

# EQUITY, WELFARE, AND SPORTSMANSHIP

## Previous Certification Self-Study

**1. List all the “corrective actions,” “conditions for certification” or “strategies for improvement” imposed by the NCAA Division 1 Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to equity and welfare issues.**

*Previous Certification Self-Study Item: Further delineate in the institution’s plan to address minority opportunities in the intercollegiate athletics program the offices or individuals who will be responsible for implementing the specific actions outlined in the plan.*

Specific offices or individuals responsible for each action item were listed in the 1996-97 diversity plan. A point-by-point review of the plan can be found at the end of this section.

**2. Report on the implementation of the plan to address gender-equity issues developed by the institution during its first-cycle certification process. Include plans for improvement or other recommendations developed during the interim report process, if any.**

*Previous Certification Self-Study Item: Whereas the subcommittee believes that the athletic department conforms to the operating principles regarding gender equity, it nevertheless recommends that the department develop for inclusion in the student-athlete handbook a statement(s) describing the department’s goals and expectations for gender equity and diversity. (See page 149 of the previous study.)*

As a result of the last certification process, the athletic department reviewed and formulated a new mission statement that was approved by the athletic council in October 2002. Input was gathered from the university faculty and senate, the university community, and the athletic council members, in addition to student-athletes, coaches, and staff. The mission statement, which incorporates the department’s expectations for gender equity and diversity, is included in the student-athlete handbook. Additional references to gender equity and diversity are included in the section titled “Standards of Conduct.”

*Previous Certification Self-Study Item: Whereas the subcommittee believes that the department is making a significant effort in addressing past inequities in recruiting*

*budgets for men’s and women’s sports, discrepancies continue to exist. It is recommended that the department make every effort to balance the recruiting budgets for comparable men’s and women’s sports. (See page 149 of the previous study.)*

As Table 1 shows, from 1999 to 2001, the total recruiting budget for women’s teams increased by 14.3 percent, comparable to the increase in the men’s budget. However, the women’s actual expenditures showed a 10 percent increase while the men’s decreased overall by 0.4 percent. While progress has been made, the total recruiting budget for women’s teams is still 36.1 percent less than the recruiting budget for men’s teams, due primarily to the large number of prospects recruited in football. (For a complete discussion of recruiting budgets, please refer to the fiscal integrity section of this self-study.)

	<b>1999</b>	<b>2001</b>	<b>Percent Change</b>
Women’s Budgeted	\$736,883	\$842,442	14.3 percent
Women’s Expended	\$743,722	\$818,265	10.0 percent
Men’s Budgeted	\$1,148,929	\$1,316,358	14.6 percent
Men’s Expended	\$1,133,092	\$1,129,085	-0.4 percent

*Previous Certification Self-Study Item: Whereas the department has been historically responsive to addressing the recommendations of the Gender Equity Committee, it is suggested that the director of athletics provide the Gender Equity Committee with a written response to their recommendations when and if they are advanced by the committee. (See page 149 of the previous study.)*

The Gender Equity Committee created by the Blair decision has ceased to exist. It was not reconstituted after the former committee chair left the university. The role and structure of the committee is currently being reviewed, including equity monitoring as a function of a subcommittee of the university’s athletic council, a major standing presidential committee.

*Previous Certification Self-Study Item: The athletic department should conduct a comparison study of coaching salaries as well as policies, regarding salaries with other peer institutions. (See page 150 of the previous study.)*

The athletic department utilizes salary comparison information provided by private firms and by surveys of Division 1-A athletic directors. In addition, every two years, the Pac-10 does a salary survey of its members. As a conference member, Washington State University provides information and has access to the survey results.

**3. Report on the implementation of the plan to address minority issues developed by the institution during its first-cycle certification process. Include plans for improvement or other recommendations developed during the interim report process, if any.**

The 1996-97 minority opportunities plan was reviewed for this self-study. Below is a list of recommendations made in the previous plan and describes whether each item was fully implemented, modified, or not yet carried out. Responses are based on interviews with executive staff in athletics and from interviews with staff and students.

**Goal 1: Administrative Structure**

Provide leadership and an administrative structure that creates systems of accountability. Promote, coordinate, monitor and enhance diversity efforts in all areas of the university.

**Strategy A:** Provide an administrative structure that promotes, coordinates and monitors the athletic department's efforts to diversify its faculty, staff, and student-athletes.

**Action Item 1:** The director of Intercollegiate Athletics and/or his/her designee will ensure that diversity is a component of all relevant communications by departmental leadership.

Action Item 1 has been implemented through the creation of the new mission statement, by distribution of the statement during its creation to all members of the department, by inclusion in the student-athlete handbook, by distribution in *Butch's Beat* (an athletics magazine distributed to alumni and supporters), posted in key offices and conference rooms, and on the athletic department's web site.

**Action Item 2:** The director of Intercollegiate Athletics and/or his/her designee will ensure that discussions of contributions to diversity are an important part of each administrator's annual review process.

This is not being done at this time. However, executive staff, lead by the associate athletic director for student and staff development, will revise the annual review process to be used in the next annual review cycle.

From interviews conducted with multicultural members of the coaching and administrative staffs, it appears that annual reviews by the athletic director have not been routinely conducted. Routine annual reviews provide the director with an opportunity to discuss departmental goals and policies (e.g., diversity goals and individual contributions). They would also provide minority and non-minority administrative and

coaching staffs an opportunity to promote their contributions to the entire athletic program.

**Action Item 3:** The director of Intercollegiate Athletics and/or his/her designee will ensure that each administrator successfully completed the diversity education certificate program.

This has been modified to fit changes within the university's Human Relations and Diversity (HRD) department. There is no longer a diversity education certificate program offered through HRD, although some of the courses offered as part of the old certificate program are still offered as stand-alone classes. Athletic department administrative staff employed fall 2000, and new hires since, have participated in a leadership-training program that includes a major diversity component. Human Resource Services (HRS) training database queries (limited to those returning course evaluation forms), verify that many current athletic department staff have attended an equity issues class since 1998 (included in recommendations for 2001-02 diversity plan in revised form).

**Action Item 4:** The director of Intercollegiate Athletics and/or his/her designee will ensure that each unit within the Intercollegiate Athletics department produces an annual report, monitoring their progress toward diversity goals, in a timely fashion.

Partially implemented, periodically but not annually. During the prior review period, WSU policy required periodic, but not annual, reporting. In November 1999, then Assistant Athletics Director Abby Woods filed an affirmative action report with the university's Center for Human Rights.

**Action Item 5:** The director of Intercollegiate Athletics will serve on the WSU Affirmative Action Advisory Committee.

This has been modified, but not implemented as stated since the former athletic director did not attend AAAC meetings. However, since 1998-99 the AAAC has been inactive. As stated earlier, athletics had an EEO representative in the discussion of institutional-level activities.

**Strategy B:** Utilize the resources that are available to support diversity.

**Action Item 1:** The athletic administrator responsible for overseeing personnel and student-athlete orientations will ensure that all area personnel and student-athletes are aware of the services available through the Division of Human Relations and Resources and the Office of Student Affairs.

This has been implemented. Student-athletes are made aware of university services through the student-athlete handbook, fall orientations, the PROWL (Providing Responsible Options With Live Skills) seminars, by athletic academic counselors, and by the program director for student development. Staff is made aware, at university and departmental levels, through electronic announcements, various printed mediums and departmental channels. (See academic integrity section for further details.)

**Action Item 2:** Athletic department administrative staff members (athletic director, senior women's administrator, associate athletic directors and assistant athletic directors) will ensure that all area personnel attend diversity training sessions annually.

This has been partially implemented. Training generally occurs once, not on an annual basis. The diversity education program conducted training for all athletic staff in 1997-98. Since then, training for new hires has been conducted as a part of fall staff orientation through Human Resource Services programs. Diversity training is currently available through the human relations and educational services unit within Human Relations and Diversity.

**Goal II: Work and Learning Environments/Climates**

Provide avenues for individual, institutional, and community change that will enhance the academic, residential and employment environments by advocating for the well being and success of all individuals in the university.

**Strategy:** Departmental staff will ensure a climate that is supportive of all members of WSU's pluralistic community.

**Action Item 1:** The director of Intercollegiate Athletics will distribute the statement of principles developed by the Office of the Vice Provost for Human Relations and Resources (prior name of the current HRD unit) to all unit employees.

Implemented when the statement became available during the prior period through announcements (electronic WSU announcements, and postings on various WSU web sites), the student-athlete handbook, and the campus wide *WSU Today* newspaper. Climate issues are addressed in the new strategic plan and published in WSU policies and procedures manuals.

**Action Item 2:** The director of Intercollegiate Athletics and all other administrators will endorse the application of those principles by all area personnel to all interactions in the workplace.

Implemented. During the period under review, WSU has had two athletic directors. Jim Sterk, the current director, endorses the university's principles of diversity and will continue to incorporate them through informal and formal processes in the athletic department (e.g., the annual review process will be modified, and the department's evolving strategic plan).

**Action Item 3:** Athletic department administrative staff, unit directors and head coaches will require all staff members to attend diversity education training.

Implemented. The diversity education program conducted training for all athletic staff in 1997-98. Since then, training for new hires has been conducted as a part of fall staff orientation. Diversity training is currently available through the human relations and educational services unit within Human Relations and Diversity.

**Action Item 4:** The director of Intercollegiate Athletics will require all supervisory employees to attend the HRS supervisory training.

Implemented. Athletic department administrative staff employed fall 2000, and new hires since have participated in a leadership-training program that includes a major diversity component. Human Resource Services verifies that at least 16 current staff have completed, or are enrolled in, the leadership development series. New staff members are expected to fulfill this requirement.

**Action Item 5:** Athletic department administrators and head coaches will increase staff awareness of, and encourage attendance at, special campus presentations and events that demonstrate and educate the community on the value of diversity.

Implemented on a continual basis by the athletic director, senior women's administrator, and other supervisors in such outlets as all staff meetings, directors' meetings, announcements, and postings.

**Goal III: Student Enrollment, Retention, and Degree Completion**

Provide structures for academic success and increased access to higher education for a diversified student body, evidenced through recruitment, retention, and degree completion rates comparable across all subgroups of the student population.

**Strategy:** Provide services to students in a manner that will fortify institutional efforts to enroll, retain and graduate a diversified student body.

**Action Item 1:** The director of academics/compliance (or it's successor position) will monitor the student participation in the athletic department and student affairs academic assistance programs and produce an annual report showing participation rates by race, ethnicity, and gender.

Implemented. Academic and career services (a unit in athletics) produces a variety of regular reports that track student-athletes, including a report on participation in various academic assistance programs. Reports, broken down by race, ethnicity, and gender, are shared with athletic executive staff, coaches, the athletic council, the university Faculty Senate and others upon request.

**Action Item 2:** Coaches will provide written comments about the information included each year in the NCAA graduation report for their team.

The athletic department's diversity plan progress report for 1995-97 stated, "all head coaches and student services directors receive a copy of the NCAA graduation rate report." Instead of coaches providing written comments, the associate athletic director for student and staff development analyzes the graduation reports and develops summary reports that are discussed with all coaches and sent to all recruits, and are used for developmental reporting.

**Action Item 3:** The faculty athletic representative will make all faculty and staff in the athletic department aware of the graduation rate of athletes by sport as well as the overall graduation rate of the WSU student body.

Implemented. Academic services produces and/or distributes these reports.

**Goal IV: Faculty/Staff Recruitment, Employment, and Retention**

Provide structures to recruit, employ, develop and retain a diversified workforce that includes all underrepresented groups but is not limited to those classes protected by federal and state law.

**Strategy:** Recruit and employ a staff, at all levels, reflective of the diversity of the population of student-athletes.

**Action Item 1:** When conducting searches, the unit or sport supervisor will encourage staff to be proactive in the identification of qualified candidates who are persons of color, persons with disabilities, and women.

Partially implemented. The department is proactive in searches; however, there is no process in place that facilitates input from current staff. It may not be enough to encourage staff to participate in the development of an applicant pool. To fulfill the intent of this strategy it may be necessary to formally ask staff for their recommendations when a new position is open.

**Action Item 2:** The unit or sport supervisor will involve Center for Human Rights (CHR) and Human Resource Services staff in the recruitment process to ensure that all avenues are explored in the identification of qualified candidates.

Partially implemented. The CHR is involved in most search processes in the athletic department. The athletic department EEO/AA representative monitors individual search committee processes.

Exceptions to the WSU hiring process do occur, generally with coach searches. These searches do not follow the WSU hiring process and the center for human rights recently has not reviewed athletic department documentation on coach applicant pools or the process used to make the hiring decisions. The most recent exception is the newly hired women's swimming coach in June 2002.

It may be argued that the regular hiring process does not work well for coach hires, especially when coaching staff changes and student recruitment cycles coincide. Long advertising periods may not be necessary. With nationwide media attention given to the hires and terminations of coaches, a large applicant pool can be developed within a few days (with no search-advertising required on the part of WSU). And, if the applicant pool adequately represents members of protected groups then the intent of a longer search timeframe (to develop a diverse applicant pool) has been satisfied.

Assistant coach hires are exceptions to the regular hiring procedure as well. Assistants are not usually recruited by separate searches because their positions are temporary, they frequently need to be filled during the student recruitment sessions, and they are contingent on the appointment and employment of the coach.

For coach hires, there seems to be a missing link on two of the first review points: accountability and the written commitment (above) to gather applicant pool input from current staff. Regardless of the outcome (whether a women or a minority is hired), when hires are conducted totally outside of the regular hiring process, it is impossible to ensure



that this goal is fully implemented without a full Center for Human Rights review of pools and the decision making processes.

**Action Item 3:** Unit or sport supervisors will evaluate managers annually on steps taken to achieve increased diversity within their units and to support the diversity goals established by the institution.

Institutional diversity goals are currently being developed and will be implemented as part of the university's 2000-2005 strategic plan. The athletic department will comply with these goals.

**Action Item 4:** Steps taken to enhance the institutional climate will also help recruitment and retention of a diverse workforce.

Implementation of the university's strategic plan, which includes a specific charge regarding diversity, is one example of a major step toward enhancing institutional climate. Student recruitment efforts resulted in the Fall 2001 freshman class having the highest proportion of minorities in the school's history.

**Summary of 1996-97 Diversity Plan Items.** All but two items were either fully or partially implemented; two were implemented with modification to fit institutional changes. The two items that were not implemented related to revising the annual review process and to have manager evaluations include a review of contributions relating to diversity.

**4. 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 in the student-athlete welfare area. Also, describe any additional plans for improvement/recommendations developed by the institution since the Committee on Athletic Certification rendered the first-cycle certification decision.**

*Previous Certification Self-Study Item: In the 1994-1995 exit interviews, 96 percent of students responded that they intended to graduate from WSU with at least an undergraduate degree, yet only 48 percent responded they had completely achieved their academic goals. Consequently, the Athletic Department should establish a system for determining entering students' academic goals. The exit interview/survey should be modified to probe student responses in order to determine which academic goals had not been met by students. Information from students' academic goals upon entry and from exit interview/survey responses should then be used to inform program implementation and monitoring systems. (See page 157 of the previous study.)*

To assist in their goal setting, during the athletic department's new student-athlete orientation, the athletic academic staff discusses academic expectations (e.g., department expectation of 2.5 or higher cumulative GPA, required academic meetings and study sessions in their freshmen year). This discussion of expectations continues during the PROWL new student-athlete seminar during their first semester on campus. They have access to goal setting information and exercises in their PROWL seminar textbook *A Student-Athlete's Guide To College Success*.

All new student-athletes are required to attend a weekly academic meeting with an athletic academic counselor. During this meeting, goal setting is discussed and goals are noted on their weekly report, and then re-evaluated as the semester progresses. Appendix A contains a sample weekly report, which demonstrates that goal setting is included in the academic planning process.

Athletic academic staff have weekly meetings with returning student-athletes until they earn 2.3 or higher cumulative GPA. During those meetings, goals are discussed (especially related to reinstatement conditions if they have been deficient). Each semester the staff meet with all freshmen and sophomore student-athletes who have not certified in their major. Academic and career goals are discussed in these pre-advising (academic planning) meetings. Also covered is how to meet goals through course selection, successful completion of those courses, and major selection.

To ensure they are on track to complete the requirements to meet their specific academic goals, the associate athletic director for student-athlete development and the program director for retention and graduation meet with each student-athlete prior to the summer session of their senior year and/or during the fall semester of their senior year to complete their graduation planning. Staff review the DARS degree audits and assist students with their specific course selection by term for their final terms of enrollment.

*Previous Certification Self-Study Item: Twenty-one percent of students responding report that coaches are sensitive to demands on student time. Forty-eight percent report somewhat sensitive, and 27 percent somewhat insensitive. Students also report some conflict in attending class with travel, competition, and practice. Although some conflict would be expected, it is recommended that coaches and the Athletic Department continue to be vigilant to keep such conflict at minimum. (See page 157 of the previous study.)*

In the earlier study student-athletes reported some conflict in attending class with travel, competition, and practice. As noted then, although some conflict would be expected, it

was recommended that coaches and the athletic department continue to be vigilant to keep such conflict at minimum. Since that study, the academic staff and the sport supervisors have monitored these issues, and academic staff work with student-athletes on their class scheduling. With the ability now to take laptops on team trips, and with the ability to communicate electronically with peers and professors, students are better able to keep up with their class work when they are on the road. Coaches are sensitive to genuine conflicts. When the conflict occurs because the student-athlete has not managed his or her time effectively, coaches and the academic staff work with the student-athlete to address this issue.

*Previous Certification Self-Study Item: The Athletic Department should consider a review of each team's allocation for meals and revise the policy accordingly to assure fair and equitable treatment of all athletes. (See page 158 of the previous study.)*

The athletic department reviewed each team's allocation for meals and revised the policy accordingly to assure fair and equitable treatment of all athletes.

## **Operating Principle: Gender Issues**

*Gender Issues, Item 1: Explain how the institution is organized to further its efforts related to the gender equity issues operating principle above for both staff and students and provide evidence that matters concerning gender equity are monitored, evaluated and addressed on a continuing basis.*

**Higher Education Coordinating Board (HECB):** The Higher Education Coordinating Board (HECB) was established by the Washington State Legislature in 1986 to provide planning, coordination monitoring, and policy analysis for higher education in the state of Washington. The Legislature intended that the HECB represent “the broad public interest above the interests of the individual colleges and universities.” In addition to developing a master plan for higher education in Washington, the HECB has been assigned other significant policy studies by the Legislature, among them gender equity at institutions, including gender equity in athletics.

In 1989 the Legislature adopted two bills designed to achieve gender equity in education: the gender equity statute and the gender equity in athletic tuition waivers. The gender equity statute “prohibits discrimination on the basis of gender against any student in institutions of higher education in Washington.” In particular, the law forbids discrimination in student services and support, academic programs, and athletics. The second law focused more narrowly on gender equity in athletics. The law authorized the

use of tuition and fee waivers to achieve gender equity in intercollegiate athletics beginning in the 1991-1992 academic year.

The HECB mandated that each institution prepare a periodic progress report addressing gender equity issues. In 2002, the HECB prepared an athletics report from Equity in Athletics Disclosure Act (EADA) data for each of the state's institutions. Upon review of the reports the HECB prepared a summary state report which concluded that "the requirements of our state's gender equity laws have been met in nearly every respect — in student services and support, in academic programs, and by and large, in athletics." The next state report on gender equity in higher education will be submitted to the legislature in 2004.

**The President's Commission on the Status of Women:** Former Washington State University President Glenn Terrell appointed the President's Commission on the Status of Women in 1971. As outlined by President Terrell, the functions of the commission are: to collect information on the status of women at WSU and to make recommendations to the university president for improving the status of women faculty, staff, and students; to act as an information agency in developing within the WSU community a sensitivity to and awareness of attitudes and practices that constitute overt and covert discrimination; and to recognize those striving to achieve gender equity.

Early commission studies focused on faculty women. These studies included the 1972 *Report on the Status of Faculty Women*, the 1973-1975 *Salary Equity Study*, the 1976 *Title IX Self-Evaluation*, and the 1979 *Salary Equity Study*. In 1985, the commission released the 1983-1985 task force report that addressed the overall status of women at WSU. At that time, it was determined that future reports would be prepared at five-year intervals. These reports would be used to measure progress in achieving equity for women on campus. Subsequent commission five-year reports were published in 1990, 1996, and 2001. The 2001 report focuses on the 1995-2000 time period.

