

2007-2008
DIVISION I
ATHLETICS
CERTIFICATION
SELF-STUDY
INSTRUMENT

Introduction to Self-Study Report

Introduction to Self-Study Report

Institutional Information

1. Type of Institution: Public
2. Year institution was founded: 1884
3. Special Affiliation? No
4. Coeducational? Yes
5. Total student enrollment (undergraduate and graduate combined) [using a full-time equivalency (FTE) basis]: 35599
6. Number of Faculty [using a full-time equivalency (FTE) basis]: 1709
7. Highest level of academic degree offered: PhD
8. Institution's governing entity: Board of Trustees
9. a. Regional accreditation agency: Middle States Association of Colleges and Schools
9. b. Date of most recent regional accreditation self-study: 11/16/2005
9. c. Current accreditation status: Accreditation reaffirmed

Athletics Information

1. Subdivision status of athletics program (Academic Year 2008): I-FBS
2. Conference affiliation(s) or independent status (Academic Year 2008):

Baseball	Atlantic 10 Conference
Field Hockey	Atlantic 10 Conference
Football	Mid-American Conference
Men's Basketball	Atlantic 10 Conference
Men's Cross Country	Atlantic 10 Conference
Men's Golf	Atlantic 10 Conference
Men's Gymnastics	Eastern College Athletic Conference
Men's Soccer	Atlantic 10 Conference
Men's Tennis	Atlantic 10 Conference
Men's Track, Indoor	Atlantic 10 Conference
Men's Track, Outdoor	Atlantic 10 Conference
Softball	Atlantic 10 Conference
Women's Basketball	Atlantic 10 Conference
Women's Cross Country	Atlantic 10 Conference
Women's Fencing	Independent

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Women's Gymnastics	Eastern College Athletic Conference
Women's Lacrosse	Atlantic 10 Conference
Women's Rowing	Atlantic 10 Conference
Women's Soccer	Atlantic 10 Conference
Women's Tennis	Atlantic 10 Conference
Women's Track, Indoor	Atlantic 10 Conference
Women's Track, Outdoor	Atlantic 10 Conference
Women's Volleyball	Atlantic 10 Conference

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

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

4. Date of NCAA major infractions case(s) (if any) since previous certification self-study and impact (if any) on the areas of the certification program. If this is the institution's first time to complete a certification self-study, respond to the question based on the last 10 years.

Infractions Report No. 266 Case No. M247, May 10, 2007.

Penalties imposed:

*Public reprimand and censure,

*Two years of probation (May 10, 2007- May 9, 2009),

*Certain other penalties related to Temple's 2007-8 men's tennis program that do not have an impact on areas of the certification program,

*Periodic reporting to NCAA on Athletic compliance, monitoring and education regarding travel procedures and funding, student-athlete eligibility, and compliance with financial aid procedures, especially relating to text book purchases.

5. Other significant events (with dates) in the history of intercollegiate athletics program since previous certification self-study. If this is the institution's first time to complete a certification self-study, respond to the question based on the last 10 years.

1. Appointment of David Adamany as President of Temple - 2000
2. Appointment of current Athletic Director: William Bradshaw - 2002
3. Appointment of Ann Weaver Hart as current President of Temple - 2006
4. Change in reporting line of Athletic Director from Executive Vice President to President - 2006
5. Full-time Athletic Certifying Officer appointed and authority transferred from Department of Athletics to Office of the Provost - 2006
6. Advising unit dedicated to Student Athletes established in Provost's office - 2006
7. Establishment of Student Athlete Academic Advising & Support Center (SAAASC) in Office of the Provost. Director position established and filled by Ellen Henderson Brown - 2007 (Ellen Brown began her position at Temple in January 2008).
8. Change in football affiliation from Big East conference to Mid American conference - change completed 2007
9. Academic support for student athletes transferred from Department of Athletics to the Office of the Provost - 2007

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10. Presidential Advisory Committee on Intercollegiate Athletics reactivated - 2007

Previous Certification Self-Study

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

Previous self-study report: July 1998.

Evaluation visit: October 11-14, 1998.

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

NCAA Committee on Athletics Certification at its meeting January 24-25, 1999 determined that Temple should be certified.

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

None.

4. Changes in key senior-level positions, institutional or athletics program, (if any) since the institution's previous certification self-study. If this is the institution's first time to complete a certification self-study, respond to the question based on the last 10 years.

1. Dr. David Adamany appointed President of Temple: 2000

2. Executive Vice President James White retires: 1998

3. Vice President for Administration Richard Englert assumes direct report for Department of Athletics: 1999

4. Jack Lengyl appointed Interim Athletic Director: 2002

5. William Bradshaw appointed Athletic Director: 2002

6. Clarence Armbrister appointed Senior Vice President and assumes direct report for Dept of Athletics: 2003

7. Dr. Ann Weaver Hart appointed President of Temple and assumes direct report for Dept of Athletics: 2006

8. Prof. Eleanor W. Myers appointed Faculty Athletic Representative: 2006

5. Significant changes impacting the institution and/or athletics program, if any (e.g., conference affiliation, sports sponsored, changes in admissions standards, significant changes in graduation rates, changes in mission statement of the athletics program, changes in fiscal stability/condition of the athletics program), since the institution's previous certification self-study. If this is the institution's first time to complete a certification self-study, respond to the question based on the last 10 years.

Temple's football program was expelled from the Big East Conference at the conclusion of the 2004 season, competed as an Independent with affiliate status within the Mid American Conference in 2005 (4 MAC Games) and 2006 (6 MAC Games), and joined the Mid American Conference as a full football member in 2007.

Men's and Women's Cross Country sports were added beginning with the 2005-06 academic year.

Certification Self-Study Information

1. Steering Committee Chair: William T. Bergman

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2. Chief report writer/editor of self-study report: Prof. Eleanor Myers
3. Describe the extent of broad-based participation of campus constituencies in the self-study. Specifically, report on the opportunities that actually were provided to various individuals or groups in the broad-campus community to: (a) offer input into the self-study report before its findings and plans for improvement were formulated, and (b) review the self-study report after it was drafted.

Temple University President Dr. Ann Weaver Hart appointed NCAA Recertification chair along with a steering committee and separate sub-committees comprised of Temple students (including student-athletes), faculty, trustees, alumni, and administrative staff for the specific purpose of ensuring a complete self-study of each of the program areas. Within each sub-committee, a chair was appointed and separate committees were formed to research the specific self-study requirements and report back to the sub-committee. During the subcommittee investigation phase, there was outreach to anyone in the university who might have appropriate data or information regarding the issue being studied. All analysis and data was compiled at the sub-committee level, and subsequently reviewed, edited, and submitted to the steering committee and chair of the Recertification process for final review. The Full Steering committee reviewed and provided input on drafts of all sub-committee reports and the final report.

During the self-study period (and prior to drafting the self-study) announcements and information regarding the self-study process and opportunities for input were provided to the following groups:

Athletics Committee of the Board of Trustees
 Council of Deans
 Faculty Senate
 Faculty Senate Steering Committee
 OWL Club
 University Administrative Council
 Temple University Student Government
 Student Athlete Athletic Council and
 neighbors of the campus community.

The Steering Committee received drafts of the self-study prior to its February 15, 2008 meeting and devoted that meeting to an assessment of whether Temple met the requirements of the Operating Principles. The final report was presented and reviewed at the Steering Committee meeting on March 28, 2008 and the Committee finalized its deliberations regarding Temple's compliance with the Operating Principles.

In early April, after the draft of the self-study was completed, announcements regarding the availability of the completed draft self-study were made to the Board of Trustees Committee on Athletics, Temple University Student Government, the Faculty Senate, and the Council of Deans. The draft of the self-study report was publicly posted on Temple's OwlSport website and opportunities for input were announced twice in Temple Today, prior to its submission to the NCAA on May 1, 2008.

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

Set forth below is Temple's written plan for the self-study, slightly modified from the plan submitted to the NCAA in September 2007, which reflects Temple's actual self-study process.

Temple University
 NCAA Second Cycle Certification Program
 Plan Outline for Conducting Self-study Review

A. Objectives Related to the Self-Study

1. a. The University's goals for the self-study are:

* To evaluate comprehensively the University's processes and conformity with NCAA objectives in the areas of Governance and Commitment to Rules Compliance, Academic Integrity, and Student Athlete Equity and Well-Being.

* To assess and document the University's progress in addressing open issues from its previous NCAA certification in 1997-99.

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* To conduct a broad and open process to identify areas of strength and areas in which the University may fall short in meeting NCAA objectives and to develop plans and an implementation program to build on our strengths and to address our shortfalls.

* To provide opportunities for the University community and the public to understand Temple's athletic program, the manner in which it enhances the University's overall mission, and its goals for the future.

b. These goals are consistent with the overall goals of the certification process, set forth in NCAA Bylaw, Article 22.

2. a. Temple has the "Summary of Actions Taken by NCAA Committee on Athletic Certification" dated February 22, 1999, from its first cycle certification and will include an assessment of progress toward fulfillment of those recommendations in its self-study. Those Actions were:

1. Review and ensure that appointment letters and contracts for athletics personnel comply with provisions of NCAA Bylaws 11.2.1 and 11.2.1.1. (NCAA Operating Principle 1.2)

2. Analyze, explain and address (through specific plans for improvement) by appropriate institutional authorities the recent decrease in graduation rates of the university's football student-athletes. (NCAA Operating Principal 2.1)

3. Enhance the institution's existing plan for addressing gender equity in the intercollegiate athletics program to include greater specificity related to increasing operational resources for women's teams and increasing positions for women's teams. (NCAA Operating Principal 3.1)

4. Provide greater specificity in the university's plans for improvement concerning the process for conducting student-athlete exit interviews. (NCAA Operating Principal 3.3)

5. Revise the institution's minority-opportunities plan to include specific actions that would achieve the intended end results identified in the first two areas of the comprehensive plan for minority opportunities. In revising the plan, the university must similarly address (by clearly stated intended end results, actions to reach the results, person(s) responsible, and timetables) in the areas of opportunities for minority student-athletes and staff. (Operating Principal 3.2)

b. Temple has a September 14, 1999 letter from George Moore, University Counsel, to Mr. James Walker, Chair NCAA Committee on Athletic Certification enclosing plans to address certain strategies for improvement. In addition, Temple has developed plans for addressing graduation rates for football student-athletes and gender and racial equity in its programs, other issues addressed in its first cycle certification review. Those materials will be part of the self-study committee's review. The plans from Temple's first certification review were:

Temple University Department of Athletics
Comprehensive Plan for Gender Equity (Operating Principal 3.1)

Plan 1:

*Issues in the Self Study - Increased operational resources for women's teams.

*Intended End Results - Additional operational resources will be provided for Women's sports, specifically in the areas of recruiting and travel.

Priority for expenditures;

- (1) Volleyball/Lacrosse,
- (2) Soccer/Basketball/Softball;
- (3) Track/Field Hockey.

*Individuals/Offices Responsible - Director of Athletics, Senior Woman Administrator, Assist. AD. Sports Admin. & Commun, Asst. AD Admin. & Finance, University Budget Office.

*Specific Timetable - Allocations to be Completed by FY 2000-01.

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Plan 2:

*Issues in the Self Study - Increased promotional materials for women's teams.

*Intended Ends Results - A continuation of increased support in promoting Women's athletics. The intended end result is increased attendance at Women's events as well as increased financial support through Owl Club contributions.

*Individuals/Offices Responsible - Director of Athletics, Senior Woman Administrator (Asst. AD Advert. & Promo), Assist. AD Dev. & Corp. Sponsors.

*Specific Timetable - A continuous effort throughout the five year period of 1998 - 2003.

Plan 3:

*Issues in the Self Study - Sustain participation rates for women's teams.

*Intended Ends Result - To maintain current participation rates of 50% Women and 50% Men.

*Individuals/Offices Responsible - Sr. Associate Director of Athletics, Senior Woman Admin., Asst. AD Admin. & Commun, Coaches.

*Specific Timetable - Ongoing (annual process)

Plan 4:

*Issues in the Self Study - Increased coaching positions (full and assistant) for women's teams.

*Intended Ends Results - To hire a Restricted Earnings Coach in Women's Volleyball, elevating the part-time softball coach to full-time, and adding additional part-time coaching position to Women's Track.

*Individuals/Offices Responsible - Director of Athletics, Asst. AD Admin. & Finance, University Budget Office.

*Specific Timetable - To be completed by FY 2000-01.

Plan 5:

*Issues in the Self Study - Equitable playing & practice facilities for men and women in future relocation/ construction of athletic facilities.

*Intended Ends Result - To insure future playing and practice facilities, currently planned for the athletics program, provide equitable treatment of both Women's & Men's programs.

*Individuals/Offices Responsible - Director of Athletics, Sr. Assoc. Director of Athletics, Senior Woman Administrator, Asst. AD.

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Facilities, University Facilities
and Budget offices.

*Specific Timetable - To be accomplished on an ongoing basis during
planning and construction.

Plan 6:

*Issues in the Self Study - To Provide GIA scholarship assistants
for Women sports approaching 50/50
participation rates.

*Intended Ends Result - The intended end result is attached.

*Individuals/Offices Responsible - Director of Athletics, Sr. Assoc.
Director of Athletics, Senior
Woman Administrator.

*Specific Timetable - To be completed by FY 2002-2003.

Plan 7:

*Issues in the Self Study - To provide improvements to existing
study hall and advising facilities, and
increased computer availability.

*Intended Ends Result - Enhancement of the academic advising program
and a consolidation of available resources.

*Individuals/Offices Responsible - Sr. Assoc. Director of Athletics,
Asst. AD Admin. & Finance, Asst.
AD Facilities, Director of
Academic Services.

*Specific Timetable - To be completed by FY 1998-99.

Temple University Department of Athletics
Gender Equity Plan for Improvement
Scholarship Allocations

The following allocation table has been established for grants-in-aid scholarships for Women and Men. These scholarship allocations represent future maximum scholarships available in each sport. Actual scholarships granted may vary depending on such factors as unforeseen attrition and coaches decisions to "bank" scholarships in a given year for future allocations.

The plan for improvement calls for full implementation of the following Scholarship Allocation Table by FY 2002-03:

WOMEN Current NCAA AY '96-97 AY '97-98 AY 2002-03
Maximum Allocations Actual Allocations

Track	18	15.00	15.79	16.00
Basketball	15	13.00	14.00	15.00
Volleyball	12	11.00	10.00	12.00
Soccer	12	9.63	10.63	12.00
Lacrosse	12	8.38	8.65	12.00
Field Hockey	12	11.20	11.02	12.00
Softball	12	7.61	7.61	12.00
Crew	20	7.79	8.28	12.00
Gymnastics	12	8.74	8.74	6.00
Tennis	8	5.00	5.93	6.00
Fencing	5	3.22	3.85	5.00
Subtotal		100.57	104.50	120.00

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MEN Current NCAA AY '96-97 AY '97-98 AY 2002-03
 Maximum Allocations Actual Allocations

Football	85.0	85.00	82.00	85.00
Basketball	13.0	9.00	11.00	13.00
Soccer	9.9	7.51	6.75	6.50
Baseball	11.7	9.69	9.53	6.50
Track	12.6	11.59	9.18	5.00
Crew **	7.15	10.71	0.00	
Gymnastics	6.3	5.31	4.35	3.60
Golf	4.5	3.00	3.02	1.50
Tennis	4.5	4.28	4.45	1.50
Subtotal	142.53	140.99	122.60	

Note: Allocations will be appropriately adjusted to reflect future changes in NCAA maximum allocations.

TEMPLE UNIVERSITY DEPARTMENT OF ATHLETICS COMPREHENSIVE PLAN FOR MINORITY OPPORTUNITIES (NCAA Operating Principal 3.3)

Plan 1:

*Issues in the Self Study - Identification and recruitment of qualified minority student-athletes in accordance with University admissions policies and desired levels of competition.

*Intended Ends Result - To continue Temple Athletics' tradition of strong minority representation on athletic teams.

*Individuals/Offices Responsible - Sr. Assoc. Director of Athletics, Assoc. AD Sports Admin, Head Coaches and University admissions office.

*Specific Timetable - Implemented on a continuing basis with minority participation reports submitted to the Advisory Committee on Intercollegiate Athletics on an annual basis.

Plan 2:

*Issues in the Self Study - Pro-active identification of qualified minority candidates to fill vacant positions in administration and coaching.

*Intended Ends Result - To continue the Department's current policy of a pro-active program of identifying qualified minority candidates.

*Individuals/Offices Responsible - Director of Athletics, University Personnel Services, University Office of Affirmative Action.

*Specific Timetable - Identification of qualified candidates on an on-going basis in anticipation of available positions.

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Plan 3:

*Issues in the Self Study - Identification of qualified minority candidates to fill vacant advisory board positions

*Intended Ends Result - To increase minority representation of current advisory boards.

*Individuals/Offices Responsible - Director of Athletics in cooperation with specific board's appointment authority.

*Specific Timetable - Implemented as board positions become available.

Plan 4:

*Issues in the Self Study - Commitment to identify qualified female coaches for coaching positions. (repeat from gender equity plan #4, NCAA Operating Principal 3.1)

*Intended Ends Results - To continue the Department's current policy of pro-active program to identify qualified female coaches, recognizing the primary objective of providing the best possible coaching for our student athletes.

*Individuals/Offices Responsible - Director of Athletics, Senior Woman Administrator, Assoc. AD Sports Admin. & Commun., University Personnel Services.

*Specific Timetable - Implemented as positions become available.

The Plans from Temple's previous Self-study were:

1. The appointment of an Academic Review Committee by the Chair of the Advisory Committee on Intercollegiate Athletics, commencing Fall Semester 1998, to review and approve academic support programs on an annual basis. (NCAA Operating Principals 1.1 and 2.2)
2. A published schedule of meetings for the Student-Athlete Advisory Committee. To be prepared by the Assistant Athletic Director for Sports Administration and Communications for the 1998-99 Academic Year. (NCAA Operating Principal 1.2)
3. Department rules education calendar of meetings and educational materials distribution will be established by the Director of Compliance and will be added to the "Guide to Rules Compliance." To be completed by August 1998. (NCAA Operating Principal 1.2)
4. Procedures for annual outside audit of rules compliance procedures will be included as part of the "Guide to Rules of Compliance." To be completed by the Director of Compliance by August 1998. (NCAA Operating Principal 1.2)
5. To address the noted shortcoming of a periodic review and approval of the athletics academic support program the following plan for improvement will be implemented by the Department:

The Chair of the Advisory Committee on Intercollegiate Athletics will appoint an Academic Review Committee comprised of school and college academic advisors, as well as representatives of the Office of the Vice Provost for Undergraduate Studies, to review and approve the athletic academic support services on an annual basis.

The annual review will take place at the conclusion of the Spring Semester, beginning Spring Semester 1999.

Recommendations by the review committee will be implemented at the beginning of the succeeding Fall Semester. (NCAA Operating Principal 2.2)

B. Major Components of the Self-Study

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1. The Chair of the Steering Committee is William T. Bergman, Vice President for Operations. He is a member of Temple's senior management team and has no supervisory responsibility for Temple's Department of Athletics.

2. The Steering Committee consists of the following members:

William T. Bergman - Vice President, Operations Chair

Eleanor W. Myers - Assoc. Professor Law, FAR, Chief Writer

Anne K. Nadol Director of Operations, Office of the President Campus Liaison

Jamie Abercrombie - Student-Athlete (Men's Baseball)

Clarence D. Armbrister - Executive Vice President and Chief Operating Officer (until December 2007)

David Baron - Professor and Chair, Department of Psychiatry

William Bradshaw - Director of Athletics

Rhonda Brown - Associate Vice President, Office of Multicultural Affairs

Ellen Henderson Brown, Director - Student Athlete Academic Advising and Support Center (as of January 2008)

Richard M. Englert - Deputy Provost, Dean-University College

Mark Eyerly - Associate Vice President, Communications (until December 2007)

Kristen Foley - Associate Athletic Director, Senior Woman Administrator

Sherryta Freeman - Associate Athletic Director for Compliance and Student Services

Stephanie Gillin - Chief of Staff and Associate Vice President for Administration and Planning, Office of the Provost

Joseph Giunta - Associate Director of Athletics

Valerie Harrison - Associate University Counsel

Ann Weaver Hart - President

James W. Hilty - Professor and Acting Dean Temple University Ambler

Erin McNamara Horvat - Assoc. Professor, Urban Education, Chair Department of Education Leadership and Policy Studies

Michael Jackson - Professor and Director of Sports/Recreation Administration

Peter Jones- Vice Provost for Undergraduate Affairs

Betsy Leebron - Professor, Department of Broadcasting, Telecommunications and Mass Media

Kimberly Marsh - Athletic Certifying Officer

Vicki Lewis McGarvey - Associate Vice President for Academic and Faculty Affairs

William Mills - Member, Board of Trustees

William Mlkvy - Alumni Representative

Theresa Powell - Vice President for Student Affairs

Timm Rinehart - Associate Vice President Enrollment Management

Ann McKernan Robinson- Alumni Representative

Bonnie Rosen- Head Coach, Women's Lacrosse

Michael Sachs - Professor, Department of Kinesiology

Winter Sneed - Student-Athlete (Women's Gymnastics)

Eric Stephenson - Student Vice President for Academic Affairs, Temple Student Government

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Ex officio: Linda Bruno, A 10 Commissioner (replaced by Kelly Webb, March 2008)
Rick Chryst, MAC Commissioner

NCAA Re-certification Subcommittees

1. Governance and Commitment to Rules Compliance

Chair: Richard M. Englert - Deputy Provost
James D. Abercrombie - Men's Baseball Student Athlete
William C. Dunkelberg* - Professor of Economics, Fox School
of Bus. & Mgmt.
JoAnne Epps* - Associate Dean, Law School & former FAR
Sherryta Freeman - Associate Athletic Director for Compliance and Student Services
Stephanie Gillin - Chief of Staff and Associate Vice President for Administration and Planning, Office of the Provost
Michael Jackson - Professor and Director of Sports/Recreation
Administration
Ed Mahaney, Jr.* -Owls Club representative
Bonnie Rosen - Head Coach, Lacrosse

2. Academic Integrity

Chair: Vicki Lewis McGarvey - Associate Vice President for Academic
and Faculty Affairs
Robert Aiken* - President, Faculty Senate, Chair, Computer
and Information Sciences
Christopher Dennis* - Associate Vice Provost, Undergraduate
Affairs
Peter Jones - Vice Provost, Undergraduate Studies
Betsy Leebron - Professor, Department of Broadcasting,
Telecomm. and Mass Media
Ellen Henderson Brown, Director - Student Athlete Academic Advising and Support Center (added January 2008)
Kimberly Marsh - Athletic Certifying Officer
John Morris* - Director, Student Financial Services
Timm Rinehart - Associate Vice President Enrollment Management
Alexiss Robinson* - Assistant Athletic Director for Compliance and Student Services
Karen Sofranko* - Director of Advising
Eric Stephenson - Vice President for Academic Affairs, Temple
Student Government

3. Equity and Student Athlete Well Being

Chair: Clarence D. Armbrister - Executive Vice President and C.O.O.(replaced by Valerie Harrison, Associate
University Counsel, December 2007)
Raymond F. Coughlin - Associate Professor, Mathematics
Department
Kathryn D' Angelo* - Associate Dean of Students
Sandra Foehl* - Director, Office of Multi-Cultural Affairs
Kristen Foley - Associate Athletic Director, Senior Woman
Administrator
Joe Giunta - Associate Director of Athletics
Valerie Harrison - Associate University Counsel
Erin McNamara Horvat - Assoc. Professor, Urban Education,
Chair Department of Education
Leadership and Policy Studies
Catherine M. Paster* - Assistant Vice President, Office of
Management Analysis (replaced by Michelle Lai, Director, Office of the Executive Vice President, December 2007)
Eric Roedl* - Director, Finance and Administration, Athletics
Michael Sachs Professor- Department of Kinesiology

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Winter N. Sneed - Women's Gymnastics Student-Athlete

* Not on Steering Committee

The Steering Committee and the subcommittees were chosen to comply with the NCAA's requirements and its guidance. The Steering Committee is comprised of an adequate number to perform the duties and responsibilities of the process, is broad-based, represents a balance between athletic and non-athletic department personnel, has full access to information, and time to devote to the self-study. The subcommittees are not chaired by athletic department staff members, and the subcommittee chairs are all members of the steering committee.

3. Responsibilities of Steering Committee and Subcommittees

The Steering Committee and subcommittees have been charged with collecting and organizing the data for the self-study, providing opportunities for input from campus groups, including student athletes (two student-athletes and one non-athlete are serving on the Steering Committee and one student is on each sub-committee), reviewing the drafts and final reports, communicating regularly and maintaining appropriate written records of meeting dates, individuals in attendance and those responsible for writing the reports.

4. Institutional Liaison

Anne Nadol, Director of Operations, Office of the President, is the Campus Liaison. She is responsible for assisting in the logistics for producing the self-study and facilitating the NCAA's evaluation of the re-certification process, including the peer-review team visit.

5. Conference Assistance

Temple is a member of the Mid—American Conference for football and the Atlantic-10 Conference for most other sports. We invited both conferences to have designees serving ex officio on the Steering Committee and they received notices of all Steering Committee meetings. In addition, Conference representatives were invited to be present for the orientation meeting, and for the introductory and exit meetings of the evaluation visit. Temple will also seek the guidance of its Conferences in any corrective actions required by the NCAA in connection with this certification review.

6. Outline and Schedule

June-August 2007 - President Hart appoints Chair, Institutional Liaison, Chief Writer, Steering Committee and Subcommittees

August 2007 - Chair William Bergman supervises preparation of tentative written plan for completing self-study

September 2007 - Tentative written plan for completing self-study sent to NCAA

October 10, 2007 - Initial organizational meetings of Steering Committee

October 19, 2007 - Orientation Video Conference

November 2007 - Steering Committee Chair William Bergman, Chief writer Eleanor Myers, Campus Liaison Anne Nadol and selected members of the Steering Committee meet with campus groups including The Athletic Committee of Board of Trustees, Council of Deans, Faculty Senate, Administrative Council, Temple University Student Government, Student Athlete Athletic Council, Owl's Club, Alumni association and neighbors of the campus community for input and suggestions regarding self-study process.

November 2007- January 2008 - Subcommittees work with appropriate personnel to compile responses to self-study instrument.

January 2008 - Subcommittee chairs provide briefings to appropriate campus constituencies and gather responses.

January 25, 2008 - Subcommittee chairs prepare drafts of self study for Steering Committee.

February 15, 2008 - Steering committee evaluates self-study drafts against NCAA operating principles and develops plans for improvement. (1/2 day meeting)

February and March 2008 - Chief writer Eleanor Myers, assisted by Campus Liaison Anne Nadol, compiles subcommittee draft reports, input from campus constituencies, and feedback from Steering Committee into draft self-study report

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March 28, 2008 - Draft self-study report presented to Steering Committee and provided for input to campus community via Temple web site. Availability of draft self-study report is announced in Temple Today with link to study and is sent by email to the entire campus community. The announcement identifies how to submit comments.

April 2008 - Final self-study is prepared incorporating input from Steering Committee and campus community

May 1, 2008 - Self-study is sent to NCAA

Fall 2008 - Peer review visit (scheduled October 29-31, 2008)

7. a. The chief report writer is Eleanor W. Myers, Associate Professor of Law and Faculty Athletics Representative

b. Prof. Myers will be assisted by Anne Nadol, Director of Operations, Office of the President, who will assure the availability of computer, internet and secretarial assistance necessary for collecting the data and producing report drafts. In addition, she will assure that the subcommittee chairs have access to the resources necessary to prepare their reports. In addition Ms Nadol will be responsible for scheduling the rooms for meetings and public forums.

c. There will be regular opportunities for campus input into the preparation of the self-study report. The final self-study report will be posted on Temple's Web site, will be announced in Temple Today, and will be presented to Temple's community neighbors. A press release will be issued which includes information on accessing the full self-study report.

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

Temple University Mission Statement - December 2004

Temple University is a national center of excellence in teaching and research with an international presence.

Temple's talented faculty and its broad curriculum of nearly 300 academic programs provide superior educational opportunities for academically talented and highly motivated students, without regard to their status or station in life. Temple's richly diverse student population and the dramatic growth of Temple's residential campus community of student scholars enrich the educational and extracurricular life of all Temple's people.

While the University especially serves students from Greater Philadelphia, it is enlivened by a rapidly increasing number of students from across Pennsylvania, throughout the nation, and around the world. Temple maintains an international presence with campuses in Tokyo and Rome and prestigious programs in London, Beijing, and six other locations worldwide.

A long-time leader in professional education, Temple prepares the largest body of practitioners in Pennsylvania and is among the nation's largest educators in the combined fields of medicine, dentistry, pharmacy, podiatry and law. In addition, Temple offers more than four dozen doctoral and more than 100 master's degree programs that contribute to research and scholarship. Temple seeks to create new knowledge that improves the human condition and uplifts the human spirit. To achieve this goal, Temple maintains its commitment to recruiting, retaining, and supporting outstanding faculty that prize diversity of thought, excel in scholarly endeavors, and support the aspirations of capable students.

Temple Department of Intercollegiate Athletics Mission Statement - Adopted summer 2005

The Temple University Department of Intercollegiate Athletics is committed to pursuing excellence at the Division 1-A level, and providing opportunities for its diverse student-athletes to maximize their athletic, academic, and life-skill potential. The Department will provide high level coaches and administrators, whose goal is to instill a winning attitude on and off the field of play through core values such as teamwork, leadership, and service to others. As one of the most visible messengers of the Temple story, the Department of Intercollegiate Athletics strives to be a unifying force for the University with the City of Philadelphia, the Commonwealth of Pennsylvania, as well as the nation.

Governance and Commitment to Rules Compliance

Operating Principle

1.1 Institutional Control, Presidential Authority and Shared Responsibilities

Self-Study Items

1. List all "corrective actions", "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). In each case, provide: (a) the original "corrective action", "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

This item is not applicable since there were no NCAA-imposed corrective actions for Operating Principle 1.1.

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

The original plan for improvement was as follows: "The appointment of an Academic Review Committee by the Chair of the Advisory Committee on Intercollegiate Athletics, commencing Fall Semester 1998, to review and approve academic support programs on an annual basis."

Temple's Plan from First-Cycle Certification: To address the noted shortcomings of a periodic review and approval of the athletics support program the following plan for improvement will be implemented by the Department:

The Chair of the Advisory Committee on Intercollegiate Athletics will appoint an Academic Review Committee comprised of school and college academic advisors, as well as representatives of the Office of the Vice Provost for Undergraduate Studies, to review and approve the athletics academic support services on an annual basis.

The annual review will take place at the conclusion of the Spring Semester, beginning Spring Semester 1999.

Recommendation by the review committee will be implemented at the beginning of the succeeding Fall Semester.

There was substantial personnel change at the highest levels of University and athletics leadership following the first-cycle certification and the submission of the plan for improvement. A presidential search was conducted in 1999 after Peter J. Liacouras announced his intention to step down. Dr. David W. Adamany became President in July 2000. A search for a new provost was conducted by Adamany, and the new Provost selected a new Vice Provost for Undergraduate Studies. An interim Athletic Director succeeded Dave O'Brien for several months in 2002 until current Athletic Director Bill Bradshaw was named in August 2002. The direct reporting lines for the Department of Athletics also changed during this period. At the time of the first cycle self study, the Department of Athletics reported to Executive Vice President James White. In 1999, Dr. Richard Englert, then Vice President for Administration, became the direct report after Vice President White retired. In 2003, Senior Vice President Clarence Armbrister assumed the direct report, until President Ann Weaver Hart changed the direct reporting line to her in 2006. As a result of these transitions, the plan for improvement was not formally implemented as written. However, athletic academic support was the subject of considerable presidential and provostial oversight and various reviews and audits were performed. As a result of this scrutiny, levels of coordination and oversight by the Office of the Provost for advising and other academic functions related to student-athletes increased over this time period, ultimately resulting in plans to bring academic support for student-athletes into the provost's portfolio under the direct supervision of the Vice Provost for Undergraduate Studies, a position now held by Peter Jones.

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Soon after Dr. Ann Weaver Hart became President of Temple University in July 2006, she gave the Athletic Director a direct report relationship. She also began actively monitoring Temple's APR progress and providing regular briefings to the Board of Trustees' Committee on Athletics. In 2006, she also appointed Eleanor Myers to be Temple's Faculty Athletic Representative and established a regular meeting with her at which APR and other matters are discussed. In 2007, President Hart reactivated the Temple University Presidential Advisory Committee on Intercollegiate Athletics (PACIA) which replaced both the Temple University Advisory Committee on Intercollegiate Athletics (established in 1993) and the Athletics Advisory Board (established in 2002). PACIA is comprised of faculty, coaches, students (including student athletes), alumni, and administrators, and is chaired by the Faculty Athletics Representative. It is required to meet at least three times per year. This group also formed the core of the Steering Committee which conducted this recertification self-study.

President Hart also accelerated the pace of already planned changes to move student-athlete academic advisors and student-athlete academic support personnel into a single unit, reporting to the Provost. In 2006, following a national search, the University hired an Athletic Certifying Officer, Kimberly Marsh, who reports to the Provost through the Office of the Vice Provost for Undergraduate Studies. In the summer of 2007, the University completed plans for redesigning the delivery of academic advising and academic support services to student-athletes. The plans were informed by a series of pilot programs and by extensive planning discussions between and among senior administrators in the Department of Athletics, the Executive Vice President's office, the FAR, and representatives from the Provost's office, culminating in the creation of the Student Athlete Academic Advising & Support Center (SAAASC). Effective October 1, 2007, all academic advisors and academic support coordinators were organized to report through the Office of the Provost, with direct supervision provided by the Office of the Vice Provost for Undergraduate Studies. By January 15, 2008 national searches were completed resulting in the hiring of the first Director of the Center and three senior academic advisors, all with at least masters degrees and combined experience in professional academic advising and in support for student-athletes. The three advisors are dedicated to the student-athlete population. (One also works as a part-time academic coordinator for student-athletes.) They are joined by four full-time academic coordinators, two graduate student externs who serve as coordinators and a dedicated learning specialist [search in progress as of Spring 2008] as well as an administrative support person. SAAASC will be housed in newly renovated space at a cost of approximately \$300,000. The total salary budget for this area has increased dramatically since the 2005-06 academic year, going from \$263,702 to approximately \$469,791. In addition, the University has expended over \$200,000 on capital improvements to physical study space for student-athletes and has increased its budget for tutorial services by 18% since 2005-2006. The total budget for SAAASC is now approximately \$800,000.

The newly created SAAASC is the nexus for the delivery and oversight of academic advising and support for student-athletes. It works closely with the other academic support units within the university (e.g., Math/Science Resource Center, University Writing Center, Academic Resource Center). As all of these units report to the Office of the Provost, these services fall under the normal oversight provided by the Provost on a continuing basis. In addition, the Office of the Deputy Provost oversees a process of Periodic Program Review for academic programs and other units that are part of the provost's portfolio.

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

During the period since the last certification process, a number of organizational changes were implemented to ensure oversight of intercollegiate athletics in accordance with Operating Principle 1.1.

Temple appointed a new Director of Athletics (William Bradshaw) in August, 2002, after the previous Director of Athletics (David O'Brien) resigned effective February 15, 2002 and after Jack Lengyel served as Acting Director of Athletics during the interim. Beginning in 2006, the reporting relationship of the Director of Athletics was changed. The A.D. now reports directly to the President (whereas previously the A.D.'s immediate superior was the Executive Vice President).

The reporting lines for the academic advising and support office for student-athletes were also changed since the last NCAA certification review. Effective July 2006, the function of student-athlete academic advising was moved from the Department of Athletics to the portfolio of the Provost. Effective October 1, 2007, academic support for student-athletes was reconfigured and moved from the Department of Athletics into the Student Athlete Academic Advising & Support Center (SAAASC), the Director of which reports directly to the Vice Provost for Undergraduate Studies, who in turn reports directly to the Provost.

The organizational structure for the Athletics Certifying Officer was also changed. Previously, the certifying function resided in the University Registrar, who depended on the Compliance Office in the Department of Intercollegiate

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Athletics for knowledge and interpretation of NCAA rules. The Registrar at that time reported to the Executive Director of the Office of Planning and Policy Analysis. Effective July, 2006, a restructured position of Athletics Certifying Officer was filled to combine in one person the knowledge and interpretation of both University academic policies/rules and NCAA rules. This new position now reports directly to the Vice Provost for Undergraduate Studies, who in turn reports to the Provost.

Since the last certification review, the following changes in policy were implemented:

- The University's policy on sexual harassment was amended to include the conduct of coaches vis-a-vis student athletes. Specifically, athletics coaches are included in the listing of faculty, advisors and others who have an instructional role with University students. Prohibited conduct between coaches and student-athletes includes making a sexually suggestive or intimidating remark, asking a student-athlete for a date or sexual favor or in other ways making a sexual advance to the student-athlete, or any sort of sexual or romantic advances or relationship between the student-athlete and the particular coach while that student-athlete is under the tutelage of the coach.

- The President approved a policy on the formation of a new committee, the Presidential Advisory Committee on Intercollegiate Athletics (PACIA). The PACIA conforms to NCAA Bylaw 6.1.2.1 in its composition. This Committee replaced both the Temple University Advisory Committee in Intercollegiate Athletics, established in 1993, and the Athletics Advisory Board, established in 2002 and is charged with making "recommendations on issues such as: enhancing student athlete well-being, gender equity in athletic opportunities, sportsmanship, academic integrity, non-discrimination and diversity processes to assure NCAA rules compliance, and such other matters on which the President specifically requests advice." It reports regularly to the President and, as requested, to the Board of Trustees Committee on Athletics.

- A new policy was established regarding representatives of athletics interests. The policy addresses requests by trustees, University officers, deans and other senior administrators for benefits (e.g., tickets), access during athletics events and traveling with athletics teams.

- An official visit policy was instituted by the Department of Intercollegiate Athletics.

- The Student-Athlete Handbook was revised, and a further revision will be completed for Fall, 2008. The revision includes recommendations by an outside consultant engaged for this purpose. The goal is to create a more user-friendly document including an on-line version.

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

The Board of Trustees is responsible for providing overall oversight and establishing broad policies for all Temple University operations, including the Intercollegiate Athletics program. The President, to whom the Director of Athletics directly reports, has the ultimate responsibility and authority for the intercollegiate athletics program's operations and personnel.

In accordance with institutional policies, the Board's decision processes vary by type of issue being addressed. There are established processes for annual budget approval, authorization of capital expenditures, review of audits, authorization of major contracts, establishment of development and fundraising targets, and the naming of facilities, programs and units. These decision processes are the same for the Intercollegiate Athletics program and for all other University programs. Board decisions are regularly made on recommendation of the President and after review by the appropriate Board of Trustees committee. For example, the Board of Trustees Facilities Committee reviews capital expenditure projects over a certain dollar threshold for both athletics and non-athletics facilities. The Academic Affairs Committee reviews certain types of academic issues (such as the approval of new degree programs) that affect all students, including student-athletes. The Committee on Athletics reviews athletics issues. In addition, the Board is regularly consulted by the President on issues that have the potential to affect the University's academic stature internationally, nationally, regionally and locally and on issues and structures of interest to the University's key constituencies including faculty, students and alumni/ae.

Annual Operating Budget Approval: The annual budget of the University includes lines for intercollegiate athletics as well as lines for all other University units. This budget is reviewed with the Business and Finance Committee and the Executive Committee prior to Board of Trustees approval.

Hiring Football Head Coach: The search committee for the football coach consulted with the Chair of the Board of

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Trustees regarding a proposed long-term contract for the new coach. The Chairman of the Board also met with the coach before the final decision was made by the President. The coach was hired in December, 2005.

Hiring Men's Basketball Coach: Since the previous President had announced in January, 2006 his intention to retire at the end of the 2005-06 academic year, the Chairman of the Board of Trustees was regularly consulted on the search for the head coach of the Men's Basketball team, and the Chair of the Board of Trustees Committee on Athletics also was consulted during the process. The search committee reported directly to the Chairman of the Board. The Chairman of the Board and the Chairman of the Board's Committee on Athletics met with the leading candidate and the eventual choice. This coach was hired in April, 2006, and the Chairman of the Board reviewed the long-term contract for him. This is in keeping with the Board's practice of carefully scrutinizing major decisions that will bridge administrations.

Hiring of Women's Basketball Coach: The Chairman of the Board of Trustees and the Chairman of the Board of Trustees Committee on Athletics were consulted before the President's decision to approve the appointment of the Head Coach of Women's Basketball.

Discipline of Men's Basketball Coach: The President reported to the full Board of Trustees on the circumstances surrounding the disciplining of the previous Head Coach of Men's Basketball.

Reorganization of Reporting Lines: The reorganization of the reporting lines for the Director of Athletics, the academic support office and the Athletics Certifying Officer were reported to the Board of Trustees by the President through the Board of Trustees Committee on Athletics. In addition, these reporting lines were reflected in the annual budget, which is approved by the entire Board of Trustees. This is in keeping with the practice of the President reporting to the Board of Trustees regarding all major changes in organizational structure and implementing such changes through the line item budget approved by the Board of Trustees.

Audits of Intercollegiate Athletics: The Athletics Committee of the Board of Trustees as well as the Board's Audit Committee review audit reports regarding the intercollegiate athletics program.

Board Task Force on Athletics: A special committee of the Board of Trustees, entitled the Task Force on the Role of Intercollegiate Athletics at Temple University, was formed by the President and the Chairman of the Board in January, 2004. The Task Force was composed of 6 trustees, the Chairman of the Board, the President, the Faculty Athletics Representative, and one representative each from the alumni, students and faculty. The Task Force's charge was to look broadly at the intercollegiate athletics program. The Task Force met several times during 2004, and because of the long-term issues facing the football program, focused on the future of that program. In December, 2004, the Task Force recommended that the football program remain at the Division I-A level and that the program seek membership in the Mid-American Conference.

Conference Affiliation: During Spring, 2005, the Board of Trustees, through its Chairman, was consulted regarding affiliation with the Mid-American Conference for football.

Major Infractions Case: The NCAA major infractions case was reported to the Board of Trustees through the Board's Committee on Athletics on several occasions from September 2006 through April 2007.

Naming of the Baseball Facility: Upon recommendation of the Vice President for Development and the Director of Athletics, the President recommended to the Board Development Committee the naming of the baseball facility. On the Committee's recommendation, the naming was approved by the full Board of Trustees.

Naming of Basketball Coach Position: Upon recommendation of the Vice President for Development and the Director of Athletics, the President recommended to the Board Development Committee the naming of the Head Women's Basketball Coach Position. On the Committee's recommendation, the naming was approved by the full Board of Trustees.

