are directly relevant here--Multicultural Relations and Corps Squad Issues (i.e., relations between varsity athletes and rest of the Corps of Cadets). Results from the Social Climate Surveys and the Citadel Experience Surveys, as well as findings of the Campus Human Affairs Committee, established that a significant amount of disaffection exists between varsity athletes and other cadets. On one hand, student-athletes seem to feel that their fellow cadets do not understand or appreciate their efforts. On the other, cadets who are not varsity athletes resent what they perceive as special treatment for the athletes. For example, because student-athletes eat at a training table when their sports are in season, freshmen student-athletes are not exposed to the typical mess hall rigors that other Citadel freshmen endure. While it is difficult to determine what role, if any, race and gender play in this disaffection, it is nonetheless undeniable that the percentage of varsity athletes at The Citadel who are black and/or female is higher than it is among the Corps as a whole. Therefore, breaking down the barriers that have grown up between varsity athletes and other cadets cannot help but improve the human affairs climate on campus.

As a result of this system review, the President authorized several measures to enhance the support by the Corps for intercollegiate athletics and to enhance the military development of cadet athletes. Among the most important of these steps were the following:

- Establishing the position of military liaison within the Department of Athletics. The military liaison has continuous contact with all coaches and student-athletes and has established a strong relationship with the Commandant's Department and the cadet chain of command.
- Ensuring that coaches understand the military policies of the college and that they communicate these policies to the student-athletes they recruit.

In 2004, The Citadel received reaffirmation of its accreditation by the Southern Association of Colleges and Schools. As part of the re-accreditation process, the college committed itself to a *Quality Enhancement Plan* (QEP) addressing some perennial problems with the adjustment of freshmen to the mental and physical demands of cadet life. Issues of gender and race are not specifically addressed in this QEP; however, it stands to reason that a marked improvement in the conditions for freshmen will lead indirectly to a diminution in tensions between athletes and other cadets.

After carefully studying survey information on cadet attitudes, President Rosa established the *Values and Respect Program* in 2006. This Program has five interrelated components: education and training for cadets, staff, and faculty; institutional communications to all Citadel constituents; the review and adjustment of college policies and procedures; resources and support services; and assessment. Directly relevant here is the significant focus in the educational/training component of the Program on sexual assault and harassment.

Issue 8: Review Hiring Procedures for All College Positions Including the Athletics Department

Issue 9: Collect and Maintain the Required Data and Supporting Material for All Hiring Actions to Include the Athletics Department, as Required by the College's Affirmative Action Plan

Issue 10: Compile/provide a Comprehensive Report of Each Athletics Department Hiring Action

Actions Taken and Dates:

The Citadel is fully committed to the principle of equal opportunity employment. This commitment is emphasized each year in a presidential directive to each vice president, dean, director, and department head. Since 1999 The Citadel's Chief Diversity Officer has conducted compliance inspections of all hiring files in accordance with state mandated reporting schedules.

Since the first cycle certification, hiring practices at The Citadel have become much more uniform so as to guarantee compliance with EEO and affirmative action policies. The hiring procedure that must be followed in recruiting non-academic personnel is fully articulated on the Human Affairs Website. Every advertisement for a job opening at The Citadel contains the following statement: "The Citadel is an Affirmative Action, Equal Employment Opportunity employer, actively committed to ensuring diversity in all campus employment." All job applications go through the Human Resources Department and all qualified applicants are then forwarded to the department that is doing the hiring. Prior to interviewing any candidate for a permanent position or a position providing benefits, the hiring official meets with the Director of Affirmative Action to review EEO goals for the department. The Citadel's policy is that "no applicant should be selected solely on the basis of race, color, national origin, religion, sex, disability, marital or family status, appearance, veteran status, or age. However, when selecting from among similarly qualified applicants for a position or job category in which women or minorities are underutilized, the College's affirmative action goals should be considered as one factor in the selection process."

In the past three years, ten women have been hired into the Department of Athletics.

Issue 11: Establish and Maintain Opportunities for Women to Compete as Individual Athletes or as Members of Mixed and/or Women's Intercollegiate Teams

Actions Taken and Dates:

In the fall of 1996 when The Citadel began to develop its women's athletics program, it did so with the significant handicap of having no female cadets and, therefore, no female athletes. Senior level administration as well as the Athletics Department staff studied the following and made decisions regarding which sports would be most appropriate for The Citadel:

- Possible NCAA sports
- Interest of the applicant pool
- Interest surveys of applicants
- Southern Conference sports
- South Carolina female sports participation
- Facilities
- Proximity of competition
- Costs

Some sports, such as ice hockey and skiing, were fairly easily eliminated, but others were given very careful consideration. This detailed analysis led to the development of four possible plans as alternative paths to a full slate of seven women's sports. Each of the four plans was based on five core sports—cross-country, indoor and outdoor track, soccer, and volleyball. Four other sports were considered for the remaining two slots—golf, rifle, crew, and tennis.

The following is a brief account of how we settled on our seven sports and a history of the development of each of those seven.

Cross-Country, Indoor Track and Outdoor Track

Cross-Country, Indoor Track, and Outdoor Track were chosen as the first sports because of the interest of incoming freshman, Mandy Garcia, in 1997. These sports used the same facilities, coaches, and travel schedule as the existing men's teams. Cadet Garcia was able to compete as an individual even though The Citadel could not field a complete women's team. Garcia was a pathfinder not only in women's athletics but in the Corps of Cadets as well, becoming one of the highest ranking cadets in her senior year.

Numerous achievements in recent years demonstrate how far women's cross-country and track have come in the past ten years. For instance, the 2005 cross-country team scored victories over programs such as the University of Miami, Georgia Southern, and the College of Charleston and came in 11th out of 33 teams at the Disney Cross Country Classic. In 2006 Stephanie McNeill became the first cadet woman to win a Southern Conference championship. She also placed 16th in the NCAA Eastern Regional in the shot put.

Volleyball

The next sport to be introduced at The Citadel needed to be a team sport that could generate positive fan support from the Corps of Cadets. It was essential to select a team sport that required a relatively small number of student-athletes, since starting a team sport is significantly more difficult than starting an individual sport. Individual sport student-athletes can compete regardless of the number of student-athletes on the squad. Team sport student-athletes could be denied the opportunity to compete if there were insufficient numbers to field a team. Selecting a team sport that requires a large number of participants could result in the forfeiting of competitions due to injuries, illness,

normal attrition, etc. A combination of low overall female population in the Corps of Cadets, available facilities, and campus-wide interest made volleyball an obvious choice. Volleyball fielded a full team in its inaugural year, and the Corps of Cadets supported the team in spite of its losing record.

Since its first year, the volleyball program has made substantial strides. Among the milestones it has achieved are winning its first conference game in 2003 against Wofford and doubling its 2003 victory total in 2004 by going 12-20, with three conference wins. Recruiting for the team continues to be a challenge; the 2006 team played with only eight members. Injuries caused considerable hardships, with some women playing hurt and others playing out of position. Nonetheless, the team made a dramatic improvement over its 2005 showing, winning ten games including two in the Southern Conference. The commitment and determination showed by coach and players bode very well for the future of women's volleyball at The Citadel.

Soccer

Beginning the fifth sport was very challenging in light of the small female student population, but The Citadel ultimately chose women's soccer. The coach needed to go through two recruiting cycles before being able to attract the minimum eleven players needed to field a full team. After a year of competition at the club sport level, women's soccer began varsity competition in 2001. In its six years of existence, the soccer team has won roughly three games a season. Recruiting is a challenge, especially given that the team is now playing for its third head coach in six years. That a freshman on the 2006 squad did earn a spot on the All Southern Conference second team bodes well for the future of women's soccer at The Citadel.

Golf

When The Citadel became coeducational, the men's golf coach initiated an extensive recruiting process, contacting women golfers throughout the state, region and nation with the offer of full scholarships. Suzanne Campbell, the first woman recruited for golf, entered The Citadel in 1999 and became captain when the women began team play in 2002. In 2003 Campbell earned a place on the Division 1 All American Scholar Team, and in 2004 she won a College Golf Foundation Graduate Scholarship Award. As is discussed in Issues 17-19 below, The Citadel discontinued men's golf in 2003-04. But the women's team has continued and competes with a full roster of players. The team is led by a full-time head coach and a part-time assistant.

Tennis

A coach was hired as assistant men's tennis coach with the plan to make him head women's coach. Although he was well connected with regional women's tennis, this coach was unable to sign even one qualified player in two years. When he accepted a position as head women's tennis coach at East Tennessee State University, The Citadel decided to cancel plans for competing in women's tennis.

Crew

Crew is a popular women's sport throughout the NCAA and was considered for The Citadel. The intention was to begin with a club team and then progress to varsity status. But only three women attended club crew practices, and they quit very quickly. Given the small number of women who were interested and the conflict between The Citadel's structured twenty-four hour schedule and the fluctuating tide schedule, crew was perceived as a poor choice for one of our seven women's sports.

Rifle

The ability to start with a co-educational team and participate with novices made rifle a strong choice for sport number seven. The existing rifle club on campus was already quite strong. The Citadel requires 100% of our undergraduate students to enroll in ROTC. This pool of students is an excellent group to recruit from for participation in rifle.

Women began competing on the rifle team with men in the 2001-02 season. Since 2002-03 The Citadel has had enough women shooters to categorize rifle as a women's sport. Since its establishment, the team has done very well, consistently challenging for top ranking in the Southeastern Air Rifle Conference. With the opening of the new \$3 million Inouye Hall Citadel Marksmanship Center in 2005, the rifle team now has a state-of-the-art facility that is certain to draw student-athletes looking to compete in rifle.

Issue 12: Establish and Maintain Opportunities for Women to Compete Individually as Athletes and as Members of Club Sports Teams

Issue 13: Establish and Maintain Opportunities for Women to Compete Individually as Athletes and as Members of Intramural Teams

Actions Taken and Dates:

Each fall, the entire entering freshman class is given an orientation on the intramural, club sport, and intercollegiate athletics opportunities at The Citadel. Coaches make presentations encouraging them to explore opportunities in athletics. The relatively small number of women in the Corps of Cadets, along with the high percentage of these women participating in intercollegiate athletics, has served to reduce the number of potential participants in intramural and club activities.

While these demographic realities present challenges that are unknown at other institutions, club sports and intramurals have nonetheless contributed to the development of women's athletics at The Citadel. First of all, two current varsity sports—soccer and rifle—began as club sports. The women's soccer team was a club sport in AY 2000-01. This club was funded by the Athletics Department and elevated to varsity status in 2001-02. Rifle functioned as a club sport for many years. The club's coach also conducted a campus intramural rifle competition each year. He used the intramural competition to

recruit students for club sport competition. The club has been extremely successful and was elevated to NCAA varsity status for men and women in AY 2001-02.

Although it is not commonly considered a club sport, cheerleading developed in this area at The Citadel. Its evolution shows a great deal about how The Citadel has adapted to coeducation. When the corps of cadets was all male, women cheerleaders were recruited from other area colleges. This continued to be the case for the first few years of coeducation. But in AY 2000-01, the college's Coeducation Council considered this issue, with the Director of Club Sports and Intramurals as well as the Senior Associate Athletics Director urging the establishment of an all-cadet cheerleading squad. At issue here was the basic unfairness of offering opportunities for participation in an athletic activity at The Citadel to young women from off-campus who were not bound by uniform and appearance regulations that applied to women cadets. Following endorsement by the Coeducation Council and approval by the President, an all-cadet cheerleading squad came into existence in AY 2001-02.

While we are making small steps, there has been undeniable progress in recent years. The pistol and "multisport" coed club teams have had significant participation from women. In the spring of 2006, for instance, The Citadel paid for a woman member of the "multisport" club team to travel to Boston and compete in the Boston Marathon. And we have even been able to establish a woman's club sport team. In response to cadet interest, women's rugby became a club sport in AY 2005-06 and joined the Palmetto Rugby Union in AY 2006-07. Eligibility rules in this conference are such that our fulltime active duty military students are able to compete. It is hoped that the combination of cadets and female active duty students will enable the women's rugby club team to grow in future years.

Issue 14: Survey the Athletic Interests and Abilities of All Female Applicants to The Citadel

Issue 15: Survey the Athletic Interests and Abilities of All Female Cadets at The Citadel

Actions Taken and Dates:

Throughout the year as they work to develop the entering class of cadets, the Office of Admissions compiles a weekly "female report" with applicant data. The admissions application has a section for applicants to note what sports/extracurricular activities they have participated in, or have an interest in. All of that information is formulated into the "female report" and that report is distributed to the Senior Woman Administrator and all head coaches of female sports on a weekly basis for information purposes and recruiting purposes.

When students arrive on campus at the start of the academic year, the Athletics Department hosts a "walk-on meeting." All freshmen cadets who attend have the opportunity to meet the coaches and talk with them about participation.

Because we have such a limited number of female applicants for the corps of cadets, we are able to pay very close attention to them when we admit them and when we bring them on campus as freshmen. As a result, the formal survey of existing female cadets we envisioned when we drew up the original plan for the first-cycle certification has, in practice, proven unnecessary. When the female enrollment begins to show a pattern of growth, the institution and the Athletics Department will conduct surveys, in addition to continuing to review the female report and working closely with the Office of Admissions to assess interests.

Issue 16: Use Intramural and Club Sports as Feeder Pools for Forming Intercollegiate Women's Sports Teams

Actions Taken and Dates:

As is indicated in Issue 11, two varsity sports—soccer and rifle—started as club sports. At the present time, the total female enrollment has shown minimal increases; therefore, the necessity to add additional sports is not imminent.

Issue 17: Recruit Individual Women Tennis and Golf Athletes

Issue 18: Hire a Part-time Women's Tennis Coach

Issue 19: Hire a Part-time Women's Golf Coach

Actions Taken and Dates:

The First Cycle Plan groups Golf and Tennis together, largely because the intention was for the women's teams to grow out of the existing men's teams. As it turned out, the results of the plan were quite different for the two sports.

As is detailed in Issue 11 above, The Citadel was unable to recruit qualified women's tennis players, despite the efforts of a women's tennis coach who was hired in 2000-01. Convinced that there would be an insupportable ability gap between the women we might be able to recruit and the women that they would be competing against in the Southern Conference, we decided in 2001-02 not to pursue women's tennis.

On the other hand, golf had somewhat better initial success than tennis. A women's golf team began in 2000-01 with three members and competed in their first full season in 2002-03 with six women on the roster. In 2002-03, a full-time coach for men's and women's golf was hired. The men's golf team was dropped in 2003-04, and the full-time men's and women's coach became the full-time coach for the women's golf team. Since 2003-04, the women's golf team has competed with a full roster and has been coached by a full-time head coach. There is also now a part-time assistant coach.

Issue 20: Hire a Part-time Women's Track Coach

Actions Taken and Dates:

Since the start of women's participation in 1997, the head coach for track and cross-country has worked with both the men and women student-athletes. To help with his new responsibilities, he was first allocated a graduate assistant. This position was upgraded to permanent part-time status in 2001 and full-time status in 2006. The head-coach and assistant currently work with both the men's and women's teams, with the assistant coach spending most of his time working with athletes who participate in the field events.

Issue 21: Hire a Temporary Women's Volleyball Coach and Assistant Coach

Issue 22: Hire a Full-time Women's Volleyball Coach

Issue 23: Establish Women's Volleyball as a Team Sport at The Citadel

Issue 24: Obtain Equipment and Prepare Facilities for Women's Volleyball Team

Actions Taken and Dates:

Volleyball was established as a team sport in 1998-99, and a part-time head coach and a part-time assistant were hired. The Athletics Department purchased volleyballs, nets, net posts, uniforms, etc. for the team prior to the 1998-99 inaugural season. McAlister Field House was prepared as their practice/competition facility. The courts were made to house volleyball nets, and "Citadel Volleyball" was painted on the court. In 1999-00, the position of head women's volleyball coach became full-time. In 2005-06, the position of assistant women's volleyball coach became full-time.

Issue 25: Provide Adequate Locker Room Facilities for Women's Athletics at The Citadel

Actions Taken and Dates:

When women's sports began, the visiting team locker room in Vandiver Hall was converted into a women's locker room facility. From 1997-1999, the women's track athletes and the women's volleyball team members shared that locker room. As the soccer coach began to recruit and build a team, those athletes used locker room space in Deas Hall, the campus recreation center. Adjacent to the athletic buildings, Deas Hall also provided space for women's golf until the new women's facility could be completed.

In 2000-01 construction began for a new \$900,000 women's athletic facility. The McAlister annex was completed in 2001-02 and became the women's locker room facility for volleyball, soccer, and golf. (Women's track retained its locker room in Vandiver Hall.) The McAlister annex also houses offices for head and assistant volleyball and soccer coaches and a conference room used by all women's teams.

In 2006, a team consisting of the Athletics Director, the Senior Associate Athletics Director, the Senior Woman Administrator, and the Title IX Coordinator reviewed all locker room arrangements. The expansion of women's sports to seven teams and the elimination of two men's sports (men's soccer and golf) necessitated this review.

As a result of this review, the President of The Citadel authorized the following changes to better utilize our existing facilities and offer each team involved a locker room with ample space for its squad size:

- The women's annex of McAlister Field House will be remodeled so that the four small locker rooms will become two larger rooms. The men's track team will move from Vandiver Hall to the McAlister annex to occupy these two rooms.
- The women's teams currently housed in the McAlister annex (volleyball, soccer, and golf) and women's track will take the spaces in Vandiver formerly occupied by men's track, wrestling, soccer, and golf.
- The wrestling team will stay in Vandiver but will move to what had been the women's track locker room there.

These locker room moves will take place at the beginning of the 2007-08 AY.

Issue 26: Provide Equitable Scheduling Opportunities for Use of McAlister Field House during Prime Time

Actions Taken and Dates:

Men's Basketball and Women's Volleyball share McAlister Field House. The coaches formulate a schedule that allows one team to practice in the early afternoon, and the other to practice in the late afternoon/early evening. Both practice times allow the teams to attend evening mess. The two coaches rotate practice time slots in a fair and systematic manner.

Issue 27: Provide Equitable and Adequate Scholarship Funding for Both Men's and Women's Teams

Actions Taken and Dates:

Athletic Scholarships – Total Dollar Amount:

Male athletes at The Citadel currently compete in the sports of baseball, basketball, football, rifle, track and field and cross-country, tennis, and wrestling. (We stopped competing in men's golf in 2003-04 but honored scholarships through 2004-05.) Here are the dollar amounts awarded in scholarships for male and female student-athletes in the three most recent years:

Women's Track	20
Volleyball	11
Wrestling	23
Total Roster Spots (Men's Sports)	229
Total Roster Spots (Women's Sports)	72

Dual Sports Participants: Male and female cross country athletes are also participants in track and field. Two female athletes participated in both soccer and track; one male athlete participated in both baseball and football; two male student-athletes participated in both football and track. All of these dual-sport athletes are counted in the rosters of both teams.

Total # Male Athletes	213
Total # Female Athletes	61
All Athletes	274

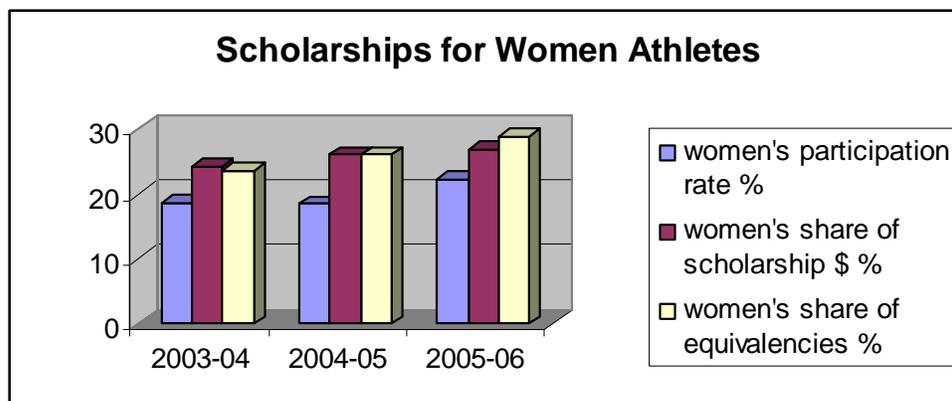
In 2003-04 females made up 18.7% of The Citadel's participants in intercollegiate athletics and received 24.3% of scholarship dollars. In 2004-05 women were 18.5% of the participants and received 26.1% of scholarship money, and in 2005-06 the figures were 22.3% for women participants and 26.8% for scholarships. Thus in each of the three years under review, the share of women student-athletes in scholarship funds was greater than their proportion among all student-athletes at The Citadel.

The growth in scholarships for women student-athletes is also evident in the total number of equivalencies awarded in scholarships over the three years:

	2003-04	2004-05	2005-06
Men's sports	110.02	108.55	101.83
Women's sports	34.12	38.43	41.13
Total	144.14	146.98	142.96

The percentages of total equivalencies for women's athletic scholarships are, thus, 23.7 in 2003-04, 26.1 in 2004-05, and 20.8 in 2005-06.

Here is a presentation of this scholarship data in graphic form:



The impact of this growth in athletic scholarships for women is best understood by viewing it in light of the much smaller growth in the number of women in the Corps of Cadets. In 2003-04, 116 women made up 6% of the Corps; the number rose to 120 (6.1%) in 04-05, and to 128 (6.4%) in 05-06.

Viewed in light of the static numbers of women in the Corps, the proportionate growth in scholarships for women athletes clearly shows the institution's commitment to equity. We are not, however, saying that our work on this issue is done. Here are tables giving a detailed breakdown of the equivalencies awarded in 2003-04, 2004-05, and 2005-06:

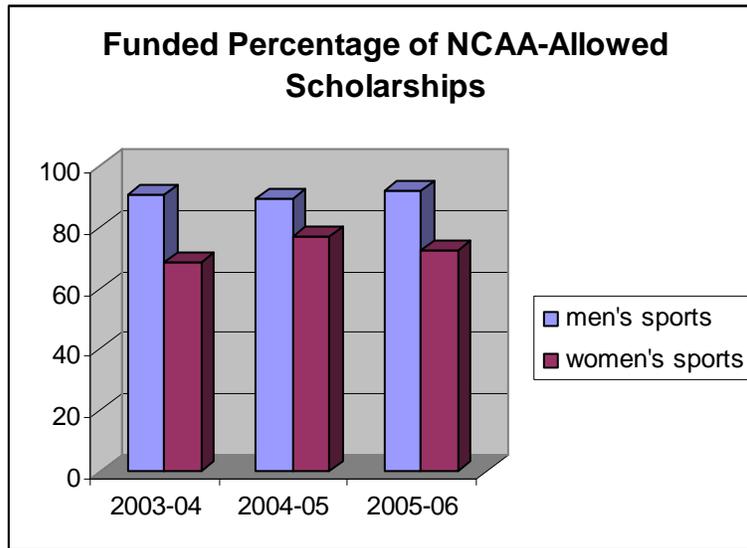
Sport	Equivalencies Awarded, 2003-04	Students Receiving Aid	NCAA maximum
Baseball	11.45	29	11.7
Basketball	12	12	13
Football	62.49	73	63
Men's Golf	2.29	7	4.5
Women's Golf	5	5	6
Men's Rifle	0.33	3	3.6 (for Men's & Women's Rifle)
Women's Rifle	0.42	5	3.6 (for Men's & Women's Rifle)
Soccer	11.7	15	12
Tennis	4.5	5	4.5
Men's T&F/XC	8.7	10	12.6
Women's T&F/XC	8	10	18
Volleyball	9	9	12
Wrestling	8.26	14	9.9

Sport	Equivalencies Awarded, 2004-05	Students Receiving Aid	NCAA maximum
Baseball	11.4	29	11.7
Basketball	12.5	13	13
Football	61.54	76	63
Men's Golf	1.99	7	4.5
Women's Golf	4.5	5	6
Men's Rifle	0.25	2	3.6 (for Men's & Women's Rifle)
Women's Rifle	0.25	4	3.6 (for Men's & Women's Rifle)
Soccer	10.5	15	12
Tennis	4.4	6	4.5
Men's T&F/XC	6.58	12	12.6
Women's T&F/XC	14.4	16	18
Volleyball	8.78	10	12
Wrestling	9.89	23	9.9

Sport	Equivalencies Awarded, 2005-06	Students Receiving Aid	NCAA maximum
Baseball	11.7	27	11.7
Basketball	12	13	13
Football	63	70	63
Women's Golf	2.5	3	6
Men's Rifle	1	5	3.6 (for Men's & Women's Rifle)
Women's Rifle	0.75	4	3.6 (for Men's & Women's Rifle)
Soccer	10.2	14	12
Tennis	4.5	6	4.5
Men's T&F/XC	7.01	23	12.6
Women's T&F/XC	13.68	17	18
Volleyball	9	9	12
Wrestling	8.05	19	9.9

For men's sports, the maximum allowed scholarship equivalencies was 121 for AY 2003-04 and 04-05 and 116.5 for 2005-06. For women's sports, the maximum allowed by the NCAA was 49.8 in all three years. (For the purposes of this report, we have arbitrarily divided the 3.6 scholarships allowed for rifle evenly between men and women.) The

Citadel has actually funded 110.02 scholarships for men in 03-04, 108.55 in 04-05, and 107.26 in 05-06--90.9% of its allowed equivalencies in 2003-04, 89.7% in 04-05, and 92.1% in 05-06. The numbers for women's sports are not as strong. In 2003-04, we funded 34.12 equivalencies for women student-athletes--68.5% of the maximum the NCAA allows. In 2004-05, the number increased to 38.43 (77.2%) but dropped to 36.13 (72.6%) in 2005-06. Here is a graphic representation of these figures:



Difficulties in recruiting qualified female student-athletes to come to The Citadel partly account for this disparity. Coaches are understandably reluctant to offer scholarships to student-athletes who are not likely to succeed or who are not suited to The Citadel's special challenges. We are nonetheless aware that women's sports will remain in a precarious position until they are funded more fully. The nationally observed trend for women to participate in sports only when they have been funded to do so has been confirmed by our experience. For example, in its first years here women's track and field started with seven scholarships. To be fully compliant with NCAA guidelines, the team needs to compete in twelve events with at least fourteen participants. After five years of waivers, our track program is now compliant, but it was able to become so only when the number of scholarships went up to thirteen. Currently there are twenty athletes on the team—eighteen share the thirteen track scholarships, and the other two are dual-sport athletes funded by soccer. Even so, with only twenty athletes competing, injuries or academic or personal difficulties can jeopardize the team's compliance, and every year the track coach must schedule "double dual meets" (single events involving multiple teams which can count twice towards the minimum of twelve events). More athletes are needed, and they will only come if they are funded.

