

Morehead State University

1.2 Rules Compliance

1 Operating Principle 1.2 requires an institution to 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. In order to demonstrate conformity with this operating principle, all individuals inside the athletics department must have statements regarding the importance of rules compliance in all of the following documents: contracts or letters of appointment, performance evaluations and job descriptions. After reviewing Page No. 29 of your institution's self-study report, the committee noted your institution includes a statement regarding the importance of rules compliance in the job descriptions, letters of appointment and performance evaluations for key individuals at your institution. Your institution also noted that the job descriptions of all head coaches includes a statement detailing the responsibility for compliance with institutional, conference and NCAA rules. However, it is unclear if the contracts or letters of appointment, job descriptions and performance evaluations for all individuals inside the athletics department have statements regarding the importance of rules compliance. Therefore, your institution must provide written evidence that all individuals inside the athletics department have statements regarding the importance of rules compliance in contracts or letters of appointment, job descriptions and performance evaluations by December 19, 2008.

Institution Response to CAC Analysis

All contracts, letters of appointment, job descriptions and performance evaluations now have statements regarding the importance of rules compliance. All personnel files will be available for reviewing during the site visit in October.

2.1 Academic Standards

1 Operating Principle 2.1 stipulates that institutions admit only student-athletes who have reasonable expectations of obtaining academic degrees. Further, 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-athletes or comparable student-body groups, the contrast shall be analyzed and explained by appropriate institutional authorities. After reviewing Page No. 37 and the charts on Page Nos. 61 through 63 as well as supplemental documentation submitted July 7, 2008, the committee noted a difference in the standardized test scores for women's basketball student-athletes when compared to your female students generally in the 2006-07 academic year. In addition, no analysis or explanation was given for football student-athletes when compared to male students generally. Further, your institution noted a difference in the standardized test scores of men's basketball student-athletes when compared to male students generally; however, no explanation was given nor was a plan for improvement created. Therefore, your institution must compare, explain and, if necessary, address through a specific plan for improvement the differences in standardized test scores for football student-athletes when compared to male students generally. In addition, your institution must provide an explanation for and, if necessary, address through a specific plan for improvement the difference in the standardized test scores for women's basketball student-athletes when compared to female students generally in the 2006-07 academic year. Finally, your institution must provide an explanation for the difference in the standardized test scores for men's basketball student-athletes when compared to male students generally.

Institution Response to CAC Analysis

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For the 2006-2007 academic year, the average standardized test score for the 727 entering freshmen female students was 82. During this same year the average standardized test score for the 4 entering freshmen women's basketball players was 71. Although the difference in the average standardized test scores of these two groups is large, it is not considered significant given the small sample size of women's basketball players (n=4). Since an improved score for just one of these basketball players could have significantly altered the average standardized test score, this was not considered a significant issue and does not warrant a plan for improvement.

The average standardized test scores for entering freshmen football players were comparable to the average standardized test scores for entering male students generally for each year during the three year review period. The average scores were identical in 2004-2005. In both 2005-2006 and 2006-2007, the standardized test scores for entering freshmen football players were only two points lower (79 compared to 81 in 2005-2006 and 80 compared to 82 in 2006-2007) than that for the entering male students generally. This difference is not considered significant and does not warrant a plan for improvement.

The University's approach to recruiting men's basketball players focuses on two criteria. The first is to identify potential players who at least meet the minimum academic qualifications as determined by NCAA rules. These minimum standards have been developed by the NCAA as a tool to predict the likelihood of academic success for incoming freshmen. The second criterion is to recruit players with good basketball skills who may contribute positively to the goals of the team. Using both of these criteria in recruiting decisions has the potential to downwardly bias the standardized test scores of entering student-athletes as compared to entering students generally. This is a potential explanation in this particular case. In addition, the small sample size of entering freshmen male basketball students (4, 6, and 5 in 2004-2005, 2005-2006, and 2006-2007 respectively) limits the viability of statistical comparisons. Changes in the scores of any one or two of those students could result in large changes in the averages. Nonetheless, given the numerical difference in standardized test scores between entering freshmen male students generally and entering freshmen male basketball players (especially in 2006-2007), the Athletics Department has developed a comprehensive APR (Academic Progress Rate) Improvement Plan for the 2007-2008 academic year.

APR Improvement Plans for both football and men's basketball have been submitted to be uploaded as additional documents for review.

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2 Operating Principle 2.1 stipulates that if the graduation rates of student-athletes, as a whole or for any student-athlete subgroup, are significantly lower than that of other (student-athletes or comparable student-body groups, the disparity shall be analyzed, explained and addressed (through specific plans for improvement) by appropriate institutional authorities. In order to demonstrate conformity with this operating principle, an institution must analyze, explain and address all deficiencies between the three-class average graduation rate of student-athlete subgroups (student-athletes of particular sports teams, student-athletes by gender, student-athletes by ethnicity and student-athlete subgroups [i.e., ethnicity] within particular sports teams) and the three-class average of students generally. In addition, an institution must observe the magnitude of the difference and comment on any trends. After reviewing Page Nos. 40 and 41 of your institution's self-study report, the committee noted your institution did not provide any analysis or comparison of student-athletes subgroups (student-athlete subgroups [i.e., ethnicity] within particular sports teams) with the three-class average of students generally. Therefore, your institution must analyze, explain and, if necessary, address through specific plans for improvement, any differences between the three-class graduation rates of student-athlete subgroups (student-athletes of particular sports teams, student-athletes by gender, student-athletes by ethnicity and student-athlete subgroups [i.e., ethnicity] within particular sports teams) and the three-class average of students generally.

Institution Response to CAC Analysis

All comparisons were made in the original submission with the exception of student-athletes by ethnicity relative to students in general and student-athlete subgroups (i.e., ethnicity) within particular sports teams. As noted in the original report, the sample sizes in most of these categories were too small to make meaningful comparisons. In most cases, the data entry points on the EADA (Equity in Athletics Disclosure Act) reports provided to the NCAA and available on the NCAA Web portal were left blank (presumably due to small sample size). The following are comparisons for which data are provided in the EADA reports:

The six-year graduation rates of freshmen white male student-athletes was 33%, 44%, and 21% compared to 37%, 39%, and 40% for freshmen white male students generally for the periods ended 2004-2005, 2005-2006, and 2006-2007, respectively. While the student-athlete six-year graduation rates for this sample is higher for the period ending 2005-2006, it is lower in the other two years. However, the graduation success rates (GSR ? as noted in the original report, a more appropriate measure of an institution's success graduating student-athletes) are much higher for male student-athletes in all three years. The graduation success rates (GSR) for freshmen white male student-athletes was 58%, 51%, and 50% for the periods ending 2004-2005, 2005-2006, and 2006-2007, respectively.

The six-year graduation rates of freshmen white female student-athletes was 56%, 56%, and 64% compared to 41%, 44%, and 46% for freshmen white female students generally for the periods ended 2004-2005, 2005-2006, and 2006-2007, respectively. The student-athlete six-year graduation rates for this sample is higher for all three periods ending in 2004-2005, 2005-2006, and 2006-2007. Additionally, the graduation success rates (GSR) are higher for female student-athletes in all three years. The graduation success rates (GSR) for freshmen white female student-athletes was 85%, 89%, and 94% for the periods ending 2004-2005, 2005-2006, and 2006-2007, respectively.

Six-year graduation rate data was not provided in the EADA report for any other ethnicities for male or female student-athletes in general.

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The six-year graduation rates for freshmen white male student-athletes on the baseball team were 33%, 50%, and 65% comparing favorably to freshmen white male students generally of 37%, 39%, and 40% in each of the periods ending 2004-2005, 2005-2006, and 2006-2007, respectively. Graduation rates were not provided in the EADA reports for any other ethnic subgroup within the baseball team.

The six-year graduation rates for freshmen white male student-athletes on the basketball team were 100%, 0%, and 0% compared to freshmen white male students generally of 37%, 39%, and 40% in each of the periods ending 2004-2005, 2005-2006, and 2006-2007, respectively. In all three periods, though, the number of freshmen white male student-athletes on the basketball team were reported to be few (n=1-5) according to the EADA report data. As such comparisons to the much broader sample of freshmen white male students generally are problematic. Further, GSR data for this student-athlete subgroup reveals much more favorable results with rates of 75%, 67%, and 40% for the periods ending 2004-2005, 2005-2006, and 2006-2007, respectively.

The six-year graduation rates for freshmen black male student athletes on the basketball team were 0%, 100%, and 0% compared to freshmen black male students generally of 29%, 38%, and 33% in each of the periods ending 2004-2005, 2005-2006, and 2006-2007, respectively. In all three periods, though, the number of freshmen black male student-athletes on the basketball team were reported to be few (n=1-5) according to the EADA report data. As such comparisons to the much broader sample of freshmen black male students generally are problematic. Further, GSR data for this student-athlete subgroup reveals more favorable results with rates of 29%, 40%, and 29% for the periods ending 2004-2005, 2005-2006, and 2006-2007, respectively.

Graduation rates were not provided in the EADA reports for any other ethnic subgroup within the men's basketball team.

The six-year graduation rates for freshmen white male student-athletes on the CC/Track team were 0%, 33%, and 50% comparing to freshmen white male students generally of 37%, 39%, and 40% in each of the periods ending 2004-2005, 2005-2006, and 2006-2007, respectively. In all three periods, though, the number of freshmen white male student-athletes on the CC/Track team were reported to be few (n=1-5) according to the EADA report data. As such comparisons to the much broader sample of freshmen white male students generally are problematic. Further, GSR data for this student-athlete subgroup reveals more favorable results with rates of 57%, 57%, and 43% for the periods ending 2004-2005, 2005-2006, and 2006-2007, respectively. Graduation rates were not provided in the EADA reports for any other ethnic subgroup within the men's CC/Track team.

Six-year graduation rates for freshmen male football players were not provided in the EADA report.