Academic Progress Rate (APR) Status and Graduation Rates: The Board of Trustees Committee on Athletics regularly reviews the APR status of the sports in the Department of Intercollegiate Athletics. It is also provided with a report on the graduation rates of student-athletes.

Policy on Presidential Advisory Committee: The Board of Trustees Committee on Athletics was consulted by the President regarding a new policy on the establishment of the Presidential Advisory Committee on Intercollegiate Athletics.

Sports Facilities at Ambler: The Board of Trustees approved the construction of new sports facilities at the Ambler Campus: competition and practice fields for men's and women's soccer, softball and baseball and a support facility. This approval was on the recommendation of the Facilities Committee and the President, based on proposals from the Executive Vice President and the Director of Athletics, who consulted with a number of constituencies.

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Approval of Stadium Contract: Upon recommendation of the President, the board of Trustees approved an agreement for the use of Lincoln Financial Field for home football games.

Other Facilities Improvements: Upon recommendation of the President and the Board Facilities Committee, the Board of Trustees approved the replacement of the track of Geasey field. The Board was also informed about the President's decision to approve the replacement of the Astroturf of the football practice field.

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

Budget Approval: The President, along with the Board of Trustees, has final authority in approving the annual budget of the Department of Intercollegiate Athletics.

Hiring of the Football Coach: Upon recommendation of the Director of Athletics and after consultation with the Chairman of the Board of Trustees, the President approved the appointment of the Head Coach of Football.

Hiring of Women's Basketball Coach: The President, on recommendation of the Director of Athletics and Vice President for Administration and in consultation with the Chairman of the Board of Trustees and the Chairman of the Trustees Committee on Athletics, approved the appointment of the Head Coach of Women's basketball.

Discipline of Men's Basketball Coach: The President reported on the disciplining of the previous Men's Basketball Coach to the Board of Trustees.

Athletics Personnel Contract Extensions: The President, in consultation with the Chair of the Board of Trustees, approved contract extensions for the Director of Athletics and the head coach for Women's Basketball, the latter on recommendation of the Director of Athletics.

Reorganization of Reporting Lines: The reorganization of the reporting lines for the Director of Athletics, the academic advising and support office and the Athletics Certifying Officer were approved by the President on recommendation of the Executive Vice President, the Provost and the Director of Athletics.

Audit Reviews: The President reviews audit reports of the Department of Internal Audits regarding the Department of Intercollegiate Athletics.

Board Task Force on Athletics: The President and the Chairman of the Board of Trustees formed the Task Force on the Role of Intercollegiate Athletics at Temple University in January, 2004. The President was a member of this Task Force.

Conference Affiliation: The President played a significant role in the decision to join the Mid American Conference for football, in 2005.

Major Infractions Case: The President consulted with the Board of Trustees and its Committee on Athletics regarding the major infractions case. The President provided on-going oversight of the work of University Counsel and the Director of Athletics in reviewing and resolving the matter, and provided testimony in person at the Committee on Infractions hearing.

Faculty Athletics Representative: The President selected the Faculty Athletics Representative after consultation with the Provost, the Executive Vice President, University Counsel and the Director of Athletics. The President meets regularly with the Faculty Athletics Representative regarding athletic academic and compliance issues, in particular, and other issues related to athletics as they arise.

Development (including Endowment): The President plays an important role in identifying major donors for intercollegiate athletics.

Naming of Facility and Position: The President, upon recommendation of the Director of Athletics and the Vice President for Development, recommended to the Board of Trustees the naming of the baseball field and the Women's Basketball Coach position.

The President met with Ms Judith Sweet, Temple's outside consultant on Title IX matters during her review of Temple's athletic programs in 2007.

Appointment of NCAA Steering Committee and Subcommittees: The President appointed the Steering Committee conducting the NCAA Self-Study, and has received regular briefings from the Chair of the Steering Committee, the Director of Athletics, the Faculty Athletics Representative and subcommittee chairs regarding the progress of the self-study process. She reviewed and approved the final self-study.

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Establishment of the Presidential Advisory Committee on Intercollegiate Athletics: The President approved the restructuring of the Presidential Advisory Committee on Intercollegiate Athletics and selected the members after consultation with senior officers, the Director of Athletics, the FAR, the faculty senate, and other key constituencies.

Establishment of Sports: The President approved the addition of men's and women's cross country sports, upon recommendation of the Director of Athletics after consultation with the appropriate constituencies.

Construction of Sports Facilities at Ambler: The President recommended to the Board of Trustees approval of the construction of sports facilities for soccer, baseball and softball at the Ambler Campus.

Other Facilities Improvements: Upon recommendation of the Director of Athletics and the Executive Vice President, the President recommended the Board's approval of the replacement of the track of Geasey field and approved the replacement of the AstroTurf of the football practice facility.

Approval of Stadium Contract: Upon recommendation of Director of Athletics, the President recommended to the Board of Trustees approval of an agreement for the use of Lincoln Financial field for Football home games.

Academic Progress Rate (APR) Status and Graduation Rates: The President regularly reviews the APR status of Temple sports, as well as the graduation rates of student-athletes.

Consultation on External Evaluation: The President met with the external consultant from Bond, Schoeneck and King, PLLC (BSK), which was selected to conduct an evaluation of the University's compliance operations and has reviewed Temple's response to the BSK report.

Since 2006, the Director of Athletics now reports directly to the President, and meets at least monthly with her.

6. Describe the process by which the institution makes major decisions regarding intercollegiate athletics. If the institution has different processes for making various major decisions regarding intercollegiate athletics, describe the process for making each major decision. For each process, describe the role and authority of the institution's governing board, the president or chancellor, the athletics board or committee (if one exists), the faculty athletics representative(s), the director of athletics, and any other appropriate campus constituencies (e.g., faculty, students, institutional personnel involved in rules-compliance activities) in the process.

Major decisions regarding intercollegiate athletics may originate with the Director of Athletics, who has the primary responsibility for the administration of the department, or the President of the University, to whom the Director reports and who has ultimate administrative responsibility for all issues relating to intercollegiate athletics.

Input relating to the formulation of policies related to the conduct of the intercollegiate athletics program is provided by the Board of Trustees through its Committee on Athletics, the President, the Presidential Advisory Committee on Intercollegiate Athletics, the Faculty Athletics Representative, other offices of the University as appropriate, as well as the Owl Club Board of Directors and the Athletics department coaches and staff.

The roles of University constituencies vary depending on specific circumstances. In general, the Director of Athletics engages the following individuals or groups:

- President: All matters of substance, recognizing the President's final authority
- Board of Trustees: Budget, major capital projects, general policy matters, and additional items as presented by the President or members of the Board
- Provost: Academic issues, oversight of all academic advising, including advising and academic support for student-athletes, oversight of certifying function, oversight of all undergraduate admissions, including admission of student-athletes.
- Faculty Athletics Representative: Rules compliance, student-athlete welfare, academic progress, APR, academic support and advising, liaison to faculty, University relations, general oversight, NCAA and conference liaison
- Presidential Advisory Committee on Intercollegiate Athletics: Advisory to the President
- Student-Athlete Advisory Committee: Student-athlete welfare issues
- Alumni(ae)/Boosters (Owl Club): Development and promotion issues
- Athletics Coaches and Staff: Administrative issues pertinent to coaches and student-athletes
- Policy decisions having University-wide impact or program changes require Presidential approval and, as outlined above, Board of Trustees approval

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In general, the processes by which major decisions are made for intercollegiate athletics are the same as those made for all non-athletics issues. Two examples are illustrative. Approval of capital expenditures related to facilities renovations requires approval of the Board of Trustees in all cases in which certain dollar thresholds are reached, irrespective of whether the renovations concern intercollegiate athletics or not. Approval of budget lines occur through a unified budget review and approval process culminating in determinative actions by the President and the Board of Trustees.

Hiring of the Director of Athletics: The President, in consultation with the Chair of the Board of Trustees, the Chair of the Board Committee on Athletics and other key trustees, establishes a search committee made up of trustees and members of key constituencies. Upon recommendation of the search committee, the President selects and appoints the Director in consultation with the Board of Trustees.

Hiring of Coaches: The Director of Athletics, in consultation with the appropriate constituencies and in accordance with University hiring policies, is responsible for conducting searches for all head coaches. In the case of the hiring of the head coaches for football, men's basketball and women's basketball, because of the financial and budgetary implications as well as the effect of the hiring on the University's image and reputation, the Director makes a recommendation to the President. As with most decisions having long-range impact, the President may consult with the Chairman of the Board and other members of the Board of Trustees in making the final decision. In the case of the hiring of all other head coaches, the Director of Athletics makes the decision and informs the President of the hires.

Determination of Contract Extensions for Coaches: In the case of football, men's basketball and women's basketball, the Director of Athletics makes a recommendation regarding contract extensions to the President. In the case of all other coaches, the Director of Athletics determines the contract extensions/renewals and informs the President of these determinations.

Determination of Contract Extension for the Director of Athletics: The President makes the decision regarding contract extensions for the Director of Athletics, and may consult with Board leadership in making the final decision.

Determination of Major Conference Affiliation: Upon recommendation of the Director of Athletics, the President makes recommendations to the Board of Trustees about major conference affiliations (e.g., the MAC Conference for football).

Organizational Changes: Upon recommendation of the Executive Vice President, the Provost, and the Director of Athletics, the President makes the determination regarding organizational changes in athletics that extend across the portfolios of senior officers (e.g., the move of academic support from the Department of Intercollegiate Athletics to the portfolio of the Provost).

Construction or Rehabilitation of Athletics Facilities: Upon recommendation of the Director of Athletics and University officers, after the former has consulted with appropriate constituencies, the President approves capital projects (including construction and major renovations of sports facilities) up to certain dollar thresholds. Over those thresholds, the President makes recommendations to the Board of Trustees through the Facilities Committee of the Board.

Naming of Athletics Facilities and Programs: Upon recommendation of the Director of Athletics and the Sr. Vice President for Institutional Advancement, the President recommends to the Board of Trustees the naming of athletics facilities and programs in accordance with Board of Trustees guidelines and policies. These recommendations normally proceed through the Board of Trustees Development Committee after consultation with the Committee on Athletics of the Board.

Approval of Annual Budget: After consultation with the Director of Athletics and University officers and various constituencies, the President determines the annual budget of the intercollegiate athletics programs through Board of Trustees approval of the overall University budget. This approval occurs after review by the Budget and Finance Committee of the Board of Trustees.

Establishment of New Sports: Upon recommendation of the Director of Athletics, after the latter has consulted with appropriate constituencies, the President, in consultation with the Board Committee on Athletics and Board leadership, makes determinations about the establishment of new sports.

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

The University has two main committees dealing with intercollegiate athletics: the Presidential Advisory Committee on Intercollegiate Athletics and the Board of Trustees Committee on Athletics. The composition of each committee is outlined below.

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The composition of the Presidential Advisory Committee on Intercollegiate Athletics is as follows:

- 5 Faculty Representatives, appointed by the President for three-year terms, in consultation with the Faculty Senate
- 4 administration representatives, appointed by the President for three year terms, of whom at least two shall either: (1) hold an academic appointment, (2) be directly responsible to the President, or (3) serve as a chief administrative official (e.g., admissions director, finance officer, department head, or athletics department head)
- 1 NCAA Faculty Athletics Representative (Chair of the Committee)
- 1 athletics coach, nominated by the Director of Athletics and appointed by the President for a two-year term
- 2 student-athletes, nominated by the Director of Athletics and appointed by the President for one-year terms from the membership of the Student Athletics Advisory Committee (one man, one woman)
- 1 student, who is not a student-athlete, nominated by Temple Student Government and appointed by the President for a one-year term
- 1 alumni/ae representative, nominated by the Temple University Alumni Association and appointed by the President, for a two-year term
- Ex officio (non-voting): Provost, Executive Vice President, University Counsel, Vice President for Student Affairs, Director of Athletics, Associate Directors of Athletics, Assistant Athletic Director for Compliance, Director of Academic Support, Athletic Certifying Officer and Director of Academic Advising Center. (Ex officio members may be represented by appropriate designees.)

The chair of the Advisory Committee is the Faculty Athletics Representative. Each year, two faculty representatives shall be designated by the Faculty Senate from the faculty representatives on the Advisory Committee, to serve as non-voting representatives to the Board of Trustees Committee on Athletics. The membership of the Committee for 2007-08 is:

Voting

Faculty

1. Chair - Eleanor Myers - FAR- 1 year term
2. Betsy Leebron - 3 year term / rep. to Board of Trustees Comm. on Athletics
3. Erin McNamara Horvat -3 year term/ rep. to Board of Trustees Comm. on Athletics
4. Michael Sachs -3 year term
5. Michael Jackson -2 year term
6. Dave Baron - 1 year term

Administration

7. Jim Hilty -3 year term (Interim Dean, Ambler)
8. Vicki McGarvey -3 year term (Associate Vice President for Academic & Faculty Affairs, Executive Office of the President)
9. Timm Rinehart - 1 year term
10. Tom Healey -2 year term

Coach

11. Bonnie Rosen - 2 year term

Students

12. Jamie Abercrombie, student athlete - 1 year term
13. Winter Sneed, student athlete - 1 year term
14. Eric Stephenson, non athlete student nominated by TSG -1 year term

Alumni

15. Ann McKernan Robinson - 2 year term

Non-voting, ex-officio

Administration

16. TBD, Executive Vice President
17. Richard Englert, Deputy Provost (Provost Designee)
18. Valerie Harrison, Associate University Counsel (University Counsel designee)
19. Theresa Powell, Vice President for Student Affairs
20. Bill Bradshaw, Director of Athletics
21. Kristen Foley, Associate Director of Athletics
21. Joseph Giunta, Associate Director of Athletics
22. Sherryta Freeman, Associate Athletic Director for Compliance and Student Services
23. Ellen Henderson Brown, Director of Student Athlete Academic Advising & Support Center (SAAASC)

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24. Kimberly Marsh, Athletic Certifying Officer
 25. Karen Sofranko, Director of Advising Center

The composition of the Board of Trustees Committee on Athletics is as follows: 15 voting trustees (including the President and the Chair of the Board of Trustees as ex officio members) and 8 non-voting, advisory members (2 alumni/ae, 2 faculty members, 3 students, one of whom is an alternate) and the Director of Athletics (who serves as staff to the Committee). The Committee's Chair and Vice-Chair are both trustees. The membership of the Committee for 2007-08 is as follows:

2007-2008 Membership
 Committee on Athletics
 Board of Trustees of Temple University

Voting Members

Chair: Lewis Katz (Trustee)
 Vice Chair: Patrick J. O'Connor (Trustee)

Members: Joan H. Ballots (Trustee)
 Theodore Z. Davis (Trustee)
 Ronald R. Donatucci (Trustee)
 Lacy H. Hunt (Trustee)
 Patrick V. Larkin (Trustee)
 Solomon C. Luo (Trustee)
 Joseph Marshall, III (Trustee)
 Theodore A. McKee (Trustee)
 J. William Mills, III (Trustee)
 Robert A. Rovner (Trustee)
 James S. White (Trustee)

Ex-Officio: Daniel H. Polett (Chair of the Board)
 Ann Weaver Hart (President)

Non-Voting Members

Alumni/ae: Aaron Bitman
 Nelson Dunham

Faculty: Erin Horvat
 Betsy Leebron

Students: Eric Stephenson
 Nadine Mompremier
 Brendan Bailes (alt.)

Staff: William D. Bradshaw

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

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

Governance and Commitment to Rules Compliance

Evaluation

1. Does the institution demonstrate that the institution's governing board provides oversight and broad policy formulation for intercollegiate athletics in a manner consistent with other units of the institution? **Currently Yes**
2. Does the institution demonstrate that the president or chancellor is assigned ultimate responsibility and authority for the operation and personnel of the athletics program? **Currently Yes**
3. Does the institution demonstrate that appropriate campus constituencies have the opportunity, under the purview of the president or chancellor, to provide input into the formulation of policies relating to the conduct of the athletics program and to review periodically the implementation of such policies? **Currently Yes**

Governance and Commitment to Rules Compliance

Operating Principle

1.2 Rules Compliance

Self-Study Items

1. List all "corrective actions", "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 1.2 (Rules Compliance). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

Language from the Summary of Actions Taken by NCAA Committee on Athletic Certification, February 22, 1999: "Review and ensure that appointment letters and contracts for athletics personnel comply with provisions of NCAA Bylaws 11.2.1 and 11.2.1.1."

[NOTE: THERE IS NO BY-LAW 11.2.1.1. BY-LAW 11.2.1 READS AS FOLLOWS: "Contractual agreements or appointments between a coach and an institution shall include the stipulation that a coach who is found in violation of NCAA regulations shall be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures, including suspension without pay or termination of employment for significant or repetitive violations. (Revised 3/10/04)"]

All coaches' contracts that are reviewed by University Counsel contain language virtually identical with the wording in NCAA By-Law 11.2.1. For the other coaches' contracts, some include the following language: "In addition to Temple's rules and regulations, your employment at Temple University is dependent upon your abiding by all NCAA and Conference regulations governing Intercollegiate Athletics. You are also required to report annually all athletically related income and benefits from outside the institution to the Athletic Director. Definitions for outside income are found in the contractual agreements section of the NCAA Manual and are available in the Athletic Director's Office. Additionally, NCAA regulations dictate that you may be terminated should you violate any NCAA or Conference regulations."

In all new contracts for coaches, the language will track exactly the language of the NCAA bylaw.

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

The original plan addressed three issues, as follows:

1. "A published schedule of meetings for Student-Athlete Advisory Committee. To be prepared by the Assistant Athletic Director for Sports Administration and Communications for the 1998-99 Academic Year."
2. "Department rules education calendar of meetings and educational materials distribution will be established by the Director of Compliance and will be added to 'Guide to Rules Compliance.' To be completed by the Director of Compliance by August 1998."
3. "Procedures for annual audits of rules compliance procedures will be included as part of the 'Guide to Rules Compliance.' To be completed by the Director of Compliance by August 1998."

The following actions have been taken:

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- Regarding published schedule of meetings: The meetings of the Student-Athlete Advisory Committee (SAAC) are held each month and the schedule for the academic year is distributed to each SAAC representative. The schedule is also posted on the SAAC website, www.owlsports.com. During these meetings, each SAAC representative is charged with communicating pertinent information to his/her individual team and providing useful contributions to SAAC meeting so that they benefit all student-athletes.

- Regarding rules compliance calendar: Coaches' compliance meetings are held the second Tuesday of each month. The schedule is published in the Temple Athletics Compliance Manual. During these meetings, educational materials are distributed to all athletics staff members in attendance - including head coaches, assistant coaches, sport-specific personnel, a representative from athletic training and strength and conditioning. These meetings are also attended by the FAR and representatives of the Student Athlete Academic Advising & Support Center (SAAASC).

- Ongoing procedures for rules compliance audits: The Atlantic 10 Conference completes a review of compliance procedures and systems on a four-year cycle. In addition, the University conducts a yearly review all of financial aid distributed to our student-athletes as a part of an audit of Athletic Business services.

The foregoing processes and procedures have been in place for a number of years. The Steering Committee was unable to confirm the precise dates on which each process began.

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

Since the last certification review, the University has taken a number of steps to improve its compliance operations. These include the following:

- At the start of Fall 2005, the athletics department established a new full-time position in the area of compliance.
- Operating with a Compliance Coordinator for several years, a new position of Assistant AD for Compliance was an addition that helped establish working systems and monitoring procedures in the area of compliance.
- As of January 2008, after further additions, the Compliance Office (now known as the Office of Compliance and Student Services) houses three full-time employees: the Associate AD for Compliance and Student Services, the Assistant Director for Compliance and Student Services, and the Compliance and Student Services Coordinator. This office also has a graduate extern who contributes 20-30 hours per week.
- At the start of Fall 2006, the University added the position of Athletics Certifying Officer to perform the institutional duty of certifying the academic eligibility of all student-athletes for practice and competition. This individual's role also includes the submission of the federal graduation rates, NCAA Graduation Success Rate (GSR) and Academic Progress Rate (APR).
- Beginning August 2006, the Athletics Compliance Office as well as the athletics advising personnel initiated meetings with individuals outside of the athletics department, including Student Financial Services, Admissions, and the academic advisors in each school and college. Specifically, the Compliance Office meets at least annually with the athletic liaison in each office that performs a compliance/ advising function to ensure that the NCAA rules compliance bylaws are understood and to address any concerns.
- The President's Advisory Committee on Intercollegiate Athletics will establish a subcommittee to monitor NCAA compliance activities on an ongoing basis.

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

The activities of the Temple University Owl Club are maintained under the control of Temple University in a number of ways, including the following:

- The Constitution of the Owl Club includes the following provisions describing this control.
 - o The Owl Club is "a non-profit organization within Temple University."
 - o In the event of dissolution, the Owl Club's assets "shall be disposed of in such a manner as may be directed by the President of Temple University."

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o Article IX states that the organization "shall accept and comply with the rules set forth by Temple University, the NCAA and applicable conference(s)."

- The By-Laws of the Owl Club include the following provisions describing the University's control:

o The following "must" be members of the Board of Directors of the Owl Club: the Director of Athletics, the Associate Athletic Director for External Affairs, the Assistant Athletic Director/Development and the Faculty Athletics Representative.

o The following "should (if possible)" be members of the Board of Directors: "one or more University representatives and individuals with expertise in business, finance, law and public service."

o Lists of nominees for the Board are reviewed by the Director of Athletics, the Associate Director for External Affairs and the Assistant Director/Development.

o The Executive Committee of the Owl Club includes the Associate Director of Athletics for External Affairs and the Assistant Athletics Director/Development.

o Persons who may request a special meeting of the Executive Committee include the Director of Athletics, the Associate Director for External Affairs and the Assistant Director/Development.

o Nominees for the positions of the two officers of the Owl Club (President and Vice President, who is also President-elect) are reviewed by the Director of Athletics, Associate Director for External Affairs and Assistant Director/Development.

o Article X states that "The funds of the Owl Club shall be deposited in the Owl Club Fund within Temple University and shall be withdrawn only upon the approval of the Director of Athletics. It is expressly understood that the primary financial goal of the Owl Club is to provide funds for enhancement of the Intercollegiate Athletics Program at Temple University."

o The functions of the Secretary of the Owl Club are performed by staff of the Department of Intercollegiate Athletics.

- In addition, the University has taken the following actions to ensure that booster groups are maintained under the control of the University and operate within the rules of the NCAA:

o All contributions are receipted and deposited with the University.

o All accounts are audited by the University.

o All expenditure of funds must be approved by the Director of Athletics or his designee.

o All outside development and promotional activities are under the direct control of the Owl Club; there are no independent outside organizations.

o The Compliance Office has developed a document entitled "A Guide for Temple Alumni, Athletics Supporters and Representatives of Athletics Interests" which provides detailed information on booster/alumni relations with student-athletes including NCAA By-Law 13.01.5.

o The total number of staff members of the Department of Intercollegiate Athletics who work directly with the Owl Club now numbers four.

o A universal pamphlet for boosters has been developed by the Associate AD for Compliance and Student Services.

o The Owl Club's quarterly publication, "The Insider," includes a compliance section.

o The Associate AD for Compliance and Student Services makes a presentation at each annual meeting of the Owl Club membership.

o Additional information related to this self-study item is also included in the section on rules-education within the response to self-study item #9, below. Of particular importance are the rules-education activities for student-athletes to assist them to avoid improper conduct by boosters.

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

The President, who has been assigned the ultimate responsibility and authority for the operation and personnel of the athletics program, has designated the Director of Athletics as the individual responsible for the institution's rule compliance. The Director directly reports to the President. The Director of Athletics has assigned the Associate

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Athletic Director for Compliance and Student Services as the operational administrator for the institution's rules compliance program. This assignment has been approved by the President of the University.

Reporting to the Associate Athletic Director for Compliance and Student Services is the Assistant Director for Compliance and Student Services and the Compliance and Student Services Coordinator. It is through the Office of Compliance and Student Services that all rules compliance efforts are initiated. It is the charge of this office to monitor all operations of the intercollegiate athletics department and to educate fully all individuals (including coaches, athletics staff members, student-athletes and others with compliance responsibilities) on the NCAA, conference and institutional regulations that the program must follow as a member of the NCAA.

The Associate Athletic Director for Compliance and Student Services is the primary compliance administrator for the institution. As such, the Associate AD oversees all areas of Temple's rules compliance program including but not limited to the certification of student-athletes in conjunction with the Athletics Certifying Officer; student-athlete forms and records maintenance; the declaration and monitoring of playing and practice seasons; the oversight of distribution of financial aid in conjunction with the Office of Student Financial Services; squad list maintenance; the monitoring of on- and off-campus recruiting activities; rules interpretations; processing of eligibility waivers; compliance education; and approvals for camps and clinics. The Associate AD reports to the Director of Athletics and the Associate AD/Senior Woman Administrator (SWA) on a daily basis when dealing with the investigation and reporting of rules violations.

Each coach, both by contractual obligation and job description, is accountable for the NCAA, conference and institutional rules compliance of his/her team, staff and individual student-athletes. All coaches of Temple intercollegiate programs report to either the Associate AD/SWA, Associate AD for Administration or directly to the Director of Athletics, all of whom are knowledgeable regarding NCAA, conference and institutional regulations and communicate regularly with the Associate AD for Compliance and Student Services. The sport administrators for the varsity teams are responsible for monitoring the NCAA compliance of each team under his/her supervision. Recruiting travel and team travel are authorized in advance and actual expenditures are approved after the completion of travel to certify that all appropriate rules and regulations were followed. The Compliance Office assists the sport supervisors in these efforts of monitoring. The purchase of goods and services must also be authorized in advance by the sport supervisor for that particular sport.

The athletics business office headed by the Senior Associate Athletic Director reviews all expense reports for their compliance with institutional, conference and NCAA regulations. Once these expense reports have been approved by the athletics business office, they are forwarded to the University's Senior Vice President/Chief Financial Officer for review and processing. From there, the reports are routed to the University's business offices, including accounts payable when necessary. Vouchers for travel expenditures, recruiting expenses, cash advances, or payments to any coach are routed through the athletics business office and also require a sign-off by the Compliance Office. The Senior Associate AD also oversees the Ticket Manager and, with the assistance of the Associate AD for Compliance and Student Services, ensures that all ticket policies conform to NCAA regulations.

The Faculty Athletics Representative (FAR) position has been historically filled with a professor from Temple University's Beasley School of Law. Currently, Prof. Eleanor Myers, serves as Temple's FAR. In this role, the FAR serves as the chair of the President's Advisory Committee for Intercollegiate Athletics and is the liaison for the athletics department to the Faculty Senate. The FAR is also the conduit through which communication and reports are distributed to the President of the University. The FAR is a member of the athletics department's Academic/Compliance Committee which meets bi-weekly to discuss academic and compliance issues facing the athletics program. (Other members of the Committee include the Director of Athletics, the Associate AD/SWA, the Associate AD for Administration, the Associate AD for Compliance and Student Services and the Assistant Director for Academic Services.) The FAR is the official submitter of self-reports for secondary violations and serves as one of the chief investigators in any cases of major infraction, should one arise. In this role, the FAR also serves as an additional set of eyes in the certification of student-athletes for whom she reviews a sampling of eligibility certifications performed by the Athletics Certifying Officer. The FAR has been consulted about the development and implementation of the APR Improvement Plan and receives regular reports on the academic progress of all student-athletes. The FAR has been designated as the Chief Writer for this self-study report and has worked closely with the Chair of the Steering Committee and the Campus Liaison in all aspects of its preparation.

The Office of Student Financial Services is headed by the Director of Finance. This office determines financial need and awards all need-based packages without regard to athletics ability. Financial need-based aid decisions are made independently by the Office of Student Financial Services without consultation with the athletics department. Athletics aid awards are distributed after a recommendation of aid by the Department of Athletics. However, the Office of Student Financial Services makes the official offer of athletics aid and is charged with monitoring all individual and team limits.

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All undergraduate admissions to Temple University, including for all student-athletes, are determined by the Associate Vice President for Enrollment Management, the Director of Admissions and staff in the Department of Undergraduate Admissions. The Associate Vice President reports to the Provost and has the ultimate authority on all admissions decisions, including whether a particular student qualifies for academic scholarships, honors programs or conditional admission through the Russell Conwell Program, an academic support program. The Associate AD/SWA, the Associate AD for Compliance and Student Services, and the Compliance and Student Services Coordinator routinely communicate with the Admissions Office on the admissions status of student-athletes. The only team that routinely works directly with the Director or Associate Director of Admissions is football, based on the large number of scholarship student-athletes who enroll each year.

The Athletics Certifying Officer, working with the University Registrar, serves as the University Eligibility Officer and reports directly to the Vice Provost for Undergraduate Studies, who in turn reports directly to the Provost. The Athletics Certifying Officer evaluates and certifies all student-athletes for academic eligibility (initial, continuing and transfer eligibility) and provides up-to-date eligibility lists to the Office of Compliance and Student Services. The Athletics Certifying Officer is also the official submitter of the federal graduation rates, NCAA Graduation Success Rate and the Academic Progress Rate (APR). The Athletics Certifying Officer works in conjunction with the Office of Institutional Research to compile the information necessary for these reports.

Also reporting directly to the Vice Provost for Undergraduate Studies is the Director of the Student Athlete Academic Advising & Support Center (SAAASC). This center is led by a Director who supervises three (3) Athletic Academic Advisors, four (4) Academic Coordinators, one (1) Learning Specialist and two (2) Graduate Externs along with a host of tutors and mentors who are either undergraduate or graduate students. This group works in conjunction with the Athletics Certifying Officer in providing the information necessary for certification. They are also responsible for academic advising, coordination with advising liaisons in the several school and colleges and maintaining academic integrity, while also assisting student-athletes in meeting their progress towards graduation.

The following is a summary of direct reporting relationships:

- Director of Athletics to the President
- Associate AD for Compliance and Student Services to the Director of Athletics.
- Coaches to the Director of Athletics through the Sports Supervisors
- Faculty Athletics Representative to the President
- Provost to the President
- Vice Provost for Undergraduate Studies to the Provost
- Athletics Certifying Officer to the Vice Provost for Undergraduate Studies
- Director of the Student Athlete Academic Advising & Support Center (SAAASC) to the Vice Provost for Undergraduate Studies
- University Registrar to the Vice President for Student Affairs
- Vice President for Student Affairs to the Provost
- Director of Financial Aid to the Associate Vice President for Enrollment Management
- Director of Undergraduate Admissions to the Associate Vice President for Enrollment Management
- Associate Vice President for Enrollment Management to the Provost
- Director of Internal Audits to the President and Board of Trustees

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

Rules compliance is a central element in personnel matters for all individuals within the Department of Intercollegiate Athletics. This is accomplished in the following specific ways:

- The University orientation program addresses the issue of NCAA rules compliance for all employees, including those in the Department of Intercollegiate Athletics.
- A provision regarding NCAA rules compliance is included in the contracts and appointment letters of Department of Intercollegiate Athletics personnel. For example, the following is standard language in a coach's letter of appointment: "In addition to Temple's rules and regulations, your employment at Temple University is dependent upon your abiding by all NCAA and Conference regulations governing Intercollegiate Athletics. You are also required to report annually all athletically related income and benefits from outside the institution to the Athletic Director. Definitions for outside income are found in the contractual agreements section of the NCAA Manual and are

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available in the Athletic Director's Office. Additionally, NCAA regulations dictate that you may be terminated should you violate any NCAA or Conference regulations."

- Rules compliance is included as a provision in the position descriptions of all personnel in the Department of Intercollegiate Athletics. The following is standard language: "In the performance of their functions as detailed in the position description, employees have an obligation to avoid ethical, legal, financial and other conflicts of interest to insure that their actions and outside activities do not conflict with their primary employment responsibilities at the institution. Employees are also expected to understand and be in compliance with applicable laws, University and employment policies and regulations, including NCAA regulations, for areas and departments which their essential functions cause them to interact with ."

- Rules compliance is included in the annual personnel evaluations (Performance Development Plans) for all personnel in the Department of Intercollegiate Athletics. The following is standard language: "Policy Compliance: reads, completes required training programs, and complies with all University and employment policies including: anti-harassment/discrimination/retaliation policies, conflict of interest polices, falsification of data/information policies and all NCAA policies."

- Periodic reminders are sent to all University personnel, including those in the Department of Intercollegiate Athletics, regarding key policies, including sexual harassment and NCAA compliance.

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

The University has enhanced and expanded its educational efforts and accountability for offices outside of the Athletics Department to ensure that rules compliance is a central element in personnel matters for individuals outside the Athletics Department.

The Office of Student Financial Services, the Admissions Office, the Athletics Certifying Officer, Academic Support and Advising, as well as advisors in each school and college are all part of a continual relationship and exchange of information that will assist in maintaining compliance with NCAA rules and regulations. At least once per academic year, the Compliance staff will meet with the department head of each area that has some compliance oversight, to review the procedures that will need to be executed throughout the year. The FAR, representatives of the Student Athlete Academic Advising & Support Center and the Athletic Certifying Officer regularly attend the monthly Coach's meetings where on-going rules compliance training is provided.

The Athletics Certifying Officer and Student Athlete Academic Advising and Support Center have taken active roles in the rules education process for the University's schools and colleges. In each school or college, there is one academic advisor who is a liaison to the Athletics Certifying Officer. This liaison engages in on-going conversations with the Athletics Certifying Officer as well as the athletic academic advisors to ensure that all are aware of the NCAA rules and regulations with regards to satisfactory progress and other eligibility requirements.

The Department of Human Resources has also developed a plan for ensuring that compliance is a central element in personnel matters for affected individuals inside and outside of the Athletics Department. The New Hire Orientation for Faculty and Staff will include a requirement that all new hires comply with NCAA policy and calls their attention to an appropriate section in the Employee Manual. The Performance Development Plans (PDPs) for all employees will include a competency related to NCAA and institutional regulations that must be reviewed and evaluated each year. For personnel outside of Athletics with compliance-related duties, their job descriptions will be amended to reflect their responsibility to comply with institutional, conference and NCAA regulations regarding compliance. Periodic reminders will be sent to all Temple personnel regarding specific University-wide policies, including sexual harassment, NCAA compliance and other important items that need to be continually reinforced.

Included in the Employee Manual is a section on compliance with NCAA regulations. This section reads: "National College Athletic Association ("NCAA") rules prohibit any Temple University employee (including faculty, administrators and staff) from providing an extra benefit(s) to a currently enrolled student-athlete (or their family or friends). An extra benefit is broadly defined by the NCAA to include any special arrangement by a Temple employee to provide an enrolled student-athlete (or his/her relatives or friends) with something that is not generally available to the general student body of Temple University, unless expressly authorized by the NCAA legislation.

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"Examples of extra benefits prohibited by NCAA rules include, but are not limited to:

- transportation to any location outside a 30-mile radius of campus;
- free or reduced merchandise or services (including things as minor as an offer of a car ride home at break) unless that free or reduced cost item is also available to the general public; and/or
- a meal at a restaurant on more than an occasional basis (not to exceed once per semester without prior approval of the Athletic Compliance Director) ;
- authorize the use of a department telephone to make long-distance personal calls;
- Holiday or other gifts unless given to all students in a particular group. For example, a supervisor of student workers (if the student workers include athletes and non-athletes) can opt to distribute a holiday gift or perk to all of the supervisors student workers, but cannot give a holiday gift only to an enrolled athlete who is also a student workers.

"The above list of extra benefits is for illustration purposes only and does not constitute a comprehensive listing of extra benefits prohibited by NCAA rules. Employees who have questions about what may constitute an extra benefit should contact the Athletic Compliance Director at 1-4923 for further guidance.

"Any student-athlete who accepts an extra benefit is in violation of NCAA regulations thereby jeopardizing the student-athlete's eligibility for intercollegiate competition. The University will take appropriate disciplinary action against any employee found to have provided a student-athlete with an "extra" benefit as defined by the NCAA regulations. Such action may include, but is not limited to, restricting the employee's involvement with the University's athletics program and/or other disciplinary action up to and including termination.

"Temple University provides training to employees involved in intercollegiate athletics to ensure that each employee maintains competency in knowledge of the rules; acts within his or her realm of responsibility in full compliance with the governing legislation; and is aware of his/her obligation to report any violation of NCAA, conference and/or institutional rules of which he or she is aware. Employees with questions concerning NCAA, conference or institutional rules or his/her involvement with intercollegiate athletics should contact the Athletic Compliance Officer."

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

	Yes	No
Initial-eligibility.	X	
Continuing-eligibility certification	X	
Transfer-eligibility certification	X	
Financial aid administration	X	
Recruiting	X	
Camps and clinics	X	
Investigations and self-reporting of rules violations	X	
Rules education	X	
Extra benefits	X	
Playing and practice seasons	X	
Student-athlete employment	X	

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

It is the expectation that all coaches and sport-specific personnel engage in on-going rules education in conjunction with the Compliance staff. All coaches and sport-specific personnel and the FAR receive a copy of the Division I NCAA Manual each year to assist in these rules education efforts. Also, it is expected that personnel from each program attend the monthly coaches' compliance meetings in order to learn about the particular areas of policies

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and procedures that are most critical to their performance. Lastly, towards the end of each academic year, each coach and staff member has the opportunity to attend various study sessions to help prepare for the yearly Coaches' Certification Exam.

The monthly coaches' compliance meetings are formatted to keep coaches engaged and provide valuable information that will help them further under the NCAA bylaws. Each meeting includes a quiz or game to assist in "testing" their knowledge; procedural announcements that serve as reminders about rules and regulations and how to follow them; a summary of any rules violations that have taken place over the month so that others will learn from other coaches' mistakes; and a focus on one particular area in depth so that our coaches are learning the most intricate interpretations of the NCAA bylaws.

Athletics Staff

Twice a year, once during each of the fall and spring semesters, the entire Athletics Department has a full-staff meeting to address numerous topics, including compliance. At this meeting the Director of Athletics reinforces the importance of NCAA rules compliance. During this meeting, the Associate AD for Compliance and Student Services addresses the staff to alert them to specific rules and by-laws that may come into play throughout the year (e.g., extra benefits, occasional meals) and urges the staff to be observant and inquisitive. It takes an entire department to educate each other because each individual's degree of knowledge can be different. Therefore, asking questions becomes extremely important.

Throughout the year, compliance newsletters are distributed to further educate coaches, sport-specific personnel, and the entire Athletics staff. These newsletters include valuable information about current events, recent violations (at Temple and elsewhere) and reminders about recruiting calendars, signing dates, and other events pertinent to that time of year.

Representatives of Athletics Interests

Alumni and booster rules education occurs on an on-going basis. The brochure entitled "A Guide for Temple Alumni, Athletic Sponsors and Representatives of Athletics Interests" is distributed annually to key groups such as the Owl Club, the Committee of Athletics of the Board of Trustees, individual parent groups, and any individual who has made a donation to Temple Athletics.

There is also a column in the quarterly Owl Insider Newsletter dedicated to compliance. In this column a Compliance staff member shares important rules and regulations with the Temple Athletics supporters. Often, this educational tool will coincide with the time of year and the information that could be most helpful to supporters during a particular time of year (e.g., education on recruiting rules during the National Letter of Intent signing period).

Further, the Associate Athletic Director for Compliance and Student Services, coaches and other Athletics administrators frequently have the opportunity to meet formally or informally with and educate groups of alumni/ae and boosters through events such as Cherry and White Day and the Owl Club Golf Outing. Temple's Athletics Administrators for Development attend all Owl Club meetings to ensure direct oversight by the Athletics Department.

Lastly, the Associate Athletic Director for Compliance and Student Services addresses the entire Owl Club twice a year at the organization's bi-annual meetings. During these presentations, important rules and regulations regarding contact with recruits, extra benefits, travel policies, and the like are discussed with the Owl Club. Also, the Compliance Office meets with parent groups of each team to further educate Temple supporters.

Staff Outside of the Athletics Department

The University has enhanced and expanded its educational efforts with offices outside of the Athletics Department. The Office of Student Financial Services, the Admissions Office, the Athletics Certifying Officer, Academic Support and Advising, as well as advisors in each school and college are part of a continuing relationship and an exchange of information that assists in maintaining compliance with NCAA rules and regulations. At least once during each academic year, the Compliance staff meets with the department head of each area that has some compliance responsibility to review the relevant NCAA rules and procedures that affect the unit's responsibilities throughout the year.

The Athletics Certifying Officer and Student Athlete Academic Advising & Support Center have taken an active role in the rules education process for the University's schools and colleges. In each school or college, there is one academic advisor who is a liaison to the Athletics Certifying Officer. This liaison engages in on-going conversations with the Athletics Certifying Officer as well as the athletics academic advisors to ensure that all are aware of the NCAA rules and regulations with regards to satisfactory progress and other eligibility requirements.

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The Department of Human Resources has also developed a system of education to ensure that compliance is a central element in personnel matters for individuals inside and outside of the Athletics Department. To be included in the Employee Manual is a section on compliance with NCAA regulations. This section reads as follows:

"National College Athletic Association ("NCAA") rules prohibit any Temple University employee (including faculty, administrators and staff) from providing an extra benefit(s) to a currently enrolled student-athlete (or their family or friends). An extra benefit is broadly defined by the NCAA to include any special arrangement by a Temple employee to provide an enrolled student-athlete (or his/her relatives or friends) with something that is not generally available to the general student body of Temple University, unless expressly authorized by the NCAA legislation.

"Examples of extra benefits prohibited by NCAA rules include, but are not limited to:

- transportation to any location outside a 30-mile radius of campus;
- free or reduced merchandise or services (including things as minor as an offer of a car ride home at break) unless that free or reduced cost item is also available to the general public; and/or
- a meal at a restaurant on more than an occasional basis (not to exceed once per semester without prior approval of the Athletic Compliance Director)
- authorize the use of a department telephone to make long-distance personal calls;
- Holiday or other gifts unless given to all students in a particular group. For example, a supervisor of student workers (if the student workers include athletes and non-athletes) can opt to distribute a holiday gift or perk to all of the supervisors student workers, but cannot give a holiday gift only to an enrolled athlete who is also a student workers.

"The above list of extra benefits is for illustration purposes only and does not constitute a comprehensive listing of extra benefits prohibited by NCAA rules. Employees who have questions about what may constitute an extra benefit should contact the Athletic Compliance Director at 1-4923 for further guidance.

"Any student-athlete who accepts an extra benefit is in violation of NCAA regulations thereby jeopardizing the student-athlete's eligibility for intercollegiate competition. The University will take appropriate disciplinary action against any employee found to have provided a student-athlete with an "extra" benefit as defined by the NCAA regulations. Such action may include, but is not limited to, restricting the employee's involvement with the University's athletics program and/or other disciplinary action up to and including termination.