**Center for Human Rights:** The Center for Human Rights (CHR) seeks to integrate principles of equal employment opportunity, affirmative action, fairness and equality into all academic and employment activities and practices throughout Washington State University. To meet that objective CHR does the following:

- Provides human rights education for WSU students, faculty and staff.
- Seeks to ensure all WSU employment and recruitment practices comply with state and federal equal employment opportunity and affirmative action mandates.

- Assesses, develops and implements WSU's affirmative action plan in compliance with state and federal regulation.
- Reviews and investigates all complaints of discrimination and sexual harassment and advises faculty, staff, and students on the appropriate management of such issues.
- Aims to enhance WSU's academic and organizational effectiveness through proactive assessment of workplace and classroom climate issues, development and implementation of action plans, and climate monitoring.

CHR works closely with professionals in the fields of law, human resources and conflict resolution to address individual and university concerns and acts as an information resource for state and federal agencies.

*Gender Issues, Item 2: For the three most recent academic years for which the information is available, attach a copy of the institution's completed Equity in Athletics Disclosure Act survey form and worksheets. Analyze, explain and address discrepancies in the data between male and female student-athletes. Comment on any trends or significant changes.*

Appendix B contains the three most recent Equity in Athletics Disclosure Act (EADA) reports. In analyzing the data, the following points were noted in relationship to gender:

**Athletic Participation:** In its statewide gender equity report, the Higher Education Coordinating Board concluded "the primary challenge facing our state institutions in the near future (in terms of gender equity) lies in achieving the rates of athletic participation by women that are required by the tuition waiver statute." The statute requires that intercollegiate athletic programs be within 5 percent of the proportion of undergraduate women students at their institution by 2003-2004. As of the 2000-2001 academic year, the proportion of the women in the intercollegiate athletic program at Washington State University (48.6 percent) was within 1.1 percent of the proportion of undergraduate women students enrolled at the university (49.7 percent). Washington State University's efforts in this area are commendable, particularly in relationship to other institutions within the state.

However, the HECB further concluded "if the trend towards greater female enrollments continues, we should expect that roughly 56 percent of our students in 2003-2004 would be women. Hence, the law is likely to require that the state's universities aim on average,

for a minimum 51 percent participation rate for women athletes.” This is an issue to be continually addressed by the university administration.

**Head Coach Assignments:** During the 1999-2000 academic year, a female head coach was appointed to coach the women’s basketball team. The previous coach was a male. In 2002 a female replaced a male as head women’s swimming coach. This increased the total number of female head coaches coaching women’s teams to five. There are three male head coaches of women’s teams, the soccer coach and the women’s track and field and golf coaches, who also coach the men’s teams.

**Assistant Coach Assignments:** Male and female assistant coaches are assigned to coach men’s and women’s teams. This provides student-athletes the opportunity to interact with coaches of both genders. Recently, a white male has replaced an Asian male as assistant track coach and cross-country coordinator for men and women. An African American male and white male have replaced two women on the women’s basketball staff.

**Operating Expenses:** Over the three-year period, the total per capita expense for men’s teams increased by 39.8 percent to \$6,588 per student-athlete. During the same period, the per capita expense for women’s teams increased by 22.4 percent to \$4,176 per student-athlete. The per capita expense is directly related to the type of equipment that is required for the sport. For example, football (a men’s sport) requires a large amount of protective equipment, versus swimming (a women’s sport) that requires a very small amount of equipment. In addition, other factors such as the large travel squad and the cost of officials in football skew the per capita costs.

**Recruiting Expenditures:** Over the three-year period, the recruiting expenditures for women’s teams increased by 9.6 percent, while the expenditures for men’s teams increased by 4.5 percent. Women’s teams now account for 33.2 percent of the recruiting expenditures, while men’s teams account for 66.8 percent of the expenditures. As a sport, football has the greatest number of athletes on scholarship and subsequently a larger number of prospects are recruited from out of state than with any other sport.

**Athletically Related Student Aid:** Over the three-year period, athletically related student aid for female student-athletes increased by \$207,759 (15.1 percent), while aid for male student-athletes increased by \$20,249 (1.1 percent). Aid awarded to female

student-athletes now accounts for 45.1 percent of the athletically related aid awarded. This is an increase of 3.1 percent over the three-year period.

**Revenues:** Over the three-year period, the total revenue attributable to women's teams increased by \$57,876 (5.6 percent), while the total revenue attributable to men's teams increased by \$380,924 (4.6 percent). Women's teams currently generate 11.3 percent of the total revenue, while men's teams generate 88.7 percent of the total revenue.

**Head Coach Salaries:** The average salary of the head coaches of women's teams has increased by 11.6 percent over the three-year period to \$65,077. The average head coach salary of men's teams decreased by \$29,879 (15.9 percent) to \$157,030. The average salary of the head coaches of women's teams is currently \$91,953 less than the average salary of the head coaches of men's teams. In setting coaches salaries, the department evaluates the experience and achievements of the coach and the market place (Division I, I-A, and Pac-10)

**Assistant Coach Salaries:** The average salary of the assistant coaches of women's teams increased by \$2,491 (10.4 percent) over the three-year period to \$26,285. The average salary of the assistant coaches of the men's teams has increased by \$2,261 (5.5 percent) to \$42,756. The average salary of the assistant coaches of women's teams is currently \$16,471 less than the average salary of the assistant coaches of men's teams. As with the head coach, the market demands for any given sport drive the salaries of the assistant coaches. Football salaries tend to skew the salary averages overall.

**Overall Revenues and Expenses:** Of the sport-specific expenses, men's teams account for 43.5 percent of the total revenue and 41.5 percent of the total expenses. Women's teams account for 5.5 percent of the total revenue and 23.3 percent of the total expenses. These percentages have remained consistent over the three-year period.

*Gender Issues, Item 3: Using the program area checklist for gender issues, provided as Attachment No. 2 [of the self-study instrument], please: (a) describe how the institution has ensured a complete study of each of these areas, (b) provide data demonstrating the institution's status/commitment, including resource allocation, across each of the areas, and (c) explain how the institution's future plan for gender issues addresses each of these areas.*

Each of the items included in Attachment No. 2 is discussed below. During the course of this self-study, information was gathered through existing reports and handbooks, as well as personal interviews.

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

The percentage of athletically related student aid awarded to female athletes has steadily increased over the last three years. For 2000-2001, the percentage of student aid for each gender was within 3.5 percent of their respective rate of participation. All sports have the same opportunities to recruit out-of-state scholarship student-athletes. In any given year, the proportion of male/female out-of-state athletes can create an imbalance in the male/female scholarship allocations. Head coaches have full discretion to determine who they will recruit.

**2. Accommodation of Interests and Abilities:** Participation proportionate to enrollment; or, history and continuing practice of program expansion for underrepresented sex; or, fully and effectively accommodate underrepresented sex; equivalent levels of competition.

Over the last three years, the average rate of athletic participation has been within 2.9 percent of enrollment rates. For the most recent year, the participation rate is within 1.1 percent of enrollment rates.

WSU offers a total of 17 men's and women's sports, all of which compete in the Pac-10 Conference. Men's teams compete in football, basketball, baseball, indoor and outdoor track, cross-country and golf. Women compete in basketball, indoor and outdoor track, cross-country, volleyball, soccer, swimming, rowing, golf and tennis. Both men's and women's teams have participated in postseason play over the last several years.

Washington State University was one of the first institutions to bring men's and women's sports into parity following passage of the Title IX legislation in 1972 and the Blair decision in a state suit in 1982, and continues to be a leader in this area.

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



The budgets for equipment and supplies are established at the administrative level through the business operations office. Head coaches have input in the budget process. Intercollegiate Athletics has a contract with Nike for all teams that provides “Nike dollars” to spend as they choose. As part of a special agreement, two teams, track/field and volleyball, are provided free uniforms by Nike. (For a complete discussion of equipment and supplies, please refer to the fiscal integrity section of this self-study.)

The equipment operations unit coordinates the ordering, maintenance, and replacement of equipment. The director of equipment operations works in consultation with each coach to order the team’s equipment within the parameters of the established budget. According to the director, the equipment needs of all teams have been met, with the quality, amount, suitability, and availability being appropriate for the sport and comparable for both men’s and women’s teams.

The 2001-2002 student-athlete handbook includes basic information and procedures for all student-athletes, regardless of gender. The availability of equipment and supplies, as well as maintenance and replacement, is addressed in the handbook. The following information describing equipment room services is provided on pages 62-63 of the handbook:

*Equipment Room Hours:* The Athletic equipment room will be open Monday-Friday from 8:00 a.m. to 6:00 p.m. during the fall and spring semesters. If equipment room services are needed outside of the scheduled hours, prior arrangements must be made with the equipment room staff.

*Equipment Issue:* Student-athletes will not receive any equipment or clothing until authorized by the compliance office. Equipment and clothing will be issued only to those student-athletes cleared for participation as noted on the daily eligibility report. Each student-athlete will be issued the necessary clothing and equipment in order to practice and compete for Washington State University. In addition, each student-athlete will be furnished with a copy of the athletic equipment room policies as well as a retail value list for each item issued to him/her. Each student-athlete is required to pick-up and sign for all of his/her own clothing and equipment. It is the responsibility of the student-athlete to obtain a receipt from the equipment room for all clothing and equipment issued to them. Equipment and clothing issued by Washington State University cannot be exchanged at a retail outlet for merchandise or credit and items cannot be sold. To do so is a violation of institutional and NCAA rules and will render a student-athlete ineligible for competition.

*Equipment Return:* All clothing and equipment must be returned to the equipment room upon request. It is the responsibility of the student-athlete to obtain a receipt from the equipment room for all clothing and equipment returned by them. If a student-athlete quits a team, is cut from a team, or is no longer on a team for any reason, all clothing and equipment must be returned to the equipment room within one week from the date of separation from the team. Student-athletes must return all equipment from road trips the first day back on campus. Failure to return clothing and equipment in a timely manner will result in the retail value of each non-returned item being billed to the student-athlete's account. In addition, clothing or equipment that is returned damaged, by means other than normal wear and tear, will be billed to the student-athletes account at retail value. Once the student-athlete's account is billed, the clothing or equipment becomes the property of the student-athlete and may not be returned to the equipment room for a refund.

*Equipment Responsibility:* Each student-athlete is responsible for all clothing and equipment issued to him/her. Return all damaged equipment to the equipment room for a replacement. All issued equipment must be kept locked in each student-athlete's locker.

*Laundry:* Each student-athlete is issued one laundry bag marked for identity. Workout gear must be turned in for laundry after each use. The equipment room will not loan gear to student-athletes if they forget their gear for that day. Only gear issued by the athletic department will be washed. Daily laundry will be ready for pick-up at 9:00 a.m. the day after you drop off your laundry. Each student-athlete will get the same laundry bag and workout sweats back each day. Each student-athlete will be issued a locker in their team locker room and an individual laundry box for laundry pick-up. The laundry box will allow all student-athletes to access their laundry without having the equipment room open. It is the responsibility of the student-athlete to keep their locker and laundry box locked.

**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.

The conference and the NCAA determine the number of games played, as well as preseason and postseason opportunities. The athletic department compliance office provides oversight in the scheduling process. The athletic director schedules football games. The coaches of other sports submit their schedules to the athletic director or senior associate athletic director, whose staff then administers the contracts.

Practice times and facilities are coordinated centrally with input provided by individual coaches. Team access to practice facilities and times is prioritized based upon whether the sport is in season, in its championship segment, or a voluntary activity or workout. The same process is utilized for men's and women's sports.

**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.

The travel budgets are established at the administrative level through the business operations office. Head coaches have input in both the budget process and in determining the mode of transportation, type of housing, length of stay and dining arrangements for their teams. Travel budgets are in accordance with the standard university per diem allowance. The same budget process and procedures are utilized for both men's and women's teams. (For a complete discussion of travel budgets, please refer to the fiscal integrity section of the self-study.)

**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.

Tutors are hired by the Student Advising and Learning Center and the Writing Lab based upon predetermined qualifications, training, and experience. The pay rate for tutors working with student-athletes coincides with general university guidelines, with the market value for math and science tutors driving a higher salary. Training on academic integrity issues is required for all tutors. Student-athletes have the opportunity to interact with tutors of both genders.

The 2001-2002 student-athlete handbook includes basic information and procedures for all student-athletes, regardless of gender. The availability of tutors, as well as the procedures and criteria for obtaining assistance is addressed in the handbook. The following information describing the tutorial services available is provided on pages 45-46 of the handbook:

*Individual Tutoring and Group Tutorials:* Student-athletes are encouraged to take advantage of tutoring services to maximize their academic success. Individual tutoring is provided through the peer tutoring program at the Student Advising and Learning Center (SALC) in the Lighty Student Services building on campus. Tutoring expenses are paid by the athletic department for all student-athletes on team rosters. Student-athletes meet with their tutors at the SALC or at the Academic Resource Center (located in the athletic department) during the guided study hall hours Sunday through Thursday evenings. There are also many tutoring opportunities available throughout campus for students to access. Academic counselors work closely with professors and the SALC to help students identify tutoring opportunities. Group tutorials are also offered by the athletic

department each semester for many general education classes and also at student request.

*Study Teams/Guided Study:* Trained study skills facilitators provide monitored, structured study sessions for small targeted groups of student-athletes organized by academic subject or specific course. Study teams provide a weekly, focused time of study review as well as provide an opportunity to develop and reinforce study skills with special emphasis placed on practical application of those skills to the specific subject matter of the individual study team. These study teams meet weekly at assigned times, typically in the evenings at the academic resource center. In addition to study teams, facilitators serve as “learning strategy tutors” and help all student-athletes with study skills in specific content areas. The facilitators are junior/senior level students who have been trained in study skill instruction. The study sessions take place in the academic resource center, allowing students to access technology for their writing and research needs. Targeted student-athletes may be required to attend facilitated study sessions. Attendance is open and optional to all other student-athletes. Monitoring forms are available daily for use by the athletic academic counselors. Student-athletes contact their team academic counselor to sign up for guided study.

(For additional information on tutors refer to the academic integrity section of the self-study.)

**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.

There are currently eight full-time head coaches, six of whom coach a single team and two who coach both men’s and women’s teams. At Washington State University, women represent 62.5 percent of the head coaches of women’s teams. This exceeds the national statistics that shows the percentage of women’s teams with a female head coach as being at 44 percent, the lowest in history.

There are 10 full-time female assistant coaches of women’s teams, seven who coach for a single team and three who coach for two teams. There are seven full-time male coaches for women’s teams, four who coach only a single team and three who coach two teams. Women represent 70 percent of the assistant coaches of women’s teams.

The average head coach salary of women’s teams has increased by 11.6 percent over the last three years to \$65,077. The average head coach salary of the of men’s teams

decreased by \$29,879 (15.9 percent) to \$157,030. The average head coach salary of women's teams is currently \$91,953 less than the average salary of the head coaches of men's teams.

The average salary of an assistant coach of women's teams increased by \$2,491 (10.4 percent) over the three-year period to \$26,285. The average salary of an assistant coach of the men's teams increased by \$2,261 (5.5 percent) to \$42,756. The average salary of an assistant coach of women's teams is currently \$16,471 less than the average salary of an assistant coaches of men's teams. Factors such as internal equity, market competitiveness, individual experience, qualifications, and accomplishments are considered when making salary decisions. The department reviews each of these criteria in determining salaries for new coaches and increases for current coaches.

It is also recommended that the athletic department review the contract parameters, buyout clauses, communicated expectations, etc. of the coaches of men's and women's teams to ensure consistency and equity.

**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.

Since 1995, improvements have been made in the athletic facilities for women's sports. Bleachers with 1,000 seats have been added to the lower soccer field. The drainage and irrigation systems have been improved and new fencing and landscaping have been added to the south side of the soccer field. Outdoor tennis courts have been rebuilt and a new fence has been added. Crew docks have been rebuilt for launching and coaching needs.

The planning and redesign for Bohler gym was completed. Construction began in 1995 and was completed in 2000. This renovation enlarged all areas of student support services and added individual locker rooms for all women's teams.

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

There are eight certified athletic trainers (CAT), three physicians and 26 student trainers available to student-athletes. Certified athletic trainers must pass the CAT board tests based upon an accredited curriculum recognized by the American Medical Association.

In addition to board certification, Washington State University requires that athletic trainers have a master's degree and 1,200 hours of experience.

Certified athletic trainers and student trainers rotate their team assignments. This provides the opportunity for all student-athletes to interact with trainers of both genders and enables trainers to enhance their career development by having exposure to a variety of teams.

The 2001-2002 student-athlete handbook includes basic information and procedures for all student-athletes, regardless of gender. The availability of medical personnel, insurance coverage, and weight training and conditioning facilities are addressed in the handbook. The following information describing the medical and physical development services available is provided on pages 70-77 and 80-84 of the handbook:

*Athletic Medicine Registration:* An athletic medicine registration packet is sent to each student-athlete or their parents in the spring of each year. Various forms are included in this mailing along with information about the staff and procedures of the athletic medicine department. Practice or competition will be denied until these forms are completed and on file.

*Physicals:* All student-athletes must pass a physical examination from a WSU team physician before practicing or checking out equipment. The initial physical exam for first-time WSU athletes focuses on the cardiovascular system as well as orthopedics. Physical exams in following years will be update exams directed by the certified athletic trainers and/or, where necessary, team physicians.

Certified athletic trainers make physical examination arrangements for all student-athletes. Appointment schedules are distributed to each head coach. Student-athletes contact their coach to confirm their physical exam date. Any student-athlete missing the physical exam date set will be required to obtain a physical with the team physician as scheduled at athletic medicine's earliest convenience. Student-athletes cannot participate in practice, lifting or conditioning, individual workouts, or competition until they have a current physical exam form on file with athletic medicine.

*WSU Athletic Medical Authorization:* Upon completion of the physical examination, student-athletes are issued athletic medical authorization to obtain services outside of the athletic medicine training room by referral. A referral by a certified athletic trainer is required to obtain prescription medicine, x-ray, and lab work or to see an outside physician. Medical procedures performed outside of WSU athletic medicine facilities must be specifically referred by the certified athletic trainer or the team physician and are subject to approval by the head athletic trainer and/or the coordinator of athletic medicine. Certified athletic

trainers may also refer student-athletes to appropriate resources for specific health issues (e.g. a physician, women's clinic, sport psychology services, other counseling services).

*Exit Medical Examinations:* All student-athletes leaving WSU meet with the certified athletic trainer assigned to their team for an exit interview. Injuries and/or illness as a result of participation in athletics are discussed at this time. Any unresolved medical issues are also dealt with. The student-athlete completes an athletic medicine exit evaluation and is advised of the proper course of action for further medical attention. Care is provided for a period of one-year following the injury date or the date the student-athlete was declared unable to compete by a team physician or completion of competition from WSU.

*Insurance Coverage:* All student-athletes are covered by medical insurance in the form of the parent's primary group medical insurance and secondary excess insurance policies purchased by the athletic department. If the student-athlete is covered by any medical insurance plan, all claims incurred by the student-athlete will be filed with that insurance company. After all benefits have been paid by any available parent or student-athlete primary insurance, WSU Athletics will pay the remaining balance, first from WSU's secondary policy then from WSU direct. In case of no insurance, WSU's contracted insurance company will provide primary coverage. The athletic department insurance policies will cover the expenses for sport-related, non-surgical injuries occurring during the season. Any expenses incurred due to illness are the responsibility of the student-athlete except for illnesses that can be directly related to athletic participation, in season, and at the discretion of the certified athletic trainer.

The university does make available a student medical insurance program, which may be obtained at minimal cost at the time of class registration. This plan is designed to help pay a large part of those expenses (hospital, medical, surgical, drugs) that are not covered by the student health service or WSU athletic department. The student medical insurance program has a specific exclusion for injuries or illness received as a result of participation in intercollegiate athletics. The policy will not cover medical expenses for injuries received while competing in any intercollegiate sport but does cover illnesses and injuries that are not related to athletic participation.

