

2005-2006
DIVISION I
ATHLETICS
CERTIFICATION
SELF-STUDY
INSTRUMENT

Introduction to Self-Study Report

Introduction to Self-Study Report

Institutional Information

1. Type of Institution: Private
2. Year institution was founded: 1971
3. Special Affiliation? Yes Religious (Southern Baptist)
4. Coeducational? Yes
5. Total student enrollment (undergraduate and graduate combined) [using a full-time-equivalency (FTE) basis]: 10877
6. Number of Faculty [using a full-time-equivalency (FTE) basis]: 305
7. Highest level of academic degree offered: Ph.D.
8. Institution's governing entity: Board of Trustees
9. a. Regional accreditation agency: Southern Association of Colleges and Schools (SACS
9. b. Date of most recent regional accreditation self-study: 2006
9. c. Current accreditation status: SACS Reaffirmed,1996; In Process, 2006

Athletics Information

1. Subdivision status of athletics program (Academic Year 2006): I-AA
2. Conference affiliation(s) or independent status (Academic Year 2006):

Baseball	Big South Conference
Football	Big South Conference
Men's Basketball	Big South Conference
Men's Cross Country	Big South Conference
Men's Golf	Big South Conference
Men's Soccer	Big South Conference
Men's Tennis	Big South Conference
Men's Track, Indoor	Big South Conference
Men's Track, Outdoor	Big South Conference
Softball	Big South Conference
Women's Basketball	Big South Conference
Women's Cross Country	Big South Conference
Women's Soccer	Big South Conference
Women's Tennis	Big South Conference
Women's Track, Indoor	Big South Conference

Introduction to Self-Study Report

Women's Track, Outdoor Big South Conference

Women's Volleyball Big South Conference

3. Athletics program structure ('X' all that apply):

- one combined athletics department
- separate men's and women's departments
- incorporated unit separate from institution
- department within a physical education division

4. 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.

There have been no major infractions.

Previous Certification Self-Study

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

Report submitted December, 2002; NCAA CAC Response, April, 2003

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

Certified, August 20, 1998

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

None

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

Institutional Changes:

CEO/President Dr. John Borek resigned 2004

Mr. David Young appointed 2004 and resigned June, 2006

Dr. Jerry Falwell appointed CEO/President, 2006

Athletics Department Changes:

Director of Athletics Mr. Kim Graham fired March, 2005

Dr. Thom Park hired March, 2005 and resigned, November, 2005

Mr. Jeff Barber hired February, 2006

5. 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:

None

Introduction to Self-Study Report

Certification Self-Study Information

1. Steering Committee Chair: Dr. William G. Gribbin
2. Chief report writer/editor of self-study report: Dr. Judy Sandlin
3. 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) The original actions taken were to invite faculty, staff, administration, and students to be involved in offering input into our self-study report prior to its findings and plans for improvement were formulated.

(b) A meeting of this original group was convened to review the self-study report and additional readings were completed.

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

Written Plan for Conducting the NCAA Athletics Certification Self-Study

A. Objectives Related to the Self-Study

1. Goals

As a Division I member institution, Liberty University is required to undergo athletics certification to ensure the NCAA's fundamental commitment to integrity in intercollegiate athletics. During the 05-06 academic year, Liberty University will complete a comprehensive self-study under the guidance of the 2005-2006 Division I Athletics Certification Handbook and the 2005-2006 Division I Athletics Certification Self-Study Instrument. Our goals for this self-study are to:

- a. Educate our University community about our intercollegiate athletics program. Through broad-based campus participation, we will share with them the purpose and goals of our athletics program and gain insight from them for improvements.
- b. Exhibit our athletics program's commitment and compliance to the NCAA operating principles covering governance and commitment to rules compliance; academic integrity; and equity and student-athlete welfare.
- c. Evaluate for issues of improvement within the said operating principles. Develop and implement plans to make these improvements.
- d. Achieve Athletics Certification without conditions.

2. First cycle institutional plans for improvement

Liberty University has included all committee required actions from the first cycle self-study relating to currently legislated operating principles. These required actions will be identified and shared with members of the steering committee. Each member will receive a copy of the "Summary of Recommendations and Suggestions" given by the Peer-Review Team for the first-cycle visit February 2-5, 1998.

The University has included identification of all plans from the first-cycle self-study including all appropriate supplemental materials relating to currently legislated operating principles.

Following are the recommendations stated by the original committee:

Governance and Rules Compliance:

- a. Create separate positions for budget and compliance.
- b. Change the Faculty Athletics Representative's status from ex-officio to voting member. Clearly identify the role of the FAR in conducting and performing oversight functions.

Introduction to Self-Study Report

c. Initiate a compliance oversight team to monitor and evaluate NCAA compliance efforts of the athletics department.

d. Create a compliance manual that is revised and distributed annually to all necessary parties.

e. Two additional recommendations were made by Liberty University and by the peer review teams during its visit in February 2-5, 1998:

(1) Review the information found on page 57 of the institution's self-study report that indicates that the head football coach had a private checking account external to the institution and determine whether a violation of NCAA Constitution 6.2.1 has occurred.

(2) Further modify the institution's gender equity plan in areas where it currently indicates a plan to plan (e.g., creating task forces in the future to create plans of addressing coaching, participation and operating budgets for female coaches). The modified plan must include specific actions in these and other areas of equity, similar to the institution's method of addressing equity in the provision of grants-in-aid.

Academic Integrity

a. Assign all student athletes an academic advisor in their major at the end of their sophomore year.

b. Formulate an institutional policy regarding scheduling of athletic contests with the goal of minimizing of schedule conflicts.

c. Set written goals for the graduation of students generally and for student athletes.

Gender Equity:

a. Increase the number of both full- and part-time coaches for women's teams to more clearly reflect NCAA allowable limits.

b. Actively recruit qualified females for coaches/administrators for existing teams, for prospective teams and for administrative positions.

c. Continue commitment to gradual increments in coaching salaries.

d. Construct a women's locker room in the Hancock Athletic Building.

e. Encourage all women's teams to make every reasonable effort to use the allowable amount of scholarship each year.

f. Evaluate scholarship offerings for all women's sports with particular attention given to increasing scholarship monies to meet NCAA allowable limits.

g. Work toward improvement in all women's sports to more equitably match the men's operating expense budgets.

h. Further the commitment to expanded opportunities for female participants by the addition of one or two female sports.

i. Form a Facilities Usage committee to act as an oversight committee.

j. Strive for equality in usage for all athletics facilities for all men's and women's teams, i.e., storage, office space and locker rooms.

k. Increase the salary base for women's coaches to more closely equate base salaries of men's sports.

l. Create a task force committee for the purpose of creating a written plan for coaching salaries.

m. Create a task force committee in the year 2002-2003 to explore ways to increase participation in women's sports. The duties will include examining the possibility of adding and funding new female sports.

n. Increase the number of scholarships offered to women that will allow Liberty University women's athletic teams to reach numbers commensurate with those in comparable sports for men.

o. Bring overall operating expense budgets for women's athletics closer to men's by ensuring that spending per athlete is more equitable.

Minority Issues:

Introduction to Self-Study Report

- a. Active pursuit of minority applicants for any vacancy in the Athletics Department.
- b. Continue active recruitment of minorities for University faculty/staff.
- c. Increase integration of multicultural emphasis in existing curricula/ activities.
- d. Enhance ethnic campus activities to increase possibility of participation of minority student-athletes.
- e. Promote successful minority student-athlete graduation rates in media marketing.
- f. Advertise the University's unique Christian position to attract minority student-athletes.
- g. Aggressively advertise the University's unique distinction for minority student- athletes.
- h. Encourage broader minority student-athlete participation on planning committees by actively campaigning for their support.
- i. Continue to actively recruit minorities in the Athletics Department. Hire and promote minority student-athletes who show an interest in working for the University.
- j. Create a committee exclusively for minority student-athletes that will monitor and evaluate their needs on an ongoing basis. This committee will be facilitated by an athletics department staff member, and M.I.S.O. will provide support whenever possible.
- k. Publicize figures and statistics relating to minority student-athlete academic achievement. This information could be shared in various venues, e.g., freshman orientation, minority student orientation, recruiting visits, etc.

Student-Athlete Welfare:

- a. Institute student programs on multicultural diversity and unity.
- b. Athletics department should sponsor programs on substance abuse education, AIDS and nutrition education.
- c. Restructure position of Director of Academics for athletics to full time.
- d. Use a GPA standard to determine need for study hall for second semester student-athletes.
- e. Establish an equitable housing policy for all student-athletes.
- f. Hire an additional full-time athletics trainer.
- g. Provide for feedback on minority issues in exit interview process.
- h. Encourage increased faculty sensitivity to student-athlete concerns (i.e., required class absences, make-up testing, etc.).

B. Major Components of the Self-Study.

1. Appointment of steering committee chair

Mr. David Young, Chief Operating Officer (COO) of Liberty University, has appointed Dr. William Gribbin, dean of the School of Communication and NCAA Faculty Athletics Representative, as chair of the steering committee. As a member of the Dean's Council, Dr. Gribbin, who has chaired previous Self-Study steering committees, will have clear authority and ready access to Mr. Young.

2. Appointment of steering committee and subcommittees.

The following subcommittees and their chairs are:

Steering Committee

William Gribbin (Chair)
Meredith Hollyfield Assistant Athletics Director for Compliance/SWA
Dave Young Executive Vice President/ COO/ CFO
David Dinsmore Prof. of Mathematics
Jeff Barber Director of Athletics
Marilyn Gadomski Chair, Department of Psych. /Prof. of Psych
Judy Sandlin Associate Prof. of Health Sciences and Kinesiology

Introduction to Self-Study Report

Larry Shackleton Registrar
Ernie Rogers Chair, Department of Aviation

Academic Integrity

David Dinsmore (Chair) Prof. of Mathematics
Sara Swor Current Softball Student-Athlete
Mark Hine VP of Student Affairs
Jeff Alder Head Men's Soccer Coach
Larry Shackleton Registrar
Barb Sherman Director of Center for Academic Support and Advising Services
Carolyn Towles Assistant Prof. of English
Emily Heady Assistant Prof. of English
Chris Gaumer Student Government Association President
Steve Perry Assistant Prof. of Biology

Governance and Commitment to Rules Compliance

Marilyn Gadomski (Chair) Chair, Department of Psych /Prof of Psych
Lou Weider Director of Christian/Community Service/Assistant Prof. of Contemporary Issues
Meredith Hollyfield Assistant Athletics Director for Compliance/SWA
Lowell Walters Associate Dean of Integrated Learning Resource Center
Jim Wagner Coordinator of Testing/Assistant Prof. of Education Mike Hagen Graduate Assistant Athletics
Compliance/Track & Field
Jim Schoffstall Assistant Prof. of Health Sciences and Kinesiology
Paul Wetmore Head Softball Coach
Kurt Reesman Professor of Aviation

Equity/Minority/Student-Athlete Welfare

Ernie Rogers (Chair)

Equity

Ernie Rogers Chair, Dept. of Aviation
Bev Mahoney Prof. of Health Promotions
Mickey Guridy Assistant AD for Business Operations
Rhonda Allbeck Director of Financial Aid
Brenda Bonheim Adjunct Prof. of Health Sciences and Kinesiology
George Buzzy Assistant Prof. of Business and Government

Minority

Bill Wegert Director of International Admissions
Vicki Martin Associate Prof. of Sport Management
Pam Tanner Director of Women's Ministry
Carlos Cardona Current Men's Tennis Student Athlete
Melanie Pearl Dean of Minority and International Students

Student-Athlete Welfare

Natalie Mayer Recruiter, Former Women's Soccer Athlete
Ruth Gomes Asst. Prof. of Family and Consumer Sciences
Jeff Boyer Dean of Student Life
Cara Powers Associate Dean of Women
Bruce Bell Dean, School of Business/ Prof. of Business

Much care was taken to insure that the steering committee and the various subcommittees represented a cross-section of Liberty University's faculty, staff, and student body— both those who worked within athletics as well as those who work outside of athletics. The membership includes representatives of the University's Registrar's Office, the Financial Aid office, Student Affairs, the Student Government Association, alumni, minority and international affairs, a cross-disciplinary segment of faculty and administration, as well as representatives inside athletics. Liberty University wants to have an even distribution of those represented, thus insuring broad-based participation.

3. Responsibilities of steering committee and subcommittees

Introduction to Self-Study Report

- a. The goals and responsibilities of the steering committee are to collect and analyze the data collected in response to the self-study instrument.
- b. The Steering Committee has been given clear authority to gather needed information.
- c. Under the guidance of the Steering Committee, the activities of the subcommittees, including data collection, will be coordinated to provide for periodic and regular meetings and for progress reporting to the Steering Committee.
- d. Steps were taken to insure that input from all constituencies, including student athletes, is taken into consideration as data gathering occurs. Periodic progress reports will be made available by the Faculty Athletics Representative at meetings of the Faculty Senate Athletics Committee meetings, and brief updates will be placed in the school newspaper and on its website through the Chief Report Writer.
- e. Review early and final drafts of written work.
- f. Keep open communication through regular meetings set in advance by an agreed-upon schedule and time table.
- g. Record and review meetings through a written record of minutes of meetings. These minutes should include:
 - (1) dates and times of meetings, those in attendance
 - (2) individual(s) responsible for writing subcommittee reports
 - (3) written invitations to persons to attend meetings
 - (4) requests for persons outside the subcommittee (e.g., other members of the steering committee) to read and respond to drafts of their subcommittee's work
- h. Producing and distributing the final draft of the self-study to all members as an indication of broad-based participation and open communication. A notice of the completion of the Self-Study will be announced through the Lynchburg newspaper The News & Advance and through the campus newspaper The Liberty Champion. Additionally copies of the self study will be made available in the Guillermin Library and in the office of the Director of Athletics.

4. Institution liaison

Our Institutional liaison is Kristine Sennett, administrative assistant to Mr. Jeff Barber, Athletics Director. In consultation with the athletics director, the steering committee chair, and the chief report writer, the liaison is charged with the responsibility to provide accurate, relevant information to external publics, most notably representatives of the NCAA during the self-study process.

5. Conference assistance/use of outside individuals or agencies.

We have the full support of the Big South Conference, through the offices of Commissioner Kyle Kallander, and Assistant Commissioner for Compliance Dawn Turner. They may be in attendance during the visit, but will not be in attendance during the interviews.

At this point we do not anticipate the use of outside agencies or consultants to complete the self -study. However, should the need arise, we would consult with the Big South and/or the NCAA for parameters outlining the use of outside consultants.

6. Outline and Schedule.

Under the direction of COO Mr. Young, we plan to convene the entire steering committee and the three subcommittees in Mid-October. Following the video conference with the NCAA (Liz Perry), we will begin regular meetings of the various subcommittees to go about the business of data gathering followed by analysis. This will take place from November through February. Committees will meet regularly during this period to begin preliminary drafts in response to the questions surrounding the Operating Principles.

Following the video conference with the NCAA, our orders of business will be to:

- A. Distribute copies of previous self study report;
- B. Review the written plan with all committee members;
- C. Create a time table for completion of data gathering, analysis, and writing.

This schedule will also provide time for reports to the steering committee as a whole. We anticipate data gathering and analysis to commence in November 2005 and conclude in February 2006. Ideally, report writing will commence in early March and conclude at the end of April 2006.

Introduction to Self-Study Report

October 2005: Liberty Self-Study Committee forms and begins new Self-Study

Nov. 05- Feb. 06: Committees meet and gather information

Dec. 3 Early organizational update with subcommittee chairs

Jan. 20 Preliminary progress update

Mar. 15: First Draft Due to Chief Report Writer

April 15: Second Draft Due to Chief Report Writer

April 22-29 Comment Period

May 15, 2006: Final Draft of Self-Study sent to NCAA

Sept. 10-12 2006: Peer review team visits Liberty University

Spring 2007: Liberty receives Peer-Review Team's Report

7. Self Study Report

Our chief report writer will be Dr. Judy Sandlin, associate professor of health sciences and kinesiology. Dr. Sandlin has been a previous member of the Faculty Senate Athletic Committee and, in addition to her teaching duties, serves as an assistant director to the University's Honors Program. In that capacity her duties include oversight of senior honors theses.

To complete her task, Dr. Sandlin has been assured of authority to coordinate and provide direction concerning the efforts of the various subcommittees. Her responsibility is to ensure that the final report is accurate, well documented, thorough and unified. The document should speak with "one voice" so that it communicates clearly and succinctly. It will follow carefully the suggested outline of the Self-study instrument.

Once the Report has been completed, copies will be made available through the Guillermin Library and on the Athletics Website.

Governance and Commitment to Rules Compliance

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 noncompletion 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.

The NCAA Division I Committee on Athletics Certification did not give Liberty University any "corrective actions," "conditions for certification," or "strategies for improvement" in its first-cycle certification decision, relating to Institutional Control, Presidential Authority and Shared Responsibilities.

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.

Liberty University did not develop any plans for improvement/recommendations during the first-cycle certification process for Institutional Control, Presidential Authority and Shared Responsibilities.

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 assist in the institutional control in the area of athletics compliance, a Compliance Committee was formed in August 2005. The Compliance Committee is made up of the Director of Athletics, Faculty Athletics Representative, Associate Athletics Director for Academics, Director of Compliance/Senior Woman Administrator, Assistant Compliance Coordinator, Certifying Officer, Financial Aid Compliance Liaison, the Admissions Athletics Liaison, and two coaches. The Compliance Committee has direct oversight of the athletics compliance office and is involved in development of Liberty University's athletics compliance policies and procedures that are documented in the Coaches Compliance Manual. The Compliance Committee meets a minimum of once a semester.

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. Describe how the institution's governing board decisions are consistent with those of other on-campus units.

The Board of Trustees has oversight over the Liberty University athletics program through the Student Affairs Committee of the Board of Trustees and provides guidance to the President/CEO regarding resource application through the University budget planning and implementation process and strategic direction of the athletics program.

Governance and Commitment to Rules Compliance

The Board of Trustees Meeting minutes for the past three years demonstrate consistent and equal consideration regarding athletics department decisions and other on-campus units.

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

From 1997 through 2004, Dr. John M. Borek, Jr. served as President of the institution. When his tenure came to an end, David L. Young assumed the role of Executive Vice President/Chief Operating Officer and Dr. Jerry Falwell, Chancellor/Founder, assumed the role of Chancellor/President/CEO. As CEO, Dr. Falwell has ultimate responsibility for the Liberty University athletics program. For example, the recent changes in the intercollegiate athletics department at the administrative level, and at the level of major sports coaching positions, demonstrate the exercise of this responsibility.

Dr. Falwell has been directly involved in decisions impacting the strategic direction and operational decisions of the athletics program. He has made decisions regarding the addition of individual programs, such as Wrestling. Additionally, he has directed the hiring and termination of coaches and senior athletics administrative personnel. He also approves the annual budget for the athletics program.

Dr. Falwell has delegated to the Executive Vice President/Chief Operating Officer the duty of representing him in the Big South conference and the NCAA. The authority to delegate these duties is found in the Bylaws, Article III, Section 2.

The responsibilities of the Executive Vice President/Chief Operating Officer are to carry out the guidance of the Board as passed through the Chancellor. On matters involving Athletics that are not of Board level for consideration, the direction of the Chancellor is followed. The Chancellor is kept informed of Executive Vice President/Chief Operating Officer decisions made in support of his general guidance.

On February 20, 2006, Jeff Barber was hired as the new Director of Athletics at Liberty University. With his hiring, there also came a change in the reporting structure. Mr. Barber reports directly to the Chancellor/President/CEO. They have an open dialogue and communicate weekly via e-mail, telephone calls, or face to face meetings.

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

As of February 20, 2006, the Director of Athletics reports directly to the Chancellor/President/CEO. The Director of Athletics receives input from athletics administration, coaches, the Faculty Athletics Representative, the Student-Athlete Advisory Committee, and other individuals in the general student/faculty/staff population. He is able to make decisions on a daily basis and consults the Chancellor on major decisions. Decisions that require Board of Trustees approval are taken to the Board of Trustees. The Director of Athletics is able to update the Student Affairs Committee of the Board of Trustees on the needs of the athletics department. Recommendations for Board consideration and approval follow a logical course of action. The recommendations begin at the committee level and are forwarded to the Board of Trustees and CEO for information and approval. The minutes from the Board of Trustees and appropriate committee meetings include budgetary approval and committee input, as well as Board and CEO recommendations/action.

The Chancellor meets regularly with the Director of Athletics to discuss items such as scheduling, NCAA legislation, conference matters, facility improvements, gender equity, minority issues, and other athletics-related matters. There appears to be a great deal of centralization with regards to this process. The President reports to the Board of Trustees, and the Board is the policy making body and has ultimate responsibility for the governance of the university.

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

The Student Affairs Committee of the Board of Trustees represents the athletics department. The Committee members are:

Dr. David Rhodenhizer - Chairman
Mr. Fleet Browning

Governance and Commitment to Rules Compliance

Dr. Beverly LaHaye

Dr. Jack Graham

Dr. Mark Hine, VP for Student Development, serves as the University liaison and is assisted by the Director of Athletics and VP for Spiritual Life

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

- Minutes of athletics board or committee meetings.
- Composition of the institution's governing board (including titles and positions).
- Minutes of the institution's governing board meetings. (Please flag those that relate to the athletics program or athletics interests.)
- Published policies of the institution's governing board. (Please flag those that relate to the athletics program or athletics interests.)
- An institutional organizational chart and an athletics department organizational chart.

Evaluation

1. 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? **Currently Yes**
2. Does the institution demonstrate that the president or chancellor is assigned ultimate responsibility and authority for the operation and personnel of the athletics program? **Currently Yes**
3. 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? **Currently Yes**

Governance and Commitment to Rules Compliance

Elements	Goals	Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
No issue was identified within the area of Institutional Control, Presidential Authority and Shared Responsibility	Continue to demonstrate that the Board of Trustees provides consistent oversight and policy formulation, that the Chancellor has the ultimate authority for the operation of the athletics program, and that appropriate campus constituencies provide input to and review athletics department policies	Continue to monitor the decisions of the Board of Trustees, the Chancellor, and appropriate campus constituencies.	Faculty Senate Athletics Committee	2006 and ongoing each year subsequent.

Governance and Commitment to Rules Compliance

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 noncompletion 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.

The NCAA Division I Committee on Athletics Certification did not give Liberty University any "corrective actions," "conditions for certification," or "strategies for improvement" in its first-cycle certification decision, relating to Rules Compliance.

However, during the November 2005, Video Conference with the NCAA and the Steering Committee, the institution was asked to respond to a prior issue discovered in the 1997 self-study. The 1997 self-study report indicated that the head football coach had a private checking account external to the institution. The initial fiscal integrity committee corrected this error prior to the submission of the 1997 self-study. The peer review team recommended that the institution self-report this issue as a secondary violation. The institution adhered to the recommendation. The situation has been corrected and all accounts are under the 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 noncompletion 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 original plan recommended four changes with regard to separate positions for compliance and budget, Faculty Athletics Representative's status on the Faculty Senate Athletics Committee, initiating a compliance oversight team, and drafting and implementation of written compliance policies and procedures in the form of a compliance manual. These four actions are reported here including the original plan, the actions taken by the university, and the date of these actions.

1. Original Plan

The committee recommends that the University consider creating separate positions for compliance and budget, due to the increase of responsibilities in the compliance area.

Dates and Actions Taken by Liberty University:

In May 1997, the Director of Athletics resigned and the Assistant Director of Athletics for Compliance and Budget at Liberty University was hired as the new Director of Athletics. When the former Assistant Director of Athletics for Compliance and Budget accepted the position of Director of Athletics, he then split his former position into two separate ones. In June 1997, the position of Director of Compliance was filled, and the Executive Director for the Liberty University Athletic Association/Ticket Manager relinquished his duties to fill the newly created position of Director of Budget/Marketing. At the present time, there are filled positions of Assistant Athletics Director - Business Operations and Director of Compliance.