"Temple University provides training to employees involved in intercollegiate athletics to ensure that each employee maintains competency in knowledge of the rules; acts within his or her realm of responsibility in full compliance with the governing legislation; and is aware of his/her obligation to report any violation of NCAA , conference and/or institutional rules of which he or she is aware. Employees with questions concerning NCAA , conference or institutional rules or his/her involvement with intercollegiate athletics should contact the Athletic Compliance Officer."

The New Hire Orientation for Faculty and Staff is scheduled to include an education requirement that all new hires comply with NCAA policy and references the appropriate section in the Employee Manual. The Performance Development Plans (PDPs) for all employees have a competency related to NCAA and institutional regulations that must be reviewed and evaluated each year. These annual reviews become yet another educational opportunity.

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

The Atlantic-10 Conference is the primary entity responsible for performing a rules-compliance evaluation in a scheduled format. This is automatic and a condition of membership. Currently, the Associate Commissioner for Compliance of the A-10 Conference is designated by the Conference to perform an on-campus visit to evaluate the major components of a compliance unit. The most recent evaluation was conducted on-site during Fall, 2004. The report was provided to Temple in Fall, 2005.

In addition, the University at times may use the services of an outside agency to review the compliance area. Most recently, the University hired Chris Schoemann of Bond, Schoeneck and King, PLLC (BSK) to perform a review of the institution's compliance functions. This firm was selected by University Counsel, and its final report was received in Spring 2008.

During the most recent academic years (2007-08, 2006-07, 2005-06), the FAR has reviewed a sampling of academic eligibility certifications for auditing purposes. This process will continue as it provides a double-check on the procedures already occurring.

Governance and Commitment to Rules Compliance

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

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

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

The University has taken specific steps to address the corrective actions recommended by the rules-compliance evaluations outlined in the response to Self-Study Item #11.

With respect to the A-10 Conference evaluation, which began in Fall, 2004 and was concluded in Fall, 2005, all items in the evaluation were addressed. A progress report and detailed action plan were prepared by the Associate Athletic Director for Compliance and Student Services in 2006, and the status of the implementation of the action plan was reviewed in detail by the Re-Certification Steering Committee's Subcommittee on Governance and Rules Compliance in Fall 2007. The University has taken actions with respect to each of the categories of recommendations. These actions include completion of the Compliance Manual, the addition of the Athletic Certifying officer, who now reports to the Provost, the enhancement of the responsibilities of the financial aid office and the enhancement of the Student Athlete Academic Advising & Support Center including improved tracking of progress towards degree.

With respect to the BSK evaluation, an action plan has been created with specific personnel assigned to follow up each recommendation and a specific time line for completion. Areas targeted for improvement include pre-clearance for all recruiting activities, updated job description of the FAR, creation of an overall rules education calendar, development of a new employee orientation program, enhanced education for employees outside the Department of Athletics on NCAA rules, including faculty, and upgrading the athletic ticket system to better track complimentary admissions.

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

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

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

Evaluation

1. Does the institution demonstrate that it has in place a set of written policies and procedures that assign specific responsibilities in the areas of rules compliance, including assignment of direct accountability for rules compliance to the individual the president or chancellor assigns overall responsibility for the athletics program? **Currently Yes**
2. Does the institution demonstrate that in critical and sensitive areas, institutional compliance procedures provide for the regular participation of persons outside of the athletics department? **Currently Yes**
3. Does the institution demonstrate that rules compliance is the subject of an ongoing educational effort? **Currently Yes**
4. Does the institution demonstrate that a clear and unambiguous commitment to rules compliance is a central element in all personnel matters for individuals involved in the intercollegiate athletics program? **Currently Yes**
5. Does the institution demonstrate that at least once every four years, its rules-compliance program is the subject of evaluation by an authority outside of the athletics department? **Currently Yes**

Academic Integrity

Operating Principle

2.1 Academic Standards

Self-Study Items

1. List all "corrective actions", "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 2.1 (Academic Standards). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

NCAA Corrective Action from First-Cycle Certification: Analyze, address and explain (through specific plans for improvement) by appropriate institutional authorities the recent decrease in graduation rates of the university's football student-athletes.

Temple football has had a troubled history. In 2001, the Big East Conference expelled Temple and announced that it would not be a member of the Conference subsequent to the 2004 football season. Despite several years of negotiation and numerous efforts by the University to reverse that decision, in 2004, Temple football was forced to leave the Big East. There was doubt whether Temple football would find another conference home. Additionally, Temple's then President and its Board of Trustees were debating whether to continue to support and sponsor a NCAA Division I-A football program. The resulting turmoil within the football program caused the previous football staff tremendous difficulty recruiting student-athletes who could be academically successful at Temple. Accordingly, until recently, Temple's football program has continued to have difficulties with graduation rates. On April 30, 2007, the University was notified that due to its 2005-06 academic year scores (multiyear APR score of 858), football was subject to a historical penalty - occasion one. On November 27, 2007, it was notified of a historical penalty - occasion two as a result of its 2006-07 academic year football scores (multiyear APR score of 868). Temple appealed the imposition of this penalty on the basis of its recent documented APR improvement in football and received a reduction in the originally announced penalties.

Since late 2005, there has been almost a complete turnover in senior-level University leadership and coaching staff, as well as the football team itself. The current team is made up of relatively young cadre of players who did not personally contribute to the early deficiencies in APR. Temple University has undertaken many actions related to improving the graduation rates for its football student-athletes as well as improving support for academic improvement among all student-athletes.

Coach Alfred Golden was named Head Football Coach on December 6, 2005. Coach Golden inherited a program that was beleaguered by problems both on the playing field and in the classroom. He and his staff have altered every facet of the culture in the football program with subsequent effects across all of intercollegiate athletics at Temple. Coach Golden and his staff have instituted reform components into the program, with a primary piece being the Temple "OWL CODE." The acronym stands for "Outstanding Wisdom for Leading Championship Owls Dedicated to Excellence." This personal binder is each student-athlete's manual and resource guide to success at Temple. The OWL CODE features a large section on academic resources including: academic support resources on campus; information on study habits and tips for success; time sheet examples to assist with student-athlete time management and the completion of academic assignments/meetings; and a narrative on what it takes to be successful academically in college. Additionally, the OWL CODE contains reviews of best writing practices and math formulas. All of this information is a supplement to the University-provided Student-Athlete Handbook. Under Coach Golden's direction, Temple University football players have shown marked improvement in the classroom. The University views its recent football hires, and the cultural changes subsequently brought about by this new environment, as an opportunity to affect change. Tangible proof of these changes is the football team's preliminary APR score for Fall 2007 of 965.

Shortly after Dr. Ann Weaver Hart became President of Temple University in July 2006, she gave the Athletic Director a direct report relationship. She also began actively monitoring Temple's APR progress and providing regular briefings to the Board of Trustees' Committee on Athletics. In 2007, President Hart formed the Temple

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University Presidential Advisory Committee on Intercollegiate Athletics (PACIA) which replaced both the Temple University Advisory Committee on Intercollegiate Athletics (established in 1993) and the Athletics Advisory Board (established in 2002). PACIA is comprised of faculty, coaches, students including student-athletes, alumni and administrators from the provost's portfolio and other areas, and is chaired by the NCAA Faculty Athletics Representative. It is required to meet at least three times per year.

In order to more directly oversee the issues related to graduation rates, Temple created an APR Improvement Committee and charged it with the development, assessment, evaluation and submission of an APR Improvement Plan. This diverse group of individuals from both inside and outside of the athletics department determines whether actions taken are making significant improvements in APR scores across the entire athletics program. Resources already committed to this effort include new physical spaces for student-athlete study; addition of new personnel in the academic support area and consolidation of existing staff into the Student Athlete Academic Advising & Support Center (SAAASC), under the supervision of the Provost; and provision of athletically related financial aid to attend summer school prior to initial enrollment. The University is also promoting widespread culture change through a series of educational programs for the various groups and individuals involved in the student-athlete eligibility process. A primary message in the educational programs has been that academic success is a responsibility shared by everyone involved - University administrators from the President on through the staff, the athletics department staff, coaches, student-athletes, the registrar's office, athletics academic counselors and representatives of the various colleges. The APR Improvement Plan and its companion Academic Recovery Plan are integral parts of the daily life of the institution and are critical to its mission.

President Hart accelerated the pace of already planned changes to move student-athlete academic advisors and student-athlete academic support personnel into a single unit, reporting to the Provost. In 2006, following a national search, the University hired an Athletic Certifying Officer, who reports to the Provost through the Office of the Vice Provost for Undergraduate Studies. In the summer of 2007, the University completed plans (begun in May 2006) for redesigning the delivery of academic advising to and support of student-athletes with the creation of the Student Athlete Academic Advising & Support Center (SAAASC). Effective October 1, 2007, all academic advisors and support coordinators were organized to report through the Provost Office, with direct supervision provided by the Office of the Vice Provost for Undergraduate Studies. By January 15, 2008 national searches were completed resulting in the hiring of the first Director of the Center and three senior academic advisors, all with at least masters degrees and combined experience in professional academic advising and in academic support for student-athletes. The three advisors are dedicated to the student-athlete population. One advisor also works part-time as an academic support coordinator. The advisors are joined by four full-time academic coordinators, and a dedicated Learning Specialist [search in progress as of Spring 2008] as well as an administrative support person and two graduate externs who serve as academic support coordinators. SAAASC will be housed in newly renovated space at a cost of approximately \$300,000. The total salary budget for this area has increased 96% since the 2005-06 academic year, going from \$263,702 to \$469,791. The total budget is now approximately \$800,000.

With respect to the football program, the University has expended over \$200,000 in capital improvements to Edberg-Olson Hall to enhance the academic study areas for football student-athletes. In addition, to increasing its budget for tutorial services by 18%, the University has provided all incoming football student-athletes with financial aid to attend Temple in the summer prior to their full-time collegiate enrollment. This decision has been beneficial toward ensuring academic success and subsequently toward our improving APR scores. For the summers of 2006 and 2007, the University expended over \$650,000 toward this effort. To address retention issues, the University has also increased non-academic programming for student-athletes to address life skills and other elements of the student experience. In October 2006, two existing members of the Athletics staff took on additional responsibility for the coordination of the CHAMPS/Life Skills program in addition to hiring one individual to lead the coordination efforts in this area. One focus for the football program has been addressing the academic and social transition of the players. The Life Skills staff is charged with getting to know each student-athlete with the goal of providing mentorship and guidance. Together these efforts provide our student-athletes with support in their academic, athletic and personal endeavors.

The University has committed to recruiting student-athletes into our football program who will be successful in college and graduate on-time. This is easily demonstrated by a comparison of the APR scores of student-athletes. In 2006-07, the student-athletes recruited by Coach Golden and his staff earned 96 of the possible 98 points for an APR score of 980. (The student-athletes attending Temple in 2006-07 who were recruited by the previous football coaching staff earned 175 out of the possible 204 points and had an APR score of 858.) Preliminary APR for the entire football team for Fall 2008 was 965. These numbers demonstrate the kind of marked improvement that the NCAA desires in this area.

To ensure that the academic needs of student-athletes are being met appropriately, a University-wide group meets monthly to discuss academic and retention issues and support strategies as they pertain to individual student-athletes. This core group includes: Eleanor Myers, Faculty Athletics Representative; Kristen Foley, Associate

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Athletic Director/Senior Woman Administrator; Sherryta Freeman, Associate Athletic Director for Compliance and Student Services; Ellen Brown, Director of the Student Athlete Academic Advising & Support Center (SAAASC); and Kimberly Marsh, Athletics Certifying Officer.

Through its financial investments in additional staff and programs, reorganizations and personnel changes, improved policies and procedures, and changes to its institutional culture, Temple has taken the necessary actions in order to appropriately support the academic well-being of its student-athletes.

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

There were no plans for improvement for this operating principle in the first-cycle certification.

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

Since 1998, the institution adopted central, university-wide academic standing rules that replaced those of Temple's twelve individual undergraduate schools and colleges, culminating in the issuing of "The Undergraduate Policy on Academic Warning, Probation, Dismissal and Reinstatement" (effective Fall 2003). The policy was revised in September 2007 and changed the definitions of Academic Good Standing and Unsatisfactory Academic Performance as well as revising credit thresholds for Academic Probation and provisions affecting Dismissal and Conditional Status (Policy #02.10.11). Since 1998, the institution has also changed its course withdrawal policy (#02.10.14; adopted 2/2003), so that "no student may withdraw from more than five courses during the duration of his/her studies to earn a bachelor's degree. [And] a student may not withdraw from the same course more than once." The institution also revamped guidelines for semester "excused withdrawals" on the basis of medical or family emergencies. These policies and guidelines apply to all students.

Academic Standing is defined by Temple University policy #02.10.11: "The Undergraduate Policy on Academic Warning, Probation, Dismissal and Reinstatement" (http://policies.temple.edu/getdoc.asp?policy_no=02.10.11). Full-time status is defined as a course load of twelve or more credit hours in a fall or spring term. The University's academic policies and guidelines are available both in the official listing of University policies (http://policies.temple.edu/list_docs.asp#W) and in the Undergraduate Bulletin (<http://www.temple.edu/bulletin/>). Academic standing and full-time status rules apply to all students, including student-athletes, and are consistent with NCAA standards

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

All students, including student-athletes, apply directly to the Office of Undergraduate Admissions (90% apply online), either paying the application fee or receiving an authorized fee waiver (a College Board or high school guidance office form). The application processing and decision-making process is paperless in that all applications, transcripts and other materials are document imaged and the application is read online, using the Feith document management system. All applications are read by a professional admissions staff member who uses a 100 point scale (high school academic record = 1-50 points; SAT/ACT scores = 1-40 points; all other factors (essay, activities, special talents, personal circumstances, etc. = 1-10 points). Note that high school record is weighted more heavily

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than test scores. Applicants are accepted or denied using the 100 point scale as a guideline. Some students who meet a minimum standard for admission are placed on Hold, pending receipt of all the admissions applications in the Spring. They are later denied or accepted depending on the size and quality of the overall applicant pool.

Student-athletes' applications are initially read by a designated admissions professional staff member. The Athletics Department assigns a member of the compliance staff to serve as a liaison with the Admissions Office. The coaches communicate their levels of interest (in rank order) about each of the applicants to the compliance liaison and, where appropriate, directly with the admissions staff.

For the pre-evaluation of athletes, the Athletics Department compliance liaison is required to provide academic transcripts and test scores to the Associate Director of Admissions for some recruited student-athletes who intend to sign Letters of Intent. The Associate Director provides an initial assessment of admissibility and advises the coaches.

Student-athlete applications are generally accepted for admission if they have sufficient application points to meet the minimum admissions standard or if they fall into the Hold category (meet minimum admissions standard but holding to see if the size and quality of the applicant pool allows admission). Being NCAA eligible is not a guarantee of admission. Student-athlete applicants who fall below the minimum admissions standard are referred to the Associate Director or Director of Admissions for second review. If they are denied admission and the Athletics Department appeals the decision, the Director of Admissions reviews the application and makes the final decision. In the rare instance (1-2 cases per year) that the Athletics Department wishes to appeal the Director's decision, the appeal is to the Office of the Provost, to whom the Admissions Office reports.

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

The differences in the admissions profiles of student-athletes compared to all freshmen students are indicated by average SAT scores. The average combined SAT score for entering male student-athletes was 1001 in 2004-5, 1020 in 2005-6, and 1001 in 2006-7, which compares to 1120 in 2004-5, 1130 in 2005-6 and 1116 in 2006-7 for all entering male students at Temple. The average combined SAT score for entering female student-athletes was 1030 in 2004-5, 1039 in 2005-6 and 1020 in 2006-7, which compares to 1067 in 2004-5, 1077 in 2005-6 and 1068 in 2006-7 for all entering female students at Temple. The data shows lower SAT scores for student-athletes than for all students, more so for males than females. It should first be noted that SAT scores are only one of several measures used to indicate an applicants' academic preparedness for college. They are weighted less heavily than high school academic record, based on research that indicates that SAT are less predictive of college success than high school academic achievement. Using the average high school GPA as a comparison, differences in the admissions profiles of student-athletes compared to all freshmen students are small. The average high school GPA for entering male student-athletes was 3.10 in 2004-5, 3.14 in 2005-6, and 3.10 in 2006-7, which compares to 3.15 in 2004-5, 3.21 in 2005-6 and 3.16 in 2006-7 for all entering male students at Temple. The average high school GPA for entering female student-athletes was 3.26 in 2004-5, 3.21 in 2005-6 and 3.38 in 2006-7, which compares to 3.31 in 2004-5, 3.35 in 2005-6 and 3.34 in 2006-7 for all entering female students at Temple. The average high school GPAs for female athletes was very close to or exceeded that of the combined (male and female) entering freshman class average of 3.24 in 2004-05, 3.29 in 2005-06 and 3.26 in 2006-07.

The Admissions Office does feel comfortable in offering admission to some student-athletes with lower SAT scores, high school GPAs and application points, knowing that student-athletes receive significant academic support through the Student Athlete Academic Advising & Support Center (SAAASC).

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

There are two categories of students who are admitted (solely by the Admissions Office) without meeting Temple's standard or normal admissions requirements. They are:

a. Students with less than 40 application points: All applications are read by a professional admissions staff member who uses a 100 point scale (high school academic record = 1-50 points; SAT/ACT scores = 1-40 points; all other factors (essay, activities, special talents, personal circumstances, etc. = 1-10 points). Note that high school record is weighted more heavily than test scores. Applicants are accepted or denied using the 100 point scale as a guideline. An Associate Director or the Director of Admissions may offer admission to students with less than 40 application points, if they demonstrate exceptional talents or abilities. These applicants are reviewed on a case-by-case basis.

b. Students who are conditionally admitted through the Russell Conwell Center (RCC) Summer Bridge Program (a mandatory 6 week summer program for Philadelphia area students that provides developmental courses in English and Math, study skills workshops, etc.). A designated assistant director of admissions identifies students who are below 40 points, but who demonstrate untapped potential or under-realized promise and offers them conditional admission. In recent years 2-3 recruited student-athletes (out of 250-300 students participating) have been admitted conditionally through this program.

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

An explanation for the percentage differences between student-athletes and all freshmen students admitted with academic profiles that do not meet the regular admissions standards must first recognize the relatively small number of student-athletes compared to the total freshman class (64 of 3995 in '04, 62 of 4036 in '05, 76 of 4083 in '06). Moreover, the percentage of student-athletes compared to all students admitted below the regular admission standard for the past three years is relatively low: 21 of 335 (6%) in '04; 16 of 324 (5%) in '05; 28 of 481 (6%) in '06. It should also be noted that a high percentage of these student-athletes (31 of 65 (48%) in the last three years) were football players, reflecting the nationwide dearth of Division One football players who meet regular institutional admissions requirements. Temple University believes it has made appropriate admissions decisions, given the academic support programs in place for student-athletes, their average GPAs, and recent retention and graduation rates. Nonetheless, it is certainly a goal of the individual coaches, the Athletics Department, the Admissions Office and the University to minimize the number of recruited student-athletes who are admitted with academic credentials and test scores that place them well below the regular admission standard.

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

a-The following is the step-by-step sequence of actions to certify initial eligibility:

- 1) The Compliance Office (Jennifer White, Compliance and Student Services Coordinator) or Athletics Certifying Officer (Kimberly Marsh) enters a prospective student-athlete's social security number into the NCAA Eligibility Center's IRL Activation list. This creates a system by which the Compliance Office and Athletics Certifying Officer can monitor a prospective student-athlete's progress.
- 2) Temple University uses the NCAA Eligibility Center for determination of a prospective student-athlete's initial eligibility of Qualifier or Non-qualifier and certified amateurism.
- 3) The Athletics Certifying Officer prints Final 48C Reports and sends them to the Compliance Officer for second verification.

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- 4) The Athletics Certifying Officer also sends to the Compliance Office a certification spreadsheet, which includes all team members. A comment section is included to provide information regarding prospective student-athlete's status, end date of temporary certification and missing documents (i.e., test scores, high school transcript, and or amateurism authorization) if necessary.
- 5) Date of certification, NCAA Eligibility Center combined SAT or ACT score and high school grade point average are entered into the Compliance Assistance internet (CAi) database.
- 6) A copy of the student-athlete's Final 48C Report is held in the student-athlete's file.

The Athletics Certifying Officer (Kimberly Marsh) is responsible for verifying the accuracy of the NCAA Eligibility Center's decision of qualifier/non-qualifier and certified/partial certified/non-certified on the amateurism questionnaire. The Compliance Office is responsible for any additional information on the NCAA Student-Athlete Statement, Drug Testing Consent and Amateurism/Eligibility for International and Select Student-Athlete forms. This office is headed by Sherryta Freeman, Associate Athletic Director for Compliance and Student Services.

b-The following is the step-by-step sequence of actions to certify transfer eligibility:

- 1) The prospective transfer student-athlete's name is given to the Athletics Certifying Officer from either the Compliance Office, coaching staff, coded application from the Admissions Office or a walk-on form.
- 2) Since the entering class of Fall 2007, the Admissions Office uses the Feith Document Database system to scan on-line applications, transcripts (high school, AP scores, college, etc.) and F1 status applications. With an admitted student-athlete's name and/or TUID number, the Athletics Certifying Officer can access Feith and print all college transcripts. This allows the Athletics Certifying Officer to verify the type of transfer (i.e., 2-yr, 4-2 or 4-yr.) to certify eligibility.
- 3) If the Athletics Certifying Officer does not have a Transfer Release/Eligibility Check form, one is sent to the respective college(s).
- 4) The Athletics Certifying Officer completes the designated type of transfer student-athlete form.
- 5) The form and supporting documentation (i.e., transcripts, transfer release/eligibility check and percentage of degree certification, if necessary) are given to the Compliance Office for second certification.
- 6) The Athletics Certifying Officer also sends to the Compliance Office a certification spreadsheet, which includes all team members. A comment section is included to provide information of transfer student-athlete's status, end date of temporary certification and missing documents (i.e., academic review indicating if percentage of degree is met, transfer release/eligibility check, and/or amateurism authorization, if necessary).
- 7) Information is entered into CAi
- 8) A copy is included in student-athlete's file.

The Athletics Certifying Officer (Kimberly Marsh) is responsible for verifying the accuracy of the transcript, transfer credits, transfer grade point average and transfer eligibility rules. The Compliance Office is responsible for any additional information on the NCAA Student-Athlete Statement, Drug Testing Consent and Amateurism/Eligibility for International and Select Student-Athlete forms.

Ultimate responsibility in determining student-athletes' initial and transfer eligibility rests with the Director of the Compliance Office (Sherryta Freeman, Associate Athletic Director for Compliance and Student Services).

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

The following is the step-by-step sequence of actions to certify continuing eligibility:

- 1) Once initial grades are posted, Temple University's Academic Records Office runs a series of academic actions through which GPAs are calculated. Following these actions, the Athletics Certifying Officer (Kimberly Marsh) requests transcripts of student-athletes.
- 2) In each student-athlete's folder is an Athletic Progress Review form completed by a liaison advisor from the specified school or college used to determine progress toward degree and/or advising. In Spring 2008, Temple will be using "DARwin," a computerized degree auditing system. DARwin includes an NCAA eligibility checking component to assist the Athletics Certifying Officer's certification process.
- 3) The Athletics Certifying Officer uses the transcripts from Academic Records and the athletic progress reviews produced by the academic liaison advisor to determine whether the achieved grade meets satisfactory completion by University standards, major standards and NCAA standards. It is the responsibility of the Athletics Certifying Officer to be aware of changes to University policies and major programs, and the NCAA standards for satisfactory progress.
- 4) The record of the satisfactory completion of courses, good standing, class year, designated degree program, and grade point average, semester and cumulative grade point averages are recorded in the Compliance Assistance

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internet (CAi) by the Athletics Certifying Officer. The CAi produced documents, "six-hour & grade point average" worksheet, "credit hour" worksheet, and "degree progress" worksheet are stapled with the transcript produced from Academic Records and sent to the Compliance Office for verification.

5) The Athletics Certifying Officer also sends to the Compliance Office a certification spreadsheet, which includes all team members. A comment section is included to provide information of academic actions (e.g., warning, probation, dismissal), explanation of ineligibility, incomplete or not-recorded grades and insufficient credits for full-time status.

6) Certifications of eligibility are spot checked by the FAR on an annual basis.

The Athletics Certifying Officer (Kimberly Marsh) is responsible for the accuracy of the information provided to the Compliance Office and upholds the integrity of the University's and programs' definition of satisfactory progress.

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

When compared to the graduation rates of students generally, the graduation rates for student-athletes compared very favorably by matching or exceeding the general rate (54% general vs. 67% student-athletes for the cohort entering in 1998, 57% general vs. 57% student-athletes for the cohort entering in 1999 and 59% general vs. 59% student-athletes for the cohort entering in 2000).

When comparing subgroups of student-athletes by gender and ethnicity, some small differences were noted that we do not consider to be statistically consequential due to the small number of students in the subgroups. In the cohorts beginning in 1998, 1999 and 2000, there were 1, 3 and 9 non-resident alien student-athletes with graduation rates of 100%, 33% and 56% respectively. Of this group, the male student-athletes had respective cohort sizes and graduation rates of 0 (N/A), 2 (0%) and 5 (20%). Among male student-athletes who identified as "other," there were cohorts and graduation rates of 1 (0%), 1 (0%) and 0 (N/A) respectively for 1998, 1999 and 2000. Among female student-athletes who identified as "American Indian," there were cohorts and graduation rates of 0 (N/A), 0 (N/A) and 1 (0%) respectively for 1998, 1999 and 2000. These numbers are too small to draw any conclusions or analyze trends.

The number and graduation rate for black men and women student-athletes in 1998, 1999 and 2000 were 21 (62%), 21 (38%) and 18 (44%) respectively. For 1998, the graduation rate was above the University rate of 54%; however, in 1999 and 2000, the graduation rate was below the general student rate. For black male student-athletes, the cohort and graduation rate were 14 (50%), 10 (40%) and 9 (33%) for 1998, 1999 and 2000 respectively. The overall graduation rate for all black male students was 46%, 50% and 52% respectively for 1998, 1999 and 2000. For black women student-athletes, the cohort and graduation rate were 7 (83%), 11 (36%) and 9 (44%) for 1998, 1999 and 2000 respectively. Because these are small cohorts, it is difficult to make judgments with statistical confidence about these numbers; however, this statistic will be monitored.

The number and graduation rate for white male student-athletes in 1998, 1999 and 2000 were 21 (59%), 18 (50%) and 13 (62%) respectively. These graduation rates were above the University rate of 54% and 59% in 1998 and 2000 respectively. There does not appear to be a negative trend and the numbers of student-athletes in each cohort is relatively small; however this statistic will be monitored.

When comparing graduation rates by team, gender and ethnicity, the number of student-athletes in each entering cohort is too small to draw any conclusions or trends. However, some small differences were noted and compared below.

The men's baseball team had graduation rates above the University average in 1998, 1999, and 2000. For the cohorts entering in 1998, 1999 and 2000, there were 6 student-athletes (83% graduation rate), 2 student-athletes (100% graduation rate) and 3 student-athletes (67% graduation rate).

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The men's basketball team has very small numbers of student-athletes in each cohort. For 1998, 1999 and 2000, the numbers of student-athletes and graduation rates were 3 (33%), 1 (100%) and 2 (0%). Since all of the members of the cohort were black males, there is no further subgroup analysis. While the graduation rate was 0% for the cohort that began in 2000, our data show that one of these student-athletes left school for a professional basketball opportunity in Europe and the other transferred to another institution to follow an assistant coach.

The women's basketball team has very small numbers of student-athletes in each cohort. For 1998, 1999 and 2000, the numbers of student-athletes and graduation rates were 3 (100%), 3 (67%) and 1 (100%) respectively. The graduation rate for the subgroup of black women fell below the University average in one year: in 1999, the cohort of 2 student-athletes had a graduation rate of 50%. However, the number of athletes in the cohort is too small to analyze.

Men's football has the single largest number of student-athletes of any other team in this analysis. For the cohorts entering in 1998, 1999 and 2000, there were 18 student-athletes (44% graduation rate), 18 student-athletes (39% graduation rate) and 10 student-athletes (40% graduation rate). Almost all subgroups within men's football fell below the University's graduation rate; however, the number in each subgroup is too small to draw any conclusions or analyze trends. Although these graduation rates are below the University's, the University has committed to recruiting student-athletes into our football program who will be successful in college and graduate on-time. Progress in this area can be demonstrated by a comparison of the APR scores of student-athletes. In 2006-07, the student-athletes recruited by Coach Golden and his staff have earned 96 of the possible 98 points and have an APR score of 980. (The student-athletes attending Temple in 2006-07 who were recruited by the previous football coaching staff earned 175 out of the possible 204 points and had an APR score of 858.) Preliminary data for Fall 2008 show a football APR of 965. These improvements come only one-two years after Coach Golden assumed stewardship of the program and had to absorb a considerable number of departures and student-athlete eligibility issues. Based on these preliminary indicators, we expect to see improvement of graduation rates of men's football student-athletes in the future.

The women's track and cross-country team had graduation rates slightly below the University's rate in 1999 and 2000. For the cohorts entering in 1998, 1999 and 2000, there were 5 student-athletes (60% graduation rate), 10 student-athletes (50% graduation rate) and 7 student-athletes (57% graduation rate). Three subgroups within the women's track and cross-country team also fell below the University's graduation rate in some years: in 1998, 1999 and 2000, cohorts of white women and graduation rates were 2 (50%), 2 (50%) and 0 (N/A) respectively; the graduation rate for black women fell below the University rate in 1999 with a rate of 43% and a cohort of 7. However, these numbers are too small to draw any conclusions or analyze trends.

The number of student-athletes participating in men's track and cross-country was also too small for analysis. In the 1998, 1999 and 2000 cohorts there were 1, 4, and 2 student-athletes with 100%, 50% and 50% graduation rates respectively. Within this team, black student-athletes had cohorts and graduation rates of: 1 (100%), 3 (33%) and 2 (50%) respectively.

In the area of women's "other" sports, there is a more significant number of student-athletes participating. For the cohorts entering in 1998, 1999 and 2000, the number of student-athletes and graduation rates were 33 (79%), 24 (75%) and 35 (71%) respectively which exceeded the University's rate in each year. There are three subgroups who fall below the University rate in some years: in 1998, 1999 and 2000, cohorts of black women and graduation rates were 1 (100%), 2 (0%) and 1 (0%) respectively. In the 1998, 1999 and 2000 cohorts, the number and graduation rates for women who identified as "other" were 3 (100%), 2 (50%) and 0 (N/A). The graduation rate for American Indian women fell below the University rate in 2000 with a rate of 0% and a cohort of 1. The numbers of women student-athletes in these subgroups are too small to analyze.

In the area of men's "other" sports, the number of student-athletes participating is too small for analysis. For the cohorts entering in 1998, 1999 and 2000, the number of student-athletes and graduation rates were 9 (67%), 7 (29%) and 10 (50%) respectively. There are two subgroups which fall below the University rate in some years: in 1998, 1999 and 2000, cohorts of white men and graduation rates were 8 (63%), 6 (33%) and 6 (67%) respectively. In the 1998, 1999 and 2000 cohorts, numbers and graduation rates for non-resident alien men were 0 (N/A), 1 (0%) and 4 (25%) respectively. The number of male student-athletes in these subgroups are too small to analyze.

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

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The University's academic policies and guidelines are available both in the official listing of University policies (http://policies.temple.edu/list_docs.asp#W) and in the Undergraduate Bulletin (<http://www.temple.edu/bulletin/>). The 2007-2008 Undergraduate Bulletin is available online. The Undergraduate Bulletin is produced by the Office of the Provost to present general information about Temple University and specific information about undergraduate academic programs. It contains information on regulations, policies, program requirements and course offerings. It also contains a section which reviews initial and continuing academic eligibility requirements for student-athletes relative to NCAA guidelines and directs student-athletes with any questions regarding athletic eligibility to contact the Athletics Certifying Officer. Although every effort is made to provide complete and accurate information, the descriptions of programs and policies are announcements only and in no way serve as a contract; all prospective and current students are responsible for contacting individual departments regarding the latest information. A full listing of academic policies contained in the Undergraduate Bulletin: Academic Course Load, Academic Credit, Academic Residency Requirements, Academic Rights and Responsibilities, Academic Standing, Academic Warning, Probation, Dismissal and Reinstatement, Associate Degree Candidates, Athletic Policies, Attendance, Audit, Code of Conduct, Course Numbering System, Courses Inapplicable to Graduation, Courses Over Ten Years Old, Credit/No Credit Courses, Dean's List, Declaration of Major, Disciplinary Action, Double Major across Colleges, Family Educational Rights & Privacy Act (FERPA), Final Examinations, Grade Change, Grade Point Average (GPA), Grades and Grading, Graduation Procedures, Grievances, Honors for Academic Achievement, Incomplete Coursework, Lower Division Student Academic Progress, Matriculated Students, Non-Matriculated Students, Non-Traditional Credit, Permission to Take Courses at Another Institution, Placement Testing, Plagiarism and Academic Cheating, Prerequisites and Co-requisites, Probation and Dismissal, Registration, Repeating a Course, Satisfactory Academic Progress, Schedule Revision (Drop/Add), Second Degrees, Study Abroad Approval Procedures for Non-Temple Programs, Transcripts, Transfer Between Colleges Within the University, Transfer Credit, and Withdrawal Policies.

Academic Standing is defined by Temple University policy #02.10.11: "The Undergraduate Policy on Academic Warning, Probation, Dismissal and Reinstatement" (http://policies.temple.edu/getdoc.asp/policy_no=02.10.11). Full-time status is defined as a course load of twelve or more credit hours in a fall or spring term. Academic standing and full-time status rules apply to all students, including student-athletes.

The 2006-07 Athletics Department Manual is available online. Alden and Associates was hired by the Department of Intercollegiate Athletics to review the 2007-2008 manual and provide feedback and revisions. The manual contains policies and procedures regarding athletics ranging from compliance and scheduling rules to health and safety regulations and vehicle rental policies. Applicable forms will be included and be downloadable from the site. The revised manual will be distributed to all Athletics department staff and training will be provided on its content by Alden and Associates by Fall 2008.

The 2007-08 Student-Athlete Handbook is available on the Athletic's website and is reviewed and revised each year to reflect changes in the university and conference policies. It contains many of the rules, regulations and policies that govern student-athletes' behavior and experiences at Temple University, including academic advising and support services; conduct and ethics; drug and alcohol policies and testing programs; academic, athletic and financial appeals processes; athletics eligibility; transfer policies; athletics financial aid; awards and post-graduate scholarships; medical care and insurance procedures and the CHAMPS/Life Skills program. It also reminds student-athletes that they are responsible for compliance with all of the NCAA rules and regulations as well as conference and university rules and regulations.

All academic and disciplinary policies apply to all students; there are no exceptions for student-athletes. Student-athletes are subject to additional requirements from the NCAA, Temple University, and coaches.

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

At Temple University, professors have latitude to determine missed class policies for their individual classes. Some departments have specific guidelines, (e.g. First-Year Programs limits absences to six (6) or a failure for the class results).

The University distributes a mid-semester rating report for all students who are enrolled in lower division [700-1999] courses. One of the categories inquires about problematic attendance.

Each semester the Student Athlete Academic Advising & Support Center (SAAASC) distributes a travel letter to students to distribute to their faculty (or the SAAASC distributes these letters directly to faculty) to inform them of any missed class time for student-athletes. Student-athletes are also subject to additional requirements from the NCAA, coaches' individual team rules and Temple's Department of Athletics. Also, twice a semester SAAASC sends to all faculty who have a student-athlete enrolled in their class a request to complete an electronic Athletic

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Progress Review. Among other questions, faculty are asked about the number of absences. There is continued follow-up with faculty who do not complete these reports in a timely manner. In addition, SAAASC staff work proactively with students and Athletics staff to minimize conflicts.

In January 2008, the provost issued guidelines (www.temple.edu/provost/documents/ProvostTravelLetterFINAL.pdf) for all students who participate in university-recognized activities, including arts performances, research conferences and intercollegiate athletics competition. Participation in intercollegiate athletic competitions is an important part of a student's educational experience. It is important that student-athletes consider their practice schedules and anticipate time that will be spent missing class for intercollegiate competition when registering for classes. It is the student-athlete's responsibility to meet with faculty during the drop-add period to review syllabi and competition schedules, when available, to identify potential conflicts. Faculty are expected to provide reasonable accommodations for such students so that they can complete their course requirements in a timely manner.

Many schools and colleges at Temple are taking increased advantage of technology including course management systems such as Blackboard and web-based "class capture" technology as well as "blended" class formats which combine electronic work with in-person class meetings. This use of technology can minimize the disruption experienced by students and student-athletes who must miss class while participating in university-recognized activities.

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

The Department of Intercollegiate Athletics has developed the following policy regarding control of excessive missed class time:

"RE: NCAA 3.2.4.14

Athletic Department's Practice and Competition Scheduling Policy

In support of student-athlete achievement, progress, and graduation, the Temple University Athletics Department strives to preserve student-athletes' academic time. Associate Athletic Directors review practice and competition schedules in all sports to ensure adherence to this policy. Exceptions to this policy must be approved by the athletics director.

Practice and Competition Scheduling

Practice schedules are planned to avoid conflicts with student-athletes' academic schedules. Regular season competition schedules are designed to avoid excessive missed class time.

Practice and Competition Scheduling: Final Examination Period

Coaches avoid scheduling non-conference competitions during the institution's final examination period and allocate adequate final examination study times during the institution's study days and final examination periods."

The Atlantic-10 conference is engaged in surveying missed class time for all its institutions to enable it to better schedule conference play to reduce excessive missed class time. Temple also participates in that effort.

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

The Compliance Office discusses the importance of attending all classes during individual team meetings at the beginning of each semester. The NCAA weekly limitations on countable activities for practice and competition are also discussed during team and Student-Athlete Advisory Committee meetings. All Athletics department staff members are educated throughout the academic year on the institution's policies and procedures during monthly compliance meetings.

Student-athletes are prohibited from missing class for practice activities. Associate athletic directors are responsible for making coaches aware of all of their student-athletes' course schedules and the need to plan accordingly for practice activity. It is the expectation that student-athletes will not miss class for non-competitive reasons except for emergency situations. The Student Athlete Academic Advising & Support Center (SAAASC) monitors classes regularly and addresses concerns with habitual missed class time with the student-athlete and coach on a case by case basis. This expectation is clearly communicated to student-athletes by staff members from the Athletics

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Department and SAAASC, and is described in the Student-Athlete Handbook. In addition, many team rules include provisions about unexcused absences.

In January 2008, the provost issued guidelines for all students who participate in university-recognized activities, including arts performances, research conferences and intercollegiate athletics competition. Participation in intercollegiate athletic competitions is an important part of a student's educational experience. It is important that student-athletes consider their practice schedules and anticipate time that will be spent missing class for intercollegiate competition when registering for classes. It is the student-athlete's responsibility to meet with faculty during the drop-add period to review syllabi and competition schedules, when available, to identify potential conflicts. Faculty are expected to provide reasonable accommodations for such students so that they can complete their course requirements in a timely manner. These new guidelines were distributed to and reviewed with Athletics staff, deans and associate deans and academic advisors. A story announcing the new policy was featured in the University newspaper (Temple Times) and will also be featured in the student newspaper (Temple News) and the student TV program (Temple Update). Guidelines and forms are available on the provost's website (<http://www.temple.edu/provost/documents/ProvostTravelLetterFINAL.pdf>).

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

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

Evaluation

1. Does the institution demonstrate that it admits only student-athletes who have reasonable expectations of obtaining academic degrees? If the academic profile of entering student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student-body groups, is the contrast analyzed and explained by appropriate institutional authorities? **Currently Yes**
2. Does the institution demonstrate that it admits only student-athletes who have reasonable expectations of obtaining academic degrees? If the graduation rate of student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student-body groups, is this disparity analyzed, explained and addressed (through specific plans for improvement) by appropriate institutional authorities? **Currently Yes**
3. Does the institution demonstrate that academic standards and policies applicable to student-athletes are consistent with those adopted by the institution for the student body in general or the NCAA's standards, whichever are higher? **Currently Yes**

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4. Does the institution demonstrate that the responsibility for admission, certification of academic standing and evaluation of academic performance of student-athletes is vested in the same agencies that have authority in these matters for students generally? **Currently Yes**

5. Does the institution demonstrate that written policies related to scheduling are established in all sports to minimize student-athletes' conflicts with class time and/or final examination periods due to participation in intercollegiate athletics, consistent with the provisions of Constitution 3.2.4.13? **Currently Yes**

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Operating Principle

2.2 Academic Support

Self-Study Items

1. List all "corrective actions", "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 2.2 (Academic Support). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

There were no corrective actions cited in the first-cycle certification.

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

The original plan for improvement was as follows: "The appointment of an Academic Review Committee by the Chair of the Advisory Committee on Intercollegiate Athletics, commencing Fall Semester 1998, to review and approve academic support programs on an annual basis."

Temple's Plan from First-Cycle Certification: To address the noted shortcomings of a periodic review and approval of the athletics support program the following plan for improvement will be implemented by the Department:

The Chair of the Advisory Committee on Intercollegiate Athletics will appoint an Academic Review Committee comprised of school and college academic advisors, as well as representatives of the Office of the Vice Provost for Undergraduate Studies, to review and approve the athletics academic support services on an annual basis.

The annual review will take place at the conclusion of the Spring Semester, beginning Spring Semester 1999.

Recommendation by the review committee will be implemented at the beginning of the succeeding Fall Semester.

There was substantial personnel change at the highest levels of University and athletics leadership following the first-cycle certification and the submission of the plan for improvement. A presidential search was conducted in 1999 after Peter J. Liacouras announced his intention to step down. Dr. David W. Adamany became President in July 2000. A search for a new provost was conducted by Adamany, and the new Provost selected a new Vice Provost for Undergraduate Studies. An interim Athletic Director succeeded Dave O'Brien for several months in 2002 until current Athletic Director Bill Bradshaw was named in August 2002. The direct reporting lines for the Department of Athletics also changed during this period. At the time of the first cycle self study, the Department of Athletics reported to Executive Vice President James White. In 1998, Vice President White retired and Dr. Richard Englert, then Vice President for Administration became the direct report. In 2003, Senior Vice President Clarence Armbrister assumed the direct report, until President Ann Weaver Hart changed the direct reporting line to her in 2006. As a result of these transitions, the plan for improvement was not formally implemented as written. However, athletic academic support was the subject of considerable presidential and provostial oversight and various reviews and audits were performed. As a result of this scrutiny, levels of coordination and oversight by the Office of the Provost for advising and other academic functions related to student-athletes increased over this time period, ultimately resulting in plans to bring academic support for student-athletes into the provost's portfolio under the direct supervision of the Vice Provost for Undergraduate Studies, a position now held by Peter Jones.