The six-year graduation rates for freshmen white male student-athletes in the "other" sport teams were 25%, 67%, and 33% compared to freshmen white male students generally of 37%, 39%, and 40% in each of the periods ending 2004-2005, 2005-2006, and 2006-2007, respectively. In all three periods, though, the number of freshmen white male student-athletes in the "other" category were reported to be few (n=1-5) according to the EADA report data. As such comparisons to the much broader sample of freshmen white male students generally are problematic. Further, GSR data for this student-athlete subgroup reveals much more favorable results with rates of 77%, 75%, and 71% for the periods ending 2004-2005, 2005-2006, and 2006-2007, respectively. Graduation rates were not provided in the EADA reports for any other ethnic subgroup within the men's "other" sport team category.

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The six-year graduation rates for freshmen white female student-athletes on the basketball team were 50%, 0%, and 100% compared to freshmen white female students generally of 41%, 44%, and 46% in each of the periods ending 2004-2005, 2005-2006, and 2006-2007, respectively. In all three periods, though, the number of freshmen white female student-athletes on the basketball team were reported to be few (n=1-5) according to the EADA report data. As such comparisons to the much broader sample of freshmen white female students generally are problematic. Further, GSR data for this student-athlete subgroup reveals much more favorable results with rates of 80%, 100%, and 100% for the periods ending 2004-2005, 2005-2006, and 2006-2007, respectively.

The six-year graduation rates for freshmen black female student athletes on the basketball team were 100%, 100%, and 100% comparing favorable to freshmen black female students generally of 43%, 67%, and 27% in each of the periods ending 2004-2005, 2005-2006, and 2006-2007, respectively. In all three periods, though, the number of freshmen black female student-athletes on the basketball team were reported to be few (n=1-5) according to the EADA report data. As such comparisons to the much broader sample of freshmen black male students generally are problematic. GSR data for this student-athlete subgroup reveals rates of 91%, 90%, and 100% for the periods ending 2004-2005, 2005-2006, and 2006-2007, respectively.

Graduation rates were not provided in the EADA reports for any other ethnic subgroup within the women's basketball team.

The six-year graduation rates for freshmen white female student-athletes on the CC/Track team were 67%, 100%, and 0% comparing to freshmen white female students generally of 41%, 44%, and 46% in each of the periods ending 2004-2005, 2005-2006, and 2006-2007, respectively. In all three periods, though, the number of freshmen white female student-athletes on the CC/Track team were reported to be few (n=1-5) according to the EADA report data. As such comparisons to the much broader sample of freshmen white male students generally are problematic. Further, GSR data for this student-athlete subgroup reveals rates of 63%, 70%, and 88% for the periods ending 2004-2005, 2005-2006, and 2006-2007, respectively. Graduation rates were not provided in the EADA reports for any other ethnic subgroup within the women's CC/Track team.

The six-year graduation rates for freshmen white female student-athletes in the "other" sport teams were 56%, 50%, and 67% compared to freshmen white female students generally of 41%, 44%, and 46% in each of the periods ending 2004-2005, 2005-2006, and 2006-2007, respectively. GSR data for this student-athlete subgroup reveals rates of 91%, 94%, and 94% for the periods ending 2004-2005, 2005-2006, and 2006-2007, respectively.

The six-year graduation rates for freshmen black female student-athletes in the "other" sport teams were 100%, NA%, and 0% compared to freshmen black female students generally of 43%, 67%, and 27% in each of the periods ending 2004-2005, 2005-2006, and 2006-2007, respectively. In all three periods, though, the number of freshmen black female student-athletes in the "other" sport team subgroup were reported to be few (n=1-5) according to the EADA report data. As such comparisons to the much broader sample of freshmen black female students generally are problematic. Further, GSR data for this student-athlete subgroup reveals rates of 91%, 94%, and 94% for the periods ending 2004-2005, 2005-2006, and 2006-2007, respectively.

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Graduation rates were not provided in the EADA reports for any other ethnic subgroup within the women's "other" sport team category.

- 3 Operating Principle 2.1 requires an institution to demonstrate that written policies regarding the scheduling of practices and competition are established in all sports to minimize student-athletes' conflicts with class time and/or final examination periods due to participation in intercollegiate athletics. In order to demonstrate conformity with this operating principle, such policies must be clearly communicated (e.g., published in the institution's student-athlete handbook, discussed during staff/team meetings, posted on institution's Web site) to student-athletes, athletics department staff and appropriate faculty and administrative staff. After reviewing Page No. 44 of your institution's self-study report as well as supplemental documentation submitted June 27, 2008, the committee noted that your institution did not provide a description of the means by which these policies are clearly communicated to student-athletes and appropriate faculty and administrative staff. Therefore, your institution must provide written evidence that these policies are clearly communicated to student-athletes and appropriate faculty and administrative staff.

Institution Response to CAC Analysis

Each sport sends a letter to each student athletes professors prior to the beginning of the season which outlines every possible day when the athlete will miss due to athletic related activities. These days are approved by the IAC. In the spring of 2009 a mass email will be sent to all professors with this same information, and will also highlight the MSU Student Athlete Handbook where academic policies are explained.

Policies for scheduling practices and game competition are communicated to faculty, staff and students through the athletics staff manual, the student student-athlete handbook, and various meetings conducted by both administrative staff members and coaching staff members. The policy is published online and accessible without restriction on www.msueagles.com. The Intercollegiate Athletics Committee, a standing committee of the Faculty Senate, has reviewed, commented, sought revisions, and approved both manuals.

Each sport sends a letter to each student athletes professors prior to the beginning of the season which outlines every possible day that the athlete will miss due to athletic related activities. These days are approved by the IAC. In the Spring of 2009 a mass email will be sent to all professors with this same information, and will also highlight the MSU Student Athlete Handbook where academic policies are explained.

2.2 Academic Support

- 1 Operating Principle 2.2 requires an institution to demonstrate that its academic support services are reviewed and approved periodically by academic authorities outside the department of intercollegiate athletics. In order to demonstrate conformity with this operating principle, an institution must describe:
 - a. The specific academic support services offered to student-athletes;
 - b. Any policies that govern which students can use these services;
 - c. The mechanisms by which student-athletes are made aware of these services;

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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.

After reviewing Page Nos. 48 through 60 of your institution's self-study report, the committee is unclear of the mechanism for periodic approval of the following program areas:

a. Academic Advising;

b. Tutoring;

c. Study hall;

d. Academic progress monitoring and reporting; and

e. Post-eligibility programs.

Therefore, your institution must provide written evidence to demonstrate the mechanism for a periodic approval of the aforementioned program areas by academic authorities outside the department of athletics who do not have day-to-day responsibilities in the academic support services area.

Institution Response to CAC Analysis

The periodic review and approval of the academic support services provided for student-athletics are accomplished by the following institutional process:

Intercollegiate Athletics Committee: With the reorganization of the Intercollegiate Athletics Committee (IAC) in the 2007-2008 academic year, the IAC is now organized into two functional subcommittees; the Student Welfare Subcommittee and the Academic Subcommittee. The Academic Subcommittee is responsible for conducting the review of academic support services provided to student-athletics. The Academic Subcommittee submits a report and recommendation to the IAC which has the responsibility to approve the review and recommendations from the Academic Subcommittee.

The Academic Subcommittee of the IAC is comprised primarily of faculty members appointed to the IAC by the University's Faculty Senate. The Academic Subcommittee is currently chaired by one of the assistants to the provost. All members of the Academic Subcommittee are employed by the university in positions outside of athletics and without any day-to-day responsibilities in the academic support services area with the sole exception of academic advising. More than 95% of the university's faculty members are assigned as academic advisors for students. However, this is a common practice at nearly all masters-level comprehensive universities and in no way should disqualify faculty members from serving on the IAC or the Academic Subcommittees.

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Concerning the IAC memberships and its role in approving the review and recommendations for the Academic Subcommittee on the academic support services. There are nine voting members on the IAC with four of those being faculty members, one from each of the four colleges and appointed by the Faculty Senate. Additionally, there is a member appointed by the provost as a representative of academic affairs. The president also appoints one member, and that individual is usually from academic affairs. For the 2008-2009, the nine voting members on the IAC will include at least six from academic affairs. None of those six have any day-to-day responsibilities in academic support services (except as noted previously concerning faculty members responsibility to serve as academic advisors in their respective departments)

The following is the description and charge of the IAC as it is described on our web at <http://www.moreheadstate.edu/msac/index.aspx?id=4234>

Morehead State University Standing & Advisory Committee Descriptions

INTERCOLLEGIATE ATHLETICS COMMITTEE

Termination Date: Standing Committee, last revision February 8, 2008.

Purpose: To serve as an advisory board on matters pertaining to University Intercollegiate Athletics.

Membership: Membership on the committee shall conform to regulations set forth by NCAA Guidelines which specify that a majority of voting members must be faculty and/or administrators with faculty rank. Voting members shall consist of four faculty (one per college) selected by the Faculty Senate (at least fifty percent must be from protected classes with at least two women), two students selected by the Student Government Association (one male, one female, one of whom is President of the Student-Athlete Advisory Council), one staff member selected by the Staff Congress, an administrator with academic rank from Academic Affairs as appointed by the Provost and a staff member or administrator appointed by the President. The Faculty Athletics Representative, Director of Athletics, the Senior Woman Administrator from athletics, the Vice President for University Advancement, and the Vice President for Student Life or his/her designee, shall serve as nonvoting ex officio members. Term of service for faculty and staff members shall be three years with at least one of the members (exclusive of the Faculty Athletic Representative) being replaced each year. The term of service for students shall be one year. Members may serve no more than two terms in sequence.

Duties & Responsibilities:

To advise the President and make recommendations on policies and procedures related to the following:

Review of the implementation of University policies established on intercollegiate athletics.

Change in NCAA divisional status.

Determination of conference participation.

Addition or discontinuance of intercollegiate sports.

Facility needs for intercollegiate athletics.

Selection of the Director of Athletics and full time head intercollegiate coaches.

Practices in intercollegiate athletics which directly affect the academic progress of student athletics.

Officers: A Chair and Chair-elect selected by the committee from the voting members; The Chair-elect shall be selected from eligible members who are in the first or second year of their term, will preside in the absence of the Chair, and will become Chair in the academic year following selection as Chair-elect; a Secretary to be selected by the committee from the entire membership.

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Frequency of Meetings: At least twice a semester.