*Weight Training and Conditioning Facilities:* The mission of physical development services is to provide the best possible facility, environment and overall program for the physical development of WSU student-athletes. The varsity weight room is open Monday- Friday, 6:00 a.m. to 6:30 p.m.

The state-of-the-art 14,000 square foot, fully equipped weight room is one of the largest on the entire West Coast, and is staffed with three full-time strength coaches and two interns who assist all student-athletes in every aspect of strength and conditioning. Physical development services provides strength and

conditioning, training, testing, and nutrition education for both team and individual athlete's physical development.

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

The 2001-2002 student-athlete handbook includes basic information and procedures for all student-athletes, regardless of gender. The following information describing the housing and dining services available is provided on pages 135-136 of the handbook:

*Student-Athletes Living On-Campus:* The Student Financial Aid Office coordinates the processing of room and board scholarships with Housing and Dining Services for student-athletes living on campus. The athletics financial aid coordinator processes the required funds for those student-athletes receiving a full room and board scholarship. Student-athletes receiving a partial room and board scholarship are responsible for the remaining balance of their housing/dining charges.

Student-athletes on a full scholarship participate in the 10-meal Cougar Fitness Buffet Program and supplemental account plan. Student-athletes receiving a partial room and board scholarship are not required to participate in the Cougar Fitness Buffet Program. They have a choice of three dining account levels to choose from. If the student-athlete wishes to participate in the Cougar Fitness Buffet Program they may do so.

*Student-Athletes Living Off-Campus:* Those student-athletes residing off-campus with a room and board scholarship receive a monthly stipend. The stipend amount depends on the dollar amount of the room and board scholarship. Student-athletes living off-campus are responsible for the payment of rent. Student-athletes living in university apartments have the option of allowing Housing Services to deduct the entire semester housing rent from their room and board scholarship. Monthly stipends are adjusted to reflect the housing rent claimed.

Student-athletes receiving a full room and board scholarship participate in the 5-meal Cougar Fitness Buffet Program. The cost of the program is automatically deducted from the student-athlete's room and board scholarship. Student-athletes receiving a partial room and board scholarship are not required to participate in the 5-meal Cougar Fitness Buffet Program.

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



Marketing plans and budgets are prepared for all sports. The marketing director works with the coaches of individual teams to gather input for the plans. Budgets are established at the administrative level through the business operations office. The revenue generating sports are allocated the largest portion of the advertising budget because of the potential return on initial investment due to ticket sales. For example, for football, there is heavy advertising and promotion within a two and a half hour (driving time) radius. For all other sports, marketing is limited to the Pullman/Moscow and Lewiston/Clarkston areas.

Techniques to enhance the spectator experience are utilized for all sports. Posters, contests, and giveaways are utilized, along with the cheer squad and “Butch,” the mascot. The band participates for football, volleyball, and men’s and women’s basketball, and randomly at other sports events. Historically, these sports have had the greatest potential for spectator participation.

Attendance at games fluctuates, dependent largely upon the success of a particular team’s season. Recently, the football and volleyball teams have experienced success and this is reflected in ticket sales. The men’s and women’s basketball programs have been struggling and spectator participation at games has been diminishing.

It is recommended that athletic department administration review the feasibility of relocating women’s basketball games to Bohler gym from the current facility, Beasley Coliseum. It is also recommended that the athletic department identify and cultivate ways to enhance public awareness and interest in women’s sports. Suggestions include:

- Promoting women’s contributions to athletics throughout the year, but especially during Women’s History Month.
- Reviewing the current selection process for the WSU Athletic Hall of Fame to insure that women are equitably represented on the selection committee and in the honorees.
- Developing relationships with local schools to promote girl’s participation in sports.

It is proposed that the Gender Equity Committee assume on-going responsibility in this area. The above recommendations will be considered for inclusion in the new gender equity plan.

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

Support services and office space are provided for all men's and women's teams. At the present time, support staff is allocated based upon whether or not the sport is one of the four required (football, volleyball, men's and women's basketball) for Pac-10 membership. Gender does not appear to be a factor in the allocation of staff. However, there appears to be some imbalance in the number of support staff allocated in relationship to the number of student-athletes and coaches served. For example: Volleyball, women's basketball and men's basketball, each have a secretary assigned to their programs. Each of these programs serves approximately 15 student-athletes. On the other hand, baseball, tennis, swimming, men's golf and women's golf share one secretary and serve approximately 80 student-athletes. Recently one secretarial position was eliminated and services reallocated as follows: Track and field and men's basketball – one secretary; Volleyball and soccer – one secretary; women's basketball and rowing – one secretary; golf, swimming, baseball, and tennis – one secretary; and football – two secretaries.

**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.

Between 1999 and 2001 the total amount budgeted for recruiting for women's teams increased by 14.3 percent. The budgeted amount for men's increased by almost the same amount. However, the actual amount expended for recruiting for women's teams grew by 10 percent over that same period, while the men's actual amount fell by almost a half percent. While progress has been made, the total recruiting budget for women's teams is 36.1 percent less than the recruiting budget for men's teams. (For a complete discussion of recruiting budgets, please refer to the fiscal integrity section of this self-study.)

	<b>1999</b>	<b>2001</b>	<b>Percent Change</b>
Women's Budgeted	\$736,883	\$842,442	14.3 percent
Women's Expended	\$743,722	\$818,265	10.0 percent
Men's Budgeted	\$1,148,929	\$1,316,358	14.6 percent
Men's Expended	\$1,133,092	\$1,129,085	-0.4 percent

*Gender Issues, Item 4: Please provide a written, stand-alone institutional plan for addressing gender equity for the future in the intercollegiate athletics program. The plan*

*shall include measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible, and timetables.*

(See appendix C for complete gender equity plan.)

Whereas the subcommittee believes that the intercollegiate athletics program conforms to the operating principles regarding gender equity and that Intercollegiate Athletics is committed to the fair and equitable treatment of men and women, it recommends that the department consider the following recommendations for adoption in the five-year plan:

- Reactivate the Gender Equity Committee; align the committee as a sub-committee of the university athletic council, a standing presidential committee.
- Incorporate into the plan state projections that the enrollment of women undergraduates will reach 56 percent by 2003-2004, and that the resulting compliance participation requirement for women athletes will be 51 percent; consider an additional women's sport.
- Continue to address gender in the hiring of head coaches for women's teams through aggressive recruitment efforts.
- Continue to address salary equity issues for head and assistant coaches.
- Review the contract parameters, buy-out clauses, communicated expectations, etc., of the coaches of men's and women's teams to ensure consistency and equity.
- Review the feasibility and marketing advantages of relocating women's basketball games to Bohler gym.
- Identify and cultivate ways to enhance public awareness and interest in women's sports: (a) promote women's contributions to athletics throughout the year, but especially during Women's History Month; (b) continue to review the recently revamped selection process for the WSU Athletic Hall of Fame to insure that women are equitably represented on the selection committee and in the honorees.

Other Non-Gender Specific Recommendations Resulting from the Self-Study:

- Conduct an internal assessment of employment practices, conditions and workloads to ensure equity and fairness within the department and conformity with overall university policies, procedures, and employment classifications.

## Operating Principle: Minority Issues

*Minority Issues, Item 1: Explain how the institution is organized to further its efforts related to the minority-issues operating principle above for both staff and students and provide evidence that matters concerning minority issues are monitored, evaluated, and addressed on a continuing basis.*

Washington State University continues to take an aggressive and broad approach to diversity. As noted in previous self-study report, that approach encompasses not only ethnicity and race, but also gender, age, disability, culture, sexual orientation, and socioeconomic differences. The university's Center for Human Rights is the administrative center for planning, training, and monitoring diversity efforts (e.g., academics, athletics, employment). The center's mission statement clearly outlines its functions, which include monitoring and evaluation:

“The Center for Human Rights (CHR) seeks to integrate principles of equal employment opportunity, affirmative action, fairness and equality into all academic and employment activities and practices throughout Washington State University (WSU.)

To meet that objective, CHR (1) enhances the human rights education of all WSU students, faculty and staff, and by developing innovative and interdisciplinary programs, trainings and activities; (2) seeks to ensure all WSU employment and recruitment practices comply with state and federal equal employment opportunity and affirmative action mandates; (3) assesses, develops and implements WSU's affirmative action plan in compliance with state and federal regulations; (4) reviews and investigates all complaints of discrimination and sexual harassment, and advises faculty, staff and students on appropriate management of such issues; and (5) aims to enhance WSU's academic and organizational effectiveness through proactive assessment of workplace and classroom climate issues, development and implementation of action plans, and climate monitoring.

CHR works closely with professionals in the fields of law, human resources, and conflict resolution to address individual and university concerns, and acts as an information resource for state and federal agencies.”

In 1996, the center's Affirmative Action Advisory Committee was replaced by a university-wide structure of EEO representatives. Although units are not required to have a representative, the athletic department has one. EEO representatives assist their area/unit administrator in developing and implementing an affirmative action program.

(A copy of an equal opportunity representative's duties and responsibilities can be found in appendix D).

In February 2000, V. Lane Rawlins was appointed president of Washington State University. In October of the same year he created the Strategic Planning Oversight Committee that began a university-wide planning process. Subcommittees, with representatives of employees and students from throughout the institution, worked to invite broad participation through public forums.

As a result, WSU has a highly visible strategic plan that includes diversity. As the plan states, "Washington State University is guided by a commitment to excellence embodied in a set of core values." The diversity value is as follows:

"We are committed to a culture of learning that challenges, inspires, liberates, and ultimately transforms the hearts, minds, and actions of individuals, eliminating prejudice. Our differences are expressed in many ways, including race, sex, age, physical and mental ability, sexual orientation, religion, class, philosophy, and culture. Respect for all persons and their contributions is essential to achieving our mission."

In February 2002, the Board of Regents approved the strategic plan. An implementation plan was also approved to ensure that the plan is incorporated across colleges and departments. All university units are in the process of developing plans that state their mission and goals for the next five years. These individual unit plans are to be consistent with the mission and values of the university. As a result, diversity goals will be formally (and uniformly) incorporated at all levels throughout the organization.

With respect to recruitment and retention, multicultural students are recruited and supported through a variety of offices at Washington State University. Multicultural services are offered through the following:

- Office of Multicultural Student Services
- Chicana/o Latina/o Student Center
- Office of Multicultural Student Retention Services
- African American Student Center
- Asian American & Pacific Islander Student Center
- Native American Student Center

Multicultural Student Services (MSS) recruitment efforts include:

- College Knowledge for the Mind – about 12 half-day programs are offered primarily in the Seattle/Tacoma area. The programs consist of a keynote address, career workshops, and entertainment.
- High School Networking – MSS recruiters visit with high school counselors and teachers and conduct application workshops.
- Community Networking – community leaders are invited to get involved (e.g., give a presentation during College Knowledge for the Mind programs, organize a “phonathon”, or contact students).
- Campus Visits – while cost is a limiting factor to the number of campus visitations that can be sponsored, MSS attempts to partner with various organizations in order to share the cost of bring prospective students to campus.
- Events – WSU and the Bon Marché department store sponsor a reception at the downtown Seattle store for multicultural students, their families, students who have been offered admission but are undecided, WSU alumni, school personnel, and community contacts. The event celebrates the different people connected with WSU, expresses solidarity, and provides for community-network development.

The Office of Multicultural Student Retention Services conducts outreach efforts for improving the retention rate of all students of color. To this end, student mentors help multicultural students adjust to the university’s academic and social environment. Mentors share information about university services and encourage new students to utilize these resources. Mentors also model cross-cultural communication, cooperation, understanding, and interaction by:

- promoting student understanding of the general purpose of higher education;
- assisting in the development of an identity and relationship with the institution, peers, staff, community, and ethnicity;
- identifying costs (monetary and personal commitment);
- providing information that enables students to make reasoned and well-informed choices;
- providing information concerning academic policies, procedures and programs;
- promoting an awareness of non-classroom opportunities;
- providing qualified advising;
- developing student familiarity with the physical surroundings;

- and providing information about, and exposure to, available school services.

Multicultural student services has a multi-year plan that delineates a university-wide approach to increase the retention and graduation rates of multicultural students. The 1997-2002 plan was included in materials submitted during the 1996-97 self-study. As of fall 2002, WSU Pullman's multicultural enrollment represented 13.1 percent of the total. Ethnic enrollment on the main campus has been between 12.7 percent and 13.2 percent since 1997. Foreign national students of color are not included in the count.

Retention is being addressed on several fronts — through mentoring, orientation programs, tutoring, advising and counseling, leadership development, and crisis management. Through persistence, the mentoring program reached all but 5 percent of the first year and transfer multicultural students in the spring of 2001. Mentors are encouraged to contact their mentees no fewer than six times each semester. In spring of 2001, this amounted to almost 5,000 contacts.

Multicultural student evaluations include the non-returning student survey conducted by multicultural student services. Results reported in September 2001 showed that 169 students of color who enrolled between fall 1999 and fall 2000, but left WSU by spring 2001, were interviewed by phone regarding their decision to leave. Of these, 33 percent participated in the survey. Reasons the students gave for leaving included, financial constraints, academic difficulties and challenges generally related to climate (e.g., desire to be at another institution, feeling isolated, geographical distance from home). Almost 64 percent of those interviewed were attending another college or university.

Other retention data show that for full-time freshman and transfer students entering WSU from 2000 to 2001, multicultural students were retained at rates very similar to white students (83 percent multicultural and 84 percent white).

In addition to recruitment and retention efforts conducted at the university level, colleges conduct a wide variety of diversity-related efforts at the undergraduate and graduate levels. The College of Liberal Arts (CLA) formed a diversity task force that over 1995-97 developed a diversity plan, which has been since followed, implemented, and expanded. Goal three of the plan addresses student enrollment, retention, and degree completion. In addition to liberal arts education offered by the college, about 80 percent of WSU's general education courses are offered within the college, which includes the majority of American diversity courses.

Hiring and retaining faculty of color has been a priority with CLA department chairs and the dean, and the numbers and percentages of diverse faculty have steadily increased. In 1999 the college introduced the position of academic coordinator who directs college recruiting efforts at the dean's level. In 2000-01 the college employed an African American student as a recruiting assistant.

CLA representatives consistently participate in College Knowledge of the Mind events, Pah-Loots-Pu (pow-wow), Native American programs, and attend numerous other activities sponsored by multicultural student services and students clubs and associations. The college contributes to the financial support of many such events and programs and publishes the *Western Journal of Black Studies*. College faculty, staff, and students have been recognized with Martin Luther King, Jr. awards and plaques from branch offices of multicultural student services. History Department Professor Susan Armitage chaired the diversity task force during the 2001 university-wide strategic planning effort.

At the graduate level, the College of Liberal Arts has a strong record of recruiting and retaining multicultural students who complete their advanced degrees and go on to professional employment. Tuition waivers, teaching assistantships, and scholarships are used to attract and support minority graduate students. Advanced graduate students are also employed as research assistants, graders, and instructors.

Since 1998 the College of Liberal Arts has supported the graduate school's summer doctoral fellows program, which brings to the campus future faculty of color. Graduate Students Colloquia in American Studies, Comparative American Cultures, English, History, and other departments afford students an opportunity to present their research and receive feedback and suggestions for conference presentation and publishing. They receive mentoring from faculty and staff advisors and department faculty and chairs. Several department chairs in the College of Liberal Arts are members of ethnic minorities. Fully 50 percent of the graduate students in the American studies program and 20 percent of the history department are students of color. The school of communication has 18 percent minority students in the undergraduate program and 25 percent in the graduate program.

The college's general studies program enrolls many athletes and multicultural students. The School of Music and Theater Arts and the Edward R. Murrow School of Communication have dedicated minority scholarships and use their summer camps and



recruiting newsletters to attract minority applicants. Many departments have shared their best practices in recruitment, retention, and curriculum design to enhance diversity in college units. The college has a recruitment and retention committee as well as a scholarship committee. The College of Liberal Arts brochure has been translated into Spanish.

Departments use several resources to identify, recruit, support, and mentor students of color and from underrepresented groups, e.g.,

- Upward Bound
- Western Name Exchange, a consortium of 25 western doctoral granting universities
- McNair Scholars Program, a program designed to increase the number of low-income, first-generation college students and underrepresented minority students in doctoral programs

College development efforts are planned to increase availability of funds in support of diversity programs and students. In 2001 the College of Liberal Arts initiated a new scholarship program designed to encourage students of color to train as secondary school teachers. College faculty and the dean's office are represented on the provost's Native American Advisory Board. As of fall 2002 the college offers an undergraduate certificate in American Indian studies.

The College of Agricultural and Home Economics offers another specific example of college-level diversity efforts. Washington State University, Colorado State University, Florida A&M University, and Southern University A&M College are collaborating on a summer intern program, called the university enrichment program. The program seeks to create an innovative way to help minority youth complete terminal degrees preparing them for meaningful work in research and teaching in agricultural, natural resources, and family and consumer sciences. The program also provides a vehicle for introducing Caucasian students to historically black land-grant institutions ("1890 institutions"). The program includes an exchange program component that takes advantage of strong graduate program offerings at all four universities and increases the interaction among students at the four institutions through shared internship experiences.

The athletic department's commitment to diversity is stated in its mission statement (below). The institution is organized at the athletic department level to further its efforts related to the minority-issues operating principle.

It is the mission of the Athletic Department to create and foster an environment which provides opportunities for all student-athletes to enrich their collegiate experience through participation on athletic teams which are competitive at the conference and national level. In concert with the mission and values of Washington State University, the department is dedicated to providing opportunities, which will enhance the intellectual, physical, social, moral and cultural development of the whole person. The Athletic Department values gender and ethnic diversity and is committed to providing equitable opportunities for all students and staff. The department will pursue its mission while upholding the values, purposes and policies of Washington State University, the Pacific 10 Conference, and the National Collegiate Athletic Association.

*Minority Issues, Item 2: For the three most recent academic years, provide the racial or ethnic composition for full-time senior administrative athletics department staff members; other full- and part-time professional athletics department staff members; full- and part-time head coaches; full- and part-time assistant coaches; faculty-based athletics board or committee members, and other advisory or policy-making group members (if any).*

Full-time senior administrative athletic department staff detailed on Attachment No.1, Part A (see appendix E, table 1), shows two senior staff with a multicultural background in both 1998 and 1999, and one in 2000. This compares to four, three, and five Caucasian senior staff in 1998, 1999, and 2000 respectively. There were senior staff members not reporting an ethnic/racial background in 2000. While the number of multicultural senior staff declined by one in 2000, these numbers show an increase since the 1996 self-study when all senior staff members were Caucasian. There are no part time senior staff members to report.

For the three years under review, the “other professional” group had four, four, and six full-time multicultural staff compared to 33, 33, and 35 Caucasians. There was one non-reported in each year for 1999 and 2000. These latest years show an increase in multicultural “other professional” staff compared to the numbers reported in 1994-95, 1995-96, and 1996-97 when four, three, and two staff were reported, respectively. All of the part-time staff members in this category were Caucasians (three in each year).

WSU had 11 full-time head coaches in 1998, 1999, and 2000. In each year, nine were Caucasian and two (18 percent) reported a multicultural background (one African American, one Hispanic). For the respective years reported in the 1996-97 Study, WSU reported 12, 13, and 13 head coaches, with one, two, and two reporting a multicultural

background. In terms of percentages, WSU now has a higher percentage of head coaches who are multicultural than in the previous period (18 percent now versus 8 percent to 15 percent between 1994 and 1997).

*Minority Issues, Item 3: For the three most recent academic years, provide the racial or ethnic composition for student-athletes who received athletics aid and for students generally.*

In other areas of this study, the years 2000, 1999, and 1998 are being reviewed. However, since we have Fall 2001 athlete data, we are able to examine four years of data. In Fall 2001, the student body was 13 percent minority (Pullman — 13.1 percent, all campuses combined — 12.7 percent) compared to 11 percent in 1994. In Fall 2001, 29.9 percent of the student-athletes were minority — up one full percentage point since 2000 when minority athletes constituted 28.9 percent of all athletes on aid.