In sum, The Citadel has worked very hard to create equitable scholarship funding for women student athletes. Athletic scholarships for women have increased over these years and have exceeded the percentage of women among all of The Citadel's intercollegiate athletes. But the institution has not yet funded athletic scholarships at the rate for women's sports that it has achieved with men's sports.

Issue 28: Design and Construct a Sports Medicine Treatment Facility for Women Athletes

Actions Taken and Dates:

The sports medicine facility serves all student-athletes at The Citadel. The size of the facility, the medical equipment, and the staff are adequate for the number of student-athletes that they serve. There are three full-time trainers, and five graduate assistant resident trainers.

A trainer is assigned to each team. That trainer attends all practices and competitions, both home and away, and he/she provides daily treatment for the athletes on that team to ensure consistency.

With seven women's sports and roughly 55-60 female student-athletes, there is no need to build a separate facility.

Issue 29: Provide Office for Women's Volleyball Coach in McAlister Field House

Actions Taken and Dates:

The first full-time volleyball coach was given an office in McAlister Field House in 1999-00. That office was located in the same wing as the Athletics Director, Men's Basketball, Marketing, and Sports Information. In 2002 when the McAlister annex was completed, the volleyball coach's office was relocated to that new facility.

(Issue 30: Determine the Fifth Women's Athletic Team)

Redundant with Issue 11. Soccer became the fifth women's athletic team and will be discussed in Issues 32-35 below.

Issue 31: Secure Funding for Expanding Women's Athletics Programs

Actions Taken and Dates:

The jump in expenses for women's sports from \$0 in the mid-1990s to the 2006 level of \$1.45 million has presented a significant challenge to The Citadel. This is especially true given that expenses for men's sports have also risen.

The Citadel has largely relied on student fees, institutional support both in transfers from profit-based auxiliary services such as the Citadel gift shop and in contributions from The Citadel Trust, and contributions from The Citadel Brigadier Foundation to fund the increase in athletics-related expenses, including the expansion of women's athletics to seven sports.

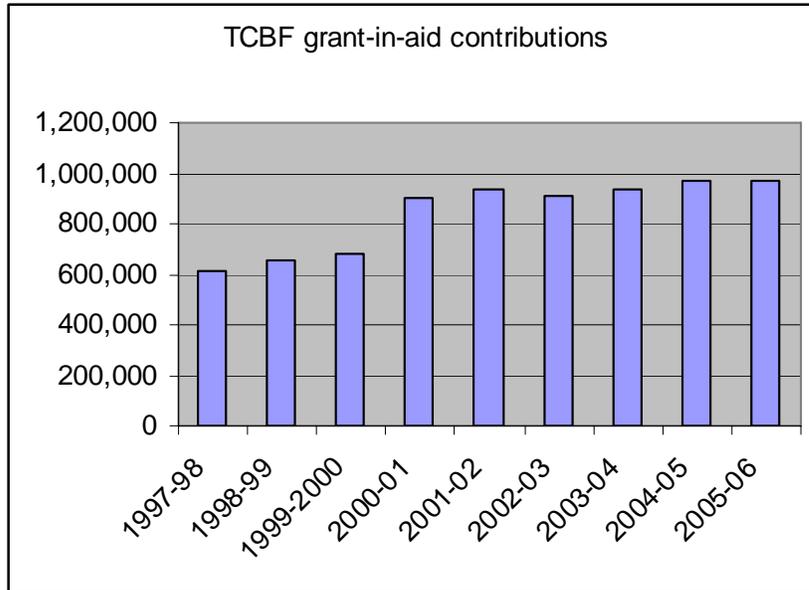
Citadel cadets pay two fees, an athletic facilities fee and an athletics operation fee. The facilities fee is used to support renovation of facilities; we are currently using \$142,000 of this money to renovate locker rooms throughout the Athletics Department. This fee is also used to retire athletic debt, such as the \$900,000 The Citadel incurred for the McAlister Field House annex. (Details of the locker room renovations and the construction of the women's sports annex of McAlister are given in Issue 25 above.) The athletics operation fee pays for student admission to athletic events and supports the Athletics Department and athletic team operations.

To support the expansion of women's sports as well as other expenses, both the athletic facilities fee and the athletics operation fee have increased substantially since the first cycle certification. In the 2001 fiscal year (1 July 2000-30 June 2001), each student paid an athletics fee of \$866--\$130 for the facilities fee, \$736 for the operations fee. This fee went up to \$986 in 2002 (\$130 for facilities, \$856 for operations), \$1041 in 2003 (\$130/\$911), \$1450 in 2004 (\$156/\$1294), \$1460 in 2005 (\$166/\$1294), and \$1709 in 2006 (\$200/\$1509).

In the 2006 Fiscal Year, athletics operations fees made up 34.6% of the operating revenue of the Department of Athletics (\$3.1 of \$9 million); of this \$3.1 million, women's sports received \$329,413.50, 26% of their operating revenue. The figures for the 2005 Fiscal Year are comparable, with student fees making up \$2.6 million of the Department's operating revenue of \$8.2 million. Of this \$2.6 million, women's sports received \$199,971, which accounted for 16.5% of their operating revenue.

Most of the operating revenue for women's sports comes from direct institutional support. In FY 2006, \$2.8 of the Department's \$9 million total operating revenue came from this source (30.8%). The share for women's sports in this revenue was \$746,025, 59% of their total operating revenue of roughly \$1.3 million. Again, the 2005 figures are comparable. Direct institutional support accounted for \$2.96 million of the department's operating revenue of \$8.2 million. The share for women's sports in this sum was \$772,655.50, 63.7% of their operating revenue of \$1.2 million.

As is demonstrated in the discussion in Issue 27 above, scholarship funding for women athletes has increased in the past few years at a rate substantially higher than the rate of increase for male athletes. Fundraising for these scholarships is conducted by The Citadel Brigadier Foundation (TCBF). Since the establishment of women's sports, TCBF has met the expanded needs of the Department of Athletics by substantially raising its contribution to scholarship funds. In the 1997-98 academic year when the first woman athlete entered the Corps of Cadets, TCBF contributed \$610,000 for grants-in-aid. In 2005-06, the contribution was \$970,000. The growth in annual TCBF contributions for grants-in-aid is here presented in graphic form:



While these are partial figures only, they are sufficient to give a clear picture of how The Citadel has worked very hard to support its Department of Athletics and its student-athletes.

Issue 32: Hire Coach for Women’s Soccer

Issue 33: Recruit Players for Women’s Soccer

Issue 34: Provide Facilities for Women’s Soccer

Issue 35: Provide Office for Coach of Women’s Soccer

Actions Taken and Dates:

A full-time women’s soccer coach was hired in 1999-00 to initiate the program in 2000-01. The program began as a club sport as the new coach recruited players. The soccer team played their first full season as an intercollegiate team in 2001-02.

From 2000, when women’s soccer began, until 2003, the men’s and women’s soccer teams shared a practice/competition facility on WLI Field. That field is located on campus, a short distance from locker rooms. Beginning in 2003-04 when the men’s soccer program was dropped, women’s soccer gained exclusive use of WLI Field for practice and competition.

The women’s soccer coach originally had an office in McAlister Field House. That office was located in the same wing was the Athletics Director, Men’s Basketball, Marketing, and Sports Information. In August 2002 when the McAlister annex was completed, the women’s soccer coach’s office was relocated to that new facility.

(Issue 36: Determine the Sixth Women’s Athletic Team)

Redundant with Issue 11. Golf is the sixth women's athletic team and is discussed in the following Issues.

(Issue 37: Hire Coach for Women's Golf)

Redundant with Issue 19.

Issue 38: Provide Facilities for Women's Golf

Issue 39: Provide Office for Coach of Women's Golf

Actions Taken and Dates:

The first woman golfer entered The Citadel as a freshman in 1999. A part-time women's golf coach was hired in 2000-01. In 2001-02, a full-time coach was hired to coach both men's and women's golf. Women began team play in 2002. The men's golf program was dropped in 2002-03, and since then, the women's team has been coached by a full-time coach, and a part-time assistant coach. The golf coach's office has been in Vandiver Hall since 2000-01.

Because there is not a golf course on campus at The Citadel, the women's team practices off-campus and has done so since the beginning of the program. The team uses an institution-owned van to go to local golf courses for practice. Vandiver Hall houses an indoor driving range for the golf team. That range was shared by both men's and women's teams until 2002-03 when the women's team gained exclusive use of that facility after the men's golf program was dropped.

Initially, the women's golf team used locker rooms in Deas Hall, the campus recreation center. Since the completion of the McAlister annex in August 2002, the women's golf team has had a locker room in that facility. The team is taking part in the exchange of locker rooms discussed in issue 25 above and is moving into Vandiver Hall, near the indoor driving range and the golf coach's office.

(Issue 40: Determine the Seventh Woman's Athletic Team)

Redundant with Issue 11. Rifle is the seventh women's athletic team and is discussed in the following items.

Issue 41: Hire Coach for Women's Rifle

Issue 42: Provide Facilities for Women's Rifle

Issue 43: Provide Office for Coach of Women's Rifle

Actions Taken and Dates:

Based upon the participation rates on the intramural/club level, women's rifle was added as the 7th women's team in 2001-02. A part-time rifle coach was hired in 2001-02. This coach had formerly coached the club rifle/pistol team at The Citadel, and he assisted with the intramural rifle competition. With this leadership the team made a smooth transition from the club to the intercollegiate level.

The rifle team competed in Deas Hall, the campus recreation center, from 2001-02 through 2004-05. During that period, the coach's office was in McAlister Field House. In 2005-06, a new stand-alone rifle range facility, the Inouye Hall Citadel Marksmanship Center, was completed on campus. The rifle range building gives these athletes a place to practice and store their gear. There is a changing room as well as office space for the coach.

Issue 44: Hire/appoint a Senior Woman Administrator (SWA)

Actions Taken and Dates:

The Citadel's first Senior Woman Administrator joined the staff on 1 July 2002.

(Issue 45: Conduct Periodic In-house Audits of Athletic Programs)

On face value, this issue seems to have nothing to do with gender equity. After consulting with team-members who prepared the initial self-study, we have concluded that it is, in fact, redundant with Issues 3 and 7. The term "audit" was meant here as a synonym for "assessment."

Issue 46: Utilize an Outside Independent Consultant to Provide Advice and Assistance to the Athletics Department

Actions Taken and Dates:

As is discussed in the response to Issue 1, The Citadel's original gender equity plan was reviewed by the Conflict Management Group, an outside consulting firm retained by The Citadel to assist in the assimilation of women. The Athletics Department did need advice and assistance as it started to offer women's sports. But once the sports were established, and especially after the hiring of a Senior Woman Administrator in 2002, there was no longer a need to use independent consultants.

Issue 47: Conduct Regular Surveys of Women Student Athlete's Experiences

Issue 48: Conduct Exit Interviews with All Graduating and/or Withdrawing Female Student Athletes

(Issue 49: Review Gender Equity Issues in Athletics Identified in Exit Interviews, Surveys, and the Athletics Director's Annual Assessment)

Redundant with Issue 7.

Actions Taken and Dates:

The original gender equity plan had much greater faith in the willingness of students to complete surveys than our actual experience has confirmed. After several years of poor

response rates and uninformative answers, we concluded that we needed to survey less often. Instead of piling on more formal surveys, the Senior Woman Administrator has found that following an open-door policy with the women athletes has enabled her to get a very clear sense of their experiences. She uses the information she gleans from these frequent meetings when she composes her yearly contribution to the coeducation assessment report described in Issue 3 above.

As is discussed in Issue 7, student athletes take part in an annual NCAA-mandated survey. The way this survey has been administered has changed somewhat over the years. In order to maximize response rates, it has been given online. The results are useful for Athletics Department personnel in composing their annual reports.

The Citadel has an extensive advising process for all students, including women athletes, who decide to leave the College. Among those who meet with withdrawing students are personnel from the Commandant's office and the office of the Provost, as well as coaches, counselors, and cadet leaders. The reasons for withdrawing seem to be consistent throughout the entire Corps. Men, women, athletes, non-athletes, and minorities seem to have the same issues. Some students encounter personal problems, financial problems, or medical issues, but most frequently, cadets leave The Citadel because they do not care for the military lifestyle. Cadets may also be dismissed for violations of the cadet honor code, violations of the cadet code of conduct, medical standards, physical standards, etc.

Since most of the resignations occur during the freshman year. The Citadel has also used an external consultant to survey each freshman who leaves in the fall semester each year. The institution uses all this information to help applicants make good decisions about pursuing their education at The Citadel and to modify training and counseling procedures to optimize student retention.

Issue 50: Advertise All Athletics Department Administrative Job Announcements in Publications Targeted to Women

Actions Taken and Dates:

As part of the standard advertising for all vacant positions, the Human Resources Department sends via email and mail a weekly employment bulletin that lists both permanent and temporary positions to sixty-three networking sources that include community based organizations, military/veteran resources, historically black colleges, and universities (HBCUs) and federal or state agencies. Additionally, the employment website pages are "swept" by HBCU.com, linking The Citadel to other diversity websites. We also advertise on Women in Higher Education (wihe.com) and on womenforhire.com.

In addition to the standard advertising that is completed for all employment opportunities, The Human Resources department develops targeted advertising based on the type of opening in the Athletics Department. As a result, The Citadel has advertised Athletics openings in the publications and/or websites of the Black Coaches Association, the

College Sports Information Directors of America, and the Intercollegiate Tennis Association; on employmentguide.com; in the Charleston *Post and Courier*; and in NCAA outlets such as “NCAA News: The Market.”

Issue 51: Add a Section on Commitment to Gender Equity in the Student Athlete Handbook

Actions Taken and Dates:

This section was added subsequent to the first-cycle certification. The entire handbook was revised in 2003 and again in 2006-07.

Issue 52: Increase the Number of Women Senior Administrators, Faculty, and Executives Particularly in the Area of Athletics Department Administrators and Coaches

Actions Taken and Dates:

Very gradual annual progress in hiring women has resulted in a more diversified faculty. Figures from the Annual Workforce Data submitted to the state of South Carolina every year on 30 September show women as making up 28.5% (35 of 123) of tenured or tenure-track faculty in 2003. The percentage rose to 31.7% in 2004 (46 of 145) and has been stable thereafter with rates of 31.8% in 2005 (47 of 148) and 30.8% in 2006 (45 of 146). At the rank of full professor, in particular, there has been notable progress, with percentages of women rising from 16.3% (7 of 43) in 2003 to 25.6% (11 of 43) in 2006.

At the level of senior administration, the period since the first cycle certification has seen some significant firsts—the first woman vice president, the first woman academic department head, the first woman head coach, and the first woman Senior Woman Administrator. It is, however, difficult to discern a trend in the employment data. Figures from the Annual Workforce Data show women as making up 16% of the college’s executives (vice presidents, deans, and academic department heads) in 2003 (3 of 19), 15.6% in 2004 (5 of 32), 8% in 2005 (2 of 24), and 17.4% in 2006 (4 of 27). Among executives on the college’s staff (program directors and the like), the Workforce Data figures show more consistency, with rates of 22.9% in 2003 (8 of 35), 29.4% in 2004 (5 of 17), 27.3% in 2005 (9 of 33), and 31.3% in 2006 (10 of 32).

The figures for the employment of women in senior positions in the Athletics Department are slightly lower than results from elsewhere on campus. Annual Workforce Data show rates of 9.7% in 2003 (3 of 31—head coaches of volleyball and women’s soccer and the assistant director of sports medicine), 12.9% in 2004 (4 of 31—head coaches of volleyball and soccer, co-director of golf, and assistant director of sports medicine), 11.4% in 2005 (4 of 35—head coaches of volleyball, soccer, co-director of golf, and

Senior Woman Administrator), and 7% in 2006 (3 of 43—head coach of volleyball, the director of media relations, and the Senior Woman Administrator).

Issue 53: Study the Graduation and Retention Rates of Women Athletes

Actions Taken and Dates:

Graduation and retention rates are examined in six-year cohorts. Since the first female athlete entered The Citadel in 1997, data on female athletes were not available in the first cycle self-study or in the Interim Report. We now have data on three cohorts, the groups that entered in 1997, 1998, and 1999. (Data for the 2000 cohort group will be reported in late May 2007, after this Self-Study has been submitted.)

Sixteen women, one of whom was Mandy Garcia, our first female student-athlete, entered The Citadel in Fall 1997. Ms. Garcia did complete her degree in the allotted time, as did eight other women in her cohort group (56.3%). The overall rate for women was better for the 1998 cohort; twenty of the thirty women who entered had graduated by 31 August 2004 (66.7%). But the completion rate for women student-athletes in this cohort was disappointing; seven of the thirty entering women were student-athletes, of whom only 3 were completers (42.9%). The results for the 1999 were much better for student-athletes, but somewhat worse for all women. Of the thirty women who entered, nine were student athletes. Of these nine, eight completed their degrees in the six year period (88.9%)—significantly better than the overall completion rate of 56.7% for women in this cohort.

Since we are dealing with so few women and such a short amount of time, it is impossible to generalize from these numbers. This is especially true since The Citadel has changed since 1999. Although still too low, the number of women entering The Citadel per year has increased somewhat. The Common Data Set figures from 2000-01 to 2006-07 show a high of 48 female first-year degree-seeking students in 2002 and a low of 28 in 2000, with the average being just over 38 per year—an obvious contrast with the average of just over 25 in the three years 1997, 1998, and 1999. Within that same time-frame, the opportunities for women athletes have also grown. Where there were four intercollegiate women's sports—cross-country, indoor track, outdoor track, and volleyball—available when the 1999 cohort entered, there are now seven. Data for subsequent self-studies should give a clearer picture of the retention of women athletes.

Issue 54: Insure That All Student Athletes Attend the Required Mandatory Training Classes for the Corps of Cadets in Sexual Harassment, Sexual Assault, and Sensitivity on an Annual Basis.

Issue 55: Insure that All Coaches Receive Instruction on Sexual Harassment and Methods of Intervention

Actions Taken and Dates:

The Office of the Commandant provides mandatory training sessions for all cadets each year on sexual harassment, sexual assault, and sensitivity. Cadet-athletes are dispersed throughout all of the companies in the Corps, and all companies receive the same mandatory training. When cadet athletes must miss these sessions because of practice, travel, or competition, the Commandant's Office arranges special make-up training sessions. This process assures that cadet athletes receive the same training that is provided other cadets.

A good bit of initial training is done during the cadre period when cadets first report in August. Since fall sport athletes report to campus earlier, they have their own cadre period. During this time, they have a day-long instructional period dealing with Citadel regulations and gender, diversity, and respect issues. They are instructed on the same material that their peers receive at a later time.

All full-time coaches and other Athletics Department employees receive instruction on sexual harassment and methods of intervention during New Employee Orientation. Existing employees received the same kind of instruction during the first years of coeducation at The Citadel. President Rosa's new Values and Respect Initiative is seeking to enhance understanding of these critical issues; as a result, all permanent personnel, both new hires and long-time employees, are receiving expanded training during the 2006-07 AY.

Issue 56: Request Waivers from the NCAA and the Southern Conference on Meeting NCAA Minimums until the Number of Women in the Corps of Cadets Has Risen to a Sufficient Level of Students to Sustain the Required Number of Teams

Actions Taken and Dates:

In 1996, when the first woman cadet competed as a varsity athlete, The Citadel requested and received a waiver from the NCAA. From 1997 until 2003 The Citadel continued to receive these waivers as we worked to recruit women athletes for the Corps of Cadets and to build a full slate of women's teams. Since 2003, The Citadel has been compliant with the NCAA rule that member institutions must support a minimum of seven women's sports. All seven of the women's sports have supported a squad list and game schedule exceeding the minimums set forth by the NCAA.

From August 1, 1997 to August 1, 2002, The Citadel was granted an exception to Article Six, Section 1, Paragraph A of the Southern Conference Bylaws which reads: "Conference members shall field teams in women's basketball, volleyball, and at least five other women's sports in which the Conference conducts championships." The details of this first Transition Exception given in the 1997 Southern Conference Bylaws were as follows:

- A. *From August 1, 1997 to August 1, 2002, The Citadel and Virginia Military Institute will be granted an exception to Article Six, Section 1, Paragraph A.*
- B. *During this five year period, member institutions are encouraged to assist the two institutions with the scheduling of regular season competition, with the understanding that mixed-teams may be required.*
- C. *In the sports of Cross Country, Indoor Track and Field, Outdoor Track and Field, Golf, and Tennis, the two institutions may be permitted to enter eligible female student-athletes representing their institutions as individuals. These individuals would be eligible for individual honors, but their performances would not affect team scoring until the schools provide a full women's team.*
- D. *This Transition Exception will be reviewed again at the end of its five-year application.*

This Transition Exception was renewed in August 2002 for an additional three years, with an annual review required thereafter. Because The Citadel does not yet have a base of women cadets sufficient to sustain a women's basketball program, we have continued to request a waiver of Article Six, Section One of the Southern Conference Bylaws. The Citadel currently has been granted this waiver through the 06-07 AY. The full executive committee of the Southern Conference will vote on this issue in May 2007 for the 2007-08 AY.

End of Item 2 of Operating Principle 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.*

No additional plans for improvement or recommendations have been developed since the first-cycle certification decision.

- 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.*

Following a protracted court case, The Citadel became a coeducational institution in 1996. Since that time, the integration of women into the Corps of Cadets has been a central issue facing the College.

Given the responsibility for cadet life entrusted to the Commandant of Cadets, his office has played a particularly important role in the transition to coeducation. One of the three senior-level officers who serve as Assistant Commandants is the Assistant Commandant for Administration and Coeducation, the focal point within the Commandant's Department for developing coeducational policies and resolving any gender-related issues.

The Commandant's Department works closely with the Human Affairs Team, an entire cadet chain of command specially trained to deal with human relations problems that might arise among cadets within the barracks.

Other individuals playing key roles on campus in dealing with gender equity matters are the College's ombudsmen and the Chief Diversity Officer. All members of The Citadel community, whether students or staff, have access to The Citadel's Ombudsman, whose responsibility is to help resolve disputes and concerns--informally and confidentially. For Citadel staff members, the lead role for furthering this operating principle is played by the institution's Chief Diversity Officer; based in the Department of Human Resources, the Chief Diversity Officer also serves as Title IX Coordinator.