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Soon after Dr. Ann Weaver Hart became President of Temple University in July 2006, she gave the Athletic Director a direct report relationship. She also began actively monitoring Temple's APR progress and providing regular briefings to the Board of Trustees' Committee on Athletics. In 2006, she also appointed Eleanor Myers to be Temple's Faculty Athletic Representative and established a regular meeting with her at which APR and other matters are monitored. In 2007, President Hart reactivated the Temple University Presidential Advisory Committee on Intercollegiate Athletics (PACIA) which replaced both the Temple University Advisory Committee on Intercollegiate Athletics (established in 1993) and the Athletics Advisory Board (established in 2002). PACIA is comprised of faculty, coaches, student-athletes, and administrators from the provost's portfolio and other areas, and is chaired by the Faculty Athletics Representative. It is required to meet at least three times per year. This group also formed the core of the Steering Committee which conducted this re certification self-study.

President Hart also accelerated the pace of already planned changes to move student-athlete academic advisors and student-athlete academic support personnel into a single unit, reporting to the Provost. In 2006, following a national search, the University hired an Athletic Certifying Officer, Kimberly Marsh, who reports to the Provost through the Office of the Vice Provost for Undergraduate Studies. In the summer of 2007, the University completed plans for redesigning the delivery of academic advising and academic support services to student-athletes. The plans were informed by a series of pilot programs and by extensive planning discussions between and among senior administrators in the Department of Athletics, the Executive Vice President's office, the FAR, and representatives of academic affairs, culminating in the creation of the Student Athlete Academic Advising & Support Center (SAAASC). Effective October 1, 2007, all academic advisors and academic support coordinators were organized to report through the Office of the Provost, with direct supervision provided by the Office of the Vice Provost for Undergraduate Studies. By January 15, 2008 national searches were completed resulting in the hiring of the first Director of the Center and three senior academic advisors, all with at least masters degrees and combined experience in professional academic advising and in support for student-athletes. The three advisors are dedicated to the student-athlete population. (One also works as a part-time academic coordinator for student-athletes.) They are joined by four full-time academic coordinators, two graduate student externs who serve as coordinators and a dedicated learning specialist [search in progress as of Spring 2008] as well as an administrative support person. SAAASC will be housed in newly renovated space at a cost of approximately \$300,000. The total salary budget for this area has increased dramatically since the 2005-06 academic year, going from \$263,702 to approximately \$469,791. In addition, the University has expended over \$200,000 on capital improvements to physical study space for student-athletes and has increased its budget for tutorial services by 18% since 2005-2006. The total budget for SAAASC is now approximately \$800,000.

The newly created SAAASC is the nexus for the delivery and oversight of academic advising and support for student-athletes. It works closely with the other academic support units within the university (e.g., Math/Science Resource Center, University Writing Center, Academic Resource Center). As all of these units report to the Office of the Provost, these services fall under the normal oversight provided by the Provost on a continuing basis. In addition, the Office of the Deputy Provost oversees a process of Periodic Program Review for academic programs and other units that are part of the provost's portfolio.

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

The University has made several financial investments in the provision of academic support services for student-athletes. Since 2005-06, the University has expended over \$200,000 on capital improvements to physical study space for student-athletes and has increased its budget for tutorial services by 18%. Salaries associated with the newly established Student Athlete Academic Advising & Support Center (SAAASC) were increased from \$263,702 to approximately \$469,791 and it will be housed in a newly renovated space at a cost of approximately \$300,000. The total budget for SAAASC is now approximately \$800,000.

The establishment of the Student Athlete Academic Advising & Support Center (SAAASC) under the oversight of the provost has taken place in the context of a general effort to strengthen the credentials, training and support for academic advisement across the University. Among the initiatives with a bearing on student-athletes, for example, is the identification and training of professional, academic advising liaisons for each of the University's twelve undergraduate units. These efforts are designed to provide student-athletes with a broad range of choices in the pursuit of their academic goals and to assure they are advised also of NCAA rules regarding academic progress, and eligibility. Specialized training sessions regarding NCAA eligibility and academic progress requirements have been held for the liaisons. Disability awareness and referral training has been carried out for all support coordinators and academic advisors in the Center. More generally, SAAASC has developed a number of measures and programs aimed at strengthening the support of student-athletes, including: early summer orientation sessions for

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student-athletes; special information sessions for student-athletes on advisement and support; special pre-registration sessions for student-athletes; sophomore progress workshops; undeclared major workshops for athletes approaching the 40% mark; and individualized, long-range academic planning.

With respect to the football program, the University has expended over \$200,000 in capital improvements to Edberg-Olson Hall to enhance the academic study areas for football student-athletes. In addition to increasing its budget for tutorial services by 18%, the University has provided all incoming football student-athletes with financial aid to attend Temple in the summer prior to their full-time collegiate enrollment. This decision has been beneficial toward ensuring academic success and has resulted in improved APR scores. For the summers of 2006 and 2007, the University expended over \$650,000 toward this effort. To address retention issues, University has also increased non-academic programming for student-athletes to address life skills and other elements of the student experience. In October 2006, two existing members of the Athletics staff took on additional responsibility for the coordination of the CHAMPS/Life Skills program in addition to hiring one individual to lead the coordination efforts in this area. One focus for the football program has been addressing the academic and social transition of the players. The Life Skills staff has is charged with getting to know each student-athlete with the goal of providing mentorship and guidance. Together these efforts provide our student-athletes with support in their academic, athletic and personal endeavors.

Student-athletes also benefit from progress in technological initiatives supporting academic advising, including the Academic Advising Data Base in extensive use for providing contact histories, advising reports and electronic session reports of advising meetings that go back to the students' OWLnet accounts and which are available to students as a chronological history of their advising history. The University has instituted a mid-semester warning system for all students, and this system is supplemented with faculty-generated, academic progress reports for student-athletes that are automated through our Student Athlete Management system (SAMs). SAMs also enables automated tracking of study hall attendance and support contacts.

The University has purchased and is installing (in spring 2008) an NCAA module for a new web-based version of the Degree Audit Reporting System (DARwin), which will streamline the production of semester-by-semester progress tracking for student-athletes. Student-athletes and all undergraduates, as well as faculty and professional advisors, will benefit from the new DARwin system, which will provide a user-friendly, graphically-enhanced presentation of degree-progress data—accessible with a web browser. The new system will be able to deliver a comprehensive report detailing students' progress towards meeting the requirements of their degree programs while improving the clarity and articulation of curricular requirements and programs. When all modules are fully implemented, DARwin will automate the transfer evaluation process and make available course articulation information (CAS) to prospective transfer students.

Student-athletes have benefited directly from the reorganization of the support functions because University support centers, such as the Math and Sciences Resource Center (MSRC) and the University Writing Center (UWC), provide additional space and trained and prepared academic tutors to work with all students, including student-athletes, a significant change over past practices.

The University's policies and practices for approving new degrees and courses have also strengthened its ability to ensure that accurate, consistent information about course descriptions, course credits, pre-requisites, co-requisites, degree requirements, and whether the course meets Core, GenEd or writing-intensive requirements, for example, is available. Course descriptions, seat availability and registration capabilities are available to students online through the web-based OWLnet system. The redesigned Academic Standing policy (#02.10.11), effective September 26, 2007, now enables all students whose academic performance is unsatisfactory, but who are nevertheless not dismissed, to receive Title IV financial aid and athletic aid, including financial support for summer course work, a change from prior policy.

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

Academic advising and support for student-athletes is delivered through the Student Athlete Academic Advising & Support Center (SAAASC). All academic advisors and support coordinators report through the Provost's Office, with direct supervision provided by the Office of the Vice Provost for Undergraduate Studies. The Center consists of a director and three senior academic advisors, all with at least masters degrees and combined experience in professional academic advising and in support for student-athletes. One advisor also works part time as an Academic Support coordinator. The three advisors are dedicated to the student-athlete population and specialize in detailed academic advisement of and short and long-term curricular planning for student athletes. As appropriate, they work with specially identified liaisons in several undergraduate schools and colleges.

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The director and advising specialists are joined by four academic coordinators, including a program coordinator. The coordinators provide a wide range of support for the student-athletes, including planning student support needs with coaches, assisting with communications between and among students and faculty, and follow-up on interventions. The program coordinator is responsible for the organization of tutorial support and study hall monitoring. In addition, the Center has a dedicated learning specialist [search in progress as of Spring 2008] and an administrative support person. The learning specialist will work with students with special academic needs and will work closely with the academic advisors, coordinators and Disability Resources and Services (DRS) to train staff members to recognize warning signs of learning disabilities and refer student-athletes for a closer review. SAAASC will be housed in newly renovated space at a cost of approximately \$300,000. The total salary budget for this area has increased 96% since the 2005-06 academic year, going from \$263,702 to \$469,791. The total budget is now approximately \$800,000.

5. Using the following program areas for academic support issues as examples, please describe:

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

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

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

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

Currently, there are three senior academic advisors who work with student-athletes in degree program assistance, course selection and roster revisions as well as assist in the processing of academic paperwork (retroactive course processing, withdrawals, medical withdrawals, various University petitions, etc.). Advisors are available for weekly walk-ins or by appointment advising throughout the year. These advisors act as liaisons to College/School advisors and act as advocates for the student-athlete.

The academic advisors design and implement numerous workshops to educate student-athletes on policies and procedures that may affect them. The workshop subjects include: pre-registration, choosing a major, and four year academic planning. Advisors also collaborate with other offices to facilitate informational workshops, such as, academic integrity, career development, and study abroad opportunities.

Student-athletes have the privilege of priority registration, whereby they are able to register the first day that registration is activated. This is to minimize conflicts with their schedules or missed class time. Advisors compile and disseminate information to student-athletes regarding the processes within each school/college advising center for registration periods.

The Advising program for student-athletes has been designed to maximize opportunities for student-athletes to pursue the academic programs of their own choice while being fully advised regarding the NCAA rules and regulations regarding eligibility and academic progress.

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

All student-athletes may use the student-athlete advising services, including returning student-athletes and student-athletes who have exhausted their eligibility. (The only exception to this policy is students who have been removed from the athletics program for cause.) University established policies govern the registration function.

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

Student-athletes are made aware of these services in several ways. The advisors meet with student-athletes in individual and group sessions during orientation, the preseason period, and before priority registration to review and inform student-athletes of the available services. Advisors also inform the coaches in the beginning of each semester and ask their assistance in supporting their function. There is also a section of the Student-Athlete handbook on Advising.

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

These services are offered through units which report to the provost, so normal oversight is provided by the provost on a continuing basis. In addition to this normal oversight, the Office of the Deputy Provost oversees a process of Periodic Program Review for academic programs and other units that are part of the provost's portfolio.

Additionally, staff are reviewed once a year using the University-wide Performance Development Plan. This system is used as a benchmark for training academic advisors as well as ensuring the mastery of advising. A supervisory rating is administered after a thorough review of the Director of SAAASC.

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

The deputy provost reviews self-study materials and reports from review teams. The provost reviews and approves plans for improvement, including any budgetary adjustments which might be necessary to implement each plan.

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

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

There is a tutoring program in place which is supplemented by the other available resources on campus including the Math/Science Resource Center (MSRC), the University Writing Center (UWC), and a variety of discipline-specific tutoring services offered by schools/colleges and departments, including but not limited to the following: Accounting, Actuarial Sciences, Economics, Finance, Intellectual Heritage, Management Information Systems, Risk Management and Insurance, Statistics, the College of Science and Technology, School of Social Administration and the College of Education (for the Praxis test).

The University Writing Center (UWC) offers a variety of services designed to support all Temple students in their writing. The most important of these services is one-on-one tutoring, and it is available to undergraduate and graduate students across the curriculum. Tutoring is available on a drop-in basis or by appointment, and e-mail tutoring is available through their Web site.

The Math/Science Resource Center (MSRC) offers tutorial assistance to all students enrolled in any core mathematics, science or statistics course. Services include walk-in tutoring, exam review sessions, tutoring by appointment and special workshops, exams and topics related to specific courses.

The Russell Conwell Center (RCC) is comprehensive academic and learning center that enables students to maximize their university experience, achieve academic success, enhance or develop strong leadership skills and prepare for their future careers. The RCC provides academic workshops that focus on a variety of support strategies and study skills as well as tutoring for numerous subjects to the entire university community.

Tutoring services for student-athletes can be arranged through the Student-Athlete Academic Advising & Support Center (SAAASC). Tutoring is offered every night that study hall is held and special requests for additional times can be submitted through the program coordinator. The MSRC and UWC assist by forwarding capable math, science and writing tutors to (SAAASC) for an interview. Once hired, the tutors are trained by their respective centers and may work in the study hall setting in group or individual tutoring

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sessions. They are also provided with supplementary specialized training on NCAA regulations. Student-athletes may also receive tutoring services at these centers' campus locations.

Tutors are paid at the university-wide rate between \$9-10 (undergraduate) per hour, \$11-12 per hour (graduate) and usually work approximately 10 -12 hours per week. Tutors are available to any student.

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

Tutoring services through the Math/Science Resource Center (MSRC), the University Writing Center (UWC), and the Russell Conwell Center (RCC) are available to all students. The use of some services may be limited to students enrolled in specific courses or may have other restrictions.

The tutoring services provided through SAAASC are available to all student-athletes including returning student-athletes and those who have exhausted their eligibility. (The only exception to this policy is student-athletes who have been removed from the athletic program for cause.)

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

The student-athletes are made aware of these services through their Academic Coordinators at the beginning of each semester during team meetings as well as the academic advisors throughout the year when meeting with students. Also, the advisors/coordinators inform the coaches in the beginning of each semester and ask their assistance in supporting the tutoring function.

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

These services are offered through units which report to the provost, so normal oversight is provided by the provost on a continuing basis. In addition to this normal oversight, the Office of the Deputy Provost oversees a process of Periodic Program Review for academic programs and other units that are part of the provost's portfolio.

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

The deputy provost reviews self-study materials and reports from review teams. The provost reviews and approves plans for improvement, including any budgetary adjustments which might be necessary to implement each plan.

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

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

The University offers a First-Year Seminar program which includes Freshman Seminar courses. These Freshman Seminars are academic courses designed to support student learning and development in the critical first semester of college. There are sections of Freshman Seminar specifically designed for student-athletes offered during the fall semester and second summer sessions. Topics addressed in these student-athlete sections vary according to instructor and class needs, but can include time management, academic planning, and review of on-campus resources. Success workshops, such as academic integrity, are offered throughout the semester.

The University Writing Center (UWC) offers a variety of services designed to support all Temple students in their writing. The most important of these services is one-on-one tutoring, and it is available to undergraduate and graduate students across the curriculum. Tutoring is available on a drop-in basis or by appointment, and e-mail tutoring is available through their Web site.

The Math and Science Resource Center (MSRC) offers tutorial assistance to all students enrolled in any core mathematics, science or statistics course. The MSRC Web site links students with hours of operation, tutoring schedules by subject and additional resources available for student use.

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The CHAMPS/Life Skills program has been developed to further enhance student-athletes success at Temple University. The program is committed to academic excellence, athletic excellence, personal development, career development and service. The Compliance & Student Services Coordinator oversees a CHAMPS/Life Skills team consisting of the Associate Athletic Director of Compliance & Student Services, Assistant Director of Compliance & Student Services, Director of the Student-Athlete Academic Advising & Support (SAAASC) and two other designated members from SAAASC. This team meets frequently to develop various programs and events to further enhance the success of the Temple student-athletes. The CHAMPS/Life Skills team provides programs, workshops, speakers and other events to promote health, well-being, academic success, athletic success, community service and serve other individual needs of the student-athletes. Examples of these workshops include: Dealing with Stress, Interpersonal Communications, and Academic Integrity.

The Russell Conwell Center (RCC) is a comprehensive academic and learning center that enables students to maximize their university experience, achieve academic success, enhance or develop strong leadership skills and prepare for their future careers. The RCC provides to the entire university community academic workshops which focus on a variety of support strategies and study skills.

Other resources on campus that can enhance student success skills include the TECH (Teaching, Education, Collaboration and Help) Center and the Temple University Libraries. The TECH Center is a 75,000-square-foot, state-of-the-art technology facility with resources that cater to current learning styles. Designed with a variety of workspaces to enable students to work collaboratively or individually, the center is the largest of its kind in the nation. This facility allows students to meet, study, collaborate, relax, and take advantage of the following resources: a student computer center with 700 computers: up to 600 fixed workstations and 100 wireless loaner laptops; 13 breakout rooms for collaboration and group study; specialized labs including video editing, graphic design, music composition, "quiet" zone, and software development facility and a 24-hour Help Desk for students, faculty, and staff.

The Temple University Libraries also contribute to student academic success through its student-centered services and outstanding collections. The libraries maintain an extensive network of print and electronic resources and its staff helps students access a world-class body of research information and make effective use of these research materials to achieve progress to graduation. In the past two years the libraries have significantly increased the number of print and electronic resources available to students. The electronic library is not only available to students around the clock, but it extends into their virtual spaces. Librarians are present in electronic social spaces and use instant messaging software to allow the millennial generation student to have instant access to research help. The Reference and Instruction Librarians work directly with faculty to integrate library resources into teaching and learning spaces, and provide personalized assistance to students in need of research help. A special outreach program is available to support the special needs of freshman student-athletes, and a library liaison is assigned to provide customized instruction and research support.

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

Registration for Freshman Seminars must be processed through the advising office. These student-athlete sections are only available to student-athletes. The success workshops are advertised to student-athletes only.

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

The student-athletes are made aware of these services through their Academic Coordinators at the beginning of each semester during team meetings as well as during workshops at University Orientation. Workshops are advertised to student-athletes via email and posted fliers and during the registration process.

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

Some of these services are offered through units which report to the provost, so normal oversight is provided by the provost on a continuing basis. In addition to this normal oversight, the Office of the Deputy Provost oversees a process of Periodic Program Review for academic programs and other units that are part of the provost's portfolio.

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

The deputy provost reviews self-study materials and reports from review teams. The provost reviews and approves plans for improvement, including any budgetary adjustments which might be necessary to implement each plan.

4. Study hall Availability, facilities, policy for mandatory attendance.

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

Student-athletes who are first-year freshman, transfer students or have a GPA under 2.5 are required to attend a minimum of 6 hours per week (min of 2 hrs/session) of study hall. Coaches may require more hours, but they must submit a request to the Director of SAAASC for purposes of planning and resource allocation. Study hall accommodates individual and team requests. Student-athletes are required to swipe in and out of study hall for tracking purposes and hours are not recorded if a student forgets to swipe out. If a student-athlete misses one study hall, or is disruptive, the student is addressed. If the behavior continues, the student-athlete will be removed from study hall that night and no hours will be posted. If it happens again, the coach and director are notified and discretion is used as to the next steps.

There are two study hall facilities with computers and tutors available. Supplemental space is available by utilizing the Math/Science Resource Center as well as the University Writing Center. A pilot program allowing student-athletes to fulfill study hall requirements in the TECH Center and at the Ambler Learning Center is in progress.

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

Services provided through SAAASC are available to all student-athletes, including returning student-athletes and those who have exhausted eligibility. (The only exception to this policy are students who have been removed from the athletics program for cause.)

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

Every student-athlete meets with an academic coordinator at the beginning of each semester and is made aware of whether he/she is required to attend study hall. These guidelines are also given to the coaches for their assistance in supporting the study hall goals.

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

These services are offered through units which report to the provost, so normal oversight is provided by the provost on a continuing basis. In addition to this normal oversight, the Office of the Deputy Provost oversees a process of Periodic Program Review for academic programs and other units that are part of the provost's portfolio

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

The deputy provost reviews self-study materials and reports from review teams. The provost reviews and approves plans for improvement, including any budgetary adjustments which might be necessary to implement each plan.

5. Freshman/transfer orientation Availability, attendance requirements.

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

Before an incoming student-athlete can register for classes, he/she must attend an on-campus orientation or complete the on-line transfer orientation. The student meets with their collegial academic advisor to be

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informed of the college policies and procedures as well as specific program requirements. During this visit to campus, the students meet the Senior Academic Advisors and Academic Coordinators from the Student Athlete Academic Advising & Support Center (SAAASC). After each orientation session, the Senior Academic Advisors review each student-athlete's schedule for any problems (e.g., degree applicability of courses, time conflicts). Students are contacted if there is a problem with their registration and the advisors work with them to resolve any issues regarding their schedule.

All Temple University students are required to attend an orientation; however, a variety of specialized orientation sessions are offered for numerous groups, including students in the Honors and Russell Conwell programs, the Boyer College of Music and Dance and student-athletes. This enables organized programming as well as a greater coordination of resources to better serve these unique populations.

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

Student-athletes, like all new Temple students, are required to attend an orientation before registering for classes.

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

The Temple University Orientation office mails out information concerning the orientation process. Student-athletes are expected to follow University protocols like all other students.

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

These services are offered through units which report to the provost, so normal oversight is provided by the provost on a continuing basis. In addition to this normal oversight, the Office of the Deputy Provost oversees a process of Periodic Program Review for academic programs and other units that are part of the provost's portfolio.

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

The deputy provost reviews self-study materials and reports from review teams. The provost reviews and approves plans for improvement, including any budgetary adjustments which might be necessary to implement each plan.

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

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

The NCAA certifying officer and the academic advisors audit student-athlete grades after each semester to identify any deficiencies. Issues are discussed with the student and recommendations for resolution of deficiencies and/or schedule changes are offered. In addition, the degree auditing (DARwin) NCAA module will be in place by May 2008. Academic progress is also reported to the FAR, the Academic Improvement Committee and appropriate personnel in the Department of Athletics so that APR progress can be monitored on an ongoing basis and coaches can be informed as necessary.

At Temple University, for all students, professors have broad latitude over determining missed class policies for their individual classes. Some departments have specific guidelines, (e.g. First-Year Programs limits absences to six (6) or a failure for the class results) while others have none.

The University distributes a Mid-Semester Rating report (courses # 700 -1999) for all students who are enrolled in lower division courses. One of the categories addresses problematic attendance.

The Student Athlete Academic Advising & Support Center (SAAASC) creates a travel letter each semester to be distributed by students to faculty (or directly by the SAAASC to faculty) to inform them of any missed class time due to competition. The student-athlete is encouraged to discuss with the faculty member any issues that could arise from the number of absences for competition. Also, twice a semester SAAASC

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surveys faculty, who have a student-athlete enrolled in the class, through an electronic Athletic Progress Review. Faculty are asked, among other items, about the number of absences of the student-athletes. There is a follow-up email sent to faculty who have not responded in a timely manner.

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

Curricular audits are conducted for all student-athletes.

The Provost has developed guidelines to assist all Temple students who are participating in a university-recognized event. This letter asks for faculty consideration for any missed classes and lists specific guidelines for the students on missed assignments. However, students are not permitted to miss class for practice.

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

Student-athletes are contacted via email during an audit if there are any issues or discrepancies that arise. General information regarding missed classes and progress toward degree are included in the Student Athlete Handbook.

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

These services are offered through units which report to the provost, so normal oversight is provided by the provost on a continuing basis. In addition to this normal oversight, the Office of the Deputy Provost oversees a process of Periodic Program Review for academic programs and other units that are part of the provost's portfolio.

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

The deputy provost reviews self-study materials and reports from review teams. The provost reviews and approves plans for improvement, including any budgetary adjustments which might be necessary to implement each plan.

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

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

The Learning Specialist (LS) in the Student Athlete Academic Advising & Support Center (SAAASC) works with students with special academic needs. This staff member also works closely with the academic advisors, coordinators and Disability Resources and Services (DRS) to train staff members to recognize warning signs of learning disabilities and refer student-athletes for a closer review. If a student is determined to need assistance, the LS will refer the student-athlete to DRS for further exploration. DRS is responsible for informing students with a diagnosed learning disability of the appropriate accommodations available to them. The student will then decide if he/she will utilize these accommodations.

Additionally, the Vice Provost for Undergraduate Studies has developed an at-risk model whereby a set of academic criteria (High School GPA, SAT Scores, Placement Test Scores) are evaluated before the beginning of the fall semester to determine if any students, including student-athletes, are at risk in Math/Science and Writing classes. This profile is given to the First-Year Writing Program and Math/Science Resource Center as well as the Director of SAAASC to develop early intervention strategies for at-risk students.

At the other end of the spectrum, the University is reviewing the ways in which student-athletes sometimes miss out on participating in university programs that are especially demanding academically, such as the Honors program, study abroad, pre-medical studies and other pre-health tracks, and our Diamond Scholars Program and other undergraduate research programs. As of fall 2007, 59 Temple student-

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athletes had GPAs of at least 3.5, and the University is actively exploring how more of them can participate in programs and opportunities for high academic achievers.

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

Services provided are available to all university students that have a documented physical or learning disability.

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

The student-athletes are made aware of these services through their Academic Coordinators at the beginning of each semester during team meetings as well during workshops at university orientation.

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

These services are offered through units which report to the provost, so normal oversight is provided by the provost on a continuing basis. In addition to this normal oversight, the Office of the Deputy Provost oversees a process of Periodic Program Review for academic programs and other units that are part of the provost's portfolio.

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

The Deputy Provost reviews self-study materials and reports from review teams. The provost reviews and approves plans for improvement, including any budgetary adjustments which might be necessary to implement each plan.

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

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

All entering freshman are required to take the Math and English placement tests, to determine their level of proficiency in these areas. The Vice Provost for Undergraduate Studies has developed an at-risk model whereby a set of academic criteria (High School GPA, SAT Scores, Placement Test Scores) are evaluated before the beginning of the fall semester to determine if any students, including student-athletes, are at risk in Math/Science and Writing classes. This profile is given to the First-Year Writing Program and Math/Science Resource Center as well as the Director of SAAASC to develop early intervention strategies for at-risk students.

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

Placement tests are administered to all entering freshman as well as transfer students who have not completed an English or Math requirement elsewhere. In addition, diagnostics tests are administered to entering transfer students in programs with an intensive math curriculum.

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

The Temple University orientation office mails out information concerning the placement test which takes place before or during an on-campus orientation. Student-athletes, like all other students, are expected to follow university protocols.

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

These services are offered through units which report to the Provost, so normal oversight is provided by the Provost on a continuing basis. In addition to this normal oversight, the Office of the Deputy Provost

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oversees a process of Periodic Program Review for academic programs and other units that are part of the provost's portfolio.

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

The Deputy Provost reviews self-study materials and reports from review teams. The provost reviews and approves plans for improvement, including any budgetary adjustments which might be necessary to implement each plan.

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

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

Currently, Temple has folded the mentoring function into the responsibilities of the academic advising and coordinator staff. Further, the Office of the Vice Provost for Undergraduate Studies sponsors several programs designed to support and enhance the undergraduate experience, including extended research or creative arts projects, and study abroad. The Diamond Peer Teacher, Diamond Research Scholars, and the Diamond Ambassadors programs provide faculty support and mentoring opportunities to all undergraduates at Temple.

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

The guidelines are posted for each program.

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

Academic advisors disseminate information to students who are academically appropriate for these programs.

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

These services are offered through units which report to the Provost, so normal oversight is provided by the provost on a continuing basis. In addition to this normal oversight, the Office of the Deputy Provost oversees a process of Periodic Program Review for academic programs and other units that are part of the provost's portfolio.

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

The Deputy Provost reviews self-study materials and reports from review teams. The Provost reviews and approves plans for improvement, including any budgetary adjustments which might be necessary to implement each plan.

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

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

Student-athletes who are determined to be at-risk (first-year freshman, transfer students and students with a GPA under 2.5) are required to attend a minimum of 6 hours per week (min of 2hrs/day) of study hall. These students are also required to meet with their Academic Coordinator on a weekly basis so he/she is able to monitor their progress. Additionally, University policy prohibits any student on academic warning and/or probation from self-registration privileges. Any student-athlete on academic warning and/or probation must meet with an advisor in person to register and make schedule revisions.

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Additionally, Temple employs an at-risk model whereby a set of academic criteria (High School GPA, SAT Scores, Placement Test Scores) are evaluated before the beginning of the fall semester to determine if any students, including student-athletes are at risk in Math/Science and Writing classes. This profile is given to the First-Year Writing Program and Math/Science Resource Center as well as the Director of SAAASC to develop early intervention strategies for at-risk students.

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

Student-athletes are held to the same academic standards as the rest of the student body.

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

Once the academic actions have been posted on student accounts, notification messages are sent to students' information accounts (OWLnet).

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

These services are offered through units which report to the Provost, so normal oversight is provided by the Provost on a continuing basis. In addition to this normal oversight, the Office of the Deputy Provost oversees a process of Periodic Program Review for academic programs and other units that are part of the provost's portfolio.

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

The Deputy Provost reviews self-study materials and reports from review teams. The Provost reviews and approves plans for improvement, including any budgetary adjustments which might be necessary to implement each plan.

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

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

All academic support services are available to former student-athletes on the same basis as current student-athletes, with the exception of financial aid.

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

The Athletics Department determines the continuation of scholarship aid for post-eligibility student-athletes. Former student-athletes work as student office workers or student coaches to earn their athletic scholarships.

Former student-athletes returning to finish their degree are often referred to the NCAA Degree Completion program. The Athletics Certifying Officer assists these students with contacting the school and/or college advising offices and identifying courses needed for graduation.

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

Student-athletes are made aware of the scholarship program through the Student-Athlete Handbook, Student-Athlete Advisory Council (SAAC), listservs and messages on the student-athlete website page. Former student-athletes are informed of the Degree Completion Program through team newsletters and student-athletes interested in graduate school scholarships are notified through the Athletics Department. Applications are available on the student-athlete website. Eligible students who do not apply are contacted.

For the year 2006-7 Temple's Department of Intercollegiate Athletics was named to the Honor Roll of the National Consortium for Academic and Sports (NCAS) under the degree completion program as Temple

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ranked seventh nationally in student-athletes returning to school to complete their degrees following the exhaustion of their eligibility.

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

Some of these services are offered through units which report to the Provost, so normal oversight is provided by the Provost on a continuing basis. In addition to this normal oversight, the Office of the Deputy Provost oversees a process of Periodic Program Review for academic programs and other units that are part of the provost's portfolio.

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

The Deputy Provost reviews self-study materials and reports from review teams. The Provost reviews and approves plans for improvement, including any budgetary adjustments which might be necessary to implement each plan.

- 6.** Please submit a copy of the report from the academic support services review to your NCAA staff liaison with the submission of your self-study report. [Please use the file upload link contained within this question on the athletics certification system (ACS) database to submit a copy of your most recent academic support services review.]

Under separate cover, Temple is emailing to Jobrina Perez a series of memoranda outlining a continuing process of examination and evaluation of student-athlete academic support, advising and certification of NCAA eligibility that lead ultimately to the establishment of the Student Athlete Advising and Academic Support Center (SAAASC) in 2007.

1. September 2005 Memorandum from Clarence Armbrister, Executive Vice President, to David Adamany, President, entitled "Recommendation to Reorganize the Certification, Compliance and Academic Advising and Academic Support Functions in the Department of Intercollegiate Athletics."
2. October 2005 memorandum from David Adamany to Clarence Armbrister approving changes.
3. July 2007 memorandum from Chris Dennis, Associate Vice Provost Provost for Undergraduate Studies, and Kristen Foley, Associate Director of Athletics, to Clarence Armbrister, Richard Englert, Deputy Provost, Peter Jones, Vice Provost for Undergraduate Studies and Bill Bradshaw, Athletic Director, entitled DRAFT "Organizing Academic Advising and Academic Support for Student- Athletes." The recommendations of this memorandum were adopted, although a final version of the memorandum was never prepared.

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

The University plans to continue its implementation of the newly formed Student Athlete Academic Advising & Support Center (SAAASC) and evaluate its progress closely using normal oversight provided by the Provost as well as through the Periodic Program Review process overseen by the Office of the Deputy Provost. SAAASC will be placed into the program review cycle. This review process requires a self study, a review by an external team of experts and a plan for improvement.

Evaluation

1. Does the institution demonstrate that adequate academic support services are available for student-athletes? **Currently Yes**
2. Does the institution demonstrate that student-athletes are encouraged and assisted in reaching attainable academic goals of their own choosing? **Currently Yes**

Academic Integrity

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

Academic Integrity

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

PART I-A: Standardized test Scores, by Gender

		Gender							
		Male Students		Male Student-Athletes		Female Students		Female Student-Athletes	
		Score	# o f Students	Score	# o f Students	Score	# o f Students	Score	# o f Students
Average Standardized Test Score	Academic Year								
	2006-2007	1116	1864	1001	42	1068	2219	1020	34
	2005-2006	1130	1763	1020	36	1077	2273	1039	26
	2004-2005	1120	1706	1001	27	1067	2288	1030	37

Name of person completing this chart: Dr. Timothy A. Walsh
 Title: Director Institutional Research

Academic Integrity

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

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

		Racial or Ethnic Group - All Entering Freshman Students											
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other	
Average Standardized Test Score	Academic Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2006-2007	980	6	1071	435	1027	704	1064	157	1114	2341	1092	439
	2005-2006	1050	1	1085	432	1032	714	1072	149	1125	2396	1100	344
	2004-2005	1066	7	1063	404	1023	666	1042	134	1114	2391	1093	392
		Racial or Ethnic Group - All Entering Freshman Student-Athletes on Aid											
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other	
Average Standardized Test Score	Academic Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2006-2007	0	0	0	0	940	27	1020	2	1061	42	944	5
	2005-2006	0	0	0	0	972	25	0	0	1077	33	987	4
	2004-2005	0	0	0	0	930	20	830	1	1084	36	957	7

Name of person completing this chart: Dr. Timothy A. Walsh

Title: Director, Institutional Research

Academic Integrity

FOR FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID

PART II: GPA and Test Scores, by Sport Group

		Sport Group																
		Football		M e n ' s Basketball		Baseball		Men's Track/Cross Country		Men's Other Sports and Mixed Sports		W o m e n ' s Basketball		Women's Track/ Cross Country		W o m e n ' s Other Sports		
		Academic Year	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students
Average Core Course GPA	2006-2007	2.78	18	2.41	2	2.79	8	3.06	6	3.11	9	3.01	5	3.6	3	3.43	26	
	2005-2006	2.96	17	2.76	3	2.95	2	3.29	3	3.46	7	3.39	1	2.99	5	3.26	20	
	2004-2005	2.54	10	2.5	3	3.05	4	2.85	2	3.45	7	3.21	5	3.21	6	3.28	26	
		Academic Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2006-2007	922	18	1005	2	1013	8	1060	6	1123	14	874	5	1033	3	1039	26	
	2005-2006	996	20	807	3	1030	2	1123	3	1136	8	830	1	972	5	1067	20	
	2004-2005	966	10	857	3	913	4	1005	2	1116	8	932	5	1028	6	1045	26	

Name of person completing this chart: Dr. Timothy A. Walsh

Title: Director, Institutional Research

Academic Integrity

SPECIAL-ADMISSIONS INFORMATION

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

			Sport Group (Freshman)								
	Year	All Freshman Students	All Freshman Student-Athletes on Athletics Aid **	Baseball	M e n ' s Basketball	Football	Men's Track/Cross Country	Men's Other Sports and Mixed Sports	W o m e n ' s Basketball	Women's Track/Cross Country	Women's Other Sports
% of Special Admits	2005-2006	11%	37%	14%	7%	50%	4%	0%	14%	0%	11%
	2004-2005	8%	26%	0%	12%	56%	6%	0%	6%	6%	12%
	2003-2004	8%	33%	9%	14%	38%	0%	5%	14%	5%	14%

Name of person completing this chart: Dr. Tomothy A. Walsh

Title: Director, Institutional Research

Equity and Student-Athlete Well-Being

Operating Principle

3.1 Gender Issues

Self-Study Items

1. List all "corrective actions", "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 3.1 (Gender Issues). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

Temple's Plan from First-Cycle Certification: The strategy for improvement imposed by the NCAA Division I Committee on Athletics Certification ("Committee") in its first-cycle certification decision as it related to Operating Principle 3.1 (Gender Issues) was to enhance the institution's existing plan for addressing gender equity in the intercollegiate athletics program to include greater specificity related to increasing operational resources for women's teams and increasing coaching positions for women's teams.

In response to the Committee's finding, Temple University's Department of Intercollegiate Athletics added greater specificity to increasing operational resources for women's teams, by targeting the specific areas of travel, recruiting and coaching salary funds. In addition, as required, the institution increased coaching positions for women's teams. Specific improvements are discussed below:

Travel: From academic year 1998 through 2001, women's sports travel budgets increased by 22 percent. The travel budget was \$323,490 in 1997-1998; \$308,830 in 1998-1999; \$335,769 in 1999-2000; and \$396,175 in 2000-2001.

Recruiting: An analysis of the women's teams recruiting budgets showed similar growth. From academic year 1998 through 2001, there was a 14 percent increase in the women's recruiting budget. The recruiting budget in 1997-1998 was \$66,958; \$62,011 in 1998-1999; \$77,562 in 1999-2000; and \$76,634 in 2000-2001.

Salaries for Coaching Staff: The University has also significantly increased its allocations for coaches' salaries for women's teams. Specifically, from academic year 1998 through 2001, these salaries were increased by 65 percent. In 1997-1998, the budget for coaches' salaries was \$502,290. The budget steadily increased to \$547,076 in 1998-1999, \$677,062 in 1999-2000, and \$829,353 in 2000-2001.

Increase in Coaching Positions: Resources available to women's teams have steadily increased since the 1998-1999 academic year. Nine of the 11 women's sports currently have a head coach who is a full-time employee of the University and also has full-time coaching duties. Two (Track & Field and Fencing) women's sport programs currently have a head coach who is a full-time employee of the University and has part-time coaching duties for that sport.

The number of assistant coaching positions for women's teams also has increased. During the 1996-1997 season, the women's basketball program hired a full-time assistant coach. The following year, full-time positions for lacrosse and volleyball were established. In 1999, full-time assistants were hired for the field hockey program and softball programs. The women's soccer assistant coach position was also upgraded from part-time to full-time during the 2007-2008 academic year.

The University has also enhanced staffing through the hiring of additional graduate assistants. Presently, all 11 women's programs have a graduate assistant position as part of their coaching staff. In 2003-2004, graduate assistants were allocated for eight women's teams: track, basketball, field hockey, softball, crew, volleyball, soccer, and gymnastics. A graduate assistant was added to women's tennis in 2004-2005. In 2006-2007, a graduate assistant coach was added to fencing and the lacrosse program changed their part time assistant to a graduate assistant coach.

Equity and Student-Athlete Well-Being

2. Report on the implementation of the plan to address gender-equity issues developed by the institution during its first-cycle certification process. Specifically, include: (a) the original plan, (b) the action(s) taken by the institution, (c) the date(s) of the action(s), (d) an explanation for any partial or noncompletion of such required actions. The committee will not accept the following explanations for partial completion or noncompletion: 1) the institution did not possess sufficient funds to implement the plan, and 2) The institution has had personnel changes since the original development of the plan. [Please note: Within gender-equity written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution's written plan. If an institution has already submitted a plan to the committee that includes specific hiring numbers, the committee will not hold the institution accountable for achieving those specific numerical targets. Rather, the committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.]

Temple's Plan from the First-Cycle Certification: Implementation of the institution's gender equity plan began immediately. Set forth below is a discussion of: the original plan issue and intended result; the action(s) taken by the institution and date of action; and an explanation for partial or noncompletion, if applicable.

Issue #1: Increased operational resources for women's teams. [Allocations to be completed by FY01]

Intended Result: Provide additional operational resources to women sports specifically in the areas of recruiting and travel. Priority for expenditures: (1) volleyball and lacrosse; (2) soccer/basketball/softball; and (3) track and field hockey.

Action(s) Taken by the Institution: The recruiting budgets of the priority sports were significantly increased the year following initial certification. The aggregate increase in the recruiting budgets of the above-named women's teams was 70.5 percent from 1996-1997 to 2000-2001. The volleyball recruiting budget increased by 55 percent from 1996-1997 to 1997-1998 (from \$9,018 to \$13,982). In 2000-2001, the volleyball recruiting budget was \$14,242. Lacrosse's recruiting budget increased by 37 percent during from 1996-1997 to 1998-1999. By 2000-2001, the lacrosse recruiting budget was 11,230. Soccer, basketball and softball saw increases of 55 percent, 2 percent, and 20 percent, respectively, from 1996-1997. By 2000-2001, the budgets for soccer, basketball, and softball were \$3,401, \$39,394, and \$5,633, respectively. The recruiting budgets for track and field hockey each nearly doubled in the year following the initial certification. The track team's recruiting budget, which is historically small due to the availability and success of recruiting locally for this team, grew from a \$0 budget in 1996-1997 to 1,892 in 2000-2001. The field hockey recruiting budget nearly tripled, growing from \$3,942 in 1996-1997 to \$9,710 in 2000-2001.

The institution also met its intended goal of increasing the travel budget for the targeted women's sports by 2000-2001. In 1996-1997, the total travel budget for women's sports was \$292,453. By 2000-2001, the travel budget for women's sports was increased to \$396,175. The aggregate travel budget for priority sports increased each year from 1996-1997 through 2000-2001. The volleyball team's travel budget was \$41,583 in 1996-1997; \$37,000 in 1997-1998; \$44,174 in 1998-1999; \$45,093 in 1999-2000; and \$77,332 in 2000-2001. The women's lacrosse team's budget increased by 68.6 percent from 1996-1997 to 2000-2001 and grew from \$20,432 to \$34,443. The travel budget for the women's soccer team steadily increased, from \$19,282 in 1996-1997 to \$41,121 in 2000-2001. The women's basketball team's travel budget also significantly increased, from \$68,391 in 1996-1997 to \$107,683 in 2000-2001. Softball's travel budget increased from \$35,461 in 1996-1997 to \$54,419 in 2000-2001. The travel budget of the women's track team nearly doubled from 1996-1997 to 2000-2001, from \$20,903 to \$41,504. Field hockey also increased during this time, from \$18,911 in 1996-1997 to \$33,413 in 2000-2001.

One of the direct benefits afforded to many of our women student-athletes was overseas travel opportunities. Field hockey traveled to Barbados in 2000, the volleyball team visited China, and the women's basketball team participated in a tournament in the Bahamas. These trips provided valuable competitive and cultural experiences for our female student-athletes.