In 1994, 57 of the 69 (82.6 percent) minority athletes were African American. In 2001, 60 of the 81 (74.1 percent) minority athletes were African American. Since the over-all percent of minority athletes has gone up, this means that a greater proportion of student-athletes on aid are from racial/ethnic backgrounds other than African American. The chart (see appendix E, table 2) shows the increase has occurred in the Asian/PI group — 13 athletes represent 16 percent of minority athletes in Fall 2001 compared to 9 (13 percent of minority athletes) in 1998 and 5 (8 percent of minority athletes) in 1999.

The total number of minority students on aid has increased from 69 (of 274 total) in 1994 to 81 (of 271 total) in 2001. This represents a 4.7 percent increase in the period.

*Minority Issues, Item 4: 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 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.*

Table 4 in appendix E shows men's and women's sports teams by minority status. These numbers and percentages show how the mix of minority athletes has changed over the past four years (percentage of minority subtotal columns). They also display the percentage of minority athletes relative to all athletes.

Data show that the overall percentage of minority athletes has increased from 26 percent in 1998 to almost 30 percent in 2001, after a dip in 1999. Across the various sports, the

number of minority athletes varies slightly from year-to-year resulting in some team percentages going up and others down. However, the sub-total of minority athletes has increased by 10, from 71 in 1998 to 81 in 2001. During the same period white athletes have decreased from 160 in 1998 to 152 in 2000 and to 148 in 2001. The number of “Others” (non-reported domestic athletes and all international athletes) has remained fairly stable – 39, 38, 40 and 42 for 1998, 1999, 2000, and 2001, respectively.

*Minority Issues, Item 5: Using the program area checklist for minority issues, provided as Attachment No. 3, please: (a) describe how the institution has ensured a complete study of each of these areas, (b) provide data demonstrating the institution’s commitment across each of the areas, and (c) explain how the institution’s future plan for minority issues addresses each of the areas.*

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

Several written statements are referred to in this section’s self-study item No. 1. While WSU has incorporated diversity statements into many of its publications, there seems to be room for improvement in the dissemination of these goals and objectives. Interviews with minority head coaches, administrative professionals, and the athletic director revealed that none had been given a copy of the *Intercollegiate Athletic Department Diversity Plan 1996-1997*. New hires that were interviewed reported that they had not received a copy of the diversity plan either.

**2. Evaluations:** 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.

In 1997, the athletic department provided a written update on progress made on items included in the 1996-97 diversity plan. The EEO representative for the department at the time provided the Center for Human Rights an affirmative action report in November 1999. Efforts toward evaluation seem to be conducted by the athletic department’s administrative staff since interviewees reported that they, personally, did not know of any periodic reviews conducted in the athletic department to evaluate progress made toward departmental diversity goals.

**3. Organization and Structure:** Policies, and/or organization, and/or activities of the athletics program and its activities to help enhance diversity.

A prime example of an organized activity designed to enhance minority opportunities is the PROWL (Providing Responsible Options With Live Skills) seminar for freshman. The athletic department had strong participation in the first and second annual university commitment to diversity celebrations. Also, WSU policies and procedures, the administrative organization of the institution (e.g., Center for Human Rights, EEO representatives, etc.) and the athletic department have been addressed in this section's self-study item No. 1.

**4. Enrollment:** Goals of the institution for enrollment of minority students and minority student-athletes.

Institutional goals for minorities and minority student-athletes are currently being developed as part of the implementation of the university's 2000-2005 strategic plan. Of significance is the trend that shows that in recent years WSU's overall minority enrollment as well as the enrollment of minority athletes has increased. See responses to this section's self-study items No. 3 and 4 for details, and the charts in appendix E for supporting data.

**5. Comparisons and Populations:** Examination of the student population and comparison of the percentage of minority student-athletes in all sports, by sport, to the institution's minority student population.

Washington State University's overall minority enrollment, as well as the enrollment of minority athletes, has increased. See responses to this section's self-study items No. 3 and 4 for details, and the charts in appendix E for supporting data.

**6. Graduation Rates:** Establishment of desired graduation rates for minority student-athletes and steps taken to facilitate achievement of those rates.

Graduation rates are available on the athletic department's website (<http://wsucougars.fansonly.com/genrel/a-c-ncaa-grad-report.html>). The departmental goal regarding graduation rates for all student-athletes is published on this page:

“Washington State University is pleased to provide you with the results of the official National Collegiate Athletic Association's (NCAA) Graduation Reports. Washington State University's goal is to graduate student-athletes at or above the university's all-student graduation rate. From this year's NCAA Graduation Report, you will see that WSU continues to move closer to achieving this goal. Coaches, faculty, and support staff continue to be dedicated and committed to

assisting students prepare for productive lives and professional careers after graduating from WSU.”

Six-year graduation rates for cohorts of entering freshman that are scholarship athletes compared to the entire cohort reveal that student-athletes have tended to have graduation rates that are similar to their respective all-freshman cohort: 60 percent student-athletes versus 63 percent overall in 1991-92, 48 percent versus 59 percent in 1992-93, 60 percent versus 59 percent in 1993-94, and 62 percent versus 57 percent in 1994-95. In the two most recent of four years, student-athletes had a higher 6-year rate. The athletic department has the same general goal for minority student-athletes.

Because the student numbers within individual ethnic groups are often small, the subcommittee examined freshman cohort data for all minority student-athletes (MS-A) combined and all minority students (MS) combined. This was done by aggregating the race/ethnic data provided on the WSU NCAA graduation rate website (<http://wsucougars.fansonly.com/genrel/a-c-ncaa-grad-report.html>).

When comparing minority student-athletes with all minority students we find that graduation rates are somewhat lower for the minority student-athlete group for cohort years 1993-94 and 1994-95 (47 percent for minority student-athletes in both cohorts versus 51 percent and 48 percent for all minority students, respectively). This 1 percent to 4 percent difference is smaller than the difference seen for the 1990-91 and 1991-92 freshman cohorts. During that period minority student-athletes had an average graduation rate of 45 percent and 44 percent respectively, compared to overall minority student average rates of 57 percent and 50 percent (a difference of 12 percent and 6 percent, respectively). Since 1995-96 freshman cohort data show minority student-athletes rates even with overall minority students, at 47 percent each.

Comparing minority student-athletes to white student-athletes shows that minority student-athletes graduation rates have varied from 18 percent to 20 percent lower than the white student-athlete rates from 1990 to 1994. (The subcommittee for equity, welfare, and sportsmanship chose not to include data from the 1992-93 cohort since the overall rate was inexplicably lower than in all of the other years – e.g., 20 percent.)

*Summary Regarding Graduation Rate To Date:* The athletic department reorganized the academic unit in the summer of 1994 (called academics and compliance in 1994 and academic and career services in 2002). Academic and career services has grown to a staff of eight: associate athletic director for student-athlete development, program

director – retention and graduation, program director – academic and career services, program director – personal development, senior academic counselor, minority student-athlete mentoring coordinator, academic resource center coordinator, and learning services coordinator

A good description of specific services was provided in the 1996-97 self-study. The unit focuses primarily on academic profiles for each student-athlete. Retention programs are directed to serve selected students based on entering academic records, current WSU academic performance, and available testing information.

Graduation rates are reported for six-year cohorts. Therefore the latest NCAA data is for the 1994-95 freshman cohort (also available are 1995-96 results that will be reported to the NCAA during their regular collection cycle). Since the athletic department's enhanced academic support program began in fall 1995 (services and reports provided to student-athletes, coaches, administration, the faculty athletic representative, and others) – that is the first cohort to receive six years of service. When we examine six freshman cohorts (from 1990 to 1995) the data show that the graduation rate for student-athletes in the freshman 1995-96 cohort is slightly higher than the rate reported in four of the previous cohorts (61.7 percent compared to 57.8 percent, 60 percent, 48.1 percent, and 59.7 percent respectively), but slightly lower than the 1994-95 cohort with a 62 percent rate. The differences are so small that they suggest no significant change has occurred.

**7. Participation in Governance and Decision-Making:** Involvement of minority student-athletes in the governance and decision-making processes of the athletics department.

The minority subcommittee asked the athletic director questions directed to the climate for shared governance and decision-making. When asked about including others in a hiring decision, the director said the WSU hiring process did not formally include a process for gathering input from those other than the hiring committee. However, he added that he likes to involve students when hiring a head coach (not other positions) to get their feedback.

The minority student-athletes interviewed reported feeling generally included in the governance process. And while the minority coaches interviewed also reported feeling generally included, most would like to participate more (e.g., in hiring processes). However, coaches allowed that there was little room in their tight schedules for an increased role in departmental governance.

**8. 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.

The athletic director was asked if there was a specific departmental goal for increasing the number of minority staff (administrators, coaches and staff). He said the department did not have a specific goal since departmental hiring goals are defined in the annual EEO report published by the Center for Human Rights. Affirmative action goals are reviewed during each search.

When asked about using current minority staff as a source for referrals and information relevant to filling department vacancies the athletic director stated that while he had not asked current minority employees for suggestions regarding the filling of vacancies he thought it was a good idea to include in the new diversity plan. This seems to fit well with a role the minority coaching staff would like to play (as well as being an identified action item in the 1996-97 diversity plan).

**9. Programs and Activities:** Establishment of programs that address the needs and issues affecting minority student-athletes.

The need for a full-time mentoring program seems to be a recurring theme. The importance of mentoring programs was outlined in the 1997 *Report to NCAA Committee on Athletics Certification Regarding Graduation Rates of Black and Transfer Student-athletes*. It came up again in conversations with minority coaches in 2002. It was suggested that a well-rounded mentoring program should address both current and future issues related to student-athletes success. However, previous efforts to implement a mentoring program haven't had much success due to a lack of consistent leadership and other issues. The recent restructuring of student services includes the creation of a position of minority student-athlete mentoring coordinator to develop and implement an effective minority mentoring program.

While many, if not all, issues relating to current student academic success are being addressed by services offered through the Office of Multicultural Student Services, the athletic department offers additional support to the student-athlete – life skills training, student mentoring, career services and academic services (e.g., assessment, counseling, monitoring, study skills, tutoring, study sessions, etc.).



The WSU life-skills program PROWL covers five key areas: academic excellence, athletic excellence, career development, personal development, and community service. PROWL is a mandatory semester-long class that is designed to help new students successfully transition to the role of student-athlete. Topics include media management, substance abuse, sports medicine, athletic training, nutrition, money management, leadership, relationships, and diversity.

A counseling psychologist was hired in 1986 to provide drug and alcohol education and counseling. This position was terminated at the end of the 2000-01 academic year and a more comprehensive student-athlete development program has been instituted. A student-athlete peer mentor program, TEAM CARE, was initiated in 1992 and continues as a community outreach leadership group. The program is the WSU student-athletes' community service organization established to provide all student-athletes with a resource to facilitate maximum involvement with community and campus service opportunities. Student-athletes from each sport are encouraged to join the program early in the fall semester and commit a portion of their time to at least one community service activity each semester.

Other student-athlete services include:

- Periodic discussions with teams regarding topics that might be unique to that team
- Coaches workshops to improve working relationships with student-athletes
- Widely circulated career portfolios for graduating student-athletes
- Enhanced computer labs for student-athlete use
- Community outreach activities (local, campus, and athletic communities)

The athletic department also has a mentoring program within its academic unit. The program recruits current junior- and senior-level student-athletes to assist new student-athletes by meeting weekly with them during their first semester of enrollment. First semester transition issues, time management, goal setting, accessing resources are addressed. Help is offered toward adjusting to Division I-level expectations — in the classroom and in their sport. In fall 2001, the program had approximately 15 peer academic counselors, each serving two to three students.

*Minority Issues, Item 6: Please provide a written, stand-alone institutional plan for addressing minority opportunities for the future in the intercollegiate athletics program. The plan shall include measurable goals the institution intends to achieve, steps the*

*institution will take to achieve those goals, persons responsible, timetables and means for funding implementation of the plan.*

See appendix F for the minorities opportunity plan.

The minority issues subcommittee has three suggestions:

- The athletic department review the merits of developing a mentoring program specifically to help coaches, assistant coaches, administrators, and staff develop the skills necessary to move into higher positions within the WSU athletic department (and beyond). The model would be based on mentoring programs in academic departments at WSU that provide new assistant professors with guidance through the tenure process.
- The athletic department appoint a permanent (not acting) EEO representative.
- That a rigorous process to track the implementation of the plans submitted to the NCAA should be set up. We submit that the WSU athletic council be charged with this oversight role. This charge fits with general oversight functions the athletic council already performs. Formal tracking could accomplish several things:
  - Ensure that plans were implemented in the time-frame suggested
  - Track any plan modifications
  - Streamline the effort required to collect follow-up materials for subsequent reports to the NCAA

## **Operating Principle: Student-Athlete Welfare**

*Student-Athlete Welfare, Item 1: Explain how the institution is organized to further its efforts related to the student-athlete welfare operation principle above and provide evidence that matters concerning student-athlete welfare are monitored, evaluated, and addressed on a continuing basis.*

Washington State University and the athletic department collectively provide a range of services designed to monitor, evaluate, and address student and student-athlete matters. All institutional services are available to every WSU student and student-athletes. These services include academic and career services, student counseling and testing services,

women's resource center, women's transit, health and wellness, multicultural student services, student advising and learning center, the writing center, and the ombudsman office.

Specific to the student-athlete are services provided by the athletic department. These are listed in the student-athlete handbook, which provides a range of information about student-athletes' rights, responsibilities, resources, and services. Included is information on academic and career services, life skills services, medical services, physical development services, nutrition, media relations services, and equipment room services. All resources and services within the athletic department are specifically designed to protect and enhance the physical and educational welfare of student-athletes.

Consistent with athletic department policies and procedures, each of these resources and services is regularly monitored by departmental staff, evaluated by department and executive level staff, and adjusted on a continuing basis to guard and enhance the welfare and fair treatment of student-athletes. This is done through student services meetings, use of the NCAA sports medicine handbook, evaluation of PROWL, exit interviews, and the bimonthly meetings of the Student-Athlete Advisory Committee.

Issues related to student welfare may be addressed at any department, coaches, or all-staff meetings, but are a particular focus of attention at student services meetings, which occur twice monthly and include representatives from academic services, athletic medicine, compliance, equipment, strength and conditioning, student-athlete development, and for the student-athlete advisory council itself, which also meets twice monthly. (Appendix G contains sample agendas from student services meetings .)

While there are a number of indirect avenues for student-athlete feedback (e.g., the athletic director, the senior associate athletic director/senior women's administrator, the faculty athletic representative), the exit interview process is the most formal institutionalized mechanism (see the responses to self-study item #3 later in this section).

Athletic department academic services provides a very specific example of support provided to student-athletes to protect and enhance their welfare. Specifically addressing fair treatment of student-athletes particularly in their role as students, academic services collaborates closely with institutional resources to ensure fair treatment and promote the greatest likelihood for academic success. Academic services provides a proactive, highly structured program that standardizes academic expectations for all sports to ensure clarity

of expectations and equitable treatment for all athletes in their role as students. Academic services initially identifies academic needs, matches these needs to institutional and athletic department support services, and then systematically monitors student-athlete academic performance (e.g., regular meetings with academic counselors), adjusting the match of resources to needs as appropriate.

Additionally, academic services provides and houses the academic resource center (ARC) computer lab, which is staffed by trained learning facilitators who provide academic assistance with learning technology while reinforcing a positive and disciplined learning environment. Finally, student-athletes have ready access to university academic counselors and/or peer counselors who provide academic support and regularly monitor student academic performance.

*Student-Athlete Welfare, Item 2: 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 Number 1-E]; nonacademic components of the life skills program) available to student-athletes. Describe practices/procedures in place to encourage and assure student-athletes access to these programs.*

Institutional educational enhancement programs, which are available to all students, are clearly delineated in the student handbook and calendar (SHC). The SHC is updated annually and provided free of charge to all students and is available to student-athletes in the academic services office as well as other campus outlets. A complete listing of these programs may be found in the SHC, but the most significant are outlined below.

**Career Guidance Counseling:** Career services offers assistance with choosing a major and academic planning, relating major to career options and graduate studies, internship development and planning, and developing job search skills/strategies, resumes, and interviewing skills. Career counseling is available to all student-athletes.

In addition to institutional career services, the athletic department offers numerous programs for athletes throughout their careers. Through two full-time liaisons, the athletic department works with career services to help student-athletes plan for their careers. Career planning is introduced to all new student-athletes (freshmen, transfers) through the PROWL (Providing Responsible Options With Life skills) class. Here, students learn basic career planning and where to locate additional resources both in WSU career services and in athletic department academic services.

Several programs are offered specifically for students at various stages of their academic careers. For freshman, a majors fair allows them to interact with various faculty members and learn more about different areas of study. Juniors attend a career luncheon, in which faculty discuss various career paths. Seniors attend two meetings. They learn about resume building and the job search process. This is presented to them both in an interactive lecture and in a notebook for future reference. Seniors also meet with a career intern from the career services to get personal assistance with their resumes and cover letters. Two representatives of actual corporations also attend the second meeting. These representatives tell students what employers expect and give other career advice. Finally, academic services helps each senior athlete compile a resume; these are combined to produce the professional development portfolio. This portfolio is professionally printed and distributed to numerous potential employers.

**Personal Counseling:** Counseling and testing services (CTS) offers confidential counseling and consultation; support groups; and outreach programs and workshops, as well as learning and career-related testing (appendix H contains copies of CTS brochures). All of these services are introduced to the athletes through the PROWL class, as well as in team meetings and through referrals by coaches. CTS is discussed with every freshman during orientation and is also cited in the student-athlete handbook and student handbook and calendar.

**Health and Safety:** WSU offers many programs in health and safety. Health and Wellness Services, located in Pullman Memorial Hospital (on campus), offers a full range of medical services provided by board-certified physicians and other practitioners. The services include medical treatment for illness and injury, walk-in urgent care, full-service pharmacy, health education (substance abuse, disordered eating, sexuality, general health and fitness), laboratory services (tests, injections, x-rays, MRI), personal fitness training programs and information, and optional medical insurance. Health and Wellness Services is available to all students who wish to speak to a doctor. The basic fee, sans medication and tests, is paid for through the mandatory health fee. This is explained to every incoming freshman during orientation and is in the student handbook. In addition, the athletic department has an extensive athletic training staff available to student-athletes. This staff is comprised of two team physicians, certified athletic trainers, and qualified graduate and undergraduate student athletic trainers (under the direct supervision of certified trainers). Athletes may independently consult with either team physician or

athletic training services and may be referred to this service by their coaches when the need arises.

Additional health and safety services, as well as alcohol and other drug education resources, are provided by various campus organizations including the Sexual Information and Referral Center (SIRC), Cougars Encouraging Alcohol Knowledge (CEAK), and the Health and Wellness Services branch office located in the new student recreation center. The recreation center is a nationally recognized fitness facility completed in 2001 that offers fitness programs, a relaxation (stress management) center, a nutrition clinic, smoking cessation programs, and health assessments to all students. Periodic events/speakers sponsored by these various agencies are widely advertised and open to all students. Both campus and local city police departments also take an active role in providing programming to students.

**Nonacademic Components of Life Skills:** Institutional resources addressing nonacademic components of life skills include:

- Center For Human Rights (human rights education, investigation of discrimination and sexual harassment)
- Childcare Resource and Referral
- Coalition For Women Students (activities, leadership skill development, networking)
- Community Service Learning Center (opportunities for students to connect with a greater Pullman community through service learning and committee service experiences)
- Disability Resource Center (provision of accommodations)
- Gay, Lesbian, Bisexual, and Allies program (educational programs, cultural events, resources, library)
- The Honors College (enriched courses, smaller classes, special opportunities for internship, education abroad, opportunity for graduation with distinction)
- Human Relations Services (confidential conflict resolution services and diversity education services)
- Office of Multicultural Student Services (academic advising, personal/career/financial aid counseling, orientation/retention programs, student mentoring, employment/internship/scholarship information, leadership development, cultural program/events)

- Ombudsman Office (independent, impartial, confidential assistance with problems or grievances not responsive to normal channels)
- Outdoor Recreation Center (activities, equipment rental, club membership),
- Psychology Clinic (mental health agency staffed by doctoral level student therapists in the clinical psychology doctorate program providing therapy services to adults, children, couples, families on a sliding fee scale ranging from \$5 - \$50 per session)
- Student Advising and Learning Center (academic advising and adviser training, peer advising, learning support programs, the freshman seminar-semester long introduction to learning at a college-level)
- Women's Resource Center (programming, services, advising)

Additionally, the athletic department offers the NCAA CHAMPS/Life Skills program specifically to student-athletes, which addresses nonacademic components of career, personal growth, community service, and sport. The program includes the PROWL class for new student-athletes, TEAM CARE (a community service organization), and periodic mandatory programming (e.g., attending a presentation on alcohol abuse prevention).