Reporting Channels: Recommendatory to the President. Recommended changes in policies and procedures shall be reported to the Faculty Senate and Staff Congress.

Minutes & Proposals Copied to: The Library, Faculty Senate, Student Government Association, and Staff Congress.

Support Services: Office of the Director of Athletics.

- 2 Operating Principle 2.2 requires an institution to demonstrate that its academic support services are reviewed and approved periodically by academic authorities outside the department of intercollegiate athletics. In order to demonstrate conformity with this operating principle, an institution must describe:
- a. The specific academic support services offered to student-athletes;
 - 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.

After reviewing Page Nos. 50 and 51 of your institution's self-study report, the committee noted your institution provides tutoring for student-athletes through the athletics academic resource center. However, the committee noted your institution did not explain the policies that govern which students can use these tutoring services. Therefore, your institution must provide further explanation regarding the policies that govern which students can use the tutoring services provided through the athletics academic resource center.

Institution Response to CAC Analysis

The Morehead State University 2008-2009 Student-Athlete Handbook (pages 18-23) provides extensive detail including policies regarding the availability and use of the athletics academic resource center. Specifically noted on page 18, "The facility provides space for the presentation of informational seminars, supplemental instruction, academic tutoring, individual and group studying, academic, career, and personal counseling, interviewing and public relations training and other initiatives designed to help student-athletes meet their educational and life goals." Further on page 19, it is noted "The primary goal of the tutorial program is to provide student-athletes with academic assistance beyond what they receive in the classroom. Tutors are available by appointments through the Athletic Academic Center, as well as, available through the Academic Service Center, located on the 2nd and 3rd floors of Allie Young Hall." And yet further, on page 22, a list of policies related to the study lab in the athletics academic resource center indicates (in the first bullet point) its use is limited to student-athletes.

- 3 Operating Principle 2.2 requires an institution to demonstrate that its academic support services are reviewed and approved periodically by academic authorities outside the department of intercollegiate athletics. In order to demonstrate conformity with this operating principle, an institution must describe:

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- a. The specific academic support services offered to student-athletes;
- 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.

After reviewing Page No. 54 of your institution's self-study report, the committee is unclear of your institution's mechanisms for review and periodic approval of the freshman/transfer orientation program area by academic authorities outside athletics. Specifically, the committee is unclear what administrative staff are involved in this review and their role in the review and the periodic approval of this program area. Therefore, your institution must provide further explanation regarding the mechanisms for review and periodic approval of the freshman/transfer orientation program area, including the identification of the administrative staff involved and their role in the review and approval process.

Institution Response to CAC Analysis

As noted in the original report, the Intercollegiate Athletics Committee and administrative staff review and approve the orientation materials and the Student-Athlete Handbook each year. Specifically, each spring semester the senior management team (consisting of Director of Athletics, Senior Associate Director of Athletics/SWA, Associate Director of Athletics/Compliance and Head Men's and Women's Trainer) will review the student handbook (including details regarding freshman/transfer orientation) and make any required changes. Subsequently, the Intercollegiate Athletics Committee will review and approve the changes made by the administrative staff. The Intercollegiate Athletics Committee includes academic authorities outside athletics.

- 4 Operating Principle 2.2 requires academic support services for student-athletes to be reviewed and approved periodically by appropriate academic authorities outside the department of intercollegiate athletics. In order to demonstrate conformity with this operating principle, an institution must demonstrate that its academic support services for student-athletes are subject to a comprehensive, written review at least once every three years by academic authorities outside athletics who do not have day-to-day responsibilities in the academic support services area. Further, an institution must involve on-campus personnel (e.g., academic board, undergraduate education office, provost office) as participants in this review. After reviewing Page Nos. 48 through 60 of your institution's self-study report as well as the document titled NCAA Academic Support Services Review dated April 25, 2008, the committee noted your institution has created a subcommittee of the Intercollegiate Athletics Committee with representation of academic authorities outside of athletics to perform the evaluation of the academic support services. However, the committee noted the submitted written evaluation does not provide a description of the specific areas reviewed or the process used to conduct the review. Therefore, your institution must submit a copy of the comprehensive, written evaluation of your academic support services performed by appropriate academic authorities outside of athletics who do not have day-to-day responsibilities in the academic support service area by December 19, 2008. Further, your institution must include a description of the process used to conduct this comprehensive review.

Institution Response to CAC Analysis

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The institution has completed that review and is currently completing the required editing to ensure that it conforms to the new format forwarded by the Athletics Certification Committee. The report will be ready for review during the on campus visit.

3.1 Gender Issues

1 Operating Principle 3.1 requires an institution to have implemented its approved gender-equity plan from the previous self-study. If the plan has been modified or not fully implemented, the institution shall provide an explanation from appropriate institutional authorities. In order to demonstrate conformity with this operating principle, institutions must report on the implementation of its plan developed during its first-cycle certification process to address gender issues. Specifically, the institution should include:

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

Please note, the committee will not accept the following explanations for partial completion or noncompletion of gender-equity plans:

1. Lack of sufficient funding to implement the plan; and
2. Personnel changes since the original development of the plan.

After reviewing Page No. 65 of your institution's self-study report as well as supplemental documentation submitted June 27, 2008, the committee is unclear if your institution fully implemented its gender-equity plan from the first cycle. Therefore, your institution must provide written evidence, including responses to (a) through (d) above, to demonstrate that your institution has implemented its first-cycle gender-equity plan or your institution must provide an acceptable explanation for partial or noncompletion of the plan.

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The 2006-2010 Gender Equity Plan was approved and implemented by the Intercollegiate Athletic Committee in the Fall 2006 semester.

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2 Operating Principle 3.1 requires an institution to demonstrate that it is committed to, and has progressed toward, the fair and equitable treatment of both male and female student-athletes and athletics department personnel. Self-Study Item No. 4 asks the institution to explain how it is organized to further 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. After reviewing Page Nos. 68 and 69 of your institution's self-study report, the committee is unclear as to how your institution is organized to further the gender-issues operating principle for both athletics department staff and student-athletes. The committee is also unclear how matters concerning gender equity are monitored, evaluated and addressed on a continuing basis. Therefore, your institution must provide written evidence explaining how it is organized to further the gender issues operating principle for both athletics department staff and student-athletes. Further, your institution must provide written evidence that demonstrates matters concerning gender equity are monitored, evaluated and addressed on a continuing basis.

Institution Response to CAC Analysis

Continuous gender equity review involves the following: yearly review of the gender equity plan by the IAC, semester review of the gender equity plan by the senior staff of the intercollegiate athletic department. In the Spring of 2008, Morehead State University hired Alden & Associates to review all gender equity issues of the department. Where there were no major findings, we are not in compliance with Title IX at this time and have identified women's golf, women's bowling and equestrian as sports which we will add within the next 5-8 years. The schedule of the addition of these sports will depend on budget, interest and University support.

3 Operating Principle 3.1 requires an institution to demonstrate that it is committed to, and has progressed toward, the fair and equitable treatment of both male and female student-athletes and athletics department personnel. In order to demonstrate conformity with this operating principle, an institution must analyze its Equity in Athletics Disclosure Act (EADA) reports for the three most recent academic years, explain and address any significant discrepancies and comment on any trends. After reviewing Page No. 69 of your institution's self-study report, the committee noted your institution included some data from the EADA reports, but did not fully analyze, explain or address any discrepancies identified. Therefore, your institution must further analyze, explain and address any significant discrepancies from the three most recent years of EADA reports.

Institution Response to CAC Analysis

A thorough analysis of the data provided in the EADA reports for the corresponding years for review showed no significant discrepancies that were not addressed in subsequent years by the Department of Athletics. See details below:

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Participation Ratio:

During the designated three-year period (2004-2007), the overall male to female ratio for the entire University remained consistent. Specifically, the male to female ratio was 1:1.78 in 2004, 1:1.70 in 2005, and 1:1.63 in 2006. During the same period of time, the specific male to female ratio for student-athletes was 1.84:1 in 2004, 2.09:1 in 2005, and 2.07:1 in 2006. The Athletics Department hired Alden and Associates to conduct a Title IX review and provide the University with feedback related to how to enhance participation. As a result of that review, the Athletics Department changed its sports mix by adding women's golf, by combining men's and women's rifle into a mixed sport and by eliminating men's and women's indoor track. Also, the University is planning to add varsity equestrian and women's bowling over the next four to six years.

Coaching Staff:

A review of data for the designated three-year period (2004-2006) reveals that a significant percentage of the overall coaching staff is male. Specifically the ratios of male to female coaches were 4.4:1 in 2004, 5.5:1 in 2005, and 4.3:1 in 2006. A female was hired in 2007 as the head coach for women's golf.

Scholarship Data:

During the designated three-year period (2004-2006) the amount of total scholarship dollars dedicated to student athletes favored female athletes. Specifically, in 2004 male athletes received \$407,756 in scholarship funds while female athletes received \$635,117. In 2005, male athletes received \$443,799 in scholarship funds while female athletes received \$722,125. In 2006, male athletes received \$474,857 in scholarship funds while female athletes received \$790,494. During the same period of time, the male to female ratio for athletes was 1.84:1 in 2004, 2.09:1 in 2005, and 2.07:1 in 2006.

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

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

After reviewing Page Nos. 69 through 81 of your institution's self-study report as well as supplemental documentation submitted June 27, 2008, the committee noted that your institution did not provide adequate data to demonstrate your institution's status/commitment, including resource allocation, in the following program areas:

- a. Scheduling of games and practice time,
- c. Medical and training facilities and services,
- c. Publicity; and
- d. Support services.

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Therefore, your institution must provide data to demonstrate its status/commitment, including resource allocation, in the aforementioned program areas. If any deficiencies are identified, they must be addressed through a revised gender-issues plan that is developed using broad-based participation and has received formal institutional approval.

Institution Response to CAC Analysis

The coaches have found an equitable way to distribute the scheduling of athletic facilities and game and practice time. The distribution is dictated by the following factors: class times, facility availability and conference policy. If a conflict occurs with the request of facility or practice times the Senior Woman Administrator will make the decision as to the schedule.