Issue #2: Increased promotional materials for women's teams. [A continuous effort throughout the five year period 1998-2003]

Intended Result: A continuation of increased support in promoting women's athletics. The intended end result is increased attendance at women's events as well as increased financial support through Owl Club contributions.

Equity and Student-Athlete Well-Being

Actions Taken by the Institution: The institution's initial promotional activities included enhancing the women's sports media guides. During the 1997-1998 season, the color information pamphlets were increased in size, quality and content. A new and improved 8" x 11" media guide was produced for each of the women's programs. Previously, only 6" x 9" booklets were produced.

Also, 18" x 22" color posters were produced for two of the women's sports: basketball and volleyball in 2002. In addition, women's basketball team pocket schedules were created. Volleyball pocket schedules also were added in 2002. Broadcasting of a women's basketball radio show was started on the university's radio station (WRTI) during the 1999-2000 academic year.

Until the 2004-2005 season, combination media guides were produced for the men's and women's soccer teams and men's and women's gymnastics teams. During the 2004-2005 seasons, women's gymnastics and women's soccer joined field hockey, volleyball, basketball, fencing, lacrosse and softball as programs with their own 8 x 11 color media guides. An individual women's tennis guide will be produced in 2007-2008. Additional funding was also established in 2005-2006 to produce more women's team posters. In that year, women's soccer, volleyball, field hockey, women's gymnastics, fencing, lacrosse and softball were added to women's basketball and volleyball as programs that promote their sport with 11 x 17 color team posters.

Also, pocket color schedule cards were produced for all sports teams. Previously, only football, men's basketball women's basketball and volleyball had their own schedule cards. The remaining program schedules are included in a collective pocket document.

Additionally, the Marketing Department produces fliers which are distributed on campus to promote women's events. Arena signage such as the marquis outside of the Liacouras Center is utilized to promote women's events as well as to recognize our teams and student-athletes who have achieved significant honors.

Game promotional activities have been taking place since 2004-2005 at most women's events. These activities are staffed by the Athletics Department marketing personnel and include T-shirts, gift certificates and pizza give-a-ways.

The Sports Media Relations Department has extended the promotion of women's sports utilizing technology. In 2004, the softball and women's basketball teams' NCAA tournament games were audio streamed. During the 2006-2007 year women's basketball games could also be viewed via web streaming. Field hockey and volleyball were added to the web stream in 2007-2008 with plans for gymnastics and softball to be added in the spring 2008.

Promotion of women's sports programs has been a continuing focus of the institution's Media Relations and Marketing staffs, with a particular emphasis on the sport of women's basketball. Women's basketball is currently actively marketed using the following methods: radio advertising, television advertising, on-air radio ticket giveaways, email blasts, discounted tickets to community organizations, theme nights, giveaways, the annual Dawn Staley School Day game, newspaper advertising, a prominent billboard on I-76, group sales, on-court/in-game promotions, the radio broadcast of selected women's basketball games, radio/TV interviews with Dawn Staley, and a coaches radio and TV show that includes women's basketball coaches.

Issue #3: Sustain participation rates for women's teams. [An ongoing annual process.]

Intended Result: To maintain current participation rates of 50 percent Women and 50 percent Men.

Actions Taken by the Institution: Participation opportunities remained nearly even during the 1998-99 and 1999-2000 academic years. The University took aggressive action to maintain the participation rates, including:

- Increasing the operating budgets for women's sports. From the 1998-1999 academic year to the 2006-2007 academic year, operating budgets for women's sports teams increased by 142 percent.
- Increasing the recruiting budgets of women's sports teams. From 1996-1997 to 2006-2007, the recruiting budget for women's sports teams increased by 132 percent.
- Increasing salaries for coaches of women's teams. The respective budgets for head coach and assistant coach salaries more than tripled from 1996-1997 to 2006-2007.
- Additional scholarship opportunities for women. Currently, nine of our 11 women's programs operate with the NCAA maximum-allotted scholarship dollars. Presently, only women's crew and women's gymnastics are not fully funded. However, the former women's gymnastics head coach preferred to be funded at a lower number to allow for post-season competition, so that the women's gymnastics student-athletes could qualify for both the NCAA as well as USA Gymnastics Collegiate National Championships (qualifications available only to institutions maintaining a certain level of scholarships).
- The addition of a women's cross country team in 2005-2006.

Despite these initiatives, female students did not respond as hoped, and the institution has fallen somewhat short of its intended goal. During the 2006-2007 school year, athletics participation rates were 57.3 percent men and 42.7 percent women.

Equity and Student-Athlete Well-Being

The University also looked at improving program staffing as a strategy to improve participation rates. The goal was to hire and retain quality coaches to maintain appropriate squad sizes and maximize participation opportunities. The University accomplished this through a variety of methods, including increases in salaries, upgrades in positions, and increases in staffing support.

The allocations for coaching salaries for women's teams dramatically increased during the first NCAA Certification cycle. Head coach and assistant coach salaries collectively increased by over 300 percent from FY97 to FY07. In 1996-1997, the total salaries for head coaches of women's teams was \$318,651. By 2006-2007, these salaries totaled \$1,369,272 - a 330 percent increase. Assistant coach salaries received an even larger increase - increasing from \$119,896 in 1996-1997 to \$537,247 in 2006-2007 (348 percent).

Many assistant coach positions were elevated to full-time status and graduate assistant positions were added to provide quality coaching to the numbers of student-athletes for women's teams. During the 1996-1997 season, the only women's sport to staff a full-time assistant coach was women's basketball. The following year, full-time positions for lacrosse and volleyball were added. In 1999, the part-time field hockey position was upgraded to a full-time position. In 2007-2008, the women's soccer assistant coach position was also upgraded from a part-time to a full-time position.

The University also increased staff support with the addition of graduate assistants. Presently, all 11 women's programs are provided with a graduate assistant position as part of their coaching staff. In 2003-2004, graduate assistants were provided for women's track, women's basketball, field hockey, softball, women's crew, volleyball, women's soccer and women's gymnastics. A graduate assistant was provided to the women's tennis team the following year. In 2006-2007 a graduate assistant coach was added to fencing and the lacrosse program changed its part-time assistant to a graduate assistant coach.

Even with the implementation of the above strategies, the institution was unable to maintain a participation ratio of 50/50. The participation rates are the result of several factors, including the interest levels of male and female students at Temple to participate in intercollegiate athletics, particularly as walk-ons or non-scholarship student-athletes. Another contributing factor may have been the number of head coaching changes in our women's programs between 2004 and 2007, when seven new head coaches were hired (for track, softball, soccer, lacrosse, gymnastics, field hockey and crew). During that time period, the University experienced declines in women's participation numbers. Transitions in coaches may contribute to a decrease in participation as the new coach, players, and administration adjust to new recruiting and coaching styles.

The institution's response to this challenge is fully set forth under Study Item 7.

Issue #4: Increase coaching positions for women's teams. [To be completed by 2000-2001]

Intended Result: To hire a restricted earnings coach in women's volleyball, elevating the part-time softball coach to full-time, and adding additional part-time coaching position to women's track.

Actions Taken by the Institution: As a result of litigation (to which the NCAA was a party), the institution was prohibited from hiring a restricted earnings coach in volleyball. The institution met its other goals of (1) elevating the part-time softball position to full-time and (2) adding an additional part-time coaching position to the Women's track program. In addition to meeting these specific goals, the overall number and level of assistant coaching positions for women's teams has increased from the first cycle. In addition, many assistant coach positions were elevated to full-time status and graduate assistant positions were added to provide quality coaching to the numbers of student-athletes for women's teams.

During the 1996-97 season, the only women's sport to staff a full-time assistant coach was women's basketball. The following year, full-time positions for lacrosse and volleyball were added. Although the restricted earnings coach position was eliminated as part of the lawsuit against the NCAA, the institution added a graduate assistant coaching position for volleyball in 2001. The part-time softball coach was raised to full-time status in 2001-2002 (a year after the projected timeline) and another part-time track coach was added in 2000-2001. Currently, the track and field program now has a full-time head coach, full-time assistant coach, and two part-time assistant coaches and an intern who split their duties between the men's and women's track teams.

In 1999, the part-time field hockey position was elevated to full-time. The women's soccer assistant coach position was also upgraded during the 2007-2008 academic year. Staffing additions were made which included graduate assistants. By 2003-2004, graduate assistants were slotted for women's track, women's basketball, field hockey, softball, women's crew, volleyball, women's soccer and women's gymnastics. Women's tennis was added to that group in the following year. In 2006-2007, a graduate assistant coach was added to fencing and the lacrosse program changed their part time assistant to a graduate assistant coach. Presently, all eleven women's programs are provided with a graduate assistant position as part of their coaching staff.

Equity and Student-Athlete Well-Being

Issue #5: Equitable playing and practice facilities for men and women in future relocation/construction of athletic facilities. [To be accomplished on an ongoing basis during planning and construction]

Intended Result: To ensure future playing and practice facilities, currently planned for the athletics program, provide equitable treatment of both women's and men's programs.

Actions Taken by the Institution: The institution has met its goal of providing equitable practice and game facilities for women's programs as part of new athletic construction. Specifically, the construction of new practice and competition facilities has enhanced the women's basketball, softball and soccer programs. Other facility improvements have benefited the women's tennis and volleyball programs.

The 10,000 seat state-of-the-art Liacouras Center has been the home of the men's and women's basketball teams since 1997. During the planning and design phases of the project, efforts were made to achieve equality for both programs. The office suites are located in the lower level of the building, just steps off the main arena floor which is shared by both teams. Located in the same hallway, each team has an equal amount of space for individual offices, meeting rooms, equipment areas, and team and coaches locker rooms. A training room was built to split each team locker room for easy access.

The Ambler Sports Complex was created in 2004 to host both men's and women's soccer, baseball and softball. In addition, two NCAA standard soccer fields were constructed at Temple University's Ambler Campus. One is mainly utilized as a practice field while the other is primarily used for competition. The men's and women's soccer teams work in collaboration to alternate practice times for shared usage. The men's and women's softball and baseball teams opened play in the spring of 2004 on their own state of the art fields also at Ambler. As with the Liacouras Center, the Ambler field house was designed to create equivalent amenities for all four programs. Each team has its own locker room (all same dimensions) and each head coach has an individual office (same size and proximity).

In addition, the institution resurfaced the tennis courts (summer 2007) and track (August 2006) to provide benefits to our women's tennis and track teams as well as the men's programs. In 2005, the University also financed enhancements to a dedicated volleyball court and markings which were painted on the gymnasium floor of McGonigle Hall, the home of the team.

In 2008, the University will issue a master plan, which will consider all the space and facilities needs of departments and programs. Athletics' needs will be evaluated as part of the master planning process.

Issue #6: To provide GIA scholarship assistance for women's sports approaching the 50/50 participation rate. [To be completed by 2002-2003]

Intended Result: Allocate 120 scholarships for the women's sports programs.

Actions Taken by the Institution: By 2002-2003, the number of scholarships offered for women's sports totaled 120, a significant increase from the 100.57 scholarships allotted in 1996-1997. The scholarship allocation goal for women's athletics teams was 16 for track, 15 for basketball, 12 for each of volleyball, soccer, lacrosse, field hockey, softball, and crew, 6 each for gymnastics and tennis, and 5 for fencing. The university met its goal for GIA scholarship assistance for all of the women's sports teams, with the exception of crew, which missed the goal by 2 scholarships. Women's tennis, however, exceeded the goal by 2 scholarships. For the men's teams, the goal for GIA scholarship assistance in 2002-2003 was 5 for track, 12 for basketball, 85 for football, 6.5 for each of soccer and baseball, 7 for crew, 3.6 for gymnastics, and 1.5 for each of tennis and golf. The university met its goal for GIA scholarship assistance for all of the men's teams and exceeded the GIA assistance by 0.5 for both tennis and golf.

In the 2002-2003 academic year, scholarships were allocated at a ratio of 48.1 percent women/ 51.9 percent men. For the women's sports, all but track, crew, gymnastics, and tennis were allocated at the NCAA maximum. For the men's teams, only basketball and football were allocated at the NCAA maximum. Actual scholarships were awarded to 47.9 percent of female student-athletes and 52.1 percent of male student-athletes. Temple met its goal for GIA scholarship assistance for all of the women's sports teams but crew and exceeded GIA scholarship assistance for tennis.

For women's sports teams, the University continued to increase GIA scholarship assistance after the 2002-03 fiscal year. By 2005-2006, one additional scholarship had been added (to track). By 2007-2008, three more scholarships for female student-athletes were added, bringing the total to 124. There was one scholarship added for track and two for soccer. Presently, scholarship dollars are proportionate to male and female participation rates.

Issue #7: To provide improvements to existing study hall advising facilities, and increased computer availability. [To be completed by 1998-1999]

Intended Result: Enhancement of the academic advising program and a consolidation of available resources.

Equity and Student-Athlete Well-Being

Actions Taken by the Institution: The study hall (Academic Enrichment) area for student-athletes was upgraded in 1998 and 1999 with the addition of new furniture and computers. Six computers and a network printer were placed in the study hall room for direct access during tutoring/study sessions. Also, additional desks, chairs, and other furniture were added to create a more efficient learning environment. Therefore, the goal of increasing computer availability and making enhancements to the study hall area were met by 1998-1999.

The Department continues to provide resources for student-athletes to achieve success in the classroom. Since the addition of six computers in 1999, there have been several upgrades to enhance the academic experience of our student-athletes, including:

2002-2003

- New carpet was added in the Academic Enrichment area.

2003-2004

- The Academic Enrichment program was computerized to allow for accurate supervision and record keeping, provision of timely reports to coaches and processing of tutor payroll.
- 10 new computers were added to the primary computer lab in Pearson Hall.

2004-2005

- New furniture added to the Academic Enrichment Area in Pearson Hall to improve the study environment.
- A second computer lab was established in the Edberg Olsen Complex, alleviating congestion in the primary Pearson Hall computer lab.
- 12 new computers were purchased for the two student-athlete computer labs.

2005-2006

- Two new study areas were established at Edberg Olsen Complex and Pearson Hall (second floor).

2006-2007

- 18 new desktop computers were purchased for both study areas in Pearson Hall.
- 4 laptop computers were purchased for student-athlete usage during team travel.
- A fourth study area was created in the Student Athlete Academic Advising & Support room which allows for more individualized attention.
- A Student-Athlete Management System (SAMS) Database was purchased for \$10,500 to provide better services to our student-athletes. (The SAMS system is being phased out during Spring 2008).

The entire structure for delivering academic advising and academic support to student-athletes was changed during 2006-7. These services are now provided by the Student Athlete Academic Advising & Support Center (SAAASC) within the Office of the Provost. These services, and the additional resources devoted to this area, are fully described in the Academic Integrity section of this self-study.

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

Temple has made continuing investments in recruitment, travel opportunities, academic support, scholarships, operational resources, publicity, salary support, facilities and academic infrastructure that have been directed to women's teams or which have directly aided female student-athletes.

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

Temple University welcomed its first female President, Dr. Ann Weaver Hart, in the summer of 2006. Under her new leadership, athletics is a priority and, consequently, the management of the Department of Intercollegiate Athletics was transferred to the Office of the President. The Director, William Bradshaw, now reports directly to the University President.

Temple has also been proactive in identifying areas of opportunity and improvement in the Athletics program. Two consultants were retained to analyze all department policies and procedures. During 2007-8, the Athletic Department retained the services of Alden & Associates, Inc. to review and revise all of the policies and procedures of the Athletic Department Manual as well as the Student-Athlete Handbook. In September 2007, former NCAA President Judith Sweet visited campus to perform a gender equity inventory of the Temple University athletic

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program. The University has implemented several of her recommendations and is currently reviewing others. President Hart reestablished the Presidential Advisory Committee on Intercollegiate Athletics (PACIA), which will appoint a gender equity subcommittee to monitor progress in this area on a regular basis, in particular the undertakings in the Gender Equity Plan developed for this self-study. In addition Temple's Office of Multicultural Affairs will play a greater role in assisting the Department of Athletics to further its efforts to recruit and serve additional female student athletes.

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

Gender-Equity Issues Plan #1: Increased Operational Resources for Women's Teams specifically in the areas of recruiting and travel, with priority given to (1) Volleyball/Lacrosse, (2) Soccer/Basketball/Softball, and (3) Track/Field Hockey.

The budgets for recruiting, travel, and equipment increased significantly from 1996-1997 to 2006-2007. In 1996-1997, the recruiting budget was \$53,319. University funding steadily increased for recruiting and by 2006-2007, the recruiting budget had grown to \$123,816 - a 132 percent increase. The travel budget during that time nearly doubled- increasing from \$292,453 to \$544,283. The equipment budget increased almost four-fold, and grew from \$57,560 in 1996-1997 to \$279,684 in 2006-2007.

Gender-Equity Issues Plan #2: Increased promotional materials for women's teams. A continuation of increased support in promoting women's athletics, with the intended end result being increased attendance at women's athletic events and increased financial support through Owl Club contributions.

Promotion of women's sports programs has been a focus of the media relations and marketing staffs, with a particular emphasis on the sport of women's basketball. Women's basketball is currently actively marketed using the following methods: radio advertising, television advertising, on-air radio ticket giveaways, email blasts, discounted tickets to community organizations, theme nights, giveaways, the annual Dawn Staley School Day game, newspaper advertising, a prominent billboard on I-76, group sales, on-court/in-game promotions, the radio broadcast of selected women's basketball games, radio/tv interviews with Dawn Staley, and a coaches radio and TV show involving both men's and women's basketball. Additionally, schedule cards are now produced for all sport teams; posters are produced for all teams except golf, men's tennis, women's tennis, men's track, women's track, men's crew, and women's crew; and media guides (men's and women's tennis, men's and women's track, and men's and women's crew have joint media guides) are now produced annually for all programs. The Marketing Department also routinely produces fliers which are distributed on campus to promote women's sporting events and arena signage such as the marquis outside of the Liacouras Center is utilized to promote women's events.

Gender-Equity Issues Plan #3: Sustain participation rates for women's teams in order to maintain a 50 percent male and 50 percent female student-athlete participation rate.

Athletics participation rates have fluctuated over the 9-year period, with the 50/50 ratio being achieved only in 1998-1999 and 1999-2000, and an average ratio of 53.8 percent male/ 46.2 percent female over the period. The variance of the participation rate to the 50/50 goal is attributed to the interest levels of male and female students at Temple to participate in intercollegiate athletics, particularly as walk-ons or non-scholarship student-athletes. The university is addressing the lag in female participation in its Gender equity plan prepared in connection with this self-study.

Gender-Equity Issues Plan #4: Increased coaching positions for women's teams. Hire a restricted earnings coach in Volleyball, elevate the part-time softball coach to full-time, and add additional part-time coaching positions to Women's track.

The University has increased both assistant and head coach positions, and has elevated the status of many other coaches. The number of assistant coaching positions for women's teams has increased to 27 total assistant coaches (8 full-time, 19 part-time). The restricted earnings coach position was eliminated nationally as a part of a lawsuit against the NCAA, so Temple does not have a restricted earnings coach in Volleyball. The part-time softball coach has been elevated to full-time and the Track and Field program now has a full-time head coach, full-time assistant coach, and part-time assistant coach who split their duties between the men's and women's track teams. Nine of the 11 women's sports currently have a head coach who is a full-time employee of the University and also has full-time coaching duties for that sport. Two (Track & Field and Fencing) women's sport programs currently have a head coach who is a full-time employee of the University and has part-time coaching duties for that sport. With

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respect to assistant coaches, the number of both full-time and part-time assistants has increased since the previous gender plan was formulated. Assistant Coach positions in fencing, field hockey, and softball were upgraded from part-time to full-time status. The women's soccer assistant coach position was also upgraded from part-time to full-time during the 2007-2008 academic year.

Gender-Equity Issues Plan #5: Equitable playing and practice facilities for men and women and future relocation/construction of athletic facilities.

This area is not addressed in the data available through the EADA report.

Gender-Equity Issues Plan #6: Provide athletic scholarships in line with participation rates of 50 percent male and 50 percent female.

Athletic scholarships awarded are at variance from the goal of 50 percent male and 50 percent female. In 1998-1999, 59.7 percent of the available scholarships were given to male student-athletes and to 40.3 percent female student-athletes, resulting in a -9.5 percent variance from the actual male/female undergraduate participation. A negative variance means that the percentage of athletic scholarships awarded to male student-athletes was higher than the participation rate of male student-athletes. The University aims for a variance of 0 percent, which would mean that the scholarships awarded to each gender completely reflect the university's male/female participation. In 1999-2000, scholarships were awarded as 57.4 percent male student-athletes and 42.6 percent female student-athletes, resulting in a -7.3 percent variance. The University aggressively tries to manage these percentages and since 2001-2002, there has been no greater than a 2 percent variance between the allocation of scholarships and male/female participation rates in intercollegiate athletics.

Neither the participation ratio nor the athletic scholarship ratios have approached the 50/50 ratio as planned in the previous certification. However, 9 of the 11 women's sport programs currently receive the full complement of athletic scholarships as permitted by the NCAA, while 2 of the 9 men's sport programs (football and basketball) receive the full complement of athletic scholarships as permitted by the NCAA. Scholarships are currently allocated to men's and women's programs at a ratio of 52.85/47.15.

Athlete enrollment in classes during the summer sessions is a primary reason for the variance between the budgeted scholarship ratio and the actual scholarship ratio. Football, men's basketball, and women's basketball normally use a large share of available funds to take classes during the summer sessions, further increasing the male ratio of athletic scholarship support. This use of funds is part of the University's effort to increase graduations rates in these sports.

Within the current scholarship structure, a maximum of 16 scholarships could be added to women's crew (10) and women's gymnastics (6) which would bring the budgeted ratio to 50/50.

Gender-Equity Issues Plan #7: Provide improvements to existing study hall and advising facilities, and increased computer availability to enhance the academic advising program available to student-athletes.

This area is not addressed in the data available through the EADA report.

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

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

[Note: The institution may want to refer to the equitable medical care section of the NCAA Sports Medicine Handbook Guideline No. 1 as a guide in responding to Item No. 9 of the program area checklist.]

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

a. Describe how the institution has ensured a complete study of each of the 13 areas.

Temple University President Dr. Ann Weaver Hart appointed an NCAA Recertification chair along with a steering committee and separate sub-committees comprised of Temple students (including student-athletes), faculty, trustees, alumni, and administrative staff for the specific purpose of ensuring a complete self-study of each of the 13 program areas. Within each sub-committee, a chair was appointed and separate committees were formed to research the specific self-study requirements and report back to the sub-committee. During the subcommittee investigation phase, there was outreach to anyone in the university who might have appropriate data or information regarding the issue being studied. All analysis and data was compiled at the sub-committee level, and subsequently reviewed, edited, and submitted to the steering committee and chair of the Recertification process for final review. The full Steering Committee reviewed drafts of all reports and the final report.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

As indicated in Self Study item #5 above, Temple has maintained a ratio of athletic scholarship aid in line with the ratio of male and female athletics participation. Since 2001-2002, the proportion of male/female scholarships to the male/female participation rate has been within 2 percent.

c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

Scholarship aid has been awarded in proportion with participation opportunities. Given the current sports sponsorship at Temple, scholarship aid could be budgeted at a ratio of 50/50 if 16 new scholarships were added in the sports of women's crew and women's gymnastics. These are currently the only two women's sports to which scholarships could be added; the rest are currently at the NCAA maximum. Budgeted scholarship aid will be adjusted moving forward based on participation rates.

d. Explain how the institution's future plan for gender issues addresses each of the 13 areas.

This area will continue to be monitored.

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

a. Describe how the institution has ensured a complete study of each of the 13 areas.

Temple University President Dr. Ann Weaver Hart appointed an NCAA Recertification chair along with a steering committee and separate sub-committees comprised of Temple students (including student-athletes), faculty, trustees, alumni, and administrative staff for the specific purpose of ensuring a complete self-study of each of the 13 program areas. Within each sub-committee, a chair was appointed and separate committees were formed to research the specific self-study requirements and report back to the sub-committee. During the subcommittee investigation phase, there was outreach to anyone in the university who might have appropriate data or information regarding the issue being studied. All analysis and data was compiled at the sub-committee level, and subsequently reviewed, edited, and submitted to

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the steering committee and chair of the Recertification process for final review. The full Steering Committee reviewed drafts of all reports and the final report.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

Over the past 10 years, the University has seen higher enrollment from female students than male. The student body has been at least 55 percent female since 1998-1999, with percentages over 57 percent from 1998-1999 to 2003-2004. In 2006-2007, the student body was 55.2 percent female.

Female students' participation in NCAA athletics, however, has been at lower percentages. In 1998-1999, the percentage of female student-athletes was 49.8 percent. The percentages from 1999-2000 to date are: 49.9 percent (1999-2000); 47.2 percent (2000-2001); 42.8 percent (2001-2002); 45.0 percent (2002-2003); 43.4 percent (2003-2004); 48.1 percent (2004-2005); 46.6 percent (2005-2006); and 42.7 percent (2006-2007).

This variance between participation and enrollment is the result of several factors namely the interest levels of male and female students at Temple to participate in intercollegiate athletics, particularly as walk-ons or non-scholarship student-athletes.

c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

With the exception of program area 2 (Accommodation of Interests and Abilities), there were no issues identified within the program evaluation areas regarding gender. The central issue with respect to program area 2 is that the participation ratio is not proportional for women's athletics teams and men's athletics teams. To address this lack of proportionality, the institution has set a measurable goal of increasing the ratio of participation on women's teams by 9% over a four year period. To achieve this goal, the institution will implement an aggressive roster management plan. In addition, the institution will provide additional oversight of coach recruitment to ensure allocated scholarships are utilized. Finally, the institution will create a subcommittee comprised of members of its Presidential Advisory Committee on Intercollegiate Athletics (PACIA) and charge the subcommittee with surveying student-athletes and coaches in an effort to identify possible reasons for relatively low team sizes and scholarship utilization. Based on the results of the survey, the subcommittee will then make recommendations regarding further efforts to achieve its goal. With respect to the remaining twelve program areas, the institution commits to continue to monitor and evaluate its efforts to ensure gender equity.

Scholarship aid has been awarded in proportion with participation opportunities. Given the current sports sponsorship at Temple, scholarship aid could be budgeted at a ratio of 50/50 if 16 new scholarships were added in the sports of women's crew and women's gymnastics. These are currently the only two women's sports to which scholarships could be added; the rest are currently at the NCAA maximum. Budgeted scholarship aid will need to be adjusted moving forward based on the allocation of participation opportunities.

d. Explain how the institution's future plan for gender issues addresses each of the 13 areas.

Temple has set of measurable goal of increasing the ratio of participation on women's teams by 9% over a four year period. To achieve this goal, the institution will implement an aggressive roster management plan. In addition, the institution will provide additional oversight of coach recruitment to ensure allocated scholarships are utilized. Finally, the institution will create a subcommittee comprised of members of its Presidential Advisory Committee on Intercollegiate Athletics (PACIA) and charge the subcommittee with surveying student-athletes and coaches in an effort to identify possible reasons for relatively low team sizes and scholarship utilization. Based on the results of the survey, the subcommittee will then make recommendations regarding further efforts to achieve its goal. With respect to the remaining twelve program areas, the institution commits to continue to monitor and evaluate its efforts to ensure gender equity.

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

a. Describe how the institution has ensured a complete study of each of the 13 areas.

Temple University President Dr. Ann Weaver Hart appointed an NCAA Recertification chair along with a steering committee and separate sub-committees comprised of Temple students (including student-athletes), faculty, trustees, alumni, and administrative staff for the specific purpose of ensuring a complete self-study of each of the 13 program areas. Within each sub-committee, a chair was appointed and separate committees were formed to research the specific self-study requirements and report back to the sub-committee. During the subcommittee investigation phase, there was outreach to anyone in the university who might have appropriate data or information regarding the issue being studied. All analysis and data was compiled at the sub-committee level, and subsequently reviewed, edited, and submitted to the steering committee and chair of the Recertification process for final review. The full Steering Committee reviewed drafts of all reports and the final report.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

Athletic equipment falls under the jurisdiction of the Head Equipment Manager. The Head Equipment Manager oversees a staff of three full-time Assistant Equipment Managers and a Graduate Extern who oversee the needs of the 24-sport athletic program. Both men's and women's sports are assigned an equipment manager who handles equipment procurement in conjunction with the Head Coach of that sport, cleans and maintains all apparel and equipment, inventories equipment, and assists with game-day equipment-related needs. The Department of Intercollegiate Athletics is currently in the third year of a five-year agreement with the Adidas Company to provide all athletic teams (with the exception of women's basketball which is under a separate agreement with Nike) with apparel and footwear. Each team is provided with the operating budget necessary to purchase the apparel and footwear necessary for practice and competition, and the quality of this apparel and footwear is substantially the same for each sport. Additionally, all student athletes are provided with general issued equipment from the general equipment area which is managed by their respective equipment manager. General issued items include full sweat-suits, two t-shirts, two pairs of shorts, undergarments, and socks.

c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

No deficiencies identified.

d. Explain how the institution's future plan for gender issues addresses each of the 13 areas.

Continue to monitor.

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

a. Describe how the institution has ensured a complete study of each of the 13 areas.

Temple University President Dr. Ann Weaver Hart appointed an NCAA Recertification chair along with a steering committee and separate sub-committees comprised of Temple students (including student-athletes), faculty, trustees, alumni, and administrative staff for the specific purpose of ensuring a complete self-study of each of the 13 program areas. Within each sub-committee, a chair was appointed and separate committees were formed to research the specific self-study requirements and report back to the sub-committee. During the subcommittee investigation phase, there was outreach to anyone in the university who might have appropriate data or information regarding the issue being studied. All analysis and data was compiled at the sub-committee level, and subsequently reviewed, edited, and submitted to

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the steering committee and chair of the Recertification process for final review. The full Steering Committee reviewed drafts of all reports and the final report.

- b.** Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

Each program is permitted to schedule the NCAA maximum allowable number of contests. Team practices are scheduled according to venue availability, priority of season and academic schedules. The length of practices are determined by each coach and maintained within NCAA guidelines. The Athletic Department shares some venues with university academic programs and must schedule practice times around university classes. Priority is given to teams in their respective traditional competitive seasons. If teams want to schedule the same time during the day, a rotation system is used to ensure an equitable opportunity for each team.

Game times are set according to Conference and television mandates as well as at times that maximize spectator attendance. Doubleheaders are encouraged and times are agreed upon by both parties. For example, during the fall 2007 season, men's and women's soccer teams participated in two double headers. On one date the women played before the men's team and on the other date it was reversed with the men playing before the women's game. Preseason and postseason opportunities are available to all teams on an equal basis.

- c.** Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

No deficiencies identified.

- d.** Explain how the institution's future plan for gender issues addresses each of the 13 areas.

Continue to monitor.

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

- a.** Describe how the institution has ensured a complete study of each of the 13 areas.

Temple University President Dr. Ann Weaver Hart appointed an NCAA Recertification chair along with a steering committee and separate sub-committees comprised of Temple students (including student-athletes), faculty, trustees, alumni, and administrative staff for the specific purpose of ensuring a complete self-study of each of the 13 program areas. Within each sub-committee, a chair was appointed and separate committees were formed to research the specific self-study requirements and report back to the sub-committee. During the subcommittee investigation phase, there was outreach to anyone in the university who might have appropriate data or information regarding the issue being studied. All analysis and data was compiled at the sub-committee level, and subsequently reviewed, edited, and submitted to the steering committee and chair of the Recertification process for final review. The full Steering Committee reviewed drafts of all reports and the final report.

- b.** Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

Below is an excerpt from the Athletic Department policy and procedures manual addressing the issues of travel and per diem allowance applicable to both men's and women's teams:

"Student-Athlete/Team Travel Guidelines: Team Transportation Policies

Mode of Transportation: The following guidelines should be followed with respect to mode of transportation, however, may vary based on duration of trip, destination, and size of travel party.

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Departures from these policies may occur based on coach and/or student preference, not based on budgetary limitations.

Air Travel: Air travel should be used for all team travel exceeding 600 miles, or when deemed in the best interest of the student-athletes traveling. Charter air travel will be considered when an analysis of the cost of commercial air travel options, the cost of lodging, and time spent away from school/missed class time deems it appropriate.

Charter Bus Travel: The contracted Athletic Department bus charter company should be used for any team trip exceeding 25 miles and less than 600 miles, when the travel party size is greater than 12. In some instances, a team may use bus charter as the mode of transportation for trips exceeding 600 miles when deemed appropriate by the Head Coach and designated sport administrator.

Van Travel: Van travel is only recommended for teams with a travel party of no greater than 12 when traveling to a competition that is no further than 400 miles away. In some instances, larger teams may use multiple 12-passenger vans to travel to a competition within 25 miles of campus.

Transportation to Ambler Campus and Local Off-Campus Sites For Practice and Competition: The Department of Intercollegiate Athletics has made arrangements to provide bus service for the men's soccer, women's soccer, baseball, softball, men's crew, women's crew, men's track, and women's track teams. Student-athletes on these teams are required to use the transportation provided in lieu of driving or car pooling with their personal vehicles. Any student-athlete wishing to drive their personal vehicle to and from any practice or competition site must request approval in writing from their Head Coach and designated sport administrator by completing a Student-Athlete Transportation Waiver Form. This form may be obtained from the Head Coach or the sport administrator.

Charter Bus Service Originating At Temple: The contracted Athletic Department charter bus company (Effective 7/1/07 - Academy Bus, LLC) must be used for all team trips originating from the Temple campus. Contact the Athletic Business Manager for more detailed information.

Non-Local Charter Bus Service: All contracts for bus service provided on the back-end of a flight (ex. Team flight to Cincinnati and then board charter bus to team hotel) must be provided to the Athletic Business Manager. A University "Transportation Services Addendum" must be completed and signed, and a certificate of insurance must be provided to the Athletic Business Manager in accordance with the requirements of the "Transportation Services Addendum." Charter services may not be utilized until a contract and "Transportation Services Addendum" have been signed by the University.

Local Van Usage:

- The Athletic Department maintains a fleet of vans on an annual basis to meet the local travel needs of each sport program. To use a van you must reserve one in advance with the Athletic Business Manager. At least 48 hours notice should be given and van availability is not guaranteed.

- Vans may be used for local transportation needs by any team or administrative area, however, priority for athletic department vans will always be given to smaller teams which rely on them for daily local transportation.

- All van pick-ups will be coordinated through the Athletic Business Manager (or Business Office in the Athletic Business Manager's absence) during normal business hours. At this time you will sign out the van by completing the Van Request Agreement and picking up the keys.

- Each van has a hangtag assigned to it for entry into and out of the Liacouras Center garage. The guard on duty at the Liacouras Garage will open the gate for the entry and exit of each van.

- All vans must be returned to the Liacouras Garage, in the same section of the garage where you picked up the van, with a full tank of gas and all trash must be removed from the vans at the end of your trip. Please return the keys to the Athletic Business Manager either the same business day if applicable or the next business morning. You will complete the Van Request Agreement at this time as well indicating the mileage, date of return, any damages, etc. Your timely return of the van and the keys is critical as there will often be another user waiting for the van to be returned.

- Only administrators, support staff, head coaches, assistant coaches, volunteer coaches, graduate externs, and 5th year student-athletes (not eligible to compete) who are at least 21 years of age may drive the vans. All individuals who will be driving an Athletic Department van must have a valid driver's license

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on file with the Athletic Business Manager. Please inquire with the Athletic Business Manager if you have any questions regarding whether somebody may drive a van.

- A maximum of 12 passengers (including the driver) are permissible in a single van at any point in time.
- Any damage occurring to an athletic van must be reported to the Athletic Business Manager within 24 hours of the incident. Failure to report damage to a van in a timely manner could result in personal financial liability for the damages.
- Athletic Department vans are to be treated with respect as if they were a personal vehicle. These vans are used by all staff and should be returned clean with a full tank of gas after each use. Violations of this courtesy will not be tolerated and will result in a loss of athletic van privileges.

Non-Local Van Usage: Vans may be rented for team transportation on the back-end of a flight, however, the following guidelines must be followed:

- Only members of the coaching staff, administrative staff, graduate externs, or 5th year student-athletes (not eligible to compete) who are at least 21 years of age may drive the van(s). To be eligible to drive, an individual must have a valid driver's license on file with the Athletic Business Manager. Please inquire with the Athletic Business Manager if you have any questions regarding whether somebody may drive a van.
- Vans should only be rented from Budget Car Rental or Enterprise Rent-A-Car through the Athletic Business Manager.
- No more than 12 passengers may travel in the same 15-passenger van.
- If a company other than Enterprise or Budget Car Rental is used for the rental, a contract and "Transportation Services Addendum" must be signed and provided to the Athletic Business Manager along with a certificate of insurance."

Meals/Per Diem: When feeding student-athletes on team trips or locally over a holiday break, two options are available. Regardless of which option is used, the daily meal allotment provided to student-athletes should be \$25. Exceptions to this amount must be approved by the applicable sport administrator and the Office of Compliance. The purpose of this policy is to ensure that all student-athletes are fed adequately and equitably while representing Temple University.

Option#1: Each student-athlete is provided with a daily per diem. Each student-athlete signs for their per diem and pays directly for all meals on the trip using this per diem as indicated in the Cash Advance policies and procedures below. Per diem for student-athletes is broken down as follows: Breakfast: \$7 Lunch: \$8 Dinner: \$10. Total Daily Student-Athlete Per Diem: \$25.

Option #2: All meals are purchased by the coach directly or the meals are billed back to the Department through an invoice or direct bill relationship. When using this method, each coach should attempt to keep total daily meal costs at approximately \$25 per student-athlete.

It is strongly preferred that one method be used to feed student-athletes on a daily basis. If a coach wishes to use a combination of the two methods, the coach must reduce the per diem given to each student-athlete by the per diem equivalent of the meal (breakfast, lunch, or dinner) which was provided to the team. Ex. The team eats breakfast together at the hotel at a rate of \$15 per student-athlete which is paid directly by the University. For lunch and dinner, student-athletes are given per diem. Each student-athlete should be given \$18 (\$8 for lunch and \$10 for dinner).

Lodging: On road trips and over holiday break periods, the following guidelines should be followed by all teams:

- Student-athletes should not be housed in single rooms
- A maximum of three student-athletes should be assigned to a standard double room (2 beds and a cot)
- Each student-athlete must be provided with their own bed/cot in which to sleep
- When available, hotels of at least average quality should be used

Length of Stay: The following guidelines should be followed on team trips with respect to length of stay:

- Coaches must adhere to NCAA guidelines when planning for travel to and from away competition.
- Departure/arrival dates and times should be made after giving proper consideration to academic class schedules, availability of appropriate transportation, and competitive advantage.

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c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

No deficiencies identified.

d. Explain how the institution's future plan for gender issues addresses each of the 13 areas.

Continue to monitor.

6. Tutors. Availability- procedures and criteria for obtaining assistance; Assignment- qualifications, training, experience, etc.; Compensation- rate of pay, pupil loads, qualifications, experience, other terms and conditions of employment.

a. Describe how the institution has ensured a complete study of each of the 13 areas.

Temple University President Dr. Ann Weaver Hart appointed an NCAA Recertification chair along with a steering committee and separate sub-committees comprised of Temple students (including student-athletes), faculty, trustees, alumni, and administrative staff for the specific purpose of ensuring a complete self-study of each of the 13 program areas. Within each sub-committee, a chair was appointed and separate committees were formed to research the specific self-study requirements and report back to the sub-committee. During the subcommittee investigation phase, there was outreach to anyone in the university who might have appropriate data or information regarding the issue being studied. All analysis and data was compiled at the sub-committee level, and subsequently reviewed, edited, and submitted to the steering committee and chair of the Recertification process for final review. The ull Steering Committee reviewed drafts of all reports and the final report.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

Tutoring falls under the jurisdiction of the Director of Student Athlete Academic Advising & Support Center (SAAASC). The Director oversees a staff of four full-time Academic Coordinators, three Academic Advisors, a Learning Specialist, two Graduate Externs, and over 50 tutors. The Director reports to the Provost's Office. Tutors and mentors are available to all student-athletes without regard to sport or gender. All first year student-athletes are required to participate in an academic transition program. Those student-athletes with cumulative GPAs less than 2.5 are required to participate in an academic intervention program, which requires these student-athletes to attend structured study and are assigned tutors. All tutors are trained by the Math and Science Resource Center, the Writing Center, or the Teaching and Learning Center. All tutors must meet qualification requirements set forth by these campus academic units. All tutors must demonstrate proficiencies in the areas they wish to tutor. Tutors work in groups of 1:1 through 3:1 depending on the academic level and skill level of the student-athletes being tutored. Tutors are paid at the university-wide rate between \$9 - 10.00 (undergraduate) per hour, \$11-12.00 per hour (graduate) and usually work approximately 10-12 hours per week. For students who are not required to attend the transition program or the intervention program, tutors are available upon request; personnel are assigned on a first come first served basis without regard to sport or gender. All tutors must sign a statement agreeing to refrain from inappropriate tutoring assistance or engaging in an inappropriate personal relationship with those for whom they provide tutoring.

c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

No deficiencies identified.

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- d.** Explain how the institution's future plan for gender issues addresses each of the 13 areas.

Continue to monitor. This area is monitored by the Office of the Provost.

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

- a.** Describe how the institution has ensured a complete study of each of the 13 areas.

Temple University President Dr. Ann Weaver Hart appointed an NCAA Recertification chair along with a steering committee and separate sub-committees comprised of Temple students (including student-athletes), faculty, trustees, alumni, and administrative staff for the specific purpose of ensuring a complete self-study of each of the 13 program areas. Within each sub-committee, a chair was appointed and separate committees were formed to research the specific self-study requirements and report back to the sub-committee. During the subcommittee investigation phase, there was outreach to anyone in the university who might have appropriate data or information regarding the issue being studied. All analysis and data was compiled at the sub-committee level, and subsequently reviewed, edited, and submitted to the steering committee and chair of the Recertification process for final review. The full Steering Committee reviewed drafts of all reports and the final report.

- b.** Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

Temple strives to hire and retain a staff of the best head coaches, assistant coaches, and graduate assistant coaches available for each sport offered. Currently, all 11 women's sport programs have a full-time Temple employee serving as Head Coach, and 9 of these 11 coaches have full-time coaching duties (women's fencing and women's track and field Head Coaches have part-time coaching duties for those sports). Currently 6 of the 9 men's sport programs have a full-time Temple employee serving as Head Coach, and 5 of these 6 coaches have full-time coaching duties (men's track Head Coach also coaches women's track and is considered part-time for each sport). Three men's sports (tennis, golf, crew) have a part-time employee with part-time coaching duties serving as Head Coach.