2. Original Plan

Governance and Commitment to Rules Compliance

The committee recommends that the Faculty Athletics Representative's status on the Faculty Senate Athletics Committee be changed from ex-officio to voting member. Also, the committee feels the importance to clearly identify the role of Faculty Athletics Representative in conducting and performing oversight functions.

Dates and Actions Taken by Liberty University:

In September 2000, the Faculty Athletics Representative's status was changed from ex-officio to a voting member of the Faculty Senate Athletics Committee. The Faculty Athletics Representative's role is currently defined in the job description as follows.

The institution's Faculty Athletics Representative is appointed by and reports to the President of Liberty University. The Faculty Athletics Representative serves as a liaison between the academic interests of the University and the athletics demands placed on its student-athletes. The job description of the Faculty Athletics Representative appears in the Athletics Policy Manual. In addition, the Faculty Athletics Representative serves as a voting member of the Faculty Senate Athletics Committee. Finally, when in attendance at Big South Conference or NCAA gatherings, the Faculty Athletics Representative may unofficially represent the institution from both an athletics and academic standpoint.

In day-to-day duties, the Faculty Athletics Representative works most closely with the Director of Athletics and the Director of Compliance. The Faculty Athletics Representative must sign team eligibility forms and is closely involved with monitoring academic progress of student-athletes thus working with athletic academic advisors. Each year the Faculty Athletics Representative monitors the NCAA Coaches Certification Exam to recruit off-campus. The Faculty Athletics Representative is also charged with the responsibility of monitoring the practice logs and recruiting logs of the athletics programs.

Occasionally the Faculty Athletics Representative is called upon to screen and interview prospective coaches, to sit on a conference screening committee, or to serve as a member of the Faculty Senate Athletics Committee when listening to a grievance filed by a student athlete or a coach. In all of these categories, the Faculty Athletics Representative serves mainly in the capacity of advisor and liaison, keeping the President and other relevant constituencies informed on the issues under discussion.

3. Original Plan

The committee recommends initiating a compliance oversight team to more closely monitor and evaluate NCAA compliance efforts of the athletics department.

Dates and Actions Taken by Liberty University:

Beginning in 1998, the Faculty Senate Athletics Committee served to fill the role of the compliance oversight team. The Faculty Senate Athletics Committee is chaired by a member of the Faculty Senate and includes representatives from a cross section of the University's academic departments. The Faculty Senate Athletics Committee serves as an important link between the athletics program and the other programs of the University. The committee reviews and recommends standards for student-athletes' eligibility for participation in intercollegiate athletics, and for approval of athletics scholarships. The committee also provides an opportunity for student-athletes to have access to an appeal process concerning academic status (warning or probation) and other issues that would impact eligibility for athletics participation.

In 2005, a Compliance Committee was formed. The Compliance Committee is made up of the Director of Athletics, Faculty Athletics Representative, Associate Athletics Director for Academics, Director of Compliance/Senior Woman Administrator, Assistant Compliance Coordinator, Certifying Officer, Financial Aid Compliance Liaison, the Admissions Athletics Liaison, and two coaches. The Compliance Committee has direct oversight of the athletics compliance office and is involved in development of Liberty University's athletics compliance policies and procedures that are documented in the Coaches Compliance Manual. The Compliance Committee meets a minimum of once a semester.

4. Original Plan

The committee recommends drafting and implementation of written compliance policies and procedures in the form of a compliance manual that is revised and distributed annually to all necessary parties.

Dates and Actions Taken by Liberty University:

In June 1998, the Director of Compliance developed and implemented an institutional athletics compliance manual. This compliance manual serves as a "user friendly" guide for all individuals involved with athletics compliance at Liberty University. This manual provides guidance to all individuals with compliance responsibilities. It not only includes information for the most commonly asked questions in the areas of governance, initial eligibility, transfer

Governance and Commitment to Rules Compliance

eligibility, financial aid, recruiting, national letter of intent policies and procedures, play and practice seasons, and complimentary tickets, but it also includes the necessary institutional compliance forms, as well as the policies and procedures surrounding the use of these forms, that are used in the said areas.

The compliance manual is revised annually to reflect any changes in NCAA legislation or Liberty University policies and procedures.

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.

Liberty University has continued to make a significant commitment to rules compliance by its staff, student-athletes, and other individuals representing the institution's athletics interests. The discussion that follows identifies a few significant improvements made with regard to rules compliance.

During 2004, an intern position was created within the Office of Athletics Compliance to assist the Director of Compliance. An intern, after receiving his undergraduate degree, remained in the office as a graduate assistant. Budgetary changes were made to maintain the graduate assistant position permanently within the Office of Athletics Compliance.

Liaison positions have been created in the University's offices of the registrar, financial-aid, and admissions. Each athletics team has named a member of their coaching staff as a contact for each of these areas of influence and will work directly with the liaisons to resolve any issues should they develop. In the past any coach had been able to contact any person in these departments which often created confusion and discrepancies when working with more than one person to resolve an issue. By limiting the communication between sports teams and these campus offices to one person at each end, the ability to communicate effectively has increased greatly.

In 2005 a Compliance Committee was created to serve as an oversight team to monitor and evaluate NCAA compliance efforts of the athletics department. The Compliance Committee is made up of the Director of Athletics, Faculty Athletics Representative, Associate Athletics Director for Academics, Director of Compliance/Senior Woman Administrator, Assistant Compliance Coordinator, Certifying Officer, Financial Aid Compliance Liaison, the Admissions Athletics Liaison, and two coaches. The Compliance Committee has direct oversight of the athletics compliance office and is involved in development of Liberty University's athletics compliance policies and procedures that are documented in the Coaches Compliance Manual. The Compliance Committee meets a minimum of once a semester.

A compliance webpage was added to the athletics department official website in 2005. This page includes information for current and prospective student-athletes, boosters, coaching staffs, and members of the university.

During the 2005-2006 academic year, two members of the Compliance Committee attended a regional NCAA rules seminar. This is the first time someone other than the Director of Compliance represented the University at a seminar of this type.

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.

In 2005, an Assistant Athletics Director for Development/Executive Director of the Flames Club was hired. Since that time booster groups for each sport have been brought under the control of the Flames Club. All members of the Flames Club receive a pamphlet describing relevant NCAA bylaws and regulations each year, or upon joining the Flames Club. All donations to athletics programs are directed through the Flames Club allowing institution oversight and monitoring of booster activities. The Executive Director of the Flames Club has direct access to the Director of Compliance should any questions or concerns arise. The Director of Compliance attends the Flames Club luncheon twice a month and is available to answer any questions boosters may have concerning compliance. The compliance website also has pages directed toward boosters of the athletics program.

Governance and Commitment to Rules Compliance

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

The individual who the CEO designates as being responsible for the institution's rules compliance, other than the Director of Compliance, is the Director of Athletics. The Director of Athletics is charged with ultimate responsibility for ensuring that the institution operates within the guidelines set forth by the NCAA. It is his or her responsibility to charge a competent team of individuals to effectively secure compliance. A description of the reporting lines for and responsibilities assigned to each member of this team follows.

Faculty Athletics Representative: The Faculty Athletics Representative reports directly to the CEO but also has direct access and day-to-day involvement with the Director of Athletics. The main responsibilities of the Faculty Athletics Representative within compliance include serving as a member of the Compliance Committee which is responsible for developing the compliance policies and procedures for the athletics compliance office, serving as a voting member of the Faculty Senate Athletics Committee, monitoring play and practice logs, and being involved in all NCAA violation investigations and reporting.

Director of Athletics: The Director of Athletics directly oversees the Director of Compliance and has direct access to the CEO and Chancellor of the University as it relates to any compliance issues. It is the responsibility of the Director of Athletics to hire, oversee, and empower a strong Office of Athletics Compliance. The Director of Athletics meets weekly, or as needed, with the Director of Compliance to discuss the current compliance issues as they relate to our institution and offers appropriate insight and guidance.

Compliance: The Director of Compliance reports directly to the Director of Athletics and also has direct access to the CEO of the institution. The Director of Compliance oversees the day-to-day operations of Athletics Compliance. It is his/her responsibility to educate university constituents (athletics administration staff, coaches, student-athletes, representatives of athletics interests, and non-athletics University staff with compliance responsibilities, i.e., Certifying Officer, Financial Aid Compliance Liaison and Athletics Admissions Liaison) of the NCAA rules and regulations. It is also the responsibility of the Director of Compliance to monitor compliance of all NCAA rules and report all violations of those rules.

Coaches: Head coaches have direct oversight of their respective staffs and are responsible for their programs' compliance to NCAA rules and regulations. It is the duty of the head coach to assign specific compliance responsibilities amongst his/her staff (i.e. practice logs, scholarships/NLIs, and recruiting coordination functions). The assigned individual reports directly to the Director of Compliance for that area of compliance. Each head coach reports directly to the Director of Compliance for all compliance related issues within their program and has direct access to the Director of Athletics. All coaches are responsible for attending monthly rules education meetings to stay abreast and educated of NCAA rules and regulations. Each coach is responsible for self-reporting all violations for which they are made aware and also for assisting the Director of Compliance in related violation investigations.

Certifying Officer, Registrar: The Certifying Officer reports directly to the Registrar, but works parallel with the Director of Compliance. It is the role of the Certifying Officer to certify the eligibility status of all continuing and transfer student-athletes. The Certifying Officer is responsible for the upkeep of the degree progress and transfer modules of the Compliance Assistant Internet which assists in determining the eligibility status of the student-athletes. The Certifying Officer has the final say on all eligibility issues.

Financial Aid Compliance Liaison: The Financial Aid Compliance Liaison reports directly to the Head of Financial Aid, but works parallel with the Director of Compliance. It is the role of the Financial Aid Compliance Liaison to verify the financial aid received by each student-athlete. This individual is responsible for the financial aid module of the Compliance Assistant Internet, producing the squad lists for each sport, verifying outside aid sources, and all other compliance related financial aid items in Bylaw 15 of the NCAA Division I Manual. The Financial Aid Compliance Liaison has the final say on all financial aid issues.

Admissions Liaison: The Admissions Liaison reports directly to the Head of Admissions, but works parallel with the Director of Compliance. It is the role of the Admissions Liaison to have the knowledge and to implement NCAA, Big South Conference, and Liberty University rules and regulations governing the admissions process for prospective

Governance and Commitment to Rules Compliance

student-athletes. This individual is also responsible for informing athletics programs and prospective student-athletes of the admissions process and affiliated deadlines.

Internal Auditor: The internal auditor for the area of athletics compliance is the Compliance Committee. The Compliance Committee is made up of the Director of Athletics, Faculty Athletics Representative, Associate Athletics Director for Academics, Director of Compliance/Senior Woman Administrator, Assistant Compliance Coordinator, Certifying Officer, Financial Aid Compliance Liaison, the Admissions Athletics Liaison, and two coaches. The Compliance Committee has direct oversight of the athletics compliance office and is involved in development of Liberty University's athletics compliance policies and procedures that are documented in the Coaches Compliance Manual. The Compliance Committee meets a minimum of once a semester.

6. Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals inside the athletics department.

Liberty University makes an effort for rules compliance to be maintained as a central element in personnel matters for individuals inside the athletics department by placing it as a responsibility within their job descriptions, evaluating it annually during personnel evaluations, and by having individuals annually sign the NCAA Certification of Compliance for Staff Members of Athletics Department Form. Monthly rules education meetings are also provided by the Office of Athletics Compliance. Within the job descriptions of athletics department personnel, it is written "this position requires the adherence of and operation within all governing NCAA, Big South, and Liberty University rules and regulations." During annual personnel evaluations, the Director of Athletics reviews the compliance of each individual as it relates to the NCAA, Big South, and Liberty University rules and regulations.

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

Liberty University makes an effort for rules compliance to be maintained as a central element in personnel matters for individuals outside the athletics department who are involved in rules-compliance activities by placing it as a responsibility within their job descriptions and evaluating it annually during personnel evaluations. Monthly rules education meetings are also provided by the Office of Athletics Compliance. Within the job descriptions of individuals outside the athletics department who are involved in rules-compliance activities, it is written "this position requires the adherence of and operation within all governing NCAA, Big South, and Liberty University rules and regulations." During annual personnel evaluations, these individuals' reporting supervisors as well as the Director of Athletics review the compliance of each individual as it relates to the NCAA, Big South, and Liberty University rules and regulations.

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	

Governance and Commitment to Rules Compliance

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 Office of Athletics Compliance is responsible for the rules-education efforts as they relate to student-athletes, coaches, other athletics department staff members, other institutional staff members and representatives of the institution's athletics interest.

Student-athletes: At the beginning of each academic year, the Director of Compliance meets with each athletics program and discusses NCAA, Big South, and Liberty University rules and regulations that govern them as student-athletes. During this meeting, the student-athletes are provided a Student-Athlete Handbook which gives greater detail to the areas discussed by the Director of Compliance in the meeting. The Office of Athletics Compliance also has a webpage designated for Liberty University student-athletes, which includes links and documents that serve to educate them about rules-compliance. In addition, "The Torch," Liberty's student-athlete newsletter is provided to the student-athletes a minimum of once a semester. Lastly, the Director of Compliance meets with the Student-Athlete Advisory Committee at minimum of once each semester and discusses items related to rules compliance.

Coaches: At the beginning of each academic year, the Office of Athletics Compliance provides all head and assistant coaches with a Coaches Compliance Manual which details NCAA, Big South, and Liberty University rules and regulations as they relate to governance, recruiting, National Letter of Intent, eligibility, complimentary tickets, play and practice seasons, financial aid, and camps and clinics. Each head and assistant coach is also given a copy of the NCAA Manual. The Office of Athletics Compliance also conducts monthly rules-education sessions that cover items of rules compliance. In addition, there is a webpage developed by the Office of Athletics Compliance that has links and documents available for the education and implementation of rules-compliance.

Athletics Department Staff Members: The Director of Compliance is a member of the senior athletics staff. At each staff meeting the Director of Compliance brings up an item related to rules compliance. Athletics department staff members are also notified of the monthly rules education session that relates to their areas of responsibility (i.e., academics, marketing, and promotions).

Institutional Staff Members: There are only three institutional staff members with direct rules-compliance responsibilities: the Certifying Officer in the Registrar's Office, the Financial Aid Compliance Liaison in the Financial Aid Office, and the Athletics Admissions Liaison. These individuals meet regularly with the Director of Compliance to discuss rules, regulations, policies and procedures as they relate to rules compliance. At the beginning of each academic year, these individuals are given copies of the Student-Athlete Handbook, Coaches Compliance Manual, and NCAA Division I Manual. These individuals are also invited to the monthly rules-education sessions provided by the Office of Athletics Compliance.

Representatives of Institution's Athletics Interest: The Office of Athletics Compliance has a webpage designated solely for the education of representatives of the institution's athletics interest. The Office of Athletics Compliance also annually produces a Booster Brochure that is distributed to each individual that joins the Flames Club. This brochure is sent with a "thank you" from the Executive Director of the Flames Club. The Director of Compliance also meets with the Flames Club Board a minimum of once a semester and discusses a rules compliance topic. In addition, the Director of Compliance attends the Flames Club luncheons a minimum of twice per month and is available to answer any questions.

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

The individual responsible the institution's rules-compliance evaluation is the Associate Commissioner for Compliance at the Big South Conference Office. It is Big South Conference policy that the conference will conduct a compliance review of each member campus every three years. The compliance review covers eleven specific areas, as required by the NCAA Division I Committee on Athletics Certification.

A full report of the conference compliance review is distributed to the CEO, Director of Athletics and the institution's Director of Compliance. The institution is asked to respond in writing to the issues in the report approximately 6-8 weeks after the receipt of the report. The conference office follows up with the institution as to the status of the institution's progress on the major issues presented.

Governance and Commitment to Rules 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).

As a result of the 2002 rules-compliance program evaluation, several corrective actions have been implemented. These actions include, but are not limited to:

Named a liaison in the admissions office that is responsible for all prospective student-athlete admissibility.

Implemented an electronic system to track temporary certification periods for entering freshmen.

Moved the responsibility of certifying continuing eligibility of student-athletes from the compliance office to the registrar's office.

Appointed one individual in the registrar's office, the Certifying Officer, who is responsible for certifying the student-athletes for practice, competition, and financial aid.

Named a liaison in the financial aid office that is responsible for monitoring bylaw 15 as it relates to compliance related items.

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

- List of athletics booster organizations and their officers.
- Description of athletics booster group policies and procedures (e.g., constitution and bylaws).
- Documentation required by the institution to maintain compliance with NCAA rules (e.g., compliance manual, recruiting logs, eligibility files).
- Documentation generated as a result of conference involvement with the institution in reviewing compliance efforts.
- Documentation related to secondary rules violations for the last three years and the institutional response to those violations.
- Conference manual.
- Planning documents related to athletics (if any).
- Job descriptions for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.

Governance and Commitment to Rules Compliance

- Contracts or letters of appointment for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Personnel evaluation criteria for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Philosophy statements and other applicable sections of policy manuals for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Documentation related to the evaluation of the institution's rules-compliance program by an authority outside of athletics at least once every four years.
- (Rules Compliance) Policies and Procedures.

Evaluation

1. 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? **Currently Yes**
2. 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? **Currently Yes**
3. Does the institution demonstrate that rules compliance is the subject of an ongoing educational effort? **Currently Yes**
4. 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? **Currently Yes**
5. 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? **Currently Yes**

Governance and Commitment to Rules Compliance

Elements	Goals	Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
No issue was within the program area of Rules Compliance.	Continue to assure that the athletics departments staff, student-athletes, and other individuals and groups comply with NCAA rules and regulations.	Continue to monitor the athletics departments staff, student-athletes, and other individuals and groups to assure compliance with NCAA rules and regulations.	Director of Athletics, Director of Compliance	Fall 2006 and ongoing thereafter.

Academic Integrity

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 noncompletion 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.

The NCAA Division I Committee on Athletics Certification did not give Liberty University any "corrective actions," "conditions for certification," or "strategies for improvement" in its first-cycle certification decision, relating to Academic Standards.

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 noncompletion 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 original plan recommended having three written institutional policies regarding scheduling of competitions, Freshman Seminar, and graduation rates. These three policies are reported here including the original plan, the actions taken by the university, and the date of these actions.

1. Original Plan

Put the policy for scheduling of competitions close to the final exam period in writing.

Dates and Actions Taken by Liberty University

The following paragraph appears in the Liberty University Academic Catalog. It was first published in the 2002-2003 Catalog.

Athletic competition will not be scheduled during the published exam period. Moreover, no away athletics competition shall be scheduled at least two days prior to the published final exam period.

Appeals to this policy are made to the Provost. This policy for competition is stated in the Coaches Compliance Manual and Student-Athlete Handbook for 2006-2007.

2. Original Plan

Accommodate freshmen athletes' practice schedules for fall sports by altering the schedule of Freshman Seminar

Dates and Actions Taken by Liberty University

Beginning in 2002-2003, the Freshman Seminar course has been offered at an earlier time for athletes that play a fall sport.

3. Original Plan

Provide written goals for graduation rates of student-athletes.

Academic Integrity

Dates and Actions Taken by Liberty University

At a meeting held in the 2002-2003, the athletics senior administrative staff and Senate Faculty Athletic Committee established a departmental and institutional goal of a 75% graduation rate for all student-athlete participants. This goal is stated in the Coaches Compliance Manual and Student-Athlete Handbook for 2006-2007.

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.

Liberty University has continued to make significant improvements in academic standards and policies. Two additional academic policies have been developed since the first-cycle certification.

In addition to the development of a policy concerning competition during finals week, a policy for practice during finals week was also developed. This policy has been approved and is stated in the Coaches Compliance Manual, the Student-Athlete Handbook, and the Athletics Department Policy Manual for 2006-2007. Appeals to this policy can be made to the Provost. The policy is:

Only teams in competition seasons may have mandatory practice during finals week, with the understanding that the academic exams schedule takes precedent over practice.

Liberty University is committed to excellence in academics. In 2003-2004 the athletics department developed an Academics Awards Banquet recognizing student-athletes with commendable GPAs. Certificates and/or awards are given out to honor student-athletes with GPA levels of 3.0 and above, 3.5 and above, 3.75 and above, and 4.0. Additionally, in 2006-2007 awards will be given to the top male and female scholar-athlete and the athletics team with the highest overall team GPA.

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.

Student-athletes are admitted to Liberty University according to the same process by which all students are admitted. The published standards for admission are as follows:

1. SAT 800 (combined) or ACT 17 (composite, with a minimum of 16 on the math and verbal portions)
2. Minimum un-weighted GPA of 2.0 on a 4.0 scale is required, verified later by an official transcript.

In general the Admissions Office is not aware if a student is an athlete when his or her application is processed. There exist two small exceptions to this rule:

1. The football office will often apprise the Admissions Office of their intent to grant a full-ride to a student-athlete. While this intent is NOT considered when decisions about the student's academic credentials are being made, it is necessary for the admissions office to know this so that it can input a code that exempts these scholarship students from paying the \$250 confirmation deposit required of students not on full ride.
2. Occasionally the Admissions Office will evaluate an application more quickly if they are told by an athletics department that a quick decision is needed. The coaches have no influence on the decisions made.

During 2005-2006, one Admissions Counselor was identified for use by prospective student-athletes entering Liberty University. This liaison handles the admissibility of student-athletes and is consulted only when notified by a member of the athletics department. The Admissions Counselor is fully aware of all NCAA rules for admission and ensures full compliance.

Academic Integrity

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.

Based on information provided in Standardized Test Scores, by Gender, there are few notable differences between standardized test scores for male and female athletes and the entire student body. Based on information provided in Standardized Test Scores, by Racial or Ethnic Group, standardized test scores for athletes from most ethnic groups tend to exceed those of the regular student body. Finally, based on information provided in GPA and Test Scores, by Sport Group, in most cases, the average test scores and GPA by sport have increased since the 2002-2003 school year.

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.

In the event a student does not meet one of the stated admissions requirements (GPA, SAT), outstanding test scores, GPA, advanced or otherwise unusual coursework, or other factors may permit an override. For instance, a student who battled personal problems during the first year of high school and, though a model student later, was unable to pull her GPA up to a 2.0, may be eligible for an override decision. These decisions are made by the Supervisor of Admissions Processing and Admissions Office with occasional input from the Chancellor.

Any student admitted in a special case such as the one described will be admitted on Academic Warning and will be allowed to take no more than 13 hours and must achieve a 1.5 GPA to have the warning lifted. Should this student fail to pass any class, he will be asked to leave the university.

Furthermore, all students admitted as special cases will be required to make up the portions of their application that were lacking. For instance, if a student has good grades, coursework, or other materials but has failed to take the SAT, his application will be placed on hold until the July before he intends to enter Liberty (a point at which there is no more opportunity to take the SAT before fall classes start). The Admissions Office and Supervisor of Admissions Processing then analyze the students who have sent transcripts and determine whether to accept or reject them.

When students are accepted in this way, a code is entered into the university computer system that identifies a gap in this student's information. The Registrar notifies those students that they have to take the SAT/ACT during fall or spring semester depending on when they enter the university. If they do not take the exam, they cannot register for the next semester and may lose all financial aid.

The same process holds true for students who do not have an official final high school transcript.

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.)]

Based on information provided in Special-Admissions Information, student-athletes were admitted with special circumstances far less often than were regular students. The reason for this is simple: the NCAA's standards for scholarship athletes are higher than Liberty's standards for special admission.