Athletic Training Access: We have three rostered positions for full time athletic trainers, and four graduate assistants. Full time athletic trainers are available for all sports, with specific sport scheduling according to playing seasons. There are three training facilities located throughout the sports complex. The main training facility is located in Jayne Stadium with close proximity to football, soccer, baseball and tennis. There are satellite facilities in the Academic Athletic Center for men's and women's basketball and cheerleading and in Wetherby Gymnasium for volleyball. The main training facility is staffed from 7am and closes when the last team has concluded practice.

Morehead State University's policies and guidelines are set forth in the Athletic Department's Sports Medicine Handbook which includes emergency action plans for each of the individual athletic event/practice sites. Included in these plans are emergency phone numbers and appropriate procedures to be followed in the case of an emergency. Each of these plans are visibly posted in the appropriate event/practice sites. All staff members carry cell phones in the event of an emergency.

All athletics staff (coaches, administrative and support staff) including graduate assistants, are CPR and AED Certified. Full time athletic trainers are certified by the National Athletic Trainers Association Board of Certification. And all graduate and student athletic trainers are CPR and AED certified with working knowledge of the emergency action plans for each facility.

A chart of how each sport is covered in-season and out of season for all of their activities including: practice, conditioning, weight training, individual work outs, home and away competitions can be provided during the site visit. The charts do not convert well in to the format of the report on the system. Charts are being forwarded with this document in Word format as Sports Medicine tables 3.1.4.

Publicity: All sports are covered on www.msueagles.com and www.moreheadstate.edu. All sports have published media guides, sport schedule posters (combination posters for Fall and Spring) and schedule cards. Each sport is covered by a full time member of the media relations staff and live stats or web broadcasts are available for the majority of our home contests. Radio and live web streaming broadcasts are done for the entire men's and women's basketball and football schedules. Softball, Baseball and Soccer are covered on the radio and or live web streaming on a limited basis.

Support Services: The athletic department staff is comprised of a Director of Athletics, Assistant Athletic Director/Senior Woman Administrator, Assistant Athletic Director for Compliance, Assistant Director of Athletics for Marketing and Promotions and an Athletic Academic Coordinator. Each member of the staff works with the coaches and student athletes in all sports.

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5 Operating Principle 3.1 requires each institution to formally adopt a written plan for the future of the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which is equitable for both genders. In order to demonstrate conformity with this operating principle, an institution's gender-issues plan must include measurable goals the institution intends to achieve, steps the institution will take to achieve the goals, individuals responsible and specific timetables for completing the work. After reviewing Page Nos. 71 through 84 of your institution's self-study report, the committee noted your institution's commitment to increase scholarships available to the women's soccer program (2.8 scholarship increase), softball (two scholarship increase) and women's tennis (two scholarship increase). However, your institution's gender-issues plan does not include the addition of these scholarships. Therefore, your institution must revise its gender-issues plan to include the addition of these scholarships. Finally, this revised plan must be developed with broad-based participation, receive formal institutional approval, must extend at least five years into the future and be active at all times.

Institution Response to CAC Analysis

Addressed in the 2006-2010 Gender Equity Plan. Planned for the 2007-2008 academic year. Plans are also being developed for an increase in funds to allow for expanded out of state recruiting. Proposed scholarship increases will be funded through institutional funds. 2.8 in soccer will bring the number of scholarships to the maximum team limits.

6 Operating Principle 3.1 requires an institution to formally adopt a written plan for the future of the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which is equitable for both genders. In order to demonstrate conformity with this operating principle, gender-issues plans should include measurable goals and specific steps to achieve the goals identified. After reviewing Page No. 72 of your institution's self-study report, the committee noted your institution's commitment to increasing the participation of women student-athletes by adding varsity equestrian and women's bowling within the next four to six years. However, your institution did not include a measurable goal for adding these sports and did not provide specific steps for achieving the goal of adding these sports. Therefore, your institution must revise its gender-issues plan to ensure that it contains measurable goals and specific steps for accomplishing the goals in the program area of accommodation of interests and abilities. Further, this revised plan must be developed with broad-based participation, receive formal institutional approval, extend at least five years into the future and be active at all times.

Institution Response to CAC Analysis

Addressed in the 2008-2014 Gender Equity Plan. Research is being done to measure the viability of both a women's equestrian and woman's bowling program. Steps have been taken to ensure that a rostered position of Bowling Lanes manager includes qualification necessary to coach a varsity bowling team.

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7 Operating Principle 3.1 requires each institution to formally adopt 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. In order to demonstrate conformity with this operating principle, an institution's gender-issues plan must include measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, individuals responsible and specific timetables for completing the work. After reviewing Page Nos. 75 through 85 of your institution's self-study report, the committee noted your institution's commitment to establish standards related to travel and per diem allowances that are applied to all athletics teams. However, your institution's gender-issues plan for improvement does not include this as a goal. Therefore, your institution must revise its gender-issues plan to include the establishment of standards related to travel and per diem allowances that are applied to all athletic teams. Further, this revised plan must be developed with broad-based participation, receive formal institutional approval, must extend at least five years into the future and be active at all times.

Institution Response to CAC Analysis

Addressed the in 2006-2010 Gender Equity Plan, coaches have been assigned the responsibility of annually reviewing and modifying (as needed) the written policies, procedures and criteria for travel arrangements and per diem allowances; develop standards of \$27 per diem and 2 students per room not exceeding \$80 per night.

8 Operating Principle 3.1 requires an institution to formally adopt a written plan for the future of the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which is equitable for both genders. In order to demonstrate conformity with this operating principle, gender-issues plans should include measurable goals and specific steps to achieve the goals identified. After reviewing Page Nos. 77 through 86 of your institution's self-study report, the committee noted your institution's commitment to establish equity between male and female staffs in the program area of coaches. However, your institution's gender-issues plan does not contain this as a measurable goal. The measurable goal listed is actually a step for achieving a goal. Therefore, your institution must revise its gender-issues plan to ensure that it contains measurable goals and specific steps for accomplishing the goals in the program area of coaches. Further, this revised plan must be developed with broad-based participation, receive formal institutional approval, extend at least five years into the future and be active at all times.

Institution Response to CAC Analysis

Measurable Goals and steps to achieve those goals have been amended in the 2006-2010 Gender Equity Plan.

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- 9** Operating Principle 3.1 requires an institution to formally adopt a written plan for the future of the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which is equitable for both genders. In order to demonstrate conformity with this operating principle, gender-issues plans must include measurable goals and specific steps to achieve the goals identified. After reviewing Page No. 86 of your institution's self-study report, the committee noted your institution's gender-issues plan in the program areas of locker rooms, practice and competitive facilities includes all of the required elements except specific steps to achieve the goals identified and specific timetables for completing the work. Therefore, your institution must revise its gender-issues plan to include specific steps to achieve the identified goals and specific timetables for completing the work. Further, this revised plan must be developed with broad-based participation, receive formal institutional approval, must extend at least five years into the future and be active at all times.

Institution Response to CAC Analysis

The Master Plan for Athletic Facilities addresses all areas of locker rooms, practice and competitive facilities. This is a 10 year plan which is dependent on funding, state bond issues and budgeting

- 10** Operating Principle 3.1 requires an institution to formally adopt a written plan for the future of the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which is equitable for both genders. In order to demonstrate conformity with this operating principle, gender-issues plans must include measurable goals and specific steps to achieve the goals identified. After reviewing Page Nos. 79 through 87 of your institution's self-study report, the committee noted your institution stated the need to continue to monitor housing and dining options for student-athletes, regardless of gender; however, your institution's gender-issues plan does not include this monitoring as a measurable goal. Therefore, your institution must revise its gender-issues plan to ensure it contains a plan for this monitoring of housing and dining options for all student-athletes. Further, this revised plan for improvement must be developed with broad-based participation, receive formal institutional approval, must extend at least five years into the future and be active at all times.

Institution Response to CAC Analysis

Addressed in the 2008-2014 Gender Equity Plan, the Office of Intercollegiate Athletics will devise a plan with the Office of Student Housing to ensure year round housing is available for all student athletes who are required to remain on campus during break periods when the residence halls are closed.

- 11** Operating Principle 3.1 requires each institution to formally adopt 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. In order to demonstrate conformity with this operating principle, an institution's gender-issues plan for improvement must include measurable goals the institution intends to achieve, steps the institution will take to achieve the goals, individuals responsible and specific timetables for completing the work. After reviewing Page Nos. 87 and 88 of your institution's self-study report, the committee is unsure how your institution's gender-issues plan in the following program areas relate to gender equity:

- a. Housing and dining facilities and services;
- b. Publicity; and

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c. Support services.

Therefore, your institution must revise its gender-issues plan to demonstrate a commitment to gender-equity in the aforementioned areas. Further, this revised plan must be developed with broad-based participation, receive formal institutional approval, must extend at least five years into the future and be active at all times.

Institution Response to CAC Analysis

The 2008-14 plan has been revised to address this issue.

12 Operating Principle 3.1 requires each institution to formally adopt 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. In order to demonstrate conformity with this operating principle, an institution's gender-issues plan must include measurable goals the institution intends to achieve, steps the institution will take to achieve the goals, individuals responsible and specific timetables for completing the work. After reviewing Page Nos. 74 through 85 of your institution's self-study report, the committee noted your institution's gender-issues plan does not include an issue for improvement or maintenance within the equipment, supplies and scheduling of games and practice times program areas. Additionally, the committee noted your institution did not provide a specific timetable for completing the work within the scheduling of games and practice times program area. Therefore, your institution must revise its gender-issues plan to include an issue for improvement or maintenance in the equipment, supplies and scheduling of games and practice times program areas. Further, your institution must include a specific timetable for completing the work. Finally, this revised plan must be developed with broad-based participation, receive formal institutional approval, extend at least five years into the future and be active at all times.

Institution Response to CAC Analysis

The 2008-14 plan has been revised to address this issue.

13 Operating Principle 3.1 requires each institution to formally adopt 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. In order to demonstrate conformity with this operating principle, an institution's gender-issue plan must include measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, individuals responsible and specific timetables for completing the work. After reviewing Page Nos. 84 and 85 of your institution's self-study report, the committee noted your institution did not provide specific timetables for completing the work in the following program areas:

- a. Accommodation of interests and abilities,
- b. Travel and per diem allowance; and
- c. Medical and training facilities and services.