Currently, 6 of the 11 women's programs have at least 1 full-time assistant coach and 4 of the 9 men's programs have at least 1 full-time assistant coach. For the most recent completed academic year, women's sports had a total of 27 full-time, part-time, graduate assistant, and volunteer coaches while men's sports had a total of 29 full-time, part-time, graduate assistant, and volunteer coaches.

Each coach is compensated based on a variety of factors including experience, success, conference averages and available resources.

All coaches with the exception of the Head Football Coach, Head Men's Basketball Coach, and Head Women's Basketball Coach (these coaches have multi-year Presidential contracts) are given one-year contracts which are renewed annually as determined by the Director of Athletics. The salaries for these three positions generally exceed the salaries of other coaches due in large part to the compensation demands of Division 1-A football and Division 1 men's and women's basketball. Excluding these unique positions from the analysis, the 2006-07 average salary for Head Coaches of women's teams exceeded that of Head Coaches for male teams. The same is true for Assistant Coach salaries.

For the 2006-2007 academic year, the average salary for a head coach for a male sports team was \$37,138. The average salary for the head coach of a women's team was \$49,056. Full-time men's teams coaches include baseball, gymnastics, and soccer. Golf, tennis, track and crew are part-time head coaches. Full-time women's team coaches include field hockey, gymnastics, lacrosse, crew, soccer, softball, tennis, and volleyball. Fencing and track are part-time coaches. In addition, the coaches for fencing and track are part-time coaches who are full-time employees of the University.

Equity and Student-Athlete Well-Being

The average salary of assistant coaches of men's teams is \$11,187, while that of women's teams is \$19,327. For 2006-7, the total amount paid to assistant coaches for the non revenue men's sports (7) was \$89,493 with an average of \$11,186.63. In comparison, the total amount paid to the women's assistant coaches of the non revenue teams (10) was \$193,268 with an average of \$19,326.80.

For 2006-7, the total for the Women's Basketball Head Coach and Assistants, including salaries, benefits, and bonuses was \$1,130,997. The total for the Men's Basketball Head Coach and Assistants, including salaries, benefits, and bonuses was \$944,800.

All coaches are expected to conduct their program within NCAA, Conference, and University rules, with an emphasis on the athletic, academic, and personal development of each student-athlete. Each coach is expected to recruit talented students to Temple University who will represent the University well both in the classroom and on the playing fields. Each coach is also expected to manage their program within their assigned resources (budget) and to actively participate in fundraising efforts in conjunction with the athletic development office.

- c.** Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

No deficiencies identified.

- d.** Explain how the institution's future plan for gender issues addresses each of the 13 areas.

Continue to monitor.

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

- a.** Describe how the institution has ensured a complete study of each of the 13 areas.

Temple University President Dr. Ann Weaver Hart appointed an NCAA Recertification chair along with a steering committee and separate sub-committees comprised of Temple students (including student-athletes), faculty, trustees, alumni, and administrative staff for the specific purpose of ensuring a complete self-study of each of the 13 program areas. Within each sub-committee, a chair was appointed and separate committees were formed to research the specific self-study requirements and report back to the sub-committee. During the subcommittee investigation phase, there was outreach to anyone in the university who might have appropriate data or information regarding the issue being studied. All analysis and data was compiled at the sub-committee level, and subsequently reviewed, edited, and submitted to the steering committee and chair of the Recertification process for final review. The full Steering Committee reviewed drafts of all reports and the final report.

- b.** Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

Temple University offers quality facilities for our sports teams to compete in the MAC, Atlantic 10, and ECAC Conferences. We have also been selected to host Conference and NCAA Championships for both our women's and men's programs. The 10,000 seat Liacouras Center hosts women's and men's basketball and women's volleyball contests.

Individual team and shared locker room space is made available for each of our sports programs. At our Ambler facility, men's soccer, women's soccer, baseball and softball each have their own team locker rooms. Main campus features include individual team locker rooms for football, men's basketball, women's basketball and volleyball. The remaining men's programs share a large area with their own lockers. The remaining women's teams are housed in a similar space with lockers.

Equity and Student-Athlete Well-Being

- c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

No deficiencies identified.

- d. Explain how the institution's future plan for gender issues addresses each of the 13 areas.

Continue to monitor.

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

- a. Describe how the institution has ensured a complete study of each of the 13 areas.

Temple University President Dr. Ann Weaver Hart appointed an NCAA Recertification chair along with a steering committee and separate sub-committees comprised of Temple students (including student-athletes), faculty, trustees, alumni, and administrative staff for the specific purpose of ensuring a complete self-study of each of the 13 program areas. Within each sub-committee, a chair was appointed and separate committees were formed to research the specific self-study requirements and report back to the sub-committee. During the subcommittee investigation phase, there was outreach to anyone in the university who might have appropriate data or information regarding the issue being studied. All analysis and data was compiled at the sub-committee level, and subsequently reviewed, edited, and submitted to the steering committee and chair of the Recertification process for final review. The full Steering Committee reviewed drafts of all reports and the final report.

- b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

With respect to medical support and facilities, athletic training falls under the jurisdiction of the Head Athletic Trainer. The Head Athletic Trainer oversees a staff of four full-time Assistant Athletic Trainers and four part-time Graduate Extern Athletic Trainers. The Athletic Department has four different training rooms: (1) Edberg-Olsen Hall, which serves the football team; (2) McGonigle Hall, which serves all sports other than football, men's and women's basketball; (3) Liacouras Center, which serves the men's and women's basketball teams; and (4) Ambler Field House, which serves the baseball, softball, men's soccer and women's soccer teams when they are practicing/competing at Ambler. Each training room is adequately equipped with treatment tables, rehabilitation equipment, and medical supplies to meet the needs of student-athletes who rely on that specific training room. Each sport has an assigned full-time Assistant Athletic Trainer who in some instances receives support from a part-time Graduate Extern Trainer. The Head Athletic Trainer primarily serves the football team with assistance from one full-time Assistant Athletic Trainer and one Graduate Extern. All sports receive athletic trainer coverage for all practices and games. Additionally, all athletic-related injuries are initially evaluated by Temple Sports Medicine through an annual contract between the Department of Intercollegiate Athletics and the Temple University Health System.

The Department of Intercollegiate Athletics annually provides secondary insurance coverage for athletics-related injuries up to the NCAA catastrophic deductible of \$75,000 for all student-athletes. The Department requires all student-athletes to provide proof of primary insurance coverage prior to practicing or competing in order to limit the number of claims which are supported by the excess secondary policy. Additionally, the Department also purchases primary insurance policies for full-scholarship student-athletes who are not able to secure their own primary insurance, and for those student-athletes who demonstrate financial need by qualifying for the Pell Grant.

The Strength and Conditioning program falls under the jurisdiction of the Head Strength and Conditioning Coach. The Head Strength and Conditioning Coach oversees one full-time Assistant Strength and Conditioning Coach and two part-time Graduate Externs. The Head Strength and Conditioning Coach

Equity and Student-Athlete Well-Being

directly oversees the strength and conditioning program for the football program with part-time assistance from one Graduate Extern. The Assistant Strength and Conditioning Coach and both Graduate Externs oversee the strength and conditioning program for the other 23 sports. There are two strength and conditioning facilities within the Department: (1) Edberg-Olsen Hall, which is approximately 3,000 square feet, is overseen by the Head Strength and Conditioning Coach, and is used exclusively by the football team and (2) McGonigle Hall, which is approximately 6,600 square feet, is overseen by the Assistant Strength and Conditioning Coach, and is used by the other 23 sports teams. Each facility is adequately staffed with equipment to meet the training needs of our sports programs.

c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

No deficiencies identified.

d. Explain how the institution's future plan for gender issues addresses each of the 13 areas.

Continue to monitor.

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

a. Describe how the institution has ensured a complete study of each of the 13 areas.

Temple University President Dr. Ann Weaver Hart appointed an NCAA Recertification chair along with a steering committee and separate sub-committees comprised of Temple students (including student-athletes), faculty, trustees, alumni, and administrative staff for the specific purpose of ensuring a complete self-study of each of the 13 program areas. Within each sub-committee, a chair was appointed and separate committees were formed to research the specific self-study requirements and report back to the sub-committee. During the subcommittee investigation phase, there was outreach to anyone in the university who might have appropriate data or information regarding the issue being studied. All analysis and data was compiled at the sub-committee level, and subsequently reviewed, edited, and submitted to the steering committee and chair of the Recertification process for final review. The full Steering Committee reviewed drafts of all reports and the final report.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

On-campus housing is available to all student-athletes. The University assigns residence living by class. Therefore, freshman, sophomore, juniors and seniors can only select certain buildings and floors. The Director of Housing works closely with the Associate Athletic Director for Sports Administration to coordinate assignments by trying to accommodate first choice selections.

Flexible dining hours are available to all students and student-athletes. Football has elected to dine in a sectional area for efficiency and time management reasons.

c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

No deficiencies identified.

d. Explain how the institution's future plan for gender issues addresses each of the 13 areas.

Continue to monitor.

Equity and Student-Athlete Well-Being

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

a. Describe how the institution has ensured a complete study of each of the 13 areas.

Temple University President Dr. Ann Weaver Hart appointed an NCAA Recertification chair along with a steering committee and separate sub-committees comprised of Temple students (including student-athletes), faculty, trustees, alumni, and administrative staff for the specific purpose of ensuring a complete self-study of each of the 13 program areas. Within each sub-committee, a chair was appointed and separate committees were formed to research the specific self-study requirements and report back to the sub-committee. During the subcommittee investigation phase, there was outreach to anyone in the university who might have appropriate data or information regarding the issue being studied. All analysis and data was compiled at the sub-committee level, and subsequently reviewed, edited, and submitted to the steering committee and chair of the Recertification process for final review. The full Steering Committee reviewed drafts of all reports and the final report.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

Sports Media Relations is headed by the Associate Athletic Director for Media Relations and consists of three full-time employees, one part-time employee and a graduate extern. Each sport is assigned one staff member who handles the needs of the program in terms of publicity, i.e. media releases, game recaps, website content, as well as coordinating the publication needs of the team. A four-color schedule card produced for each sports team and four-color schedule posters are currently produced for spectator sports (does not include men's and women's crew, men's and women's tennis, men's golf, men's track and women's track).

Sports Media Relations also produces media guides for all of the University's 24 athletic teams (men's and women's crew and men's and women's track are the only programs sharing a media guide in 2007-2008). The sports media relations contact works with the publications coordinator and the head coach to maximize the quality of each team's brochure. All-America fliers are also produced for those student athletes meeting the requirements for All-American recognition. Each sport's media relations contact is also responsible for handling game operations, i.e. stats and scoreboard, when needed, and also handles reporting scores to the media. Each sports media relations contact works with an assigned coach to try to place stories in the Philadelphia media and beyond.

Sports Marketing is headed by the Assistant Athletic Director for Marketing and Promotions and consists of one full-time Assistant Director, one part-time Coordinator, and one graduate extern. This office serves to promote all of Temple's 24 intercollegiate athletic programs, with an emphasis on driving ticket sales in the sports of football, men's basketball, and women's basketball (currently Temple's three ticketed sports). The marketing office produces fliers, season ticket brochures, direct mail pieces, radio advertisements, TV advertisements, billboards, posters, and other creative methods for creating awareness of Temple's sports teams. Available signage is used to promote on-campus contests in each sport and the marketing staff actively promotes all sports on campus through the distribution of fliers and other promotional materials.

In 2006-2007, Temple began to produce coaches' radio and TV shows in the sports of football, men's basketball, and women's basketball.

c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

No deficiencies identified.

d. Explain how the institution's future plan for gender issues addresses each of the 13 areas.

Continue to monitor.

Equity and Student-Athlete Well-Being

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

a. Describe how the institution has ensured a complete study of each of the 13 areas.

Temple University President Dr. Ann Weaver Hart appointed an NCAA Recertification chair along with a steering committee and separate sub-committees comprised of Temple students (including student-athletes), faculty, trustees, alumni, and administrative staff for the specific purpose of ensuring a complete self-study of each of the 13 program areas. Within each sub-committee, a chair was appointed and separate committees were formed to research the specific self-study requirements and report back to the sub-committee. During the subcommittee investigation phase, there was outreach to anyone in the university who might have appropriate data or information regarding the issue being studied. All analysis and data was compiled at the sub-committee level, and subsequently reviewed, edited, and submitted to the steering committee and chair of the Recertification process for final review. The full Steering Committee reviewed drafts of all reports and the final report.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

The Athletics Department provides office space and administrative support to all coaches. All head coaches are provided their own individual office space complete with phone and internet access. Additionally, many assistant coaches have their own offices, including women's fencing, field hockey, track and field, volleyball, lacrosse, softball, baseball, men's and women's basketball and football. The football, men's basketball, and women's basketball programs are each provided with individual secretarial and clerical support. The remaining programs receive administrative support from Administrative Assistants within the Office of the Director of Athletics and the Office of Sports Administration. Also, many programs are supplied with a graduate assistant to assist with administrative matters. These include: women's track, women's field hockey, women's fencing, women's tennis, women's basketball, women's crew, women's softball, women's lacrosse, women's volleyball, women's soccer, men's tennis, and football.

c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

No deficiencies identified.

d. Explain how the institution's future plan for gender issues addresses each of the 13 areas.

Continue to monitor.

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

a. Describe how the institution has ensured a complete study of each of the 13 areas.

Temple University President Dr. Ann Weaver Hart appointed an NCAA Recertification chair along with a steering committee and separate sub-committees comprised of Temple students (including student-athletes), faculty, trustees, alumni, and administrative staff for the specific purpose of ensuring a complete self-study of each of the 13 program areas. Within each sub-committee, a chair was appointed and separate committees were formed to research the specific self-study requirements and report back to the sub-committee. During the subcommittee investigation phase, there was outreach to anyone in the university who might have appropriate data or information regarding the issue being studied. All analysis and data was compiled at the sub-committee level, and subsequently reviewed, edited, and submitted to the steering committee and chair of the Recertification process for final review. The full Steering Committee reviewed drafts of all reports and the final report.

Equity and Student-Athlete Well-Being

- b.** Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

All coaches who have passed the NCAA recruiting exam may recruit on behalf of Temple University within the rules set forth by the NCAA. Each sport has an operating budget within which resources have been allocated for the purpose of recruiting. While each sport program has a unique approach to recruiting strategy, official visits, lodging, and entertainment, the Department of Intercollegiate Athletics ensures that prospective student-athletes in all sports have the same opportunities and access to learn about Temple. This includes meetings with admissions, academic support programs, the Director of Athletics, campus tours, and the like.

Due to the size of the Division I football program and the corresponding size of the potential recruits, football represents approximately 82 percent of male sport recruiting expenses. An analysis of all sports with the exception of football reveals that resources have been allocated towards recruiting at a ratio of 38 percent towards male sports and 62 percent towards women's sports.

- c.** Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

No deficiencies identified.

- d.** Explain how the institution's future plan for gender issues addresses each of the 13 areas.

Continue to monitor.

- 7.** Using the "plan for improvement" section, please provide a written, stand-alone institutional plan for addressing gender equity for the future in the intercollegiate athletics program. The plan must address all 13 program areas for gender issues as listed previously; however, an evaluation mechanism to monitor the institution's status in those program areas without deficiencies is acceptable, provided the identification of such a mechanism is included in the institution's gender-issues plan. Further, the plan must extend at least five years into the future and be active at all times. [Note: Please see this web site for an example format outlining all required elements of a plan.]

Within gender-equity written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution's written plan. The committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.

Plan created.

- 8.** Describe the institution's efforts to ensure the plan for addressing gender-equity issues for the future of the intercollegiate athletics program was developed through a process involving broad-based participation and received institutional approval.

Temple University President Dr. Ann Weaver Hart appointed an NCAA Recertification chair along with a steering committee and separate sub-committees comprised of Temple students (including student-athletes), faculty, trustees, alumni, and administrative staff for the specific purpose of ensuring a complete self-study of each of the 13 program areas. Within each sub-committee, a chair was appointed and separate committees were formed to research the specific self-study requirements and report back to the sub-committee. During the subcommittee investigation phase, there was outreach to anyone in the university who might have appropriate data or information regarding the issue being studied. All analysis and data was compiled at the sub-committee level, and subsequently reviewed, edited, and submitted to the steering committee and chair of the Recertification process for final review. The full Steering Committee reviewed drafts of all reports and the final report.

Equity and Student-Athlete Well-Being

Prior to the creation of the Gender Equity plan, the Steering Committee Chair, FAR and Chief Writer, Campus Liaison and Equity and Student-Athlete Well Being subcommittee chair met with Pres. Hart to discuss the main components of the plan and to receive her input and approval. In addition the Associate Vice President, Office of Multicultural Affairs was a member of the Steering Committee and the Director, Office of Multicultural Affairs was a member of the Equity and Student Athlete Well Being Subcommittee.

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

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

Evaluation

1. Has the institution implemented its approved gender-equity plan from the previous self-study? **Currently Yes**
2. Has the institution provided an explanation from appropriate institutional authorities if its gender-equity plan was modified or not fully carried out? **Currently Yes**
3. Has the institution demonstrated that it is committed to, and has progressed toward, fair and equitable treatment of both male and female student-athletes and athletics department personnel? **Currently Yes**
4. Has the institution formally adopted a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which is equitable for both genders? **Currently Yes**
5. Has the institution developed a plan that includes measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables? **Currently Yes**

Equity and Student-Athlete Well-Being

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.	Scholarships have been awarded in proportion with participation. Since 2001-02, there has been no greater than a 2 percent variance between the allocation of scholarships and male/female participation.	Maintain awarding scholarship dollars to women and men at the same proportion as their respective rate of participation.	Closely monitor summer school budget to avoid previous 2 percent variance	Sr. Assoc. AD, Dir. Of Financial Aid, and SWA	On-going
Accommodation of Interests and Abilities.	Participation ratio is not proportional for women's athletics teams v. men's athletics teams.	Increase the ratio of participation on women's teams by 9 percent over a four-year period.	Implement a comprehensive roster management plan (see figure 3.1.7 below)	Director of Athletics; Assoc. AD's for Sports Administration; Coaches and GE subcommittee of PACIA	Over three year period - increase to a 50/50 male/female ratio and continue to 48/52 by 2010-11.
			Provide additional oversight of coach recruitment to ensure allocated scholarships are utilized	Director of Athletics; Assoc. AD's for Sports Administration; Coaches and GE subcommittee of PACIA.	Over three year period - increase to a 50/50 male/female ratio and continue to 48/52 by 2010-11) to continue toward proportionality.
			PACIA will appoint a subcommittee to develop a survey of students who participated in high school athletics but not at the college level to identify reasons for non-participation.	President; Director of Athletics; Assoc. AD's for Sports Administration; FAR	Query to begin summer 2009. Data on high school sports participation by current students will be gathered beginning fall 2008.
Equipment and supplies.	No issues identified within program area evaluation.	Continue to provide comparable apparel and equipment to men's and women's sports and maintenance of general equipment issue	Continual review of apparel quality, availability, and replacement time	Head equipment manager; Sr. Assoc AD, Assoc. ADs for Sports Administration	Ongoing

Equity and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Scheduling of Games and Practice Time.	No issues identified within program area evaluation.	Continue to service the coaches space and time requests on an equitable basis by priority of season and academic schedules.	<p>Increase communication lines between Facilities Management and Athletics to avoid outside conflicts.</p> <p>Evaluate use of two different scheduling systems (EMS Lite 6.0 vs. ECA)</p> <p>Cultivate cooperative efforts among out of season coaches to create appropriate schedule to ensure access to requested time and venue.</p>	Asst. AD for Facilities, Dir of FM, Associate ADs for Sports Admin, and Coaches	Ongoing
		Maintain administrative oversight of contest scheduling to ensure quality and quantity of competition.	Meet with coaches prior to contest scheduling to set parameters and discuss philosophy for year.		
Travel and Per Diem Allowance.	No issues identified within program area evaluation.	Continue to provide equitable modes of transportation, housing facilities and dining experiences.	Review current policy and make necessary modifications to ensure sufficient specificity and clarity.	Director of Athletics, Sr. Associate AD, Assoc. AD for Sports Admin., Athletic Business Manager and Assoc AD for Compliance	Ongoing
		Increase administrative oversight with regard to travel budget.	Schedule individual meeting with each coach to review past practices and discuss implementation of revised policy.		

Equity and Student-Athlete Well-Being

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.	No issues identified within program area evaluation.	Continue to hire trained tutors and mentors from the Math and Science Resource Center, the Writing Center, or the Teaching and Learning Center.	Open lines of communication with these resource facilities on campus	Directors of A/S, MSRC, WC, and Academic Resource Center,; Assoc AD/SWA	Completed 2006-07
		Explore campus buildings to add additional study areas.	Utilize the areas in the MSRC and WC to increase the number of study area for all student-athletes	Directors of A/S, MSRC, WC, and Academic Resource Center,; Assoc AD/SWA	Completed 2006-07
		Hire a Learning Specialist	A/S and Advising merged under the portfolio of the Provost for additional resources	Directors of A/S, MSRC, WC, and Academic Resource Center,; Assoc AD/SWA	Spring 2008
Coaches.	No issues identified within program area evaluation.	Continue to hire and retain the most qualified coaches for all student-athletes	Conduct thorough searches that include a diverse pool of candidates	President, Director of Athletics, Sr. Assoc. AD, Assoc. AD's for Sports Administration, HR	Ongoing
		Assign the same number of coaches for the same amount of time to men's and women's teams in the same sport (maybe differences according to squad size). Provide equivalents where there is no sport of the opposite gender.	Continue to monitor staffing levels for women's sports	President, Director of Athletics, Sr. Assoc. AD, Assoc. AD's for Sports Administration, HR	Ongoing
		Continue to compensate coaches based on a variety of factors including experience, success, conference averages, nature of duties, level of competition and available resources.		President, Director of Athletics, Sr. Assoc. AD, Assoc. AD's for Sports Administration, HR	Ongoing

Equity and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Locker Rooms, Practice and Competitive Facilities.	No issues identified within program area evaluation.	Evaluate current women's general locker area space in Pearson to see if enhancements can be made	Discuss with Facilities Management to see if feasible to make improvements.	Director of Athletics, Sr. Assoc AD, Assoc Director of Development, VP of Development, Assoc. ADs for Sports Admin.	Spring 2008
Medical and Training Facilities and Services.	No issues identified within program area evaluation.	Continue to increase staffing in Athletic Training area.	Add a Graduate assistant	Head Athletic Trainer, Dept of Kinesiology, Sr. Assoc. AD	Fall 2008
			Head trainer to work with Kinesiology Department to allow more student trainer coverage	Head Athletic Trainer, Dept of Kinesiology, Sr. Assoc. AD	Fall 2008
Housing and Dining Facilities and Services.	No issues identified within program area evaluation.	Provide student-athletes with quality housing and dining facilities and equitable availability.	Meet with Dining Hall manager to ascertain feasibility of offering the same opportunity of quicker food service to all student-athletes in season.	Dining Hall manager, Assoc. AD's for Sports Admin, Assoc. AD for Compliance	Spring 2008
Publicity.	No issues identified within program area evaluation.	Continue to provide equivalent types and quality of publications to the similar numbers of men's and women's teams	Continue to create posters and media guides	Assoc. AD for Sports Media Relations	Ongoing
		Assign qualified sports information personnel for the similar number of men's and women's teams.	Cultivate a pool of graduate and student assistants within as well as outside the University.	Assoc. AD for Sports Media Relations	Ongoing
		Provide increased publicity to women's sport through technology	Add softball and women's soccer to the mix of women's sports whose home games are video streamed via the web.	Assoc. AD for Sports Media Relations	Ongoing

Equity and Student-Athlete Well-Being

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.	No issues identified within program area evaluation.	Continue to provide men's and women's coaches with adequate and convenient office space and equipment.	Enhance McGonigle Office Coaches suite	Director of Athletics, Assoc Director of Development, Asst. AD for Facilities, Assoc ADs for Sports Admin, Admin Assistants, Coaches	Completion by Spring 2008
		Continue to provide clerical and administrative support for men's and women's coaches.		Director of Athletics, Assoc Director of Development, Asst. AD for Facilities, Assoc AD's for Sports Admin, Admin Assistants, Coaches	Ongoing
Recruitment of Student-Athletes.	Although a disparity exists between recruiting dollars spent on male vs. female student-athletes due to marketplace of football, it has not impacted the ability of women's teams to recruit quality student-athletes.	Continue to provide equitable opportunities to recruit, the financial resources, and treatment of PSA's to men's and women's programs.	Increase administrative oversight of each teams' recruiting strategies. Request two year recruiting plan and philosophy	Sr. Assoc. AD, Assoc ADs for Sports Admin, Coaches	Ongoing

Equity and Student-Athlete Well-Being

Operating Principle

3.2 Minority Issues

Self-Study Items

1. List all "corrective actions", "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 3.2 (Minority Issues). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

The institution's strategy for improvement relating to minority issues was to revise the institution's minority-opportunities plan to include specific actions that would achieve the intended end results identified in the first two areas of the comprehensive plan for minority opportunities.

This corrective action was completed September 14, 1999, by submission to the NCAA Committee on Athletics Certification. The initial Comprehensive Plan for Minority Opportunities prepared in 1998 was superseded by the revised plan that included identification and recruiting of qualified minority student athletes and an on-going program for the identification of qualified minority candidates to fill vacant positions in administration and coaching.

2. Report on the implementation of the plan to address minority issues developed by the institution during its first-cycle certification process. Specifically, include: (a) the original plan, (b) the action(s) taken by the institution, (c) the date(s) of the action(s), (d) an explanation for any partial or noncompletion of such required actions. The committee will not accept the following explanations for partial completion or noncompletion: 1) the institution did not possess sufficient funds to implement the plan, and 2) the institution has had personnel changes since the original development of the plan. [Please note: Within minority issues written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution's written plan. If an institution has already submitted a plan to the committee that includes specific hiring numbers, the committee will not hold the institution accountable for achieving those specific numerical targets. Rather, the committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.]

Issue # 1: Identification and recruitment of qualified minority student-athletes in accordance with University admissions policies and desired levels of competition.

University admissions. Temple University's student body has remarkable ethnic and cultural diversity. Temple consistently has made a significant commitment to and has maintained an enviable record in attracting and enrolling a student body that includes a substantial percentage of African American, Hispanic/Latino, and Asian American students. Its efforts have been extraordinarily successful as Temple has been hailed as the "Diversity University," and in 2007 was recognized by the Princeton Review as the #1 most diverse college or university (See www.temple.edu/omca). Temple was recognized again in 2008 by the Princeton Review as #1 among Best College Rankings for "Diverse Student Population." (See <http://www.princetonreview.com/college/research/rankings/rankingDetails.asp?categoryID=2&topicID=20>).

Temple's Office of Undergraduate Admissions takes specific measures to identify and recruit a diverse pool, including:

- developing relationships with schools with significant minority enrollment;
- offering college preparation programs through the University's schools and colleges;
- providing opportunity for prospects to have direct contact with Temple students;
- advertising in publications whose readers represent the local African-American, Hispanic and Asian communities;

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and

- participating in the college fairs sponsored by local community organizations, churches, and the fairs of the National Scholarship Service for Negro Students and the National Hispanic Student College Fairs.

Temple is an institution of the Commonwealth System of Higher Education. Therefore it is expected to serve a student body from Philadelphia, the Philadelphia suburbs and from the rest of Pennsylvania. Approximately 69 percent of new freshmen and transfers in 2006 were from Pennsylvania. Since 2000 enrollment from the suburbs has increased and enrollment from Philadelphia has decreased as the city's population has migrated. Beyond the Commonwealth, the University's primary recruitment markets have continued to be the Northeast and Mid-Atlantic states. Temple has also developed secondary markets in the Southeast and Florida, (Charlotte, Atlanta, Miami, Tampa) and across the country (Cincinnati, Cleveland, Chicago, Phoenix, Los Angeles and San Francisco.)

During the past ten years Temple University has pursued a plan for institutional renewal through increased productivity, reform and growth. One goal of the strategic initiatives approved by the Board of Trustees in June 1997 was to increase the undergraduate freshman class, as well as the level of academic preparation across-the-board. Throughout the efforts of the last ten years to grow the student body and the number of students in residence, and to recruit for academically stronger students and geographic diversity, Temple has continued to sustain its racial and ethnic diversity, recruiting to this strength in a broader market and intensifying recruitment efforts and college preparedness programs in Philadelphia. In 2006, 40 percent of new freshmen self-identified as other than White: 18 percent Black, 11 percent Asian/Pacific Islander, 4 percent Hispanic, and less than 1 percent American Indian/Alaskan Native.

Intercollegiate Athletics. Temple University is committed to recruiting qualified minority students and a diverse student body has always been a key attribute of the university. Correspondingly, Athletics continues Temple's tradition of strong minority representation on athletic teams.

Athletics follows the University's admission requirements, identifying prospective student athletes and athletic scholarship recipients from among those who meet Temple's admission criteria. Team coaches actively identify prospects, following the records of competitive high school and junior college teams and drawing on past experience with the coaches who have prepared student athletes for Division 1 competition. Athletics' recruitment area is the same as Admissions' primary and secondary undergraduate recruitment areas, with the same expectation for racial and ethnic diversity in the applicant pool and enrollment yield of student athletes. A third of the University's student-athletes come from the Philadelphia metropolitan area within an hour's drive of Temple.

Prospective student-athletes can also identify themselves to Athletics. Students inquiring about athletic participation at Temple's Admissions website are informed about intramural sports and the twenty-four NCAA Division 1 varsity teams at Temple. Both Admissions and Student Financial Services give applicants further direction to the Department of Intercollegiate Athletics. At Athletics' website prospective student-athletes may print a questionnaire to complete and submit to the coaching staff for consideration. The questionnaire also directs a prospect back to Admissions for general admissions requirements and the official University application.

In 1996, as measured by the participation of funded student athletes, Temple's teams included minority representation at 36 percent overall. In 2006, by the same measure, Temple's teams included minority representation at 34.6 percent. Thus, minority representation in intercollegiate athletics is consistent with Temple's excellent overall record of minority student enrollment.

Issue #2: Pro-active identification of qualified minority candidates to fill vacant positions in administration and coaching.

University Hiring. Temple University's record of minority employment in staff and administrative positions continues to be strong. Minorities were 48 percent of full-time non-faculty employees in the fall semester 2006 (39 percent Black, 5 percent Hispanic, 4 percent Asian/Pacific Islander, 0.4 percent American Indian/Alaskan Native) and 20 percent of the part-time non-faculty employees. In 1996-1997 the representation was 48 percent full-time and 18 percent part-time.

The recruitment of minority staff and administrators is guided by the regular practice of Temple's Human Resources Department to post openings and to advertise at the local and national levels in diverse media, including publications especially addressed to minority audiences. All job vacancies are posted regularly on campus bulletin boards to allow employees to bid on opportunities of interest. The vacancies are also posted on the University's website so that browsers from within and outside Temple can look at every open position and apply on-line. The employment representatives from Human Resources search the database of applicants for qualified prospects when new openings occur.

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Locally, positions are advertised in The Philadelphia Tribune (African American interests), The Philadelphia Sunday Sun (African American interests), Community Focus/Enfoque Comunal (Hispanic interests), Al Dia (Hispanic interests), and Dong A Daily News (Korean interests), as well as in The Philadelphia Inquirer (general interest). The Human Resources Department also invites and encourages interest in Temple employment by hosting and/or participating in job fairs in the community and the greater Philadelphia region, and by mailing copies of job postings to 175 community and human services organizations in the city and region. Many of these organizations serve minority constituencies. Nationally, Temple advertises in *Diverse Issues in Higher Education* (formerly known as *Black Issues in Higher Education*) and *The Hispanic Outlook in Higher Education*. The recruitment effort also includes electronic media and bulletin boards intended to attract the interest of minority job seekers. The Human Resources Department has contracted with CareerBuilder.com which has direct links to thirty-one diversity sites that list Temple job announcements automatically when Temple openings are posted to CareerBuilder.com. In addition to advertising in the publications of specific professional fields, Human Resources also announces opportunities to the professions' minority associations.

Intercollegiate Athletics. Hiring records since Temple's 1996-1997 self-study for NCAA certification document adherence to University employment practices for Athletics. With few exceptions, openings have been posted internally for interested employees to apply or make referrals. Electronic application to jobs posted at Temple's website, beginning in 2002, has allowed applicants to apply on line for openings in Athletics. Since then, Human Resources' employment representatives also search the electronic database of applicants for qualified prospects.

Athletics has identified the NCAA News as the primary resource for recruiting candidates to coaching and administrative positions. Athletics' job openings are advertised there. Athletics' jobs are also posted on jobnet.com, higheredjobs.com, and since 2004 to CareerBuilder.com and to the diversity sites linked to CareerBuilder.com. In 2005, Athletics contacted the Black Coaches Association for referrals to the opening for head coach of football and the following year for referrals to the opening for head coach of men's basketball. Job openings in Athletics have been included in the Human Resources Department mailings to community and human services organizations in the city and region, and announced at the job fairs in which Human Resources participates.

In its hiring report card for football head coaching positions in 2005-2006, the Black Coaches Association recognized Temple's efforts with an overall final grade of "A". In 2006 Temple also earned an Overall Excellence in Diversity Award bestowed by the Laboratory for Diversity in Sport at Texas A & M University. The Laboratory for Diversity in Sport recognizes 10 NCAA Division 1-A Athletics Departments for student and employee diversity efforts and achievement.

Issue #3: Identification of qualified minority candidates to fill vacant advisory board positions.

University boards. Inclusive representation of minorities and women begins with the University's Board of Trustees. Intentionally, the University's Board has included and continues to include minority and women Trustees. The present Board of 34 members includes six women and six minorities (four Blacks, one Hispanic, one Asian). The Board has a 13 member subcommittee on Athletics, three of whom are Black, one Asian, and one female. In addition, three of the six non-voting advisory members are female.

By administrative direction and following the Trustees' example, University advisory boards and committees at all levels of appointment are inclusive of women and minorities insofar as possible.

Other advisory boards/committees on Intercollegiate Athletics. The Temple University Advisory Committee on Intercollegiate Athletics cited in the 1997 NCAA self-study was established in September 1993 to advise the University President on standards and procedures for insuring the primacy of education of student athletes, insuring a fair, equitable and proper balance of University resources within the Department of Intercollegiate Athletics, insuring the commitment to excellence and fair play in the University's intercollegiate competition, and on standards and procedures for the University's participation in the external governance of intercollegiate athletics in the United States and abroad. This Committee replaced both the Faculty Senate Committee on Intercollegiate Athletics Policy and the Athletic Council, providing a single source of advice to the President on issues relating to intercollegiate athletics. At its inception the Committee of 17 members included seven women and five minorities.

This Advisory Committee on Intercollegiate Athletics was active during the period of review for the 1997 NCAA self-study. Members of the Advisory Committee served on the Steering Committee and the subcommittees for the NCAA Certification Study. In the fall of her inaugural year, President Hart requested a review of the Advisory Committee and a recommendation for new reappointments. New appointments were made to the Presidential Advisory Committee on Intercollegiate Athletics (PACIA) in the fall 2007. Of the 25 members of the faculty, administration, student body and alumni, six are minorities and the Chair and 13 other members are women.

The goal of the comprehensive plan for minority opportunities to increase minority representation of current advisory boards will continue and will be implemented as board /committee positions become available.

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Issue #4: Commitment to identify qualified female coaches for coaching positions.

University Hiring. Temple University's affirmative action program prescribes active, inclusive efforts to identify and recruit women and minorities for University employment at all levels. As noted previously with respect to the recruitment of minority staff and administrators, the identification of qualified women for employment opportunities is guided by the regular practice of Temple's Human Resources Department to post openings and to advertise at the local and national levels in diverse media, including those resources especially addressed to women, such as women's professional organizations. The mailing of University job postings to community and human services organizations has included the Women's Association for Women's Alternatives and the YMCA's New Jobs for Women. The direct links to thirty-one diversity sites through Human Resources' contract for advertising through CareerBuilder.com includes BoomerGirl.com, philadelphiamaven.com, professionaldiva.com and todayswomanpages.com. In addition to advertising in the publications of specific professional fields, Human Resources will also announce opportunities to the professions' women and minority associations.

Intercollegiate Athletics. Hiring records since Temple's 1996-1997 Self-Study for NCAA certification document adherence to University employment practices for Athletics. With few exceptions, openings have been posted internally for interested employees to apply or make referrals. Electronic application to jobs posted at Temple's website, beginning in 2002, has allowed applicants to apply on-line for openings in Athletics. Since then Human Resources' employment representatives also search the electronic database of applicants for qualified prospects.

Athletics has identified the NCAA News as the primary resource for recruiting candidates to coaching and administrative positions. Temple openings in Athletics have been advertised there. Athletics' jobs have also been posted to jobnet.com, higheredjobs.com, and since 2004 to CareerBuilder.com and to the diversity sites linked to CareerBuilder.com. Job openings in Athletics have been included in the Human Resources Department mailings to community and human services organizations in the city and region, and announced at the job fairs in which Human Resources participates.

(For additional information regarding the institution's commitment to identifying qualified female coaches, see Self Study Instrument - Gender Equity)

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

As noted above, Temple University has pursued a plan for institutional renewal during the past ten years. The goals of the plan included increase of the undergraduate freshman class and improved academic preparation of students admitted. Throughout this effort to grow the student body and the number of students in residence and to recruit for academically stronger students and for geographic diversity, Temple has sustained its race/ethnic diversity.

Implementation of advancing communications/information technology has supported the University's outreach to prospective students and to prospective employees. Individuals considering application for admission or employment can explore Temple's diversity through the postings at the University's website: the Temple Fact Book (www.temple.edu/ir/factbook/ir-factbook.html), the nondiscrimination and affirmative action policies (<http://policies.temple.edu/initial.asp>), the employment benefits programs (www.temple.edu/hr/departments/benefits/BenefitsSynopsis.htm), the variety of student organizations (www.temple.edu/studentaffairs/studentactivities/index.html), the alumni network (www.myowlspace.com). Applications may be made on-line, information requested, questions asked and answered electronically. The TECH (Teaching, Education, Collaboration and Help) Center opened in 2006 and operating 24-7 has become an attraction itself and one of the most popular student hubs on campus.

In November 2004, Temple announced the creation of an Office of Multicultural Affairs (OMCA) to advance one of the University's core missions: the continued growth of Temple as a diverse community of students, scholars, teachers and administrators. Operational in July 2005 on the appointment of the Associate Vice President for Multicultural Affairs, the Office has four units headed by directors: Student Support Services, Faculty Recruitment and Retention, Business Relations, and Affirmative Action Compliance and Investigation. Building from compliance with civil rights requirements for nondiscrimination and affirmative action, OMCA is charged to fully implement the University's varied activities and many resources fostering diversity by integrating them into a broad and systemic effort for the inclusion of women and Latinos, African Americans, Native Americans, and Asian Americans.

Temple's Provost has newly challenged Deans, Officers and the Associate Vice President for Multicultural Affairs to be more proactive in the efforts to attract outstanding faculty from underrepresented populations. OMCA and

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Human Resources jointly provide search committee chairs with expectations for and training on recruitment strategies to attract a diverse applicant pool for open positions. Upon hire, collegial mentoring is emphasized to help welcome minority faculty to Temple University, to aid in acclimating them to the University, and to provide every opportunity to excel. OMCA convenes meetings of Hispanic and Black/Non-Hispanic faculty, providing a forum to identify and address pertinent issues and to reaffirm Temple's commitment to diversity and these faculty members.

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

Historically Temple University has been inclusive from its inception. Temple University's formal nondiscrimination policy statement and first affirmative action plan originated in 1970 by action of the President and Cabinet. The Board of Trustees ratified the policy statement and subsequent revisions. Oversight for nondiscrimination/equal opportunity, affirmative action and diversity continues to proceed from the University's Board and administrative officers. All of the officers have responsibility for implementation of Temple's Affirmative Action Program.

The Temple University Office of Multicultural Affairs (OMCA) includes Affirmative Action Compliance and Investigation. Implementing equal opportunity and affirmative action at Temple is a cooperative endeavor integral to every school, college, office and organization of the University. The Compliance and Investigation division serves as the focal point of Temple's institution-wide efforts for equal opportunity and affirmative action compliance, providing direction through information, assistance and complaint resolution. Jointly the four OMCA divisions, Student Support Services, Faculty Recruitment and Retention, Business Relations, Compliance and Investigation, evaluate the way Temple builds, does business and interacts with the neighboring community, supports and nurtures an academic environment which is harassment free and open to expression and personal growth, recruits and retains scholars of diverse thought and background, and helps students successfully chart and navigate their academic journey.

Formal investigation and resolution of discrimination and harassment complaints brought by students, faculty, and staff are conducted by OMCA. Multicultural Affairs also trains and directs the Equal Opportunity Ombudspersons appointed by the University's officers to receive complaints informally and to assist OMCA in resolving these grievances. The Ombudspersons are appointed in such numbers across the University's campuses to serve as the eyes and ears of Multicultural Affairs in identifying and addressing concerns for equity and inclusion.

Publications to the University community clearly state the shared responsibility for equal opportunity. The collective bargaining agreements include articles of nondiscrimination. The Temple University Employee Manual sets out the University's standards for a community free from discrimination and harassment and supervisors' responsibility for upholding the standards. The Organizational Development and Training (OD&T) Division of the Human Resources Department introduces these expectations in new employee orientation. OD&T also offers individual employees and departments opportunities to build knowledge about the University's operational procedures, improving service delivery, building supervisory skills, and understanding regulatory requirements for the organization. OD&T's programs include such topics as cross-cultural communication, managing diverse work teams, conflict resolution, valuing cultural differences, and providing quality service to diverse customers. Diversity content is purposefully infused into program content. The Performance Development Program by which employee performance is evaluated annually includes a measure for Respect and Valuing Diversity as a core competency.

Of their own volition, non-administrative organizations of the University monitor, evaluate and address minority issues. The committees of Temple Student Government include the Committee on Student Life, the Committee on Diversity Affairs, and the Multi-Cultural Student Forum. The standing and ad hoc committees of the Faculty Senate include the Committee on Student Affairs, the Committee on the Status of Women, and the Committee on the Status of Faculty of Color.