The Citadel initiated a Values and Respect Task Force in September 2006 as part of a college-wide effort to strengthen our efforts in character development. The task force has five councils: Honor, Leadership, Human Dignity, Sexual Assault and Harassment, and Alcohol and Substance Abuse. As the names imply, all of the councils deal with some aspect of the issue of respect.

The Human Dignity Council pays special attention to gender and minority issues. The council is composed of members of the faculty, staff, graduate students and cadets including the president of the African American Society, the director of Multicultural Studies and cadets who lead the Corps' Human Affairs program. The council is subdivided into three working groups that address specific areas: gender and diversity issues; faculty, staff, cadet relationships; and Corps / Corps Squad relationships (i.e., the relationship between cadet student-athletes and other cadets).

The Human Dignity Council develops recommendations on ways to improve relationships among various groups and these recommendations will be presented to the president at the end of the year.

Within the Department of Athletics, the Senior Woman Administrator has primary responsibility for monitoring the institution's progress on matters concerning gender equity. She maintains an open-door policy with women student-athletes and works closely with the Student Athletic Advisory Committee. She also consults when necessary with the institution's Title IX coordinator.

In regard to assessment and evaluation, The Citadel was originally required to report regularly to the Department of Justice and the Federal Court on the assimilation of women. In 2001, progress on this issue removed the need for these reports, but The Citadel has nonetheless continued an annual assessment of female assimilation, with the Department of Athletics, as well as every other Vice Presidential area in the college, reporting to the President of the college. This annual assessment serves as an evaluation of progress in the institution's commitment to gender equity.

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.*

Graduation and retention rates are examined in six-year cohorts. Since the first female athlete entered The Citadel in 1997, data on female athletes were not available in the first cycle self-study or in the Interim Report. We now have data on three cohorts, the groups that entered in 1997, 1998, and 1999. (Data for the 2000 cohort group will be reported in late May 2007, after this Self-Study has been submitted.)

Sixteen women, one of whom was Mandy Garcia, our first female student-athlete, entered The Citadel in Fall 1997. Ms. Garcia did complete her degree in the allotted time, as did eight other women in her cohort group (56.3%). The overall rate for women was better for the 1998 cohort; twenty of the thirty women who entered had graduated by 31 August 2004 (66.7%). But the completion rate for women student-athletes in this cohort was disappointing; seven of the thirty entering women were student-athletes, of whom only 3 were completers (42.9%). The results for the 1999 were much better for student-athletes, but somewhat worse for all women. Of the thirty women who entered, nine were student athletes. Of these nine, eight completed their degrees in the six year period (88.9%)—significantly better than the overall completion rate of 56.7% for women in this cohort.

Since we are dealing with so few women and such a short amount of time, it is inappropriate to generalize from these numbers. This is especially true since The Citadel has changed since 1999. Although still too low, the number of women entering The Citadel per year has increased somewhat. The Common Data Set figures from 2000-01 to 2006-07 show a high of 48 female first-year degree-seeking students in 2002 and a low of 28 in 2000, with the average being just over 38 per year—an obvious contrast with the average of just over 25 in the three years 1997, 1998, and 1999. Within that same time-frame, the opportunities for women athletes have also grown. Where there were four intercollegiate women's sports—cross-country, indoor track, outdoor track, and volleyball—available when the 1999 cohort entered, there are now seven. Data for subsequent self-studies should give a clearer picture of the retention of women athletes.

6. *Using the 13 program areas for gender issues, please:*
 - a. *Describe how the institution has ensured a complete study of each of the 13 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.*

[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 Item No. 9 of the program area checklist.]

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

- a. *Describe how the institution has ensured a complete study of this program area.*

Scholarship data are reviewed annually by various departments on campus including athletics, financial aid, and the Citadel Brigadier Foundation. An extensive review of Athletic Scholarships was conducted for this self-study. Among the most active participants were, from Athletics, the Senior Woman Administrator, the Senior Associate Athletics Director, and the head coach of Track and Field, from the college's administration, the Provost, the Vice President for Communications, the Associate Provost, the Budget Director, the Director of Financial Aid, and from the faculty, the Self-study Editor.

- b. *Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.*

Student Body Demographics:

In AY 2003-04, males made up 94% of the undergraduate student body (1826 of 1942), while women were 6% (116 of 1942). In AY 2004-05, the percentages were comparable, with men making up 93.9% of the total (1844 of 1964) and women 6.1% (120 of 1964). The percentages stayed roughly the same in 2005-06, with men making up 93.6% of the total (1884 of 2012) and women 6.4% (128 of 2012).

Athletic Scholarships--Total Dollar Amount:

The dollar amounts awarded for athletic scholarships in the three most recent years of 2003-04, 2004-05, and 2005-06 are as follow:

	2003-04	2004-05	2005-06
Men's Sports	\$2,049,919	\$2,412,476	\$2,627,916
Women's Sports	\$658,228	\$854,088	\$963,210
Totals	\$2,708,147	\$3,266,564	\$3,591,126

In 2003-04 men's sports received 75.7% of the total amount spent, while women's sports received 24.3%. In 2004-05, the numbers were 73.9% for men's sports and 26.1% for

women's; in 2005-06, the percentages were 73.2% for men's sports and 26.8% for women's.

The 04-05 totals show a 17.7% increase in funding for men's scholarships over the previous year, but a 29.8% for women's; the 05-06 totals show an 8.9% increase for men but a 12.8% increase for women. Viewed in light of the static numbers of women in the Corps, the proportionate growth in scholarships for women athletes clearly shows the institution's commitment to equity.

Athletic Scholarships--Number of Equivalencies Awarded

In 2003-04 men's sports received 75.7% of the equivalencies awarded (110.02 of 144.14), while women's sports received 24.3% (34.12 of 144.14). In 2004-05, the percentages were 73.9% for men's sports (108.55 of 146.98) and 26.1% for women's (38.43 of 146.98); in 2005-06, they were 71.2% for men's sports (101.83 of 142.96) and 28.8% for women's (41.13 of 142.96).

Participation in Intercollegiate Athletics

Men's Teams

For the years 2003-04, 2004-05, and 2005-06, the numbers of athletes on the rosters of the men's teams are as follows:

Baseball--42, 38, and 38
Basketball--16, 15, 14
Men's Cross Country--18, 12, 13
Football--110, 103, 87
Men's Golf--12, 13, 0
Men's Rifle--5, 3, 8
Tennis--8, 9, 8
Men's Track--36, 34, 38
Wrestling--27, 38, 23

Total Roster Spots (Men's Teams)--274, 265, 229

Women's Teams

For the years 2003-04, 2004-05, and 2005-06, the numbers of athletes on the rosters of the women's teams are as follows:

Women's Cross Country--11, 10, 9
Women's Golf--6, 7, 8
Women's Rifle--6, 5, 6
Soccer--17, 17, 18
Women's Track--21, 22, 20

Volleyball--12, 10, 11

Total Roster Spots (Women's Teams)--73, 71, 72

Dual Sports Participants

Dual sports participants are counted on the rosters of both of their teams. For the three years, therefore, all male and female cross country athletes are counted in track and field. In 2003-04, three female student-athletes participated in soccer and track. In 2004-05, one female participated in volleyball and track; three females participated in soccer and track; and two males participated in football and track. In 2005-06, two females participated in soccer and track; one male participated in baseball and football; and two males participated in football and track.

The totals for participants in intercollegiate sports at The Citadel in 2003-04, 2004-05, and 2005-06 are thus:

Male Student-Athletes--256, 251, 213

Female Student-Athletes--59, 57, 61

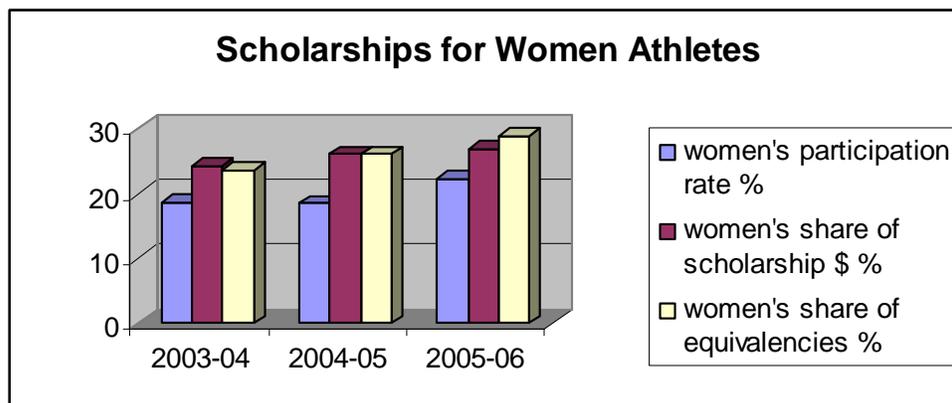
Summary of Data

In 2003-04 women made up 18.7% of The Citadel's participants in intercollegiate athletics and received 24.3% of scholarship dollars and 23.7% of equivalencies.

In 2004-05 women were 18.5% of the participants and received 26.1% of scholarship money and 26.1% of equivalencies.

In 2005-06 the figures were 22.3% for women participants, 26.8% for scholarships, and 28.8% of equivalencies.

Thus in each of the three years under review, the share of women student-athletes in scholarship funds and equivalencies was greater than their proportion among all student-athletes at The Citadel. Here is a graphic representation of these figures:



- 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.*

The deficiency noted in this area is the discrepancy in funding of allotted scholarships between men's and women's sports. For men's sports, the maximum allowed scholarship equivalencies was 121 for AY 2003-04 and 04-05 and 116.5 for 2005-06. For women's sports, the maximum allowed by the NCAA was 49.8 in all three years. (For the purposes of this report, we have arbitrarily divided the 3.6 scholarships allowed for rifle evenly between men and women.)

Here are figures giving a detailed breakdown of the equivalencies awarded by sport in 2003-04, 2004-05, and 2005-06. The numbers for each year reflect the equivalencies awarded, the number of students receiving aid, and the maximum number of equivalencies allowed for the sport by the NCAA:

Men's Teams (2003-04)

Baseball—11.45 equivalencies for 29 student-athletes of 11.7 allowed
Basketball—12 equivalencies for 12 student-athletes of 13 allowed
Football--62.49 equivalencies for 73 student-athletes of 63 allowed
M. Golf--2.29 equivalencies for 7 student-athletes of 4.5 allowed
M. Rifle--0.33 of an equivalency for 3 student-athletes of 3.6 allowed
Tennis--4.5 equivalencies for 5 student-athletes of 4.5 allowed
M. T&F/XC--8.7 equivalencies for 10 student-athletes of 12.6 allowed
Wrestling--8.26 equivalencies for 14 student-athletes of 9.9 allowed

Women's Teams (2003-04)

W. Golf—5 equivalencies for 5 student-athletes of 6 allowed
W. Rifle--0.42 of an equivalency for 5 student-athletes of 3.6 allowed
Soccer--11.7 equivalencies for 15 student-athletes of 12 allowed
W. T&F/XC—8 equivalencies for 10 student-athletes of 18 allowed
Volleyball—9 equivalencies for 9 student-athletes of 12 allowed

Men's Teams (2004-05)

Baseball—11.4 equivalencies for 29 student-athletes of 11.7 allowed
Basketball—12.5 equivalencies for 12 student-athletes of 13 allowed
Football—61.54 equivalencies for 76 student-athletes of 63 allowed
M Golf—1.99 equivalencies for 7 student-athletes of 4.5 allowed
M Rifle--0.25 of an equivalency for 2 student-athletes of 3.6 allowed
Tennis--4.4 equivalencies for 6 student-athletes of 4.5 allowed
M T&F/XC—6.58 equivalencies for 12 student-athletes of 12.6 allowed

Wrestling—9.89 equivalencies for 23 student-athletes of 9.9 allowed

Women's Teams (2004-05)

W Golf—4.5 equivalencies for 5 student-athletes of 6 allowed

W Rifle--0.25 of an equivalency for 4 student-athletes of 3.6 allowed

Soccer—10.5 equivalencies for 15 student-athletes of 12 allowed

W T&F/XC—14.4 equivalencies for 16 student-athletes of 18 allowed

Volleyball—8.78 equivalencies for 10 student-athletes of 12 allowed

Men's Teams (2005-06)

Baseball—11.7 equivalencies for 27 student-athletes of 11.7 allowed

Basketball—12 equivalencies for 12 student-athletes of 13 allowed

Football—63 equivalencies for 70 student-athletes of 63 allowed

M. Rifle--1 equivalency for 5 student-athletes of 3.6 allowed

Tennis--4.5 equivalencies for 6 student-athletes of 4.5 allowed

M T&F/XC—7.01 equivalencies for 23 student-athletes of 12.6 allowed

Wrestling—8.05 equivalencies for 19 student-athletes of 9.9 allowed

Women's Teams (2005-06)

W Golf—2.5 equivalencies for 3 student-athletes of 6 allowed

W Rifle--0.75 of an equivalency for 4 student-athletes of 3.6 allowed

Soccer—10.2 equivalencies for 14 student-athletes of 12 allowed

W T&F/XC—13.68 equivalencies for 17 student-athletes of 18 allowed

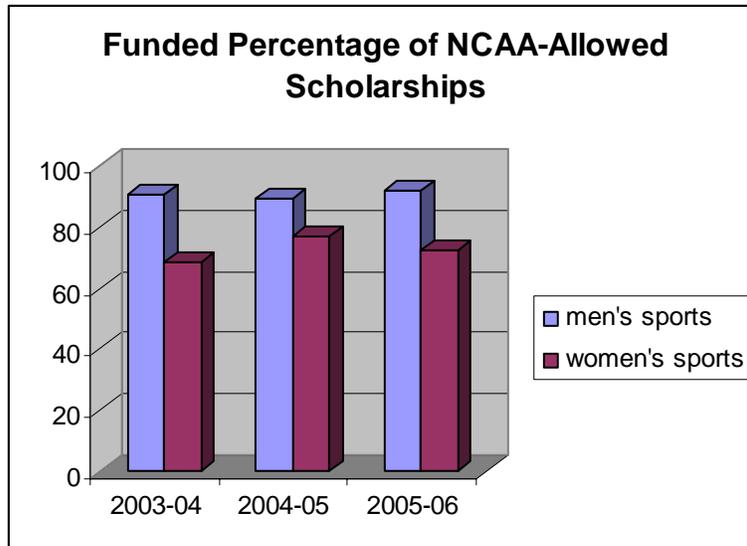
Volleyball—9 equivalencies for 9 student-athletes of 12 allowed

Clearly the numbers for women's sports are not as strong as they are for the men's sports.

The Citadel has funded 110.02 scholarships for men in 03-04, 108.55 in 04-05, and 107.26 in 05-06--90.9% of its allowed equivalencies in 2003-04, 89.7% in 04-05, and 92.1% in 05-06.

In 2003-04, we funded 34.12 equivalencies for women student-athletes--68.5% of the maximum the NCAA allows. In 2004-05, the number increased to 38.43 (77.2%) but dropped to 36.13 (72.6%) in 2005-06.

Here is a graphic representation of these figures:



d. Explain how the institution's future plan for gender issues addresses this program area.

The Citadel faces significant challenges in recruiting student-athletes, be they male or female. But the problems in recruiting for women's sports are especially challenging. Around half of the women cadets participate in intercollegiate athletics, and yet we still have a difficult time keeping some of our rosters at full strength. A key finding of this self-study is that, for women's sports to flourish at The Citadel, roster sizes must come up.

Based on their experiences over the past ten years, personnel in the Athletics Department have concluded that roster sizes for women's sports cannot come up until women's scholarships are more fully funded. The nationally-observed tendency of women not to participate in intercollegiate sports unless they have received funding to do so has been borne out by our experience.

For example, in its first years here women's track and field started with seven scholarships. To be fully compliant with NCAA guidelines, the team needs to compete in twelve events with at least fourteen participants. After five years of waivers, our track program is now compliant, but it was able to become so only when the number of scholarships went up to thirteen. Currently (2007-07 AY) there are twenty athletes on the team—eighteen share the thirteen track scholarships, and the other two are dual-sport athletes funded by soccer. Even so, with only twenty athletes competing, injuries or academic or personal difficulties can jeopardize the team's compliance, and every year the track coach must schedule "double dual meets" (single events involving multiple teams which can count twice towards the minimum of twelve events). More athletes are needed, and they will come only if they are funded.

The 2005-06 figures show roughly a twenty-point discrepancy in funding between men's and women's scholarships (92.1% of allowed NCAA equivalencies for men, 72.6% for

women). However it is to be done, The Citadel has resolved to decrease this discrepancy substantially in the next five years and to eliminate it altogether within ten years.

While all of the women's sports are in need of more scholarships, we believe that, as scholarships become available within the next five years, the following sequence of allocation would be most equitable—Rifle, Track, Soccer, Soccer, Track, Volleyball, Golf.

Accommodation of Interests and Abilities. *Participation proportionate to enrollment; history and continuing practice of program expansion for underrepresented sex; and/or, fully and effectively accommodate underrepresented sex; equivalent levels of competition. Please note, when presenting gender-equity plans for the future, institutions must clearly identify methods (e.g., proportionality, history of program expansion, etc.) for addressing accommodation of interests and abilities.*

- a. Describe how the institution has ensured a complete study of this program area.*

The Citadel conducts an annual review of female participation in varsity athletics in the form of the Annual Assessment of Coeducation. Participation rates are reviewed and compared to the total female enrollment. Data are compiled by athletic administrators and institutional research and reviewed by various constituents on campus.

The Senior Woman Administrator presented data on this topic to the Gender and Minority Equity subcommittee.

- b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.*

The Citadel fields seven women's sports and nine men's sports. For the three years 2003-04, 2004-05, and 2005-06, women made up 6%, 6.1%, and 6.4% of enrollment. Of these women, 50.9% participated in intercollegiate athletics in 2003-04 (59 of 116), 47.5% in 2004-05 (57 of 120), and 47.7% in 2005-06 (61/128).

- 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.*

There are not many women within the Corps of Cadets, and the team rosters for women's sports are still quite small. Coaches occasionally have to deal with the threat of not having enough participants for a game or meet. The difficulties experienced in recruiting for the seven sports and maintaining appropriate roster sizes indicate that The Citadel is currently more than meeting the demand for opportunities in athletics for women cadets.

- d. Explain how the institution's future plan for gender issues addresses this program area.*

With assistance from the Director of Intramurals and personnel from the admissions office, the Senior Woman Administrator will continue to gather information on the athletic interests of women cadets. She will report to the Athletics Director on this information and on the annual participation rate of women cadets in intercollegiate athletics.

Equipment and Supplies. *Quality; amount; suitability; maintenance and replacement; availability of equipment and supplies.*

- a. Describe how the institution has ensured a complete study of this program area.*

Among the individuals involved in developing the report on this item were the Provost and Associate Provost, the Vice President for Finance and Business Affairs, the Budget Director, the Internal Auditor, the Vice President for Communications, and, from Athletics, the Senior Associate Athletics Director and the Senior Woman Administrator.

This matter was discussed thoroughly by the Gender and Minority Equity subcommittee.

- b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.*

The Director of Athletics and the Senior Associate Athletics Director/Business Manager review budgets on an annual basis. Coaches have the ability to request a budget supplement for equipment and supplies if needed. The Senior Associate Athletics Director reviews those requests and makes the decision whether or not to grant them.

Each team has the option of ordering their equipment or utilizing the equipment manger and his resources. The equipment manager orders all equipment for the football team. The equipment room staff is responsible for laundering all practice gear, training gear, and game/uniform gear for both men's and women's sports.

The following information is from EADA reports from 2003-04, 2004-05, and 2005-06.

Men's Teams

	2003-04	2004-05	2005-06
Baseball	\$40,454	\$35,719	\$74,194
Basketball	\$29,423	\$45,453	\$24,167
Football	\$160,905	\$174,239	\$177,812
Men's Golf	\$6,731	\$6,678	\$0
Men's Rifle	\$5,528	\$6,861	\$7,120
Tennis	\$14,943	\$14,290	\$9,432
Men's Track & Cross Country	\$18,950	\$14,207	\$18,788
Wrestling	\$19,265	\$24,270	\$6,529

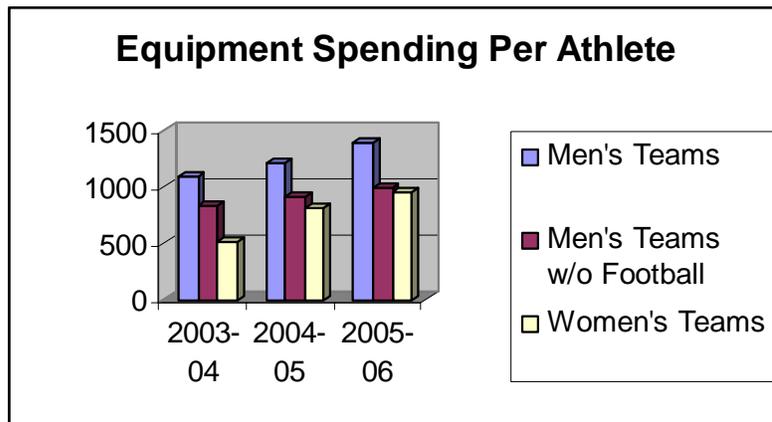
Women's Teams

	2003-04	2004-05	2005-06
Women's Golf	\$5,162	\$9,805	\$22,747
Women's Rifle	\$5,528	\$6,861	\$7,121
Soccer	\$9,361	\$15,154	\$12,255
Women's Track & Cross Country	\$7,195	\$12,199	\$13,258
Volleyball	\$10,029	\$13,717	\$12,708

If we calculate the equipment expenses per athlete (total equipment costs divided by the number of athletes on the rosters) for men's and women's sports, we do see a substantial divide between spending for men's and women's sports. But there has also been a significant jump in spending for women's sports. Equipment spending per athlete in men's sports for the three years was \$1081 in 03-04, \$1214 in 04-05, and \$1389 in 05-06. For women's sports it was \$511, \$813, and \$946.

Since football is by far the most expensive sport to equip, its presence skews the calculations. If we exclude spending on football, the figures come much closer to parity. Excluding football, spending per athlete for men's sports in the three years was \$825 in 03-04, \$910 in 04-05, and \$987 in 05-06. The gap between equipment spending for men's and women's sports thus closes over the three year period from \$314, to \$97, to \$41.

Here is a graphic representation of these figures:



- 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.*

Although there was a significant gap in equipment spending between men's and women's sports in the 2003-04 AY, that gap has narrowed considerably and is now more or less at parity, if one excludes football from the calculations.

One issue that has come up in this self-study is the difficulty of monitoring equipment spending from year to year and from sport to sport. This is because, with the exception of football and basketball, the sports do not have detailed budgets with line items for equipment, recruiting, and so on. The disparities in equipment spending from sport to sport and from year to year demonstrate the need for the Department of Athletics to prepare detailed annual budgets for each sport, and to hold the coaches accountable for staying within their budgets.

- d. Explain how the institution's future plan for gender issues addresses this program area.*

Beginning with the fiscal year starting on 1 July 2007, the Department of Athletics will establish detailed budgets for each sport. The institution's finance and budget offices will ensure that the process complies with the Financial Reporting System.

Scheduling of Games and Practice Time. *Number of games; number, length, and time of day of practices; time of day of games; preseason and postseason opportunities.*

- a. Describe how the institution has ensured a complete study of this program area.*

For this self-study, the Senior Woman Administrator reviewed this area with input from the coaching staffs of the women's sports. The SWA presented her findings to the Gender and Minority Equity subcommittee which was chaired by the Vice President for Communications and which included, among others, the institution's Chief Diversity Officer, the Director of Financial Aid, a representative from the Office of the Commandant of Cadets, and members of the faculty.

- b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.*

The Corps of Cadets operates on a "training schedule" that is published by the Commandant's Department. That schedule dictates in detail their daily schedule for the entire academic year, including weekends. The military liaison from Athletics is part of the committee that provides input and reviews the training schedule to ensure that cadet student-athletes have ample time to complete all their assigned duties. Because that schedule is published and reviewed by various campus personnel on a regular basis, it allows everyone to keep abreast of all happenings in academics, the military, and athletics.

Number of games: All teams format schedules based upon the minimum and maximum number of contests allowed by the NCAA.

Practice: All teams practice during the afternoon hours after classes end and before evening mess. Men's Basketball and Women's Volleyball share McAlister Field House.