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Therefore, your institution must revise its gender-issues plan to include specific timetables for completing the work in the aforementioned program areas. Further, this revised plan must be developed with broad-based participation, receive formal institutional approval, must extend at least five years into the future and be active at all times.

Institution Response to CAC Analysis

The 2008-14 plan has been revised to address this issue.

14 Operating Principle 3.1 requires each institution to formally adopt 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. In order to demonstrate conformity with this operating principle, an institution's gender-issues plan must include measurable goals the institution intends to achieve, steps the institution will take to achieve the goals, individuals responsible and specific timetables for completing the work. After reviewing Page No. 86 of your institution's self-study report, the committee noted your institution did not include specific steps to achieve its goals or specific timetables for completing the work within the program areas of locker rooms, practice and competitive facilities. Therefore, your institution revise its gender-issues plan to include specific steps to achieve the goals and specific timetables for completing the work in the program areas of locker rooms, practice and competitive facilities. Further, this revised plan must be developed with broad-based participation, receive formal institutional approval, must extend at least five years into the future and be active at all times.

Institution Response to CAC Analysis

The 2008-14 plan has been revised to address this issue.

15 Operating Principle 3.1 requires each institution to formally adopt 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. In order to demonstrate conformity with this operating principle, an institution's gender-issues plan must include measurable goals the institution intends to achieve, steps the institution will take to achieve the goals, individuals responsible and specific timetables for completing the work. After reviewing Page No. 88 of your institution's self-study report, the committee noted your institution's plan in the program area of recruitment of student-athletes appears to be a maintenance plan. However, the committee noted the issue identified in the plan on Page No. 88 is not a maintenance issue and does not relate to the goals and steps to achieve the goals. Additionally, the committee noted your institution did not provide specific timetables for completing the work. Therefore, your institution must revise its gender-issues plan to identify an issue that relates to the goals and steps to achieve the goals in the program area of recruitment of student-athletes and provide specific timetables for completing this work. Further, this revised plan for improvement must be developed with broad-based participation, receive formal institutional approval, must extend at least five years into the future and be active at all times.

Institution Response to CAC Analysis

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The recruitment of student athletes falls in line with the recruitment of students as a whole for Morehead State University. There are no separate set of qualifications, with the exception of athletic ability in the specific sport. The Gender Equity plan and the Minority Opportunities plan addresses recruitment in a maintenance plan so that the department can ensure that the same opportunities are given to every student recruited by Morehead State University.

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Plan Date Range: 2008-09 thru 2013-14

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Athletics Scholarships.	Recruiting budgets for Olympic sports need to be increased.	Increase in funds to allow for expanded out of state recruiting for women's tennis.	1. Increase the tennis recruiting budget from \$0 in 2006 to \$4000 in 2008.	Director of Athletics, Vice President for Planning, Budgets and Technology and Senior Woman Administrator.	2008-09 budget planning. 2010-11 budget planning. 2012-13 budget planning.
			2. Increase the tennis recruiting budget in 2% increments in 2011 and 2013.	Director of Athletics, Vice President for Planning, Budgets and Technology and Senior Woman Administrator.	2008-09 budget planning. 2010-11 budget planning. 2012-13 budget planning.
Accommodation of Interests and Abilities.	Participation ratio is not proportional for women's athletics teams vs. men's athletics teams.	Institute roster caps on men's sports with the 08-09 season.	Manage rosters of following sports: Baseball 32 Football 105 Men's Golf 12 Basketball 15	Director of Athletics, Senior Woman Administrator and Head Coaches of said sports.	Five-year plan beginning in 08-09. Annually monitor participation numbers on men's and women's team. Set roster-size goals on an annual basis.
			Add equestrian and women's bowling over the 2009-2013 period.	Research the viability of both programs to MSU and the region. Combine the Bowling Lanes manager position to include coaching duties.	Director of Athletics, Senior Woman Administrator, Vice President for Student Life and the President

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Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Equipment and supplies.	Uniforms. Equipment.	Complete all sports contract in the Spring of 2008.	Secure RFP with uniform and equipment supplier.	Assistant Director of Athletics with sport oversight responsibilities in cooperation with the coach and budget manager.	Spring 2008. Rotation of uniforms to continue with new company in Summer of 2008.
		Replace uniforms to conform with all sports contract.	Replace uniforms on a bi-annual basis.		
		Replace equipment to conform with all sports contract.	The athletics department will continue to monitor the amount of equipment, quality of equipment and apparel and the quality of management over those areas.	Director of Athletics and coaches.	Replacement and new equipment to be purchased with new provider beginning in Summer 2008.
Scheduling of Games and Practice Times	Practice times in the Spring semester.	Provide equivalent opportunities for men's and women's teams in all aspects of competition and practice times including: practice opportunities for pre-season and post-season competition.	Request practice schedules to be developed and submitted by all coaches in accordance with established policies to facilitate review by the Director as well as the Director of Sports Medicine. Adjust as determined by annual review.	Senior Woman Administrator, Head Coaches; Assistant Director of Athletics/ Head Athletics Trainer.	Ongoing: The review of this goal will be evaluated in June each year as part of the yearly unit planning assessment process. Results will be analyzed and action plans will be developed for the next year's cycle.
Travel and Per Diem Allowance.	University buses are no longer available for use. This was the main form of bus transportation for all sports teams.	Secure University wide RFP for charter buses. All teams to travel via charter bus.	Budget manager to complete the RFP process for the charter buses. Secure RFP and begin chartering buses from an outside company in Fall of 2008.	Director of Athletics; coaches; and Athletics Business Manager.	Immediate and reviewed each year.

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Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Tutors.	Not enough tutorial support in the academic lab	Hire student tutors to work in the academic support services department of the athletics department.	2007-08 hire three positions and begin reassignments within academic support services.	Academic Coordinator.	Continuing from 2007 and reviewed annually thereafter. Two tutors to be hired in the Fall of 2008.
Coaches.	Low number of women's head coaches.	Hire one full time coach each equestrian and bowling with preference given to qualified woman in the candidate pool.	Advertise the positions in women's bowling and equestrian in NCAA and NCAAWA.	Athletic Director, Senior Woman Administrator	2009-2013 time period with the addition of each sport.
		Hire one assistant coach and one graduate assistant coach each for equestrian and bowling.	Advertise these positions on www.moreheadstate.edu. The hiring will be in conjunction with the hiring of the head coach.	Athletic Director, Senior Woman Administrator	2009-2013 time period with the addition of each sport.
Locker Rooms, Practice and Competitive Facilities.	Lockers are needed for men's and women's tennis.	Assign locker room space for tennis program.	Addressed in the master plan for facilities renovation.	Athletics Director; and Assistant Athletics Director.	Submitted to the state for funding during the 2008-2010 biennium.
	Softball facility needs upgrade.	Build new softball facility comparable to baseball stadium.	Addressed in facility renovation plan.	Athletics Director; and Assistant Athletics Director for Development.	Submitted to the state for funding during the 2008-2010 biennium.
Medical and Training Facilities and Services.	No issues identified within medical services. Strength and conditioning programs in all sports need to be comparable.	Provide high-quality services to all students, taking particular care that students have full access to gender-specific medical services.	Continue to employ a trainer who has experience in dealing with women student-athletes.	Director of Athletics; Assistant Athletic Director and Director of Sports Medicine.	Ongoing: The review of this goal will be evaluated in June each year as part of the yearly unit planning assessment process. Results will be analyzed and action plans will be developed for the next year's cycle.

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Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
		Provide consistent athletics strength training for all sport programs, regardless of gender.	Assignments for strength coaches for male and female sports will be monitored for workload equivalence.	Head Strength and Conditioning Coach.	Ongoing: The review of this goal will be evaluated in June each year as part of the yearly unit planning assessment process. Results will be analyzed and action plans will be developed for the next year's cycle.
Housing and Dining Facilities and Services.	Year round housing needed for teams who have competition season over break periods	Provide appropriate housing on a 12 month basis for teams who compete over break periods.	Develop a plan with the Office of Student Housing to identify appropriate housing on a 12 month basis.	Director of Athletics; coaches and Office of Student Housing.	Beginning in Fall 2008 and ongoing.
Publicity.	All aspects of publicity need to be enhanced for non revenue producing sports and increased for football and men's and women's basketball.	Enhance marketing of sports in regional area to equal efforts of marketing revenue producing sports.	Increase OVC sports TV coverage for volleyball, women's soccer and softball.	Assistant Director of Athletics/SWA; and Sports Information Director.	Ongoing: The review of this goal will be evaluated in June each year as part of the yearly unit planning assessment process. Results will be analyzed and action plans will be developed for the next year's cycle.
			Increase coaches' radio show opportunities for all teams.	Assistant Athletics Director/SWA; Sports Information Director.	Ongoing: The review of this goal will be evaluated in June each year as part of the yearly unit planning assessment process. Results will be analyzed and action plans will be developed for the next year's cycle.
			Recognize teams for winning conference titles during men's basketball or men's football home games.	Assistant Director of Athletics/SWA.	Ongoing: The review of this goal will be evaluated in June each year as part of the yearly unit planning assessment process. Results will be analyzed and action plans will be developed for the next year's cycle.

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Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Support Services.	Secretarial support for Olympic sports.	Assign soccer duties to the football secretary.	Work with Football coaches and secretary to include duties from soccer.	Director of Athletics; football and soccer coaches and Assistant Athletics Directors with sport oversight responsibilities.	Fall 2008 and ongoing.
			Formal assignment of travel and recruiting reimbursement assistance to Athletic Department secretary.	Director of Athletics.	Fall 2008 and ongoing.
Recruitment of Student-Athletes.	Changes in the admission processes and institutional financial aid.	Continue to provide equal opportunities to recruit student-athletes among men's and women's sports.	Continue to monitor the opportunities of coaches and other personnel to recruit.	Directors of Athletics with sport oversight responsibilities; coaches and Compliance Coordinator.	Monitoring component will continue annually.
			Continue to monitor whether financial and other recruiting resources are adequate for men's and women's programs.	Directors of Athletics with sport oversight responsibilities; coaches and Compliance Coordinator.	Monitoring component will continue annually.
			Continue to monitor prospective student-athletes for men's and women's programs to ensure their treatment during campus visits is adequately equivalent. If necessary, adjust policy to reflect need.	Directors of Athletics with sport oversight responsibilities; coaches and Compliance Coordinator.	Monitoring component will continue annually.