Academic Integrity

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

Coaches provide the Director of Compliance, Meredith Hollyfield, with a request to track a prospect's initial eligibility through the NCAA Clearinghouse. Ms. Hollyfield creates the files in the Clearinghouse web system from the requests provided to her from the coaches of each particular sport. Ms. Hollyfield periodically reviews the data in the system and reports to each head coach about the status of their prospects' files. When final results are posted on a prospect, Ms. Hollyfield enters the qualifying or non-qualifying information for each prospect in his or her file in the Compliance Assistant Internet data base that Liberty University uses to track student-athlete eligibility certification. The Certifying Officer, Stephanie Pettengill, reviews the results of the Clearinghouse status given to the freshmen student-athletes and verifies the status with her signature on the eligibility forms.

Transfer Eligibility Process:

Coaches inform the Director of Compliance, Meredith Hollyfield, that they have a transfer student-athlete coming to Liberty University. Ms. Hollyfield has a member of the coaching staff complete a transfer inquiry form detailing dates and locations of full-time and part-time enrollment since the prospect graduated from high school. From the data on the inquiry, Ms. Hollyfield provides the coach with the academic requirements that the prospect will need to be eligible to compete at Liberty University upon his/her projected arrival date. Ms. Hollyfield is also responsible for researching transfer exceptions from these prospects. After the academic requirements are determined, the coach has the prospect send transcripts to Rachel Pick, Athletics Admissions liaison, in Liberty's Admissions department, from each of the previous schools attended.

Once Ms. Pick accepts the transcripts as official, she forwards them on to our Certifying Officer in the Registrar's Office, Stephanie Pettengill. Ms. Pettengill reviews the transcripts and performs preliminary transcript evaluations determining the number of credit hours that will transfer in from each previous institution. Once Ms. Pettengill is informed of the projected major of the prospect, she places the transferable degree credits on the specified major's status sheet to determine the percentage of degree the prospect will have. This information is then provided to the head coach to inform him of the eligibility of his potential transfer. Once the transfer commits to our institution, Ms. Pettengill makes copies of the information she gathered and forwards it to the Center for Academic Support and Advising Services, where the prospect's information is provided to his Professional advisor and Graduation tracker.

To certify the transfer for practice, aid, and/or competition, upon his arrival to Liberty University, Ms. Pettengill is responsible for transferring her preliminary data into the Compliance Assistant Internet to officially document the transfer status of the now current transfer student-athlete. Ms. Pettengill is responsible for completing the transfer module and the degree progress module of the transfer student-athlete. Ms. Hollyfield then reviews this data in Compliance Assistant Internet to verify eligibility for practice, aid, and/or competition, and if he or she qualifies for any exceptions to the transfer requirements. Ms. Pettengill officially certifies the transfer status of each transfer student-athlete with her signature on the eligibility form for each sport.

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

Our Certifying officer in the Registrar's Office, Stephanie Pettengill, has the responsibility of certifying continuing eligibility for the student-athletes at Liberty University. At the conclusion of each spring semester, Ms. Pettengill inputs the academic information of each student-athlete in the degree progress module of the Compliance Assistant Internet from the University's official academic tracking system. The data is then reviewed for errors by the Graduate Assistant in the Compliance Office, Mike Hagan. For the student-athletes that have a percentage of degree requirements for eligibility, Ms. Pettengill provides the names and I.D. numbers to the graduation trackers in the Center for Academic Support and Advising Services to verify the percentage of degree for these student-athletes. Once this information is provided from Center for Academic Support and Advising Services, Ms. Pettengill is responsible for documenting the percent in the degree progress module in the Compliance Assistant Internet. Ms. Pettengill officially certifies the continuing eligibility of the student-athlete by signing each sports eligibility form certifying him or her for practice, aid, and/or competition.

Mid-year certification for continuing eligibility is done through a query produced by the Head of the Registrar's Office, Larry Shackleton, from the I.D. numbers of each student-athlete provided to Mr. Shackleton from the

Academic Integrity

Compliance Assistant Internet. The query includes credits enrolled in that particular fall semester, credits earned, GPA earned, and cumulative GPA earned.

The Director of Compliance, Meredith Hollyfield, compares the query data with the data in the University's academic tracking system to make sure it is correct. Ms. Hollyfield then reviews the query to verify the 6 hour and GPA requirement for each student-athlete (depending on the requirement of each student-athlete). Ms. Hollyfield then provides the query information and her eligibility determination from the query to the Certifying Officer in the Registrar's Office, Stephanie Pettengill. Ms. Pettengill reviews the information provided to verify its accuracy and officially certifies the mid-year status of each student-athlete using the procedures set forth by the Big South Conference.

- 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.

Graduation rates for student athletes are notably higher than the rate for the whole student body.

- 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.

In all cases, standards for student-athletes at Liberty University either match or exceed those set by the university for non-athlete students.

Enrollment (page 17, Liberty University Student-Athlete Handbook):

According to NCAA rules, student-athletes must maintain at least a 12-hour load for any semester that they participate in an athletics program. Failure to maintain 12 hours results in automatic ineligibility and possible forfeiture of athletics scholarships. There is no minimum number of hours in which a non-athlete may enroll.

Student-athletes must see a member of the Athletics Academic Services staff in order to gain permission to drop a course. At this point, the student-athlete can then follow the normal channels for dropping a course (see also page 24, Liberty University 2006-2007 Undergraduate Catalog).

Student-athletes must see the Director of Athletics Academic Services before filing a grade appeal form. The request for a grade change, once approved, must then be evaluated by the Faculty Athletics Representative. Only after this request has been declared valid can the athlete pursue a grade change through normal channels (see also page 28, Liberty University 2006-2007 Undergraduate Catalog).

Academic Warning and Probation (page 19, Liberty University Student-Athlete Handbook)

Liberty University places athletes on warning and probation according to the same standards used for the whole student body. When a student-athlete fails to meet his required GPA at the end of the semester, he is placed on academic warning. If this occurs, the student is required to enroll in CLST 191, 102, or 103 (Individualized Reading and student Strategies). Until the warning is lifted, enrollment is limited to 13 credit hours.

The standards for avoiding warning/probation/dismissal are:

Level Hours Required GPA Required
1 0-23.99 1.50

Academic Integrity

- 2 24.00-47.99 1.65
- 3 48.00-71.99 1.85
- 4 72.00-95.99 2.00
- 5 96.00 or more 2.00

Failure to meet these standards after being placed on warning results in the athlete being placed on probation. While on probation, the student-athlete must meet the standards described above and may not represent the University on an athletics team without a formal appeal to the Faculty Senate Athletics Committee.

Athletic Eligibility

Initial and transfer eligibility for student-athletes is monitored and certified by the Director of Compliance. Liberty University uses the NCAA Clearinghouse standards to determine initial eligibility. These standards are located in the NCAA Division I manual (pages 149-151).

These standards are also stated in the Student-Athlete Handbook (pages 21-22).

INITIAL ELIGIBILITY

In order to participate in intercollegiate athletics, all incoming freshman student-athletes, including international, learning disabled, home schooled and walk-on student-athletes, must receive their final certification of initial eligibility through the NCAA Initial-Eligibility Clearinghouse. The Clearinghouse has been established to consistently evaluate each registered prospective student-athlete based on established requirements consisting of a combination of high school core course completion, core course GPA, and standardized test scores (either ACT or SAT). For information on how to register with the Initial-Eligibility Clearinghouse if you have not already done so, contact the Director of Compliance as soon as possible.

Clearinghouse certification will result in the following status: "Qualifier", "Partial Qualifier", or "Non Qualifier".

Qualifier -

You are certified as a qualifier if you:

- Graduate from high school.
- Attain a minimum high school core course grade-point average of 2.000 in either 13 or 14 core-curriculum courses as specified in Bylaw 14.3.1.1 and
- Achieve a corresponding sum ACT or SAT score as specified in Bylaw 14.3.1.1.1.

As a qualifier you are permitted to practice, compete and receive athletically and non-athletically related financial aid in your first year of residence. Qualifiers have four seasons of competition to complete within a five year period.

Non Qualifier -

You are certified as a non qualifier if you fail to meet the qualifier criteria listed above. In addition to being ineligible for practice and competition during your first academic year in residence, a non qualifier is not permitted to receive any institutional financial aid, except as stated below. (Bylaws 14.02.9.3 and 14.3.2.2.1)

As a non qualifier:

- You are eligible to receive non-athletics institutional financial aid based on need only, consistent with institutional and conference regulations.
- You will have three seasons of eligibility after your first academic year in residence. You may earn a fourth season of competition provided you have completed 80% of your baccalaureate degree before beginning your fifth academic year of enrollment. (Bylaw 14.3.3)

Transfer Eligibility is also monitored and certified by the Director of Compliance. Liberty University uses the NCAA standards for transfer eligibility. These standards are located in the NCAA Division I manual (pages 172-180). These standards are also housed in the Student-Athlete Handbook (pages 26-27).

You are a transfer student if:

- The registrar or admissions officer from your former institution certified that you officially were registered and enrolled at that institution in any term in a minimum full-time program of studies and you were present on the opening day of classes; or
- The director of athletics from your former institution certified that you reported for the regular squad practice that any staff member of the athletics department of your former institution announced before the beginning of any term. (Bylaw 14.5.2)

If you are a transfer student from a four-year institution, you are not eligible during your first academic year in residence unless you meet the provisions of one of the exceptions specified in Bylaw 14.5.5.2 or one of the waivers specified in Bylaw 14.8.1.2.

Academic Integrity

If you are a transfer student from a two-year institution, you are not eligible during your first academic year in residence at your new institution unless you meet the academic and residence requirements specified in Bylaw 14.5.4 or the exceptions specified in Bylaw 14.5.4.7.

Note: if you are a recruited 2-year transfer, you have two weeks to obtain an official certification status from our institution. If you are nonrecruited, you have 45 days. If your certification status is not determined within this time-frame, you are not permitted to continue with countable athletically related activities with your team until your certification process is completed.

If you transferred from a four-year college to a two-year college and then to your new institution, you are not eligible during your first academic year.

***Please be sure that you see the Director of Compliance and the Certifying Officer in the Registrar's office to make sure you meet the applicable requirements.

Continuing Eligibility is monitored and certified by the Certifying in the Registrar's office. Liberty University uses the NCAA standards for continuing eligibility. These standards are located in the NCAA Division I manual (pages 159-171). These standards are also housed in a chart in our Student-Athlete Handbook (page 23).

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

Each athlete is responsible for giving Excused Absence Cards to his professors each time he will miss class due to athletics competition. These cards must be signed by a member of the Athletics Academic Services staff and coaching staff. Attendance cards are also distributed to instructors twice during the semester to track missed class time. Progress reports are given to coaches indicating class grades and attendance. Athletics Academic Services staff also uses Blackboard, the institution wide grade monitoring and assignment software to run checks on student-athletes' grades. If poor performance is noted during monitoring, Athletics Academic Service staff inquires into the student-athlete's attendance habits. All "At risk" student-athletes meet weekly with a member of the Athletics Academic Services staff to discuss class-work, attendance, and grades.

At the beginning of each semester, the student-athlete is required to give each professor his competition schedule. The professor may advise the student against entry into his class if he/she feels that the student-athlete will miss too many days due to competition.

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

Frequent analyses have been conducted and, at this time, Liberty University has determined that there are no sports that have significant or excessive class time missed due to practice or competition.

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.

At the beginning of the academic year each student-athlete is addressed by a representative from the Office of Athletics Academic Services and the Office of Athletics Compliance. At this time all athletics department policies concerning missed class time due to competition are discussed and the Student-Athletic Handbook is distributed. The Student-Athlete Handbook clearly discusses academic policies such as introduction policy of student athlete to professors, missing class, etc.

The following class attendance policy is found in the Student-Athlete Handbook (page 16). This policy is distributed to and discussed with every student-athlete.

CLASS ATTENDANCE

Regular and punctual attendance is expected of all student-athletes! Each student-athlete is responsible for notifying his professors for absences pertaining to traveling to away contests. School policy permits all absences for athletics travel to be counted as excused absences (however, the number of excused absences permitted for a passing grade is determined by each individual course professor). Make-up assignments must be completed in a reasonable time that is agreeable with professors. Unless there is a serious emergency, student-athletes can not be absent during the final exam week or summer school.

Appeals to this policy are made to the Provost.

Academic Integrity

The following is the Liberty University class attendance policy found in the Academic Catalog (page 25). It is available on-line as well as in print to each Liberty University student.

CLASS ATTENDANCE

Regular and punctual attendance in classes is expected of all students at Liberty. The attendance policy for each class will be stated in the course syllabus for that class. The faculty member will be the judge of whether the student has met the stated attendance requirements for the course. The student alone assumes responsibility for all absences. A student who presents the instructor with an adequate and documented reason for an absence normally will be given an opportunity to make up the work missed. The responsibility for initiating the request to make up class work missed rests with the student. Athletic competition will not be scheduled during the published exam period. Moreover, no away athletics competition shall be scheduled at least two days prior to the published final exam period.

Appeals to this policy are made to the Provost.

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

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

Evaluation

1. 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? **Currently Yes**
2. 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? **Currently Yes**
3. 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? **Currently Yes**

Academic Integrity

4. 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. **Currently Yes**

5. 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? **Currently Yes**

Academic Integrity

Elements	Goals	Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Missed class time by student-athletes.	Monitor missed class time for one year.	Assign to a member of the Office of Athletics Academic Services the responsibility of continuously monitoring missed class time.	Director of Athletics, Director of the Office of Athletics Academic Services	2006-2007.
Athletics department has no written policy pertaining to missed class time.	Formulate a written policy pertaining to missed class time based on the data collected in 2006-2007.	Include in the Athletics Policy Manual a written statement with regard to missed class time.	Director of Athletics, Director of Office of Athletics Academic Services	Fall 2007

Academic Integrity

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 noncompletion 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.

The NCAA Division I Committee on Athletics Certification did not give Liberty University any "corrective actions," "conditions for certification," or "strategies for improvement" in its first-cycle certification decision, relating to Academic Support.

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 noncompletion 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 original plan recommended having student-athletes assigned to a faculty advisor in their major at the end of their sophomore year. The policy is reported here including the original plan, the actions taken by the university, and the date of the action.

1. Original Plan

Student-athletes should be assigned a faculty advisor in their major by the College of General Studies at the end of their sophomore year. Furthermore, the assignment of a faculty advisor in their major does not preclude the Department of Athletics oversight of the student-athlete's academic progress.

Dates and Actions Taken by Liberty University

As of 2002-2003, foundational courses are monitored via computer releases and blocks. Students blocked must register for classes through the Registrar's Office and must complete prerequisites to declare a major.

Every student is assigned an advisor from the College of General Studies prior to their enrollment in Freshman Seminar.

Academic advisors from the Office of Athletics Academic Services meet with all student-athletes prior to registration to counsel on degree requirements and course selection for eligibility. This process was implemented beginning 2002-2003.

All new student-athletes and student-athletes with a GPA below 2.5 are required to attend mandatory study hall. This mandate was implemented beginning 2002-2003.

Student-athletes are strongly encouraged to meet with an advisor in their area of academic interest. This statement has appeared in the Student-Athlete Handbook since 2001-2002.

The Athletics Academic Support Office serves as a student-athlete's advisor until a major is selected. This statement has appeared in the Student-Athlete Handbook since 1992-1993.

Academic Integrity

Beginning in 1992-1993, Liberty University requirements state that all students must make a declaration of major by the beginning of their fifth semester, i.e. the end of their sophomore year.

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.

Liberty University is committed to the educational welfare of all student-athletes and ensures the proper emphasis on educational objectives. Several additional Athletics Academic Services have been developed since the first-cycle certification.

Beginning in 2005-2006, the men's basketball team has a full-time academic support position.

In addition, the Athletics Department has purchased 15 laptop computers per academic year. These computers may be used by student-athletes for academic purposes particularly when teams are traveling. Laptop computer purchases began in 2003-2004.

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).

Beginning in 2005-2006, all students are assigned a Professional Advisor in the Center for Academic Support and Advising Services. As new students, the student-athletes will be assigned to Ms. Sarah Baker and Mr. Jim Wagner and then, as the students declare their majors, they will be also assigned a Professional Advisor in their content area. However, Ms. Baker and Mr. Wagner will maintain oversight of the student-athlete's educational progress.

All Athletics Academic Support Services (academic advising, tutoring, success skills, study hall, freshman/transfer orientation, academic progress monitoring and reporting, assistance for special academic needs, learning assessments, mentoring, assistance for at-risk students, and post-eligibility programs) are supervised by the Associate Athletics Director for Academics and the Office of Athletics Academic Services. Football and men's basketball have their own academic coordinators. All other sports are split between two positions - one for men's teams and one for women's teams.

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."

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

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

The program for Student Athlete Academic Services has been created to assist student-athletes with academic progress towards graduation, declaration of a major, class scheduling, tutorial support, and academic integrity. After meeting with a faculty advisor, student-athletes are encouraged to also meet with the Director for Athletics Academic Services as well to discuss their schedule, progress toward degree, specific requirements of a chosen degree program. The Director for Athletics Academic Services or

Academic Integrity

Academic Advisor can also provide each student-athlete with input on selecting a major and dropping, adding, or withdrawing from a course.

Each student-athlete is assigned an academic advisor through the Center for Academic Support and Advising Services department. The student and his advisor meet each semester to discuss and plan the following semester. In addition, student-athletes are allowed to register early - usually the second day of restricted registration - in order to ensure that their class schedules do not conflict with practice times.

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

All student-athletes are eligible for this service.

c. The mechanisms by which students are made aware of these services.

The students are made aware of this services through the Liberty University Student-Athlete Handbook and the Liberty University athletics website.

Each student athlete is given a Student-Athlete Handbook. Academic policies are covered on pages 15-20.

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

The Faculty Senate Athletics Committee, on behalf of the Provost, is charged with the duty of reviewing the programs areas of the Office of Athletics Academic Services at least once every three years. This policy is stated in the 2006-2007 Athletics Policy Manual.

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

The Faculty Senate Athletics Committee, on behalf of the Provost, is charged with the duty of approving the programs areas of the Office of Athletics Academic Services at least once every three years. This policy is stated in the 2006-2007 Athletics Policy Manual.

2. Tutoring Availability, procedures and criteria for obtaining assistance; assignment, qualifications, training experience, etc.; compensation, rate of pay, pupil loads, qualifications, experience, other terms and conditions of employment.

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

The tutors that are assigned to the athletes have a handbook to ensure that the student-athletes have qualified academic support through the tutoring process.

In the Student-Athlete Handbook, under the Athletic Tutoring Program and Athletic Study Hall sections (page 18), the following information is listed:

ATHLETIC TUTORING PROGRAM

Athletic tutoring is available during athletics study hall or by appointment through the Office of Athletics Academic Services. Tutors are available in all subject areas through the Office of Athletics Academic Services.

Note: Tutoring is mandatory for all student-athletes who receive a grade of "D" or "F" on his/her academic progress report. Each student-athlete is responsible to meet with his/her professor and seek tutoring opportunities.

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

All student-athletes are eligible for this service.

Academic Integrity

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

The students are made aware of this services through the Liberty University Student-Athlete Handbook and the Liberty University athletics website.

Each student athlete is given a Student-Athlete Handbook. Academic policies are covered on pages 15-20.

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

The Faculty Senate Athletics Committee, on behalf of the Provost, is charged with the duty of reviewing the programs areas of the Office of Athletics Academic Services at least once every three years. This policy is stated in the 2006-2007 Athletics Policy Manual.

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

The Faculty Senate Athletics Committee, on behalf of the Provost, is charged with the duty of approving the programs areas of the Office of Athletics Academic Services at least once every three years. This policy is stated in the 2006-2007 Athletics Policy Manual.

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

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

In conjunction with study hall, a study skills workshop is offered for students who want to learn about learning styles and other study skills.

In order to clearly communicate what constitutes academic dishonesty, a workshop has also been developed.

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

All student-athletes are eligible for this service.

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

The students are made aware of this services through the Liberty University Student-Athlete Handbook and the Liberty University athletics website.

Each student athlete is given a Student-Athlete Handbook. Academic policies are covered on pages 15-20.

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

The Faculty Senate Athletics Committee, on behalf of the Provost, is charged with the duty of reviewing the programs areas of the Office of Athletics Academic Services at least once every three years. This policy is stated in the 2006-2007 Athletics Policy Manual.

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

The Faculty Senate Athletics Committee, on behalf of the Provost, is charged with the duty of approving the programs areas of the Office of Athletics Academic Services at least once every three years. This policy is stated in the 2006-2007 Athletics Policy Manual.

Academic Integrity

4. **Study Hall** Availability, facilities, policy for mandatory attendance.

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

In the Student-Athlete Handbook, under the Athletic Tutoring Program and Athletic Study Hall sections (page 18), the following information is listed:

ATHLETIC STUDY HALL

Those required to attend Athletic Study Hall are:

1. All transfer and returning student-athletes with a cumulative GPA below 2.5.
2. All first semester student-athletes (Freshmen).
3. Any student-athlete at the request of his her coach or the Office of Athletics Academic Services for his first academic semester.

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

All student-athletes are eligible for this service.

c. The mechanisms by which students are made aware of these services.

The students are made aware of this services through the Liberty University Student-Athlete Handbook and the Liberty University athletics website.

Each student athlete is given a Student-Athlete Handbook. Academic policies are covered on pages 15-20.

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

The Faculty Senate Athletics Committee, on behalf of the Provost, is charged with the duty of reviewing the programs areas of the Office of Athletics Academic Services at least once every three years. This policy is stated in the 2006-2007 Athletics Policy Manual.

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

The Faculty Senate Athletics Committee, on behalf of the Provost, is charged with the duty of approving the programs areas of the Office of Athletics Academic Services at least once every three years. This policy is stated in the 2006-2007 Athletics Policy Manual.

5. **Freshman/Transfer orientation** Availability, attendance requirements.

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

Each new student-athlete is required to attend a freshman or transfer orientation in his/her first semester at Liberty University.

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

All student-athletes are eligible for this service.

c. The mechanisms by which students are made aware of these services.

The students are made aware of this services through the Liberty University Student-Athlete Handbook and the Liberty University athletics website.

Each student athlete is given a Student-Athlete Handbook. Academic policies are covered on pages 15-20.

Academic Integrity

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

The Faculty Senate Athletics Committee, on behalf of the Provost, is charged with the duty of reviewing the programs areas of the Office of Athletics Academic Services at least once every three years. This policy is stated in the 2006-2007 Athletics Policy Manual.

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

The Faculty Senate Athletics Committee, on behalf of the Provost, is charged with the duty of approving the programs areas of the Office of Athletics Academic Services at least once every three years. This policy is stated in the 2006-2007 Athletics Policy Manual.

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

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

For the student-athlete population, progress reports are monitored through the faculty's on-line grading system called Blackboard. The Athletics Academic Services staff can view grades by team or for individual student at any point throughout the semester.

For each at-risk student-athlete, a form is sent to individual faculty members to record attendance and grades for the student's courses. This form is then returned to the athletics office where the student grade reports are evaluated.

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

All student-athletes are eligible for this service.

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

The students are made aware of this services through the Liberty University Student-Athlete Handbook and the Liberty University athletics website.

Each student athlete is given a Student-Athlete Handbook. Academic policies are covered on pages 15-20.

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

The Faculty Senate Athletics Committee, on behalf of the Provost, is charged with the duty of reviewing the programs areas of the Office of Athletics Academic Services at least once every three years. This policy is stated in the 2006-2007 Athletics Policy Manual.

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

The Faculty Senate Athletics Committee, on behalf of the Provost, is charged with the duty of approving the programs areas of the Office of Athletics Academic Services at least once every three years. This policy is stated in the 2006-2007 Athletics Policy Manual.

7. 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.

Academic Integrity

If it is determined that the student requires additional academic support, then the following procedure is instituted:

Students with special academic needs were referred to the Bruckner Learning Center. Paper-work was given to advisors in that department. If the student-athlete had not been tested but was showing signs of a learning disability or test anxiety, the student-athlete is referred to Light Counseling for testing.