The coaches make up a schedule that allows one team to practice in the early afternoon, and the other to practice in the late afternoon/early evening. Both practice times allow the teams to attend evening mess. They formulate the schedule so that they rotate practice time slots in a fair and systematic manner.

Time of day-Games: All coaches are encouraged to schedule games outside of class times, and to travel during times that allow student-athletes to miss the fewest number of classes.

Preseason and Postseason opportunities: All teams are allowed to participate in preseason and postseason play if they choose to do so, or earn the right to participate. Preseason competitions cannot interfere with cadre (military training).

- 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.*

No areas of deficiency have been noted.

- d. Explain how the institution's future plan for gender issues addresses this program area.*

Although no areas of deficiency have been noted, the Athletics Director, the Senior Woman Administrator, and the Department's Military Liaison will continue to monitor this issue. To document the equitable scheduling of practice time in the facility shared by basketball and volleyball, the head volleyball coach will submit a weekly record of practice times to the Senior Woman Administrator. If she perceives any inequities, she will refer the matter to the Athletics Director for resolution.

Travel and Per Diem Allowance. *Modes of transportation; housing furnished during travel; length of stay before and after competitive events; dining arrangements and per diem.*

- a. Describe how the institution has ensured a complete study of this program area.*

Policies regarding travel and per diem allowance are reviewed by the Senior Associate Athletics Director, the Director of Athletics, and the institution's Financial Services Department.

The Senior Woman Administrator consulted with the Senior Associate AD and the Athletics Director regarding this issue. She then presented her findings to the Gender and Minority Equity subcommittee which was chaired by the Vice President for Communications and which included, among others, the institution's Chief Diversity Officer, the Director of Financial Aid, a representative from the Office of the Commandant of Cadets, and members of the faculty.

- b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.*

Modes of transportation: All athletic teams travel in vans when going to destinations that are generally within 100 miles from campus. Chartered buses are utilized by all teams when traveling long distances with the exception of men's tennis and men's and women's rifle. They generally travel in vans because of their small squad sizes, and the fact that it is more convenient and cost-effective to utilize vans for those teams. Airline travel is utilized by all athletic teams when necessary.

Housing furnished during travel: All athletic teams stay in mid-range, moderate hotels/motels during travel. Coaches make arrangements for appropriate and reasonable lodging.

Length of stay before and after competitive events: All teams are restricted to staying only one night prior to their competition, and only under special circumstances are teams permitted to stay one night after competition. In general, all teams return to campus immediately following their competition.

Dining arrangements and per diem: Teams with large squad sizes generally have their director of operations or travel coordinator make dining arrangements prior to their arrival at their destination. All other teams have the freedom to make formal or informal dining arrangements. All coaches, student-athletes, managers, and trainers are allowed a \$25.00 per diem for meals, and they must sign a form confirming that they have received the specified amount of money.

- 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.*

All teams operate under the same policies, so there are no identified areas of concern.

- d. Explain how the institution's future plan for gender issues addresses this program area.*

The Senior Woman Administrator will annually consult with the coaching staffs of the women's sports to ensure that no problems arise in this area. She will report any perceived inequities to the Athletics Director for resolution.

Tutors. *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.*

- a. Describe how the institution has ensured a complete study of this program area.*

The Citadel conducts annual reviews of each academic support service.

For this self-study, the Senior Woman Administrator reviewed this area with input from the coaching staffs of the women's sports. The SWA presented her findings to the Gender and Minority Equity subcommittee which was chaired by the Vice President for Communications and which included, among others, the institution's Chief Diversity Officer, the Director of Financial Aid, a representative from the Office of the Commandant of Cadets, and members of the faculty.

- b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.*

Because of the uncommon demands placed on Citadel cadets, an uncommon amount of attention is paid to each student's academic progress. The Citadel has evening study periods (Sunday-Thursday evenings) for all cadets, monitored by cadet academic officers under the direction of the Provost's Office and coordinated with the Commandant's Office. These upper-class cadet academic officers within each company and battalion have the responsibility of ensuring that cadets are working to the highest potential academically, specifically assisting the freshmen with their transition from high school to college academics and time management. Also within this academic chain of command are company faculty advisors who mentor the cadet academic officers and assist them in maintaining the proper academic atmosphere within the company. Each student also has an individual faculty advisor from his or her major; the faculty advisors are available to counsel students on setting up their schedules and maintaining their programs of study.

Students who experience academic difficulties can receive assistance from the college's Writing and Learning Center. The Writing and Learning Center has three areas of focus: the enhancement of writing skills, the development of learning strategies, and the continued emphasis on retention in the Citadel community. Although special attention is given to freshman and sophomores, all students are able to make use of the Center's services.

Along with the Writing and Learning Center, the Office of Access Services, Instruction, and Support (OASIS) assists students with learning disabilities in becoming efficient and independent learners. OASIS provides individualized help and one-on-one academic coaching.

Within the Athletics Department, coaches and the Assistant Athletics Director for Compliance and Academic Affairs pay careful attention to the academic performance of the student-athletes. They counsel students who are having difficulty maintaining acceptable grades and ensure that they are taking advantage of all of the academic support services available to them. The Department follows the policy that all student-athletes with a cumulative or term GPA below a 2.0 must attend at least two tutoring sessions per week at the Writing and Learning center.

To make sure that student-athletes have access to tutoring, the Writing and Learning Center holds twice weekly Study Sessions for Athletes during the fall semester. These sessions are primarily for freshman and sophomore in-season athletes; however, additional student-athletes are selected by their coaches or their professors. These sessions take place on Tuesday and Thursday evenings from 7:30-9:30 p.m. because the athletes are either in class, or lifting weights, and/or in practice and are unable to fit weekly appointments into their daytime schedule. Therefore, they receive academic assistance in the evenings. Athletes receive help in writing as well as in content-specific material: math, science, history, foreign language, and engineering (the same help that other students receive in their day-time appointments). These sessions are conducted by the Writing and Learning Center staff and cadet academic officers. Coaches proctor these sessions and are responsible for ensuring the attendance of the student-athletes.

In the spring, student-athletes with a 1.5 GPA and below or with too few hours (below 12 for freshmen and below 36 for sophomores) attend Mandatory Study Period (MSP) with other cadets facing the same situation. This program is structured much the same as the Study Sessions for Athletes, with meetings on Tuesday and Thursday evenings and tutoring in writing as well as content-specific material. In addition, Learning Strategies enrichment activities are presented each week during one-on-one tutorials to encourage participants to manage their academic responsibilities more effectively.

- 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.*

There are no areas of deficiency, inasmuch as each student at The Citadel has access to the same resources for tutoring.

- d. Explain how the institution's future plan for gender issues addresses this program area.*

No deficiencies have been noted. The Assistant Athletics Director for Compliance and Academic Affairs and the Senior Woman Administrator will work with the Director of The Citadel's Writing and Learning Center to ensure that male and female athletes continue to have equal access to tutoring services at The Citadel. The Center's annual assessment report will provide details on the use of the facility's services by male and female student-athletes.

Coaches. *Availability - full time, part time, assistant, and graduate assistants; Assignment - training, experience, professional standing, and other professional qualifications; Compensation - rate of compensation, duration of contracts, conditions relating to contract renewal, experience, nature of coaching duties, working conditions, and other terms and conditions of employment.*

- a. Describe how the institution has ensured a complete study of this program area.*

Information was collected from personnel files, EADA reports, and documents from the Department of Human Resources.

For this self-study, the Senior Woman Administrator reviewed this area with input from the coaching staffs of the women's sports. The SWA presented her findings to a committee which was chaired by the Vice President for Communications and which included, among others, the institution's Chief Diversity Officer, the Director of Financial Aid, a representative from the Office of the Commandant of Cadets, and members of the faculty. Discussions on this issue also involved the Provost, the Associate Provost, the Senior Associate Athletics Director, and the Budget Director.

- b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.*

Availability of coaches (as of 2006-07):

Men's Teams

	Full-time	Part-time	Graduate Assistants
Baseball	2	1	1
Basketball	3	1	1
Football	11	0	0
Tennis	1	1	0
Wrestling	1	1	1

Women's Teams

	Full-time	Part-time	Graduate Assistants
Golf	1	0	1
Soccer	1	0	1
Volleyball	2	0	0

Men's and Women's Teams

	Full-time	Part-time	Graduate Assistants
Rifle	2	1	2
Track & Cross Country	0	1	0

Assignment—Head Coaches (as of 2006-07)

Assignment--Head Coaches as of 2006-07

Men's Teams

Fred Jordan has had 15 years experience as head coach of baseball. His teams have won four regular season conference championships and six tournament championships. He has earned recognition as Southern Conference Coach of the Year three times. Jordan received his bachelor's and master's degrees from The Citadel.

Ed Conroy has had four years experience as a head basketball coach and twelve years as an assistant. 2006-07 was his first year at The Citadel. In 1998 he was PBAC Coach of the Year at Francis Marion. He received his bachelor's degree from The Citadel.

Kevin Higgins's teams won four Patriot League championships in football. Higgins was Patriot League Coach of the Year three times. He has been a GTE Regional Coach of the Year, and he has been nominated twice for the Eddie Robinson National Coach of the Year. He has served as a head football coach for nine years and as an assistant for 17 years (four of which were in the NFL). Higgins received his bachelor's degree from West Chester University and his master's from East Stroudsburg University.

Toby Simpson has had four years experience as a head coach of tennis and two years as an assistant. He is USPTR certified and is a certified USTA High Performance Coach. In 2002, 2004 and 2005, his teams were honored as NCAA/ITA All-America Teams. Simpson received his bachelor's and master's degrees from the University of Southern Mississippi.

Rob Hjerling has had three years as a head coach of wrestling and three years as an assistant. His wrestlers have won a team conference championship and twelve individual conference championships. He was 2004 Southern Conference Coach of the Year. Hjerling received his bachelor's degree from American University.

Women's Teams

Jim Craven has had two years experience on the collegiate level as a head coach of golf and one year as an assistant. When he was a high school coach, his team won a South Carolina state championship, and he was 1986 South Carolina high school coach of the year. Craven has an undergraduate degree from Charleston Southern University and two master's degrees from The Citadel.

Bob Winch has had twelve years experience as a head coach of soccer and one year as an assistant. 2006-07 was his first year at The Citadel. At the University of Central Florida his teams won three Atlantic Sun tournament titles, and he was 2004 Atlantic Sun coach of the year. Winch received his bachelor's degree from UNC-Pembroke and his master's degree from Slippery Rock University.

Carolyn Geiger became head coach of volleyball in 2006-07; she had four years experience as an assistant. When she was an assistant coach at the College of Charleston, her teams won two regular season conference championships and one tournament championship. Geiger received her bachelor's degree from UNC-Asheville.

Men's and Women's Teams

Jody Huddleston has served as head coach of The Citadel's track and cross-country programs for more than twenty years. His athletes have won almost fifty individual Southern Conference championships. Before coming to The Citadel, he coached at Oklahoma Baptist College, where he was the 1984 NAIA District IX Coach of the Year in 1984. Huddleston received his bachelor's and master's degrees from the University of South Alabama.

William Smith has been head coach of The Citadel's men's and women's rifle teams for seven years. His athletes have won three conference championships.

Compensation- Head Coaches:

All coaches, both head and assistant, have a 1-year contract except for the head coaches of the football and basketball teams who have 4-year contact agreements. The conditions of contract renewal are the same for all coaches and include moral/ethical standards for coaches, a list of duties that each coach must fulfill, travel regulations, budget regulations and an annual evaluation. The Director of Athletics, Senior Associate Athletics Director, and the Senior Woman Administrator oversee annual evaluations of head coaches. Those evaluations are conducted, discussed with the head coach, and submitted to the human resources department.

Rates of compensation for head coaches for the three years 2003-04, 2004-05, 2005-06 are as follows. (Please note that there were several coaching changes during these years, so these dollar figures apply in some cases to coaches other than those named above.)

Men's Teams

	2003-04	2004-05	2005-06
Baseball	\$85,011	\$90,640	\$94,808
Basketball	\$90,515	\$95,760	\$100,451
Football	\$90,132	\$95,600	\$115,000
Men's Golf	\$8,173	0	0
Tennis	\$27,384	\$28,198	\$29,504
Wrestling	\$30,4001	\$38,400	\$45,225

Women's Teams

	2003-04	2004-05	2005-06
Golf	\$8,173	\$19,931	\$26,000
Soccer	\$29,847	\$30,400	\$30,386
Volleyball	\$35,387	\$37,500	\$40,539

Men's and Women's Teams

	2003-04	2004-05	2005-06
Rifle	\$7,754	\$25,904	\$26,000
Track & Cross Country	\$55,502	\$57,504	\$60,781

- 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.*

There is a wide variance in the salaries of head coaches of comparable sports, but the variance seems attributable not to gender inequity but chiefly, instead, to the sport and, to a somewhat lesser extent, to the individual's experience in the profession. In the figures for the years given above, the women's soccer coach made a little more than the men's tennis coach who made a little more than the women's golf coach. But the women's volleyball coach made substantially more than the women's soccer coach.

In terms of availability, the women's sports have had smaller staffs than comparable men's sports. Steps have recently been taken to address this inequity. The assistant volleyball coach position was made a full-time position in 2005, and a full-time assistant position was added for track in 2006. With just a graduate-assistant to help the head coach, soccer and golf currently have the smallest staffs among all sports other than rifle, which has only a part-time coach.

- d. Explain how the institution's future plan for gender issues addresses this program area.*

Finding balance in coaching salaries is a complex process. But The Citadel will continue to strive for fairness. Data on coaches will be included in the college's upcoming compensation review.

In terms of availability, the Department's priorities are to make the coach of Rifle a full-time position, to add a full-time assistant coach for soccer and another full-time assistant coach for track, preferably someone to focus primarily on the women's squads.

Locker Rooms, Practice and Competitive Facilities. *Quality, availability, and exclusivity of practice and competitive facilities; quality and availability of locker rooms; maintenance and preparation of practice and competitive facilities.*

- a. Describe how the institution has ensured a complete study of this program area.*

Competition and practice facilities are evaluated annually within the Department of Athletics.

In preparation for this self-study, a team consisting of the Athletics Director, the Senior Associate Athletics Director, the Senior Woman Administrator, and the Title IX Coordinator reviewed all locker room arrangements and submitted recommendations to President Rosa.

The President, the Provost, the Steering Committee, and the Minority and Gender Equity subcommittee have closely followed progress on this issue throughout the period of the self-study.

- b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.*

Athletic Facilities at The Citadel:

McAlister Field House houses locker rooms for men's basketball, baseball, women's volleyball, women's soccer, and women's golf. The women's teams are currently housed in an annex that was completed in 2001-02. McAlister also houses the practice facility (gymnasium) for men's basketball and volleyball, and the competition site for men's basketball, volleyball, and wrestling.

Vandiver Hall houses locker rooms for men's and women's track and cross country and wrestling, along with practice facilities for wrestling and women's golf.

Inouye Hall Citadel Marksmanship Center, an on-campus stand-alone rifle range facility, was completed in 2006. The rifle range building gives these athletes a place to practice and store their gear. There is a changing room as well as office space for the coach.

Seignious Hall houses a locker room for the football team. The training room utilized by all athletes is located in Seignious Hall, along with the athletics department weight room. The football team practices on **Willson Field** that is located on campus. Their competition facility is located just off campus at **Johnson-Hagood Stadium**. A locker room facility just for game days is also located at Johnson-Hagood Stadium in the Altman Center. Johnson-Hagood is currently being thoroughly revitalized.

The baseball team practices at **College Park**, an off-campus facility owned by The Citadel. They play at **Joseph P. Riley, Jr., Park** owned by the City of Charleston that is shared with the semi-pro Charleston Riverdogs baseball team. Both of those facilities are less than one mile from campus.

The men's tennis teams practices and competes on campus. Their locker room is housed within the **Earle Tennis Center** adjacent to the tennis courts.

The women's soccer team practices and competes on **WLI Field**, which is located on-campus and is less than 100 yards from their locker room facility in McAlister.

Men's and women's track and cross country practice on a track that is unsuitable for competition. This track is located on campus less than 100 yards from their locker room in Vandiver.

A full-time facilities manager is employed by the Athletics Department to maintain and prepare our practice and competition facilities. He has one full-time assistant and more than ten part-time assistants.

- 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.*

In 2006, a team consisting of the Athletics Director, the Senior Associate Athletics Director, the Senior Woman Administrator, and the Title IX Coordinator reviewed all locker room arrangements. As a result of this review, the President of The Citadel authorized a significant number of changes to better utilize our existing facilities and offer each team involved a locker room with ample space for its squad size:

- The women's annex of McAlister Field House will be remodeled so that the four small locker rooms will become two larger rooms. The men's track team will move from Vandiver Hall to the McAlister annex to occupy these two rooms.
- The women's teams currently housed in the McAlister annex (volleyball, soccer, and golf) and women's track will take the spaces in Vandiver formerly occupied by men's track, wrestling, soccer, and golf.
- The wrestling team will stay in Vandiver but will move to what had been the women's track locker room there.

These locker room moves will be finalized in August 2007 upon the completion of the remodeling and refurbishing of these areas.

- d. Explain how the institution's future plan for gender issues addresses this program area.*

The locker room changes that are currently underway should prove satisfactory for the foreseeable future. The Senior Woman Administrator will consult annually with the coaches of the women's sports to ensure that the facilities are meeting their needs.

Medical and Training Facilities and Services. *Availability of medical personnel; availability and quality of weight training, and conditioning facilities; availability and qualifications of athletics trainers; health, accident, and injury insurance coverage.*

- a. Describe how the institution has ensured a complete study of this program area.*

The Director of Sports Medicine assesses the training services and makes changes as needed. The head coaches of all sports assess the strength training coaches and services and report any shortcomings directly to the head strength coach and/or administration.

For this self-study, the Senior Woman Administrator reviewed this area with input from the coaching staffs of the women's sports. The SWA presented her findings to the Gender and Minority Equity subcommittee.

- b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.*

The Citadel has one training room for all athletes. There are three full-time certified trainers and six graduate assistant certified trainers on staff. Each team has a trainer who attends all practice sessions and both home and away competitions. The training room staff works from roughly 6:00 AM until the last practice is complete, with additional hours to accommodate practice and/or competition schedules.

In addition to the training room, The Citadel has an infirmary on campus for the medical needs of all cadets. The infirmary is staffed by a full-time doctor and nurses; in addition, an orthopedist makes weekly calls to the Citadel. These services are available to all students on campus, and are often utilized by student-athletes in addition to the medical attention and services they receive in the training room. The infirmary is open twenty-four hours a day, seven days a week.

The Citadel has one full-time and two part-time strength coaches. There is one weight room that is utilized by all student-athletes. The strength coaches coordinate training schedules based upon input and requests from head coaches. The coaches devise a schedule that accommodates time preferences and practice times.

Conditioning facilities consist of the weight room, each team's practice facility, and Deas Hall, the campus recreation center, which includes a swimming pool and cardio equipment.

All cadets are required to obtain insurance prior to their matriculation and must have insurance throughout their entire cadet careers. In some cases the special assistance fund is utilized to assist those who need help in purchasing the authorized insurance coverage that The Citadel requires.

- 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.*

No deficiencies have been noted. All student-athletes have access to the same training services from certified trainers, and a training room that accommodates all training needs. In addition to that, the infirmary provides additional medical services as needed. The case is the same for the strength training facility and services. All student-athletes are offered the same opportunities and coaching, and the strength training schedule is equitable.

- d. *Explain how the institution's future plan for gender issues addresses this program area.*

No deficiencies have been noted, and the Senior Woman Administrator will continue to consult with the coaches of women's sports to ensure that no deficiencies arise in this area. Should female enrollment increase and roster-sizes for women's teams grow substantially, The Citadel will review medical and training facilities to assess any additional personnel or equipment that might need to be added to accommodate additional female student-athletes.

Housing and Dining Facilities and Services. *Housing provided; special services as part of housing; dining arrangements.*

- a. *Describe how the institution has ensured a complete study of this program area.*

Student-athletes and every other member of the South Carolina Corps of Cadets live in barracks on campus. In the past decade, the barracks housing the cadet corps have been completely rebuilt. This replacement of the old barracks was the most important facilities improvement in at least a generation and required careful planning and analysis throughout the process.

A comprehensive study of the nutritional value of food served to the Corps of Cadets is in the works. A committee is currently gathering data on all aspects of the dining hall operations at The Citadel. Special focus is being given to menu planning and to the nutritional composition of the food being served to cadets.

For this self-study, the Senior Woman Administrator reviewed this area with input from the coaching staffs of the women's sports. The SWA presented her findings to the Gender and Minority Equity subcommittee. Discussions of this issue also involved the Provost, the Associate Provost, the Head of the Department of Health, Exercise, and Sports Science, and the Budget Director.

- b. *Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.*

All cadets live in barracks on campus throughout their four-year college careers. The commandant's department assigns students to companies, and company assignments determine which barracks they will live in. In making these assignments, the commandant's department ensures that student-athletes are distributed to all companies throughout the regiment. All barracks rooms have twin bunk beds, a desk, a chair, and a full press for each cadet.

At The Citadel, the common dining area is called the mess hall. It has one main room where all cadets are fed in a family style setting. Upperclassmen are allowed to eat buffet style for their evening meal. Freshmen student-athletes are allowed to eat in a smaller

room on the second floor of the main mess hall; this ensures that they have enough food to meet the demands of their practice and competition schedules. They are served the same meals as the cadets in the main mess hall.

- 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.*

There has been some concern about the nutritional adequacy, variety, choice, and the quality of food served to all cadets. Coaches of the women's sports believe that the absence of healthy food choices has had a negative impact on some of their athletes.

- d. Explain how the institution's future plan for gender issues addresses this program area.*

To ensure the nutritional quality of the food being served, The Citadel will consult with a dietitian with expertise in the nutritional needs of young men and women. The dietitian will prepare a report that addresses all aspects of food service at The Citadel, including menu planning, diet counseling, the developing of alternative meals (e.g., vegetarian), the addressing of concerns with eating disorders, and the providing of therapeutic and pre-event meals for all cadets, including intercollegiate athletes.

Personnel from the Commandant's office, the Department of Athletics, the Department of Health, Exercise, and Sports Science, and the office of the Vice President for Finance and Business will work with The Citadel's contracted food service provider to implement recommendations from the consultant's report. After this implementation, these same individuals will monitor the impact of these changes on the Corps of Cadets.

Publicity. *Availability and quality of sports information personnel; access to other publicity resources; quantity and quality of publications and other promotional devices.*

- a. Describe how the institution has ensured a complete study of this program area.*

Working with considerable input from coaches, the AD and Senior Associate AD have annually reviewed the output from the sports information office and have made changes and improvements that have benefited the entire department.

For this self-study, the Senior Woman Administrator reviewed this area with input from the coaching staffs of the women's sports. The SWA presented her findings to the Gender and Minority Equity subcommittee.

- b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.*

In recent years, publicity for Citadel athletics has increased tenfold. The Sports Information Department Staff is the largest in the Southern Conference, and publicity surrounding Citadel athletics is at an all-time high. With five total positions in the Sports Information/Media Relations office, the staff has never been larger or more productive.

Members of the sports information staff travel with sports teams whenever possible, and they attend to all publicity needs before, during, and after home athletic events. Each sport has a full media guide and its own section on the official athletic website of The Citadel, www.citadelsports.com. The media guides for each sport are updated and improved each year. Baseball, basketball, and football have the largest media guides due to roster size and the demand for information concerning those sports. In addition to that, they are the oldest sponsored sports at the institution, and thus have a vast amount of historical information to include in the guides.

In addition to media guides, the sports information department utilizes the internet to promote and publicize sports. Several advances have been made in the past year with the official website of The Citadel Department of Athletics. Every cadet-student-athlete has a biography page; each sport has its own sections with several subsections that provide current and historical data and information. Several athletic events (volleyball, basketball, football) have an audio and/or video broadcast live-streamed on the website allowing parents and fans anywhere across the globe to watch The Citadel compete.

Each sport has the option of posting a photo gallery of various events, and that avenue is used to help generate more interest in some of the smaller Olympic sports. The weekly electronic newsletter of The Citadel Brigadier Foundation, Today's Blue & White, is another avenue for sports teams to be publicized, in addition to a monthly newsletter that is mailed to fans and delivered to local businesses.

Posters are produced for baseball, basketball, football, and wrestling. Also, a poster highlighting all of the women's sports is produced annually. Schedule cards are produced for baseball, basketball, and football.