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3.2 Minority Issues

1 Operating Principle 3.2 requires an institution to have implemented its approved minority-opportunities plan from the previous self-study. If the plan has been modified or not fully implemented, the institution must provide an explanation from appropriate institutional authorities. In order to demonstrate conformity with this operating principle, institutions must report on the implementation of its plan developed during its first-cycle certification process to address minority issues. Specifically, the institution should include:

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

Please note, the committee will not accept the following explanations for partial completion or noncompletion of minority-opportunities plans:

- 1. Lack of sufficient funding to implement the plan; and
- 2. Personnel changes since the original development of the plan.

After reviewing Page No. 89 of your institution's self-study report as well as supplemental documentation submitted June 27, 2008, the committee is unclear if your institution fully implemented its minority-opportunities plan from the first cycle. Therefore, your institution must provide written evidence, including responses to (a) through (d) above to demonstrate that your institution has implemented its first-cycle minority-opportunities plan or your institution must provide an acceptable explanation for partial or noncompletion of the plan.

Institution Response to CAC Analysis

a) Strategies for Improvement After First Cycle

- 1. The committee recommends that a plan for recruiting African American student-athletes be developed.
- 2. The committee recommends increasing travel budgets for recruitment.
- 3. The committee recommends hiring assistant coaches in baseball, softball, and volleyball to enhance the ability to visit and recruit student-athletes during regular season play.
- 4. The committee recommends maintaining regular contact with minority high school coaches in schools that have a large minority student-athlete population.
- 5. The committee recommends that the Athletics Department work with Multicultural Student Affairs to encourage minority student-athletes to participate in the GUSTO program. In addition, all minority student-athletes will be required to attend a special new-student orientation program sponsored by the Office of Multicultural Affairs.

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b) Actions taken by the Institution

1. Morehead State University sponsors a broad tuition discount program targeting several areas with demographics supporting the initiative to enhance our ability to recruit minority students. MSU athletics has provided additional recruiting dollars to all sports that should enable them to be more visible in these or other areas. A sport by sport athletics recruiting plan was not developed, however, at strategy to expand greater recruiting areas through tuition discounting was adopted by the university upon recommendation by the athletics department.
2. Travel budgets for recruitment were increased.
3. In order to facilitate the recruiting of student-athletes during regular season play, the volleyball team hired a fulltime assistant coach in 2005. Full-time assistant coaches were hired in baseball in 2006 and softball in 2005.
4. Coaches have maintained consistent communication practices with all high school coaches, including minority high school coaches, and have successfully recruited many minority student-athletes from predominantly minority high schools.
5. Although the GUSTO mentoring program ceased to exist in 2002, the Office of Multicultural Student Services and the Minority Retention Coordinator coordinate an orientation program and activities for all minority students during the first several weeks of the fall semester and throughout the academic year.

c) Dates of the actions taken

1. The broad tuition discount program has been ongoing since 2004.
 2. With the exception of men's baseball and men's and women's tennis, all sports received an increase in travel budgets between 2003 and 2006.
 3. Full-time assistant coaches were hired for volleyball and softball in 2005 and baseball in 2006.
 4. Coaches have been maintaining regular contact with high school coaches since 2000.
 5. Minority student-athletes have had consistent access to support services from intercollegiate athletics, Multicultural Student Services, and Academic and Career Services, which has a full-time Minority Retention Coordinator, since 2000.
- 2 Operating Principle 3.2 requires institutions to demonstrate a commitment to, and progression toward, the fair and equitable treatment of all minority student-athletes and athletics department personnel. Further, institutions are required to submit racial or ethnic composition data for athletics and selected institutional personnel, student-athletes who received athletics aid, students generally and men's and women's sports teams using the three most recent academic years for which the institution has complete and reliable data. After reviewing Page Nos. 91, 92 and 123, the committee noted your institution did not fully complete the chart Racial or Ethnic Composition: Athletics and Selected Institutional Personnel. Specifically, your institution did not include any head coaches or members of the other advisory or policy-making group for the most recent year. Further, the committee noted that your institution did not identify nor comment on any trends. Therefore, your institution must complete the chart and identify and comment on any trends.

Institution Response to CAC Analysis

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For the past three years, Morehead State University has had no American Indian, Asian/Pacific Islander, or Hispanic representation in any of its athletics personnel or the Intercollegiate Athletics Committee. For the past three years, all head coaches have been white. In terms of assistant coaches, few have been black and the majority has been white. In the 2006-07 academic year, there were three African American and 21 white assistant coaches; in the 2005-06 academic year, there were three African American and 24 white assistant coaches; and in the 2004-05 academic year, there were five African American and 23 white assistant coaches. With the exception of four assistant coaches in 2006-07, all personnel were full-time. The racial and ethnic composition of athletics personnel has been consistent during the three-year review period. Therefore, the trend is consistent employment of African American assistant coaches.

Regarding the Intercollegiate Athletics Committee, in 2006-07 and 2005-06 there were two African Americans and eight whites and one African American and nine whites in 2004-05. In 2006-07, there were no African Americans serving on other advisory or policy-making boards (i.e., Student-Athlete Advisory Committee). In 2005-06 there were three African Americans and 13 whites serving in such a policy-making capacity, and the year prior to that (2004-05), there were one African American and 15 whites. The trend is consistent representation of African Americans on the policy-making boards.

3 Operating Principle 3.2 requires institutions to demonstrate a commitment to, and progression toward, the fair and equitable treatment of all minority student-athletes and athletics department personnel. In order to demonstrate conformity with this operating principle, an institution must conduct an evaluation of all eight specified program areas for minority issues by:

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

After reviewing Page No. 97 of your institution's self-study report as well as supplemental documentation submitted June 27, 2008, the committee noted that your institution did not provide adequate data to demonstrate the involvement of minority student-athletes in the governance and decision-making processes of the athletics department. Therefore, your institution must provide data to demonstrate the involvement of minority student-athletes in the governance and decision-making process.

Institution Response to CAC Analysis

The Student Athlete Advisory Committee is comprised of 2 student athletes from each of the fourteen sports. Coaches are charged with appointing those team members to the committee at the appropriate time. Coaches are encouraged to consider the make up of their team and provide a representative who represents their team appropriately.

Addressed in the 2006-2010 Minority Issues Plan, to ensure that minority student athletes are given the opportunity to participate in the governance a decision making processes of the athletic department we will target minority student-athletes on each team to generate interest in serving on SAAC and add a statement to the SAAC constitution regarding membership of minority student athletes.

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4 Operating Principle 3.2 requires an institution to develop and implement an institutional plan to address minority issues in the intercollegiate athletics program. Acceptable minority-issues plans for improvement must address all eight program areas and contain the required elements for institutional plans for improvement. After reviewing Page Nos. 100 through 103 of your institution's self-study report, the committee noted all eight program areas are addressed within your minority-issues plan. However, the committee noted your institution did not provide a specific timetable for completing the work within the following program areas:

- a. Institutional and athletics department commitment;
- b. Evaluation;
- c. Organization and structure;
- d. Comparison of populations; and
- e. Employment opportunities.

Therefore, your institution must revise its minority-issues plan by providing specific timetables for completing the work related to the aforementioned program areas. Further, this revised plan must be developed with broad-based participation, receive formal institutional approval, extend at least five years into the future and be active at all times.

Institution Response to CAC Analysis

A timetable has been added to the 2006-2010 Minority Issues Plan to address this deficiency.

5 Operating Principle 3.2 requires an institution to develop and implement an institutional plan to address minority issues in the intercollegiate athletics program. Acceptable minority-issues plans for improvement must address all eight program areas and contain the required elements for institutional plans for improvement. After reviewing Page Nos. 100 through 103 of your institution's self-study report, the committee noted all eight program areas are addressed within your minority-issues plan. However, the committee noted your institution created two measurable goals in the program area of participation in governance and decision making that do not have steps to achieve the goals, the individuals/officers responsible for implementation or specific timetables for completing the work. Therefore, your institution must revise its minority-issues plan to include these elements for the measurable goals in the program area of participation in governance and decision making. Further, this revised plan for improvement must be developed with broad-based participation, receive formal institutional approval, extend at least five years into the future and be active at all times.

Institution Response to CAC Analysis

Changed in the 2006-2010 plan.

A goal pertaining to coaches and their opportunity to attend professional development programs, sit on intercollegiate athletic committees and sit on job search committees was added.

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6 Operating Principle 3.2 requires an institution to develop and implement an institutional plan to address minority issues in the intercollegiate athletics program. Acceptable minority-issues plans for improvement must address all eight program areas and contain the required elements for institutional plans for improvement. After reviewing Page Nos. 100 through 103 of your institution's self-study report, the committee noted all eight program areas are addressed within your minority-issues plan for improvement. However, the committee noted the steps to achieve the goals in the program area of programs and activities does not completely achieve the measurable goal. Therefore, your institution must revise its minority-issues plan to include specific steps to achieve the goal of communicating current available positions to all minority students to student-athletes and provide a specific timetable for completing this work. Further, this revised plan must be developed with broad-based participation, receive formal institutional approval, extend at least five years into the future and be active at all times.

Institution Response to CAC Analysis

Changed in the 2006-2010 plan

Consult with the offices of human resources management, equal opportunity programs and campus diversity to develop strategies to successfully identify and recruit applicants from diverse and under-represented groups.

Specifically:

1. In order to identify qualified minority candidates, each school should have direct telephone communication with the Executive Director of the Black Coaches Association (BCA) and/or the Chair of the Minority Opportunity Interests Committee (MOIC).
2. Strive to interview a diverse pool of candidates.
3. Adhere to Affirmative Action hiring policies and procedures as required on campus.
4. Advertise open positions in publications that reach diverse populations.
5. Provide diversity education to staff when appropriate.