The PROWL class is a one credit seminar that meets weekly to address non-academic concerns, including media management, relationship development, nutrition, interaction with law enforcement, major choice and career development, budgeting, substance abuse prevention, athletic injury, and sportsmanship.

TEAM CARE provides multiple and diverse opportunities for student-athletes to pursue personal growth through community service. For example, TEAM CARE recently sponsored events for disadvantaged youth, conducted substance abuse prevention programming for the high school student body, and visits to senior care centers (e.g., Christmas caroling). TEAM CARE also retains a component of peer mentoring. TEAM CARE was initially a peer mentoring organization based on the natural helper model. It was open only to a select number of student-athletes, but has evolved into an inclusive community service organization open to all interested student-athletes.

*Student-Athlete Welfare, Item 3: 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. Attach written materials (e.g., forms) used to document student-athlete exit interviews.*

Student-athlete exit interview materials are in appendix I.

The purpose of the exit interview process is to assess how student-athletes feel about their experience at WSU, determine the strengths of the programs, and assess areas of concern. The exit interview consists of two elements that are conducted sequentially. The first is a survey mailed to each departing student-athlete and the second is a confidential face-to-face interview between the athlete and the athletic director, senior associate athletic director, and/or the faculty athletic representative. Approximately half of all departing student-athletes complete an exit survey and interview. The senior associate athletic director conducts almost two-thirds of the interviews.

The athletic director and the senior associate athletic director survey and interview the student-athletes for those sports that report directly to them (see the athletic department organizational chart in the governance section, appendix A, page 34). The faculty athletic representative typically joins either the athletic director or the senior associate athletic director in some of the confidential face-to-face interviews, though does not conduct these alone. The exit interview survey is used as the basis for the face-to-face interview. Methods for gathering exit interview data and producing a final summary report have changed over the years (e.g., telephone interviews are no longer conducted).

Until three years ago results from surveys and interviews were combined into an annual report and provided patterns and trends based on student-athlete feedback. This report was produced either internally or by an outside research agency for production. Both methods of data analysis were time consuming and resulted in more historical rather than timely data. For the past three years, no report has been produced. In the absence of a formal report, the athletic director and senior associate athletic director read every completed survey from athletes in the sports that report to them (the faculty athletic representative reads all reports), and then implement appropriate measures to address the information extracted from the surveys and interviews. Issues identified for change are informally tracked over time by the directors, although they are not specifically documented or measured. Trends related to a specific sport are addressed by the director to whom that sport reports. Trends related to all sports are addressed by the athletic director, with discussion with the faculty athletic representative. Thus, exit interview information is used to identify trends/concerns/successes over time and to guide appropriate adjustments to resources and/or services available to student-athletes.



Currently, exiting student-athletes are identified by academic services and reported to the office of the athletic director, who sends the departing athlete an exit interview survey and invites him/her to schedule a face-to-face exit interview. Both the athletic director and the senior associate athletic director affirm that the exit interview process is an extremely important and valuable information gathering process. Each athletic director attempts to obtain as many documented exit interviews as possible and each consistently meets with any student-athlete seeking a face-to-face exit interview. Non-responsive student-athletes are sent reminders in an attempt to increase the response rate for both documented and face-to-face interviews. Both athletic directors confirm conducting between 20 and 24 face-to-face interviews with departing student-athletes each year.

Please see appendix I for a copy of the exit interview questionnaire for the specific content assessed with this instrument; a page from the student-athlete handbook that contains a description of the exit survey and interview process; and copies of the last documented exit interview summary report (1997).

Several other avenues exist for student-athletes to provide input to the athletic department. These include institutional avenues open to all WSU students (see self-study item No.1 above, and as listed in the student handbook and calendar) and both formal and informal avenues specific to student-athletes.

Less formal avenues of providing feedback include speaking directly with coaches or appropriate athletic department staff. More formal avenues for feedback include making an appointment to speak directly to the athletic director, senior associate athletic director, or the faculty athletic representative. Additionally, student-athletes may take their concerns to the Student-Athlete Advisory Committee (SAAC), which is staffed by student-athlete officers elected by their peers and charged with serving an advocacy role for student-athletes or teams.

Hoping to gain additional information about student-athlete awareness of feedback avenues, as well as other general awareness of and satisfaction with resources and services, subcommittee members conducted an informal poll of student-athletes. The results suggest that student-athletes are generally aware of the various feedback channels, with the possible exception of the faculty athletic representative. The results also showed that in some cases the student-athletes are hesitant to use them, especially if they wish to communicate dissatisfactions. They reported being concerned that they would receive

unsupportive responses, that coaches would recognize who had complained and would retaliate, or that their input would not result in change.

Based on this informal verbal input, subcommittee members constructed a written survey form (see appendix J for questionnaire items) with the goal of obtaining more formal data about student-athlete awareness of, use of, and satisfaction with feedback avenues. The survey was placed in the academic resource center computer lab available for daily use by all student-athletes in the hopes of obtaining a fairly representative sample of student-athletes. Participation was voluntary. There were 28 total respondents, approximately 5 percent of the total student-athlete population, from eight sports (football, soccer, rowing, track, swimming, volleyball, tennis, baseball). There were 18 female and 10 male respondents, including five freshman, eight sophomores, 10 juniors, and five seniors. Only basic trends are discernible given the small sample size and lack of statistical analysis, and the results are displayed in attached tables for convenient reference.

Generally, the survey showed the following:

- Over three-fourths of student-athletes who picked up and completed the questionnaire had copies of both the institutional and athletic department handbooks.
- Eighty-two percent of student-athletes had a copy of the student handbook and calendar.
- Ninety-three percent of student-athletes had a copy of the student-athlete handbook.
- Sixty-one percent of student-athletes were aware of the Student-Athlete Advisory Committee purpose, although only 37 percent could identify its president.
- Eighteen percent of student-athletes were aware of the senior women's administrator role and representation.
- Fourteen percent of student-athletes were aware of the faculty athletic representative role and representation.
- Fifty-four percent of student-athletes were aware of the exit interview process, although only 14 percent had any idea how information from exit interviews is used.
- Freshman and sophomore student-athletes had the least knowledge of feedback avenues.
- Juniors were most aware of feedback avenues.

Thus, while a large majority of surveyed athletes possess copies of the student handbook and calendar and the student-athlete handbook, they are generally unaware of feedback avenues (i.e., roles and who fills them). When asked who they would talk to if they had a concern about fair treatment of a student-athlete, coach was mentioned by 20 of the 28 respondents, athletic director was mentioned by five, Student-Athlete Advisory Committee representative by four, academic counselor and sport psychologist by three.

Regarding resources available to student-athletes, including academic advising, career counseling, personal counseling, alcohol and drug awareness, and athletic training, the survey results showed:

- Most student-athletes learn of academic advising from their coach, followed by PROWL Life Skills class, and then orientation.
- Most student-athletes learn about career counseling from the PROWL Life Skills class or orientation.
- Most student-athletes learn about personal counseling from the PROWL Life Skills class.
- Most student-athletes learn about alcohol and drug awareness from the PROWL Life Skills class.
- Most student-athletes learn about athletic training from their coach, followed by their teammates.
- Most student-athletes are satisfied with these services.
- Most student-athletes are satisfied that their privacy is respected by service providers.

Overall, coaches and the PROWL Life Skills class appear to be the most important sources of information about available resources, with orientation also a valuable source. Neither the student handbook and calendar nor the student-athlete handbook were mentioned as sources of information about available resources. Further, some student-athletes do not possess, or are not aware that they possess, a student handbook and calendar or the student-athlete handbook. Thus, while valuable information about resources is documented in these handbooks, it appears that this format is not widely used as a resource by student-athletes.

*Student-Athlete Welfare, Item 4: Describe and attach a copy of institution's grievance or appeals procedures available to student-athletes.*

The institution's grievance and appeals procedures depend upon the nature of the grievance or appeal (e.g., academic, interpersonal) and are delineated by topical area in the student handbook and calendar. For example, human rights concerns such as discrimination and sexual harassment are addressed by the Center for Human Rights; interpersonal conflicts are addressed by Human Relations Services or the Office of Student Affairs; and grievances unresolved through normal channels are addressed by the ombudsman office. These grievance and appeal procedures are available to all students.

Grievance and appeal procedures specific to student-athletes are generally delineated by topical area of concern. For example, the student-athlete handbook describes the role of the faculty athletic representative as "assisting the student-athlete in achieving the best experience possible, academically and athletically, as an informal ombudsperson, often helping the student in his/her relationship with teachers, coaches, staff, administration, etc. on a confidential basis." The handbook also describes the role of the Student-Athlete Advisory Committee as advocating for the concerns of individuals and/or team concerns "to enhance the communication, to increase cooperation with all persons concerned, to maintain and preserve individual rights." Academic complaint procedures (p. 33), medical payment appeal procedure (p. 67), role of university ombudspersons (p. 91), drug testing appeal procedures (p. 96 and 108), and financial appeals (p. 123) are also addressed in the student-athlete handbook.

The student-athlete handbook also emphasizes the necessity for informed consent regarding NCAA requirements (e.g., drug testing), which are excerpted from the NCAA manual and duplicated in the handbook. The handbook also delineates standards of conduct and NCAA compliance to which student-athletes must adhere, and specifies the penalties for failing to adhere to these standards.

*Student-Athlete Welfare, Item 5: Identify the administrator who is responsible for institutional awareness of health, safety and sports medicine policies. Describe the process by which these policies and guidelines are disseminated within the Athletics department, who receives this information and how these issues are addressed within the Athletics department.*

The senior associate athletic director is the administrator who holds the overall responsibility for the institutional awareness of health, safety, and sports medicine policies, including revision and distribution of policy and procedure manuals and the student-athlete handbook. Other staff members are responsible for specific areas of health

and safety. The director of athletic training, the certified athletic trainers, and the team physician are responsible for sports medicine. Risk management duties are divided between the safety committee, team physicians (under student health and wellness), and the event management/facility operations department. As policies are added or revised, information is disseminated by e-mail and through various meeting forums (all staff, coaches, Student-Athlete Advisory Committee, student services, etc.)

Emergency medical plans for home and away events are outlined in the athletic department policies and procedures manual. Overall, each department is responsible for updating policies specific to their area and specific duties. Members of the athletic department are notified of minor changes through memos or e-mails. Major changes (those involving financing, legal issues, or medical issues) are reviewed first by athletic department administration and are then sent to the attorney general's office for review. Upon approval, major changes are implemented through appropriate personnel and documented in the policies and procedures manual or e-mails for reference by staff.

*Student-Athlete Welfare, Item 6: Attach a copy of the institution's emergency medical plan for practices and games, including its written emergency plan for the Athletics program and specific coverage for out of season practices, strength training and skills sessions.*

The emergency medical plan materials are in appendix K.

Recently, emergency medical procedures have been updated to reflect procedures by venue, including use of newly acquired portable defibrillators. Additionally, department staff members have also recently been trained or re-certified in CPR and first aid to ensure adequate emergency medical coverage at each athletic event. These procedures are included in attached materials for reference and will be incorporated in the next revision of the policies and procedures manual. (The policies and procedures manual is now online for easy reference by staff.)

*Student-Athlete Welfare, Item 7: Using the program area checklist for student-athlete welfare issues, provided as Attachment No. 4, please: a) Describe how the institution studies these topics as they apply to all student-athletes; b) Provide data demonstrating institution's commitment to these issues for all student-athletes; and c) Explain how the institution will address these topics in the future for the welfare of all student-athletes.*

**Evaluation:** Formal evaluations of the athletic department mission and policies and procedures are conducted by the athletic director, administrative staff, and the athletic

council on an annual basis. Issues related to student welfare are addressed at student services group meetings and the student-athlete advisory committee meetings, which occur twice monthly. (See this section's self-study item No. 1 for details.)

**Organization and Structure:** Student-athlete welfare is primary to the mission and organizational structure of the athletic department, just as student welfare in general is central to the institution as a whole. (See this section's self-study item No. 1 for details.)

**Participation in Governance and Decision Making:** The primary vehicle for direct student-athlete involvement in the governance and decision-making process of the athletic department is the student-athlete advisory council. A primary purpose of the council is to communicate the concerns of the student-athletes to athletic department administrators in order to foster a more cooperative and successful athletic department. The Student-Athlete Advisory Committee meets twice a month during fall and spring semesters, and, in addition to its student members, includes participation by the athletic director, the senior associate athletic director, the assistant athletic director, the faculty athletic representative, the compliance coordinator, and other staff as issues dictate.

**Programs and Activities:** A wide range of educational enhancement programs are available to student-athletes, including academic and career services, counseling services, life skills programs, nutrition counseling, substance abuse programs and services, and medical services. (See this section's self-study item No. 2 for details.)

*Student-Athlete Welfare, Item 8: Please attach a copy of the institution's student-athlete handbook (SAH).*

Please see the student-athlete handbook that has been included with this report.

## **Operating Principle: Sportsmanship and Ethical Conduct**

*Sportsmanship and Ethical Conduct, Item 1: Explain how the institution is organized to further its efforts related to the sportsmanship and ethical operating principles and provide evidence that matters concerning sportsmanship and ethical conduct are monitored, evaluated and addressed on a continuing basis.*

The strategic plan of the university addresses ethical considerations, values and character development. The mission statement of the athletic department refers to the social, moral and cultural development of the whole person and includes the goal of conducting all

activities with honesty and integrity in accordance with the principles of good sportsmanship and ethical conduct.

Ethical conduct issues are addressed in a variety of forums — coaches' contracts, the university policy and procedures manual, student-athlete handbook, and student handbook and calendar, periodic information distributed by the university and/or athletic administrators via meetings and e-mails, and the NCAA handbook and Pac-10 Conference manual.

Sportsmanship and ethical conduct are high priorities of the NCAA, the Pac-10, and Washington State University. The constitution of the NCAA includes sixteen principles for the conduct of intercollegiate athletics including principle 2.4 the principle of sportsmanship and ethical conduct. The NCAA manual is explicit and comprehensive in defining the expectations the membership must subscribe to as an obligation of membership. These expectations and policies are set forth in articles 10 and 11 of the operating bylaws. In addition, chapters four and five of the Pac-10 handbook address the conference's expectations regarding sportsmanship. This section was crafted with input from the presidents, athletic directors, senior woman administrator's and faculty representatives from the membership and reflects the commitment as an institution to these values, requisite for membership.

In addition, the rules of the game in each sport address breaches of sportsmanship and ethical conduct and are enforced by game officials, the conference and the NCAA. Washington State takes seriously its obligations regarding sportsmanship and ethical conduct and monitors adherence through the compliance office, internal operations/business office, sports supervisors, Student-Athlete Advisory Committee, coaches and other staff as needed. Breaches of these standards are addressed departmentally as well as through the Pac-10 and the NCAA.

Apparent violations of ethical conduct and sportsmanship may be evaluated and addressed in a number of ways, depending on the circumstances. For example, if a coach violates the conduct standards during a competition, the officials would file a report with the conference office. The conference office would investigate and impose a penalty as warranted. The sport supervisor would receive the report from the conference, discuss the issue with the coaches involved, and determine whether the conference penalty is sufficient or if an additional institutional penalty should be levied. The conference and the NCAA also have investigation and penalty assessment procedures involving student-

athlete conduct. Again, after receiving the appropriate report, the sport supervisor and head coach would determine what further actions should be taken. In some situations, the NCAA or conference penalty is immediate and results in immediate suspension.

All athletic staff are highly encouraged to report suspected violations of NCAA rules or conference rules to the compliance office, faculty athletic representative, athletic director or one of the associate athletic directors and do so on a regular basis. The athletic compliance office investigates the situation and files a report with the conference office including any corrective actions taken by the institution. The conference Compliance and Enforcement Committee review all reports and may impose additional corrective actions.

*Sportsmanship and Ethical Conduct, Item 2: Describe and attach a copy of the institution's written policies and procedures on sportsmanship and ethical conduct, including sanctions that may be levied for inappropriate behavior.*

WSU has not developed separate written policies from those mentioned above as they are comprehensive and have been determined to be sufficient.

*Sportsmanship and Ethical Conduct, Item 3: Describe the institution's educational activities/programs in the area of violence, abuse and harassment [available to] student-athletes.*

All educational activities in the areas of violence, abuse and harassment provided by Washington State University are available to all students including student-athletes. Most of the educational programs available for students are sponsored by WSU Health and Wellness, Counseling Services, PROWL, Personal Development, Office of Multicultural Students Services, and the Women's Center. The Office of Student Affairs coordinates other groups related to this topic, for example, For Men by Men is a group that helps men understand their role in violence against women and how they can assist women when they find themselves in compromising situations.

The student handbook and calendar includes information on the various organizations, clubs, and groups available at Washington State University that deal with these issues. The student-athlete handbook specifically addresses sexual harassment and conduct.

*Sportsmanship and Ethical Conduct, Item 4: Describe educational activities related to sportsmanship and ethical conduct for student-athletes, coaches, support groups (e.g., alumni, cheerleaders) and all others associated with the intercollegiate athletics program.*



## Sportsmanship

*Student-athletes:* At the beginning of every school year, WSU athletic teams meet individually with the compliance office staff. Through this meeting, student-athletes are made aware of WSU, Pac-10, and NCAA policies, including those regarding sportsmanship and ethical conduct. This is done through review of the WSU student-athlete handbook. The athletic director and senior associate athletic director meet with each team early in the fall to communicate expectations, familiarize them with the student-athlete handbook, address timely issues such as hazing, sportsmanship, making good choices, substance abuse, etc., and to address questions from the students.

The coaching staffs of athletic teams also promote sportsmanship and ethical conduct through emphasis of respect, fairness, honesty, and responsibility. According to student-athletes, most coaching staffs highly discourage unsportsmanlike conduct in competition while encouraging support of teammates as well as WSU Athletics (see Student-Athlete Advisory Committee survey in appendix L). Some coaching staffs were described by student-athletes as leading by example for their tight adherence to NCAA rules and regulations. Teams and coaching staffs frequently participate in volunteer community service and outreach activities for WSU and in the surrounding Pullman community.

According to the coaches' survey (see coaches survey in appendix M), coaches are proactive in covering sportsmanship and ethical conduct areas with their players. In football team meetings, the NCAA video is shown that illustrates unsportsmanlike conduct, taunting, and penalties; and discussions occur about on-field and sideline conduct. The following passage from the Washington State football defensive playbook illustrates the emphasis that is put on sportsmanship:

"The Washington State football coaching staff condemns any act by a player to deliberately injure an opponent or teammate during a game or practice. The techniques taught to you by the coaching staff are designed to minimize the risk of injury to you and to your opponent. The following are some specific rules relating to the conduct and safety of the game. It is important for you to know these rules and adhere strictly to them. Unethical conduct and acts of unsportsmanship, whether within the rules or not, will not be tolerated by the coaching staff. Play the game hard, with enthusiasm and with intensity, but play it within the spirit and letter of these rules. Win with character!"

Sportsmanship and ethical conduct are promoted by other staff in the WSU Athletic Department, such as academics and strength and conditioning staff, and are also promoted and encouraged through the use of invited speakers. For example, the Student-Athlete Advisory Committee hosted a pair of speakers in spring 2002 to talk to a representative group of student-athletes and a group of coaches. The speakers had previous careers in sports media and currently travel around the country working with college and professional athletes on how to properly deal with the media.

There are a few courses offered at WSU focusing on ethics and sportsmanship in sports. Various students take these courses, athletes included, though most of the students in these courses are pursuing athletic administration or sport management degrees. Other examples of educational activity in sportsmanship and ethical conduct for student-athletes are the PROWL and NCAA CHAMPS (Challenging Athletes Minds for Personal Success) Life Skills programs. WSU joined with several other Division I-A universities and the NCAA foundation in 1991 to create what evolved into CHAMPS, a program focused on helping student-athletes manage the many demanding dimensions of their lives.