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

All student-athletes are eligible for this service.

c. The mechanisms by which students are made aware of these services.

The students are made aware of this services through the Liberty University Student-Athlete Handbook and the Liberty University athletics website.

Each student athlete is given a Student-Athlete Handbook. Academic policies are covered on pages 15-20.

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

The Faculty Senate Athletics Committee, on behalf of the Provost, is charged with the duty of reviewing the programs areas of the Office of Athletics Academic Services at least once every three years. This policy is stated in the 2006-2007 Athletics Policy Manual.

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

The Faculty Senate Athletics Committee, on behalf of the Provost, is charged with the duty of approving the programs areas of the Office of Athletics Academic Services at least once every three years. This policy is stated in the 2006-2007 Athletics Policy Manual.

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

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

All incoming freshmen, including the student-athletes, complete English and math assessments as well as computer technology assessments, which help determine if the student should be placed in developmental English or math courses.

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

All student-athletes are eligible for this service.

c. The mechanisms by which students are made aware of these services.

The students are made aware of this services through the Liberty University Student-Athlete Handbook and the Liberty University athletics website.

Each student athlete is given a Student-Athlete Handbook. Academic policies are covered on pages 15-20.

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

The Faculty Senate Athletics Committee, on behalf of the Provost, is charged with the duty of reviewing the programs areas of the Office of Athletics Academic Services at least once every three years. This policy is stated in the 2006-2007 Athletics Policy Manual.

Academic Integrity

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

The Faculty Senate Athletics Committee, on behalf of the Provost, is charged with the duty of approving the programs areas of the Office of Athletics Academic Services at least once every three years. This policy is stated in the 2006-2007 Athletics Policy Manual.

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

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

Mentoring comes about through a variety of methods. Typically, if a coach senses that a student-athlete needs to talk about a personal struggle or academic issue, the coach will call the academic support staff to arrange a meeting to discuss academic matters or to obtain a referral to Light Counseling for issues outside the academic arena.

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

All student-athletes are eligible for this service.

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

The students are made aware of this services through the Liberty University Student-Athlete Handbook and the Liberty University athletics website.

Each student athlete is given a Student-Athlete Handbook. Academic policies are covered on pages 15-20.

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

The Faculty Senate Athletics Committee, on behalf of the Provost, is charged with the duty of reviewing the programs areas of the Office of Athletics Academic Services at least once every three years. This policy is stated in the 2006-2007 Athletics Policy Manual.

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

The Faculty Senate Athletics Committee, on behalf of the Provost, is charged with the duty of approving the programs areas of the Office of Athletics Academic Services at least once every three years. This policy is stated in the 2006-2007 Athletics Policy Manual.

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

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

At risk student-athletes are put on accountability programs.

These student-athletes are required to check in with the athletics academic advisor weekly to talk about academic progress, missed classes and all other academically related issues. Reports go to coaches on a weekly basis. Each team also has a coach who serves as the academic liaison for that team.

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

All student-athletes are eligible for this service.

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

Academic Integrity

The students are made aware of this services through the Liberty University Student-Athlete Handbook and the Liberty University athletics website.

Each student athlete is given a Student-Athlete Handbook. Academic policies are covered on pages 15-20.

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

The Faculty Senate Athletics Committee, on behalf of the Provost, is charged with the duty of reviewing the programs areas of the Office of Athletics Academic Services at least once every three years. This policy is stated in the 2006-2007 Athletics Policy Manual.

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

The Faculty Senate Athletics Committee, on behalf of the Provost, is charged with the duty of approving the programs areas of the Office of Athletics Academic Services at least once every three years. This policy is stated in the 2006-2007 Athletics Policy Manual.

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

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

Student-athletes who have finished their athletics eligibility but are still in the process of obtaining their undergraduate degree are handled on a case-by-case system through the Office of Athletics Compliance and coaching staff of their particular sport.

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

All student-athletes are eligible for this service.

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

The students are made aware of this services through the Liberty University Student-Athlete Handbook and the Liberty University athletics website.

Each student athlete is given a Student-Athlete Handbook. Academic policies are covered on pages 15-20.

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

The Faculty Senate Athletics Committee, on behalf of the Provost, is charged with the duty of reviewing the programs areas of the Office of Athletics Academic Services at least once every three years. This policy is stated in the 2006-2007 Athletics Policy Manual.

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

The Faculty Senate Athletics Committee, on behalf of the Provost, is charged with the duty of approving the programs areas of the Office of Athletics Academic Services at least once every three years. This policy is stated in the 2006-2007 Athletics Policy Manual.

Academic Integrity

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.

At this time, an outside agency has not conducted an evaluation of the Liberty University Office of Athletics Academic Services. However, the Office of Athletics Academic Services will be audited by an outside group no later than December 31, 2006.

A Plan for Improvement is included based on an internal evaluation of the Office of Athletics Academic Services.

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

Plans for Improvement and Dates of Action

1. Outside Audit of the Office of Athletics Academic Services - completed no later than December 31, 2006.
2. Student-athletes will be assigned to a Professional Advisor from the Center for Academic Support and Services - Fall 2006.
3. New Director of the Office of Athletics Academic Services will be hired. This individual will serve as the Director and will have no other responsibilities (i.e. coaching) within the athletics department - Fall 2006.
4. New centrally located Academic Center for Athletes which will emphasize technology for student-athlete use and may be used for study hall - Fall 2006.
5. Updates to the mentoring program, CHAMPS Life Skills program, grade and class attendance review process, and tutoring program - Fall 2006 and ongoing.

Evaluation

1. Does the institution demonstrate that adequate academic support services are available for student-athletes? **Currently Yes**
2. Does the institution demonstrate that student-athletes are encouraged and assisted in reaching attainable academic goals of their own choosing? **Currently Yes**
3. Does the institution demonstrate that, when it is determined that student-athletes have special academic needs, these needs are addressed? **Currently Yes**
4. Does the institution demonstrate that the support services are approved and reviewed periodically by academic authorities outside the department of intercollegiate athletics? **Currently Yes**
5. Does the institution demonstrate that there is a commitment to the fair treatment of student-athletes, particularly in their academic role as students? **Currently Yes**

Academic Integrity

Elements	Goals	Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
No outside audit of the Office of Athletics Academic Services has been conducted.	Conduct an outside audit of the Office of Athletics Academic Services.	Contact the Chairman of the Faculty Senate Athletics Committee to schedule an outside audit of the Office of Athletics Academic Services.	Faculty Senate Athletics Committee	No later than December 31, 2006.
Assignment of student-athletes to a Professional Advisor	Student-athletes will be assigned to a Professional Advisor from the Center for Academic Support and Services	Contact the Director of the Center for Academic Support and Services to facilitate assignment of student-athletes to a Professional Advisor.	Director of Athletics Academic Services, Director of the Center for Academic Support and Services	Fall 2006 and ongoing thereafter.
Need for a centrally located Academic Center for Student-Athletes	Provide a centrally located Academic Center for Student-Athletes.	Locate a facility and equipment for the Academic Center for Student-Athletes.	Director of Athletics, Director of the Office of Athletics Academic Services	Fall 2006.
Status of current mentoring program, CHAMPS Life Skills program, grade and class attendance review process, and tutoring program.	Updates needed for mentoring program, CHAMPS Life Skills program, grade and class attendance review process, and tutoring program.	Assign members of the Office of Athletics Academic Services the task of updating the mentoring program, CHAMPS Life Skills program, grade and class attendance review process, and tutoring program	Director of Athletics, Director and members of the Office of Athletics Academic Services	Fall 2006 and ongoing thereafter.

Academic Integrity

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

PART I-A: Standardized test Scores, by Gender

		Gender							
		Male Students		Male Student-Athletes		Female Students		Female Student-Athletes	
Academic Year		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2004-2005	1029	960	981	30	1000	1140	1010	33
	2003-2004	1005	766	1019	29	982	1015	1011	37
	2002-2003	989	702	978	31	986	814	1007	31

Name of person completing this chart: Larry Shakleton/Emily Heady
 Title: Registrar/Asst. Prof. of English

Academic Integrity

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

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

		Racial or Ethnic Group - All Entering Freshman Students											
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other	
Academic Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	
Average Standardized Test Score	2004-2005	926	17	999	58	862	254	938	63	1041	1623	989	67
	2003-2004	890	12	975	40	824	246	958	64	1029	1372	1005	75
	2002-2003	938	10	919	37	855	211	914	59	1018	1234	973	19
		Racial or Ethnic Group - All Entering Freshman Student-Athletes on Aid											
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other	
Academic Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	
Average Standardized Test Score	2004-2005	0	0	0	0	902	15	950	3	1034	43	1010	2
	2003-2004	0	0	0	0	908	8	970	3	1039	52	1023	3
	2002-2003	0	0	0	0	866	13	960	2	1037	44	967	3

Name of person completing this chart: Larry Shakleton/Emily Heady

Title: Registrar/Asst. Prof. of English

Academic Integrity

FOR FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID

PART II: GPA and Test Scores, by Sport Group

		Sport Group																
		Football		Men's Basketball		Baseball		Men's Track/Cross Country		Men's Other Sports and Mixed Sports		Women's Basketball		Women's Track/Cross Country		Women's Other Sports		
		Academic Year	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students
Average Core Course GPA	2004-2005	3.084	13	2.755	3	3.254	2	3.355	5	3.544	5	3.377	3	3.325	8	3.562	17	
	2003-2004	3.028	10	2.65	2	3.239	5	3.096	6	2.524	3	3.177	4	3.476	8	3.532	19	
	2002-2003	2.945	14	2.651	3	3.556	5	0	0	3.312	8	2.58	1	3.173	6	3.385	17	
		Academic Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2004-2005	935	13	845	3	960	2	1124	5	1035	5	1017	3	933	8	1018	17	
	2003-2004	987	10	910	2	1046	5	1090	6	963	3	888	4	988	8	1082	19	
	2002-2003	934	14	1010	3	1060	5	0	0	1009	8	760	1	935	6	999	17	

Name of person completing this chart: Larry Shakleton/Emily Heady

Title: Registrar/Asst. Prof. of English

Academic Integrity

SPECIAL-ADMISSIONS INFORMATION

FOR FRESHMAN STUDENTS GENERALLY AND FRESHMAN STUDENT-ATHLETES ON ATHLETICS AID, BY YEAR

			Sport Group (Freshman)								
	Year	All Freshman Students	All Freshman Student-Athletes on Athletics Aid **	Baseball	M e n ' s Basketball	Football	Men's Track/Cross Country	Men's Other Sports and Mixed Sports	W o m e n ' s Basketball	Women's Track/Cross Country	Women's Other Sports
% of Special Admits	2003-2004	9%	1%	0%	0%	0%	0%	0%	0%	100%	0%
	2002-2003	12%	1%	0%	0%	100%	0%	0%	0%	0%	0%
	2001-2002	11%	1%	0%	0%	50%	0%	0%	50%	0%	0%

Name of person completing this chart: Larry Shakleton/Emily Heady

Title: Registrar/Asst. Prof. of English

Equity and Student-Athlete Welfare

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 noncompletion 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.

The NCAA Committee on Athletics Certification made the following condition for certification with regard to gender equity based on Liberty University's 1998 self-study and the NCAA peer-review team's on-campus evaluation:

Condition for Certification

"Further modify the institution's gender equity plan in areas where it currently indicates a plan to plan (e.g., creating task forces in the future to create plans in areas of addressing coaching, participation, and operating budgets for female coaches). The modified plan must include specific actions in these and other areas of equity, similar to the institution's method of addressing equity in the provision of grants-in-aid."

The Liberty University Athletics Department modified the university's Gender Equity Plan in 1998, which was submitted to the NCAA Committee on Athletics Certification.

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 noncompletion of such required actions. The committee will not accept the following explanations for partial completion or noncompletion: 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.]

Liberty University's Gender Equity Plan identified five areas for the improvement of women's athletics. These five areas are reported here including the original plan, the actions taken by the university, the date of these actions, and explanations for non-completion or partial completion.

1. Original Plan

Increase the number of both full-time and part-time coaches for women's teams to more clearly reflect the NCAA allowable limits within ten years.

Dates and Actions Taken by Liberty University:

Liberty University has increased the number of both full-and part-time coaches for women's teams to more clearly reflect the NCAA allowable limits. The women's soccer coach was moved from part-time to full-time in 1999-2000 and an assistant soccer coach was added in 2000-2001. Women's basketball added a third assistant in 2000-2001. In addition, softball added an assistant coach in 1999-2000 and women's tennis added an assistant coach in

Equity and Student-Athlete Welfare

2001-2002. The Senior Woman Administrator position was elevated to a full-time position in 2001. The softball coach was elevated to a full-time position in 2004-2005 as was his assistant, and they recently added a Graduate Assistant position.

Explanations for Non-completion or Partial Completion:

No part-time women's golf coach has been added because women's golf has not been added to the athletics program.

2. Original Plan

Increase the base of the women's coaches to more closely equate base salaries of men's sports.

Dates and Actions Taken by Liberty University:

All coaches received a 3.5% increase in salary in 1999-2000. Women's basketball received an additional \$38,000 for salary increases in 2000. The women's soccer coach received a sizeable increase in salary in 2001 making him one of the highest paid soccer coaches in the conference. The softball coach received a bonus for winning the Big South Conference Championship in 2001-2002. The women's Track and Field / Cross Country coach received an additional salary increase in 2001-2002. Along with the University's cost of living raises over the last three years, there have also been salary increases among coaches of women's sports including softball and volleyball. In addition, the women's basketball staff received further salary increases in 2004-2005 as well as bonuses based on team performance that have brought them close to matching the men's basketball team's coaching salaries. All coaches received a 4% increase in 2004-2005.

3. Original Plan

Create a task force committee in 2002-2003 to explore ways to increase participation in women's sports. The duties will include examining the possibility of adding and funding new female sports.

Dates and Actions Taken by Liberty University:

At this time, Liberty University has not created a task force to explore ways to increase participation in women's sports. However, the Athletics Administration and coaches have met on numerous occasions to determine ways to increase women's athletics participation. Among the outcomes of these meetings was the establishment of a women's tennis team in 2000-2001.

Also, the university has a component of the Faculty Senate that serves to address athletic issues. The Faculty Senate Athletics Committee is a standing committee that deals with a variety of issues relating to athletics including ways to improve women's athletic participation, eligibility, and policy and procedure issues. Other than the University Board of Trustees and the Athletics Administration staff, the Faculty Senate Athletics Committee was the only other contributing policy-making group. The Faculty Senate Athletics Committee has seven members. During the years 2002-2003, 2003-2004, and 2004-2005, there were two ex-officio members who were female, and one committee member who was female. During two of those three years, the committee chair was female.

Explanations for Non-completion or Partial Completion:

The task force committee was not formed in 2002-2003 because the Athletics Administration and the Faculty Senate Athletics Committee fulfilled the responsibility of exploring ways to increase participation in women's sports. However, a Gender Equity Advisory Committee was formed in 2005-2006 to address issues related to equity.

4. Original Plan

Increase the number of scholarships offered to women that will allow Liberty University women's athletics teams to reach numbers commensurate with those in comparable sports for men.

Dates and Actions Taken by Liberty University:

Liberty University has made significant improvements in the area of scholarships for female athletes. Current scholarship offerings / NCAA limits are: basketball 15 / 15, soccer 11 / 14, softball 11 / 12, volleyball 11 / 12, tennis 7 / 8, track and field/cross country 15 / 18.

5. Original Plan

Bring overall operating expense budgets for women's athletics closer to men's by ensuring that spending per athlete is more equitable.

Equity and Student-Athlete Welfare

Dates and Actions Taken by Liberty University:

Liberty University has increased the women's operating budgets since the initial self-study was completed in 1998. Increases have been given to women's basketball, women's soccer, softball, and volleyball. Women's soccer operational budget is currently \$5,000 more than the men's budget. The women's basketball budget is currently \$15,000 more than the men's budget. Liberty University is working on making the softball program more equitable to the baseball program. Men's and women's teams in track and field and tennis have identical operational budgets. The only increases that the men's athletics teams have received during this time are guarantee money that individual teams have earned.

Overall operating expense budgets for women's athletics have been brought closer to men's as evidenced by the figures below:

2002-2003

Men \$651,986 / 279 athletes = \$2,337 / athlete

Women \$322,075 / 111 athletes = \$2,902 / athlete

2003-2004

Men \$822,862 / 276 athletes = \$2,981 / athlete

Women \$418,849 / 141 athletes = \$2,971 / athlete

2004-2005

Men \$1,450,603 / 280 athletes = \$5181 / athlete

Women \$690,526 / 138 athletes = \$5004 / athlete

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.

Liberty University has continued to make a significant commitment to the fair and equitable treatment of male and female student-athletes and athletics department personnel. The discussion that follows identifies a few significant improvements made to selected Liberty University athletics programs.

Volleyball

The volleyball teams schedule has improved significantly and they are now playing better teams. The practice rotation for the team has improved. They have received an improved travel allowance so that the team is able to charter buses for travel.

Baseball

A new field house was completed for the baseball team in 2002. Since 1999, the playing schedule has been strengthened.

Football

The football program has improved its schedule during the past 10 years. They have improved their modes of travel for out of town games, and they are improving the caliber of athletes recruited. A new football operations center is scheduled to open in 2006 along with the addition of a new playing surface.

Softball

The softball team is now playing an improved schedule; they now have greater national print exposure. They have advanced their recruitment of student-athletes, and significant improvements have been made to the playing field and facilities.

Track and Field

The Liberty University outdoor track has been resurfaced; a new indoor track facility has been completed as well as a new outdoor pole vault runway and vaulting facility has been built, and the track and field team has an improved media guide.

Tennis

A team room has been built, three new indoor courts are available on campus for team use, the tennis courts have been resurfaced, new wind screens are in use, and new bleachers have been built at the outdoor playing facility. In addition, an indoor facility in Lynchburg is used for practices during inclement weather.

Women's Basketball

Equity and Student-Athlete Welfare

The women's basketball team has an increased recruiting budget, the salaries of the coaches and number of coaches has increased, and they have had moderate increases in funding for supplies, uniforms, and travel.

Women's Soccer

The women's soccer team is playing a better schedule including playing larger universities. The schedule has brought the team more into the national spotlight. The team has enjoyed an increase in scholarship and travel money and an increase in the operating budget. Eight years ago the women's locker room was built. In the fall 2006, the locker room is scheduled to be enlarged and the former football practice field is being designated for soccer.

Men's Soccer

Eight years ago a men's locker room was built. The schedule has been upgraded each year to include two to four top 25 schools each season. The former football visitor's locker room is now the men's soccer locker room. In the fall 2006, the former football practice field is being designated for soccer.

Overall Athletics Department Improvements

Many additional positions have been added to the athletics department since the first-cycle review. An additional certified athletics trainer was hired as well as an additional strength coach. Liberty University now has an Associate Director of Athletics for Academics, an Assistant Director for Academics, a Director of Academics for Football and Men's Basketball, a Graduate Assistant, and a work-study position. The Compliance Office now has a Graduate Assistant. Liberty University also now has an Assistant Director of Athletics for Marketing and Assistant Director of Athletics for Development.

Liberty University has added practice facilities in the Schilling Center to support volleyball, men's and women's basketball, men's and women's tennis, baseball and softball. This has also served as an indoor workout facility for all of our sports. Liberty has also added office space for the softball team closer to the softball field. The golf coach now has an office. When the new Football Operations Center is completed in 2006, Liberty University will have more office space and locker room space for several programs as well as a practice field for men's and women's soccer.

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

The Liberty University Director of Athletics is ultimately responsible for the implementing the Athletics Department's Gender Equity Plan. Liberty University is committed to fair and equitable treatment of both male and female student-athletes and athletics department personnel. As a result, gender equity issues are monitored on a continuing basis. Information from yearly performance evaluations, which occur for athletics department coaches and personnel, and data from the Equity in Athletics Disclosure Act survey are constantly examined. Decisions concerning equity are made in light of this data.

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.

The following represents key Equity in Athletics Disclosure Act data from the past three years with regard to participants, athletics aid, operating expenses, and recruiting expenditures.

Male Undergraduate Percentage Female Undergraduate Percentage

2002-2003 48.4% 2002-2003 51.6%
 2003-2004 46.4% 2003-2004 53.6%
 2004-2005 46.5% 2004-2005 53.5%

Male Participation Percentage Female Participation Percentage

2002-2003 71.5% 2002-2003 28.5%
 2003-2004 66.2% 2003-2004 33.8%
 2004-2005 66.9% 2004-2005 33.1%

Male Participation Female Participation

2002-2003 279 2002-2003 111
 2003-2004 276 2003-2004 141
 2004-2005 280 2004-2005 138

Equity and Student-Athlete Welfare

Male Athletics Aid Percentage Female Athletics Aid Percentage

2002-2003 64.4% 2002-2003 35.6%
 2003-2004 61.4% 2003-2004 38.6%
 2004-2005 63.6% 2004-2005 36.4%

Percent of Male Athletes Receiving Aid Percent of Female Athletes Receiving Aid

2002-2003 62.0% 2002-2003 86.4%
 2003-2004 59.8% 2003-2004 73.8%
 2004-2005 58.2% 2004-2005 67.4%

Male Operating Expenses Percentage Female Operating Expenses Percentage

2002-2003 66.3% 2002-2003 33.7%
 2003-2004 63.7% 2003-2004 36.3%
 2004-2005 61.1% 2004-2005 38.9%

Male Per Capita Operating Expenses Female Per Capita Operating Expenses

2002-2003 \$2,337 2002-2003 \$2,902
 2003-2004 \$2,981 2003-2004 \$2,971
 2004-2005 \$5,181 2004-2005 \$5,004

Male Recruiting Budget Female Recruiting Budget

2003-2004 \$461,588 2003-2004 \$65,174
 2004-2005 \$441,054 2004-2005 \$118,178

Based on the data examined, a greater percentage of female athletes receive aid (75.9% during the last three years) when compared to male athletes (60% during the last three years). This discrepancy is addressed in the gender equity plan and steps have been taken to ensure Liberty University falls within the required 1%. The percentage of male vs. female athletes at Liberty University has remained fairly constant over the past three years even though the number of female athletes has risen slightly. A greater percentage of total scholarship dollars goes to male athletes (63.1% during the last three years) when compared to female athletes (36.9% during the last three years). Male athletes receive a greater percentage (63.7% during the last three years) of the total operating expenses when compared to female athletes (36.3% during the last three years) but the per capita operating expenses are similar for both male and female athletes. Male athletics teams receive a larger budget for recruiting when compared to the recruiting budget for women's athletics teams.

6. Using the 13 program areas for gender issues, please:

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

[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.]

1. Athletic 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 each of the areas,

To ensure a complete study of this area, current Liberty University coaches and athletics department personnel were interviewed extensively. Coaches and athletics personnel were allowed to answer the questions in a written format. Follow-up interviews were conducted in order to clarify questions and receive more in depth responses. The following question was answered with regard to athletics scholarships:

Equity and Student-Athlete Welfare

1. Are total scholarship dollars divided in proportion to the participation of men and women in the athletics program? [should be within 1 1% of participation rates]

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

During the past three school years, Liberty University awarded the following total scholarship dollars:

2002-2003 \$2,606,289

2003-2004 \$2,847,334

2004-2005 \$3,046,073

Scholarship dollars to females per year were:

2002-2003 \$964,328

2003-2004 \$1,068,228

2004-2005 \$1,078,727

Percentages of the total scholarship dollars to females per year were:

2002-2003 37%

2003-2004 37%

2004-2005 35%

Percentages of athletes who are female per year were:

2002-2003 28.5%

2003-2004 33.8%

2004-2005 33.1%

c. Identify areas of deficiency and comment on any trends, and

Based on the data provided, Liberty University awards a greater proportion of scholarship dollars to females when compared to males. For example, in 2002-2003 28.5% of all Liberty University athletes were female but they received 37% of the total scholarship dollars.

d. Explain how the institution's future plan for gender issues addresses each of the areas.