- 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.*

No deficiencies have been noted.

- d. Explain how the institution's future plan for gender issues addresses this program area.*

The SWA will continue to consult with the coaches of women's sports to ensure that no deficiencies arise in this area.

Support Services. *Administrative, secretarial, and clerical support; office space.*

- a. *Describe how the institution has ensured a complete study of this program area.*

For this self-study, the Senior Woman Administrator reviewed this area with input from the coaching staffs of the women's sports. The SWA presented her findings to the Gender and Minority Equity subcommittee.

- b. *Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.*

There are three full-time clerical positions within the Department of Athletics. One position offers clerical/secretarial support for the football office and the equipment room with an office located in Seignious Hall. The second position offers clerical/secretarial support for the basketball, volleyball, soccer, wrestling, golf, tennis, and rifle coaches. The office for that employee is located in McAlister Field House in a central location for all coaches. The third position serves as the administrative assistant for the Director of Athletics, the Senior Woman Administrator, the Compliance Director, and the baseball coaches. That office is located in McAlister Field House.

In addition to the three full-time positions, a number of the head coaches and staff members utilize their graduate assistants and assistant coaches for administrative support. The Compliance Director recently acquired a graduate assistant position to assist with administrative duties.

- 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.*

There appear to be no deficiencies at this time.

- d. *Explain how the institution's future plan for gender issues addresses this program area.*

The SWA will continue to consult with the coaches of women's sports to ensure that no deficiencies arise in this area.

Recruitment of Student-Athletes. *Equal opportunities for professional personnel to recruit; availability of financial and other resources for recruitment; equivalent benefits, opportunities, and treatment of prospective athletes.*

- a. *Describe how the institution has ensured a complete study of this program area.*

An extensive review of recruitment was conducted for this self-study. Among the most active participants were, from Athletics, the Senior Woman Administrator, the Senior Associate Athletics Director, and the head coaches of all women's sports, from the

College's administration, the Provost, the Vice President for Communications, the Associate Provost, and the Budget Director, and from the faculty, the self-study editor.

The results of this review were presented to the members of the Gender and Minority Equity subcommittee.

- b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.*

Each sport follows NCAA rules and regulations regarding recruitment of student-athletes. The Compliance/Academic Officer reviewed the data from the EADA reports and recently updated the recruiting manual. In addition to that, the coaches are briefed on recruiting rules and regulations annually by the Compliance Officer.

Athletics has a recruiting policy in place that all coaches must follow. The goal of the recruiting policy is to offer guidelines on rules and regulations along with a mission statement:

The recruitment of student-athletes for The Citadel should be designed to have the prospect gain an understanding of the unique features of becoming a graduate of this institution. The Citadel's primary purpose is to educate cadets and to prepare them for positions of leadership through academic programs supported by the military environment. Additionally, the fiber of the daily life supports the development of character, physical fitness and moral/ethical principles.

Prospects should also develop an understanding of their personal compatibility with the sports program recruiting them. Particular attention should be directed toward the rigors of the fourth class system and corps/corps squad relations in the recruitment process. All recruitment activities should be preformed within the letter and intent of NCAA and institutional regulations.

All coaches are required to follow NCAA regulations regarding recruiting. Coaches must obey regulations regarding contacts, evaluations, and recruiting calendars for their sport and keep timely and accurate records. All coaches are required to pass the NCAA recruiting test annually.....

With the exception of football and basketball, there is not a specific recruiting budget for each sport. Coaches operate with a bottom line and are supposed to budget all aspects of their program based upon that bottom line.

The following data are from EADA reports for the respective years and detail the amount spent on recruiting for men's and women's sports:

	2003-04	2004-05	2005-06
Men's Teams	\$178,425	\$179,199	\$233,935
Women's Teams	\$30,631	\$11,800	\$9,679

The precipitous drop in recruiting expenditures for women’s teams is at least partly explained by a change in accounting reporting practices. If former reporting practices were allowed, the table above would read:

	2003-04	2004-05	2005-06
Men's Teams	\$178,425	\$207,568	\$262,172
Women's Teams	\$30,631	\$20,762	\$30,909

The \$10,000 discrepancy between 2004-05 and the other two years is probably attributable to coaching changes during that year in volleyball and soccer. (This additional analysis is included to display the data as in prior years, and to ensure full disclosure.)

- 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.*

This area has proven to be one of the most problematic of the self-study.

It is plain that substantially more funds should be expended on the identification and signing of women athletes. The establishment of detailed budgets will help address this issue. Input on realistic budgets for recruiting in the women’s sports must come from the coaches.

The self-study has identified three additional deficiencies in this area.

First of all, the coaches of the women’s sports have found themselves at a disadvantage in recruiting because they are not supplied with the same communications equipment that other coaches in the Department receive. Heretofore women’s coaches have not had access to Treo-type “smart phones” that have become indispensable in recruiting.

Second, courtesy cars have long been secured from local dealerships through The Citadel Brigadier Foundation for football and basketball head coaches and assistants. The coaches of the women's sports strongly believe that this practice has put them at a disadvantage in recruiting for their sports as opposed to their colleagues in the other sports on campus. They felt so strongly about this issue that a Title IX complaint was filed on their behalf. (The resolution of this matter is discussed below.)

Finally, the small number of women in the Corps of Cadets seems related to the reluctance of some women student-athletes to come to The Citadel. Among other rules and practices, it has been said that the institution’s very strict haircut requirements for freshmen women make recruiting especially difficult. The perception is that the haircut requirement for women is disproportionately severe in relation to that required of Citadel male freshmen or of freshman women at the service academies and other military colleges such as the Virginia Military Institute.

- d. Explain how the institution's future plan for gender issues addresses this program area.*

As was the case with equipment spending, spending on recruiting has proved difficult to assess without detailed budgets with a line-item for recruiting. The improvement described in regard to equipment spending is therefore important with this issue, also.

As part of this gender equity plan, The Citadel commits itself to a standardization of communications equipment across all sports.

Beginning with the fiscal year starting on 1 July 2007, the Department of Athletics will lease courtesy cars for the full-time head coaches of women's sports.

It is reasonable to believe that recruiting women student athletes would be easier if there were more women in the Corps of Cadets. For the next five years we will work to increase the number of women in the Corps from its current level of 6% to a level of 10%. In order to build these numbers, The Citadel must first have a good understanding of why it is that women are not coming into the Corps. To achieve this, we will fully establish and fully fund surveys of three groups: women who are accepted to The Citadel, women who pay deposits but do not matriculate, and finally women who do matriculate but who then leave. (The latter two groups will be contacted personally.)

While coaches believe that haircut standards for freshman women are a major detriment to their ability to recruit, making changes in that standard will require a shift in attitude among some members of The Citadel's governing body and alumni who take pride in the college's adherence to tough standards. At this point we have only anecdotal data about the impact that the haircut standards have on the recruitment of female student-athletics.

So as to allow the college to address this issue in a systematic way, the Department of Athletics will gather information about those females who cite haircut standards in declining admissions/scholarship offers. We will consider this information alongside whatever we derive from the more extensive surveys we are planning, and we will present this information to the governing body which sets personal appearance standards for both men and women cadets.

7. *Using the "plan for improvement" section, please provide a written, stand-alone institutional plan for addressing gender equity for the future in the intercollegiate athletics program. The plan must address all 13 program areas for gender 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 gender-issues plan. Further, the plan must extend at least five years into the future and be active at all times. [Note: Please see this web site for an example format outlining all required elements of a plan.]*

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. The committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.

The [stand-alone gender equity plan](#) is attached.

8. *Describe the institution's efforts to ensure the plan for addressing gender-equity issues for the future of the intercollegiate athletics program was developed through a process involving broad-based participation and received institutional approval.*

The gender equity plan submitted with this self-study was developed and approved through a process involving a wide cross-section of The Citadel community.

The initial version of the plan was prepared by Kelly Simpson, SWA, following consultation with Les Robinson, AD, and all of the coaches of the women's sports. In drawing up this initial version, Ms Simpson worked closely with members of the Gender and Minority Equity subcommittee of the self-study, including the Head Coach of Track, the Director of Financial Aid, the institution's Chief Diversity Officer, the Vice President for Communications, and the self-study editor. The Provost was thoroughly briefed on this version and provided guidance in its development. As the plan developed, individuals throughout the college participated by providing feedback; among these were the Internal Auditor, the Senior Associate AD, and the Executive Assistant to the President.

The first draft of the gender equity plan was further developed by a working group which included the Associate Provost, the Budget Director, the self-study editor, the Vice President for Communications, and, from Athletics, the SWA and the Senior Associate AD. This draft version was presented to the Equity subcommittee, which included representation from the faculty and the commandant's department. A second draft incorporating changes suggested by the subcommittee was presented to President Rosa for his feedback on 1 March 2007.

A third draft incorporating the President's suggestions was provided to the Faculty Athletics Advisory Committee and the Faculty Athletics Representative. The FAR provided wording that clarified several issues. Because it deals with the recruitment of more women to the Corps of Cadets, the plan was also shared with the chair of the faculty committee on undergraduate admissions.

Information about the plan has been circulated throughout The Citadel community. In March 2007, the college's Communications across the Curriculum program hosted a lunch meeting that focused on the self-study. In attendance were about 100 people, about equally divided between faculty and cadets--both student-athletes and not. The SWA spoke on the myths and realities of women's athletics at The Citadel, and the Vice

President for Communications presented slides focusing on results of the self-study. The college's Human Affairs Council also discussed gender equity issues at its March meeting.

In April 2007 the plan was endorsed by the self-study steering committee, President Rosa, and The Citadel Board of Visitors.

3.1 Gender Issues - Evaluation

Question	Currently Yes	Currently No
Has the institution implemented its approved gender-equity plan from the previous self-study?	<input type="radio"/>	<input type="radio"/>
Has the institution provided an explanation from appropriate institutional authorities if its gender-equity plan was modified or not fully carried out?	<input type="radio"/>	<input type="radio"/>
Has the institution demonstrated that it is committed to, and has progressed toward, fair and equitable treatment of both male and female student-athletes and athletics department personnel?	<input type="radio"/>	<input type="radio"/>
Has the institution formally adopted a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which is equitable for both genders?	<input type="radio"/>	<input type="radio"/>
Has the institution developed a plan that includes measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables?	<input type="radio"/>	<input type="radio"/>

On the basis of the yes/no answers above and the plans for correcting deficiencies below, is the institution in substantial conformity with Operating Principle 3.1 (Gender Issues)?

Yes No

[Note: The institution should not indicate "yes" regarding conformity with the operating principle as a whole unless it has indicated "Currently Yes" for each element of the operating principle or has a plan to address any "Currently No" response to any element(s) of the operating principle.]

If "Currently No" or if deficiencies exist, a plan for improvement must be submitted. Plans for improvement may also be submitted even when your institution is believed to be in conformity with the operating principle.

Operating Principle 3.2. Minority Issues

Self-Study Items

- 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.*

Regarding Operating Principle 3.2, The Citadel had no corrective actions or conditions for certification imposed by the NCAA Division I Committee on Athletics Certification in its first cycle certification decision of January 1999.

As a strategy for improvement, The Citadel was required to "submit to the committee the institution's final minority-opportunities plan that was approved by The Citadel's Board of Visitors and demonstrate that this final plan was based on broad-based campus participation in its development."

The Minority-Equity Plan was approved by The Citadel's President on 5 May 1999 and Board of Visitors on 7 May 1999.

The basis for this plan was rooted in the Strategic Planning Process of the College which included broad-based participation from the student body, faculty, and staff of the College.

Prior to the approval of the plan by the President and the Board of Visitors, the plan was staffed with the following campus organizations which provided comments, recommendations, and changes to the final document.

Faculty Council: March 1999

Academic Board: April 1999

Coeducation Council: March 1999

Campus Human Affairs Committee: April 1999

Student Athlete Advisory Committee: April 1999

All Vice Presidents: February-April 1999

Ombudsperson: April 1999

Title IX Coordinator: March 1999

Conflict Management Group (Outside Consultant): May 1999

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. 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 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.]*

Editor's Note: We had to rearrange and compress some of this response in order to fit it into the space allowed on the NCAA website. What follows is the full text, complete with graphics.

Issue 1: Conduct Regular Surveys of Minority Student Athlete's Experiences
Issue 2: Conduct Exit Interviews with All Graduating and/or Withdrawing Student Athletes

Actions Taken and Dates:

Several surveys are regularly given to Citadel cadets, including minority student-athletes.

Each year, the Compliance Director surveys athletes as prescribed by NCAA Bylaw 6.3.2. This survey was revised in spring 2003 and was until recently administered electronically. (It was thought that an online format would result in a higher percentage of student-athletes actually completing the survey. Dissatisfaction with these results led this year to a return to face-to-face meetings with the student-athletes.) The results are useful for Athletics Department personnel in composing their annual reports.

As part of its transition to coeducation, The Citadel devised three ways of analyzing student attitudes—the Social Climate Survey, the Citadel Experience Survey, and the Ombudsman's Report. While these three measurements were originally devised to facilitate coeducation, they have proven extremely valuable in dealing with racial matters, as well.

The Citadel has an extensive advising process for all students, including minority athletes, who decide to leave the College. Among those who meet with withdrawing students are personnel from the Commandant's office and the office of the Provost, as well as coaches, counselors, and cadet leaders. The reasons for withdrawing seem to be consistent throughout the entire Corps. Men, women, athletes, non-athletes, and minorities seem to have the same issues. Some students encounter personal problems, financial problems, or

medical issues, but most frequently, cadets leave The Citadel because they do not care for the military lifestyle. Cadets may also be dismissed for violations of the cadet honor code, violations of the cadet code of conduct, medical standards, physical standards, etc. Since most of the resignations occur during the freshman year, The Citadel has used an external consultant to survey each freshman who leaves in the fall semester.

The institution uses all this information to help applicants make good decisions about pursuing their education at The Citadel and to modify training and counseling procedures to optimize student retention.

Issue 3: Conduct an Annual Assessment of All Aspects of the Minority Equity Plan for Athletics

Actions Taken and Dates:

Along with the surveys mentioned above, the regular meetings of the Student Athletes Advisory Committee are very important to the Department of Athletics for assessing the progress of the Minority Equity Plan. In general, the committee serves as an outlet for the student-athletes to express concerns to the Athletics Director, Senior Woman Administrator, and the Compliance Officer. The committee focuses on a number of issues, several of which have sensitive racial dimensions. One of these is the interaction of student-athletes (called "corps squad" at The Citadel) and other members of the corps of cadets, especially in regard to conflicts between practices, team meetings, and other athletic responsibilities and various duties within the cadet companies. By promoting community service projects, the committee also serves to encourage athletes to support one another and to bond together across the different teams. (This is also part of our institution-wide commitment to all of the citizens of the Carolina Lowcountry.)

In the past few years, three initiatives have addressed issues relating to the minority/human affairs climate on campus: the South Carolina Corps of Cadets Systems Review; the Quality Enhancement Plan associated with the College's re-accreditation; and the Values and Respect Initiative.

In March of 2002, the Campus Human Affairs Council conducted a campus-wide analysis and addressed numerous ways to improve the campus human relations environment. The South Carolina Corps of Cadets Systems Review evolved out of this work. This effort examined five related areas, two of which are directly relevant here-- Multicultural Relations and Corps Squad Issues (i.e., relations between varsity athletes and rest of the Corps of Cadets). Results from the Social Climate Surveys and the Citadel Experience Surveys established that some disaffection exists between varsity athletes and other cadets. On one hand, student-athletes seem to feel that their fellow cadets do not understand or appreciate their efforts. On the other, cadets who are not varsity athletes resent what they perceive as special treatment for the athletes. For example, because freshman student-athletes eat at a training table when their sports are in

season, they are not exposed to the typical mess hall rigors that other Citadel freshmen endure.

While it is difficult to determine what role, if any, race and gender play in this disaffection, it is nonetheless undeniable that the percentage of varsity athletes at The Citadel who are black and/or female is higher than it is among the corps as a whole. Therefore, breaking down the barriers that have grown up between varsity athletes and other cadets cannot help but improve the human affairs climate on campus.

As a result of this system review, the President authorized several measures to enhance the support by the Corps for intercollegiate athletics and to enhance the military development of cadet athletes. Among the most important of these steps were the following: 1) establishing the position of military liaison within the Department of Athletics; and, 2) ensuring that coaches understand the military policies of the college and that they communicate these policies to the student-athletes they recruit. The military liaison has continuous contact with all coaches and student-athletes and has established a strong relationship with the Commandant's Department and the cadet chain of command;

In 2004, The Citadel received reaffirmation of its accreditation by the Southern Association of Colleges and Schools. As part of the re-accreditation process, the college committed itself to a Quality Enhancement Plan (QEP) addressing some perennial problems with the adjustment of freshmen to the mental and physical demands of cadet life. Issues of gender and race are not specifically addressed in this QEP; however, it stands to reason that a marked improvement in the conditions for freshmen will lead indirectly to a diminution in tensions between athletes and other cadets.

After carefully studying survey information on cadet attitudes, Lieutenant General Rosa established the Values and Respect Program in 2006. This Program has five interrelated components: education and training for cadets, staff, and faculty; institutional communications to all Citadel constituents; the review and adjustment of college policies and procedures; resources and support services; and assessment.

**Issue 4: Modify the Makeup of the Composition of the Following Committees:
Faculty Athletics Advisory Committee, Student Athlete Advisory Committee,
Board of Visitors Athletics Committee**

**Issue 11: Insure that Minority Student Athletes Are Represented on the Campus
Human Affairs Committee in Proportion to the Number of Minority Student
Athletes in the Corps**

Actions Taken and Dates:

Efforts have been made to staff the committees pertaining to athletics so that members of minority groups are represented equitably, but the different populations from which each committee is drawn have an unavoidable impact on staffing. It has been somewhat easier

to achieve adequate representation for minorities on the Student-Athlete Advisory and the Campus Human Affairs Committees than it has on the Faculty Athletic Advisory and the Board of Visitors Athletic Committees.

The 2005-06 rosters of these committees are representative of where the institution is on these issues: five of the twenty-one members of the Student Athletic Advisory Committee (24%), and three of the 17 members of the Campus Human Affairs Committee (18%) were members of a minority group. In that same year, 193 of 1909 cadets were members of a minority group (10%), 61 of whom were student-athletes (32% of all minority group members, 3% of all students). But there were no minority group members on the Faculty Athletic Advisory Committee and only one on the Board of Visitors Athletic Committee.

As is detailed below in the response to Issue 25, the representation of African Americans on The Citadel faculty has remained flat at about 4% for the last three years. Recruitment of these professors has been so difficult that their retention here is of paramount importance. This consideration has had a significant impact on the staffing of the Faculty Athletic Advisory Committee. We did consider petitioning the Faculty Council, which is in charge of staffing college-wide committees, to modify the charter of the FAAC to mandate the inclusion of at least one member of a minority group. But we decided not to do this, because of feedback we have gotten from these colleagues. There is legitimate concern that minority group faculty members have been significantly over-utilized on college committees where diversity is of great concern. Every year each faculty member is allowed to list several committees upon which he or she would like to serve; the Faculty Council's Committee on Committees then uses these requests to staff the different committees. For whatever reason, no minority group members have chosen to serve on the FAAC in the past few years. While this is unfortunate, we have decided that this is a better outcome than if we had taken away the modicum of choice on committee assignments only from colleagues who are minorities. Clearly this result is another reason for us to redouble efforts to recruit faculty to The Citadel from minority groups.

Except for the three ex officio members—the Governor, the Adjutant General of South Carolina, and the State Superintendent of Education—the members of the Board of Visitors must be Citadel graduates. The relatively small percentage of minority graduates each year has resulted in a relatively small pool of candidates for the Board of Visitors. Nonetheless, COL John R. Douglas, '92 is currently Vice Chairman of the Board of Visitors and Chair of the Athletic Advisory Committee.

Issue 5: Review Hiring Procedures for All College Positions Including the Athletic Department

Issue 6: Maintain the Required Data and Supporting Material for All Hiring Actions to Include the Athletic Department as Required by the College's Affirmative Action Plan

(Issue 7: Review Minority Equity Issues in Athletics Identified in Exit Interviews, Surveys, and the Annual Assessment)

Redundant with Issues 1 & 2.

Issue 8: Insure that All Athletic Department Hiring Actions Are Conducted in Accordance with College and State Procedures

Issue 9: Compile Comprehensive Report for Each Athletic Department Hiring Action

Issue 10: Advertise All Athletic Department Job Announcements in Publications Targeted to Minorities and Women

Actions Taken and Dates:

The Citadel is fully committed to the principle of equal opportunity employment. This commitment is emphasized each year in a presidential directive to each vice president, dean, director, and department head. Since 1999 The Citadel's Chief Diversity Officer has conducted compliance inspections of all hiring files in accordance with state mandated reporting schedules.

Since the first cycle certification, hiring practices at The Citadel have become much more uniform so as to guarantee compliance with EEO and affirmative action policies. The hiring procedure that must be followed in recruiting non-academic personnel is fully articulated on the Human Affairs Website. Every advertisement for a job opening at The Citadel contains the following statement: "The Citadel is an Affirmative Action, Equal Employment Opportunity employer, actively committed to ensuring diversity in all campus employment." All job applications go through the Human Resources Department and all qualified applicants are then forwarded to the department that is doing the hiring. Prior to interviewing any candidate for a permanent position or a position providing benefits, the hiring official meets with the Director of Affirmative Action to review EEO goals for the department. The Citadel's policy is that "no applicant should be selected solely on the basis of race, color, national origin, religion, sex, disability, marital or family status, appearance, veteran status, or age. However, when selecting from among similarly qualified applicants for a position or job category in which women or minorities are underutilized, the College's affirmative action goals should be considered as one factor in the selection process."

As part of the standard advertising for all vacant positions, the Human Resources Department sends via email and mail a weekly employment bulletin that lists both permanent and temporary positions to sixty-three networking sources that include community based organizations, military/veteran resources, historically black colleges, and universities (HBCUs) and federal or state agencies. Additionally, the employment website pages are "swept" by HBCU.com, linking The Citadel to other diversity websites.

In addition to the standard advertising that is completed for all employment opportunities, The Human Resources department develops targeted advertising based on the type of opening in the Athletics Department. As a result, The Citadel has advertised athletic openings in the publications and/or websites of the Black Coaches Association, the College Sports Information Directors of America, and the Intercollegiate Tennis

Association; on employmentguide.com; in the Charleston *Post and Courier*; and in NCAA outlets such as “NCAA News: The Market.”

Issue 11: Insure that Minority Student Athletes Are Represented on the Campus Human Affairs Committee in Proportion to the Number of Minority Student Athletes in the Corps
Discussed with Issue 4 above.

Issue 12: Review/Modify the Plan for Minority Equity in Athletics

Actions Taken and Dates:

The original Minority Equity Plan was composed in 1997, modified during the first-cycle self-study process, and modified again in May 1999 in response to recommendations of the peer-review visiting team. In the months between January and May 1999, the plan was reviewed for comment by a number of campus constituencies, including Faculty Council, Academic Board, the Coeducation Council, the Campus Human Affairs Committee, and the Student Athlete Advisory Committee. The plan was also examined by all vice presidents, the college ombudsman, and the Title IX Coordinator. The Outside Consultant review of the plan was conducted by members of the Conflict Management Group, associated with the Harvard University School of Law.

A team led by COL Joseph W. Trez, Special Assistant to the President, and including Ms. Leslie Tysinger, who was then the Senior Woman Administrator, extensively reviewed the Plan during the preparation for the 2003 NCAA Interim Report. This multi-volume report contained copies of all relevant reports and documents.

The ongoing assessment of minority equity issues at The Citadel is discussed in Issue 3 above.

Issue 13: Insure that Student Athletes Receive the Same Sensitivity Training Sessions as the Rest of the Corps of Cadets

Issue 14: Insure that Student Athletes Are Provided the Opportunity to Attend as Many Multicultural Activities with the Corps of Cadets as Possible, i.e. Martin Luther King Commemoration, Black History Month Events, etc.

Actions Taken and Dates:

The Office of the Commandant provides mandatory training sessions for all cadets each year on sexual harassment, sexual assault, and sensitivity. Cadet-athletes are dispersed throughout all of the companies in the Corps, and all companies receive the same mandatory training. When cadet athletes must miss these sessions because of practice, travel, or competition, the Commandant’s Office arranges special make-up training

sessions. This process assures that cadet athletes receive the same training that is provided other cadets.