7 Operating Principle 3.2 requires an institution to develop and implement an institutional plan to address minority issues in the intercollegiate athletics program. Acceptable minority-issues plans must address all eight program areas and contain the required elements for institutional plans for improvement. After reviewing Page Nos. 100 through 103 of your institution's self-study report, the committee noted all eight program areas are addressed within your minority-issues plan. However, the committee noted that the measurable goals and steps to achieve those goals stated in your minority-issues plan for the program area of enrollment lack specificity. Therefore, your institution must revise its minority-issues plan by providing a specific measurable goal and specific steps to achieve the goal that relate to the identified issue in the program area of enrollment. Further, this revised plan must be developed with broad-based participation, receive formal institutional approval, extend at least five years into the future and be active at all times.

Institution Response to CAC Analysis

Changed in the 2006-2010 plan.

Work with Enrollment Services and the Office of Multi Cultural Student Services to determine annual enrollment numbers for minority students. Specifically, the athletics department shall encourage and solicit minority students to apply for departmental internships and professional development programs through workshops with the Office of Multi Cultural Student Services and the Minority Retention Coordinator.

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Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Institutional and Athletics Department Commitment.	Athletics department commitment to diversity to coincide with University's Plan for Diversity.	Commitment to diversity to be consistent with the University's Plan for Diversity.	Review of written department policies on diversity by broad-based campus group.	Athletics Director; President and Intercollegiate Athletic Committee.	Ongoing. The review of this goal will be evaluated in June each year as part of the yearly unit planning assessment process. Results will be analyzed and action plans will be developed for the next year's cycle.
Evaluation.	Athletics department does not collect or review data related to monitoring the department's commitment to diversity.	Monitor the athletics department activities for consistency with the developed goals and objectives set forth by the institution and athletics department's written commitments to diversity.	<p>Include written goals and objectives related to the commitment to diversity as part of the strategic planning process and distribute them.</p> <p>Collection of data designed to assess progress toward achieving the athletics department's written goals and objectives that support the department's commitment to diversity. Data will be collected concerning diversity issues from a student-athlete survey and exit interviews and reviewed by minority/equity committee.</p>	Athletics Director and Intercollegiate Athletic Committee.	<p>New exit interview instrument to be used beginning Spring 2008 and student athlete survey to be developed in Fall 2008 and distributed to student athletes in Spring 2009.</p> <p>Instruments to be reviewed yearly.</p>
Organization and Structure.	Maintain organization structure to promote equity and diversity within athletics department.	Use the current University structures and organization as a model to promote equity and diversity.	<p>Monitor and review the institution's structure and organization for promoting diversity University wide.</p> <p>Report completed and submitted to the Intercollegiate Athletics Committee by athletics director and senior woman administrator.</p>	Athletics Director; SWA and IAC.	Ongoing. The review of this goal will be evaluated in June each year as part of the yearly unit planning assessment process. Results will be analyzed and action plans will be developed for the next year's cycle.

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Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Enrollment.	Overall student-athlete minority population is below the general minority student population.	Set enrollment and graduation goals for minority student-athletes in proportion to the goals set by the institution.	<p>Work with Enrollment Services and the Office of Multi Cultural Student Services to determine annual enrollment numbers for minority students.</p> <p>Specifically, the athletics department shall encourage and solicit minority students to apply for departmental internships and professional development programs through workshops with the Office of Multi Cultural Student Services and the Minority Retention Coordinator.</p>	Coaches; Assistant Athletics Director; Academic support staff; Enrollment Services; and Minority Affairs office.	Development of workshops in Fall 2009 and ongoing in years subsequent.
Comparison of Populations.	Baseball, Tennis, and Rifle lacked African American representation during the review period.	Increase African American representation among said programs by one student athlete.	Encourage head coaches of each of these programs to ensure that aggressive recruitment of minorities, especially African Americans, is a part of their annual recruitment efforts.	Director; Assistant Director, SWA and coaches.	Ongoing. The review of this goal will be evaluated in June each year as part of the yearly unit planning assessment process. Results will be analyzed and action plans will be developed for the next year's cycle
Participation in Governance and Decision-Making.	<p>Minority student-athletes not aware of leadership opportunities within the athletics department.</p> <p>Develop leadership opportunities for minority coaches and staff with the University's Diversity committee.</p>	Maintain priority on selecting diverse representation on the Student-Athlete Advisory Committee (SAAC).	<p>Target minority student-athletes on each team to generate interest in serving on SAAC.</p> <p>Add a statement to the SAAC constitution regarding membership of minority student athletes.</p>	Athletic Director, Senior Woman Administrator and Coaches.	<p>Spring 2008 for SAAC membership and ongoing in subsequent years.</p> <p>Add statement to the SAAC constitution in Fall 2008.</p>

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Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
		<p>Involve minority coaches and staff on search committees for new coaches.</p> <p>Provide professional development opportunities for minority coaches and staff.</p>			
Employment Opportunities.	Athletics department lacked female and minority head coaches and staff members.	<p>Increase the number of female and minority coaches and staff members within the athletics department by 2 when qualified candidates satisfy the employment process.</p> <p>(3.5% of the University faculty and staff population are minority, compared to 8.6% of the athletic department staff members over the plan period are minority.)</p>	<p>Consult with the offices of human resources, equal opportunity programs and campus diversity to develop strategies to successfully identify and recruit applicants from diverse and under-represented groups.</p> <p>Specifically:</p> <ol style="list-style-type: none"> 1. In order to identify qualified minority candidates, each school should have direct telephone communication with the Executive Director of the Black Coaches Association (BCA) and/or the Chair of the Minority Opportunity Interests Committee (MOIC). 2. Strive to interview a diverse pool of candidates. 3. Adhere to Affirmative Action hiring policies and procedures as required on campus. 4. Advertise open positions in publications that reach diverse populations. 5. Provide diversity education to staff when appropriate. 	Director of Athletics in collaboration with the Offices of Human Resources, equal opportunity programs and campus diversity.	Ongoing. The review of this goal will be evaluated in June each year as part of the yearly unit planning assessment process. Results will be analyzed and action plans will be developed for the next year's cycle

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Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Programs and Activities.	Student-athletes are not aware of minority programs offered to minority students sponsored by the institution.	Communicate current programs available to all minority students and request feedback from student-athletes on the types of issues affecting them.	Annually survey all minority student-athletes through exit interviews to provide feedback to the department regarding the needs and issues affecting minority student-athletes.	Director, SWA and Assistant Director.	Ongoing. The review of this goal will be evaluated in June each year as part of the yearly unit planning assessment process. Results will be analyzed and action plans will be developed for the next year's cycle

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3.3 Student-Athlete Well-Being

1 Operating Principle 3.3 requires an institution to provide evidence that it has in place programs that protect the health of, and provide a safe environment for, each of its student-athletes. In order to demonstrate conformity with this operating principle, an institution must have a written emergency medical plan for out-of-season workouts, strength training and skills sessions. After reviewing Page Nos. 117 and 118 of your institution's self-study report as well as supplemental documentation submitted June 27, 2008, the committee is unclear if your institution has a written emergency medical plan for out-of-season workouts, strength training and skills sessions. Therefore, your institution must provide further explanation and description of its written emergency medical plans for out-of-season workouts, strength training and skills sessions.

Institution Response to CAC Analysis

This document has been submitted to be uploaded. It will be labeled Sports Medicine question tables 3.1.4.

2 Operating Principle 3.3 requires an institution to provide evidence that it has in place programs that protect the health of, and provide a safe environment for, its student-athletes. In order to demonstrate conformity with this operating principle, an institution must conduct an evaluation of the four program areas for student-athlete well-being by:

- a. Describing how the institution has ensured a complete study of each of the areas;
- b. Providing data demonstrating the institution's commitment in each area for all student-athletes; and
- c. Explaining how the institution will address the topic in the future for the well-being of all student-athletes.

After reviewing Page Nos. 118 through 121 of your institution's self-study report as well as supplemental documentation submitted June 27, 2008, the committee noted that your institution did not thoroughly describe how it has ensured a complete study of the four program areas during the self-study process. Therefore, your institution must conduct a formal review of its commitment to the health and safety of your student-athletes by describing how your institution has ensured a complete study of each of the four program areas. Further, if any deficiencies are identified, your institution must submit a revised student-athlete well-being plan that was developed with broad-based participation and has received formal institutional approval.

Institution Response to CAC Analysis

The gender equity and student-athlete well-being subcommittee of the NCAA certification self-study steering committee, including the Dean of Students, reviewed all relevant institutional and Athletics Department written statements that address the issues of student-athlete well-being. The subcommittee did not identify any deficiencies.

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3 Operating Principle 3.3 requires an institution to provide evidence that it has in place programs that protect the health of, and provide a safe environment for, its student-athletes. In order to demonstrate conformity with this operating principle, an institution must conduct an evaluation of the four specified program areas for student-athlete well-being by:

- a. Describing how the institution has ensured a complete study of each of the areas;
- b. Providing data demonstrating the institution's commitment in each area for all student-athletes; and
- c. Explaining how the institution will address the topic in the future for the well-being of all student-athletes.

After reviewing Page Nos. 118 through 121 of your institution's self-study report, the committee noted the report does not provide thorough data demonstrating your institution's commitment for all student-athletes or explain how the institution will address these topics in the future in the program areas of evaluation and programs and activities. Therefore, your institution must provide written evidence demonstrating its commitment to student-athletes by providing thorough data demonstrating your institution's commitment for all student-athletes across the aforementioned areas and by explaining how these issues will be addressed in the future. Further, if any deficiencies are identified, your institution must submit a revised student-athlete well-being plan that was developed with broad-based participation and has received formal institutional approval.

Institution Response to CAC Analysis

Program Areas to be Reviewed for Student-Athlete Well-Being Issues

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 well-being, including the evaluation of the effectiveness of mechanisms to ensure the health and safety of student-athletes.