Building upon the CHAMPS program, WSU created PROWL for the development of skills needed to succeed academically and athletically at WSU while also developing the life skills necessary to lead successful lives during college and after graduation. Taught as a health education course, PROWL meets once a week dealing with issues such as how to handle the media, nutrition, team relationships, alcohol and drugs, and sexual assault and rape prevention. Incoming student-athletes at WSU must complete a PROWL Life Skills course within their first two semesters on campus.

**Coaches:** Discussions related to sportsmanship and ethical conduct are usually part of the agenda of the Pac-10 coaches meetings. Coaches are also encouraged to attend clinics. Ethical conduct is explicitly addressed in coaches' contracts. Sportsmanship and ethical conduct are addressed in the document "Expectations of a Head Coach" found in the policy and procedures manual.

Departmental coaches meetings are held on a regular basis (twice a month). At times, discussion of items about ethical conduct and sportsmanship are included. According to the survey of coaches (see appendix M), not much in-service training occurs beyond Pac-10 and NCAA policy information.

**Other Athletics Personnel:** Information is conveyed via various staff meetings and the compliance web site.

**Cheerleaders:** There is a team meeting where the cheer advisor reads the Pac-10 sportsmanship policy.

**Band:** There is only the Pac-10 written policy. There are no specific procedures, although the marketing and promotions director has stated that announcements are made and notices posted.

**Spectators:** Event management staff, including ushers, ticket takers, and security personnel, are trained to manage serious breeches of sportsmanship and inappropriate behavior by spectators. The director of event and facility operations meets with the group supervisors before the season to review expectations, policies, and procedures. He also meets with the group workers before the season to reinforce expectations.

Before each event an event operations manager meets with the working group to review policies and procedures and to alert them to any potential problems that might come up during that particular event. Each worker is given an event staff handbook that includes the philosophy, safety policies, and procedures relating to crowd conduct and instructions on how to manage issues that arise. If a spectator behaves in an unruly manner, they are given a sportsmanship card by an event staff person and warned that they need to comply with the sportsmanship/conduct expectations or they will be expelled from the premises. In incidents of serious misconduct, no warning is given and the spectator is taken to the police booking room in the stadium for football (station for other sports), processed, and ejected from the stadium/arena or in some situations, arrested.

All football season ticket holders are mailed a brochure with their tickets. Two of the pages contain information that includes a code of conduct, ejection policy, and safety policy. The brochure is also available to single game ticket purchasers and at the guest services booth in Martin Stadium.

A recent recommendation of the athletic foundation advisory council is to include correspondence, both internally and externally, regarding sportsmanship and ethical conduct. A proposed name for this initiative would be “Cougar Class” and would be monitored by the athletic director and the associate athletic director for the Cougar

Athletic Foundation. This correspondence would address sportsmanship, ethical conduct, fan behavior, and so on.

### **Ethical Conduct**

**Student-Athletes:** Information is included in the PROWL course. Specific sessions include alcohol abuse, academic fraud, and sexual harassment. Academic counselors work diligently with the student-athletes when problems arise.

In the initial compliance meeting held at the beginning of each season, specific NCAA and Pac-10 rules and regulations are presented. Information is contained in the WSU student-athlete handbook. Additional meetings are offered on occasion to select students (e.g., a team, Student-Athlete Advisory Committee representatives).

**Coaches:** Coaches meetings, both at the WSU department level and at the Pac-10 level often include discussions of ethical conduct (e.g., game behavior, recruiting violations), and compliance meetings continually present and emphasize the issues.

**Athletic Foundation Members & Football Season Ticket Holders:** *Butch's Beat*, the official publication of Washington State University Athletics, is published eight times a year. Each issue includes a section called the "Compliance Corner" that addresses issues relating to proper conduct of boosters and possible violations.

Washington State University has an area on its web called "CougZone" ([www.cougzone.com](http://www.cougzone.com)). This site includes information about recruiting regulations and regulations regarding what is allowed and is not allowed with respect to student-athletes, fans, alumni, and boosters.

*Sportsmanship and Ethical Conduct, Item 5: Describe mechanisms the institution has in place to review and monitor the effectiveness of its sportsmanship and ethical conduct policies and procedures. Also, provide a brief description of incidents that have been reviewed through these mechanisms in the last three years.*

With respect to the mechanisms, the various policy manuals identified in this section's self-study item No. 2 are under constant revision. The most current versions of the following manuals are found online at the URLs noted below. The WSU student handbook is revised, printed, and distributed annually by the Office of Student Affairs. The WSU student-athlete handbook is revised, printed, and distributed annually by the

WSU Department of Intercollegiate Athletics. While all manuals address ethical conduct issues, the WSU student-athlete handbook and the WSU Cougar athletics policy and procedures manual are the only publications that specifically address sportsmanship issues. Here are the names and web addresses of the most current manuals and publications:

- Ethics in Public Service, State of Washington, Office of the Attorney General, Washington State University Division:  
[http://www.wsu.edu/Faculty\\_Senate/Ethics%20in%Public%Service.htm](http://www.wsu.edu/Faculty_Senate/Ethics%20in%Public%Service.htm)
- Executive Ethics Board: <http://www.wa.gov/ethics/>
- Faculty Manual: [http://www.wsu.edu/Faculty\\_Senate/contents.htm](http://www.wsu.edu/Faculty_Senate/contents.htm)
- Classified Staff Handbook:  
<http://www.hrs.wsu.edu/general/cshandbook/staffhandbook.htm>
- Administrative Professional Handbook:  
<http://www.hrs.wsu.edu/general/aphandbook.pdf>
- Business Policies and Procedures Manual:  
<http://www.wsu.edu/~forms/manuals.html>
- Discrimination and Sexual Harassment Policy:  
[http://www.chr.wsu.edu/discrim/discrim\\_policy.asp?a=10&b=3&c=1](http://www.chr.wsu.edu/discrim/discrim_policy.asp?a=10&b=3&c=1)
- Ombudsman's Office: <http://www.wsu.edu/~ombuds/>
- WSU Cougar Athletics Policies and Procedures Manual:  
<http://wsucougars.ocsn.com/school-bio/wast-compliance.html>
- NCAA Sportsmanship & Ethical Conduct: <http://www.ncaa.org/sportsmanship>

Outside the NCAA/Pac-10 compliance structure, WSU has had one incident. Last year a head coach was ejected from a game and suspended for the next game per requirements of the NCAA game rules. The sport supervisor reviewed the official's report of the incident, discussed it with the coach and separately with an assistant coach. It was determined that in addition to the one game suspension, the coach would address the incident with the team, apologizing for his inappropriate behavior and using it as an educational opportunity for the team as well as himself and the staff. He took full responsibility for his actions and did an exemplary job of addressing the issue.

*Sportsmanship and Ethical Conduct, Item 6: Describe specific incidents over the last three years that shed light on the institution's commitment to the values of sportsmanship and ethical conduct (e.g., citations or sanctions from the conference office, sanctions or*

*reprimands from the NCAA for conduct during its championships, awards received by the institution or its athletes for exemplary behavior in this area).*

### **Sportsmanship**

WSU's rules violations have been self-reported and secondary in nature. Other than the one incident referred to in this section's self-study item No. 5, there have been no citations or sanctions from the Pac-10 or NCAA. This demonstrates that we have had success in creating a climate where sportsmanship and ethical conduct are valued and expected

With respect to awards, Intercollegiate Athletics gives the *Beulah M. Blankenship Outstanding Student-Athlete Award*. In addition, there is the *NCAA Sportsmanship Award* for which WSU student-athletes and other athletics personnel can be nominated.

### **Evaluation and Plan for Improvement**

*Given the responses to the self-study items on the previous pages, complete the responses below to: (1) indicate (with a yes or no) whether each part of the operating principle exists in the athletics program, and (2) evaluate whether the activities of the athletics program are in substantial conformity with the entire operating principle as a whole.*

*[Note: In completing this assessment, make sure that all relevant information from the other three certification areas is considered, given that some overlap does exist.]*

*For Operating Principles 4.3 (Student-Athlete Welfare) and 4.4 (Sportsmanship and Ethical Conduct): Where the institution concludes in its evaluation that it does not conform to the operating principle as a whole or to any particular element(s) of the operating principle [as indicated by a “Currently No” response to the element(s)] or that problems or deficiencies exist in this area, outline the institution’s specific plan for improvement, which include/meet the following required elements: (a) in writing, (b) developed through broad-based campus participation, (c) issues/problems identified in the self-study, (d) measurable goals the institution intends to attain to address the issues/problems, (e) step(s) to achieve the goals, (f) the specific timetable for completing the work, (g) individuals/offices responsible for carrying out the actions, (h) institutional approval, and (i) means for funding.*

Gender Issues			
	Currently Yes	Found on Page(s)	Currently No
Has the institution:			
a. Implemented its approved gender equity plan from the previous self-study?	✓	215-216, 225-241	
b. Provided an explanation from appropriate institutional authorities if its gender equity plan was modified or not fully carried out?	✓	215-216, 225-241	
c. 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?	✓	225-241, and appendix C	
d. 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?	✓	Appendix C	
e. Developed a plan that includes measurable goals the institution intends to achieve, steps the institution will take to achieve these goals, persons responsible and timetables?	✓	Appendix C	

On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 4.1 (Gender Issues)? **Yes**



Minority Issues			
	Currently Yes	Found on Page(s)	Currently No
Has the institution:			
a. Implemented its approved minority-opportunities plan from the previous self-study?	✓	215, 217-223	
b. Provided an explanation from appropriate institutional authorities if its minority-opportunities plan was modified or not fully carried out?	✓	215, 217-223	
c. Demonstrated that it is committed to, and has progressed toward, fair and equitable treatment of all minority student-athletes and athletics department personnel?	✓	215, 217-223, 242-256, appendix F	
d. 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?	✓	Appendix F	
e. Developed a plan that includes measurable goals the institution intends to achieve, steps the institution will take to achieve these goals, persons responsible and timetables?	✓	Appendix F	

On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 4.2 (Minority Issues)? **Yes**

<b>Student-Athlete Welfare</b>				
	<b>Currently Yes</b>	<b>Found on Page(s)</b>	<b>Currently No</b>	<b>If Currently No or If Deficiencies Exist, Indicate Plan for Improvement Number</b>
Does the institution:				
a. Demonstrate a commitment to the fair treatment of student-athletes, particularly in their academic role as students?	✓	256-268		
b. Provide evidence that the welfare of student-athletes and the fairness of their treatment is monitored, evaluated and addressed on a continuing basis?	✓	256-268		Deficiencies (see plans for improvement below)
c. Have established grievance or appeal procedures available to student-athletes in appropriate areas?	✓	265-266		Deficiencies (see plans for improvement below)
d. Provide evidence that the institution has in place programs that protect the health of and provide a safe environment for its student-athletes?	✓	266-267		

On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 4.3 (Student-Athlete Welfare)? **Yes**

**Plans For Improvement for Student-Athlete Welfare**

*Response to Item B above:* Currently, student-athletes appear uninformed about resources and services contained in the student handbook and calendar and the student-athlete handbook. It is suggested that these instruments be addressed in multiple forums over the career of the student-athlete to increase awareness and usage. For example, introduce these documents in orientation, make them tested texts in the PROWL Life Skills class, and consider having Student-Athlete Advisory Committee discuss a section periodically for dissemination by SAAC representatives to respective teams.

Currently, student-athlete feedback is collected through an entirely subjective process and includes only feedback obtained from departing student-athletes. It is suggested that the process be made objective so trends can be clearly identified and solutions implemented

and measurably tracked over time. It would also help to have a convenient one-page questionnaire to allow for student-athlete feedback collected regularly over the athlete's entire career. This would allow the athletic department to collect more current and relevant data, and quickly identify trends and concerns for implementing timely solutions. The department is also encouraged to regularly measure the effectiveness of the implemented solutions and more regularly communicating the results to impacted student-athletes.

Other improvements could include increasing the role of student-athlete advocates not specifically associated with the athletic department to ensure a balanced, objective perspective. For example, the faculty athletic representative could conduct and analyze the regular surveys to include his perspective and allow him greater visibility among student-athletes, who apparently are largely unaware of who he is or his role in their service. And, if implemented, changes suggested here should be clearly communicated to student-athletes. Finally, the athletic department should consider linking survey results to staff performance to ensure that the results are taken seriously and effective solutions implemented.

*Response to Item C above:* It appears that a number of student-athletes are unaware of grievance procedures and the means by which they can address concerns. It is suggested that grievance procedures be included as a specific section of the student-athlete handbook to clarify how student-athletes may constructively address a range of grievances, and that these procedures be clearly communicated to student-athletes.

Sportsmanship and Ethical Conduct				
	Currently Yes	Found on Page(s)	Currently No	If Currently No or If Deficiencies Exist, Indicate Plan for Improvement Number
Does the institution:				
a. Demonstrate that in the area of intercollegiate athletics, it is committed to these fundamental values of sportsmanship and ethical conduct?	✓	268-276		
b. Have an established set of written policies and procedures for this area?	✓	268-276		Band and spirit team lack written procedures. Spectators have no policies or procedures with the exception of those ordering tickets for football.
c. Demonstrate that educational activities related to sportsmanship and ethical conduct exist for individuals and groups associated with the intercollegiate athletics experience?	✓	271-274		There are no such activities for band, cheer, and spectators.
d. Provide evidence that the effectiveness of activities in this area are monitored, evaluated and addressed on a continuing basis?	✓	274-275, 282-283		

On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 4.4 (Sportsmanship and Ethical Conduct)? **Yes** (if the following recommendations are included in the plan.)

**Plans For Improvement for Sportsmanship and Ethical Conduct**

Below are suggestions to make current practice more explicit in various publications:

- To reach spectators, in addition to the public address announcements, the code of conduct for spectators should be printed in all event programs, and be included in both the student and student-athlete handbooks.

- Using available outlets (media, publications), contact alumni and members of the athletic foundation on a regular basis on items relating to sportsmanship and ethical conduct.
- Written policies and procedures are needed for the spirit team and band that specifically address sportsmanship and ethical conduct. Current statements are minimal or vague.
- The conduct statement found on the blue card used by event management personnel needs to be reviewed for accuracy.
- The organizational chart for WSU Athletics needs to be printed in the PROWL course materials or in the WSU student-athlete handbook.
- Develop a code of ethics for coaches.

*PROWL Program:* An advisory committee needs to be expanded for PROWL to include a representative from the Office of Student Affairs. This committee would monitor consistency of content for this course and make sure that attention is given to sportsmanship issues as well as to those of ethical conduct. Ethical conduct of student-athletes attending other sports events needs to be addressed in this course. This would include respect for athletics staff personnel, including event management personnel (e.g., no bullying, no sharing of sports passes, etc.).

Although PROWL adheres to the ethical standards of Washington State University, the WSU athletic department, the NCAA, and the NCAA national CHAMPS/Life Skills program, there is little sportsmanship material identified in the PROWL course outline. It is recommended that more sportsmanship material be included.



Appendix A – Academic Services Weekly Contact Report

ACADEMIC SERVICES - WEEKLY CONTACT REPORT																																																																																																																																											
<b>Doe, Jane</b>		<b>ID #: 12345678</b>		<b>SPORT: MFB</b>																																																																																																																																							
<b>COUNSELOR: Mary</b>	<b>COACH: Smith</b>	<b>GROUP: High-R</b>		<b>APPT TIME: TH @ 9 AM</b>																																																																																																																																							
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*grades verified by Counselor			For the Week Ending 2/10/2003																																																																																																																																								

## Appendix B – Equity in Athletics Disclosure Act Report, 2002

**Reporting of Institutional Data for the  
NCAA Gender Equity Survey  
NCAA Analysis of Revenues and Expenses  
Equity in Athletics Disclosure Act (EADA)**

**CO-EDUCATIONAL INSTITUTIONS ONLY**

The nine worksheets included at the beginning of this document are for institutional use in collecting data on a sport-by-sport basis, compiling it in aggregate form, and transferring it to the tables provided to meet the reporting requirements of the EADA and ARE pursuant to the Higher Education Act.

The sport-by-sport data included in the nine WORKSHEETS are NOT required to be disclosed to the public in sport-by-sport format. The sport-by-sport data are totaled and transferred to the appropriate TABLE in aggregate form for reporting to the public. The data in the nine WORKSHEETS should be forwarded to the NCAA Research Office, however, as part of the NCAA Gender Equity Survey and the NCAA Analysis of Revenues and Expenses of Intercollegiate Athletics Survey

**All data collected as part of the NCAA Gender Equity Survey and the NCAA Analysis of Revenues and Expenses of Intercollegiate Athletics Survey will be reported in aggregate form only.**

**Individual institutions will not be identified.**

**Return by Mail**

**Postmarked by October 15, 2002**

**BE SURE TO KEEP A COPY**

**Send the completed (hard copy) survey (Worksheets 1-8 and Tables 1-10) to:**

**NCAA Research Staff  
Equity in Athletics Disclosure Act  
P.O. Box 6222  
Indianapolis IN 46206-6222  
and**

**Data from the completed survey (Tables 1-10 only) must be submitted electronically to the United States Department of Education via a web-based form available on the Department of Education web site. The URL for the web-based form is " <http://surveys.ope.ed.gov/athletics>".**

**DO NOT FAX**

**Telephone: (317) 917-6222**



**Appendix B – Equity in Athletics Disclosure Act Report, 2002 (cont.)**

**HIGHER EDUCATION ACT REPORTING**

**Reporting of Institutional Information Concerning Intercollegiate Athletics Programs**

All coeducational institutions of higher education that participate in any Federal student financial aid program (Federal Pell, Federal SEOG, and Federal SSIG Grants; Federal Work Study; and Federal Family Education, Federal Perkins, and William D. Ford Federal Direct Loans) and have intercollegiate athletics programs must provide information concerning their intercollegiate athletics programs under the Equity in Athletics Disclosure Act of 1994, Section 485g of the Higher Education Act of 1965, 20 U. S. C. 1092.

**This act and accompanying Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 each year.**

An institution may use this or any format to disclose this information.

Name of Reporting Institution: Washington State University

Information for the Reporting Year: Beginning: July 1, 2001 Ending: June 30, 2002

Number of Undergraduates (i.e.; full-time, baccalaureate, degree-seeking students) by Gender:  
(Use fall semester enrollment figures)

	<u>Number</u>	<u>Percent</u>
Male undergraduates:	<u>7,283</u>	<u>50.0%</u>
Female undergraduates:	<u>7,277</u>	<u>50.0%</u>
Total undergraduates:	<u>14,560</u>	<u>100.0%</u>

**Institutional Contact:**

Primary Contact Person: Anne McCoy

Signature: \_\_\_\_\_

Title: Associate Director of Athletics

Telephone Number: 509-335-7149

FAX number: 509-335-4501

e-mail address: [amccoy@wsu.edu](mailto:amccoy@wsu.edu)

Date completed: October 11, 2002

**Current Classification:**

NCAA Division	<b>I-A</b> <u>X</u>	II (with football) _____
	<b>I-AA</b> _____	II (without football) _____
	<b>I-AAA</b> _____	III (with football) _____
		III (without football) _____

Appendix B – Equity in Athletics Disclosure Act Report, 2002 (cont.)

**WORKSHEET 1: Athletically Related Student Aid**  
 (The institution is NOT required to make this worksheet available to the public.)

Sport	Scholarships					
	Male Athletes			Female Athletes		
	Equivalencies Awarded in 2001-2002 1	Number of Students Receiving Athletic Aid 2	Total Dollar Amount 3	Equivalencies Awarded in 2001-2002 4	Number of Students Receiving Athletic Aid 5	Total Dollar Amount 6
Baseball	12.06	30	176,220			
Basketball	13.00	13	238,245	13.55	15	257,342
Fencing						
Field Hockey						
Football	86.80	93	1,541,457			
Golf	4.25	8	63,750	6.73	9	115,016
Gymnastics						
Ice Hockey						
Lacrosse						
Rifle						
Rowing				16.65	34	241,835
Skiing						
Soccer				12.71	29	181,282
Softball						
Squash						
Swimming and Diving				15.00	16	214,087
Synchronized Swimming						
Team Handball						
Tennis				9.00	9	149,454
Track and Field, X-Country	11.91	24	207,580	16.39	28	269,939
Volleyball				12.64	13	232,755
Water Polo						
Wrestling						
Others						
(1) Totals	128.02	168	\$2,227,250	102.67	153	\$1,661,709

Transfer Dollar Amounts by Sport and Totals for All Sports (Columns 3 and 6) to Worksheets 6A and 7A (Column 1)  
 Transfer Total Dollar Amounts (Line 1 — Columns 3 and 6) to TABLE 6

Worksheet 1

Appendix B – Equity in Athletics Disclosure Act Report, 2002 (cont.)