A good bit of initial training is done during the cadre period when cadets first report in August. Since fall sport athletes report to campus earlier, they have their own cadre period. During this time, they have a day-long instructional period dealing with Citadel regulations and gender, diversity, and respect issues. They are instructed on the same material that their peers receive at a later time.

The Office of Multicultural Student Services sponsors several multicultural and diversity programs throughout each school year. Among these programs are annual celebrations for Black History Month, Hispanic Heritage Month, a Dr. Martin Luther King Jr. Commemoration, and at least one major diversity program each year.

Diversity programs are selected by the Director of Multicultural Student Services based on feedback from students on possible themes, speakers, and programs. To insure that all students are provided the opportunity to attend these programs, the committees are tasked with scheduling programs during a time when no required duties are present on the Cadet Training Schedule and no athletic, fine arts, religious, or academic programs are scheduled. Traditionally, programs are scheduled on Tuesdays and Thursdays between 6:30 and 7:50 PM. The programs are recorded and placed in the multicultural student services book and video library. Students who are unable to attend a program have access to the video.

Some athletes are usually present at all diversity and cultural programs. In the fall of 2002, for instance, Coach Herman Boone, portrayed by Denzel Washington in the movie *Remember the Titans*, was the invited diversity speaker. Prior to his speech, he visited the players and coaches in the locker room and on the field to talk about teamwork and embracing diversity. Every effort is made not only to insure that athletes are able to attend cultural programs, but also to include their ideas and interests in the planning stages.

Issue 15: Insure that Minority and Women Student Athletes Are Proportionally Represented on the Coeducation Council

Actions Taken and Dates:

In AY 2004-05, the Coeducation Council merged with the campus-wide Human Affairs Committee. The Coeducation Council had served its most important purpose in the early days of the assimilation of women into the corps of cadets. It set policy on matters having to do with cadet rules and regulations, such as hair-length for women or the kinds of uniforms the women would wear. Once these policies were set, the Council found itself dealing with issues that were very much the same as those being discussed by the Campus Human Affairs Committee. For reasons discussed in the update of our gender equity plan, women cadets were more willing to serve on the Human Affairs Committee

than they were on the Coeducation Council. Moreover, the people responsible for policies on these issues were usually involved with both committees. So as to avoid duplication of efforts and to maintain consistency in responding to similar problems, the two groups came together.

Minority representation on the Human Affairs Committee is addressed in Issue 11, which is discussed with Issue 4 above.

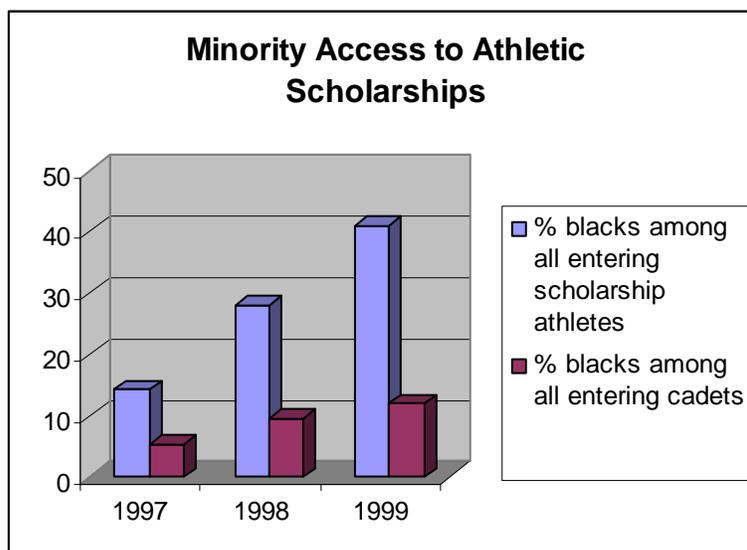
Issue 16: Continue to Insure that Minority Athletes Are Provided Equal Opportunity to Receiving Financial Aid and Scholarships

Actions Taken and Dates:

The percentage of blacks among the recipients of athletic scholarships is consistently above the percentage of blacks within the corps of cadets, as is shown by figures from the most recently reported six-year degree-completion cohorts (1997, 1998, and 1999). (Figures on the cohort of students who entered The Citadel in Fall 2000 will be reported in May 2007, after this self-study has been submitted.)

Six of the forty-two student-athletes who entered The Citadel in the Fall of 1997 were black (14.3%); the percentage of blacks among all entering cadets that year was 5.3% (15 of 315). The percentages for the following two cohorts show a marked increase both in blacks among student-athletes and blacks among all cadets. But in both years, the percentage of blacks among athletes was higher than blacks among all cadets. For the 1998 cohort, blacks made up 28.1% of athletic scholarship recipients (16 of 57) and 9.5% of all cadets (46 of 483). For 1999, blacks were 41.1% of all scholarship athletes (23 of 56) and 12% of all cadets (62 of 515).

Here is a graphic representation of these figures:



Issue 17: Continue to Study the Graduation Rate and Retention Rate of Minority Athletes

Actions Taken and Dates:

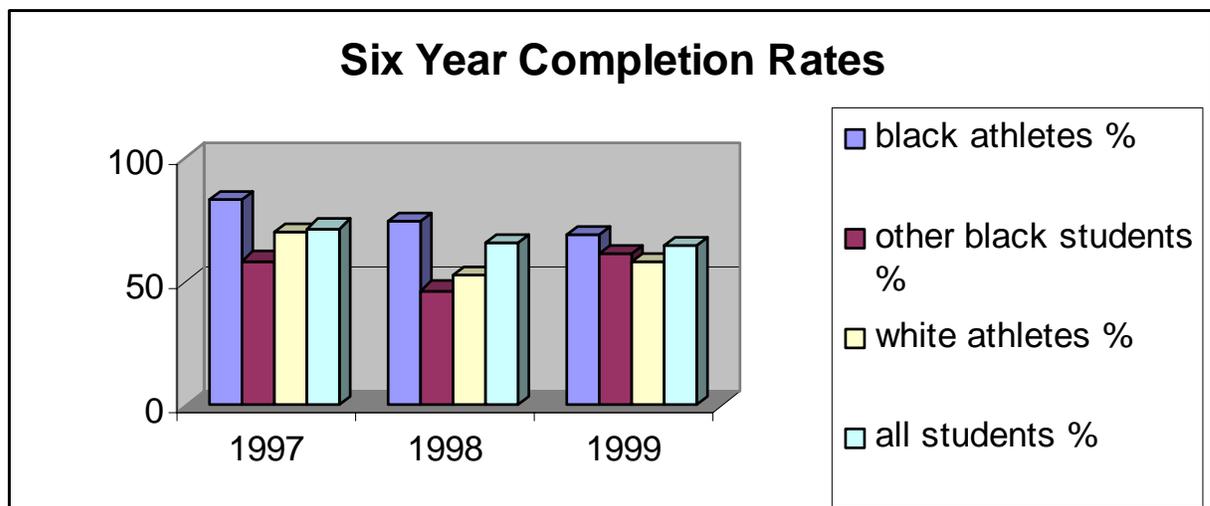
The substantial improvement in graduation rates for minority athletes is a particular point of pride for the Department of Athletics and The Citadel as a whole.

Graduation and retention rates are examined in six-year cohorts. We report here on three cohorts, the groups that entered in 1997, 1998, and 1999. (Data for the 2000 cohort group will be reported in late May 2007, after this Self-Study has been submitted.)

Five of the six black athletes who entered The Citadel in Fall 1997 completed their degrees within the six-year period (83.3%); this rate compares favorably both with the completion rate for blacks who were not intercollegiate athletes (10 of 17, 58.8%) with that for white athletes (24 of 34, 70.6%), and with that of all students (315 of 438, 71.9%).

The same pattern holds true for the 1998 and 1999 cohorts. Of the sixteen black student-athletes who entered in 1998 and the twenty-three who entered in 1999, twelve and sixteen, respectively, were completers (75% for the 98 cohort, 69.6 for the 99.) Among other black students, the completion rates were 14 of 30 for 1998 (46.7%) and 24 of 39 for 1999 (61.5%). Among white student-athletes, the completion rates were 21 of 40 for 1998 (52.5%) and 18 of 31 for 1999 (58%). And among all students, the completion rates were 318 of 483 (65.8%) and 334 of 515 (64.9%).

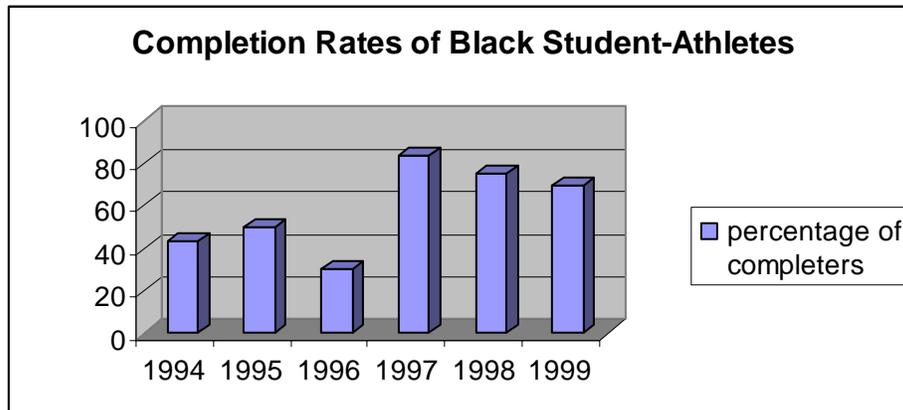
Here is a graphic representation of these figures:



It should also be noted that the six-year graduation rates for Hispanic student-athletes in these three cohorts is 100% (4/4).

The success of black student-athletes in these three cohorts is particularly noteworthy in contrast with the performance of their predecessors in the three previous cohorts. Twenty-three black student-athletes enrolled in the Fall 1994 cohort, of whom only ten were to complete their degrees within the six-year period (43.5%). The numbers were comparable in 1995 and 1996; the completion rate for black athletes in the 95 cohort was 50% (9 of 18). For the 96 cohort it was only 30% (3 of 10).

Here is a graphic representation of the completion rates of black athletes for the six cohorts:



Of course, this remarkable improvement speaks volumes about the efforts and priorities of the student-athletes themselves. But it also reflects the priorities of the Department of Athletics, effectively communicated by our Athletics Director whose commitment to academic success for student-athletes has been nationally recognized. This success is also shared by the coaches and athletics administrators who recruited and mentored these student-athletes while they were here, by the faculty of the institution, and by those who staff the college's support services such as the Writing and Learning Center, OASIS, and the Office of Multicultural Student Services.

Issue 18: Continue Efforts to Recruit and Retain Minority Coaches

Issue 19: Ensure that Salaries Paid to Minority Coaches Are Competitive with Their Contemporaries

Actions Taken and Dates:

The Citadel is committed to the recruitment of minority coaches to the extent that every effort is made to ensure that at least one minority candidate is considered for each opening. This is the case for all sports, but it is particularly so for sports in which there are substantial numbers of minority student-athletes and in which there is an applicant pool of qualified minority candidates.

Three sports at The Citadel have substantial minority representation on their rosters—football, basketball, and track and field. Coached by the same individual for more than

twenty years and with only one full-time assistant, track and field has not yet been able to recruit an African American coach. There have been major coaching changes in football and basketball over the past several years. But both sports currently have, and have had, African Americans on their coaching staffs. The highest paid assistant coach in football, the defensive coordinator, is an African American. On the current basketball staff, an assistant coach and the director of basketball operations are African Americans. The Citadel has actively recruited a number of other African Americans for positions on these staffs, including head coach of football, but was not able to sign them.

The Athletics Director monitors hiring practices to ensure that the salaries paid minority coaches are in line with salaries paid to their non-minority peers. With the notable exceptions of track and field and baseball, the head coaches at The Citadel are in their first assignments as head coaches or experienced but new to the institution. As a result, salaries tend to be somewhat lower on the whole than might be found at parallel institutions within the Southern Conference.

Issue 20: Continue Efforts to Recruit Minority Athletes for All Athletic Teams by Requiring Each Coach to Develop a Plan for Minority Recruiting.

Actions Taken and Dates:

To avoid the duplication of effort involved in having every coach make up his or her own minority recruitment plan, Athletics Department personnel have contributed to the generation of the college's overall minority recruitment plan, which was created by the Department of Enrollment Management.

As it has evolved over the past few years, the college's plan involves a three-step process of prospect development, applicant development, and yield development.

To develop prospects among minority high school students, Citadel personnel 1) attend college fairs such as the Atlanta Dream Jamboree and minority fairs sponsored by the National Scholarship Service, 2) contact guidance counselors and African American and Hispanic alumni to ask for referrals, 3) visit high schools with large minority populations, especially those that have JROTC programs, and 4) write to students identified through computer searches. Admissions uses a Spanish/English letter to contact Hispanic students and parents.

Once prospects are identified, Citadel personnel make every effort to inform them about life at The Citadel and to guide them through the application process. In this phase a particularly important role is played by members of the African American Citadel Volunteers Program. These alumni and friends of the college call minority student prospects to answer any questions or address concerns. The Department of Athletics also plays a key role here, inasmuch as many of the minority students recruited each year by The Citadel are able to attend only because of the scholarship money offered to them. Other concerns about financial aid are addressed by personnel who write and call

minority students and their families to answer questions regarding filing FAFSA and becoming qualified for state scholarships such as South Carolina's Hope Scholarship, Life Scholarship, or Palmetto Scholarship.

In order to maximize the number of accepted minority students who actually enroll, Citadel cadets, alumni, and personnel contact these students. The Department of Multicultural Student Services holds a reception for them at around the time of high school graduation. Financial Aid personnel also contact the students and their families to help them understand their awards letters.

All the while these efforts are taking place, athletics coaches are also staying in close contact with their recruits, reinforcing the work that is being done by the admissions staff.

(Issue 21: Report Annually to the President on All Aspects of the Assimilation of Women as It Relates Specifically to the Athletic Program)

This issue is fully addressed in Self-Study Item 2 of Operating Principle 3.1.

(Issue 22: Report Annually to the President and Vice Presidents Findings and Recommendations Regarding Issues of Equitable Treatment of All Cadets and Employees of the College with Special Attention to the Treatment of Women and Minority Student Athletes, Coaches, and Administrators)

Redundant with Issue 3 above.

Issue 23: Add a Section on Commitment to Gender and Minority Equity in the Student Athlete Handbook

Actions Taken and Dates:

This section was added subsequent to the first-cycle certification. The entire handbook was revised in 2003 and again in 2006-07.

Issue 24: Provide Broad-based Input to Determining the College's Annual Affirmative Action Goals in the C9 Category which Includes Athletic Coaches.

Issue 25: Increase the Number of Minority Senior Administrators, Faculty, and Executives at the College Particularly in the Area of Athletic Department Administrators

Actions Taken and Dates:

The Department of Athletics has done increasingly well in hiring African American professionals (the C9 job category). Figures from the Annual Workforce Data submitted to the state of South Carolina every year on 30 September show rates of 9.7% in 2003 (3 of 31—head coach of volleyball and assistant coaches in football and basketball), 6.5% in 2004 (2 of 31—head coach of volleyball and an assistant coach in football), 8.6% in 2005

(3 of 35—head coach of volleyball and assistant coaches in football and basketball), and 14% in 2006 (6 of 43—head coach of volleyball, the director of media relations, and four assistant coaches in football. (Note: Annual Workforce Data figures cover only permanent positions; personnel in temporary full-time positions are not included in these reports.)

Nevertheless, when a comprehensive study of The Citadel's workforce was done in 2005 for the Affirmative Action Plan, black males and other minorities were found to be under-utilized in the C9 Job Category. (According to established practice, under-utilization is determined by using the 90% rule. That is, a comparison is made between the current workforce, by job category, and the qualified labor pool presumed to exist for that category. Under-utilization exists when the percentage of women or minorities employed by an institution in a particular category is less than 90% of the qualified labor pool.)

The annual Workforce Data figures show the percentage of African Americans on The Citadel's tenured or tenure-track faculty as remaining flat during these years: 4% in 2003 (5 of 123) and roughly 4.1% in 2004, 2005, and 2006 (6 of 145, 6 of 148, and 6 of 146, respectively.) The figures for African Americans among the college's executives (vice presidents, deans, and academic department heads) are also disappointing, with but one in 2005 and 2006 (1 of 18, 6%). Among executives on the college's staff (program directors and the like), the Workforce Data figures are much more encouraging, with rates for African Americans moving from 8.6% in 2003 (3 of 35) to 15.6% in 2006 (5 of 32).

Again, according to the most recent Affirmative Action Plan, most of the job categories in question show under-utilization of minorities. Black males and females are under-utilized among non-academic and academic executives (job categories C1 and C2) and associate professors (C4). Black females are under-utilized among Full Professors (C3) and Assistant Professors (C5). The staff executive category (E1) is the only relevant category showing no under-utilization of blacks.

The Citadel's most recent Affirmative Action Plan has not only identified areas of under-utilization of minorities, it has also advanced a strategy for corrective action, focusing primarily on expanding recruiting to minority organizations and on outreach by the college's Chief Diversity Officer with each hiring official prior to each search. (These efforts are described more fully in Issues 8, 9, and 10 above.) The Citadel is also interested in formalizing a program whereby we "grow our own" future coaches and administrators from among the ranks of our minority students. The Athletics Department is currently exploring the possibility of using graduate assistantships to achieve this end.

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.*

No additional plans for improvement or recommendations have been developed since the first-cycle certification decision.

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.*

Minority equity issues are appropriately monitored, evaluated, and addressed across campus by the Office of Multicultural Student Services, Admissions, the Chief Diversity Officer, Human Relations, the Ombudsman, and others. Along with the African American Studies minor, The Citadel's new Values and Respect Initiative has sharpened our focus on diversity.

The lead role for Citadel students regarding minority equity issues is played by the Office of Multicultural Student Services (MSS), the mission of which is to provide minority students with academic, social, and personal support services while attending The Citadel. The MSS Office also assists in creating an atmosphere that is receptive to and appreciative of the history, traditions, and cultures of all members of The Citadel Family and its surrounding communities.

To support this mission, the MSS Office 1) provides academic, social, and cultural programs for students; 2) designs programs to increase the recruitment and retention rates of minority students; 3) assists in the development and implementation of policies that facilitate an appreciation of diversity and multicultural issues among all campus constituencies; and 4) serves as the official Access and Equity Representative.

The Minority Recruitment plan for expanding the number of minorities in the Corps of Cadets has been prepared and is evaluated by personnel within Admissions. These personnel work closely with Athletics Department staff.

For Citadel staff members, the lead role for furthering this operating principle is played by the institution's Chief Diversity Officer, who is based in the Department of Human Resources.

All members of The Citadel community, whether students or staff, have access to The Citadel's Ombudsman, whose responsibility is to help resolve disputes and concerns--informally and confidentially. The Director of the MSS Office currently serves as one of the two Ombudsmen.

The Citadel initiated a Values and Respect Task Force in September 2006 as part of a college-wide effort to strengthen our efforts in character development. The task force has five councils: Honor, Leadership, Human Dignity, Sexual Assault and Harassment, and Alcohol and Substance Abuse. As the names imply, all of the councils deal with some aspect of the issue of respect.

The Human Dignity Council pays special attention to gender and minority issues. The council is composed of members of the faculty, staff, graduate students and cadets including the president of the African American Society, the director of Multicultural Studies and cadets who lead the Corps' Human Affairs program. The council is subdivided into three working groups that address specific areas: gender and diversity issues; faculty, staff, cadet relationships; and Corps / Corps Squad relationships (i.e., the relationship between cadet student-athletes and other cadets).

The Human Dignity Council develops recommendations on ways to improve relationships among various groups and these recommendations will be presented to the president at the end of the year.

The African American Studies minor is another improvement in the College's concentration on minority equity issues. The minor underscores the contributions of people of African descent to American history and emphasizes the importance of diversity. An important part of the African American Studies minor is the formation of partnerships between The Citadel and local schools with chiefly minority populations.

In the past ten years, The Citadel has undeniably improved its performance regarding diversity. This is not to say that there is no more work to be done. An important finding of this self-study is that, within Athletics, focus on minority issues has sometimes been inconsistent.

This inconsistency is attributable to two related factors. First of all, success in minority equity has almost become a given within the Department. Athletics has done better in minority hiring than almost any other department on campus, and minority student-athletes are graduating at a rate higher than their white peers, higher in fact than the Corps of Cadets as a whole. Second, the creation in just ten years of a full seven-sport women's athletic program has required an enormous amount of attention and care. Because minority equity matters have gone so well and because the creation of the women's program has required so much effort, our focus on evaluating and addressing minority equity issues has been somewhat sporadic.

As part of our new plan, the Senior Woman Administrator is taking on the responsibility of monitoring, evaluating, and addressing minority equity issues within the Department of Athletics. Her job description and salary have been modified to reflect this increase in responsibilities.

- 5. For the three most recent academic years, provide the racial or ethnic composition for full-time senior administrative athletics department staff members (i.e., assistant athletics directors up through the athletics director level); other full- and part-time professional (i.e., non-clerical) athletics department staff members (such as trainers, ticket managers, academic support staff, and facility managers, even if the position is not funded by or does not report to the athletics department); full- and part-time head coaches; full- and part-time assistant coaches (including graduate assistant and volunteer coaches); faculty-based*

athletics board or committee (e.g., faculty senate subcommittee on athletics, faculty athletics committee) members, and other advisory or policy-making group (e.g., governing board for athletics, student-athlete advisory committee) members (if any). Analyze and comment on any trends over the three-year period. [Note: Use the supplied chart (Racial or Ethnic Composition) to compile the data requested in this self-study item.]

[Table 3.2.A](#) is attached.

Looking at the three year totals for Athletics, we see roughly 16% of full-time and 14% of part-time personnel in categories other than white. There is an upward trend over the course of the three years, with the percentage of full-time personnel in categories other than white rising from 13% in 2003-04, to 14% in 2004-05, to 20% in 2005-06.

Using the job categories called for in Table 3.2.A, we have numbers that are somewhat stronger than those we presented in discussing a similar issue in Item 2. But the relevant section of The Citadel's previous minority equity plan dealt with the C9 job category--a state designation used for athletic coaches and administrators, but not for the wider range of professionals described here. Moreover, in discussing the issue from the previous minority equity plan, we used figures from the Annual Workforce Data reports submitted every September by The Citadel to the state. These figures are for full-time permanent employees only, again a more restricted grouping than is called for in the present item.

Nonetheless, whether we use the expansive categorization of this Item or the more restrictive one used in Item 2, the positive trend remains the same. The bottom line is that the institution is working to provide more opportunities for minority hires and that Athletics is having some significant success in this effort.

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.]*

[Table 3.2.B](#) is attached.

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.]*

[Table 3.2.C](#) is attached.

8. *Using the eight program areas for minority issues please:*
- a. *Describe how the institution has ensured a complete study of each of the 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.*

Institutional and Athletics Department Commitment. *Development and maintenance of written statements that address the issues of diversity.*

- a. *Describe how the institution has ensured a complete study of this program area.*

The institution's policies and statements on diversity and discrimination have been reviewed by the Director of Athletics, the Senior Woman Administrator, and the Compliance Director. The Gender and Minority Equity subcommittee chaired by the Vice President of Communications and including representatives from across campus also reviewed these statements.

- b. *Provide data demonstrating the institution's commitment across this program area.*

It is safe to say that no student or staff member at The Citadel could be unaware of the institution's often stated commitment to diversity.

Printed at the beginning of the Cadet-Athlete Handbook is a statement linking the Department of Athletics to the Core Values of The Citadel. One of the Core Values listed in the Handbook as well as the college catalog is Diversity. The institution, as well as the Department of Athletics, pledges to "promote diversity in all segments of our campus community and in all aspects of college life."

The athletics policy approved by the Board of Visitors and President of The Citadel is printed in the college catalog and is available at citadelsports.com. This policy contains the following statement: "The Department of Athletics is committed to gender and minority equity in all of its programs."

An important document in the life of a Citadel cadet is the Blue Book of Regulations for the South Carolina Corps of Cadets. (In fact, cadets are required to keep a copy of the Blue Book in their barracks rooms.) Near the beginning of the Blue Book is the following statement: "The Citadel expressly forbids discrimination by or toward any personnel hired by, affiliated with, or a student at the College because of race, color,

religion, sex, or national origin. Leaders have a responsibility to practice the highest standards of fairness and impartiality in the conduct of their duties. Cadets are expected to be actively sensitive to proper leader-subordinate relationships, including issues related to different cultures, gender, race, and religious beliefs."