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

All four program areas are studied in the same manner, The Athletics Department studies all of the student-athlete well-being issues on a pragmatic, day-to-day basis. Athletic administrators, coaches and staff, in the course of the daily activities, continuously evaluate their responsibilities in light of department goals. As problems arise or mechanisms require adjustments, they are dealt with by the appropriate personnel at that time. The Athletics Department maintains an open-door policy that allows coaches, staff and student-athletes to present issues that have been identified or require improvement. The Director of Intercollegiate Athletics and other administrators conduct an annual review of the activities of the department for consistency with the goals and objectives established by the University and commitments to student-athlete's well-being. Progress in carrying out both department and unit objectives is assessed and additional actions are implemented when necessary to carry out or modify the plan.

- b. Provide data demonstrating the institution's commitment across each of the four areas for all student-athletes.

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Data demonstrating the Athletics Department's commitment to these issues is not in a specific, formulated format. As situations arise, appropriate corrective actions are implemented by the Director and/or other department administrators and staff. Documentation is maintained by the administrators, coaches and staff who handle such situations in the form of notes, e-mail messages and other correspondence. For larger issues that may cross administrative lines, the responsible administrator or staff member maintains a specific file of actions taken from initial incident through final resolution. The Athletics Department conducts exit interviews to assess all aspects of the student-athlete experience including safety of facilities and well-being. Issues disclosed during the exit interview relating to safety and/or well-being are addressed by the Director of Intercollegiate Athletics, coach or appropriate staff member. Additionally, issues related to safety or well-being may be presented by an athlete to the Student-athlete Advisory Committee.

c. Explain how the institution will address these topics in the future for the well-being of all student-athletes.

Future discussion of these topics will continue to follow a pragmatic approach that includes a day-to-day review and inspection of existing operations. All administrators, coaches and staff members of the Athletics Department are encouraged to identify potential problems that may occur related to the health, safety and well-being of student-athletes. The health, safety and well-being of student-athletes is evaluated on a daily basis by Athletics Department personnel who respond to student-athlete concerns, suggestions or complaints and take corrective actions as necessary.

The Intercollegiate Athletics Committee (IAC), with representatives from across the institution, has created a subcommittee on student-athlete well-being to monitor and advise the Athletics Department on matters affecting student-athletes.

Going forward, the Athletic Department will, with input from the Student-Athlete Advisory Committee, the Intercollegiate Athletics Committee and other applicable University parties, continue to monitor and evaluate existing programs related to student-athlete well-being and strive to develop new initiatives to address issues in this area.

2. Organization and Structure ? Policies, and/or organization, and/or activities of the athletics program and its activities to help enhance student-athlete well-being.

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

All four program areas are studied in the same manner, The Athletics Department studies all of the student-athlete well-being issues on a pragmatic, day-to-day basis. Athletic administrators, coaches and staff, in the course of the daily activities, continuously evaluate their responsibilities in light of department goals. As problems arise or mechanisms require adjustments, they are dealt with by appropriate personnel at that time. The Athletics Department maintains an open-door policy that allows coaches, staff and student-athletes to present issues that have been identified or require improvement. Student-athletes have access to a full range of enhancement programs both within the Athletics Department and through various student support services on campus. Information on various enhancement programs is provided in the Student-Athlete Handbook and the University's Eagle Student Handbook.

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b. Provide data demonstrating the institution's commitment across each of the four areas for all student-athletes.

Data demonstrating the Athletics Department's commitment to these issues is not in a specific, formulated format. As situations arise, appropriate corrective actions are implemented by the Director and/or other department administrators and staff. Documentation is maintained by the administrators, coaches and staff who handle such situations in the form of notes, e-mail messages and other correspondence. For larger issues that may cross administrative lines, the responsible administrator or staff member maintains a specific file of actions taken from initial incident through final resolution.

The health and well-being of student-athletes is addressed by the athletic training staff, the University's student health clinic and, when needed, off-campus medical facilities. All student-athletes are required to have primary health insurance. The University provides secondary excess insurance to student-athletes for injuries sustained during supervised practices and competitions.

The Athletics Department addresses issues such as academic support services, financial assistance, tobacco use, athletic training, illness and injury, medical treatment, banned drugs and other relevant topics in the Student-Athlete Handbook. Other topics such as alcohol/other drug use, hazing, sexual harassment and discrimination are covered in the University's Eagle Student Handbook. Both publications are available on-line and are widely disseminated.

Two funds (Special Assistance Fund and Student-Athlete Opportunity Fund) and an emergency loan program administered by the Office of Financial Aid are in place to address the financial needs of student-athletes.

c. Explain how the institution will address these topics in the future for the well-being of all student-athletes.

Future discussion of these topics will continue to follow a pragmatic approach that includes a day-to-day review and inspection of existing operations. All administrators, coaches and staff members of the Athletics Department are encouraged to identify potential problems that may occur related to the health, safety and well-being of student-athletes. The safety and well-being of student-athletes is evaluated on a daily basis.

Going forward, the Athletic Department will, with input from the Student-Athlete Advisory Committee, the Intercollegiate Athletics Committee and other applicable University parties, continue to monitor and evaluate existing programs related to student-athlete well-being and strive to develop new initiatives to address issues in this area.

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 has ensured a complete study of each of the four areas.

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All four program areas are studied in the same manner, The Athletics Department studies all of the student-athlete well-being issues on a pragmatic, day-to-day basis. Athletic administrators, coaches and staff, in the course of the daily activities, continuously evaluate their responsibilities in light of department goals. As problems arise or mechanisms require adjustments, they are dealt with by the appropriate personnel at that time. The Athletics Department maintains an open-door policy that allows coaches, staff and student-athletes to present issues that have been identified or require improvement.

The Student-Athlete Advisory Committee serves as the primary mechanism for student-athlete input into the decision-making process of the Athletics Department. Issues presented to the Student-Athlete Advisory Committee are discussed with the Director and Senior Woman Administrator.

b. Provide data demonstrating the institution's commitment across each of the four areas for all student-athletes.

Data demonstrating the Athletics Department's commitment to these issues is not in a specific, formulated format. As situations arise, appropriate corrective actions are implemented by the Director and/or other department administrators and staff. Documentation is maintained by the administrators, coaches and staff who handle such situations in the form of notes, e-mail messages and other correspondence.

For larger issues that may cross administrative lines, the responsible administrator or staff member maintains a specific file

Student-athletes serve on committees and participate in projects both within and outside the Athletics Department. Student-athlete representatives from each sport serve on the Student-Athlete Advisory Committee and one student-athlete serves on the Intercollegiate Athletics Committee. Two representatives from the Student-Athlete Advisory Committee are currently serving on subcommittees for the NCAA certification self study. Student-athletes are encouraged by the University, by the Student-Athlete Advisory Committee and by team coaches to participate in community service projects and events.

c. Explain how the institution will address these topics in the future for the well-being of all student-athletes.

Future discussion of these topics will continue to follow a pragmatic approach that includes a day-to-day review and inspection of existing operations. All administrators, coaches and staff members of the Athletics Department are encouraged to identify potential problems that may occur related to the health, safety and well-being of student-athletes. The safety and well-being of student-athletes is evaluated on a daily basis by Department personnel who respond to student-athlete concerns, suggestions or complaints and take corrective actions as necessary.

The Intercollegiate Athletics Committee (IAC), with representatives from across the institution, has created a subcommittee on student-athlete well-being to monitor and advise the Athletics Department on matters affecting student-athletes.

Going forward, the Athletic Department will, with input from the Student-Athlete Advisory Committee, the Intercollegiate Athletics Committee and other applicable University parties, continue to monitor and evaluate existing programs related to student-athlete well-being and strive to develop new initiatives to address issues in this area.

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4. Program and Activities ? Establishment of programs that address the needs and issues affecting student-athletes.

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

All four program areas are studied in the same manner, The Athletic Department studies all of the student athlete well-being issues on a pragmatic, day-to-day basis. Athletic administrators, coaches and staff, in the course of the daily activities, continuously evaluate their responsibilities in light of department goals. As problems arise or mechanisms require adjustments, they are dealt with by the appropriate personnel at that time. The Athletics Department maintains an open-door policy that allows coaches, staff and student athletes to present issues that have been identified or require improvement.

A full range of academic support services are available to student-athletes both within the Athletics Department's Eagle Athletic Academic Resource Center and on the campus. Administrators, coaches and academic advisors monitor the academic progress of student-athletes. The University's provides personal and career counseling, disability services, academic advising, and numerous student activities to student-athletes.

b. Provide data demonstrating the institution's commitment across each of the four areas for all student-athletes.

Data demonstrating the Athletics Department's commitment to these issues is not in a specific, formulated format. As situations arise, appropriate corrective actions are implemented by the Director and/or other department administrators and staff.

Documentation is maintained by the administrators, coaches and staff who handle such situations in the form of notes, e-mail messages and other correspondence.

For larger issues that may cross administrative lines, the responsible administrator or staff member maintains a specific file of actions taken from initial incident through final resolution.

The Intercollegiate Athletics Committee evaluates and makes recommendations related to practices in Intercollegiate Athletics which directly affect the academic progress of student-athletes. The Athletic Academic Coordinator monitors academic progress of student-athletes and oversees operations of the Eagle Athletic Academic Resource Center.

The health and well-being of student-athletes is addressed by the athletic training staff, the University's student health clinic and, when needed, off-campus medical facilities. All student-athletes are required to have primary health insurance. The University provides secondary excess insurance to student-athletes for injuries sustained during supervised practices and competitions.

c. Explain how the institution will address these topics in the future for the well-being of all student-athletes.

Future discussion of these topics will continue to follow a pragmatic approach that includes a day-to-day review and inspection of existing operations. All administrators, coaches and staff members of the Athletics Department are encouraged to identify potential problems that may occur related to the health, safety and well-being of student-athletes. The safety and well-being of student-athletes is evaluated on a daily basis by Department personnel who respond to student-athlete concerns, suggestions or complaints and take corrective actions as necessary.

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The Intercollegiate Athletics Committee (IAC), with representatives from across the institution, has created a subcommittee on student-athlete well-being to monitor and advise the Athletics Department on matters affecting student-athletes.

Going forward, the Athletic Department will, with input from the Student-Athlete Advisory Committee, the Intercollegiate Athletics Committee and other applicable University parties, continue to monitor and evaluate existing programs related to student-athlete well-being and strive to develop new initiatives to address issues in this area.