**WORKSHEET 2: Coaches Salaries — Men's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Sport	Head Coaches			Assistant Coaches			Men's Total Salaries 7
	Number of Positions 1	FTE 2	Salary 3	Number of Positions 4	FTE 5	Salary 6	
Baseball	1	1.00	83,389	2	2.00	98,217	\$181,606
Basketball	1	1.00	232,679	3	3.00	152,000	\$384,679
Fencing							
Field Hockey							
Football	1	1.00	459,468	11	10.00	790,480	\$1,249,948
Golf	1	0.50	27,345	1	0.50	11,816	\$39,160
Gymnastics							
Ice Hockey							
Lacrosse							
Rifle							
Rowing							
Skiing							
Soccer							
Softball							
Squash							
Swimming and Diving							
Synchronized Swimming							
Team Handball							
Tennis							
Track and Field, X-Country	1	0.50	40,388	5	2.50	99,748	\$140,135
Volleyball							
Water Polo							
Wrestling							
Others							
(1) Total of Salaries			\$843,268			\$1,152,261	\$1,995,529
(2) Total of FTE's		4.00			18.00		22.00
(3) Number of Positions	5			22			27

Transfer Totals of Head and Assistant Coaches Salaries by Sport (Column 7) to Worksheet 7A (Column 3)  
 For Head Coaches, Transfer Total of FTE's (Line 2 — Column 2), and total number of positions (Line 3, Column 1) and calculate dollars per FTE and dollars per number of positions and transfer to Table 8.  
 For Assistant Coaches, Transfer Total of FTE's (Line 2 — Column 5) and total number of positions (Line 3, Column 4) and calculate dollars per FTE and dollars per number of positions and transfer to Table 9.

Worksheet 2

Appendix B – Equity in Athletics Disclosure Act Report, 2002 (cont.)

**WORKSHEET 3: Coaches Salaries — Women's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Sport	Head Coaches			Assistant Coaches			Women's Total Salaries 7
	Number of Positions 1	FTE 2	Salary 3	Number of Positions 4	FTE 5	Salary 6	
Baseball							
Basketball	1	1.00	174,823	3	3.00	166,427	\$341,249
Fencing							
Field Hockey							
Football							
Golf	1	0.50	27,345	1	0.50	11,816	\$39,160
Gymnastics							
Ice Hockey							
Lacrosse							
Rifle							
Rowing	1	1.00	52,025	2	2.00	61,590	\$113,615
Skiing							
Soccer	1	1.00	68,000	2	2.00	76,250	\$144,250
Softball							
Squash							
Swimming and Diving	1	1.00	47,000	1	1.00	27,625	\$74,625
Synchronized Swimming							
Team Handball							
Tennis	1	1.00	56,735	1	1.00	28,728	\$85,463
Track and Field, X-Country	1	0.50	40,388	5	2.50	99,748	\$140,135
Volleyball	1	1.00	135,625	2	2.00	103,050	\$238,675
Water Polo							
Wrestling							
Others							
(1) Total of Salaries			\$601,939			\$575,233	\$1,177,173
(2) Total of FTE's		7.00			14.00		21.00
(3) Number of Positions	8			17			25

Transfer Totals of Head and Assistant Coaches Salaries by Sport (Column 7) to Worksheet 8A (Column 3)

For Head Coaches, Transfer Total of FTE's (Line 2 — Column 2) and total number of positions (Line 3, Column 1) and calculate dollars per FTE and dollars per number of positions and transfer to table 8.

For Assistant Coaches, Transfer Total of FTE's (Line 2 — Column 1) and total number of positions (Line 3, Column 4) and calculate dollars per FTE and dollars per number of positions and transfer to table 9.

Worksheet 3

Appendix B – Equity in Athletics Disclosure Act Report, 2002 (cont.)

**WORKSHEET 4 - Part A: Revenues by Source — Men's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part A		Ticket Sales		Student Activity Fees	Guarantees and Options	Cash Contributions from Alumni and Others	Direct State or Other Government Support	Institutional Support
Revenues by Source	Ticket Sales to the Public and University Faculty/Staff	Ticket Sales to Students						
Men's Teams Only	1	2	3	4	5	6	7	
Baseball	16,060					38,185		
(1) Basketball	153,738				539,832	14,335		
Fencing								
Field Hockey								
(2) Football	2,509,530	577,467		1,286,692		137,006		
Golf						27,015		
Gymnastics								
Ice Hockey								
Lacrosse								
Rifle								
Rowing								
Skiing								
Soccer								
Softball								
Squash								
Swimming and Diving								
Synchronized Swimming								
Team Handball								
Tennis								
Track and Field, X-Country	5,588					35,704		
Volleyball								
Water Polo								
Wrestling								
Others								
(3) Subtotal All Men's Teams	\$2,684,916	\$577,467		\$1,826,524		\$252,244		
(4)								
(5) Revenue Not Related to Specific Men's Teams								
(6) Total Revenue—Men	\$2,684,916	\$577,467		\$1,826,524		\$252,244		

Worksheet 4-A

Appendix B – Equity in Athletics Disclosure Act Report, 2002 (cont.)

**WORKSHEET 4 - Part B: Revenues by Source — Men's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part B

Revenues by Source	Bowl Games	Tournaments	NCAA/ Conference Distributions	Concessions	Radio and Television	Program Sales and Advertising	Signage Sponsorships Royalties
Men's Teams Only	8	9	10	11	12	13	14
Baseball							
(1) Basketball			634,630		499,500		
Fencing							
Field Hockey							
(2) Football	1,172,905		1,431,386		2,595,140		
Golf							
Gymnastics							
Ice Hockey							
Lacrosse							
Rifle							
Rowing							
Skiing							
Soccer							
Softball							
Squash							
Swimming and Diving							
Synchronized Swimming							
Team Handball							
Tennis							
Track and Field, X-Country							
Volleyball							
Water Polo							
Wrestling							
Others							
(3) Subtotal All Men's Teams	\$1,172,905		\$2,066,016		\$3,094,640		
(4)							
(5) Revenue Not Related to Specific Men's Teams							
(6) Total Revenue—Men	\$1,172,905		\$2,066,016		\$3,094,640		

Worksheet 4-B

Appendix B – Equity in Athletics Disclosure Act Report, 2002 (cont.)

**WORKSHEET 4 - Part C: Revenues by Source — Men's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part C

	Revenues by Source	Sports Camp Revenues	All Other	Total Revenues
	Men's Teams Only	15	16	17
	Baseball	18,868		\$73,113
(1)	Basketball	15,725		\$1,857,759
	Fencing			
	Field Hockey			
(2)	Football	224,074		\$9,934,200
	Golf			\$27,015
	Gymnastics			
	Ice Hockey			
	Lacrosse			
	Rifle			
	Rowing			
	Skiing			
	Soccer			
	Softball			
	Squash			
	Swimming and Diving			
	Synchronized Swimming			
	Team Handball			
	Tennis			
	Track and Field, X-Country	17,877		\$59,168
	Volleyball			
	Water Polo			
	Wrestling			
	Others			
(3)	Subtotal All Men's Teams	\$276,544		\$11,951,255
(4)	Men's Teams Other than Football and Basketball (Subtract Lines 1 and 2 from			\$159,295
(5)	Revenue Not Related to Specific Men's Teams			
(6)	Total Revenue—Men	\$276,544		\$11,951,255

Transfer Subtotal of Revenue Related to Specific Men's Teams (Line 3 — Column 17) to Table 7  
 Transfer Total Revenue for Football, Basketball, All Other Men's Teams, Revenue Not Related to Specific Men's Teams, and Total Revenue—Men (Lines 1, 2, 4, 5, and 6 — Column 17) to Table 10 (Lines 1, 2, 3, 4, and 5)

Worksheet 4-C

Appendix B – Equity in Athletics Disclosure Act Report, 2002 (cont.)

**WORKSHEET 5 - Part A: Revenues by Source — Women's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part A		Ticket Sales		Student Activity Fees	Guarantees and Options	Cash Contributions from Alumni and Others	Direct State or Other Government Support	Institutional Support
Revenues by Source	Ticket Sales to the Public and University Faculty/ Staff	Ticket Sales to Students						
Women's Teams Only	1	2	3	4	5	6	7	
Baseball								
(1) Basketball	5,146				7,541			125,118
Fencing								
Field Hockey								
(2) Football								
Golf					215			58,830
Gymnastics								
Ice Hockey								
Lacrosse								
Rifle								
Rowing					15,984			125,267
Skiing								
Soccer					27,721			88,948
Softball								
Squash								
Swimming and Diving					12,494			116,403
Synchronized Swimming								
Team Handball								
Tennis					17,984			84,435
Track and Field, X-Country	5,588				26,982			141,594
Volleyball	26,319				72,201			127,736
Water Polo								
Wrestling								
Others								
(3) Subtotal All Women's Teams	\$37,053				\$181,120			\$868,331
(4)								
(5) Revenue Not Related to Specific Women's Teams								
(6) Total Revenue—Women	\$37,053				\$181,120			\$868,331

Worksheet 5-A



Appendix B – Equity in Athletics Disclosure Act Report, 2002 (cont.)

**WORKSHEET 5 - Part B: Revenues by Source — Women's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part B

Revenues by Source	Bowl Games	Tournaments	NCAA/ Conference Distributions	Concessions	Radio and Television	Program Sales and Advertising	Signage Sponsorships Royalties
Women's Teams Only	8	9	10	11	9	10	11
Baseball							
(1) Basketball							
Fencing							
Field Hockey							
(2) Football							
Golf							
Gymnastics							
Ice Hockey							
Lacrosse							
Rifle							
Rowing							
Skiing							
Soccer							
Softball							
Squash							
Swimming and Diving							
Synchronized Swimming							
Team Handball							
Tennis							
Track and Field, X-Country							
Volleyball							
Water Polo							
Wrestling							
Others							
(3) Subtotal All Women's Teams							
(4)							
(5) Revenue Not Related to Specific Women's Teams							
(6) Total Revenue—Women							

Worksheet 5-B

Appendix B – Equity in Athletics Disclosure Act Report, 2002 (cont.)

**WORKSHEET 5 - Part C: Revenues by Source — Women's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part C

Revenues by Source		Sports Camp Revenues	All Other	Total Revenues
Women's Teams Only		15	16	17
	Baseball			
(1)	Basketball	44,796		\$182,600
	Fencing			
	Field Hockey			
(2)	Football			
	Golf			\$59,045
	Gymnastics			
	Ice Hockey			
	Lacrosse			
	Rifle			
	Rowing			\$141,251
	Skiing			
	Soccer	87,564		\$204,232
	Softball			
	Squash			
	Swimming and Diving	6,523		\$135,420
	Synchronized Swimming			
	Team Handball			
	Tennis	3,723		\$106,142
	Track and Field, X-Country	17,877		\$192,040
	Volleyball	135,452		\$361,708
	Water Polo			
	Wrestling			
	Others			
(3)	Subtotal All Women's Teams	\$295,934		\$1,382,438
(4)	Women's Teams Other than Basketball (Subtract Line 1 from Line 3)			\$1,199,837
(5)	Revenue Not Related to Specific Women's Teams			
(6)	Total Revenue—Women	\$295,934		\$1,382,438

Transfer Subtotal of Revenue Related to Specific Women's Teams (Line 3 — Column 17) to Table 7  
 Transfer Total Revenue for Basketball, All Other Women's Teams, Revenue Not Related to Specific Women's Teams, and Total Revenue - Women (Lines 1,4,5 and 6 -- Column 17) to Table 10 (Lines 6,7,8, and 9)

Worksheet 5-C

Appendix B – Equity in Athletics Disclosure Act Report, 2002 (cont.)

**WORKSHEET 6 - Part A: Expenses by Object of Expenditure — Men's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part A								
Expenses by Object of Expenditure	Athletic Student Aid	Guarantees and Options Paid	Salaries	Salary Benefits	Recruiting	Team Travel (Include lodging and meals)	Equipment Uniforms Supplies	Officials
Men's Teams Only	1	2	3	4	5	6	7	8
(1) Baseball	176,220		181,606	47,116	35,949	151,992	57,336	13,487
(1) Basketball	238,245	239,708	384,679	79,805	71,174	100,011	132,084	63,006
Fencing								
Field Hockey								
(2) Football	1,541,457	829,632	1,249,948	232,768	187,036	473,790	595,785	64,090
Golf	63,750		39,160	\$ 12,529	6,586	31,931	28,577	
Gymnastics								
Ice Hockey								
Lacrosse								
Rifle								
Rowing								
Skating								
Soccer								
Softball								
Squash								
Swimming and Diving								
Synchronized Swimming								
Team Handball								
Tennis								
Track and Field, X-Country	207,580		140,135	36,737	15,739	116,271	48,580	
Volleyball								
Water Polo								
Wrestling								
Others								
(3) Subtotal All Men's Teams	\$2,227,250	\$1,069,340	\$1,995,529	\$408,955	\$316,484	\$873,995	\$862,362	\$140,583
(4)								
(5) Expenses Not Related to Specific Men's Teams								
(6) Total Expense—Men	\$2,227,250	\$1,069,340	\$1,995,529	\$408,955	\$316,484	\$873,995	\$862,362	\$140,583

Add columns 6, 7, and 8 and transfer the totals to Table 4, Column 1; the EADA defines this total as Operating Expense (also known as Game-Day Expense). Transfer Subtotal of Recruiting Expenses Related to Specific Men's Teams (Line 3 — Column 5) to Table 5

Worksheet 6-A

Appendix B – Equity in Athletics Disclosure Act Report, 2002 (cont.)

**WORKSHEET 6 - Part B: Expenses by Object of Expenditure — Men's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part B

Expenses by Object of Expenditure	Fund Raising	Contract Services	Sports Camp Expenses	Other	Total Expenses	Debt Service	Capital Expense
Men's Teams Only	9	10	11	12	13	14	15
Baseball		4,910	18,519	10,911	\$698,046		
(1) Basketball		54,438	7,699	130,461	\$1,501,311		
Fencing							
Field Hockey							
(2) Football		164,381	126,590	1,632,783	\$7,098,260		
Golf				4,238	\$186,770		
Gymnastics							
Ice Hockey							
Lacrosse							
Rifle							
Rowing							
Skiing							
Soccer							
Softball							
Squash							
Swimming and Diving							
Synchronized Swimming							
Team Handball							
Tennis							
Track and Field, X-Country		105	11,677	9,396	\$586,220		
Volleyball							
Water Polo							
Wrestling							
Others							
(3) Subtotal All Men's Teams		\$223,835	\$164,485	\$1,787,789	\$10,070,607		
(4) Men's Teams Other than Football and Basketball (Subtract Lines 1 and 2 from					\$1,471,036		
(5) Expenses Not Related to Specific Men's Teams							
(6) Total Expense—Men		\$223,835	\$164,485	\$1,787,789	\$10,070,607		

Transfer Total Expense for Basketball, Football, All Other Men's Teams, Expense Not Related to Specific Men's Teams, and Total Expense—Men (Lines 1, 2, 4, 5, and 6 — Column 13) to Table 10 (Lines 1, 2, 3, 4, and 5)

Worksheet 6-B

Appendix B – Equity in Athletics Disclosure Act Report, 2002 (cont.)

**WORKSHEET 7 - Part A: Expenses by Object of Expenditure — Women's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part A								
Expenses by Object of Expenditure	Athletically Related Student Aid	Guarantees and Options Paid	Salaries	Salary Benefits	Recruiting	Team Travel (Include lodging and meals)	Equipment Uniforms Supplies	Officials
Women's Teams Only	1	2	3	4	5	6	7	8
<b>Baseball</b>								
(1) Basketball	257,342	11,342	341,249	84,250	45,820	109,142	65,325	54,659
Fencing								
Field Hockey								
<b>Football</b>								
(2) Golf	115,016		39,160	\$ 12,529	6,586	31,931	28,577	
Gymnastics								
Ice Hockey								
Lacrosse								
Rifle								
Rowing	241,835		113,615	35,953	13,339	133,657	112,666	
Skiing								
Soccer	181,282		144,250	38,375	26,621	83,582	27,835	4,950
Softball								
Squash								
Swimming and Diving	214,087		74,625	25,124	13,280	69,406	35,549	750
Synchronized Swimming								
Team Handball								
Tennis	149,454		85,463	26,420	4,906	71,913	40,117	7,454
Track and Field, X-Country	269,939		140,135	46,768	13,129	114,931	48,046	
Volleyball	232,755		238,675	57,783	23,801	84,252	86,370	19,248
Water Polo								
Wrestling								
Others								
(3) Subtotal All Women's Teams	\$1,661,709	\$11,342	\$1,177,173	\$327,202	\$147,482	\$698,814	\$444,485	\$87,061
<b>Expenses Not Related to Specific Women's Teams</b>								
(5) Expenses Not Related to Specific Women's Teams								
(6) Total Expense—Women	\$1,661,709	\$11,342	\$1,177,173	\$327,202	\$147,482	\$698,814	\$444,485	\$87,061

Add columns 6, 7, and 8 and transfer the total to Table 4, Column 2; the EADA defines this total as Operating Expense (also known as Game-Day Expense). Transfer Subtotal of Recruiting Expenses Related to Specific Women's Teams (Line 3 — Column 5) to Table 5

Worksheet 7-A

Appendix B – Equity in Athletics Disclosure Act Report, 2002 (cont.)

**WORKSHEET 7 - Part B: Expenses by Object of Expenditure — Women's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part B

Expenses by Object of Expenditure	Fund Raising	Contract Services	Sports Camp Expenses	Other	Total Expenses	Debt Service	Capital Expense
Women's Teams Only	9	10	11	12	13	14	15
Baseball							
(1) Basketball		26,409	44,793	44,102	\$1,084,433		
Fencing							
Field Hockey							
(2) Football							
Golf				4,238	\$238,036		
Gymnastics							
Ice Hockey							
Lacrosse							
Rifle							
Rowing		1,680		10,660	\$663,405		
Skiing							
Soccer		256	90,087	9,008	\$606,246		
Softball							
Squash							
Swimming and Diving		3,157	1,714	7,989	\$445,680		
Synchronized Swimming							
Team Handball							
Tennis		1,280	370	9,802	\$397,178		
Track and Field, X-Country		105	11,677	9,060	\$653,791		
Volleyball		4,421	82,443	39,907	\$869,655		
Water Polo							
Wrestling							
Others							
(3) Subtotal All Women's Teams		\$37,308	\$231,084	\$134,766	\$4,958,424		
(4) Women's Teams Other than Basketball (Subtract Line 1 from Line 3)					\$3,873,991		
(5) Expenses Not Related to Specific Women's Teams							
(6) Total Expense—Women		\$37,308	\$231,084	\$134,766	\$4,958,424		

Transfer Total Expense for Basketball, All Other Women's Sports, Expense Not Related to Specific Women's Teams and Total Expense—Women (Lines 1, 4, 5 and 6 — Column 13) to Table 10 (Lines 6, 7, 8, and 9)

Worksheet 7-B

Appendix B – Equity in Athletics Disclosure Act Report, 2002 (cont.)

**WORKSHEET 8: Revenues and Expenses Not Allocated by Gender**  
 (The institution is NOT required to make this worksheet available to the public.)