Liberty University is adding men's wrestling for the 2006-2007 school year and will fund a full team at 9.9 scholarships. Another strategy that the university will employ is roster management of the men's teams while encouraging more female athletes to participate as walk-ons.

2. 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 each of the areas,

To ensure a complete study of this area, current Liberty University coaches and athletics department personnel were interviewed extensively. Coaches and athletics personnel were allowed to answer the questions in a written format. Follow-up interviews were conducted in order to clarify questions and receive more in depth responses. The following questions were answered with regard to accommodation of interests and abilities:

1. Which of the following best describes Liberty University's attempt to accommodate the athletics interests and abilities of Liberty University students and how can we document this attempt?

a. Liberty University provides participation opportunities for women and men that are substantially proportionate to their respective rates of enrollment as full-time undergraduate students. [should be within 1 3% of enrollment rates]

Equity and Student-Athlete Welfare

or

b. Liberty University demonstrates a history and continuing practice of program expansion for the underrepresented sex. [includes addition of women's teams or an increase in quality opportunities for women on existing teams not unreasonable addition of walk-ons to women's teams, cutting male participants to improve women's rates, or improving benefits in other areas such as equipment]

or

c. Liberty University fully and effectively accommodates the interests and abilities of the underrepresented sex. [must demonstrate a team is offered for women in which there is sufficient interest and ability for a viable team and a reasonable expectation of competition for that team in Liberty University's normal competitive region]

2. Which of the following best describes Liberty University's attempt to accommodate the levels of competition for all athletics teams, and how can we document this attempt?

a. Liberty University provides proportionally similar numbers of male and female athletes equivalently advanced competitive opportunities. [similar percentages of the total contests for men and women are at the appropriate division level]

or

b. Liberty University demonstrates a history and continuing practice of upgrading the competitive opportunities available to the historically disadvantaged sex. [continued improvement in scheduling better competition for the women's teams]

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

Liberty University coaches suggested that Liberty University fully and effectively accommodates the interests and abilities of the underrepresented sex and provides proportionally similar numbers of male and female athletes equivalently advanced competitive opportunities. The Athletics Administration can support this method of accommodation based on data collected from Interest and Abilities surveys.

c. Identify areas of deficiency and comment on any trends, and

Liberty University fully and effectively accommodates the interests and abilities of the underrepresented sex. Liberty University has furthered the commitment to expand opportunities for female participants by adding one new sport, tennis, since the first cycle certification. Although golf was a second sport slated to be added, this has not yet occurred.

Each year Liberty University students take part in assessment tests that investigate a number of attitudes and opinions of the students. Among the topics examined is the interest and ability for a new intercollegiate athletics team for Liberty University females. Also, in November 2005, Liberty University students completed an Interest and Abilities Survey provided by the Office of Civil Rights

d. Explain how the institution's future plan for gender issues addresses each of the areas.

Liberty University will continue to monitor the interest and abilities for the female student body and adjust the women's athletics offering accordingly. Liberty University is ready to add women's golf when enough interest is generated.

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

a. Describe how the institution has ensured a complete study of each of the areas,

To ensure a complete study of this area, current Liberty University coaches and athletics department personnel were interviewed extensively. Coaches and athletics personnel were allowed to answer the

Equity and Student-Athlete Welfare

questions in a written format. Follow-up interviews were conducted in order to clarify questions and receive more in depth responses. The following questions were answered with regard to equipment and supplies:

1. What is the quality of your team's equipment and supplies, i.e. excellent, good, or poor?
2. What is the suitability of your team's equipment and supplies, i.e. are women wearing uniforms made in men's sizes?
3. What are the amounts of your team's equipment and supplies, i.e. numbers of game uniforms, practice uniforms, warm-ups, pairs of shoes, sport-specific equipment, travel bags, travel sweats, video equipment, and water bottles?
4. Are your equipment and supplies readily available and accessible?
5. What is the extent of the maintenance of your team's equipment and supplies including storage, adequacy of team managers, laundry, and repair?
6. What is the replacement schedule for your team's equipment and supplies?

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

Liberty University coaches voiced some concerns pertaining to equipment and supplies. Among the issues reported were the quality of game uniforms, the replacement schedule for game uniforms, and the quality and number of equipment, i.e. softball bats. Differences in equipment and supplies budgets are outlined below.

During the past three school years, Liberty University's budget for men's equipment and supplies is as follows:

2002-2003 \$259,439
 2003-2004 \$203,639
 2004-2005 \$211,389

During the past three school years, Liberty University's budget for women's equipment and supplies is as follows:

2002-2003 \$103,429
 2003-2004 \$74,234
 2004-2005 \$91,745

c. Identify areas of deficiency and comment on any trends, and

Based on the data provided, Liberty University men's athletics teams receive a larger budget for equipment and supplies when compared to women's athletics teams.

d. Explain how the institution's future plan for gender issues addresses each of the areas.

Liberty University will increase the budget for equipment and supplies for women's athletics teams each year until they are equitable to the men's budget.

4. Scheduling of Games and Practice Times. 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 each of the areas,

To ensure a complete study of this area, current Liberty University coaches and athletics department personnel were interviewed extensively. Coaches and athletics personnel were allowed to answer the questions in a written format. Follow-up interviews were conducted in order to clarify questions and receive more in depth responses. The following questions were answered with regard to scheduling of games and practice time:

1. What are the number of contests and the number of days of competition for your team? What percentage of maximum allowable contests is scheduled?

Equity and Student-Athlete Welfare

2. Are competitive events scheduled at convenient times based on the nature of the sport, class schedules, and facility availability, i.e. are women's basketball games always scheduled before men's games limiting attendance?
3. What number of hours does your team practice every week, i.e. does your team have adequate practice time?
4. Are your practices scheduled at convenient times or are you forced to squeeze your practices around other teams who have favorable practice schedules?
5. Is your team scheduled for an equal and appropriate number of preseason competitions?
6. Does our conference provide for equal representation at postseason tournaments, i.e. do all men's but only half of the women's teams qualify for a postseason tournament?
7. Is competition for your team scheduled in traditional and nontraditional seasons to the same extent for other gendered sports?

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

Coaches are very pleased in the area of scheduling as they are able to schedule from 95-100% of the maximum allowable contests. With the addition of more practice space in the Schilling Center, practice schedules for teams have improved. Scheduling of weight work-outs was an issue for a few coaches but this should not be an issue once the Football Operations Center is completed in 2006. A few coaches suggested that budget restraints negatively impacted the level of competition that could be scheduled, e.g. could not afford to travel to play a better team.

c. Identify areas of deficiency and comment on any trends, and

This is not a deficiency for the Liberty University Athletics Department.

d. Explain how the institution's future plan for gender issues addresses each of the areas.

Liberty University will continue to monitor and improve practice and game schedules to ensure equity among its teams.

5. 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 each of the areas,

To ensure a complete study of this area, current Liberty University coaches and athletics department personnel were interviewed extensively. Coaches and athletics personnel were allowed to answer the questions in a written format. Follow-up interviews were conducted in order to clarify questions and receive more in depth responses. The following questions were answered with regard to travel and per diem allowance:

1. Is your team's mode of travel based on established guidelines for all teams and determined by the distance traveled, size of travel squad, and others traveling with the teams, i.e. is your team's travel limited by distance, is your team's travel size limited, and does the lack of money limit other personnel from accompanying your team?
2. Are your team's accommodations when traveling suitable in terms of number of athletes per room and the quality of the accommodations?
3. Is your team's length of stay before and after competitive events appropriate?
4. Is your team's per diem allowance appropriate?
5. Is the quality of the food and the quality of the eating establishment in which the food is provided appropriate?

Equity and Student-Athlete Welfare

- b.** Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the areas,

During the past three school years, Liberty University's budget for men's travel and per diem are as follows:

2002-2003 \$324,665
 2003-2004 \$491,375
 2004-2005 \$422,510

During the past three school years, Liberty University's budget for women's travel and per diem are as follows:

2002-2003 \$192,761
 2003-2004 \$324,608
 2004-2005 \$328,765

- c.** Identify areas of deficiency and comment on any trends, and

While the travel budget for women's teams remains low compared to that for men's teams, money available for all teams to travel has increased. Length of stay before and after competition has been negatively affected by lack of funds for some women's teams. Most coaches (men's and women's) suggested that more money would allow for better modes of travel, better accommodations, better per diem, and better quality of food.

- d.** Explain how the institution's future plan for gender issues addresses each of the areas.

Liberty University will continue to monitor and improve the budget for travel and per diem to ensure equity among its teams.

- 6. 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 each of the areas,

To ensure a complete study of this area, current Liberty University coaches and athletics department personnel were interviewed extensively. Coaches and athletics personnel were allowed to answer the questions in a written format. Follow-up interviews were conducted in order to clarify questions and receive more in depth responses. The following questions were answered with regard to tutors:

1. Are tutors equitably available to the members of your team?
2. Are the tutors available to the members of your team equally qualified to the tutors available to the other teams?
3. Are the highest paid tutors equally distributed among all athletics teams?
4. Do your athletes have equal access to individual tutoring or are they always tutored in groups?
5. Are your athletes given special arrangements for registration equitably?

- b.** Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the areas,

The academic support for Liberty University student-athletics is superior. Tutors are available to the student-athletes and are equally distributed among athletics teams. All student-athletes are given special arrangements for early registration.

- c.** Identify areas of deficiency and comment on any trends, and

This is not a deficiency for the Liberty University Athletics Department.

Equity and Student-Athlete Welfare

- d.** Explain how the institution's future plan for gender issues addresses each of the areas.

Liberty University will continue to monitor and improve academic services available to student-athletes to ensure equity among it teams.

7. 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 each of the areas,

To ensure a complete study of this area, current Liberty University coaches and athletics department personnel were interviewed extensively. Coaches and athletics personnel were allowed to answer the questions in a written format. Follow-up interviews were conducted in order to clarify questions and receive more in depth responses. The following questions were answered with regard to coaches:

1. Is your team provided the same number of coaches for men's and women's teams in the same sports and equivalent numbers for dissimilar teams?
2. Are multi-year contracts available equally to men's and women's coaches and are the number of months of the contract (9 or 12 months) similar for men's and women's coaches?
3. Is the percentage of time for coaching equivalent for coaches of men's and women's teams?
4. Are the employment conditions for coaches equivalent for men's and women's teams, i.e. do men's coaches teach less substantive courses compared to the classes taught by women's coaches?
5. Do coaches have similar average years of coaching (total and college level) experience?
6. Are the total dollars spent for salaries equal to the rates of participation for the men's and women's athletics programs?

- b.** Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the areas,

During the past three school years, Liberty University's budget for coaches of men's teams salaries are as follows:

2002-2003 \$1,017,500
 2003-2004 \$1,342,615
 2004-2005 \$1,543,845

During the past three school years, Liberty University's budget for coaches of women's teams salaries are as follows:

2002-2003 \$407,000
 2003-2004 \$469,652
 2004-2005 \$506,722

- c.** Identify areas of deficiency and comment on any trends, and

While improvements have been made for Liberty University women's teams in terms of increasing numbers of coaches per team (full-time, part-time, and graduate assistants), the women's teams still lag behind in number of coaches, salaries, and women coaching women's teams.

- d.** Explain how the institution's future plan for gender issues addresses each of the areas.

Liberty University will actively seek women to fill vacancies within the athletics coaching staff and among athletics department personnel. Further, Liberty University is committed to improving the number and salaries of coaches for women's teams.

Equity and Student-Athlete Welfare

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

a. Describe how the institution has ensured a complete study of each of the areas,

To ensure a complete study of this area, current Liberty University coaches and athletics department personnel were interviewed extensively. Coaches and athletics personnel were allowed to answer the questions in a written format. Follow-up interviews were conducted in order to clarify questions and receive more in depth responses. The following questions were answered with regard to locker rooms, practice and competitive facilities:

1. Does your team have the same quality of locker room facility as a comparable team of the opposite gender, i.e. quality in terms of space, exclusivity of use, convenience of location, etc.
2. Does your team have the same quality of practice and competitive facilities as a comparable team of the opposite gender, i.e. quality in terms of the playing surface, seating capacity, exclusivity of use, convenience of location, etc.
3. Is the maintenance of your facilities equivalently adequate based on the needs of your sport?
4. Are your facilities prepared to the same extent necessary based on the nature of the sport?

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

Many coaches (men's and women's) want better locker rooms and practice and competitive facilities including more and better storage, resurfacing and maintenance of current facilities, and better locker facilities.

c. Identify areas of deficiency and comment on any trends, and

This is not a deficiency for the Liberty University Athletics Department.

d. Explain how the institution's future plan for gender issues addresses each of the areas.

Liberty University will provide each athletics team with an adequate and appropriate locker room facility. With the addition of the Football Operations Center in fall 2006, both men's and women's track and field and soccer will have upgrades to locker rooms and practice facilities. Liberty University will continue to monitor and improve practice and competitive facilities available to ensure equity among its teams.

9. 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 each of the areas,

To ensure a complete study of this area, current Liberty University coaches and athletics department personnel were interviewed extensively. Coaches and athletics personnel were allowed to answer the questions in a written format. Follow-up interviews were conducted in order to clarify questions and receive more in depth responses. The following questions were answered with regard to medical and training facilities and services:

1. Do your athletes have equal access to medical personnel, i.e. including transportation to facilities off campus, medical personnel assigned to games and practices, etc.?
2. Do your athletes have equal access to qualified (certified vs. uncertified) trainers?
3. Are the training room facilities equivalent for men's and women's sports, i.e. equivalent in terms of quality, scheduling, and convenience?

Equity and Student-Athlete Welfare

4. Do your athletes have equal access to weight room facilities and strength coaches?

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

For the most part, coaches are pleased with the medical and training facilities and services.

c. Identify areas of deficiency and comment on any trends, and

One area of concern involves the need for female trainers for the women athletes.

d. Explain how the institution's future plan for gender issues addresses each of the areas.

Liberty University will continue to monitor and improve the medical and training facilities available to student-athletes to ensure equity among its teams. Liberty University will actively recruit and retain female athletics trainers for its women's teams.

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

a. Describe how the institution has ensured a complete study of each of the areas,

To ensure a complete study of this area, current Liberty University coaches and athletics department personnel were interviewed extensively. Coaches and athletics personnel were allowed to answer the questions in a written format. Follow-up interviews were conducted in order to clarify questions and receive more in depth responses. The following questions were answered with regard to housing and dining facilities and services:

1. Is the housing available to your athletes equitable to that of the opposite gender?

2. Is the dining available to your athletes equitable to that of the opposite gender including pregame and postgame meals?

3. Is the housing and dining available to your athletes during school breaks (prior to the beginning of classes or holidays) equitable to that of the opposite gender?

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

Athletes involved in baseball, football, men's golf, men's basketball, men's soccer, wrestling, and men's track reside in various locations across campus, including main campus, quads, and campus east. Athletes involved in softball, volleyball, women's basketball, women's soccer, women's tennis, and women's track reside in various locations across campus, including main campus, quads, and campus east. Approximately 58 males and 29 females, live off campus.

c. Identify areas of deficiency and comment on any trends, and

This is not a deficiency for the Liberty University Athletics Department.

d. Explain how the institution's future plan for gender issues addresses each of the areas.

Liberty University will continue to monitor and improve housing and dining facilities and services to ensure equity among its teams.

11. 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 each of the areas,

Equity and Student-Athlete Welfare

To ensure a complete study of this area, current Liberty University coaches and athletics department personnel were interviewed extensively. Coaches and athletics personnel were allowed to answer the questions in a written format. Follow-up interviews were conducted in order to clarify questions and receive more in depth responses. The following questions were answered with regard to publicity:

1. Is the sports information personnel available to you equitable in terms of quality and availability?
2. Are the publications associated with your team, including media guides, game programs, schedule cards, posters, and press releases, equitable in terms of quality of paper, size, color vs. black and white, etc.?
3. Are other efforts to publicize, promote, and market your team equivalent (even if the result may not be equivalent) including newspapers, radio, and television?
4. Are support groups such as cheerleaders, drill teams, marching or pep bands available to your team when appropriate?

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

During the past two school years, Liberty University's budget for men's publicity was as follows:

2003-2004 \$88,219

2004-2005 \$124,908

During the past two school years, Liberty University's budget for women's publicity was as follows:

2003-2004 \$23,409

2004-2005 \$32,695

c. Identify areas of deficiency and comment on any trends, and

Based on the data provided, Liberty University men's athletics teams (in particular football and basketball) receive a larger budget for publicity when compared to women's athletics teams. The Liberty University women's basketball team does receive publicity equal to that of the football and men's basketball teams.

d. Explain how the institution's future plan for gender issues addresses each of the areas.

Liberty University will increase the budget for publicity for women's athletics teams each year until they are equitable to the men's budget.

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

a. Describe how the institution has ensured a complete study of each of the areas,

To ensure a complete study of this area, current Liberty University coaches and athletics department personnel were interviewed extensively. Coaches and athletics personnel were allowed to answer the questions in a written format. Follow-up interviews were conducted in order to clarify questions and receive more in depth responses. The following questions were answered with regard to support services:

1. Is administrative and secretarial support adequate for your team, i.e. do your coaches have to handle tasks that other team's administrative support handles?
2. Is the office space and equipment assigned to your team adequate, i.e. office size and shared space, computers, typewriters, phones, carpeting, etc.?
3. Is the other support staff such as security personnel, ticket takers, concession workers, scorekeepers, public address announcers, and audio-visual specialists assigned to your team adequate?

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

Equity and Student-Athlete Welfare

During the past three school years, Liberty University's budget for men's support services is as follows:

2002-2003 \$240,496
 2003-2004 \$223,252
 2004-2005 \$234,641

During the past three school years, Liberty University's budget for women's support services is as follows:

2002-2003 \$52,435
 2003-2004 \$49,721
 2004-2005 \$50,072

c. Identify areas of deficiency and comment on any trends, and

Based on the data provided, Liberty University men's athletics teams receive a larger budget for support services when compared to women's athletics teams.

d. Explain how the institution's future plan for gender issues addresses each of the areas.

Liberty University will increase the budget for support services for women's athletics teams each year until they are equitable to the men's budget.

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

a. Describe how the institution has ensured a complete study of each of the areas,

To ensure a complete study of this area, current Liberty University coaches and athletics department personnel were interviewed extensively. Coaches and athletics personnel were allowed to answer the questions in a written format. Follow-up interviews were conducted in order to clarify questions and receive more in depth responses. The following questions were answered with regard to recruitment of student-athletes:

1. Is the opportunity to recruit potential student-athletes adequate and equal in terms of numbers of coaches available to recruit, length of contract of coaches related to their availability to recruit, etc.?
2. Are funds and resources available for recruiting adequate and equal?
3. Is money for recruiting proportional to rates of participation?
4. Does funding limit your ability to travel to observe players and make home visits?
5. Do you have adequate money to produce recruitment brochures and videos?
6. Are courtesy cars provided for recruitment?
7. Do you have adequate money for mail and telephone expenditures for recruitment purposes?
8. Are resources available to subscribe to recruitment services and/or publications?
9. Do you have adequate money for fully and partially funded visits by prospective students?
10. Are modes of transportation adequate for the recruitment of prospective students?
11. Is the housing available adequate for the recruitment of prospective students?
12. Are the meals available adequate for the recruitment of prospective students?
13. Is the entertainment available adequate for the recruitment of prospective students?
14. Are the other expenses available adequate for the recruitment of prospective students?

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

Equity and Student-Athlete Welfare

During the past two school years, Liberty University's budget for men's recruiting is as follows:

2003-2004 \$461,588

2004-2005 \$441,054

During the past two school years, Liberty University's budget for women's recruiting is as follows:

2003-2004 \$65,174

2004-2005 \$118,178

c. Identify areas of deficiency and comment on any trends, and

Based on the data provided, Liberty University men's athletics teams receive a larger budget for recruiting when compared to women's athletics teams.

d. Explain how the institution's future plan for gender issues addresses each of the areas.

Liberty University will increase the budget for recruiting for women's athletics teams each year until they are equitable to the men's budget.

- 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.

See Gender Equity Plan for Improvement. Among the items addressed in the plan are:

1. Monitor the division of total scholarship dollars and ensure that the dollars are divided in proportion to the participation rates of men and women in the athletics program. If 55% of our athletes are male, then 55% (+ or - 1%) of scholarship dollars must go to males. Our current status is that 68% of our athletes are males but they are only getting 65% of the scholarship dollars. This can be improved by decreasing the number of males (in particular male walk-ons) or by increasing the number of female walk-ons.
2. Improve the number of women coaching women and numbers and salaries of women's coaches. Also, increase the number of female athletics trainers for women's teams.
3. Improve the facilities and locker-rooms for females.
4. Increase budgets for publicity, recruiting, and support services for the women's athletics teams.
5. Maintain Gender Equity Advisory Committee which monitors gender equity issues.

- 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 presented in this document was prepared through a process involving broad-based participation. Initial gender equity proposals for improvement were suggested by the sub-committee addressing equity issues. This committee consisted of three faculty members from across the university. Input was also provided by members of the Liberty University athletics department. After the initial plan was devised, contributions were made by members of the steering committee as well as additional athletics department personnel. After the Gender Equity Plan presented here was finalized, it was endorsed and approved by the CEO of Liberty University.

Equity and Student-Athlete Welfare

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

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

Evaluation

1. Has the institution implemented its approved gender-equity plan from the previous self-study? **Currently Yes**
2. Has the institution provided an explanation from appropriate institutional authorities if its gender-equity plan was modified or not fully carried out? **Currently Yes**
3. 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? **Currently Yes**
4. 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? **Currently Yes**
5. 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? **Currently Yes**

Equity and Student-Athlete Welfare

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Athletic Scholarships.	Women's teams receive a greater proportion of scholarship dollars compared to their participation rates	Athletic financial assistance will be within +/- 1% of participation rates	Add mens wrestling team	Director of Athletics, Gender-Equity Advisory Committee (GEAC)	2006-2007
			Encourage walk-ons for women's teams, Encourage men's athletic teams to maximize athletic financial assistance, and Manage walk-ons for men's teams	Director of Athletics, GEAC	Fall 2006 and ongoing each year subsequent.
Accommodation of Interests and Abilities.	Continue to meet the athletic interests and abilities of students at Liberty University.	Confirm that the athletics program reflects the interests and abilities for female students.	Incorporate questions on the assessment instrument given to students each spring semester as well as distribute the Office of Civil Rights Interest and Abilities Survey	Director of Athletics, Office of Institutional Effectiveness, GEAC	Fall 2006 and ongoing each year subsequent.
Equipment and Supplies.	Men's teams receive a larger budget for equipment and supplies compared to women's teams.	Maintain equity in allocation of equipment and supplies budgets.	Increase the budget for equipment and supplies by each year for women's athletic teams at a percentage greater than previous expenditures.	Director of Athletics, CEO of University, GEAC	Fall 2006 and ongoing each year subsequent.
Scheduling of Games and Practice Times.	No issues were identified within the program area evaluation. Maintenance plan included.	Provide equivalent opportunities for men's and women's teams in all aspects of competition and practice times.	Request practice schedules be developed and submitted by all coaches of teams that share competition and practice facilities.	Director of Athletics, Head Coaches, Facilities Director	Fall 2006 and ongoing each year subsequent.
Travel and Per Diem Allowances.	Evaluate and monitor travel and per diem allowances.	Maintain equity in allocation of travel and per diem allowances.	Review individual budgets to assess whether travel and per diem allocations are consistent and equitable and address inequities among travel and per diem allocations	Director of Athletic, Business Manager, GEAC	Fall 2006 and ongoing each year subsequent.
Coaches.	Increase the number of coaches for volleyball and softball.	Add one assistant coach for volleyball and softball	Advertise and fill positions for volleyball and softball.	Director of Athletics, Human Resources Department	2006-2008

Equity and Student-Athlete Welfare

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Locker Rooms, Practice and Competitive Facilities.	Improve locker facilities for track and field.	Reallocate locker room space for women's track and field.	Increase locker room space.	Director of Athletics, Facilities Director	2006-2007 or upon completion of FOC
Publicity	Men's teams receive a larger budget for publicity compared to women's teams.	Maintain equity in allocation of publicity budgets.	Increase the budget for publicity each year for women's athletic teams at a percentage greater than previous expenditures.	Director of Athletics, CEO of University, GEAC	Fall 2006 and ongoing each year subsequent.
Support Services.	Men's teams receive a larger budget for support services compared to women's teams.	Maintain equity in allocation of support services budgets.	Increase the budget for support services by each year for women's athletic teams at a percentage greater than previous expenditures.	Director of Athletics, CEO of University, GEAC	Fall 2006 and ongoing each year subsequent.
Recruitment of Student-Athletes.	Men's teams receive a larger budget for recruitment of student-athletes compared to women's teams.	Maintain equity in allocation of recruitment of student-athletes budgets.	Increase the budget for recruitment of student-athletes each year for women's athletic teams at a percentage greater than previous expenditures.	Director of Athletics, CEO of University, GEAC	Fall 2006 and ongoing each year subsequent.