The Office of Multicultural Student Services (MSS) is one of the most important resources for minority students at The Citadel. Its mission is "to provide minority students with academic, social, and personal support services while attending The Citadel. The MSS Office also assists in creating an atmosphere that is receptive to and appreciative of the history, traditions, and cultures of all members of The Citadel Family and its surrounding communities."

- 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.*

There were no deficiencies noted for this area.

- d. Explain how the institution's future plan for minority issues address this program area.*

Because of issues noted elsewhere, the plan for minority issues calls for a staff member in Athletics, namely the Senior Woman Administrator, to take on the responsibility of monitoring minority equity issues within the department. As part of her duties in this area, she will work with the Compliance Director and the Director of Media Relations to ensure that statements on diversity in the department's publications and website are up to date and accurately reflect the commitment to diversity.

Evaluation. *Periodic review of athletics department activities for consistency with goals and objectives set forth in the institution's and athletics department's written commitments to diversity.*

- a. Describe how the institution has ensured a complete study of this program area.*

The Director of Athletics, Senior Associate Athletics Director, Senior Woman Administrator, and Compliance Director reviewed this element of the study. The Gender and Minority Equity subcommittee chaired by the Vice President of Communications and including representatives from across campus also reviewed this issue.

- b. Provide data demonstrating the institution's commitment across this program area.*

With only around 1900 cadets, The Citadel is a small college. Faculty and staff know each other and frequently work together on a wide variety of matters. Personnel from Athletics have become accustomed to working with the Director of Multicultural Student

Services whenever issues of minority equity arise. The Compliance Director, who serves also as the department's Military Liaison, also will consult officers from the Commandant's Department if a particular issue regarding minority equity has something to do with cadet life.

- 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.*

After analyzing our efforts over the past few years, we must concede that our evaluations of minority equity issues within Athletics have been incomplete.

The reason for this relative neglect is that minority issues, far from posing a problem, have actually been a source of strength. Minority athletes are graduating at a better rate than are cadets in general. Data gathered from assessments done elsewhere on campus, such as the Social Climate survey, indicate that race relations are positive, particularly in contrast to issues of gender. For example, in the 2005 survey, 85% either agreed or strongly agreed with the statement, "I feel comfortable relating to members of another race in cadet life." This contrasts sharply with the 47% who either agreed or strongly agreed with the statement, "I feel comfortable relating to members of the opposite sex in cadet life." Given limited resources of time and money, we have worked most intensively where we knew the need to be greatest.

We nonetheless recognize the need for more comprehensive evaluation of minority equity issues and have developed a strategy for accomplishing this.

- d. Explain how the institution's future plan for minority issues address this program area.*

Athletics has designated a member of the administration, namely the Senior Woman Administrator, to serve as the contact person for minority equity (ME) issues. The job description and salary of the SWA have been modified to address this new responsibility.

In her capacity as Minority Equity liaison, the SWA will meet regularly with the Director of MSS and work closely with his office to ensure that minority equity issues that do arise are dealt with appropriately, consistently, and in a timely fashion.

If an issue arises that involves an employee, the ME contact person will communicate and work with members of the campus Human Resources department, including the Chief Diversity Officer, to address the issue at hand.

In addition to establishing a ME liaison, the Department of Athletics will develop a minority equity committee headed by the new ME contact person. That committee will meet periodically to address issues, concerns, programs, etc. and will consist of student-athletes, at least one coach, and the Director of MSS or a designate.

The Athletics Director will include an evaluation of the Department's commitment to diversity in the annual assessment report. All initiatives conducted by the ME liaison within Athletics will be documented and evaluated annually. The AD will also report the minority graduation rates and diversity statistics for each athletic team in the annual assessment report.

Organization and Structure. *Policies, and/or organization, and/or activities of the athletics program and its activities to help enhance diversity.*

- a. Describe how the institution has ensured a complete study of this program area.*

The Athletics Director and the Director of the Office of Multicultural Student Services were asked about specific programs and activities. The Gender and Minority Equity subcommittee chaired by the Vice President of Communications and including representatives from across campus also reviewed this issue.

- b. Provide data demonstrating the institution's commitment across this program area.*

The mission statement of the Office of Multicultural Student Services indicates that the office "assists in creating an atmosphere that is receptive to and appreciative of the history, traditions, and cultures of all members of The Citadel Family and its surrounding communities." This mention of "surrounding communities" is an important key to understanding the changes that have come to The Citadel with its embrace of diversity. The Citadel is physically situated in the middle of a largely black community. For instance, Burke High School, with a student population that is virtually all black, stands just yards away from Johnson Hagood Stadium, where The Citadel Bulldogs play football.

For years there was very little interaction between the college and this neighboring community. Major General John Grinalds, USMC (Ret.), the previous president of The Citadel, was instrumental in calling attention to this lack of interaction and encouraging a new commitment on the part of the institution to community service. This commitment has been vigorously pursued by our current president, Lieutenant General John Rosa, USAF (Ret.).

The Department of Athletics has embraced the mission of outreach and community service and understands its importance for the enhancement of diversity. In 2004-05, for example, Bulldog tennis players worked with inner-city tennis clinics in downtown Charleston. Members of the rifle team volunteered with Habitat for Humanity and helped build a house for a needy family in the area. Track and cross country athletes volunteered at the James Simons Elementary and the Charleston Progressive Academy Field Days. They also collected shoes, clothing, and grooming products for "My Sister's House," a shelter for battered women, as well as for local homeless shelters and the Lowcountry Save-A-Shoe program that gives shoes to those who need them.

- 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.*

Most student-athletes participate in community outreach activities. But it is the case that Athletics has not fully articulated the link between these activities and the enhancement of its efforts for diversity.

- d. Explain how the institution's future plan for minority issues address this program area.*

The Minority Equity liaison in Athletics will work with all coaches, the Student Athlete Advisory Committee, the Office of Multicultural Student Services, and the Commandant's Department to emphasize the connection between diversity awareness and public service. For the department's annual assessment report, the ME liaison will prepare a list of the community service activities of each team, being sure to point out how these activities enhance diversity awareness.

Enrollment. *Goals of the institution for enrollment of minority students and minority student-athletes.*

- a. Describe how the institution has ensured a complete study of this program area.*

The Gender and Minority Equity subcommittee headed by the Vice President for Communications and made up of members from throughout the college studied this issue and presented findings to the Self-Study Steering Committee.

- b. Provide data demonstrating the institution's commitment across this program area.*

In recent years, African Americans have made up around 7.5% of the Corps of Cadets. This number is not as strong as we want it to be, and the institution has worked very hard to improve this result. Athletics Department personnel have contributed to the generation of the college's overall minority recruitment plan, which was created by the Admissions Office.

As it has evolved over the past few years, the college's plan involves a three-step process of prospect development, applicant development, and yield development.

To develop prospects among minority high school students, Citadel personnel 1) attend college fairs such as the Atlanta Dream Jamboree, 2) contact guidance counselors and African American and Hispanic alumni to ask for referrals, 3) visit high schools with large minority populations, especially those that have JROTC programs, and 4) write to students identified through computer searches.

Once prospects are identified, Citadel personnel make every effort to inform them about life at The Citadel and to guide them through the application process. In this phase a particularly important role is played by members of the African American Citadel Volunteers Program. These alumni and friends of the college call minority student prospects to answer any questions or address concerns. The Department of Athletics also plays a key role here, inasmuch as many of the minority students recruited each year by The Citadel are able to attend only because of the scholarship money offered to them. Other concerns about financial aid are addressed by personnel who write and call minority students and their families to answer questions regarding filing FAFSA and becoming qualified for state scholarships such as South Carolina's Hope Scholarship or Palmetto Scholarship.

In order to maximize the number of accepted minority students who actually enroll, Citadel cadets, alumni, and personnel contact these students. The Department of Multicultural Student Services holds a reception for them at around the time of high school graduation. Financial Aid personnel also contact the students and their families to help them understand their awards letters.

All the while these efforts are taking place, athletics coaches are also staying in close contact with their recruits, reinforcing the work that is being done by the admissions staff.

- 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.*

While the institution is working very hard to recruit minority students, its success has been limited. There is, however, no deficiency in this area with Athletics. In fact, without athletic scholarships the number of minority students at The Citadel would fall to a much lower level.

- d. Explain how the institution's future plan for minority issues addresses this program area.*

Athletics will continue to work closely with the Office of Admissions, the Office of Multicultural Student Services, and the institution as a whole to recruit, retain, and graduate minority cadet-student-athletes. The new Minority Equity liaison in the Department will work with all coaches to improve their understanding of resources available within the institution for the recruitment of minority student-athletes.

Comparison of Populations. Examination of the student population and comparison of the percentage of minority student-athletes in all sports, by sport, to ensure that there are no signs of discrimination revealed through the recruitment practices of the institution.

- a. Describe how the institution has ensured a complete study of this program area.*

Statistics prepared by The Citadel's Office of Institutional Research were analyzed by the members of the Gender and Minority Equity subcommittee and presented to the Steering Committee for discussion.

b. Provide data demonstrating the institution's commitment across this program area.

For the three years 2003-04, 2004-05, and 2005-06 the numbers and percentages of students are as follows:

	2003-04	2004-05	2005-06
African American	161 (8.3%)	151 (7.7%)	144 (7.2%)
Asian	50 (2.6%)	49 (2.5%)	44 (2.2%)
Hispanic	74 (3.8%)	80 (4.1%)	85 (4.2%)
International	49 (2.5%)	43 (2.2%)	42 (2.1%)
Native American	5 (0.3%)	2 (0.1%)	4 (0.2%)
Unknown	0	4 (0.2%)	3 (0.1%)
White	1603 (82.5%)	1635 (83.2%)	1690 (84%)
Total	1942	1964	2012

For the years 2003-04, 2004-05, and 2005-06, the numbers by sport for student-athletes in categories other than white are as follows:

Baseball	2003-04	2004-05	2005-06
African American	3 (8%)	4 (11%)	4 (11%)
Asian	0	0	0
Hispanic	0	0	0
International	0	0	0
Total Roster Size	40	38	38

Basketball	2003-04	2004-05	2005-06
African American	8 (66%)	9 (60%)	6 (43%)
Asian	0	0	0
Hispanic	0	0	0
International	0	1 (6%)	2 (14%)
Total Roster Size	12	15	14

Football	2003-04	2004-05	2005-06
African American	42 (51%)	48 (47%)	40 (46%)
Asian	0	0	0
Hispanic	0	0	0
International	0	1 (1%)	0
Total Roster Size	83	103	87

Tennis	2003-04	2004-05	2005-06
African American	0	0	1 (13%)
Asian	1 (11%)	0	0
Hispanic	0	0	0
International	2 (22%)	5 (56%)	6 (75%)
Total Roster Size	9	9	8

Wrestling	2003-04	2004-05	2005-06
African American	4 (16%)	4 (11%)	3 (13%)
Asian	0	0	0
Hispanic	3 (12%)	2 (5%)	3 (13%)
International	0	0	0
Total Roster Size	25	38	23

Men's Cross Country	2003-04	2004-05	2005-06
African American	3 (18%)	1 (8%)	1 (8%)
Asian	0	0	0
Hispanic	0	0	1 (8%)
International	1 (6%)	0	0
Total Roster Size	17	12	13

Women's Cross Country	2003-04	2004-05	2005-06
African American	2(18%)	3(30%)	1 (11%)
Asian	0	2 (18%)	0
Hispanic	2 (20%)	0	0
International	0	0	0
Total Roster Size	11	10	9

Men's Indoor Track	2003-04	2004-05	2005-06
African American	8 (24%)	8 (24%)	10 (26%)
Asian	0	0	0
Hispanic	0	2 (6%)	2 (5%)
International	1 (3%)	0	0
Total Roster Size	33	34	38

Women's Indoor Track	2003-04	2004-05	2005-06
African American	6(30%)	8 (36%)	6 (30%)
Asian	0	2 (9%)	2 (10%)
Hispanic	1 (5%)	1 (5%)	0
International	1 (5%)	1 (5%)	3 (15%)
Total Roster Size	20	22	20

Men's Outdoor Track	2003-04	2004-05	2005-06
African American	8 (24%)	8 (24%)	10 (26%)
Asian	0	0	0
Hispanic	0	2 (6%)	2 (5%)
International	1 (3%)	0	0
Total Roster Size	33	34	38

Women's Outdoor Track	2003-04	2004-05	2005-06
African American	6(30%)	8 (36%)	6 (30%)
Asian	0	2 (9%)	2 (10%)
Hispanic	1 (5%)	1 (5%)	0
International	1 (5%)	1 (5%)	3 (15%)
Total Roster Size	20	22	20

Women's Golf	2003-04	2004-05	2005-06
African American	0	0	0
Asian	1 (20%)	1 (14%)	0
Hispanic	0	0	0
International	0	0	0
Total Roster Size	5	7	8

Soccer	2003-04	2004-05	2005-06
African American	1 (6%)	2 (12%)	3 (17%)
Asian	0	0	0
Hispanic	1 (6%)	2 (12%)	2 (14%)
International	0	0	0
Total Roster Size	16	17	14

Volleyball	2003-04	2004-05	2005-06
African American	1 (11%)	1 (10%)	1 (9%)
Asian	0	0	0
Hispanic	0	0	2 (18%)
International	1 (11%)	1 (10%)	1 (9%)
Total Roster Size	9	10	11

Men's & Women's Rifle	2003-04	2004-05	2005-06
African American	1 (10%)	0	0
Asian	1 (10%)	1 (13%)	2 (14%)
Hispanic	0	0	0
International	0	0	0
Total Roster Size	10	8	14

- 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.*

Clearly minorities, especially African Americans, have higher percentages on team rosters than they have in the Corps of Cadets.

Regarding discernible trends, golf and, to a somewhat lesser extent, tennis and rifle have not had significant numbers of African American student-athletes. These sports, like baseball and wrestling, offer few full scholarships. A correlation has been noted at other institutions between large numbers of minority student-athletes and sports where full scholarships are closer to the norm. This trend certainly seems in evidence at The Citadel.

The substantial percentages of African Americans among student athletes demonstrate the commitment of the Department of Athletics to minority equity. But these percentages are not completely unproblematic for the institution as a whole. Among white students, the percentage of students who receive athletic grants in aid is much smaller than it is among African Americans. In the class that entered The Citadel in the fall of 2005, for instance, 11 of the 38 African Americans received athletic scholarships (29%); among white students, only 39 of 496 were scholarship athletes (8%). There is a similar over-representation of women among scholarship athletes; in the 2005-06 academic year, for example, 61 of the 128 women in the Corps of Cadets (48%) were student-athletes.

A central finding of this self-study is that significant disaffection exists between Corps Squad student-athletes and other members of the Corps of Cadets. The Social Climate Survey, administered regularly to measure cadet attitudes on a variety of human affairs issues, consistently shows this split as one of the most serious issues on campus in the minds of the cadets. Corps-Corps Squad relations are seen as only slightly less of a problem than the issues relating to the assimilation of women into the Corps. As is discussed in greater detail elsewhere in this report, some cadets believe that there is a double standard when it comes to military requirements for cadet student-athletes.

Because so many African American and female cadets are student-athletes, it is not inconceivable that resentment against student-athletes could be expressed as resentment against blacks and women, or that resentment against blacks and women could be expressed as resentment against student-athletes.

The Citadel has recognized this issue and has begun to address it. For instance, the Director of Compliance has taken on the role of military liaison, and coaches have been thoroughly trained on the military responsibilities of student-athletes in the Corps and are required to communicate these responsibilities to every athlete they recruit. The problem has recently been discussed by the Human Affairs Council, and it was the topic of a lunch meeting hosted by the college's Communications across the Curriculum program. This meeting brought together almost 100 members of the college community, including cadets (both student-athletes and non-athletes), faculty members, personnel from Athletics, and college administrators.

- d. *Explain how the institution's future plan for minority issues addresses this program area.*

The College will adopt a two-part strategy for addressing this issue. First of all, for the health of the institution, it is important to raise the number in the Corps of minority students who are not athletes. The institution is therefore committing itself 1) to evaluating and, if warranted, improving the current Minority Recruitment Plan so as 2) to raise the number of African Americans in the Corps. A key to this effort will be the development of more need-based scholarships for minority students who are not student-athletes.

While the college works to increase the number of African American cadets, it should also build upon the discussions regarding the disaffection between the Corps and Corps Squad that have been started by the Human Affairs Council and the Communications across the Curriculum program. The Chair of the Human Affairs Council, in consultation with other interested personnel from across the college, will name a committee to study this problem and write a report with suggestions, due at the end of the 2007-08 AY.

Participation in Governance and Decision-Making. *Involvement of minority student-athletes in the governance and decision-making processes of the athletics department, and provision of leadership opportunities (e.g., participation on student-athlete advisory committee) for minority student-athletes.*

- a. *Describe how the institution has ensured a complete study of this program area.*

The Gender and Minority Equity subcommittee of this self-study reviewed past rosters of the Student Athlete Advisory Committee and lists of team captains for minority participation. Results were presented to the Steering Committee.

- b. *Provide data demonstrating the institution's commitment across this program area.*

The Student Athlete Advisory Committee serves as an outlet for the student-athletes to express concerns and ask questions to the Athletics Director, Senior Woman Administrator, and the Compliance Officer. The committee focuses on a number of

issues, several of which have sensitive racial dimensions. One of these is the interaction of Corps Squad and the rest of the Corps, especially in regard to conflicts between practices, team meetings, and other athletic responsibilities and various duties within the cadet companies. By promoting community service projects, the committee also serves to encourage athletes to support one another and to bond together across the different teams. This is also part of The Citadel's institution-wide commitment to all of the citizens of the Carolina Lowcountry.

Another way in which a minority student-athlete can take on a leadership role within Athletics is as a team captain. The particular duties of team captains vary from team to team. But one important duty they all have is to serve as resources for the Assistant AD for Compliance in his capacities as liaisons for academics and the military. The Citadel's recognition of the importance of this role is evident in the association of a team captainship with rank in the Corps of Cadets.

Here are details about 1) the minority membership of the SAAC in the past three years, 2) minority student-athletes who served as team captains.

In 2003-04, eight of the 25 members of the SAAC and four of the 16 team captains were minorities.

In 2004-05, six of the 21 members of the SAAC and five of the 15 team captains were minorities.

In 2005-06, six of the 21 members of the SAAC and seven of the 19 team captains were minorities.

- 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.*

As these figures show, a significant number of minority student-athletes have assumed leadership roles within Athletics.

There is, however, room for improvement. A deficiency noted is that, although a team captainship entitles the holder to rank in the Corps, the cadet responsibilities associated with that rank have not been clearly articulated. Documentation exists in the Commandant's White Book describing the duties of virtually every other rank-holding position in the Corps.

- d. Explain how the institution's future plan for minority issues addresses this program area.*

The Department's new ME liaison will monitor minority involvement in SAAC and team captain rosters.

The institution will work to enhance the usefulness of the rank of team captain within the Corps of Cadets. Doing so should help 1) increase the responsibilities of minority student-athletes in cadet leadership, and 2) address the breach between Corps Squad and the Corps.

Employment Opportunities. *Establishment of goals for minority employment opportunities in the athletics department and the encouragement of promotion and hiring of minority coaches and administrators.*

- a. Describe how the institution has ensured a complete study of this program area.*

The Gender and Minority Equity committee, which included the institution's Chief Diversity Officer, studied this issue and discussed it with the Steering Committee.

- b. Provide data demonstrating the institution's commitment across this program area.*

The Department of Athletics follows all State of South Carolina guidelines when advertising, interviewing, and hiring. The Human Resources department advertises all jobs in a number of outlets to ensure that all populations have the opportunity to view the job advertisements, either on-line or in various newspapers.

As part of the standard advertising for all vacant positions, the Human Resources Department sends via email and mail a weekly employment bulletin that lists both permanent and temporary positions to sixty-three networking sources that include community based organizations, military/veteran resources, historically black colleges, and universities (HBCUs) and federal or state agencies. Additionally, the employment website pages are "swept" by HBCU.com, linking The Citadel to other diversity websites.

In addition to the standard advertising that is completed for all employment opportunities, The Human Resources department develops targeted advertising based on the type of opening in the Athletics Department. As a result, The Citadel has advertised athletic openings in the publications and/or websites of the Black Coaches Association, the College Sports Information Directors of America, and the Intercollegiate Tennis Association; on employmentguide.com; in the Charleston Post and Courier; and in NCAA outlets such as "NCAA News: The Market."

The Citadel's annual affirmative action plans have not only identified areas of under-utilization of minorities, but have also advanced strategies for corrective action, focusing primarily on expanding recruiting to minority organizations and on outreach by the college's Chief Diversity Officer with each hiring official prior to each search.

- 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.*

As is demonstrated above in Self-Study Items 2 and 5, the Department of Athletics has done increasingly well in hiring minority professionals. Figures from the Annual Workforce Data submitted to the state of South Carolina every year on 30 September show rates of 9.7% in 2003, 6.5% in 2004, 8.6% in 2005, and 14% in 2006. The less restrictive professional categories used in Item 5 show an improvement from 13% of full-time employees in categories other than white in 2003-04, to 14% in 2004-05, to 20% in 2005-06.

Nevertheless, a comprehensive study of The Citadel's workforce done for the Affirmative Action Plan has found that black males and other minorities are under-utilized among professionals in Athletics.

- d. Explain how the institution's future plan for minority issues addresses this program area.*

Athletics will continue to work with Human Resources and the Chief Diversity Officer to ensure that jobs are being advertised in all outlets to attract qualified minority candidates.

The Citadel Board of Visitors has adopted Vision, Core Values, and Mission statements for the institution. One of these Core Values is Diversity. The institution's mission is "to educate and prepare graduates to become principled leaders in all walks of life by instilling the core values of The Citadel in a challenging intellectual environment." One of the strategic initiatives tied to the Mission is to "ensure that the college has the leadership and talent necessary to accomplish these goals."

A comprehensive Diversity plan is currently under review as part of this strategic initiative. The goal of the plan is to "revise the recruiting and hiring processes to improve the diversity of the administration, faculty, and staff." The revised Diversity plan for the institution is scheduled to be approved by 30 June 2007.

Programs and Activities. *Establishment of programs that address the needs and issues affecting minority student-athletes.*

- a. Describe how the institution has ensured a complete study of this program area.*

Members of the Gender and Minority Equity subcommittee, which included the Director of Multicultural Student Services, reviewed the campus programs, activities, and resources available to minority student-athletes.

- b. Provide data demonstrating the institution's commitment across this program area.*

At The Citadel, the Office of Multicultural Student Services offers and facilitates all programs and activities for minority students. Among the activities offered by the Office

have been art and book exhibitions, the Black History and Gullah tours, Gospel concerts, the African American Society Bazaar, speakers, and symposiums.

- 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.*

There are no deficiencies with the programs and activities offered on the Citadel campus. More could be done to promote involvement in these activities by student-athletes.

- d. Explain how the institution's future plan for minority issues addresses this program area.*

The new Minority Equity liaison within Athletics will work closely with the Office of Multicultural Student Services to ensure that student-athletes know about the resources and programs available to them on campus.

As a way of increasing interest in diversity programming, the Department's ME liaison will establish a speakers' program that will bring successful former student-athletes back to campus to serve as role models for freshmen minority student athletes.

- 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 Web site 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.*

The [minority equity plan](#) is attached.

- 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.*

The minority equity plan submitted with this self-study was developed and approved through a process involving a wide cross-section of The Citadel community. An initial version of the plan was prepared by Kelly Simpson, SWA, following consultation with Les Robinson, AD, and with Robert Pickering, the institution's director of multicultural student services. In drawing up this initial version, Ms Simpson worked

closely with members of the equity subcommittee of the self-study, including the head coach of track, the Director of Financial Aid, the institution's Chief Diversity Officer, the Vice President for Communications, and the self-study editor. The provost was thoroughly briefed on this version, and he provided guidance in its development.

The first draft of the minority equity plan was further developed by a working group which included the associate provost, the budget director, the self-study editor, the vice president for communications, and, from Athletics, the SWA and the senior associate AD. This draft version was presented to the equity subcommittee, which included representation from the faculty and the commandant's department. A second draft incorporating changes suggested by the subcommittee was presented to the president of the institution for his feedback on 1 March 2007.