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5. For the three most recent academic years, provide the racial or ethnic composition for (a) full-time senior administrative athletics department staff members (i.e., assistant athletics directors up through the athletics director level); (b) other full- and part-time professional (i.e., non-clerical) athletics department staff members (such as trainers, ticket managers, academic support staff, and facility managers, even if the position is not funded by or does not report to the athletics department); (c) full- and part-time head coaches; (d) full- and part-time assistant coaches (including graduate assistant and volunteer coaches); (e) faculty-based athletics board or committee (e.g., faculty senate subcommittee on athletics, faculty athletics committee) members; and (f) other advisory or policy-making group (e.g., governing board for athletics, student-athlete advisory committee) members (if any). Analyze and comment on any trends over the three-year period. [Note: Use the supplied chart (Racial or Ethnic Composition) to compile the data requested in this self-study item.]

Over the three most recent academic years reported (2005, 2006, 2007), minority representation in Intercollegiate Athletics was at least 33 percent of full-time personnel. Full-time staff increased slightly and minority representation decreased slightly over the three years (for senior administrative staff, other professional staff, head and assistant coaches). The change that warrants particular attention was the increase in numbers of part-time personnel - part-time staff has doubled since the first cycle report - with a decrease of minority representation in the part-time staff, from 11 percent to 6 percent. The decreases in minority staff were chiefly due to staffing changes in one sport and in one administrative area in 2005-2006. It is also notable that while the numbers of Hispanic and Asian staff are small there were none ten years ago. Hiring by Intercollegiate Athletics adheres to University employment practices in accord with Temple's Affirmative Action Program and Temple's commitment to the recruitment and retention of women and minorities.

The current Presidential Advisory Committee on Intercollegiate Athletics (PACIA) was established in the fall 2007. Of the 25 members of the faculty, administration, student body and alumni, six are minorities and the Chair and 13 other members are women.

6. For the three most recent academic years, provide the racial or ethnic composition for student-athletes who received athletics aid and for students generally. [Note: Use the supplied chart (Racial or Ethnic Composition on Page 34) to compile the data requested in this self-study item.]

Chart complete.

7. For the three most recent academic years, provide the racial or ethnic composition of student-athletes who received athletics aid by the eight sport groups listed in the NCAA Graduation-Rates Disclosure Form. Also, for those sports not at the varsity level for three years, indicate the year in which the sport was recognized by the institution as a varsity sport. [Note: Use the supplied chart (Racial or Ethnic Composition on Page 35) to compile the data requested in this self-study item.]

Chart complete.

8. Using the eight program areas for minority issues please:

- a. Describe how the institution has ensured a complete study of each of the eight areas specifically during the time frame of the self-study process;
- b. Provide data demonstrating the institution's commitment across each of the eight areas;
- c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority issues plan for the future; and
- d. Explain how the institution's written, stand-alone plan for minority issues addresses each of the eight areas.

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

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

Temple University President Dr. Ann Weaver Hart appointed an NCAA Recertification chair along with a steering committee and separate sub-committees comprised of Temple students (including student-athletes), faculty, trustees, alumni, and administrative staff for the specific purpose of ensuring a complete self-study of each of the 8 program areas. Within each sub-committee, a chair was appointed and separate committees were formed to research the specific self-study requirements and report back to the sub-committee. During the subcommittee investigation phase, there was outreach to anyone in the university who might have appropriate data or information regarding the issue being studied. All analysis and data was compiled at the sub-committee level, and subsequently reviewed, edited, and submitted to the steering committee and chair of the Recertification process for final review. The full Steering Committee reviewed drafts of all reports and the final report.

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

Temple University's nondiscrimination policy, approved by the Board of Trustees, originated in 1970. This policy states: "Temple University is committed to a policy of equal opportunity for all in every aspect of its operation. The University has pledged not to discriminate on the basis of race, color, gender, sexual orientation, age, religion, national origin, disability, marital status or veteran status. This policy extends to all educational, service, and employment programs of the University." The policy, with Board-ratified revisions, has been published continuously since 1970. This policy informs the University's affirmative action program which has these further objectives: "To support the admission and successful participation of disadvantaged students, students with disabilities, and those for whom English is a second language. To employ and advance in employment qualified women, minorities, individuals with disabilities, veterans of the Vietnam Era, special disabled veterans and other protected veterans."

In December 2004 the Board of Trustees approved the University's first-ever mission statement and a supporting document entitled "Temple University's Aspirations for a New Century." The mission statement attests that Temple provides "educational opportunities for academically talented and highly motivated students, without regard to their status or station in life." The University's Aspirations for a New Century affirm that "Temple will continue to provide access to superior education for committed and capable students of all backgrounds"

Likewise, Temple's Department of Athletics adopted a mission statement during Summer 2005 which states in its first sentence: "The Temple University Department of Intercollegiate Athletics is committed to pursuing excellence at the Division 1-A level, and providing opportunities for its diverse student-athletes to maximize their athletic, academic, and life-skill potential."

c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future.

Temple University has not identified any areas of deficiency with respect to minority issues. Temple University and its Department of Intercollegiate Athletics have a demonstrated record of strong commitment to the recruitment and retention of both minority employees and students, and to providing both minority employees and students with opportunities for leadership and professional growth.

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

No deficiencies found. Continue to monitor.

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2. Evaluation. Periodic review of athletics department activities for consistency with goals and objectives set forth in the institution's and athletics department's written commitments to diversity.

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

Temple University President Dr. Ann Weaver Hart appointed an NCAA Recertification chair along with a steering committee and separate sub-committees comprised of Temple students (including student-athletes), faculty, trustees, alumni, and administrative staff for the specific purpose of ensuring a complete self-study of each of the 8 program areas. Within each sub-committee, a chair was appointed and separate committees were formed to research the specific self-study requirements and report back to the sub-committee. During the subcommittee investigation phase, there was outreach to anyone in the university who might have appropriate data or information regarding the issue being studied. All analysis and data was compiled at the sub-committee level, and subsequently reviewed, edited, and submitted to the steering committee and chair of the Recertification process for final review. The full Steering Committee reviewed drafts of all reports and the final report.

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

The Athletics Department activities have been and are subject to periodic review by the Board of Trustees, the President, the Provost, the Vice President for Student Affairs, the Office of Multicultural Affairs, the Faculty Senate, and Temple University Student Government. Such review includes the Department's practices for nondiscrimination and inclusion and the outcomes. In addition, the Performance Development Program by which employee performance (including employees in the Athletics Department) is evaluated annually includes a measure for Respect and Valuing Diversity as a core competency.

A newly appointed Presidential Advisory Committee on Intercollegiate Athletics (PACIA) was established in the fall 2007. This committee, successor to the advisory committee active during the first-cycle certification review, is comprised of 25 members drawn from the faculty, administrators, students and alumni and includes 13 women (including the chair) and six minorities. The Presidential Advisory Committee's review of Intercollegiate Athletics will include program diversity.

The University Department of Human Resources and the Office of Multicultural Affairs regularly review Athletic Department candidate pools and hiring recommendations to ensure that job opportunities are widely advertised and applicant consideration is inclusive in keeping with Temple's commitment to diversity.

Since July 2006 the Division of Student Services in the Office of Multicultural Affairs has helped Temple advance multiculturalism through curricular offerings and co-curricular programming, and to partner with student organizations, academic departments, administrative offices, and community groups to provide multicultural educational opportunities. OMCA Student Services is focused on creating a campus culture that ensures academic success for African, Latino, Asian and Native American students.

c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future.

Temple University has not identified any areas of deficiency with respect to minority issues. Temple University has a demonstrated record of a strong commitment to the recruitment and retention of both minority employees and students, and to providing both minority employees and students with opportunities for leadership and professional growth.

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

No deficiencies identified. Continue to monitor.

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3. Organization and Structure. Policies, and/or organization, and/or activities of the athletics program and its activities to help enhance diversity.

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

Temple University President Dr. Ann Weaver Hart appointed an NCAA Recertification chair along with a steering committee and separate sub-committees comprised of Temple students (including student-athletes), faculty, trustees, alumni, and administrative staff for the specific purpose of ensuring a complete self-study of each of the 8 program areas. Within each sub-committee, a chair was appointed and separate committees were formed to research the specific self-study requirements and report back to the sub-committee. During the subcommittee investigation phase, there was outreach to anyone in the university who might have appropriate data or information regarding the issue being studied. All analysis and data was compiled at the sub-committee level, and subsequently reviewed, edited, and submitted to the steering committee and chair of the Recertification process for final review. The full Steering Committee reviewed drafts of all reports and the final report.

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

Intercollegiate Athletics implements in its departmental activities the University's nondiscrimination policy and the institution's affirmative action program for inclusion and diversity. As it is for all Temple administrative units and University programs, it is the practice of the Department of Intercollegiate Athletics to ensure that equal opportunity and inclusion are integral to all operations.

c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future.

Temple University has not identified any areas of deficiency with respect to minority issues. Temple University has a demonstrated record of a strong commitment to the recruitment and retention of both minority employees and students, and to providing both minority employees and students with opportunities for leadership and professional growth.

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

No deficiencies identified. Continue to monitor.

4. Enrollment. Goals of the institution for enrollment of minority students and minority student-athletes.

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

Temple University President Dr. Ann Weaver Hart appointed an NCAA Recertification chair along with a steering committee and separate sub-committees comprised of Temple students (including student-athletes), faculty, trustees, alumni, and administrative staff for the specific purpose of ensuring a complete self-study of each of the 8 program areas. Within each sub-committee, a chair was appointed and separate committees were formed to research the specific self-study requirements and report back to the sub-committee. During the subcommittee investigation phase, there was outreach to anyone in the university who might have appropriate data or information regarding the issue being studied. All analysis and data was compiled at the sub-committee level, and subsequently reviewed, edited, and submitted to the steering committee and chair of the Recertification process for final review. The full Steering Committee reviewed drafts of all reports and the final report.

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

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As previously noted, Temple University's student body has remarkable ethnic and cultural diversity. Temple has a well-established record in attracting and enrolling a student body that includes a substantial percentage of African American, Hispanic/Latino, and Asian American students. Temple remains committed to maintaining this record.

- c.** Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future.

Temple University has not identified any areas of deficiency with respect to minority issues. Temple University has a demonstrated record of a strong commitment to the recruitment and retention of both minority employees and students, and to providing both minority employees and students with opportunities for leadership and professional growth.

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

No deficiencies identified. Continue to monitor.

5. Comparison of Populations. Examination of the student population and comparison of the percentage of minority student-athletes in all sports, by sport, to ensure that there are no signs of discrimination revealed through the recruitment practices of the institution.

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

Temple University President Dr. Ann Weaver Hart appointed an NCAA Recertification chair along with a steering committee and separate sub-committees comprised of Temple students (including student-athletes), faculty, trustees, alumni, and administrative staff for the specific purpose of ensuring a complete self-study of each of the 8 program areas. Within each sub-committee, a chair was appointed and separate committees were formed to research the specific self-study requirements and report back to the sub-committee. During the subcommittee investigation phase, there was outreach to anyone in the university who might have appropriate data or information regarding the issue being studied. All analysis and data was compiled at the sub-committee level, and subsequently reviewed, edited, and submitted to the steering committee and chair of the Recertification process for final review. The full Steering Committee reviewed drafts of all reports and the final report.

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

Overall, minority participation in sports exceeds minority undergraduate enrollment by four percentage points. In 2006-2007 minority enrollment was 30.8 percent and minority participation in sports was 34.6 percent. Minority participation in sports was at parity with undergraduate minority enrollment for the women's teams overall (29.6 percent). For the men's teams overall minority participation (38.2 percent) was seven percentage points greater than the minority undergraduate enrollment.

Minority participation by team varies greatly. In men's sports minority participation - by African Americans chiefly - was 85.7 percent and 59.4 percent in basketball and football respectively and 5.7 percent in baseball in 2006-2007. Minority women, again, African American women chiefly, participated at 91.7 percent and 52.5 percent in basketball and track respectively, and at 4.3 percent in lacrosse. Minority participation varies in sports other than football, basketball, and track. In 2006-2007 minority participation was 11.7 percent in men's other sports, 19.9 percent in women's other sports. Only two men's teams, golf and gymnastics, had no participation by minority student athletes in 2006-2007, although there were team members who identified themselves as Other.

There is no evidence that the variation in participation by sport is attributable to discrimination in Intercollegiate Athletics' recruitment practices. The coaches' affirmations that they pursue the talented and prepared prospects is demonstrated by minority participation on the tennis teams and the women's softball and volleyball teams, as well as by minority participation in football, basketball and track. There is

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considerable evidence that minority participation in collegiate sports is affected by the factors that influence minority participation at elementary and secondary school age, e.g. access to school and recreation facilities, public and private; funding for equipment for a variety of sports; histories of family and community participation in particular sports; and the promotion and prominence of particular sports as entertainment.

Recognizing that early introduction to a sport is important to collegiate participation, Temple University sponsors summer sport camps for children that have offered skill development in basketball, swimming, soccer, kickball, volleyball and golf.

Temple also sponsors an annual Partnership Field Day, held in cooperation with Temple's Partnership Schools, the elementary schools surrounding Temple's main campus. Students from 6th, 7th and 8th grade participate in this day-long event, run by Temple student-athletes, coaches, administrators and volunteers from Haverford High School.

The purpose of the Partnership Field Day is to provide an enjoyable athletic experience for children who come from under-resourced schools. The participating schools are nearly 100% minority, about 85% of children qualifying for free or reduced-priced lunches. In an effort to encourage more minority participation, Partnership Field Day provides sports clinics in football, track, soccer, rowing and field hockey to expose students to organized sports which they may not typically have opportunities to learn or play.

All of Temple's sport coaches support the University and Department's commitment to diversity with the initiation of and participation in activities both on and off campus. The coaches demonstrate a desire to give back to their sport by growing it regionally and nationally, thus creating opportunities to recruit a more diverse group of student-athletes. Generally, most coaches with the help of their team members run or host camps/clinics for area youth on Temple's Main or Ambler campuses. These include: men's and women's soccer, baseball, softball, football, men's and women's basketball, lacrosse, field hockey, men's gymnastics and volleyball. A more specific focus targeting increasing diversity can be seen with the following programs:

Women's Basketball:

- Dawn Staley created the Dawn Staley Foundation in 1996 to provide increased opportunities for at risk youth in Philadelphia. Some projects include a "Day in the Park" - a celebration to promote civic pride and family interaction, and the DS Afterschool Program

Softball:

- Coaches and players participate in the "Katie at the Bat" Program which focuses on improving the lives of inner-city youth.

Lacrosse:

- Head Coach has partnered with Black Women in Sport Foundation and Temple Japan to provide clinics to increase awareness and opportunities.
- Head Coach and staff have participated in and are currently part of the US Lacrosse Diversity Summit (Head Coach is on Board of Directors, as well), MLK Day Service, Philly 6 Lacrosse Clinic, and IWLCA Growth Committee.

Fencing:

Head Coach is a board member of Black Women in Sports Foundation which has as one of its goals, increasing opportunities and access for minority athletes.

Field Hockey:

Head Coach has collaborated with Temple Japan to provide clinics to increase awareness and opportunities.

Men's & Women's Crew:

- Temple University and US Rowing (Task Force on Access, Affordability and Diversity) sponsored "Changing the Tide", a seminar on urban youth and the sport of rowing

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- Coaches and team members perform clinics for inner city youth on the Schuylkill River as part of PA Rowing camps.

- c.** Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future.

Temple University has not identified any areas of deficiency with respect to minority issues. Temple University has a demonstrated record of a strong commitment to the recruitment and retention of both minority employees and students, and to providing both minority employees and students with opportunities for leadership and professional growth.

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

Continue to monitor.

6. Participation in Governance and Decision-Making. Involvement of minority student-athletes in the governance and decision-making processes of the athletics department, and provision of leadership opportunities (e.g., participation on student-athlete advisory committee) for minority student-athletes.

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

Temple University President Dr. Ann Weaver Hart appointed an NCAA Recertification chair along with a steering committee and separate sub-committees comprised of Temple students (including student-athletes), faculty, trustees, alumni, and administrative staff for the specific purpose of ensuring a complete self-study of each of the 8 program areas. Within each sub-committee, a chair was appointed and separate committees were formed to research the specific self-study requirements and report back to the sub-committee. During the subcommittee investigation phase, there was outreach to anyone in the university who might have appropriate data or information regarding the issue being studied. All analysis and data was compiled at the sub-committee level, and subsequently reviewed, edited, and submitted to the steering committee and chair of the Recertification process for final review. The full Steering Committee reviewed drafts of all reports and the final report.

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

Student-athletes are involved in the governance and decision-making processes of the Athletic Department primarily through the Student-Athlete Advisory Committee (SAAC). The SAAC is comprised of approximately 30 student-athletes annually with representation by at least one member of each team. Selections to the SAAC are made annually by each team's Head Coach. These selections are reviewed annually by the SAAC Advisor as well as the Academics/Compliance Committee to ensure that a representative and diverse mix of student-athletes has been selected.

On an annual basis student-athletes are also sent to attend the NCAA Student-Athlete Leadership Conference. The diversity of the student-athletes selected for attending this conference is appropriately considered by the Athletics administration.

The President's Advisory Committee on Intercollegiate Athletics (PACIA) was formed in 2007 to assist in advising the President and Director of Athletics on matters pertaining to intercollegiate athletics. This committee includes two student-athletes, currently one of the two is a minority. Selections to this committee are made by the Athletics administration based on demonstrated leadership skills and academic achievement.

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- c.** Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future.

Temple University has not identified any areas of deficiency with respect to minority issues. Temple University has a demonstrated record of a strong commitment to the recruitment and retention of both minority employees and students, and to providing both minority employees and students with opportunities for leadership and professional growth.

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

Continue to monitor.

7. Employment Opportunities. Establishment of goals for minority employment opportunities in the athletics department and the encouragement of promotion and hiring of minority coaches and administrators.

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

Temple University President Dr. Ann Weaver Hart appointed an NCAA Recertification chair along with a steering committee and separate sub-committees comprised of Temple students (including student-athletes), faculty, trustees, alumni, and administrative staff for the specific purpose of ensuring a complete self-study of each of the 8 program areas. Within each sub-committee, a chair was appointed and separate committees were formed to research the specific self-study requirements and report back to the sub-committee. During the subcommittee investigation phase, there was outreach to anyone in the university who might have appropriate data or information regarding the issue being studied. All analysis and data was compiled at the sub-committee level, and subsequently reviewed, edited, and submitted to the steering committee and chair of the Recertification process for final review. The full Steering Committee reviewed drafts of all reports and the final report.

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

Temple University's affirmative action program prescribes active, inclusive efforts to identify and recruit women and minorities for University employment at all levels. The University's employment procedures apply to Intercollegiate Athletics. Intercollegiate Athletics will continue to review department candidate pools and hiring recommendations with the University Department of Human Resources and the Office of Multicultural Affairs to ensure that job opportunities are widely advertised and applicant consideration is inclusive, in keeping with Temple's commitment to diversity.

In its hiring report card for football head coaching positions in 2005-2006, the Black Coaches Association recognized Temple's efforts with an overall final grade of "A". In 2006 Temple Athletics also earned an Overall Excellence in Diversity Award bestowed by the Laboratory for Diversity in Sport at Texas A & M University. The Laboratory for Diversity in Sport recognizes 10 NCAA Division 1-A Athletics Departments for student and employee diversity efforts and achievement.

- c.** Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future.

Temple University has not identified any areas of deficiency with respect to minority issues. Temple University has a demonstrated record of a strong commitment to the recruitment and retention of both minority employees and students, and to providing both minority employees and students with opportunities for leadership and professional growth.

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

No deficiencies identified.

8. Programs and Activities. Establishment of programs that address the needs and issues affecting minority student-athletes.

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

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

One issue affecting minority student-athletes is retention. Efforts to achieve minority recruitment and retention are pursued in many areas, enrollment, academic success as evidenced through graduation rates, retention activities at the undergraduate and graduate levels, and creation of an environment at Temple that supports diversity.

Temple has a number of university-wide programs whose principal mission is to increase retention of our students.

- The Russell Conwell Educational Services Center provides academic preparation and support to help Temple students adjust to and succeed in college. Academic assessments, tutorial assistance, academic workshops, and outreach and cultural activities are available throughout the school year.
- Under the administration of the Vice Provost for Undergraduate Studies, the Learning Communities program groups incoming freshmen in first-year course clusters to facilitate academic and social integration into college life. The Writing Center and the Math and Science Resource Center offer tutorial assistance. The Vice Provost for Undergraduate Studies maintains oversight of the colleges' undergraduate advising centers and recently assumed responsibility for advising of student athletes.
- The Office of Multicultural Affairs, which is responsible for fostering campus-wide diversity, has developed a mentoring program for first-year Temple students who graduated from a Philadelphia high school. Individual attention from mentors and activities for academic, social and professional development connect the Philadelphia Diamond Scholars to the opportunities for successful college life.

In addition, Temple's schools and colleges offer programs that augment university-wide retention, for example: The Department of African American and area studies - Asian Studies, Latin American Studies, American Studies' minor in Asian American Studies- in the College of Liberal Arts; the College of Education's historic commitment to public education and its Interdisciplinary Program in Urban Education; the Center for Student Professional Development and student learning opportunities in the Small Business Development Center of the Fox School of Business and Management, as well as the School's student professional organizations including the MBA Student Association, the Society of Human Resource Management, National Association of Black Accountants, National Asian American Society of Accountants, International Business Association. All of these programs help increase over-all retention rates including minority student retention rates.

The Department of Intercollegiate Athletics has developed an APR Improvement Plan, approved by the NCAA. One of the goals of this plan is to increase retention in those sports with APRs under 925, including Men's Basketball and Football. These efforts will also benefit minority student-athletes.

Equity and Student-Athlete Well-Being

c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future.

Temple University has not identified any areas of deficiency with respect to minority issues. Temple University has a demonstrated record of a strong commitment to the recruitment and retention of both minority employees and students, and to providing both minority employees and students with opportunities for leadership and professional growth.

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

Continue to monitor.

9. Using the "plan for improvement" section, please provide a written, stand-alone institutional plan for addressing minority issues for the future in the intercollegiate athletics program. The plan must address all eight program areas for minority issues as listed previously; however, an evaluation mechanism to monitor the institution's status in those program areas without deficiencies is acceptable, provided the identification of such a mechanism is included in the institution's minority-issues plan. Further, the plan must extend at least five years into the future and be active at all times. [Note: Please see the Web site for an example format outlining all required elements of a plan.]

Within minority-issues written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution's written plan. The committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.

Plan created.

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

Temple University President Dr. Ann Weaver Hart appointed an NCAA Recertification chair along with a steering committee and separate sub-committees comprised of Temple students (including student-athletes), faculty, trustees, alumni, and administrative staff for the specific purpose of ensuring a complete self-study of each of the program areas. Within each sub-committee, a chair was appointed and separate committees were formed to research the specific self-study requirements and report back to the sub-committee. During the subcommittee investigation phase, there was outreach to anyone in the university who might have appropriate data or information regarding the issue being studied. All analysis and data was compiled at the sub-committee level, and subsequently reviewed, edited, and submitted to the steering committee and chair of the Recertification process for final review. The full Steering Committee reviewed drafts of all reports and the final report. President Hart is a member of the Steering Committee and has received regular reports from the Chair and Chief Writer (who is also the FAR) on the progress of the self-study process.

Evaluation

1. Has the institution implemented its approved minority-opportunities plan from the previous self-study? **Currently Yes**
2. Has the institution provided an explanation from appropriate institutional authorities if its minority-issues plan was modified or not carried out fully? **Currently Yes**
3. Has the institution demonstrated that it is committed to, and has progressed toward fair and equitable treatment of all minority student-athletes and athletics department personnel? **Currently Yes**

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4. Has the institution formally adopted a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which expands opportunities and support for minority student-athletes and athletics personnel? **Currently Yes**
5. Has the institution developed a plan that includes measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables? **Currently Yes**

Equity and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
Institutional and Athletics Department Commitment.	No issues identified in minority program area evaluation.	Maintain and continue our demonstrated commitment to diversity.	Continue to monitor and enforce policies that enhance diversity.	Office of Multicultural Affairs (OMCA)	Ongoing
			Meet regularly with Athletic Department staff and Student Athlete Advisory Committee (SAAC).	Presidential Advisory Committee on Intercollegiate Athletics (PACIA)	Ongoing
Evaluation.	No issues identified in minority program area evaluation.	Periodic review of Athletic Department activities for consistency with goals and objectives set forth in institution and Athletic Department's written commitment to diversity.	Continue to monitor and enhance Athletic Department activities.	Presidential Advisory Committee on Intercollegiate Athletics (PACIA); Title IX Coordinator	Ongoing
Organization and Structure.	No issues identified in minority program area evaluation.	Continue to use the current structure which promotes diversity and equity.	Continue to monitor organizational structure and recommend changes when necessary.	Office of Multicultural Affairs (OMCA)	Ongoing
Enrollment.	No issues identified in minority program area evaluation.	Continue to recruit qualified minority students.	Title IX Coordinator will meet regularly with Admission leadership.	Director of Admissions Director Athletics Coaching Staff	Beginning Spring 2008 and ongoing thereafter
Comparison of Populations.	No issues identified in minority program area evaluation. In fact, the student athlete population has a higher percentage of minority students than the general student population	Continue to recruit qualified minority students.	Title IX Coordinator will meet regularly with Admission leadership, Student Affairs and Coaching Staff.	Monitoring by the Title IX Coordinator	Beginning in Spring 2008 and ongoing thereafter
Participation in Governance and Decision-Making.	No issues identified in minority program area evaluation.	Continue to support and administer an inclusive decision making process.	Maintain diverse student representation on the Student Athlete Advisory Committee (SAAC).	Continue to have student athlete representation from a variety of sports.	Ongoing.

Equity and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
Employment Opportunities.	No issues identified in minority program area evaluation.	Number of minority representation in coaching staff could be increased.	Actively seek and recruit minority coaches when opportunities present themselves by: <ol style="list-style-type: none"> 1. Contacting the Executive Director of the Black Coaches Association and the Chair of the Minority Opportunity Interest Committee in each search. 2. Adhere to Affirmative Action procedures. 3. Continue to advertise open positions. 4. Provide diversity education to staff annually. 5. Develop a faculty-coach minority mentor program. 	Director of Athletics Office of Multicultural Affairs (OMCA) Office of Human Resources Title IX Coordinator	Ongoing
Programs and Activities.	No issues identified in minority program area evaluation.	Continue current level of programming in this area.	Continue to monitor development in this area and consult regularly with the Student Athlete Advisory Committee (SAAC).	Title IX Coordinator Athletic Director	Beginning in Spring 2008 and ongoing thereafter.

Equity and Student-Athlete Well-Being

Operating Principle

3.3 Student-Athlete Well-Being

Self-Study Items

1. List all "corrective actions", "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 3.3 (Student-Athlete Well-Being). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

Temple's Plan from First-cycle Certification: Provide greater specificity in the university's plans for improvement concerning the process for conducting student-athlete exit interviews.

At the end of each semester representatives of the Department of Intercollegiate Athletics and the Faculty Athletics Representative each interview a sampling of student-athletes in all sports who no longer are participants in the intercollegiate athletics program (e.g., transfers and those who have exhausted athletic eligibility).

The exit interviews are completed either in paper form with the student-athlete writing down his/her responses or by face-to-face interviews with a member of the Athletics staff or FAR. Each staff member is responsible for taking detailed notes of each interview so that each student-athlete's response can be properly documented. The exit interview documents remain on file in the Athletic Compliance Office. The Temple University Athletic Compliance Office has been continuously improving the organization of these records and files.

All results from exit interviews are reviewed by the Academics/Compliance/Student-Services Committee at the conclusion of each academic year. In these meetings, the committee members make recommendations to the Director of Intercollegiate Athletics of proposed changes or items that need to be addressed immediately.

This general process was established in September 1999 and has been improved over the ensuing years.

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

Not Applicable

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

After the exit interview process, the Director of Athletics convenes a meeting each September to review the results of the Exit Interview process with senior staff members and FAR to address any issues raised by student-athletes that can improve the Department and its commitment to student-athlete welfare.

Equity and Student-Athlete Well-Being

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

There are multiple resources within Temple University which effectively monitor, evaluate and address student and student-athlete well-being. Among the offices and departments which serve Temple students and student-athletes are: Department of Intercollegiate Athletics, Division of University Studies and Academic Resource Center, Division of Student Affairs, Student Health Services, Tuttleman Counseling Services, and Campus Safety Services. The organizational structure, relationships and lines of reporting within the Athletics Department ensure that these institutional resources are accessible, monitored, evaluated and addressed on a continuing basis specifically for student-athlete well-being. Student-athletes are made aware of the above support services through assigned sport supervisors, the Compliance and Student Services Coordinator, the entire Compliance and Student Services Department, the student-athlete handbook and the Student Athlete Academic Advising & Support Center (SAAASC).

SAAC: In addition to the professional staff within the Athletics Department, a Student-Athlete Advisory Council (SAAC) is formed at the beginning of each academic year. It is comprised of one representative and one alternate representative from each of the varsity teams. There may be student-athlete representatives who serve at-large. SAAC provides appropriate information to student-athletes and provides a forum for student-athletes to discuss concerns and issues in the presence of members of the Athletics Department. SAAC meetings occur monthly during the academic year. Meetings are organized by the Assistant Director of Compliance and Student Services Alexiss Robinson as well as the Compliance and Student Services Coordinator Jennifer White. The SAAC is co-chaired by two elected, student-athletes. SAAC provides a mechanism to assure that student-athlete welfare is addressed and monitored on a continuing basis.

The most common way student-athletes are informed and kept up to date with department and university policies, procedures and resources available to them is through the SAAC meetings. Both the Assistant Director of Compliance & Student Services as well as the Compliance & Student Services Coordinator oversee the SAAC meetings and disseminate information to the student-athletes not represented at meetings. Minutes are kept at each meeting and disseminated to all members of SAAC, senior administrators in the Department of Intercollegiate Athletics and the FAR. The student-athlete representatives from each sport are charged with reporting any and all material covered at the monthly SAAC meetings to their team or to their coach for team discussion.

Emergency notification system: The University has developed an Emergency Notification system for all students. Students are requested to provide their emergency contact numbers for purposes of notification. The SAAC members have been instructed to encourage all students-athletes to register their phone numbers in the emergency system. University-wide notices have also been sent to every student via email.

CHAMPS Life Skills: Consistent with the NCAA CHAMPS Program, a Life Skills Program has been developed to further enhance student-athlete success at Temple University. The Office of Compliance and Student Services for Student-Athletes presents a variety of workshops and sessions, specifically designed for the Temple University student-athlete. Among the topics that may be presented during the course of the academic year are:

- Eating Disorders Prevention Education
- Establishing Relationships/Developing Sexual Responsibility
- Diversity Issues (inclusive of sexual orientation)
- Dealing with Stress
- Alcohol and Choices
- Interpersonal Communications
- Media Relations Plagiarism
- Academic Integrity
- Personal Financial Strategies
- Resume and Portfolio Development
- Interview Strategies and Techniques
- Life After Sports Seminar
- Agents and Professional Sports Council

Academic Support Services: In the summer of 2007, the University completed plans for redesigning the delivery of academic advising to and support of student-athletes. The plans were informed by a series of pilot programs and by extensive planning discussions between and among senior administrators in Athletics and Academic Affairs, culminating in the creation of the Student Athlete Academic Advising & Support Center (SAAASC). Effective October 1, 2007, all academic advisors and academic support coordinators were organized to report through the Provost Office, with direct supervision provided by the Office of the Vice Provost for Undergraduate Studies. By

Equity and Student-Athlete Well-Being

January 15, 2008 national searches were completed resulting in the hiring of the first Director of the Center and three senior academic advisors, all with at least masters degrees and combined experience in professional academic advising and in support for student-athletes. The three advisors are dedicated to the student-athlete population. (One advisor also works part-time as an academic coordinator for student-athletes). They are joined by four full-time academic coordinators, including a program coordinator, a dedicated learning specialist [search in progress as of Spring, 2008] as well as an administrative support person. SAAASC will be housed in newly renovated space at a cost of approximately \$300,000. The total salary budget for this area has increased dramatically since the 2005-06 academic year, going from \$263,702 to approximately \$469,791. In addition, the University has expended over \$200,000 on capital improvements to physical study space for student-athletes and has increased its budget for tutorial services by 18% since 2005-2006. The total budget for SAAASC is now approximately \$800,000.

The newly created SAAASC is the nexus for the delivery and oversight of academic advising and support for student-athletes. It works closely with the other academic support units (e.g., Math/Science Resource Center, University Writing Center, Academic Resource Center). As all of these units report to the Office of the Provost, these services fall under the normal oversight provided by the Provost on a continuing basis. In addition, the Office of the Deputy Provost oversees a process of Periodic Program Review for academic programs and other units that are part of the provost's portfolio.

Since Temple is concerned with the full personal development of each student-athlete, support duties expand beyond academia. SAAASC is also a referral service for many of the University's resources such as the counseling center, sports psychologists and campus-based programs, workshops and classes on study skills, personal development and safety.

Learning Disabilities: Student-athletes who have written documentation of a learning disability may be eligible to receive additional academic assistance through the Office for Disability Resource Services (DRS). Students with the appropriate documentation can receive accommodations for their classes. These services include note-takers, books on tapes, extended testing time and readers for exams. Student-Athletes may self refer for services or may be identified by personnel in SAAASC and referred for appropriate evaluation and testing.

Disability Resources and Services (DRS) supports Temple University students, including student-athletes with disabilities in accessing the opportunities and services available to them through the University. DRS arranges academic adjustments and accommodations as mandated under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, works with the Temple community in enhancing campus accessibility as well as provides resource information and consultation to students, parents, faculty, and staff.

Sports Medicine: Temple student-athletes work out and rehabilitate injuries in several strength and conditioning and athletic training facilities. In the fall of 1994, Temple's student-athletes started using the 8,000-square-foot strength and conditioning and 3,800-square-foot athletic training facilities located in McGonigle Hall.

Temple's strength and conditioning center is furnished in part with \$155,000 of equipment from Trotter Strength Manufacturing, Inc., is more than triple the size of the previous weight room and includes state-of-the-art training equipment. In addition to training, these facilities include rehabilitation equipment such as the Hydro Trac underwater treadmill (the primary use of the Hydro Trac is to rehabilitate injuries when weight-bearing exercise is not possible), the multi-purpose Biodex machine (a computerized isokinetic device that can work every part of the body and is a rehab tool, also used for diagnosis and evaluation), and the Shuttle 2000 (a plyometric non-weight-bearing device which helps with both upper and lower body rehab, particularly the shoulders and knees). A doctor's exam room at this facility is complete with a wall-mounted ophthalmoscope, otoscope and blood pressure machine, as well as an overhead lamp for suturing.

Temple's student-athletes also have access to Temple University Hospital where Dr. Ray A. Moyer, the University's team doctor, and his associates provide a full range of services. Student-athletes are primarily evaluated, rehabilitated and treated on campus in Temple's athletic training rooms. Physical therapy services are provided on campus by on-site NovaCare physical therapists.

In addition to McGonigle Hall, there are fully staffed training rooms located at the football practice facility at Edberg-Olson Hall, in the Liacouras Center, and at the Ambler Campus Sports Complex. Each facility is equipped with up-to-date modalities and treatment facilities, and have records maintained on a secured web site to allow access to an individual student-athlete's medical records from each location.

Student Health Services: Temple's Student Health Services (SHS) provide the student-athletes affordable, accessible and high quality primary health care. Student Health Services is staffed with Board Certified Physicians, Nurse Practitioners, RNs, Medical Assistants and a Dietitian.

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Students enrolled at Temple University pay a Student Health Fee each semester. Temple student-athletes on athletic scholarships where fees are included do not pay this fee directly. It is covered when Student Financial Services applies the athletics aid for these students. All other student-athletes are financially responsible for this fee, which entitles students to use the services of SHS. The fee covers most routine and urgent care visits. There are additional charges for administrative physical exams (such as those for work or drivers' licenses), lab tests, medications, certain procedures and supplies. SHS is a provider of the Southeastern Pennsylvania Family Planning Council. This enables SHS to provide many gynecological services at little or no cost to students, including student-athletes.

5. Describe the institution's educational enhancement programs (e.g., education regarding career guidance counseling; personal counseling; health and safety; alcohol and other drug guidelines [see the NCAA Sports Medicine Handbook, Guideline No.1]; non-academic components of life skills programs) available to student-athletes. Describe practices/procedures in place to encourage and assure student-athletes' access to these programs.

There are many educational enhancement programs available to Temple student-athletes. The Department of Intercollegiate Athletics senior administrators, coaches, trainers and Student-Athlete Advisory Council work to develop and transmit information to encourage student-athletes to access these programs as appropriate. In addition, the Student-Athlete Handbook, which is distributed to student-athletes and available on-line, contains descriptions of many of these resources and programs. Finally, the Office of Orientation and New Student Programs tailors its orientation program format for newly admitted student-athletes and transfer student-athletes to address each of these areas.

Programs available to student-athletes include:

Career Development Services (CDS): CDS offers a variety of services to help students make a smooth transition from college to career. Career Development is an ongoing process whether for a freshman seeking information or for a senior seeking employment.

CDS counselors guide students in their educational and career goals by providing a variety of resources to assist in making informed choices; identifying and exploring options; understanding personal values, interests and strengths which inform career strategies; and connecting students with prospective internships, externships, coop programs and future employers.

Additionally, CDS helps students with the practical elements of career preparation including creation of the necessary documents (cover letters and resumes) needed for the job search. Counselors also prepare students for interviews and develop an outreach strategy to create interviews through a wide range of related workshops, one-on-one counseling/advising, career fairs, videotaped mock interviews, resume critiques, and on campus recruiting.

Counseling Services: Tuttleman Counseling Services (TCS) offers all Temple students support for emotional, educational or vocational concerns. Assistance is confidential and free of charge. TCS provides an atmosphere that is informal and professional, where students can feel safe and comfortable seeking help. A wide range of assistance is available including counseling, support groups, literature, and educational programs and outreach events. Services Include:

Psychology and Psychiatric Services: Licensed psychologists and counselors provide short-term individual, couple, and group counseling, as well as consultation, education and referral to other resources on campus or nearby. Some common issues that are addressed, individually or in groups, include relationship problems, stress, depression, anxiety, eating disorders, loss and grief, procrastination, shyness, self-esteem, family problems, sexuality and sexually transmitted diseases, gay, lesbian, bisexual and transgender issues, racism, sexism, academic performance, career decisions, and vocational counseling

Mental health services are also provided by Psychiatric Services, which provides psychiatric evaluations, medication consultations, and short-term individual psychotherapy. Students are seen by appointment except in emergencies when immediate care is needed.

Campus Alcohol and Substance Awareness (CASA): The CASA program staff coordinates the University's alcohol and other drug related programs. Certified addictions counselors offer individual and group counseling. Educational literature, seminars and workshops are available as well. Ongoing weekly support groups are offered for individuals recovering from substance dependency, and for adult children of alcoholic and dysfunctional families.

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Creative educational programs on alcohol and other drug-related concerns are available and have been specially tailored for student-athletes and teams as requested. Topics have included alcohol and other drug uses and abuses, safe drinking strategies, adult children of alcoholics, codependency, healthy relationships, and surviving the holidays.

Conflict Education Resource Team (CERT): CERT offers a variety of services to assist individuals, pairs, groups and organizations in working through interpersonal conflict. Conflict coaching is a one-on-one process in which individuals explore with a "coach" their style of managing conflict, and options for the future. Mediation is a forum in which parties in a disagreement work with an impartial mediator to sort through the conflict.

Two of CERT's most popular workshops are Conflict Styles and Constructive Confrontation. Dialogue groups offer structured conversations on volatile topics. A dialogue group offers an opportunity for individuals to explore various viewpoints in a deeply divided conflict.

Sexual Assault Counseling and Education (SACE): The SACE program staff offers counseling, assistance and comfort to male and female survivors of any form of sexual violence or abuse, sexual harassment, interpersonal abuse or stalking. SACE also helps by coordinating service with health care, crisis intervention and systems advocacy within the Temple University community. Individual and group counseling is available. Groups are offered on occasion for: rape survivors, survivors of child sexual abuse, anger management, domestic violence, and co-victims.

SACE staff members work to reduce the incidence of interpersonal violence on campus. Educational training and workshops are conducted to sensitize students, faculty and staff to the problems of sexual assault, sexual harassment, relationship abuse and other forms of sexual violence. Specially tailored programs have also been designed to meet the specific needs of student-athletes and teams.

Temple Health Empowerment Office (THEO): THEO is an on-campus office staffed by health professionals and peer health educators who are committed to providing comprehensive wellness education, resources and prevention services to empower and support Temple University students in making informed healthier choices and achieving academic success.

THEO provides a safe space for students to receive free, anonymous or confidential health information such as individual health education and peer education, birth control information, health-related referrals, health empowerment programming and resources to promote a healthier campus environment.

Health & Safety: Health issues related to student-athletes are primarily monitored and addressed through the Athletics staff (coaches & trainers) who work directly and most frequently with them. Those students who require appropriate medical attention and services are served by both the Center for Sports Medicine, located at Temple's Health Sciences Campus and Student Health Services on the main campus.

Campus Safety Services: The Temple University Department of Campus Safety Services is a department committed to serving the students, faculty, employees, visitors, families, and vendors, who work for, study at, and visit Temple. The goal of Campus Safety Services is to make the campus as safe as possible, by preventing crime with proactive strategies, and providing help with courtesy and respect. The department provides services on all Temple's campuses 24 hours a day, 365 days a year.

Campus Safety Services provides safety information, campus safety maps, ID holders, as well as safety programs and services. Foot patrol officers have a good rapport with the university community and are available as walking escorts. While on patrol, officers are highly visible in marked patrol vehicles, and on bicycles wearing distinctive uniforms that can be seen at a distance.

The Campus Police Division currently has 121 campus police officers (including supervisors and detectives) patrolling Temple's area campuses. They are police professionals who receive state-mandated police recruit training at an accredited police academy. Each officer is a Pennsylvania certified law enforcement officer with the same authority as the police within the municipality in which they serve. Each year, police officers are required to attend state-mandated, in-service training. Campus police and security officers receive various training throughout the year to promote their mission of safety and security. In addition, all campus police and security officers receive sensitivity training to assist in dealing with a diverse campus community.

The Security Division of Campus Safety Services also employs 73 security officers who are augmented by 225 full-time security officers from Allied Barton Security Services, a contract security company. Of this total, 48 security officers are assigned to maintain security in Temple's residence halls.

Temple's Campus Safety Services is integrated with the Philadelphia Police Department's 911 police communication system for efficient and immediate service.

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The department uses advanced technology that includes closed circuit television, computer control systems, software, reporting systems, crime mapping, identification scanning devices and Code Blue emergency communication devices. With a total of 285 cameras, Temple has almost doubled the amount of protection and security over the campus and students.