Equity and Student-Athlete Welfare

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 noncompletion 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.

The NCAA Division I Committee on Athletics Certification did not give Liberty University any "corrective actions," "conditions for certification," or "strategies for improvement" in its first-cycle certification decision, relating to Minority Issues.

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

Liberty University's Minority Issues Plan identified five areas for improvement. Each of the five areas is identified below according to the original plan, followed by the actions taken by the university, the date of these actions, and explanations for non-completion or partial completion.

1. Original Plan

Aggressively advertise Liberty University's unique distinction for minority student-athletes which they will not find in many other programs, i.e. the opportunity to use their athletic skills to glorify the Lord.

Dates and Actions Taken by Liberty University:

On an on-going basis, coaches continuously recruit minority student-athletes with particular emphasis on the Christian foundation of Liberty University. On a university level, the Liberty University Recruiting Office aggressively advertises to reach minority students through mailings, television and radio ads, and our website.

2. Original Plan

Encourage broader minority student-athlete participation on planning committees by actively campaigning for their support. The Minority & International Student Office will work closely with the Athletics Department to increase publicity of cultural activities by communicating information, advertising in the Hancock Athletic Building, and researching the feasibility of co-sponsoring functions geared at minority student-athletes.

Dates and Actions Taken by Liberty University:

Beginning in 1997, Liberty University took action on this objective by creating a student worker position specifically geared towards creating programs and activities for and in support of minority student-athletes. Road trips were planned and taken in support of several sports, in addition to providing spirit banners for every athletics team. Some

Equity and Student-Athlete Welfare

events were targeted at minority student-athletes. More specifically, football players were encouraged to attend a campus-wide talent show sponsored by Minority & International Student Office and to participate in an annual powder puff football game with minority student-athletes acting as the coaches. Men's and women's basketball had a "Night Out" with the Minority & International Student Office staff, and a tennis social was hosted by Minority & International Student Office.

The Minority & International Student Office began an Athletics Outreach program with three main objectives: (1) to create a public relations piece to advertise the success of minority student-athletes' graduation rates, (2) to facilitate the Minority Athlete Committee and (3) to provide general support for athletics teams through specific events and attending games with banners. The Minority Athlete Committee meetings began in the spring semester of 1998 and were discontinued in 2002. There was a lack of commitment by student-athletes to be involved because of their busy schedules. Also, these meetings were not required by the athletics department. In addition, it was deemed that the Minority Athlete Committee was a duplication of efforts with Student-Athlete Advisory Committee because minority student-athletes have the opportunity to give regular input at the Student-Athlete Advisory Committee meetings.

3. Original Plan

Continue to actively recruit minorities in the Athletics Department. Hire and promote minority student-athletes who show an interest in working for the university.

Dates and Actions Taken by Liberty University:

On an ongoing basis, Liberty University publishes nationally openings for vacant positions within the athletics department. Women and minorities are encouraged to apply and are given full consideration based upon their application and resume. Minority student-athletes who have an interest in working for the university are encouraged to submit applications to the Office of Human Resources.

4. Original Plan

Create a committee exclusively for minority student-athletes that will monitor and evaluate their needs on an ongoing basis. This committee will be facilitated by an athletics department staff member and Minority & International Student Office will provide support whenever possible.

Dates and Actions Taken by Liberty University:

The Minority & International Student Office began an Athletics Outreach program with three main objectives: (1) to create a public relations piece to advertise the success of minority student-athletes' graduation rates, (2) to facilitate the Minority Athlete Committee and (3) to provide general support for athletics teams through specific events and attending games with banners. The Minority Athlete Committee meetings began in the spring semester of 1998 and discontinued in 2002. There was a lack of commitment by student-athletes to be involved because of their busy schedules. Also, these meetings were not required by the athletics department. In addition, it was deemed that the Minority Athlete Committee was a duplication of efforts with Student-Athlete Advisory Committee because minority student-athletes have the opportunity to give regular input at the Student-Athlete Advisory Committee meetings.

Explanation for Non-completion or Partial Completion:

Although a forum specifically for minority student-athletes was embraced for several years, it did not succeed because the unique needs of minority student-athletes were sufficiently expressed and addressed through the Student-Athlete Advisory Committee.

5. Original Plan

Publicize the graduation rates of minority student-athletes whenever possible and relevant (e.g. freshmen orientations, Minority Student Orientations, recruiting trips, etc.) in an effort to promote a positive image of minority student-athletes.

Dates and Actions Taken by Liberty University:

Beginning in 1998, a Minority & International Student Office committee was formulated to discuss the best possible means of advertising data related to graduation rates. A poster idea was formulated that included a picture of minority student-athlete with the caption of "She's more than just an athlete" and listed the particular accomplishments of this student as well a statement about minority student-athlete graduation rates. In addition, graduation rates are mailed to every student-athlete prior to their enrollment at Liberty University.

Equity and Student-Athlete Welfare

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.

A new initiative that enhances Liberty University's multicultural appeal is the creation of an office dedicated specifically to the needs of international students. In April 2004, the C. Daniel Kim International Student Center opened. The International Student Center was established to specifically meet the needs of the international student population and this initiative opened the door for the restructuring of the Minority & International Student Office. The Minority & International Student Office (MISO) was renamed the Center for Multicultural Enrichment to better reflect and affirm their purpose of promoting unity and celebrating cultural diversity. Liberty University continues to remain committed to supporting cultural diversity on campus.

The Office of International Student Services exists to support the overall enrollment goals of the University by recruiting, admitting, and retaining qualified undergraduate and graduate international students. The following are activities in support of departmental mission statement:

1. Advise the Director of National and International Recruiting in formulating, implementing, and updating an international recruitment plan.
2. Provide responsive, knowledgeable, and courteous admission services to international graduate and undergraduate applicants.
3. Assist international students in maintaining valid non-immigrant status with the U.S. Department of Homeland Security and enjoying the benefits of their status through professional and knowledgeable foreign student advising services.
4. Provide event and opportunity programming designed specifically for the involvement of and enjoyment by international students.
5. Advise the University on matters pertaining to its U.S. DHS authorization to enroll international students.
6. Create a Statement of Goals and Objectives. The 2002-2003 Student-Athlete Handbook includes a stated goal of "commitment to fairness and equity for all minority groups." This commitment continues. Furthermore, it is stated that "Liberty University is also committed to fair and impartial treatment of all students" and that the "University is committed to strict adherence to NCAA rules and regulations."

For 2002-2005, 19% of Liberty University students were minority. Based on this data, Liberty University's enrollment and retention of a significantly large minority student population may be interpreted as prima facie indication "that the institution is committed to fair and equitable treatment" of all its students.

The Liberty University football team will participate in the Western Virginia Education Classic this fall. The game is sponsored by Total Action Against Poverty and proceeds from the games will be used to combat the problem of minority high school drop-outs.

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.

Each year faculty and staff at Liberty University respond to a survey provided by the Department of Human Resources. A number of the questions on the survey are directly related to issues of diversity. For example, faculty and staff are asked to quantify the extent to which Liberty University effectively promotes diversity in the workplace and the extent to which student ethnic and cultural diversity are important at Liberty University. The results of the surveys are evaluated and monitored by the Director of Human Resources and concerns addressed by that department. In addition, members of the athletics department staff undergo personnel evaluations on a yearly basis. At this time, concerns related to issues of diversity may be expressed so that they may be dealt with in a timely manner.

With regard to student-athletes, minority student-athletes are encouraged to participate on the Student-Athlete Advisory Committee. The Student-Athlete Advisory Committee is a group of student-athletes (two representatives from each athletics team) who have been selected by the Director of Athletics, the Senior Woman Administrator, and the coaches. The Student-Athlete Advisory Committee provides its members an environment to express opinions, concerns, and new ideas that would enhance the student-athletes' experience at Liberty University. The committee also offers the student-athletes an opportunity to have a more personal relationship with members of the athletics department administration. The committee meets on a monthly basis to discuss relevant issues. Minority student-athletes who do not serve on this committee are encouraged to bring concerns related to diversity issues to the Student-Athlete Advisory Committee representatives from their team so that the issues can be discussed and addressed. Since 2000, student-athlete exit surveys contain questions specifically for minority student-athletes, and

Equity and Student-Athlete Welfare

exit interviews are conducted with at least two senior student-athletes from each team. Minority student-athletes are encouraged to express their concerns on the survey and in the exit interviews.

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.]

During the three most recent years, the Faculty Senate Athletics Committee was made up entirely of white faculty members. A minority faculty member is slated to be on the Faculty Senate Athletics Committee for 2006-2007. In addition, Liberty University has had only one minority senior administrative athletics department staff and one minority head coach. For 2005-2006, the Interim Head coach for tennis was a minority. Liberty University does have a number of minority Assistant Coaches. During the summer of 2006, a minority student-athlete will be working as an intern in Athletics Marketing and with the Flames Club.

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.]

Based on the data provided, it can be seen that Liberty University has a significant number of minority student-athletes.

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.]

Based on the data provided, it can be seen that Liberty University has a diverse student-athlete population across all sports. However, African-Americans may be somewhat over represented in football and men's basketball where they made up 54% and 62%, respectively, of those teams during the past three years.

8. Using the eight program areas for minority issues please:
- Describe how the institution has ensured a complete study of each of these eight areas,
 - Provide data demonstrating the institution's commitment across each of the eight areas,
 - 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
 - Explain how the institution's future plan for minority issues addresses each of the eight areas.

1. Institutional and Athletics Department Commitment Development and maintenance of written statements that address the issues of diversity.

Equity and Student-Athlete Welfare

- a.** Describe how the institution has ensured a complete study of each of these program areas,

To ensure a complete study of this area, current Liberty University coaches and athletics department personnel were interviewed. In addition, the Director of Human Resources and the Director of the Center for Multicultural Enrichment were questioned.

- b.** Provide data demonstrating the institution's commitment across each of the areas,

Liberty University is committed to the recruitment, retention, and graduation of minority student-athletes. The athletics department's development and maintenance of written statements that address issues of diversity has its foundation in the initial NCAA self-study completed in 1997. This document provided Liberty University with a framework from which to enhance our commitment to minorities. Our written statements are the Minority Issues Plan from that study.

Beginning in 2002-2003, a Statement of Goals and Objectives was included in the Student-Athlete Handbook. Included in this list is the statement:

Although winning is important in sports, it is not the sole measure of success. Rather, specific emphasis is placed on the following as no less important goals of the University for the student-athletes: commitment to fairness and equity for all minority groups.

- c.** Identify areas of deficiency and comment on any trends, and

Although a statement currently appears in the Student-Athlete Handbook with regard to commitment to issues of diversity, there is no such statement in the Athletics Policy Manual.

- d.** Explain how the institution's future plan for minority issues address each of the areas.

Statements pertaining to the Liberty University Athletics Department's commitment to diversity and minority issues is written in the 2006-2007 Athletics Department Policy Manual.

2. 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 each of these program areas,

To ensure a complete study of this area, current Liberty University coaches and athletics department personnel were interviewed. In addition, the Director of Human Resources and the Director of the Center for Multicultural Enrichment were questioned.

- b.** Provide data demonstrating the institution's commitment across each of the areas,

A review of the Minority Issues Plan was completed in 2002 to assess the status of the plan and address the items of concern. In 2005, this plan was again reevaluated.

- c.** Identify areas of deficiency and comment on any trends, and

This is not a deficiency for the Liberty University Athletics Department.

- d.** Explain how the institution's future plan for minority issues address each of the areas.

Liberty University will continue to monitor and address its commitment to minority issues and diversity through the efforts of the Minority Issues Advisory Committee.

Equity and Student-Athlete Welfare

3. 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 each of these program areas,

To ensure a complete study of this area, current Liberty University coaches and athletics department personnel were interviewed. In addition, the Director of Human Resources and the Director of the Center for Multicultural Enrichment were questioned.

b. Provide data demonstrating the institution's commitment across each of the areas,

The Center for Multicultural Enrichment is charged with task of providing information and advocacy for students from various ethnic backgrounds through programs and services that promote unity and celebrate cultural diversity at Liberty University. The Department of Human Resources has the responsibility of ensuring that all Liberty University faculty and staff are free from discriminatory treatment. Within the athletics department, the CHAMPS Life Skills Program is charged with the responsibility of promoting and enhancing diversity among all student-athletes.

c. Identify areas of deficiency and comment on any trends, and

This is not a deficiency for the Liberty University Athletics Department.

d. Explain how the institution's future plan for minority issues address each of the areas.

Liberty University will continue to monitor and address its commitment to minority issues and diversity. At this time, there are no plans to duplicate the function of the Center for Multicultural Enrichment within the Athletics Department. However, the department will continue to encourage minority student-athletes to participate in activities sponsored by the Center for Multicultural Enrichment and the CHAMPS Life Skills Program.

4. 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 each of these program areas,

To ensure a complete study of this area, current Liberty University coaches and athletics department personnel were interviewed extensively. In addition, the Director of Human Resources, the Director of the Center for Multicultural Enrichment and the Director of the Office of Enrollment Management were questioned.

b. Provide data demonstrating the institution's commitment across each of the areas,

At this time, Liberty University has a fully diverse student population. In an effort to foster an appreciation of other cultures, numerous initiatives have begun which support specific Liberty University aims to contribute to a knowledge and understanding of other cultures and of international events, promote an understanding of the Western tradition and the diverse elements of American cultural history, and cultivate a sensitivity to the needs of others and a commitment to the betterment of humanity. These aims were approved in May 1997, by the Liberty University Board of Trustees.

c. Identify areas of deficiency and comment on any trends, and

This is not a deficiency for the Liberty University Athletics Department.

d. Explain how the institution's future plan for minority issues address each of the areas.

Equity and Student-Athlete Welfare

The Office of Enrollment Management will continue to recruit qualified minority students.

5. 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 each of these program areas,

To ensure a complete study of this area, current Liberty University coaches and athletics department personnel were interviewed extensively. In addition, the Director of Human Resources, the Director of the Center for Multicultural Enrichment and the Director of the Office of Enrollment Management were questioned. Comparisons were made for the undergraduate population for race and ethnicity between all students and student-athletes.

b. Provide data demonstrating the institution's commitment across each of the areas,

For 2004-2005, 26% of Liberty University student-athletes were minority while 19% of Liberty University students were minority. For 2003-2004, 28% of Liberty University student-athletes were minority while 19% of Liberty University students were minority. For 2002-2003, 30% of Liberty University student-athletes were minority while 18% of Liberty University students were minority.

c. Identify areas of deficiency and comment on any trends, and

This is not a deficiency for the Liberty University Athletics Department.

d. Explain how the institution's future plan for minority issues address each of the areas.

The Office of Enrollment Management will continue to recruit qualified minority students and coaches, and athletics department personnel will continue to recruit qualified minority student-athletes in order to ensure a diverse student population at Liberty University.

6. 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 each of these program areas,

The Office of Enrollment Management will continue to recruit qualified minority students and coaches, and athletics department personnel will continue to recruit qualified minority student-athletes in order to ensure a diverse student population at Liberty University.

b. Provide data demonstrating the institution's commitment across each of the areas,

The Student-Athlete Advisory Committee is made up of two representatives from each sport and serves as a link between student-athletes and the athletics department. This committee provides a forum to discuss issues and concerns relevant to student-athletes. Also, each spring, every senior student-athlete responds to an exit survey which includes three questions related to minority issues. The responses are reviewed by senior athletics department staff to identify and address minority concerns.

c. Identify areas of deficiency and comment on any trends, and

This is not a deficiency for the Liberty University Athletics Department. Minorities are represented on the Student-Athlete Advisory Committee; every senior student-athlete responds to the exit survey.

Equity and Student-Athlete Welfare

- d.** Explain how the institution's future plan for minority issues address each of the areas.

Liberty University Athletics Department will continue to monitor the ethnic composition of the Student-Athlete Advisory Committee to ensure adequate and proportional minority representation and monitor Exit Surveys.

7. 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 each of these program areas,

To ensure a complete study of this area, current Liberty University coaches and athletics department personnel were interviewed extensively. In addition, the Director of Human Resources was questioned with regard to the hiring process within the athletics department.

- b.** Provide data demonstrating the institution's commitment across each of the areas,

On an ongoing basis, Liberty University publishes nationally openings for vacant positions within the athletics department. Women and minorities are encouraged to apply and are given full consideration based upon their application and resume.

- c.** Identify areas of deficiency and comment on any trends, and

Liberty University is deficient in the area of employment opportunities for minority head coaches and senior athletics personnel.

- d.** Explain how the institution's future plan for minority issues address each of the areas.

Liberty University will actively seek minority candidates for vacant coaching and administrative positions within the Athletics Department. Search committees will be made aware of the department's commitment to diversity and the Director of Human Resources will be consulted for guidance in the area of minority recruitment and hiring.

8. 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 each of these program areas,

To ensure a complete study of this area, current Liberty University coaches and athletics department personnel were interviewed extensively. In addition, the Director of Human Resources, the Director of the Center for Multicultural Enrichment, members of the Student Athlete Advisory Committee, and the Director of the Office of Enrollment Management were questioned.

- b.** Provide data demonstrating the institution's commitment across each of the areas,

Liberty University Athletics Department sponsors several monitoring and mentoring programs working with ALL students encouraging participation and grooming for scholarships, internships and leadership opportunities. This would include our minority athletes in addition to our international student-athletes. Example: NCAA Leadership Conference, Arthur Ashe Award, NCAA internships.

With the help of Athletics Academic Services Staff, two minority students' names were submitted for NCAA Leadership Conference this year. One was selected to participate and a second was selected as an alternate. Four students from Liberty University were recently nominated for an Arthur Ashe Award.

Equity and Student-Athlete Welfare

A career consultant was brought for a lecture who discussed the student's academic resume for future employment. This incorporated very well into other programs sponsored by the Athletics Academic Services Staff.

Numerous programs are sponsored by the Center for Multicultural Enrichment. These include:

1. Support/Participation in: College for a Weekend, Family Day, See You at the Pole, National Day of Prayer, and Homecoming
2. Minority Resident Assistant Recruitment Initiative
3. University of Virginia Diversity Career Day
4. Inter-Collegiate Alliance (Lynchburg College, Hampden-Sydney College, Virginia Military Institute, Sweet Briar College, Hollins College, Randolph-Macon Woman's College)
5. Operation Christmas Child
6. Children's Projects (e.g., alliances with Perrymont Elementary School, Sandusky Elementary School, Amazement Square)
7. Cultural Awareness Steering Committee (CSER Credit)
8. Unity Week
9. Hispanic Heritage Month (September 15- October 15)
10. American Indian Heritage Month (November)
11. African American History Month (February)
12. Irish American Heritage Month (March)
13. Asian Pacific American Heritage Month (April, although nationally celebrated in May)
14. Japanese Language Workshops
15. Cooperation with Center Diversity @ the A.P. Guillermin Integrated Learning Resource Center

In addition, Connections is a monthly newsletter that highlights our faculty, staff, students and alumni, includes special articles, and identifies upcoming events. Connections Weekly is an electronic newsletter that appears on Liberty University e-mail every Friday. This newsletter has the most current information to the campus community about the programs and services of the Center for Multicultural Enrichment. Connections Weekly also features a devotional and scholarship opportunities.

c. Identify areas of deficiency and comment on any trends, and

This is not a deficiency for the Liberty University Athletics Department. The Center for Multicultural Enrichment and the Liberty University Athletics Academic Support Staff provide numerous activities aimed at enhancing and enriching diversity on campus.

d. Explain how the institution's future plan for minority issues address each of the areas.

Liberty University athletics department will continue to encourage participation in the programs sponsored by The Center for Multicultural Enrichment and the Liberty University Athletics Academic Support Staff.

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.

See Minority Plan for Improvement. Among the action items addressed by the plan are:

1. Monitoring the athletics department activities for consistency with the developed goals and objectives set forth in the institution and athletics department's written commitments to diversity;
2. Increasing and maintaining commitment to diversity by maintaining the Minority Issues Advisory Committee within the athletics department;

Equity and Student-Athlete Welfare

3. Increasing the number of minority head coaches and senior athletics administration;
4. Maintaining priority on selecting diverse representation on the Student-Athlete Advisory Committee (Student-Athlete Advisory Committee); and
5. Providing orientation to student-athletes on specific university departments that implement diversity programming.

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 Issues Plan presented in this document was prepared through a process involving broad-based participation. Initial minority issues proposals for improvement were suggested by the sub-committee addressing minority issues. This committee consisted of five faculty members from across the university. Members of the Liberty University athletics department also provided input. After the initial plan was devised, members of the steering committee as well as additional athletics department personnel made contributions. After the Minority Issues Plan presented here was finalized, it was endorsed and approved by the CEO of Liberty University.

Evaluation

1. Has the institution implemented its approved minority-opportunities plan from the previous self-study? **Currently Yes**
2. Has the institution provided an explanation from appropriate institutional authorities if its minority-issues plan was modified or not carried out fully? **Currently Yes**
3. 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? **Currently Yes**
4. 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? **Currently Yes**
5. 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? **Currently Yes**

Equity and Student-Athlete Welfare

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
Institutional and Athletics Department Commitment	Athletics department had limited statements of its commitment to diversity within departmental publications.	Maintain commitment to diversity developing statements of the athletics department's commitment to diversity.	Include in the Athletics Policy Manual a written statement of the Athletics Department's Commitment to Issues of Diversity.	Director of Athletics	Fall 2006 and ongoing each year subsequent.
Evaluation	No issues were identified within the program area evaluation.	Keep diversity issues in the forefront through the Minority Issues Advisory Committee.	The Minority Issues Advisory Committee (MIAC) will meet once per semester to evaluate issues of diversity.	Director of Athletics, MIAC	Fall 2006 and ongoing each year subsequent.
Organization and Structure	Maintain organization structure to promote diversity within athletics department.	Continue to use the current structure and organization to promote equity and diversity.	Work with the Director of Center of Multicultural Enrichment and Director of Champs Life Skills to promote student-athlete participation within these programs and services.	Director of Athletics, MIAC, Director of Center of Multicultural Enrichment and Director of Champs Life Skills	Fall 2006 and ongoing each year subsequent.
Enrollment	No issues were identified within the program area enrollment.	Evaluate enrollment figures annually to ensure a fully diverse student population.	Work with the Director of the Office of Enrollment Management to determine annual enrollment numbers for minority students.	Director of Athletics, Director of the Office of Enrollment Management	Fall 2006 and ongoing each year subsequent.
Comparison of Populations	No issues were identified within the program area comparison of populations.	Evaluate minority student-athlete and minority student percentages annually to ensure an equally diverse student-athlete population.	Work with the Director of the Office of Enrollment Management to determine annual enrollment numbers for minority students-athletes and minority students.	Director of Athletics, Director of the Office of Enrollment Management	Fall 2006 and ongoing each year subsequent.
Participation in Governance and Decision-Making	No issues were identified within the program area participation in governance and decision making.	Maintain priority on selecting diverse representation on the Student-Athlete Advisory Committee (SAAC).	Target minority student-athletes to generate interest in serving on SAAC.	Director of SAAC	Fall 2006 and ongoing thereafter.