A third draft incorporating the president's suggestions was provided to the Faculty Athletics Advisory Committee and the Faculty Athletics Representative. The FAR provided wording that clarified several issues. Because it deals with the recruitment of more minority students to the Corps of Cadets, the plan was also shared with the chair of the faculty committee on undergraduate admissions.

Information about the plan has been circulated throughout The Citadel community. In March 2007, the college's Communications across the Curriculum program hosted a lunch meeting that focused on the self-study. In attendance were about 100 people, about equally divided between faculty and cadets--both student-athletes and not. The Vice President for Communications presented slides focusing on results of the self-study. The college's Human Affairs Council also discussed minority equity issues at its March meeting.

In April 2007 the plan was endorsed by the self-study steering committee, President Rosa, and The Citadel Board of Visitors.

3.2 Minority Issues - Evaluation

Question	Currently Yes	Currently No
Has the institution implemented its approved minority-opportunities plan from the previous self-study?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Has the institution provided an explanation from appropriate institutional authorities if its minority-issues plan was modified or not carried out fully?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Has the institution demonstrated that it is committed to, and has progressed toward fair and equitable treatment of all minority student-athletes and athletics department personnel?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Has the institution formally adopted a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which expands opportunities and support for minority student-athletes and athletics personnel?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Has the institution developed a plan that includes measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

On the basis of the yes/no answers above and the plans for correcting deficiencies below, is the institution in substantial conformity with Operating Principle 3.2 (Minority Issues)?

Yes No

[Note: The institution should not indicate "yes" regarding conformity with the operating principle as a whole unless it has indicated "Currently Yes" for each element of the operating principle or has a plan to address any "Currently No" response to any element(s) of the operating principle.]

If "Currently No" or if deficiencies exist, a plan for improvement must be submitted. Plans for improvement may also be submitted even when your institution is believed to be in conformity with the operating principle.

Operating Principle 3.3. Student-Athlete Well-Being

Self-Study Items

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 Well-Being). 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.*

Regarding Operating Principle 3.3, The Citadel had no 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 of January 1999.

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 Well-Being). 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.*

The Citadel did not develop a plan for improvement in this area during the first-cycle certification process.

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

No additional plans for improvement or recommendations have been developed since the first-cycle certification decision.

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

Focused as it is on "doing intercollegiate sports the right way," The Citadel has an excellent record regarding this operating principle.

An important organizational feature is that the Sports Medicine department is part of the Infirmary and reports not to the Athletics Director but to the college surgeon. There is an excellent partnership between Sports Medicine and Athletics, and trainers work well with coaches. But ultimately trainers do not answer to coaches. This reporting structure eliminates the possibility of conflict of interest and emphasizes the priority of student-athlete health and safety above all other concerns.

Within Athletics, the focus on the welfare and future success of our student-athletes permeates the Department from the top down. That our student-athletes are second-to-none in graduation rates on campus is not an accident. Les Robinson has modeled his own career on that of his college coach, Everett Case, who made the graduation of his athletes his highest priority.

By following an open-door policy, the Compliance Director and the Senior Woman Administrator work with individual athletes virtually every day. As military liaison and academics advisor, the Compliance Director is a key person that student-athletes turn to when something is troubling them. Similarly, the SWA has a very high profile on campus. She regularly teaches a section of RPED 251, a health class required of all Citadel freshmen, which enables her to meet many cadets other than the female student-athletes. She is also the administrator responsible for the Student Athlete Advisory Committee, and in this capacity she meets many male student-athletes. She has frequently provided advice to male student-athletes she has met either in her classes or in the SAAC.

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.*

At the beginning of their Citadel careers, cadets take Citadel 101: First Year Seminar. This class, which is required of all cadets except those in the School of Engineering, is designed to provide the academic and life skills needed for a student to make a successful transition to The Citadel. (Freshmen in the School of Engineering cover this material in their own freshman seminars.) One important thing this class does is to expose all students to the wide range of support services available on campus.

Among the support services introduced in Citadel 101 are the Career Center and the Counseling Center. The Career Center website points out that career development is a continuous process and encourages cadets to think about their futures at every stage of their college years. It offers on-line tutorials to help cadets focus their efforts. The Career Center also hosts a large job fair every fall. The Citadel Counseling Center provides professional, confidential short-term counseling to currently enrolled students at no charge. The Department of Athletics has a good working relationship with the

Counseling Center. Student-athletes have in the past been referred to the Center by sports medicine staff, by coaches, and by the Senior Woman Administrator. Counseling personnel are aware that student-athletes have typically been an under-served population throughout the country. To address this problem at The Citadel, the Center has recently (1 March 2007) hired a licensed professional counselor with extensive experience in working with student athletes.

The Cadet-Athlete Handbook contains both the NCAA policy on ineligibility for the use of banned drugs and the list of all of those banned drugs.

As a military college, The Citadel is very strict regarding the abuse of drugs and alcohol.

The institution has a zero-tolerance policy regarding the possession, solicitation, distribution, sale, or use of hallucinogenic, narcotic, or other controlled drugs or substances, or of drug paraphernalia. Any cadet who knowingly and willingly violates this policy will be expelled from the college and not allowed to re-enter. To enforce the policy, The Citadel conducts unannounced random urinalysis tests periodically during the academic year. When a cadet enters The Citadel he or she agrees to submit to these tests when called upon to do so. In addition, the college directs cadets to be tested when reasonable suspicion of drug use exists.

Any cadet who becomes unduly conspicuous by drinking alcoholic beverages or whose conduct reflects discredit on the name and reputation of the Corps of Cadets and The Citadel shall be dismissed, suspended, or assessed punishment, according to the nature and degree of the offense. A cadet guilty of an alcohol related offense is required to attend substance abuse evaluation. Cadets are prohibited from consuming alcohol on campus except that those 21 or older may consume alcohol on special occasions with prior approval of the president. The college strongly condemns underage drinking.

- 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.*

Exit interviews are currently conducted by the Compliance Director and the Senior Woman Administrator.

Over the past few years some turn-over in the position of Compliance Director has resulted in different approaches to administering the exit interviews. Concern over difficulties in scheduling the senior interviews led, first, to the development of an online surveying procedure. After its first use, this procedure was modified somewhat in order to improve results.

With stability now established in the position of Compliance Director, exit interviews are once again being conducted on a personal basis.

Information gleaned from the exit interviews is commonly shared with the different coaches and athletic administrators; relevant comments have been shared informally with the Faculty Athletics Representative and the members of the Faculty Athletics Advisory Committee.

As is discussed elsewhere throughout this self-study, student-athletes have several other ways of providing input to better their Citadel experience. Chief among these is the Student Athlete Advisory Committee. Made up of representatives from each team, the SAAC serves to represent the concerns and interests of student-athletes. It also seeks to foster support among the student-athletes for each other and all the different teams.

The Human Affairs Council also has a subcommittee with the mission of improving the relationships between student-athletes and non-athletes in the Corps of Cadets. That subcommittee includes coaches, athletes, faculty and staff, and cadets on the Human Affairs Council.

An important indirect way that student-athletes make their voices heard is through the Compliance Director's work as military liaison with the Commandant's Department.

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.*

Student-athletes may appeal any decision regarding financial aid. They must submit a written request for an appeal to the financial aid office within thirty days of notification. The written request will include the student's name, class, and sport, and a statement explaining why the student believes that the financial aid decision is unfair. The student-athlete should also include copies of any relevant documents. The student-athlete may request a hearing before the financial appeals committee. The members of this committee are the Director of Financial Aid, the Treasurer, the Ombudsman, and the Director of Admissions. The student will receive a written response to his or her appeal within ten days, and that decision is final.

At The Citadel it is unlikely for a student-athlete to have a grievance with the Department of Athletics regarding a transfer decision. But if a grievance were to arise, it would be handled by an appeals committee chaired by the Faculty Athletics Representative. The committee would be formed by the Faculty Athletics Representative and would contain two student-athletes, one other faculty member, and one member of the institution's staff from a department other than Athletics.

Policies regarding grievances over financial aid or transfers are available to the student-athletes in the Student-Athlete Handbook.

At The Citadel, disciplinary infractions are grouped into three classes, with Class I being the most serious. Hazing, sexual harassment, and the like are taken very seriously at The Citadel and would most probably be considered Class I offenses with possible punishments including suspension, dismissal, or expulsion.

Class I charges are brought against cadets by the tactical officers. The Commandant of Cadets evaluates the charges and makes a determination. If the Commandant believes the charges merit the punishment of suspension or dismissal, he makes a recommendation of such to the President. A cadet recommended for suspension or dismissal may not participate in extracurricular activities, including intercollegiate sports, while the President is evaluating the case or while an appeal is going forth.

There is an appeals procedure for cadets facing any kind of punishment, whether it be for Class III violations of cadet procedures or for Class I offenses such as hazing. The disposition of the appeal differs according to the severity of the punishment, with appeals of dismissals, suspensions, or expulsions being heard by the Board of Visitors.

All relevant procedures are spelled out in the Blue Book Regulations for the South Carolina Corps of Cadets issued by the Commandant of Cadets. Cadets receive annual training on the contents of the Blue Book.

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.*

The Citadel Counseling Center provides professional, confidential short-term counseling to support currently enrolled students at no charge. Center personnel have experience in dealing with issues regarding sexual orientation. The Center also maintains contacts with local organizations that can provide support for cadets dealing with these questions.

The topic of sexual orientation is considered in "Contemporary Health Foundations" (RPED 250). This class is required of all cadets, most of whom take it in their first semester of freshman year.

Education on sexual harassment and assault is an important focus of the new Values and Respect program. Regarding students with diverse sexual orientations, the definition used by the institution plainly states that sexual harassment may take place between members of the same sex and that it does include comments about another person's sexuality: "Sexual harassment is unwanted sexual attention. It includes, but is not limited to, unwanted requests or demands for sexual favors, propositions, questions about a person's sexual practices, lewd comments, leering, sexual insults or innuendos and sexually explicit jokes. It also includes unwanted touching, fondling, patting, pinching or kissing.... Both men and women can be sexually harassed, although women are most often the targets of sexual harassment. Sexual harassment can also occur between members of the same sex." An extensive network of trained counselors, one of whom is

the Senior Woman Administrator from Athletics, is available to assist any member of the Citadel community who has been sexually assaulted.

The Citadel has a very secure campus. Crime statistics are reported as required by the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act. The numbers for the three most recent years are as follows:

	2005	2004	2003
Murder	0	0	0
Rape	0	0	0
Sex Offenses	0	0	0
Robbery	1	0	0
Aggravated Assault	0	0	0
Motor Vehicle Thefts	1	0	0
Arrests	0	0	1
Liquor Law Violations	4	1	0
Drug Abuse	0	0	0
Weapons	0	0	0
DUI	1	2	0
Simple Assault	4	3	1
Disorderly Conduct	0	1	0
Criminal Mischief	2	17	15
Larceny	22	21	24

As part of the Clery Act, The Citadel is further required to report “crimes involving bodily injury to any person in which the victim is intentionally selected because of the actual or perceived race, gender, religion, sexual orientation, ethnicity, or disability of the victim.” There have been no instances of such crimes at The Citadel during these three years.

As is the case at every other military college, hazing can pose a threat to the safety of students. The institution severely punishes hazing and, what is even more important, works diligently to prevent it from ever happening.

The key to preventing hazing is increased adult supervision of the barracks life of Citadel cadets. Each of the four battalions is assigned three TAC officers who report to the Commandant of Cadets—one very experienced senior level officer (usually a retired Colonel or Lieutenant Colonel) who is responsible for the entire battalion, and two other officers who share oversight of the companies within the battalion. Serving alongside these twelve officers are eighteen active duty personnel from the ROTC departments, one for each cadet company. These Company Officers provide oversight for the cadet company leadership. At night, when the TAC's and Company Officers are off-duty, each battalion is staffed by a nighttime Officer in Charge (OC). These nighttime OC's, most of whom have military or law-enforcement backgrounds, patrol galleries and divisions from 11:00 pm until 6:00 am. Also present every night is a Coordinating Officer, drawn from

a pool of TAC's, Company Officers, and some selected military staff members. During the week, the Coordinating Officer comes on duty at 7:00 pm to monitor Evening Study Period throughout the entire Regiment and stays all night to be on call in case one of the battalion OC's has a problem. On the weekends, the Coordinating Officers serve twenty-four hour shifts and are joined by the TAC's and Company Officers present for inspections, athletic events, and other activities.

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 approved and communicated to athletics department staff and student-athletes. In addition, describe the process by which these policies are periodically evaluated to ensure continued effectiveness.*

As a state institution, The Citadel follows South Carolina Procurement System policies in putting out bids for buses for team travel. Within this system, there is standard language mandating certain safety conditions for bus contracts. As an added stipulation, Athletics requires buses hired for team travel to be no more than five years old.

Citadel policy requires anyone driving a Citadel van to have gone through an on-campus van safety course.

To ensure the safety of student-athletes while they are on the road, trainers travel with teams, and all coaches have been trained in CPR.

Travel policies are established and regularly reviewed by the AD and the Senior Associate AD. They are also responsible for communicating policies to the members of the Athletics Department. Relevant policies are communicated to the student-athletes in the Cadet-Athlete Handbook.

As is discussed in Item 4 above, an important feature of Sports Medicine at The Citadel is that, while it works very closely with the Department of Athletics, it is not under the Department's control. It is, instead, part of The Citadel's Infirmary and reports not to the Athletic Director but to the college's surgeon. Sports Medicine serves the entire Corps of Cadets, and it is not uncommon to find non-athletes in the training room undergoing treatment for sports-related injuries alongside student-athletes.

The Director of Sports Medicine and the college's surgeon are highly experienced and well respected. Andy Clawson, the Director of Sports Medicine, has been on The Citadel staff since 1973. In 2001 he was awarded membership in the National Athletic Trainers Association Hall of Fame. Chief among his many other honors are the Fred Hoover Award, which is the highest sports medicine-related honor given in the state of South Carolina. The Citadel's surgeon is Kenneth M. Caldwell, MD, who is associated with Orthopedic Specialists of Charleston. A specialist in Sports Medicine, Dr. Caldwell is a former Citadel student-athlete and is a member of The Citadel's Athletic Hall of Fame.

10. Describe the institution's written emergency medical plan for practices and games. Describe the process by which these policies and guidelines are approved and communicated to athletics department staff and student-athletes. In addition, describe the process by which these policies are periodically evaluated to ensure continued effectiveness.

Sports Medicine at The Citadel has two basic rules: 1) a trainer is present at every competition, and 2) a trainer is either present or readily accessible for every practice. (For sports involving physical contact, a trainer is present for every practice; for other sports, a trainer is either present or available yards away in the Sports Medicine area of Seignious Hall.)

Injured student-athletes are evaluated by the trainer at the scene. X-rays can be done on campus. But in the case of an open fracture or other significant injury, the student-athlete is transported several blocks away to Roper Hospital and the team physician is notified immediately.

As Head Athletic Trainer for more than thirty years, Andy Clawson has developed an extensive portfolio of standard procedures for the institution's different athletics-related activities. The training staff keeps a detailed checklist for each activity, and then evaluates the checklist after the activity is over. For example, when The Citadel hosts a wrestling tournament, the Trainer contacts an oral surgeon to be on call during the event.

A general statement regarding emergency plans for practices and games is available for student-athletes in the Cadet-Athlete Handbook. The particular checklists for each activity are available to coaches and athletics department staff.

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. Describe the process by which these policies and guidelines are approved and communicated to athletics department staff and student-athletes. In addition, describe the process by which these policies are periodically evaluated to ensure continued effectiveness.

Housed in Seignious Hall, the Sports Medicine department is in the same building as the Athletic Weight Room and across the street from Deas Hall, where student-athletes often do out-of-season workouts. So a trainer is immediately available if a student-athlete is injured.

The procedure for injured student-athletes is the same out-of-season as in-season. A trainer evaluates the injury. If an x-ray is needed, it may be done on campus. But if the situation warrants it, the injured student-athlete is transported several blocks away to Roper Hospital, and the college physician is notified.

A general statement regarding emergency plans for injured student-athletes is available in the Cadet-Athlete Handbook.

12. Using the four program areas for student-athlete well-being issues please:

- a. Describe how the institution has ensured a complete study of each of the four areas;
- b. Provide data demonstrating the institution's commitment across each of the four areas for all student-athletes; and
- c. Explain how the institution will address these topics in the future for the well-being of all student-athletes.

1. Evaluation. Periodic review of athletics department activities for consistency with goals and objectives set forth in the institution's and athletics department's written commitments to student-athlete welfare, including the evaluation of the effectiveness of mechanisms to ensure the health and safety of student-athletes.

2. Organization and Structure. Policies, and/or organization, and/or activities of the athletics program and its activities to help enhance student-athlete welfare.

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

4. Programs and Activities. Establishment of programs that address the needs and issues affecting student-athletes.

Evaluation. Periodic review of athletics department activities for consistency with goals and objectives set forth in the institution's and athletics department's written commitments to student-athlete welfare, including the evaluation of the effectiveness of mechanisms to ensure the health and safety of student-athletes.

- a. Describe how the institution has ensured a complete study of this program area

A principal focus of the Equity and Well-Being subcommittee of this NCAA Self-Study was the consistency between the institution's written goals and objectives and its actual practices.

- b. Provide data demonstrating the institution's commitment to this program area for all student-athletes.

The checklist system of constant evaluation and improvement followed by Sports Medicine is a good example of this complete commitment to the health and safety of student-athletes.

Taken together, the focus on preparing young men and women for future success and the close working relationships promoted by the open-door policies of staff members make for a very responsive department. Two notable examples of this connection between student feedback, departmental evaluation, and institutional action would be the locker-room renovations in 2006-07 and the establishment of the military liaison within Athletics following the South Carolina Corps of Cadets System Review.

- c. Explain how the institution will address this topic in the future for the well-being of all student-athletes.*

While it has by no means compromised the well-being of student-athletes, turn-over in key staff positions has resulted in some inconsistencies in record-keeping. Going through this self-study has impressed upon everyone in Athletics the need for having established procedures for maintaining records of exit interviews and SAAC meetings.

Organization and Structure. *Policies, and/or organization, and/or activities of the athletics program and its activities to help enhance student-athlete welfare.*

- a. Describe how the institution has ensured a complete study of this program area.*

The Equity and Well-Being Subcommittee of the NCAA Self-Study considered this area.

- b. Provide data demonstrating the institution's commitment to this program area for all student-athletes.*

Because The Citadel is a military college, personnel within Athletics have some different responsibilities than their peers have at civilian colleges and universities. For example, the Compliance Director's added duty as military liaison has him spending a good deal of time working on behalf of student-athletes with members of the Commandant's staff.

The fact that Sports Medicine reports not to the AD but to the College Surgeon can partly be attributed to the unique nature of the institution. Citadel cadets live such active lives that they frequently experience orthopedic injuries. Sports Medicine trainers provide care for them as well as for student-athletes.

- c. Explain how the institution will address this topic in the future for the well-being of all student-athletes.*

No organizational changes are planned at this time.

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

- a. Describe how the institution has ensured a complete study of this program area.*

The Student-Athlete Advisory Committee was discussed by the self-study subcommittees for operating principles 1 and 3. These subcommittees were headed by, for operating principle 1, the Vice President for Finance and Business Affairs and, for operating principle 3, the Vice President for Communications. Representing Athletics on these

subcommittees were the Compliance Director, the Senior Woman Administrator, and the Head Coach of Track.

- b. Provide data demonstrating the institution's commitment to this program area for all student-athletes.*

As has been indicated throughout this Self-Study, the principal way in which student-athletes participate in the governance and decision-making process of the Department of Athletics is through the Student Athlete Advisory Committee. This committee meets at least once a semester and has membership from all of the teams. These meetings allow the student-athletes an excellent chance to discuss the state of athletics at The Citadel with the AD, the Compliance Director, and the SWA, who is in charge of organizing the meetings. A perennial topic of concern discussed in these meetings is the tension that exists on campus between the student-athletes of Corps Squad and the rest of the Corps of Cadets. Another important focus of the SAAC has been the community service initiatives sponsored by the Department.

Active members of the SAAC have the opportunity of attending the Southern Conference's Student-Athlete Leadership Institute (SALI). The first of its kind in the country, this Institute is a weekend retreat for student-athletes focusing on some of the responsibilities and challenges that come with participating in intercollegiate athletics. Moreover, it also enables student-athletes to gain a better understanding of the role of the Conference, and it allows the Conference to reach a better understanding of the needs of the student-athletes. Southern Conference Associate Commissioner Sue Arakas has said that one of the most important features of SALI is that it “helps to break down the barriers between the student athletes and those involved with the conference.”

The Citadel sent three members of SAAC to SALI in 2004, three in 2005, and two in 2006.

- c. Explain how the institution will address this topic in the future for the well-being of all student-athletes.*

The Department of Athletics will continue to support the SAAC and to send interested student-athletes to the Southern Conference's Student Athlete Leadership Institute.

In developing the Minority Equity Plan for Operating Principle 3.2, it became apparent that the Department could do more to articulate the link between its commitments to public service and to diversity. The SAAC has a key role in organizing and carrying out the Department's community service initiatives. Therefore, in her dual capacities as organizer of the SAAC and as the Department's new Minority Equity liaison, the SWA will now be working to integrate these two previously separate commitments.

Programs and Activities. *Establishment of programs that address the needs and issues affecting student-athletes.*

a. Describe how the institution has ensured a complete study of this program area.

The Equity and Well-being Subcommittee of the Self-Study has considered this area.

b. Provide data demonstrating the institution's commitment to this program area for all student-athletes.

The Citadel provides a wide range of programs that address the physical and emotional well-being of all cadets, including student-athletes. The Counseling Center, for example, offers an Alcohol and Substance Abuse Prevention Program. The Department of Health, Exercise, and Sports Science regularly hosts a Wellness Fair. The Chaplain of the Corps of Cadets offers spiritual counseling and, in his capacity as Religious Activities Director, manages a large network of religious organizations for students.

A most significant issue touching on the well-being of student-athletes is the tension that exists on campus between corps squad athletes and the rest of the Corps of Cadets. As has been detailed elsewhere in this Self-Study, The Citadel has been working on this matter for several years now. Important changes that were made following the South Carolina Corps of Cadets System Review included the creation of the position of military liaison within Athletics and the enhancement of the education provided coaches regarding the military responsibilities of cadets. The issue has also been discussed in the SAAC. Measures have also been taken to educate other cadets, and especially the cadet leadership, on the physical demands placed on student-athletes; for instance, regular cadets have been invited into the Athletic weight room in Seignious Hall to take part in typical workouts.

c. Explain how the institution will address this topic in the future for the well-being of all student-athletes.

The Citadel is well aware that the problem between corps squad athletes and the rest of the Corps of Cadets needs to be addressed. The fact that women and African Americans make up a higher percentage of intercollegiate athletes than they do cadets as a whole makes the problem even more important. Meetings of the campus Human Affairs Council and the Communications across the Curriculum program associated with this Self-Study have further highlighted the issue.

As part of the Minority Equity Plan, The Citadel has committed itself to tackling the issue by building upon the dialogue that has been begun by the Human Affairs Council and the Communications across the Curriculum program. The Chair of the Human Affairs Council, in consultation with other interested personnel from across the college, will name a committee to study this problem and write a report with suggestions, due at the end of the 2007-08 AY.

3.3 Student-Athlete Well-Being - Evaluation

Question	Currently Yes	Currently No
Does the institution provide evidence that the well-being of student-athletes and the fairness of their treatment is monitored, evaluated and addressed on a continuing basis?	<input checked="" type="radio"/>	<input type="radio"/>
Does the institution have established grievance or appeal procedures available to student-athletes in appropriate areas?	<input checked="" type="radio"/>	<input type="radio"/>
Does the institution provide evidence that the institution has in place programs that protect the health of and provide a safe environment for its student-athletes?	<input checked="" type="radio"/>	<input type="radio"/>

On the basis of the yes/no answers above and the plans for correcting deficiencies below, is the institution in substantial conformity with Operating Principle 3.3 (Student-Athlete Well-Being)?

Yes No

[Note: The institution should not indicate "yes" regarding conformity with the operating principle as a whole unless it has indicated "Currently Yes" for each element of the operating principle or has a plan to address any "Currently No" response to any element(s) of the operating principle.]

If "Currently No" or if deficiencies exist, a plan for improvement must be submitted. Plans for improvement may also be submitted even when your institution is believed to be in conformity with the operating principle.