Alcohol and Other Drug Guidelines: In accordance with state and local law Temple maintains and enforces a strict drug and alcohol policy designed to preserve the health and safety of the campus community.

The Drug and Alcohol policy is stated in the Student-Athlete Handbook as follows:

"It is the expectation of the Department of Intercollegiate Athletics at Temple University that student-athletes perform at optimum standards, academically and athletically. Consistent with this fundamental expectation, student-athletes are prohibited from using alcoholic beverages, anabolic steroids, cocaine, amphetamines, marijuana, crack and heroin [or any form thereof] and any other controlled substance as proscribed by federal or state law. Such use by any member of any intercollegiate team is expressly prohibited, whether occurring before, during or after the team's season. The only exceptions are for medication prescribed by a licensed physician for the individual student-athlete.

Unauthorized use of drugs and alcohol constitutes an abuse of the privilege of practicing and representing the University in Intercollegiate Athletics. Coaches and athletics administrators have the charge and responsibility of reporting student-athletes who are suspected of alcohol and/or drug abuse to the Associate Athletic Director for Compliance and Student Services.

Cases involving known or suspected alcohol and/or drug abuse will undergo administrative fact-finding and a recommendation of disposition will be rendered to the student-athlete, the coach and any other appropriate University authority.

Coaches maintain the prerogative of increasing sanctions and interventions recommended for offending student-athletes. Interventions may include any one or combination of the following:

- Working in collaboration with the Tuttleman Counseling Center, the coach and the student-athlete will develop a confidential action plan to address the needs of the student-athlete relative to the substance abuse, if warranted.
- Random and routine drug testing may be prescribed to address individual circumstances.
- Student-athletes have the opportunity to self-report or self-disclose in a confidential manner to the Associate Athletic Director for Compliance and Student Services in order to receive evaluation and subsequent counseling, rehabilitative services.
- Sanctions may include any one or combination of the following:
 - o Community Service
 - o Suspension from team - practice and competition
 - o Dismissal from team
 - o Recommendation for non-renewal of athletically related financial aid
 - o Student-athletes who are of legal drinking age should know that policies and sanctions regarding the use of alcohol and alcohol products are directed toward underage consumption and abusive behaviors resultant from drinking such as disorderly conduct."

As stated in the Temple University Student Code of Conduct, which applies to all Temple students: "Important aspects of attending the University as a student are having respect for the rights of others in the community, conducting oneself in a manner that is compatible with the University's mission and taking responsibility for one's actions." The Student Code of Conduct supports the educational goals of Temple University by holding students accountable when they violate community standards.

Federal law requires Temple University to notify all students annually of the following policy. Students are advised: The unlawful possession, use, distribution or manufacture of drugs and alcohol by students on Temple University property or as part of University activities is strictly prohibited. Any student who violates this policy is subject to University sanctions as outlined in the Student Code of Conduct ("CODE") and, if the violation occurs in a University residence facility, is subject to sanctions, as outlined in the Code.

Possible sanctions for drug and alcohol related offenses include: expulsion, suspension, probation, fine, academic sanction, withdrawal of student privileges, letter of reprimand, community service, loss of University housing or privileges, as well as the possibility of facing criminal arrest and sanctions."

All students are also subject to city and state alcohol and drug laws.

Temple University is a leader in combating drug and alcohol abuse on campus. In 1986, the University initiated the nation's first comprehensive educational program on drug abuse for student athletes. Known as the DETER

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program, it provides mandatory and random drug testing for students in all men's and women's intercollegiate sports.

Temple was the first post-secondary institution in Philadelphia to hire a full-time Drug and Alcohol Counselor/Coordinator. The Campus Alcohol and Substance Awareness (CASA) provides substance abuse counseling to individuals and groups, sponsors week long drug and alcohol awareness programs each year and employs peer educators in the PACT program.

6. Describe the institution's process for conducting the student-athlete exit interviews required by NCAA Constitution 6.3.2 and the means by which this information is used to better the student-athlete experience. Describe other avenues available to student-athletes to provide input.

At the end of each semester representatives of the Department of Intercollegiate Athletics and the Faculty Athletic Representative each interview a sampling of student-athletes in all sports who no longer are participants in the intercollegiate athletics program (e.g., transfers and those who have exhausted athletic eligibility).

The exit interviews are completed either in paper form with the student-athlete writing down his/her responses or by face-to-face interview with a member of the Athletics staff or FAR. Each staff member is responsible for taking detailed notes of each interview so that each student-athlete's response can be properly documented. The exit interview documents remain on file in the Athletic Compliance Office. The Temple University Athletic Compliance Office has been continuously improving the organization of these records and files.

All results from exit interview are reviewed by the Academics/Compliance/Student-Services Committee at the conclusion of each academic year. In these meetings, the committee members make recommendations to the Director of Athletics of proposed changes or items that need to be addressed immediately.

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

Financial Aid Appeals: In the event of termination or gradation of a grant-in-aid award, notice is given to the student-athlete in writing on or before July 1st prior to the academic year in which the aid is to be effective. Notification of renewal and non-renewal of aid comes from the institution's Office of Student Financial Services. If the student-athlete wishes to appeal the termination or gradation of a grant-in-aid award, the following procedures must be followed:

1. If a student-athlete protests a cancellation or nonrenewal of a grant-in-aid award, the student athlete may appeal the decision by requesting in writing a hearing before the Financial Aid Appeals Committee. The Financial Aid Appeals Committee is organized by Dr. John Morris, Director, Student Financial Services and is comprised of individuals outside of the Athletics Department. Currently, the committee members are:

1. John Morris, Director, Student Financial Services
 2. Jeffrey Montague, Assistant Dean, School of Tourism & Hospitality Mgmt.
 3. Marylouise Esten, Associate Dean, Law School
 4. Johanne Johnston, Assistant Dean, Law School
- Advisor: Valerie Harrison, Associate University Counsel

2. Notice of the request by the student-athlete for such a hearing must be mailed within five (5) days from the date the student-athlete receives the notice of change in renewal or notice of non-renewal. Within ten (10) days from the receipt of the student-athlete's request, the Committee will contact the student-athlete with the time and location of such hearing.

3. The Committee mails to the student-athlete a notice of its decision within ten (10) days after the date of the hearing.

4. The decision of the Financial Aid Appeals Committee is final and binding upon the Department of Athletics, the student-athlete and all others.

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5. Each of the mailings required under the foregoing procedure must be in writing, forwarded through First Class U.S. Mail; postage prepaid, but may be forwarded via special delivery service at the discretion of the sender.

6. Student-athlete notices are sent to the address designated by the student-athlete and the notice(s) to the Head Coach, Director of Athletics, or the Financial Aid Advisory Committee sent to: Temple University, Department of Intercollegiate Athletics, 1700 N. Broad Street, Philadelphia, PA 19122.

This procedure is set forth in the Student Athlete Handbook, distributed to all Student-Athletes and is available online.

Transfer Appeals: If a student-athlete is considering transferring to another University, the student-athlete is required to complete the steps listed below, in order to satisfy University and NCAA rules.

1. NCAA rules require that any student-athlete wishing to transfer must receive a release before contacting a college coach at any university or college other than the one the student-athlete is currently attending. This includes the student-athlete, parent, legal guardian and anyone acting on the student-athlete's behalf.

2. This release can only be obtained through the Office of Compliance & Student Services. A release will not be provided without permission from the student-athlete's coach, Sport Administrator and Director of Athletics.

3. Temple University reserves the right to review each transfer situation individually and whether or not to approve the one-time transfer exception. If a request is denied, it will be so in writing from the Director of Athletics. A student-athlete then has 21 days to file an appeal to the Faculty Athletics Representative.

4. If another college coach makes contact with a Temple University student-athlete regarding a possible transfer, the student-athlete is required to report this contact to the Office of Compliance & Student Services.

5. In sports other than baseball, basketball and football, student-athletes can apply for a one-time transfer exception which, if approved, would allow them to become immediately eligible, provided they meet the NCAA requirements of NCAA Bylaw 13.1.1.3.

The Athletic Department administrator responsible for the oversight of a transfer appeal is the Associate Athletic Director for Compliance and Student Services.

This procedure is set forth in the Student-Athlete Handbook distributed to each Student-Athlete and is available online.

Harassment, Hazing, Abusive Behavior, Sexual Orientation:

1. Temple University does not condone harassment or hazing of any kind. Such behaviors may take the form of (but not restricted to) verbal abuse, physical assault, sexual misconduct or any combination thereof, directed toward any individual or group.

Student-athletes must not engage in actions that intimidate, humiliate or demean a person or groups of persons and that may undermine their sense of security or self-esteem. Harassment or hazing by a student-athlete will result in (but may not be restricted to) disciplinary action by the Department of Intercollegiate Athletics.

It is also a violation of the Student Code of Conduct (applicable to all Temple students) for a student to commit, attempt to commit, aid, facilitate or solicit the commission of, or act in concert with others in bringing about the following: Hazing, defined as any act that endangers the mental or physical health or safety of a person, embarrasses, frightens, or degrades a person or that destroys or removes public or private property, for the purpose of initiation, admission into, or affiliation with, or as a condition for continued membership, in a group, organization or team.

The person responsible for enforcing this policy is the Associate Athletic Director responsible for the sport in which the student-athlete participates or the Office of Judicial Affairs, if the conduct is a violation of the Student Code of Conduct.

2. Members of the University community, including students and student-athletes, who believe that they are victims of harassment may bring a formal administrative complaint of harassment by filing a written complaint directly with the University's Office of Multicultural Affairs (OMCA). A person is not required to utilize informal resolution procedures before filing a formal complaint. The OMCA is responsible for conducting a prompt investigation of a formal complaint. The purpose of the investigation is to establish whether there is a reasonable basis for believing that a violation of Temple policies has occurred. During such investigations, every reasonable effort is made to protect the privacy rights of all parties, but confidentiality is not guaranteed.

The OMCA the parties promptly, in writing, about the outcome of the investigation.

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Harassment is a form of employment discrimination that violates Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967, (ADEA), and the Americans with Disabilities Act of 1990, (ADA).

Harassment is unwelcome conduct that is based on race, color, sex, religion, national origin, disability, and/or age. Harassment becomes unlawful where 1) enduring the offensive conduct becomes a condition of continued employment, or 2) the conduct is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or abusive. Anti-discrimination laws also prohibit harassment against individuals in retaliation for filing a discrimination charge, testifying, or participating in any way in an investigation, proceeding, or lawsuit under these laws; or opposing employment practices that they reasonably believe discriminate against individuals, in violation of these laws.

Petty slights, annoyances, and isolated incidents (unless extremely serious) will not rise to the level of illegality. To be unlawful, the conduct must create a work environment that would be intimidating, hostile, or offensive to reasonable people.

These procedures are set forth by the office of Office of Multicultural Affairs under the supervision of the Director.

Student Code of Conduct: Institutions of higher education must establish due process procedures for the resolution of academic, administrative and employment grievances initiated by students against the institution. These procedures apply to all students including student-athletes.

1. **Academic Grievances:** A student who believes that capricious or arbitrary judgment has been used in the evaluation of academic work may follow the Academic Grievance Procedure applicable in the School/ College in which the academic work was performed. Copies of the procedures as well as information on the Academic Ombudsperson are available in the office of the appropriate academic dean and on the respective webpage of each School/College.

2. **Administrative Grievances:** A student who is unable to resolve an administrative grievance, including incidents involving student employment through regular administrative offices, may consult with the Ombudsperson in the Division of Student Affairs.

3. **Sexual Harassment Grievances:** In addition to reporting the incident to Campus Safety Services for possible UDC action, a student who experiences sexual harassment may contact the Office of Affirmative Action or a Sexual Harassment Ombudsperson and follow the procedures outlined in Temple's Sexual Harassment Policy.

4. **Sexual Assault Grievances:** In addition to reporting the incident to Campus Safety Services for possible UDC action, a student who experiences a sexual assault may contact the Sexual Assault Counseling and Education (SACE) Coordinator and follow the procedures outlined in the Sexual Assault Policy.

5. **Academic Rights and Responsibilities:** Temple University students who believe that instructors are introducing extraneous material into class discussions or that their grades are being affected by their opinions or views that are unrelated to a course's subject matter may file a complaint under the University's policy on academic rights and responsibilities. The full policy can be found at: http://policies.temple.edu/getdoc.asp?policy_no=03.70.02

The policy encourages students to first discuss their concerns with their instructor. If a student is uncomfortable doing so, or if discussions with the instructor do not resolve the student's concerns, an informal complaint may be made to the Student Ombudsperson for the student's school or college. Unresolved complaints may be referred to the dean for handling in accordance with the school or college's established grievance procedure. Final appeals are determined by the Provost.

These provisions are set forth in the Student Code of Conduct supervised by the Vice President for Student Affairs. Any grievances under Temple's Code of Conduct which lead to a University Disciplinary hearing follow the procedures set forth in detail in the Code of Conduct.

Athletic Departmental Disciplinary Appeals: In cases where a student athlete has been sanctioned or penalized for violating a Department of Athletics regulation, the student-athlete may request reconsideration of the decision by the Director of Athletics. Such a request must be in writing and submitted to the Director of Athletics within (5) days after receipt of the notice of sanction. Based on information available to the Director of Athletics, the Director of Athletics may reverse or modify the suspension, or leave it in place until the case has been resolved by the legal system.

Student-Athletes are required to sign the letter below explaining this policy.

I, _____, understand that if I am arrested and charged with the commission of a felony or a crime involving violence, drugs, gambling or game fixing, I will be immediately

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suspended from all practice and competition in varsity sport at Temple University until the charges against me have been either dropped, dismissed or resolved to the satisfaction of the Director of Athletics.

Further, if I am arrested and/or convicted of a misdemeanor charge, my tenure as a varsity athlete at Temple University is subject to review by the Director of Athletics and/or his designees with sanctions ranging from a warning, required counseling, to permanent dismissal from varsity intercollegiate athletics.

Athletic Appeal of Suspension from Team: The following steps are to be followed if a student-athlete chooses to appeal a suspension.

1. If the student-athlete protests a suspension by the coach or alleges any other violation of student rights, the student-athlete must request in writing a meeting with the Head Coach within five (5) days following the alleged violation.

2. If the problem is not resolved between the head coach and the student-athlete, the student-athlete may request a meeting with the Associate Director of Athletics. The request for such a meeting must be made in writing within five (5) days following the meeting with the head coach.

3. If the problem is not resolved between the student-athlete and the Associate Director of Athletics, the student-athlete may appeal to the Athletics Appeal Panel. The Athletics Appeal Panel consists of the Faculty Athletics Representative, the Director of Athletics, the Dean of Students (or designated representative), a student member of the Student Athlete Advisory Council, and the Chair of the Presidential Advisory Committee on Committee on Intercollegiate Athletics who will act as chair.

In all appellate proceedings, the decision of the Athletics Appeal Panel will be final.

These procedures are set forth in the Student-Athlete Handbook and proceed under the direction of the Director of Athletics.

Athletic Appeal of Positive Drug-Test: An appeal procedure is available to any student-athlete found to have a prohibited substance in his or her urine sample or who failed to undergo drug testing. If the student-athlete protests a finding, he or she may request in writing within five (5) days following the notice of a positive testing an analysis of the second sample taken at the time of the screening which is being challenged. If this second sample also tests positive, then this will count as a second positive test against the student athlete.

If the student-athlete bases his or her protest on any perceived irregularity in the process, then the student-athlete may appeal using the departmental appellate process.

Failure to execute the consent form or to undergo drug testing renders the student-athlete ineligible for the entire academic year from both practice and competition, and results in the student-athlete's loss of athletic grant-in-aid, consistent with NCAA regulations. However, if the student-athlete clearly demonstrates within the appellate process that a failure to undergo drug testing was caused by mitigating circumstances; an appropriate resolution may be made.

In collaboration with the Associate Director of Athletics or assigned Assistant Director of Athletics, individual head coaches may impose more severe sanctions on the student-athletes on their teams.

These procedures are set forth in the Student-Athlete Handbook and operate under the supervision of the Director of the Department of Athletics.

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

Temple University is committed to a policy of equal opportunity in every aspect of its operation. The University has pledged not to discriminate on the basis of race, color, gender, sexual orientation, age, religion, national origin, disability, marital status or veteran status. This policy extends to all educational, services, and employment programs of the University and it is set forth in Temple's Nondiscrimination Policy.

Any behavior that may violate the code of conduct or any proscribed university policy may be investigated and resolved by the Office of Multicultural Affairs or by the Office of Judicial Affairs. The code of conduct and all policies concerning appropriate behavior are found in the student-athlete handbook which is distributed to every student annually. This information can also be found on the Temple Policies and Procedures website: <http://policies.temple.edu/>

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The anti-discrimination policy of Temple University includes sexual orientation and any complaint of discrimination based upon sexual orientation is investigated and resolved by the Office of Multicultural Affairs (OMCA). Ms. Sandra Foehl is the Director of Compliance Investigations and Affirmative Action and is responsible for internal investigations and dispute resolution regarding any form of discrimination on campus.

The Student Code of Conduct under the supervision of the Office of Judicial Affairs also proscribes harassment and discrimination. It is a violation of the Code to engage in:

Any act or threat of intimidation or physical violence toward another person including actual or threatened assault or battery;

Sexual Assault, as defined in the University Policy on Sexual Assault, (which may be found on the University's Policies and Procedures webpage at <http://policies.temple.edu>), including any of the following:

- a. Any intentional, unconsented touching, or threat or attempt thereof, of: (i) an intimate bodily part of another person, such as a sexual organ, buttocks, or breast; (ii) any bodily part of another person with a sexual organ; or (iii) any part of another person's body with the intent of accomplishing a sexual act; or
- b. Unwanted, inappropriate disrobing of another person, or purposeful exposure of one's genitals to another without the other's consent; or
- c. Forcing, or attempting to force, any other person to engage in sexual activity of any kind without his/her consent. Assent (an affirmative statement or action) shall not constitute consent if it is given by a person who is unable to make a reasonable judgment concerning the nature or harmfulness of the activity because of his or her intoxication, unconsciousness, mental deficiency or incapacity, or if the assent is the product of threat or coercion;

Sexual Harassment as defined in the University Policy on Sexual Harassment (which may be found in the Student-Athlete Handbook and on the University's Policies and Procedures webpage at <http://policies.temple.edu>); and

Hazing - any act that endangers the mental or physical health or safety of a person, embarrasses, frightens, or degrades a person or that destroys or removes public or private property, for the purpose of initiation, admission into, or affiliation with, or as a condition for continued membership, in a group, organization or team;

Temple University is committed to sustaining a vibrant learning community where diversity is respected and valued. The Temple Health Empowerment Office, (THEO) and its peer counselors help identify student issues and address student concerns. Common ground is a student group based on campus that deals with issues specially related to lesbian, gay, bisexual, and transgendered (LGBT) students on campus.

The Office of Multicultural Affairs (OMCA) is developing a safe space program which will train interested administrators and faculty on ways to help LGBT students and students from diverse backgrounds with specific problems and concerns. After completion of the training, the participant will display a decal on their office window or door. This decal signifies that the office is a safe space to discuss LGBT concerns as well as other concerns from under represented populations. The program is slated for implementation in Fall 2008.

Additionally, the Office of Multicultural Affairs (OMCA) is creating a new position whose primary responsibility is to focus on creating a campus culture and associated programming that fosters learning around issues related to race, ethnicity, national origin, gender, gender identity, sexual orientation, religion, socio-economic status, ability and their intersections.

- 9. Identify the mechanisms in place to ensure the health and safety of student-athletes and the administrator (s) responsible for the institutional awareness of health, safety, travel and sports medicine policies. Describe the process by which these policies and guidelines are approved and communicated to athletics department staff and student-athletes. In addition, describe the process by which these policies are periodically evaluated to ensure continued effectiveness.**

Health issues related to student-athletes are primarily monitored and addressed through the Athletics staff (coaches and trainers) who work directly and most frequently with them. Those students who require appropriate medical attention and services are served by both the Center for Sports Medicine on the University's Health Sciences Campus and Student Health Services on the main campus.

Temple's team physicians have access to excellent facilities. The Center for Sports Medicine, in addition to treatment, conducts research into the causes and possible prevention of sports injury. The team physician gives student-athletes a unique service as director of the University's Center for Sports Medicine, which treats injured athletes, both recreational and professional.

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The Director of Athletic Training is responsible for the institutional awareness of health, safety, travel and sports medicine policies. The two Associate Athletic Directors for Sports Administration are also involved in the oversight of this area. The following mechanisms provide proper review of policies for the health, safety and well-being of our student-athletes:

The Athletic Training staff meets every Spring to review the entire Policy and Procedures Manual. The Director of Athletic Training asks his staff to look at any areas of weakness, problems that may have occurred over the past year and/or changes in the industry that require updating of guidelines. The training staff attends local and national conventions to keep up with the industry and potential changes/improvements, seeks suggestions from other professionals in the field. To stay current, the group frequently reviews samples of other institutions' manuals, researches the College Sports Medicine Foundation for new ideas, and reviews the NCAA Medical Guidelines.

The Athletic Training Staff also meets approximately every other month to discuss issues with medical coverage of teams and student-athletes, ordering supplies, any special needs and any specific student-athlete issues that may have occurred since the last meeting and/or that are coming up on the schedule.

Once a new policy is established, it is approved by the Associate Athletic Directors and published in the Student-Athlete Handbook as well as the Policy and Procedure Manual for both the Athletic Department and the Athletic Training area. Any major policy additions or changes are discussed with the student-athletes during their preseason physicals. The Assistant Athletic Trainers also communicate any changes to their respective coaches in their meetings and via email.

Travel Policy: All Athletic Department travel is administered by the Athletic Business Manager under the direction of the Senior Associate Athletic Director. The Associate / Assistant Athletic Directors also oversee travel operations for each of their respective sports. All coaches and administrators are required to adhere to all University and Departmental travel policies. University travel policies are located on the University's website and Athletic Department specific travel policies are distributed to all administrative coaches and staff as a part of the Athletic Department Policies and Procedures Manual. To ensure that all student-athlete travel is conducted in a safe and appropriate manner, all travel must be coordinated through the Athletic Business Manager.

The following mechanisms are in place to ensure that air and ground transportation is being administered in a safe and appropriate manner:

- Any company providing ground transportation or air charter services for a Temple sports team must provide a signed "Transportation Services Addendum" and a certificate of insurance to ensure that the vendor is properly insured and is in compliance with industry standards with respect to safety and equipment. These forms must be provided to the Athletic Business Manager by the applicable vendor or coach prior to any services being rendered to Temple.

- o All bus charter transportation originating on Temple's campus must be coordinated through the contracted local charter bus company, which is currently Academy Express, LLC. The University has a signed contract with Academy Express, LLC and has obtained a certificate of insurance from Academy Express, LLC.

- o All contracts for non-local bus charter service must be approved through the Athletic Business Manager prior to any services being rendered.

- o All contracts for air charter must be approved through University Counsel's office prior to any services being rendered.

- All non-charter air travel is booked through the Department's contracted travel agency, which is currently World Travel. A travel authorization must be completed by the traveler, signed by the Athletic Business Manager, and submitted to the travel agency prior to any reservations being finalized.

- Transportation to Off-Campus Practice and Home Competition Sites - Daily transportation for Men's Soccer, Women's Soccer, Baseball, Softball, Men's Crew, Women's Crew, Men's Track and Field, and Women's Track and Field is currently coordinated through the Office of Facilities Management by the Associate Athletic Director for Sports Administration. School buses are provided on a daily basis for these teams to travel to and from practice and competition sites to help ensure the safe transportation of student-athletes on these teams. In the event that a student-athlete does not elect to use, or can not use this travel option, a waiver must be signed and on file with the applicable sport administrator. Waivers are only permitted for student-athletes living off-campus.

- The Athletic Department maintains a fleet of vans for local travel needs. Within the Athletic Department team travel policy are van policies to help ensure the safety of those traveling within the vans for Temple business. This van policy applies to both the vans provided locally by the Department of Athletics as well as any vans rented while on a road trip. The usage of vans locally has been minimized by providing daily school bus services to the teams noted above for transportation to off-campus practice and home competition sites. Athletic Department vans are coordinated by the Athletic Business Manager.

Equity and Student-Athlete Well-Being

- A student-athlete may only travel to or from a practice or competition outside of the team travel party after requesting and being approved for a travel waiver. This waiver must be approved by the applicable sport administrator.

The Department of Intercollegiate Athletics regularly reviews travel operations with both the Office of University Counsel and the Director of Risk Management to ensure that the safety and well-being of those being transported are being properly maintained.

10. Describe the institution's written emergency medical plan for practices and games. Describe the process by which these policies and guidelines are approved and communicated to athletics department staff and student-athletes. In addition, describe the process by which these policies are periodically evaluated to ensure continued effectiveness.

The Director of Strength and Conditioning and his staff work in cooperation with the Athletic Training staff on medical issues regarding practices and games. There is a Certified Athletic Trainer present for all workouts scheduled and he/she handles all injuries or medical issues that may arise. In case of an emergency, the strength and conditioning staff member will assist if needed and necessary. Both full-time strength and conditioning staff members are certified in first aid and CPR. The Strength and Conditioning staff holds bi-annual meetings with the Athletic Training staff to assure proper coverage of strength workouts by student-athletes. These meetings are also used to evaluate the continued effectiveness of the policies. Both staffs communicate well with other professionals in their field at similar institutions as well as attend national conferences to keep up to date with changes in their industry.

The Director of Athletic Training is responsible for the development, maintenance and communication of the Temple University Emergency Action Plans for our athletic facilities. (Edberg-Olsen Hall, McGonigle Hall, Liacouras Center, the Ambler Athletic Fields and Lincoln Financial Field.) All five Emergency Action plans were updated in Summer of 2007 informed, in part, by other plans from similar institutions in our region. Each is reviewed every year for potential updates and improvements.

Each venue used for practice, competition and/or workouts are included in the plans with the following information: location, nearest telephone, non-life threatening and life threatening phone numbers to call, telephone procedure and information to provide to medical personnel and nearest hospital address, phone numbers and directions. The plan moving forward is to establish a permanent, secure and visible location for each Emergency Action Plan to be posted in each of the five locations. Within each location, there will be several key areas where there will be postings:

Edberg Olsen Hall
Training Room and Weight Room

McGonigle Hall
Training Room, Weight Room and Gymnastics Room

Liacouras Center
Training Room

Ambler Athletic Fields
Training Room, Dugouts and Storage Sheds

Lincoln Financial Field
Training Room

In addition to posting the plans in each of the above mentioned locations for student-athletes, coaches and employees, each plan will be posted online for 24/7 access on the Temple University Athletics website.

11. Describe the institution's written emergency plan for the athletics program and specific coverage for out-of-season workouts, strength training and skills sessions. Describe the process by which these policies and guidelines are approved and communicated to athletics department staff and student-athletes. In addition, describe the process by which these policies are periodically evaluated to ensure continued effectiveness.

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The Emergency Action Plans for out-of-season workouts, strength training and skill sessions are the same as referenced in 3.3.10. The Director of Strength and Conditioning and his staff work in cooperation with the Athletic Training staff on medical issues during off-season workouts. There is a Certified Athletic Trainer present for all workouts scheduled and he/she handles all injuries or medical issues that may arise. In case of an emergency, the strength and conditioning staff member will assist if needed and necessary. Both full-time strength and conditioning staff members are certified in first aid and CPR. The Strength and Conditioning staff holds bi-annual meetings with the Athletic Training staff to assure proper coverage of strength workouts by student-athletes. These meetings are also used to evaluate the continued effectiveness of the policies. Both staffs communicate well with other professionals in their field at similar institutions as well as attend national conferences to keep up to date with changes in their industry.

The plan moving forward is to establish a permanent, secure and visible location for each Emergency Action Plan to be posted in each of the five performance or practice locations. Within each location, there will be several key areas where there will be postings:

Edberg Olsen Hall
Training Room and Weight Room

McGonigle Hall
Training Room, Weight Room and Gymnastics Room

Liacouras Center
Training Room

Ambler Athletic Fields
Training Room, Dugouts and Storage Sheds

Lincoln Financial Field
Training Room

In addition to posting the plans in each of the above mentioned locations for student-athletes, coaches and employees, each plan will be posted online for 24/7 access on the Temple University Athletics website.

12. Using the four program areas for student-athlete well-being issues please:

- a. Describe how the institution has ensured a complete study of each of the four areas;
- b. Provide data demonstrating the institution's commitment across each of the four areas for all student-athletes; and
- c. Explain how the institution will address these topics in the future for the well-being of all student-athletes.

1. Evaluation. Periodic review of athletics department activities for consistency with goals and objectives set forth in the institution's and athletics department's written commitments to student-athlete welfare, including the evaluation of the effectiveness of mechanisms to ensure the health and safety of student-athletes.

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

Temple University President Dr. Ann Weaver Hart appointed an NCAA Recertification chair along with a steering committee and separate sub-committees comprised of Temple students (including student-athletes), faculty, trustees, alumni, and administrative staff for the specific purpose of ensuring a complete self-study of each of the 4 program areas. Within each sub-committee, a chair was appointed and separate committees were formed to research the specific self-study requirements and report back to the sub-committee. During the subcommittee investigation phase, there was outreach to anyone in the university who might have appropriate data or information regarding the issue being studied. All analysis and data was compiled at the sub-committee level, and subsequently reviewed, edited, and submitted to

Equity and Student-Athlete Well-Being

the steering committee and chair of the Recertification process for final review. The full Steering Committee reviewed drafts of all reports and the final report.

The Equity and Student Athlete Well-being Subcommittee was comprised of various members of the University community in order to comprehensively review both athletic and institutional commitments to health, safety and student welfare. Self-Study items within Operating Principle 3.3 were evaluated by representatives of the following areas:

- Executive Vice President's Office
- Office for Multicultural Affairs
- Faculty from 3 Academic Colleges
- Student Affairs
- University Counsel
- Intercollegiate Athletics
- Student Athlete Advisory Committee

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

The Department of Intercollegiate Athletics conducts periodic reviews of Athletics Department activities for consistency with goals and objectives set forth in the institution's and athletics department's written commitments to student-athlete welfare, including the evaluation of the effectiveness of mechanisms to ensure the health and safety of student-athletes.

Student-athlete health and welfare is monitored and evaluated during the year as well as part of an annual review. Ongoing assessments include: senior athletic staff weekly meetings, monthly coaches meetings, consultations with Risk Management and University Counsel, sports medicine staff meetings, individual team pre-season meetings with Director of Athletics, monthly SAAC meetings, and CHAMPS/Life Skills meetings. Annual reviews include: senior staff retreat, student-athlete exit interviews, Campus Recreation Audits, coach performance evaluations, CHAMPS Life Skills team review, and Presidential Advisory Committee on Intercollegiate Athletics (PACIA) review. In addition, the institution solicits feedback from the Presidential Advisory Committee, CHAMPS/Life Skills team and Student Athlete Academic Advising & Support Center (SAAASC).

Exit interviews are conducted with student-athletes who have exhausted their eligibility. A formal checklist of questions addressing the student-athlete's experience is followed.

The University initiated a formal performance review process for employees in 2003 known as the Performance Development Plan. Student-athlete welfare is identified as one of the four essential functions evaluated annually by each Associate AD performing the evaluations of the head coaches. Each Athletic administrator who has direct reports conducts performance reviews for each such employee near the end of each fiscal year. The two Associate AD's that oversee head coaches pay special attention to the areas of student-athlete welfare during those evaluations. Student welfare is also addressed in the University's as well as Athletic Department's Policies and Procedures including the Student-Athlete Handbook.

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

Student-athlete health and welfare will continue to be monitored and evaluated during the year and will be part of an annual review. Ongoing assessments include: senior athletic staff weekly meetings, monthly coaches meeting, consultations with Risk Management and University Counsel, sports medicine staff meetings, individual team pre-season meetings with Director of Athletics, monthly SAAC meetings, and CHAMPS/Life Skills meetings. Annual reviews include: senior staff retreat, student-athlete exit interviews, Campus Recreation Audits, coach performance evaluations, CHAMPS Life Skills team review, the Presidential Advisory Committee on Intercollegiate Athletics (PACIA) review and Student Athlete Academic Advising & Support Center (SAAASC).

To further enhance student health and safety, the Department of Athletics will require all head and assistant coaches to receive First Aid and CPR training and certification.

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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.

Temple University President Dr. Ann Weaver Hart appointed an NCAA Recertification chair along with a steering committee and separate sub-committees comprised of Temple students (including student-athletes), faculty, trustees, alumni, and administrative staff for the specific purpose of ensuring a complete self-study of each of the 4 program areas. Within each sub-committee, a chair was appointed and separate committees were formed to research the specific self-study requirements and report back to the sub-committee. During the subcommittee investigation phase, there was outreach to anyone in the university who might have appropriate data or information regarding the issue being studied. All analysis and data was compiled at the sub-committee level, and subsequently reviewed, edited, and submitted to the steering committee and chair of the Recertification process for final review. The full Steering Committee reviewed drafts of all reports and the final report.

The Equity and Student Athlete Well-being Subcommittee was comprised of various members of the University community in order to comprehensively review both athletic and institutional commitments to health, safety and student welfare. Self-Study items within Operating Principle 3.3 were evaluated by representatives of the following areas:

- Executive Vice President's Office
- Office for Multicultural Affairs
- Faculty from 3 Academic Colleges
- Student Affairs
- University Counsel
- Intercollegiate Athletics
- Student Athlete Advisory Committee

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

The institution's commitment to policies and activities that enhance student-athlete well-being is demonstrated through its periodic review of these policies and activities to ensure relevance and effectiveness. Further, President Hart re-appointed the Presidential Advisory Committee on Intercollegiate Athletics (PACIA), which will receive reports regarding student-athlete well-being. In 2007-8, the Department of Intercollegiate Athletics engaged the services of a consulting firm, Alden & Associates, Inc., to conduct a thorough review of current departmental policies and procedures including the Student-Athlete Handbook.

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

Temple University will also formalize its policy approval process for the development of internal policies. An improved system will be instituted to better monitor all areas within Athletics and make certain all new policies and/or procedures are communicated to all necessary employees and athletes in a timely and effective manner. In the future, all pertinent policies and procedures will be posted in a centralized posting area to make them more accessible.

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.

Temple University President Dr. Ann Weaver Hart appointed an NCAA Recertification chair along with a steering committee and separate sub-committees comprised of Temple students (including student-athletes), faculty, trustees, alumni, and administrative staff for the specific purpose of ensuring a complete

Equity and Student-Athlete Well-Being

self-study of each of the 4 program areas. Within each sub-committee, a chair was appointed and separate committees were formed to research the specific self-study requirements and report back to the sub-committee. During the subcommittee investigation phase, there was outreach to anyone in the university who might have appropriate data or information regarding the issue being studied. All analysis and data was compiled at the sub-committee level, and subsequently reviewed, edited, and submitted to the steering committee and chair of the Recertification process for final review. The full Steering Committee reviewed drafts of all reports and the final report.

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- Executive Vice President's Office
- Office for Multicultural Affairs
- Faculty from 3 Academic Colleges
- Student Affairs
- University Counsel
- Intercollegiate Athletics
- Student Athlete Advisory Committee

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

Temple SAAC: The Student-Athlete Advisory Committee (SAAC) was formed to enhance the overall student-athlete experience at Temple University by communicating information to student-athletes; fostering a positive image among student-athletes and intercollegiate athletics to the campus and local communities; providing the voice of student-athletes to athletics administrators; assisting with the coordination of CHAMPS/Life Skills programs and community service projects. The committee, organized through the Office of Compliance and Student Services, is comprised of two representatives from each of the varsity teams. The SAAC members are selected at the beginning of the academic year and the entire group is reviewed by the Academics/Compliance Committee to ensure all student-athletes will be represented with particular attention to minority involvement and leadership opportunities.

During the Fall of 2007, the SAAC was reorganized to increase student-athlete involvement, input and effectiveness. Subcommittees were created to emphasize community service, student-athlete welfare, programs and fundraising. Additionally, the newly hired Assistant Director for Compliance and Student Services was appointed the new advisor.

The Student-Athlete Advisory Committee meetings occur monthly throughout the academic year on the third Tuesday of the month. The Student-Athlete Advisory Committee is co-chaired by two elected student-athletes.

A-10 SAAC: The Atlantic 10 Conference Student-Athlete Advisory Committee includes two SAAC members from each institution, including Temple University, who participate in monthly teleconference calls and one in-person meeting.

Presidential Advisory Committee on Intercollegiate Athletics (PACIA): Two student-athletes are members of the President's Advisory Committee on Intercollegiate Athletics. (One male, one female)

NCAA Recertification: Two student-athletes are serving on the NCAA Recertification Committee and subcommittees. (one male, one female)

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

Temple will continue its commitment to student-athlete well-being through governance and decision-making by:

- Continuing the institution's commitment to the SAAC;
- Continuing to create opportunities for student-athletes to serve as representatives on University

Equity and Student-Athlete Well-Being

committees (e.g., President's Advisory Committee (PACIA); NCAA committees and related Atlantic 10 Conference committees);

- Encouraging student-athletes to become more involved with non-athletic groups and organizations within the University community.

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

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

Temple University President Dr. Ann Weaver Hart appointed an NCAA Recertification chair along with a steering committee and separate sub-committees comprised of Temple students (including student-athletes), faculty, trustees, alumni, and administrative staff for the specific purpose of ensuring a complete self-study of each of the 4 program areas. Within each sub-committee, a chair was appointed and separate committees were formed to research the specific self-study requirements and report back to the sub-committee. During the subcommittee investigation phase, there was outreach to anyone in the university who might have appropriate data or information regarding the issue being studied. All analysis and data was compiled at the sub-committee level, and subsequently reviewed, edited, and submitted to the steering committee and chair of the Recertification process for final review. The full Steering Committee reviewed drafts of all reports and the final report.

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- Executive Vice President's Office
- Office for Multicultural Affairs
- Faculty from 3 Academic Colleges
- Student Affairs
- University Counsel
- Intercollegiate Athletics
- Student Athlete Advisory Committee

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

The following are examples of programs and activities sponsored annually by the Temple University Athletic Department:

- Breakfast of Champions
- Letter-winners Award Program
- Team Banquets
- Life Skills workshops
- CHAMPS activities
- Student-Athlete Welcome Back BBQ
- End of the year bowling party
- Halloween party
- Community service opportunities

The above mentioned programs and activities are evaluated by:

- Student-Athlete Exit Interviews
- Student-Athlete Advisory Committee feedback
- Coaches Meetings
- Senior Staff Meetings

Equity and Student-Athlete Well-Being

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

Temple will continue its commitment to student-athlete well-being through programs and activities by:

- Continuing to offer a wide variety of programs and activities which both teach, develop, enrich and entertain our student-athletes; and
- Continuing to gather and evaluate feedback to improve programs and create new initiatives in response to the changing needs of Temple's student-athletes.

Evaluation

1. Does the institution provide evidence that the well-being of student-athletes and the fairness of their treatment is monitored, evaluated and addressed on a continuing basis? **Currently Yes**
2. Does the institution have established grievance or appeal procedures available to student-athletes in appropriate areas? **Currently Yes**
3. Does the institution provide evidence that the institution has in place programs that protect the health of and provide a safe environment for its student-athletes? **Currently Yes**

Equity and Student-Athlete Well-Being

Elements	Goals	Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Edit element to input the issue.				

Equity and Student-Athlete Well-Being

RACIAL OR ETHNIC COMPOSITION ATHLETICS AND SELECTED INSTITUTIONAL PERSONNEL

	Year	Racial or Ethnic Group																	
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Senior Administrative Athletics Dept. Staff	F	0	0	0	0	0	0	4	5	6	0	0	0	8	8	7	0	0	0
Other Professional Athletics Dept. Staff	F	0	0	0	1	1	1	13	14	14	0	0	0	25	21	21	0	0	0
	P	0	0	0	0	1	0	0	0	0	0	0	0	15	12	11	1	2	1
Head Coaches	F	0	0	0	1	1	0	2	3	3	0	0	0	12	11	11	0	0	0
	P	0	0	0	0	0	0	1	1	1	0	0	0	3	3	4	0	0	0
Assistant Coaches	F	0	0	0	1	1	1	6	8	7	1	1	0	14	12	13	0	0	0
	P	0	0	0	0	0	0	2	3	3	0	0	0	25	24	16	1	0	1
Totals (for Athletics Dept. Personnel)	F	0	0	0	3	3	2	25	30	30	1	1	0	59	52	52	0	0	0
	P	0	0	0	0	1	0	3	4	4	0	0	0	43	39	31	2	2	2
Faculty-Based Athletics Board or Committee Members		0	0	0	0	0	0	6	0	0	1	0	0	17	0	0	0	0	0
Other Advisory or Policy-Making Group Members		0	0	0	2	2	0	7	6	7	0	1	0	32	31	22	3	1	2

Name of person completing this chart: Timothy A. Walsh

Title: Director, Institutional Research

Equity and Student-Athlete Well-Being

RACIAL OR ETHNIC COMPOSITION STUDENTS GENERALLY AND STUDENT-ATHLETES ON ATHLETICS AID

Year	Racial or Ethnic Group																	
	Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
All Students	39	32	44	2064	1904	1750	3641	3732	3778	695	688	640	12540	12250	11605	2404	2253	2284
Student-Athletes	0	0	0	1	1	0	117	109	106	6	9	9	200	198	177	47	45	47

Name of person completing this chart: Timothy A. Walsh

Title: Director, Institutional Research

Equity and Student-Athlete Well-Being

RACIAL OR ETHNIC COMPOSITION MEN'S AND WOMEN'S SPORTS TEAMS

Sports	Year	Racial or Ethnic Group																	
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Baseball		0	0	0	0	0	0	1	1	1	0	1	1	26	22	22	1	2	1
Men's Basketball		0	0	0	0	0	0	8	11	11	1	0	0	0	0	0	2	2	2
Football		0	0	0	0	0	0	62	54	55	1	3	2	27	28	24	6	3	6
Men's Track / Cross Country		0	0	0	0	0	0	4	5	8	0	0	0	8	2	0	0	0	0
Men's Other Sports and Mixed Sports		0	0	0	0	0	0	4	1	0	2	1	1	40	42	25	13	9	6
Women's Basketball		0	0	0	0	0	0	12	9	9	0	0	0	0	0	0	2	4	5
Women's Track / Cross Country		0	0	0	0	0	0	12	18	17	0	0	0	5	5	3	1	0	0
Women's Other Sports		0	0	0	1	1	0	14	10	5	2	4	5	94	99	103	22	25	27
Total		0	0	0	1	1	0	117	109	106	6	9	9	200	198	177	47	45	47

Name of person completing this chart: Timothy A. Walsh

Title: Director, Institutional Research