Equity and Student-Athlete Welfare

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Employment Opportunities	Athletics department lacked minority head coaches and senior athletics personnel.	To increase the number of minority head coaches and senior athletics personnel.	<p>Liberty University will actively seek minority candidates for vacant coaching and administrative positions within the Athletics Department.</p> <p>Search committees will be made aware of the department's commitment to diversity and the Director of Human Resources will be consulted for guidance in the area of minority recruitment and hiring.</p>	Director of Athletics, Director of Human Resources	Fall 2006 and ongoing thereafter.
Programs and Activities	No issues were identified within the program area programs and activities.	Provide orientation to student-athletes on specific university departments that implement diversity programming.	Athletics department encourage student-athlete participation in Center for Multicultural Enrichment events and in athletics department's Champs Life Skills programs.	Director of Center for Multicultural Enrichment, Director of Champs Life Skills	Fall 2006 and ongoing thereafter.

Equity and Student-Athlete Welfare

Operating Principle

3.3 Student-Athlete Welfare

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 Welfare). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion 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.

The NCAA Division I Committee on Athletics Certification did not give Liberty University any "corrective actions," "conditions for certification," or "strategies for improvement" in its first-cycle certification decision, relating to Academic Standards.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 3.3 (Student-Athlete Welfare). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) an explanation for any partial or noncompletion 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.

Liberty University continues to strive for excellence in meeting the needs of all students, including student-athletes. Among the recommendations of the Committee regarding Student-Athlete Welfare were the following:

1. Original Plan

Institute student programs on multicultural diversity and unity.

Dates and Actions Taken by Liberty University:

The Center for Multicultural Enrichment offer numerous programs related to multicultural diversity and unity. Program include:

- a. Leadership Retreat
- b. Monthly Extra-Curricular Excursions
- c. Leadership Development Workshops
- d. Accountability with Liberty University Faculty/staff
- e. Peer Mediation
- f. Annual Achievement Awards
- g. University of Virginia Diversity Career Day

Another initiative supports and/or collaborates with Liberty University departments, the city of Lynchburg, local businesses, and other colleges or universities in mutual partnerships for advancement of multicultural matters.

Program Projects include:

- a. Support/Participation in: College for a Weekend, Family Day, See You at the Pole, National Day of Prayer, Homecoming Minority Resident Assistant Recruitment Initiative;
- b. Inter-Collegiate Alliance (Lynchburg College, Hampden-Sydney College, Virginia Military Institute, Sweet Briar College, Hollins College, Randolph-Macon Woman's College);
- c. Operation Christmas Child ; and
- d. Children's Projects (e.g., alliances with Perrymont Elementary School, Sandusky Elementary School, Amazement Square).

Equity and Student-Athlete Welfare

Still other initiatives that serve to promote diversity and unity among students and student-athletes are a multitude of events that include, but are not limited to, the nationally-celebrated heritage months. Projects support the specific Liberty University's aims to:

- a. Contribute to a knowledge and understanding of other cultures and of international events;
- b. Promote an understanding of the Western tradition and the diverse elements of American cultural history; and
- c. Cultivate a sensitivity to the needs of others and a commitment to the betterment of humanity.

Program Projects include:

- a. Cultural Awareness Steering Committee (CSER Credit) Unity Week
- b. Hispanic Heritage Month (September 15- October 15)
- c. American Indian Heritage Month (November)
- d. African American History Month (February)
- e. Irish American Heritage Month (March)
- f. Asian Pacific American Heritage Month (April, although nationally celebrated in May)
- g. Japanese Language Workshops
- h. Cooperation with Center Diversity @ the AP Guillermin Integrated Learning Resource Center

Multicultural diversity and unity is also being highlighted through initiatives with the School of Education, the Campus Pastor's Office, and the Student Government Association, which represents all student-athletes. Moreover, the dean of the Center for Multicultural Enrichment is a part of the men's and women's basketball recruitment process. Additionally, The A.S.S.I.S.T. Program stands for Active Students Serving, Instructing, and Socializing Together. This initiative is a peer mentoring and leadership development program. The program matches new students with upperclassmen to assist in the transition to university living. Both, peer mentor and new student receive leadership development training through an intense series of workshops, practical training and community service projects. Peer mentors are guided through our faculty/staff partnership. In addition to the A.S.S.I.S.T. Program, in 2004 freshman seminar sections are designated specifically for international students.

While the Center for Multicultural Enrichment is charged with the primary responsibility of diversity programs, the athletics department at Liberty University also sponsors initiatives focused on minority issues. The Minority Athletes Committee began in 1998, but because the needs of the committee were being met by the Student-Athlete Advisory Committee the Minority Athletes Committee was discontinued. The department also addresses diversity through the CHAMPS Life Skills Program which began in 2002.

2. Original Plan

Athletics department should sponsor programs on substance abuse education, AIDS and nutrition education.

Dates and Actions Taken by Liberty University:

The Liberty University Athletics Department sponsors substance abuse education, AIDS, and nutritional education, with professors from the Department of Health Sciences and Kinesiology directing these programs since spring 2003. In addition, the CHAMPS Life Skills program at our institution has many resources available to assist student-athletes who are struggling with these issues. It should also be noted that our Health Science and Kinesiology department and institution's Dean of Men and Dean of Women's offices offer counseling services for individuals impacted by the said areas.

3. Original Plan

Restructure position of Director of Academics for athletics to full time.

Dates and Actions Taken by Liberty University:

The Director of Academics for Athletics was made a full-time position in 1999-2000. An assistant for Athletics-Academic services was also added in 1999-2000.

4. Original Plan

Use a GPA standard to determine need for study hall for second semester student-athletes.

Dates and Actions Taken by Liberty University:

In 2002-2003, it was determined that all student-athletes with less than a 2.5 grade point average are required to attend a mandatory study hall three times per week. That study hall lasts from 7:30 to 9:30 p.m., although first semester student-athletes with a high school grade point average of 3.0 and 1000 on the SAT or 25 on the ACT are exempted from these mandatory study halls.

Equity and Student-Athlete Welfare

5. Original Plan

Establish an equitable housing policy for all student-athletes.

Dates and Actions Taken by Liberty University:

Student-athletes are housed throughout the university in all dormitories and are not placed in exclusive athletics dormitories. That equitable policy was established in 2000-2001.

6. Original Plan

Hire an additional full-time athletics trainer.

Dates and Actions Taken by Liberty University:

An additional full-time athletics trainer was hired in 2002-2003 and another in the 2005-2006. The athletics training staff now includes seven full-time certified athletics trainers who work at four functional athletics training rooms, one at each major athletics facility.

7. Original Plan

Provide for feedback on minority issues in exit interview process.

Dates and Actions Taken by Liberty University:

The exit interview for student-athletes now includes questions regarding gender equity and minority issues. This change was made in 2002.

8. Original Plan

Encourage increased faculty sensitivity to student-athlete concerns (i.e., required class absences, make-up testing, etc.).

Dates and Actions Taken by Liberty University:

Since 2002, student-athlete progress is monitored through online grade books and progress reports, permitting the Director for Athletics Academic Services to ensure that student-athletes are attending class regularly and maintaining passing grades. The Athletics Academic Services staff creates a database that monitors student-athlete performance in the classroom and identifies at-risk students. Moreover, the Director of Athletics speaks to faculty at Faculty Orientation each year to increase faculty sensitivity to student-athlete concerns. Additionally, Liberty University has initiated a policy whereby student-athletes who miss class for school-sponsored events may not be penalized and their work must be accepted by instructors.

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

Since the first-cycle certification decision was rendered by the Committee on Athletics Certification, there have been plans for improvement developed and implemented by the institution in the area of Student-Athlete Welfare. These implemented plans include:

Early Registration Workshops were developed and implemented on a semester by semester basis beginning in the fall of 2003 by the office of Athletics Academic Services. These workshops promote an understanding of the process of early registration as well as educate our student-athletes about University policies that surround registration; drop/add; and other topics related to early registration.

Our CHAMPS Life Skills program expanded its education outreach by partnering with Competitive Resource Groups in 2002-2003 and 2004-2005. In the said academic years, Competitive Resource Groups provided a two day service consisting interview education mock interviews with our student-athletes. Competitive Resource Groups is an established program that has relationships with over 30 companies nationwide. Competitive Resource Groups also has over 100 Universities in the US that use their services to educate, prepare, and assist their student-athletes.

An annual Student-Athlete Academic Awards Banquet was implemented in 2003-2004. This banquet is an event that honors student-athletes who have achieved and maintained a cumulative GPA of 3.0 or higher.

Equity and Student-Athlete Welfare

A Student-Athlete Survey was developed and implemented in 2004-2005. This survey was developed by the student-athlete advisory committee (Student-Athlete Advisory Committee) to provide the student-athletes with another opportunity to express their concerns and/or appreciation as it relates to their coaches, administrative departments, and programs offered to them as student-athletes. The results of this survey are used to educate the administration and coaches on how to more effectively serve and meet the needs of the student-athlete population.

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

Student-athlete welfare is a vital part of the goal of Liberty University Athletics. To serve the needs of student-athletes, monitoring systems exist to assure the fairness in treatment and evaluation of programs. The Student-Athlete Advisory Committee is a vital part of this process. The Student-Athlete Advisory Committee provides a forum for student-athletes to express the opinions, concerns, and new ideas to enhance the student-athletes experience at Liberty. During the 2004-2005 academic year one representative from both men's and women's cross country were added to the Student-Athlete Advisory Committee, where they had previously only been represented by their track counterparts. This was done to serve the unique needs of the cross country team, as these athletes serve a unique dual athlete/student role on campus.

Since the 1998 self-study, exit interviews have been source of evaluating student-athlete welfare amongst our student-athletes. During the 2004-2005 a student-athlete survey was integrated by the athletics department to better examine the needs of the athletics department as it relates to our student-athletes. The results of this survey educate the athletics department staff on concerns of the student-athlete population. The data is reviewed and used in personnel evaluations as well as in the annual review of the department.

Grievance and appeal procedures can be found in the Student-Athlete Handbook distributed and discussed with each team at the start of the academic year. Each year these policies are reviewed to assure agreement with the universities grievance and appeal policies.

The health of every student-athlete is of great concern to the athletics department. Yearly reviews by athletics trainers of Emergency Action Plans and NCAA Sports Medicine Policies provide guidance for all athletics trainers. Individual team athletics trainers provide guidance for teams on use of supplements, nutritional guidelines, and proper personal health. The athletics department Medical Director is General Practitioner, Dr. Richard Lane. He is consulted on all medical decisions concerning the medical welfare of student-athletes.

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.

While many of these areas are addressed directly by the CHAMPS Life Skills Program within the athletics department, others are incorporated into institutional programs. Those institutional programs include counseling for career guidance, personal counseling, drug and alcohol abuse, and health and safety concerns. Athletes are encouraged to use these services as provided by the university.

1. Personal Counseling:

Dean of Women

Purpose:

The Dean of Women's Office is responsible for all female students attending Liberty University. These responsibilities include, but are not limited to, ensuring social, psychological and physical well-being, and encouraging spiritual growth. Through educational programming, speaking engagements, interaction and regular office hours, the Dean of Women's Office seeks to provide a positive outlet for student growth, experience and social interaction as it relates to the student's adaptation to the college setting. We also seek to educate the University population regarding women's issues as they relate to the college setting; such issues include, but are not limited to, the following: sexual assault and harassment, eating disorders, dating relationships, singleness, dysfunctional family issues and self-esteem. The Dean of Women's Office works cooperatively with all offices of the University including administrative personnel, faculty, Dean of Men, Minority & International Students, Residence

Equity and Student-Athlete Welfare

Life, Graduate & Commuting Students and Spiritual Life. In such cases where female students do not comply with the policies of the University, the Dean of Women's Office is responsible for administering appropriate disciplinary action.

Services

- Provide appropriate pastoral/lay counseling to students
- Provide personal accountability sessions
- Provide mentoring relationships to students
- Design and implement strategies for student resolution of problems
- Attend student-related functions
- Crisis intervention and assistance for students
- Assist students with University-related issues
- Uphold University policies

Dean of Men:

Purpose:

The Dean of Men's Office is dedicated to the development of young men at Liberty University. Through mentorship, discipleship, training, and accountability, the Dean of Men seeks to instill in the hearts and minds of every young man, the foundational principles of appropriate conduct. This commitment will truly result in the accomplishment of Liberty University's mission; "To produce Christ-centered men and women with the values, knowledge, and skills required to impact tomorrow's world."

This office also has services to address pornography addiction and suicide prevention.

2. Alcohol/Substance Abuse:

Liberty University prohibits the possession, use, and manufacture or distribution of alcoholic beverages, and any illegal drugs or controlled substances by its students and employees.

Enforcement: Possession, use, manufacture, and distribution of illegal substances is a crime and Liberty University will cooperate with law enforcement authorities who are enforcing current statutes. Students and employees are warned that involvement with drugs or alcohol on or off campus can result in disciplinary action by the university in addition to criminal penalties. The disciplinary action can result in student expulsion or employee dismissal.

University students and employees who are at risk of drug or alcohol abuse have access to counseling at Light Medical and Counseling Associates, Inc. Trained professionals are available to counsel with the student or employee, or to make referrals to other health-care agencies.

3. The Career Center:

Purpose:

The purpose of the Career Center is to act as a bridge between the world of education and the world of work. The Career Center primarily provides services to students of Liberty University's resident campus community and adult learners enrolled in Distance Learning Program. The Career Center's secondary constituents include alumni, faculty, employers and the public. Services provided include opportunities for experiential learning and career development.

Services:

- a. Provide career assessment test with availability of personal analysis with a career counselor
- b. Administer career counseling based on assessment test results, career questions, and job search needs
- c. Maintain an in house career resource library
- d. Supply local and national job resource links for every major
- e. Arrange internship and externship programs
- f. Provide career workshops on a variety of topics
- g. Assist students with personal critiques of resumes and cover letters
- h. Provide resources for graduate school and graduate exams
- i. Host and promote a variety of career fairs throughout the year
- j. Assist students with personalized mock interviews
- k. Provide an extensive website with assistance in all of the above mentioned services

Athletics Department counseling offerings:

Equity and Student-Athlete Welfare

1. CHAMPS Life Skills:

The mission of the NCAA is to maintain intercollegiate athletics as an integral part of the campus educational program and the student-athlete as an integral part of the student body. With this in mind, the CHAMPS Life Skills Program was created to support the student development initiatives of its member institutions and to enhance the quality of the student-athlete experience within the university setting.

In the process of achieving this mission, the CHAMPS Life Skills Program will:

- a. Support efforts of every student-athlete toward intellectual development and graduation.
- b. Use athletics as preparation for success in life.
- c. Meet the changing needs of student-athletes.
- d. Promote respect for diversity among student-athletes.
- e. Enhance interpersonal relationships in the lives of student-athletes.
- f. Assist student-athletes in building positive self-esteem.
- g. Enable student-athletes to make meaningful contributions to their communities.
- h. Promote ownership by the student-athletes of their academic, athletics, personal and social responsibilities.
- i. Enhance partnerships between the NCAA, member institutions and their communities for the purpose of education.
- j. Encourage the development of leadership skills.

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 Surveys and Interviews

All graduating student-athletes, along with those who have exhausted their eligibility, are asked to fill out an exit survey. The questionnaire deals with all areas of the student-athlete's experience at Liberty, including athletics, academics, compliance related issues, social concerns, and spiritual matters. This questionnaire is used as an assessment tool to help evaluate the athletics department and Liberty University and bring about positive changes. Additionally, a predetermined number of these senior student-athletes will be asked to participate in a face-to-face interview with an exit interview committee. The committee consists of members of the Faculty Senate Athletics Committee, the Director for Athletics Academic Services, the Director of Athletics, and the Senior Woman Athletics Director. Information gathered from these interviews will be compiled by the committee and disseminated to coaches and other athletics personnel.

During 2004-2005, the Student-Athlete Advisory Committee produced a student-athlete survey. The questions were developed by the Student-Athlete Advisory Committee based on their main areas of concerns as student-athletes. This survey is distributed to every student-athlete at the conclusion of the academic year. The data from this survey are used in annual personnel evaluations with each program and also as source for annual review of the athletics department and its services to the student-athlete.

The results of the survey and exit interviews are addressed annually by the senior staff and compared to the results from previous years to determine what areas of student-athlete welfare have been resolved or still need to be addressed.

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.

The following information can be found in the Student-Athlete Handbook. This handbook is distributed to the athletes prior to the academic school year. A transfer student will receive this information during initial review of eligibility.

Hazing, abusive behavior, and sexual orientation are not addressed by the athletics department but by institutional policies as promulgated by the Office of Student Affairs. Those policies include the following:

Equity and Student-Athlete Welfare

1. Grievance Policy

If a student-athlete has a problem or grievance he/she should discuss it with the head coach. If the situation is not resolved, the student-athlete and coach should discuss it with the Director of Athletics. The Director of Athletics will consult with the Vice President for Student Affairs, and/or the President of the University when necessary. A decision on the situation will be formulated and carried out.

The NCAA has policies in place for decisions involving reduction of athletics aid and permission to contact concerning transfer situations. These policies are followed at Liberty University. If a student-athlete's athletics aid is reduced or cancelled, the student-athlete is provided a letter explaining the reduction or cancellation. The letter also informs student-athletes that if they wish to appeal the reduction or cancellation they can request a hearing with a committee outside of the athletics department. In the case of a denied release request, the student-athlete is also provided a denial letter. In the letter, the student-athlete is informed that if he or she wishes to appeal the decision, a hearing can be requested with a committee outside of the athletics department.

2. Harassment / Sexual Harassment

Liberty University is committed to providing students and employees with an environment free of harassment in any form. Any act of harassment (i.e., physical, psychological, verbal or sexual) that threatens a person or persons is considered a serious offense and will not be tolerated or condoned. The University provides educational programming to promote the awareness of rape, acquaintance rape, sexual harassment and other sexual offenses. Any person or group who commits acts of harassment based upon race, ethnicity, gender, or disability on or off campus will be subject to disciplinary action, which could result in dismissal from the University.

Behavior that constitutes sexual harassment, which is a form of sexual discrimination prohibited by Title IX of the Education Amendments of 1972 and Title VII of the 1964 Civil Rights Act, includes but is not limited to unwanted sexual attention, requests for sexual favors and/or other verbal or physical contact of a sexual nature which negatively affects another person.

Reporting Procedure

Any student who believes that he/she has been the subject of harassment in any form should report the incident immediately to the Dean of Men or Dean of Women's Office. The student will be given the opportunity to express his/her concerns and will then be apprised of the recourse available to him/her under school policy and local and state statutes.

Penalty

Any student of Liberty University, who engages in the aforementioned behavior(s), is subject to disciplinary action, which may result in community service or possible dismissal. Since the University takes such charges seriously, where the results of an investigation reveal a complaint of harassment/sexual harassment to be frivolous or groundless, the individual having made such a complaint may be subject to the same disciplinary action.

3. Racial Harassment

The purpose of this policy is to ensure that all members of the Liberty University community understand the prohibition against racial discrimination or harassment. All members of the University community are encouraged to reflect upon the issue of discrimination and harassment as it might affect the lives and conduct of others. Further, anyone who may be the victim of racial discrimination or harassment should be aware of the procedure for reporting such incidents.

Policy Governing Racial Harassment:

Philosophy

Liberty University asserts that all members of the University community are entitled to and shall be afforded an environment devoid of overt or subtle racism. Therefore, members of the Liberty University community will not tolerate racial discrimination or harassment in any form. The increased incidents of racial discrimination or harassment on college and university campuses nationwide suggest that information alone has not abolished this behavior. Consequently, a more aggressive stance must be assumed. To this end, Liberty University has adopted a policy governing racial discrimination or harassment, which applies to all members of the University community.

Policy

Behavior that constitutes racial discrimination or harassment is prohibited by Title VII of the 1964 Civil Rights Act, includes but is not limited to, racial/ethnic slurs, coarse jesting with racial/ethnic overtones and other forms of communication resulting in disparagement or intimidation.

Reporting Procedures:

Equity and Student-Athlete Welfare

1. Report the incident to the Center for Multicultural Enrichment or Dean of Men/Women's Office
2. Deans will review the Racial Discrimination/Harassment policy with the complainant.
3. A Racial Discrimination/Harassment Grievance Form will be filed
4. Complainant must decide if he/she wants to pursue a formal complaint possibly resulting in disciplinary action
5. Investigation
6. The Deans' Review Committee will examine the results of the investigation and determine course of action
7. The Dean will conduct a final interview with complainant

Penalty:

Any Liberty University student who commits racial discrimination or harassment is subject to disciplinary action, which may result in 12, 18 or 30 reprimands, along with possible fines, scholarship reduction, community service and/or possible administrative withdrawal. Conversely, since the University takes such charges seriously, where the results of an investigation reveal a complaint of racial discrimination or harassment to be frivolous or groundless, the individual having made such a complaint may be subject to the same disciplinary action.

4. Sexual Assault

Sexual assault means "any unwanted forced sexual contact". It is viewed as an extreme form of sexual harassment. Areas of sexual assault include, but are not limited to:

1. any forced sexual contact or relations
2. rape (which includes date and acquaintance rape)—sexual relations that constitutes the lack of consent, committed either by force, intimidation or through
3. the use of the victim's mental or physical incapacity
4. any coercion of a sexual nature

Violations of the sexual assault policy will result in a minimum of two (2) semesters away from Liberty University or possible permanent expulsion. Any person wishing to report a suspected violation of this policy may contact:

LUPD - 582-3911

Dean of Women's Office - 582-2313

Dean of Men's Office - 582-2320

A Residence Life staff member - 582-2518

Light Medical/Counseling - 582-2514

Lynchburg Police Department - 847-1614

The Rape Companion Program - 947-7273

Students desiring assistance in contacting local authorities may request such help from campus authorities. The University will provide prompt and compassionate support services to the victims of sexual assault and will strictly enforce its sexual assault policy. Sexual assault is a serious violation of Liberty University's values and expectations. Thus, it is punishable through the University's judicial process.

Reporting Procedure

Any student who has been a victim of sexual assault is encouraged to report the incident immediately to the Dean of Women or Dean of Men's Office. The student will be informed of the recourse available to him/her under school and state statutes. The student has the option to pursue on-campus discipline. The Division of Student Affairs will proceed with the on-campus disciplinary procedure. Any person wishing to report a violation of policy may contact LUPD at 582-3911, the Dean of Women's Office at 582-2313, or the Dean of Men's Office at 582-2320.

Penalty

Any student of Liberty University who has engaged in the aforementioned behavior is subject to disciplinary action, which will result in dismissal with a minimum of two (2) semesters out. He/she will also be restricted from campus.

The following information is communicated in the Student-Athlete Handbook and the Coaches Compliance Manual.

5. Financial Appeal Policy:

Procedures For Removing An Athlete From Scholarship

The head coach will notify the student-athlete and the Director of Athletics in writing that they would like to remove or reduce a student-athlete's scholarship, stating the reason for the removal or reduction. It should also be noted if the student wishes to remain enrolled at Liberty University, the head coach must next meet with the Faculty Senate Athletics Committee to review the rationale for the proposed athletics aid reduction/elimination.

Once this process is complete and the Faculty Senate Athletics Committee agrees with the reduction/elimination, the Director of Athletics will notify the Scholarship Office. In accordance with NCAA regulations, Liberty University's

Equity and Student-Athlete Welfare

Scholarship Office will notify the student-athlete in writing before July 1 about the aid reduction/elimination and his/her opportunity for a hearing.

Student-Athlete's Appeal Procedure

After being notified in writing by the Scholarship Office that aid will be reduced or eliminated, the student-athlete, who wishes to appeal, should notify the Director of Athletics in writing of his/her desire to meet with the proper authorities concerning the appeal. This letter should include the student-athlete's reasons for appeal.

The Director of Athletics will forward a copy of the letter to the Athletics-Financial Aid Liaison who will arrange a meeting. The student's appeal to the Director of Athletics should be received within two weeks of the original notification of reduction or elimination of an athletics grant-in-aid.

Transfer Appeal Policy:

Once the University grants permission for a student-athlete to contact another four-year institution, it is not permissible to revoke such permission. This permission expires, however, when the student-athlete enrolls the following academic year. Per NCAA bylaw 13.1.1.3.1, if after requesting an athletics transfer release in writing from the head coach the student-athlete is denied athletics transfer release, the following steps are to be followed to appeal the decision.

1. The head coach must sign the policy stating the denial of the student-athlete's request.
2. The student-athlete must bring the form to the Office of Athletics Compliance showing the denial.
3. The student-athlete will then be issued a letter stating the student-athlete has an opportunity for a hearing from a committee outside of the athletics department to appeal his/her case.
4. The student-athlete must make this request for the hearing within two weeks of the receipt of the said letter.
5. The decision made by the committee is final.

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.

As a distinctly Christian university and as stated in the Liberty University Mission Statement, Liberty University exists to "produce Christ-centered men and women with the values, knowledge, and skills to impact tomorrow's world." Liberty University strives to develop men and women of strong moral character. Because of this, a standard code of conduct exists to promote personal responsibility and self-discipline. All Liberty University students are asked to display mature Christian behavior in social interaction. Proper respect must be shown to all individuals at all times. Harassment of any type will not be tolerated. Improper personal contact or other forms of public display are considered either in poor taste or improper social behavior. Sexual immorality including inappropriate touching, sexual activity, and any state of undress is considered a violation of the Liberty University code of conduct stated in The Liberty Way. Students who violate the moral and sexual guidelines set forth in The Liberty Way are subject to appropriate disciplinary action.

The Student Affairs department at Liberty University seeks to educate and cultivate a sensitivity to needs of others and a commitment to the betterment of humanity among our student body. As a distinctly Christian and private university, Liberty University does not promote or condone diverse sexual orientation. Students struggling with issues pertaining to their gender or sexual orientation can receive support and guidance through our Dean of Men's Office, Dean of Women's Office, and Campus Pastor's Office.

Liberty University is committed to providing students and employees with an environment free of harassment in any form. Any act of harassment (i.e., physical, psychological, verbal, or sexual) that threatens a person or persons is considered a serious offense and will not be tolerated or condoned. The University provides educational programming to promote the awareness of assault, discrimination, harassment, and sexual harassment. Any person or group who commits acts of harassment based upon race, ethnicity, gender, sexual orientation, or disability on or off campus will be subject to disciplinary action, which could result in dismissal from the University.

Behavior that constitutes sexual harassment, which is a form of sexual discrimination prohibited by Title IX of the Education Amendments of 1972 and Title VII of the 1964 Civil Rights Act, includes but is not limited to unwanted sexual attention, requests for sexual favors and/or other verbal or physical contact of a sexual nature which negatively affects another person.

Reporting Procedure:

Any student who believes that he/she has been the subject of harassment in any form should report the incident immediately to the Dean of Men or Dean of Women's Office. The student will be given the opportunity to express

Equity and Student-Athlete Welfare

his/her concerns and will then be apprised of the recourse available to him/her under school policy and local and state statutes.

Penalty:

Any student of Liberty University, who engages in the aforementioned behavior(s), is subject to disciplinary action, which may result in community service or possible dismissal. Since the University takes such charges seriously, where the results of an investigation reveal a complaint of harassment/sexual harassment to be frivolous or groundless, the individual having made such a complaint may be subject to the same disciplinary action.

- 9. Identify the mechanisms in place to ensure the health and safety of student-athletes and the administrator (s) responsible for the institutional awareness of health, safety, travel and sports medicine policies. Describe the process by which these policies and guidelines are disseminated within the athletics department, who receives this information and how these issues are addressed within the athletics department. [Note: The institution may want to refer to the equitable medical care section of the NCAA Sports Medicine Handbook Guideline No. 1 as a guide in responding to this self-study item.]**

Liberty University is committed to ensuring the health and safety of all student-athletes. Liberty University provides health and medical assistance to our student athletes through Light Medical Inc., the Liberty University Police Department, and the Liberty University Sports Medicine Department.

Light Medical is a family and occupational medical service available to all students, staff, and faculty. The office is located on Liberty University's campus in the Health Services Building. Office hours are 8:30 a.m. to 5:00 p.m., Monday through Friday. After office hours, the doctor on call can be reached for emergencies by calling 434-384-1581. Gregg R. Albers, MD and Richard A. Lane, MD, MPH & TM have rotating office hours. Services are available on a fee basis and payment can be made by cash, check, or Master Card/Visa. Any student-athlete wishing to be seen at Light Medical for a non-athletics illness or injury should report to the athletics training staff for an appointment.

Liberty University has a full-time police department of over forty employees that is responsible for responding to emergency situations on the Liberty University campus. The Liberty University Police Department (LUPD) upholds and enforces the rules of the University as well as the laws of the state of Virginia and the Federal Government. The Liberty University Police Department can be reached on any campus phone by calling "3911" or by calling 434-582-7641 for non-emergency situations.

The Sports Medicine Department at Liberty University is committed to educating students in order to prevent athletics injuries, caring for the injuries that do occur, and working towards complete recovery through rehabilitation of the injury so that the student-athlete may return to participation as safely and quickly as possible. The Sports Medicine Department operates through communication and cooperation among the student-athletes, the coaching staff, the athletics training staff, as well as through faculty members and parents as needed.

No student-athlete at Liberty University will be allowed to participate in intercollegiate athletics without a physical examination by the team physician prior to participation in any practice, workout, or event. Insurance information is mandatory from the student-athlete or his or her parents. This information must be submitted to the Director of Sports Medicine before the student-athlete will be permitted to participate in any practice, workout, or competition. All pre-season forms (physical, insurance information, etc.) must be completed and returned to the Sports Medicine Staff before the student-athlete will be cleared to practice and/or compete. The sports medicine staff will utilize various forms to keep accurate records of injury care services. Student-athletes are expected to cooperate by completing requested forms promptly.

For all medical expenses, a student-athlete's personal insurance is the primary source for payment. Liberty University's athletics insurance company is a secondary policy. If the parent or student-athlete does not have insurance coverage, the coverage of Liberty University's athletics insurance company will become primary.

Each coach must make sure that each student-athlete has medical clearance before allowing him or her to participate. Physical examinations for all student-athletes should be arranged by the sports medicine staff. Requests for physical exams must be given to the head trainer three weeks prior to the team's first scheduled practice. At this time a tentative roster of the team must also be submitted. Walk-on student-athletes must report to the Sports Medicine Office for their physical examination forms. Student-athletes will then obtain a physical examination at their own expense. It will be the coach's responsibility regarding legal liability if a student participates without having had a physical examination through the Sports Medicine Department and the team physician.

Equity and Student-Athlete Welfare

The Liberty University Strength Coaching Staff ensures proper supervision of all weight training conducted in the Hancock weight-room by student-athletes. All team and individual workouts are supervised by full-time staff members that are either members of the strength coaching staff or an individual coach from their sport. Staff members ensure the safety of our student athletes by making sure the rules of the Hancock Center are properly adhered to. These rules and regulations include the following: students may work out only with the supervision of the strength coaching staff; all athletes must begin each workout with a warm-up; students must always use spotters and collars on the bars for safety; students are to follow proper lifting techniques to ensure maximum improvement and to prevent injuries; students must keep the weight room neat and safe by emptying the bars after lifting and returning plates, belts, wraps, straps, and ropes to their proper places; absolutely no horseplay is permitted; students are encouraged to report any broken or damaged equipment to a member of the strength coaching staff; and finally, students are to help maintain a positive atmosphere by helping to spot and encourage other student-athletes.

To ensure the safety of our weight training facilities, the strength coaching staff will periodically inventory equipment to assess all needs or necessary maintenance. This information will then be communicated to the Director of Athletics in order to make the necessary improvements. The strength coaching staff is responsible for the purchase of new equipment in order to keep the training room at peak efficiency.

The Director of Athletics is ultimately in charge of the entire athletics department in all areas concerning the health, safety, travel, and sports medicine policies. This information is developed, produced, distributed, and circulated among all coaches and student-athletes through meetings, seminars, and the Coaching Compliance Handbooks, the Student-Athlete Handbook, and Athletics Department Policy Manual. The strength coach ensures compliance with all NCAA rules and regulations at it pertains to the weight training facilities for Liberty University's student athletes.

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

Liberty University is committed to providing prompt medical attention by a qualified practitioner should a medical emergency arise. A qualified member of the Liberty University Athletics Training Staff will be present at all practices and games to assist with athletics injuries and assess the need for further medical attention. All of Liberty University's full-time athletics trainers are N.A.T.A. certified. In order to provide comprehensive support, a schedule of practice, game dates, and times must be submitted to the training room at least one week prior to the team's first scheduled practice. Any changes in this schedule should be reported to the Sports Medicine Coordinator or head trainer. Failure to do so may result in no athletics training coverage for that practice or game. In the event that a staff member cannot be present, someone from the training staff will be on call in a specified location.

A staff trainer and student assistant will be available at all home contests. Should the student athlete require further medical attention, the athletics trainer will ensure that he or she receives the proper medical attention. Any coach who utilizes the services of a student trainer for away games will be expected to include the assigned trainer in the traveling party to all away contests including post-season competition. When the assigned trainer is unable to accompany the team, a suitable replacement will be designated by the head trainer.

The University employs an EMS team, with ambulance service, for home football and basketball games. During all other games and practices, coaches and athletics trainers are responsible for the health and safety of student-athletes. Emergency treatment for an athletics injury will be channeled through a staff athletics trainer. If emergency room treatment is needed, the staff athletics trainer will notify the team physician and the local hospital. The student-athlete will then be transported to the hospital by someone from the athletics training staff. If an ambulance is needed for transportation to the hospital, arrangements will be made by the staff athletics trainer.

A copy of the student-athlete's medical records is on file with the sports medicine staff. Emergency information for the student-athlete is available on campus and while traveling for use by medical personnel. The team physician is the final authority concerning when a student-athlete should be removed from participation for medical reasons and when that student-athlete may return to full or partial participation. Treatment for an injury will be scheduled by the staff or student trainer. All student-athletes with injuries will be expected to report at the designated time. "No shows" will not be tolerated. Coaches will be informed of all absences. Treatments are to be continued until the medical staff decides they are no longer needed. Student athletes are not permitted to stop receiving treatments just because they "feel better."

A student-athlete's personal insurance is the primary source for payment. Liberty University's athletics insurance company is a secondary policy. If the parent or student-athlete does not have insurance coverage, the coverage of

Equity and Student-Athlete Welfare

Liberty University's athletics insurance company will become primary. For a sports related medical bill, the bill is first sent to the parent's or athlete's own insurance company and their insurance is expected to pay its limits. If there is a balance, the bill must be forwarded to the university, along with the "Explanation of Benefits" from the primary insurance showing how much was paid and what the remaining balance is. This information will then be forwarded to Liberty University's athletics insurance company for payment of the remaining portion. Liberty's student-athletes are covered for any injury they sustain while practicing or participating in a game/match/meet. There are certain important exceptions that include the following:

1. Pre-existing injury—if the student-athlete has had a significant injury to a joint or body part prior to attending Liberty University, the school's insurance will not cover the expense of further injury or insult to that body part. Common examples of this would be a student-athlete who has had surgery on a joint or body part prior to playing at Liberty University, a student-athlete with a joint that has been previously injured which requires a brace to be worn during activity, or a student-athlete who twisted his or her knee before playing at Liberty and was told by a doctor of a torn cartilage but opted not to have surgery.
2. An injury that the student-athlete sustained during the summer whether he or she was currently attending Liberty University or was new to the school.
3. An injury that occurred when the student-athlete was playing "a pick-up game," involved in horseplay, or participating in intramurals. If there are any questions concerning coverage, the Director of Sports Medicine should be contacted.

Dental injuries, broken glasses or lost contacts will be submitted the same way as an injury if it occurred during practice/game/or match.

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

Liberty University has a commitment to providing prompt medical attention to student-athletes should a medical emergency arise during out-of-season workouts, strength training, and skills sessions. All team and individual workouts in the Hancock Center will be supervised by full-time staff members. The weight room facilities are for the use of Liberty student-athletes and athletics department staff only. Any student-athletes using the weight room must be supervised by the strength coaching staff or an individual coach from their sport. The strength staff, with consultation from head coaches, will design programs and schedule workout times for each sport to meet specific needs during in-season, out-of-season, and vacation periods. Training programs for each sport are available in the strength coaches' offices. Training programs may be designed for individuals with special needs.

If an athletics injury occurs during an out-of-season workout, strength training, or skills session, it should immediately be reported to a member of the Sports Medicine staff to determine what treatment will be necessary. When a treatment regimen is prescribed, the student-athlete is expected to cooperate in carrying it out. If a student-athlete fails to follow prescribed procedures, this information will be forwarded to the coach. Proper confidentiality concerning a student-athlete's injury or illness will be maintained. Daily progress reports and weekly summaries may be sent, on request, to the head coach or his or her designated representative. Such reports will include recommendations as to limitations of activity and when full participation may be resumed.

The team physician is the final authority concerning when a student-athlete should be removed from participation in out-of season workouts, strength training, or skills sessions for medical reasons. The team physician will let the student-athlete and coach know when the student may return to full or partial participation. Doctor's appointments for an injury or illness must be made through a staff athletics trainer. If this procedure is not followed and the student-athlete seeks medical attention on his or her own without permission from a staff trainer, the student-athlete will be financially responsible for any and all cost.

The on-site athletics trainer is responsible for emergency treatment for student-athletes. If emergency room treatment is needed, the staff athletics trainer will notify the team physician and the local hospital. The student-athlete will then be transported to the hospital by someone from the athletics training staff. If an ambulance is needed for transportation to the hospital, arrangements will be made by the staff athletics trainer. A copy of the student-athlete's medical records is on file with the sports medicine staff. Emergency information for the student-athlete is available on campus and while traveling for use by medical personnel.

The emergency action plan established by the athletics training office is distributed to all athletics trainers and coaches. The trainers review this policy with the coaching staff of each sport as well as with the strength and conditioning coaches. Copies of the emergency action plan are available at the Director of Athletics office, the

Equity and Student-Athlete Welfare

Liberty University Police Department, and at each athletics facility. This important information is included in the game operations manual for each sport as well as in the Liberty University Athletics Policy Manual.

12. Using the four program areas for student-athlete welfare issues please:

- a. Describe how the institution studies these topics as they apply to all student-athletes;
- b. Provide data demonstrating the institution's commitment to these issues for all student-athletes; and
- c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.

1. Evaluation 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 studies these topics as they apply to all student-athletes.

To ensure a complete study of this area, current Liberty University coaches and athletics department personnel were interviewed. In addition, members of the Student-Athlete Advisory Committee, the Coordinator of the CHAMPS Life Skills Program, the Dean of Men, the Dean of Women, and the Head Athletics Trainer were questioned.

b. Provide data demonstrating the institution's commitment to these issues for all student-athletes; and

Exit interviews are conducted with graduating seniors prior to their departure from the university. These exit interviews have in the past included the Director of Athletics, Senior Woman Administrator, Director of Athletics Academic Services, Faculty Athletics Representative, and faculty members. Prior to the interviews, each interviewee is given an essay survey to determine what areas of the athletics department should specifically be addressed further in the interview. Exit interviews are used to gauge the overall experience of the student-athlete during their entire career as a student-athlete at Liberty University. Many of the questions deal directly with the welfare of the student-athlete, and inquire if changes over the previous years were positive, negative, or if more changes are needed.

In 2005, the Student-Athlete Advisory Committee developed a survey pertaining to all areas of student-athlete involvement, such as coaching, travel, budget, facilities, athletics training, academics, etc. The survey was completed by all student-athletes. The results were then reviewed by senior staff and coaches. This is the primary tool used to determine how student-athletes feel about student-athlete welfare issues.

The results of the survey and exit interviews are addressed annually by the senior staff and compared to the results from previous years to determine what areas of student-athlete welfare have been resolved or still need to be addressed. Information from the survey that pertain specifically to a department or individual are also discussed during that department or individual's annual personnel evaluation.

c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.

The Athletics Department will continue to issue and review exit interview and the student-athlete survey.

2. Organization and Structure Policies, and/or organization, and/or activities of the athletics program and its activities to help enhance student-athlete welfare.

Equity and Student-Athlete Welfare

- a.** Describe how the institution studies these topics as they apply to all student-athletes.

To ensure a complete study of this area, current Liberty University coaches and athletics department personnel were interviewed. In addition, the director and members of the Student-Athlete Advisory Committee were questioned.

- b.** Provide data demonstrating the institution's commitment to these issues for all student-athletes; and

The function of the Student-Athlete Advisory Committee is to address the specific and unique needs of student-athletes. This organization meets regularly throughout the year, and offers student-athletes from every team a chance to voice concerns about any issue that affects their ability to function within the general student population and within athletics.

- c.** Explain how the institution will address these topics in the future for the welfare of all student-athletes.

Liberty University will continue its commitment to the function of the Student-Athlete Advisory Committee.

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).

- a.** Describe how the institution studies these topics as they apply to all student-athletes.

To ensure a complete study of this area, current Liberty University coaches and athletics department personnel were interviewed. In addition, the director and members of the Student-Athlete Advisory Committee were questioned.

- b.** Provide data demonstrating the institution's commitment to these issues for all student-athletes; and

The Student-Athlete Advisory Committee minutes are reviewed by the athletics department senior staff after each meeting. Beginning in the fall of 2006, the president of Student-Athlete Advisory Committee will be invited to athletics senior staff meeting a minimum of twice a semester, or as needed. This function will serve as an opportunity for the president of Student-Athlete Advisory Committee to educate the senior staff on major concerns of the student-athlete population. The staff will use this insight to review and update policies and commitments to student-athlete welfare as needed. It should also be noted that the athletics-department also holds an "open door" policy in which at any time a student-athlete may voice a concern to an athletics-department staff member.

- c.** Explain how the institution will address these topics in the future for the welfare of all student-athletes.

Liberty University will continue its commitment to the function of the Student-Athlete Advisory Committee.

4. Programs and Activities Establishment of programs that address the needs and issues affecting student-athletes.

- a.** Describe how the institution studies these topics as they apply to all student-athletes.

To ensure a complete study of this area, current Liberty University coaches and athletics department personnel were interviewed. In addition, the Coordinator of the CHAMPS Life Skills was questioned.

- b.** Provide data demonstrating the institution's commitment to these issues for all student-athletes; and

Equity and Student-Athlete Welfare

The mission of the NCAA is to maintain intercollegiate athletics as an integral part of the campus educational program and the student-athlete as an integral part of the student body. With this in mind, the CHAMPS Life Skills Program was created to support the student development initiatives of its member institutions and to enhance the quality of the student-athlete experience within the university setting.

The CHAMPS Life Skills Program:

- a. Supports efforts of every student-athlete toward intellectual development and graduation.
- b. Uses athletics as preparation for success in life.
- c. Meets the changing needs of student-athletes.
- d. Promotes respect for diversity among student-athletes.
- e. Enhances interpersonal relationships in the lives of student-athletes.
- f. Assists student-athletes in building positive self-esteem.
- g. Enables student-athletes to make meaningful contributions to their communities.
- h. Promotes ownership by the student-athletes of their academic, athletics, personal and social responsibilities.
- i. Enhances partnerships between the NCAA, member institutions and their communities for the purpose of education.
- j. Encourages the development of leadership skills.

- c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.

Liberty University will continue its commitment to the mission of the CHAMPS Life Skills Program.

Evaluation

1. Does the institution provide evidence that the welfare of student-athletes and the fairness of their treatment is monitored, evaluated and addressed on a continuing basis? **Currently Yes**
2. Does the institution have established grievance or appeal procedures available to student-athletes in appropriate areas? **Currently Yes**
3. 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? **Currently Yes**

Equity and Student-Athlete Welfare

Elements	Goals	Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
No issue identified within the program area of Student-Athlete Welfare.	Continue to monitor the physical and educational welfare of student-athletes.	Edit step to input the step to achieve goal.	Edit step to input responsibility.	Edit step to input step's timetable.

Equity and Student-Athlete Welfare

RACIAL OR ETHNIC COMPOSITION ATHLETICS AND SELECTED INSTITUTIONAL PERSONNEL

		Racial or Ethnic Group																	
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
		Year	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2
Senior Administrative Athletics Dept. Staff	F	0	0	0	0	0	0	0	0	1	0	0	0	5	4	5	0	0	0
Other Professional Athletics Dept. Staff	F	1	1	1	0	0	0	3	3	3	0	0	0	27	25	24	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	2	0	1	0	0	0
Head Coaches	F	0	0	0	0	0	0	0	0	0	0	0	0	9	9	9	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	2	2	2	0	0	0
Assistant Coaches	F	0	0	0	0	0	0	3	2	3	0	0	0	17	18	18	0	0	0
	P	0	0	0	0	0	0	1	1	2	2	1	1	10	9	8	0	0	0
Totals (for Athletics Dept. Personnel)	F	1	1	1	0	0	0	6	5	7	0	0	0	58	56	56	0	0	0
	P	0	0	0	0	0	0	1	1	2	2	1	1	14	11	11	0	0	0
Faculty-Based Athletics Board or Committee Members		0	0	0	0	0	0	0	0	0	0	0	0	7	7	7	0	0	0
Other Advisory or Policy-Making Group Members		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Name of person completing this chart: Michael Hagen

Title: GA for Compliance

Equity and Student-Athlete Welfare

RACIAL OR ETHNIC COMPOSITION STUDENTS GENERALLY AND STUDENT-ATHLETES ON ATHLETICS AID

Year	Racial or Ethnic Group																	
	Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
All Students	32	34	1	102	94	98	678	507	592	194	158	97	5035	4342	3393	200	84	295
Student-Athletes	0	0	1	0	1	4	60	79	59	5	1	4	162	204	199	5	2	2

Name of person completing this chart: Michael Hagen

Title: GA for Compliance

Equity and Student-Athlete Welfare

RACIAL OR ETHNIC COMPOSITION MEN'S AND WOMEN'S SPORTS TEAMS

Sports	Year	Racial or Ethnic Group																	
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Baseball		0	0	0	0	0	0	3	3	3	0	0	0	19	22	22	0	0	1
Men's Basketball		0	0	0	0	0	0	5	8	5	0	0	0	3	4	4	3	2	5
Football		0	0	0	0	0	0	38	40	40	1	0	0	38	30	23	2	1	0
Men's Track / Cross Country		0	0	0	0	0	0	6	11	7	0	0	0	12	40	11	4	15	2
Men's Other Sports and Mixed Sports		0	0	0	0	0	2	1	1	0	0	0	0	15	13	15	15	15	10
Women's Basketball		0	0	0	0	0	0	6	5	3	0	0	0	3	3	4	7	6	8
Women's Track / Cross Country		0	0	0	0	0	0	3	11	2	0	0	0	20	40	17	4	6	3
Women's Other Sports		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total		0	0	0	0	0	2	62	79	60	1	0	0	110	152	96	35	45	29

Name of person completing this chart: Michael Hagen

Title: GA for Compliance