**WORKSHEET 8A: REVENUES Not Directly Attributable to Either Men's or Women's Programs**

Revenues by Source	Ticket Sales		Student Activity Fees	Guarantees and Options	Cash Contributions from Alumni and Others	Direct State or Other Government Support	Institutional Support
	Ticket Sales to the Public and University Faculty/ Staff	Ticket Sales to Students					
	1	2	3	4	5	6	7
Not Allocated by Gender	\$6,315		\$773,582		\$2,368,582		\$2,997,156

Bowl Games	Tournaments	NCAA/ Conference Distributions	Concessions	Radio and Television	Program Sales and Advertising	Signage Sponsorships Royalties
8	9	10	11	12	13	14
		\$425,272	\$70,959	\$463,548		\$886,957

Sports Camp Revenues	All Other	Total Revenues
15	16	17
(1) \$71,316	\$1,357,917	\$9,421,603

Transfer Total Revenues Not Allocated by Gender (Line 1 — Column 17) to Table 10 (Line 10)

**WORKSHEET 8B: EXPENSES Not Directly Attributable to Either Men's or Women's Programs**

Expenses by Object of Expenditure	Athletic Student Aid	Guarantees and Options Paid	Salaries	Salary Benefits	Recruiting	Team Travel (Include lodging and meals)	Equipment Uniforms Supplies	Officials
	1	2	3	4	5	6	7	8
Not Allocated by Gender	\$341,003	\$47,000	\$2,748,129	\$605,919			\$1,933,949	

Fund Raising	Contract Services	Sports Camp Expenses	Other	Total Expenses	Debt Service	Capital Expense
9	10	11	12	13	14	15
(2) \$348,008	\$14,117	\$56,114	\$610,635	\$6,704,875	\$106,563	\$344,833

Transfer Total Expenses Not Allocated by Gender (Line 2 — Column 13) to Table 10 (Line 10)

Worksheets 8-A and 8-B

Appendix B – Equity in Athletics Disclosure Act Report, 2002 (cont.)

Equity in Athletics Disclosure Act

2001-2002

**TABLE 1 — ATHLETICS PARTICIPATION**

Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 of each year.

This table lists the number of participants by gender for each varsity team. According to the published federal regulations governing EADA reporting, a participant is defined as a student-athlete who, as of the day of a varsity team's first scheduled contest —

- (a) is listed by the institution on the varsity team's roster; or
- (b) receives athletically related student aid; or
- (c) practices with the varsity team and receives coaching from one or more varsity coaches.

Any student-athlete who satisfies one or more of these criteria is a participant, including a student on a team the institution designates or defines as junior varsity, freshman, or novice, or a student withheld from competition to preserve eligibility (i.e., a redshirt) or for academic, medical, or other reasons.

Sport	Number of Participants		Number of Participants Participating on a Second Team		Number of Participants Participating on a Third Team	
	Men's Teams 1	Women's Teams 2	Men's Teams 3	Women's Teams 4	Men's Teams 5	Women's Teams 6
Baseball	36					
Basketball	16	17	1	1		1
Fencing						
Field Hockey						
Football	115		5		4	
Golf	12	8				
Gymnastics						
Ice Hockey						
Lacrosse						
Rifle						
Rowing		64				
Skiing						
Soccer		28				
Softball						
Squash						
Swimming and Diving		16				
Synchronized Swimming						
Team Handball						
Tennis		8				
Cross Country *	16	16	16	16	16	16
Indoor Track and Field *	45	37	45	37	16	16
Outdoor Track and Field *	49	40	45	37	16	16
Volleyball		14				
Water Polo						
Wrestling						
Others						
(1) Total Participants	289	248	112	91	52	49
(2) Percentage of Participants	53.8%	46.2%	ALL			
(3) Unduplicated Count of Participants	224	194	Total Participants Men and Women		537	100.0%

\* "Track and Field, X-Country" participants are broken out by each of the three sports.

Table 1



Appendix B – Equity in Athletics Disclosure Act Report, 2002 (cont.)

Equity in Athletics Disclosure Act

2001-2002

**TABLE 2A -- HEAD COACHES ASSIGNMENTS MEN'S TEAMS**

Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 of each year.

This table lists the number of head coaches assigned to each men's team, whether that coach is a male or female, whether that coach is assigned to that team on a full-time or part-time basis, and whether that coach is a full-time employee of the institution. The table includes paid coaches, volunteer coaches, interns, and graduate assistant coaches. For purposes of this report, the term "Full Time Coaching Duties" means the individual's employment responsibilities at the institution are exclusively those as coach of that team, and only that team, and are consistent with the institution's definition of a full-time employee of the institution (e.g., 40 hours per week or more) or part-time employee of the institution (e.g., less than 40 hours per week). For purposes of this report, the term "Full Time University Employee" means the individual's overall employment responsibilities at the institution are consistent with the institution's definition of a full-time employee (e.g., 40 hours per week or more) although that individual may have responsibilities other than as coach of that team, either within the athletic department or another department of the institution. USE WHOLE NUMBERS ONLY.

Sport	Head Coaches of Men's Teams							
	Male Coaches - Head Count				Female Coaches - Head Count			
	Full Time Coaching Duties	Part Time Coaching Duties	Full Time University Employee	Part Time University Employee or Volunteer	Full Time Coaching Duties	Part Time Coaching Duties	Full Time University Employee	Part Time University Employee or Volunteer
Baseball	1		1					
Basketball	1		1					
Fencing								
Field Hockey								
Football	1		1					
Golf		1	1					
Gymnastics								
Ice Hockey								
Lacrosse								
Rifle								
Rowing								
Skating								
Soccer								
Softball								
Squash								
Swimming and Diving								
Synchronized Swimming								
Team Handball								
Tennis								
Track and Field, X-Country		1	1					
Volleyball								
Water Polo								
Wrestling								
Others								
Coaching Position Totals	3	2	5					

Table 2A

Appendix B – Equity in Athletics Disclosure Act Report, 2002 (cont.)

Equity in Athletics Disclosure Act

2001-2002

**TABLE 2B --- HEAD COACHES ASSIGNMENTS WOMEN'S TEAMS**

Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 of each year.

This table lists the number of head coaches assigned to each women's team, whether that coach is a male or female, whether that coach is assigned to that team on a full-time or part-time basis, and whether that coach is a full-time employee of the institution. The table includes paid coaches, volunteer coaches, interns, and graduate assistant coaches. For purposes of this report, the term "Full Time Coaching Duties" means the individual's employment responsibilities at the institution are exclusively those as coach of that team, and only that team, and are consistent with the institution's definition of a full-time employee of the institution (e.g., 40 hours per week or more) or part-time employee of the institution (e.g., less than 40 hours per week). For purposes of this report, the term "Full Time University Employee" means the individual's overall employment responsibilities at the institution are consistent with the institution's definition of a full-time employee (e.g., 40 hours per week or more) although that individual may have responsibilities other than as coach of that team, either within the athletic department or another department of the institution. USE WHOLE NUMBERS ONLY.

Sport	Head Coaches of Women's Teams							
	Male Coaches - Head Count				Female Coaches - Head Count			
	Full Time Coaching Duties	Part Time Coaching Duties	Full Time University Employee	Part Time University Employee or Volunteer	Full Time Coaching Duties	Part Time Coaching Duties	Full Time University Employee	Part Time University Employee or Volunteer
Baseball								
Basketball					1		1	
Fencing								
Field Hockey								
Football								
Golf		1	1					
Gymnastics								
Ice Hockey								
Lacrosse								
Rifle								
Rowing					1		1	
Skiing								
Soccer	1		1					
Softball								
Squash								
Swimming and Diving	1		1					
Synchronized Swimming								
Team Handball								
Tennis					1		1	
Track and Field, X-Country		1	1					
Volleyball					1		1	
Water Polo								
Wrestling								
Others								
Coaching Position Totals	2	2	4		4		4	

Table 2B

Appendix B – Equity in Athletics Disclosure Act Report, 2002 (cont.)

Equity in Athletics Disclosure Act

2001-2002

**TABLE 3A --- ASSISTANT COACHES ASSIGNMENTS MEN'S TEAMS**

Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 of each year.

This table lists the number of assistant coaches assigned to each men's team, whether the coaches are male or female, whether they are assigned to that team on a full-time or part-time basis, and whether they are full-time employees of the institution. The table includes paid coaches, volunteer coaches, interns, and graduate assistant coaches. For purposes of this report, the term "Full Time Coaching Duties" means the individual's employment responsibilities at the institution are exclusively those as coach of that team, and only that team, and are consistent with the institution's definition of a full-time employee of the institution (e.g., 40 hours per week or more) or part-time employee of the institution (e.g., less than 40 hours per week). For purposes of this report, the term "Full Time University Employee" means the individual's overall employment responsibilities at the institution are consistent with the institution's definition of a full-time employee (e.g., 40 hours per week or more) although that individual may have responsibilities other than as coach of that team, either within the athletic department or another department of the institution. USE WHOLE NUMBERS ONLY.

Sport	Assistant Coaches of Men's Teams							
	Male Coaches - Head Count				Female Coaches - Head Count			
	Full Time Coaching Duties	Part Time Coaching Duties	Full Time University Employee	Part Time University Employee or Volunteer	Full Time Coaching Duties	Part Time Coaching Duties	Full Time University Employee	Part Time University Employee or Volunteer
Baseball	2	1	2	1				
Basketball	3		3					
Fencing								
Field Hockey								
Football	9	2	9	2				
Golf						1	1	
Gymnastics								
Ice Hockey								
Lacrosse								
Rifle								
Rowing								
Skiing								
Soccer								
Softball								
Squash								
Swimming and Diving								
Synchronized Swimming								
Team Handball								
Tennis								
Track and Field, X-Country		5	3	2		2	2	
Volleyball								
Water Polo								
Wrestling								
Others								
<b>Coaching Position Totals</b>	<b>14</b>	<b>8</b>	<b>17</b>	<b>5</b>	<b>3</b>	<b>3</b>		

Table 3A

Appendix B – Equity in Athletics Disclosure Act Report, 2002 (cont.)

Equity in Athletics Disclosure Act

2001-2002

**TABLE 3B --- ASSISTANT COACHES ASSIGNMENTS WOMEN'S TEAMS**

Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 of each year.

This table lists the number of assistant coaches assigned to each women's team, whether the coaches are male or female, whether they are assigned to that team on a full-time or part-time basis, and whether they are full-time employees of the institution. The table includes paid coaches, volunteer coaches, interns, and graduate assistant coaches. For purposes of this report, the term "Full Time Coaching Duties" means the individual's employment responsibilities at the institution are exclusively those as coach of that team, and only that team, and are consistent with the institution's definition of a full-time employee of the institution (e.g., 40 hours per week or more) or part-time employee of the institution (e.g., less than 40 hours per week). For purposes of this report, the term "Full Time University Employee" means the individual's overall employment responsibilities at the institution are consistent with the institution's definition of a full-time employee (e.g., 40 hours per week or more) although that individual may have responsibilities other than as coach of that team, either within the athletic department or another department of the institution. USE WHOLE NUMBERS ONLY.

Sport	Assistant Coaches of Women's Teams							
	Male Coaches - Head Count				Female Coaches - Head Count			
	Full Time Coaching Duties	Part Time Coaching Duties	Full Time University Employee	Part Time University Employee or Volunteer	Full Time Coaching Duties	Part Time Coaching Duties	Full Time University Employee	Part Time University Employee or Volunteer
Baseball								
Basketball					3		3	
Fencing								
Field Hockey								
Football								
Golf						1	1	
Gymnastics								
Ice Hockey								
Lacrosse								
Rifle								
Rowing					2	3	2	3
Skiing								
Soccer	1		1		1		1	
Softball								
Squash								
Swimming and Diving					1		1	
Synchronized Swimming								
Team Handball								
Tennis					1		1	
Track and Field, X-Country		5	3	2		2	2	
Volleyball	1		1		1	1	1	1
Water Polo								
Wrestling								
Others								
<b>Coaching Position Totals</b>	<b>2</b>	<b>5</b>	<b>5</b>	<b>2</b>	<b>9</b>	<b>7</b>	<b>12</b>	<b>4</b>

Table 3B

## Appendix B – Equity in Athletics Disclosure Act Report, 2002 (cont.)

## Equity in Athletics Disclosure Act

2001-2002

**TABLE 4 – OPERATING EXPENSES**

Commonly known as Game-Day Expenses

Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 of each year.

This table lists the total expense an institution incurs attributable to home, away, and neutral-site intercollegiate athletic contests including team travel, lodging, and meals; uniforms and equipment; and officials.

Sport	Operating Expense		Per Capita Expenses		
	Men's Teams 1	Women's Teams 2	Men's Teams 3	Women's Teams 4	
Baseball	222,815		6,189		
Basketball	295,101	229,127	18,444	13,478	
Fencing					
Field Hockey					
Football	1,133,665		9,858		
Golf	60,508	60,508	5,042	7,564	
Gymnastics					
Ice Hockey					
Lacrosse					
Rifle					
Rowing		246,323		3,849	
Skiing					
Soccer		116,367		4,156	
Softball					
Squash					
Swimming and Diving		105,705		6,607	
Synchronized Swimming					
Team Handball					
Tennis		119,484		14,935	
Track and Field, X-Country *	164,851	162,977	1,499	1,752	
Volleyball		189,870		13,562	
Water Polo					
Wrestling					
Others					
					ALL
<b>Total Operating Expense</b>	\$1,876,941	\$1,230,361	\$6,495	\$4,961	\$3,107,301
<b>Percent of Total</b>	60.4%	39.6%			100.0%

\* Per capita expense for "Track and Field, X-Country" determined using total number of participants for cross country, indoor track, and outdoor track.

Table 4

Appendix B – Equity in Athletics Disclosure Act Report, 2002 (cont.)

Equity in Athletics Disclosure Act

2001-2002

Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 of each year.

**TABLE 5 — RECRUITING EXPENDITURES**

This table lists the total institutional expenditures associated with recruiting for the teams. Costs include, but are not limited to: transportation, lodging, and meals for both recruits and institutional personnel engaged in men's and women's recruiting; expenditures for official and unofficial visits; and all other major expenses logically related to recruiting.

Recruiting Expenditures	Dollars	Percent of Total
Men's Teams	\$316,484	68.2%
Women's Teams	\$147,482	31.8%
<b>Total Recruiting Expenses</b>	<b>\$463,965</b>	<b>100.0%</b>

**TABLE 6 — ATHLETICALLY RELATED STUDENT AID**

This table lists the total amount of athletically related student aid awarded men and women student-athletes. Athletically related student aid is aid awarded a student that requires the student to participate in an intercollegiate athletics program. The average costs of a full grant-in-aid for in-state and out-of-state student-athletes are also listed.

Athletically Related Student Aid	Dollars	Percent of Total
Awarded to Male Athletes	\$2,227,250	57.3%
Awarded to Female Athletes	\$1,661,709	42.7%
<b>Total Amount</b>	<b>\$3,888,959</b>	<b>100.0%</b>

Average Cost of Full Grant-In-Aid	Dollars
In-State	\$11,742
Out-of-State	\$19,102

**TABLE 7 — Revenues**

This table lists the total revenue attributable to specific teams for all men's teams and all women's teams. Revenue includes ticket sales; student activity fees; guarantees and options; contributions from alumni and others; state or government support; institutional support; post-season compensation; concessions; radio and television; special events; program sales and advertising; signage, sponsorships, and royalties; sports camps; and all other revenues intended for intercollegiate sports.

Revenue Attributable to Specific Teams	Dollars	Percent of Total
Men's Teams	\$11,951,255	89.6%
Women's Teams	\$1,382,438	10.4%
<b>Total Revenue</b>	<b>\$13,333,692</b>	<b>100.0%</b>

Tables 5, 6, and 7

Appendix B – Equity in Athletics Disclosure Act Report, 2002 (cont.)

Equity in Athletics Disclosure Act

2001-2002

Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 of each year.

**TABLE 8 — HEAD COACHES SALARIES**

This table lists the average annual institutional salary of the head coaches of the men's and women's teams. Volunteer head coaches and head coaches whose salaries are paid by entities other than this institution are excluded from this calculation. Average salaries are listed as dollars per full-time equivalency as well as dollars per actual number of coaching positions.

Average Salaries of Head Coaches	Dollars per FTE	FTE's	Dollars per Position	Number of Positions
Men's Teams	\$210,817	4.00	\$168,654	5
Women's Teams	\$85,991	7.00	\$75,242	8

**TABLE 9 — ASSISTANT COACHES SALARIES**

This table lists the average annual institutional salary of the assistant coaches of the men's and women's teams. Volunteer assistant coaches and assistant coaches whose salaries are paid by entities other than this institution are excluded from this calculation. Average salaries are listed as dollars per full-time equivalency as well as dollars per actual number of positions.

Average Salaries of Assistant Coaches	Dollars per FTE	FTE's	Dollars per Position	Number of Positions
Men's Teams	\$64,014	18.00	\$52,375	22
Women's Teams	\$41,088	14.00	\$33,837	17

Tables 8 and 9

Appendix B – Equity in Athletics Disclosure Act Report, 2002 (cont.)

Equity in Athletics Disclosure Act

2001-2002

**TABLE 10 — OVERALL REVENUES AND EXPENSES**

Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 of each year.

This table lists total overall revenues and expenses for all men's programs and all women's programs as well as revenues and expenses not allocated to specific teams or not allocated by gender. The table also provides the same information for football, men's and women's basketball, and all other men's and women's sports.

Revenue includes ticket sales; student activity fees; guarantees and options; contributions from alumni and others; state or government support; institutional support; post-season compensation; concessions; radio and television; special events; program sales and advertising; signage, sponsorships, and royalties; sports camps; and all other revenues intended for intercollegiate sports.

Expenses include appearance guarantees and options, athletically-related student aid, contract services, equipment, fund-raising activities, operating expenses, promotional activities, recruiting expenses, salaries and benefits, supplies, travel, and any other expenses attributable to intercollegiate activities. Debt service and capital expenses are not included in these totals.

	Revenues		Expenses	
	Dollars	Percent of Grand Total	Dollars	Percent of Grand Total
(1) Football	\$9,934,200	43.7%	\$7,098,260	32.7%
(2) Men's Basketball	\$1,857,759	8.2%	\$1,501,311	6.9%
(3) All Other Men's Teams	\$159,295	0.7%	\$1,471,036	6.8%
(4) Not Allocated to Specific Men's Teams		0.0%		0.0%
(5) Total of Men's Program	\$11,951,255	52.5%	\$10,070,607	46.3%
(6) Women's Basketball	\$182,600	0.8%	\$1,084,433	5.0%
(7) All Other Women's Teams	\$1,199,837	5.3%	\$3,873,991	17.8%
(8) Not Allocated to Specific Women's Teams		0.0%		0.0%
(9) Total of Women's Program	\$1,382,438	6.1%	\$4,958,424	22.8%
(10) Not Allocated by Gender	\$9,421,603	41.4%	\$6,704,875	30.8%
(11) Grand Totals (add Lines 5, 9, 10)	\$22,755,295	100.0%	\$21,733,906	100.0%

Total Revenues and Operating Expenses of the Entire Institution  
As Indicated on the Institution's Financial Statement

	Revenues	Expenses
Total for the Entire Institution	\$572,440,128	\$549,891,994

Table 10





## Appendix B – Equity in Athletics Disclosure Act Report, 2001

**Reporting of Institutional Data for the  
NCAA Gender Equity Survey  
NCAA Analysis of Revenues and Expenses  
Equity in Athletics Disclosure Act (EADA)**

**CO-EDUCATIONAL INSTITUTIONS ONLY**

The nine worksheets included at the beginning of this document are for institutional use in collecting data on a sport-by-sport basis, compiling it in aggregate form, and transferring it to the tables provided to meet the reporting requirements of the EADA and ARE pursuant to the Higher Education Act.

The sport-by-sport data included in the nine WORKSHEETS are NOT required to be disclosed to the public in sport-by-sport format. The sport-by-sport data are totaled and transferred to the appropriate TABLE in aggregate form for reporting to the public. The data in the nine WORKSHEETS should be forwarded to the NCAA Research Office, however, as part of the NCAA Gender Equity Survey and the NCAA Analysis of Revenues and Expenses of Intercollegiate Athletics Survey

**All data collected as part of the NCAA Gender Equity Survey and the NCAA Analysis of Revenues and Expenses of Intercollegiate Athletics Survey will be reported in aggregate form only.**

**Individual institutions will not be identified.**

**Return by Mail**

**Postmarked by October 15, 2001**

**BE SURE TO KEEP A COPY**

**Send the completed (hard copy) survey (Worksheets 1-8 and Tables 1-10) to:**

**NCAA Research Staff  
Equity in Athletics Disclosure Act  
P.O. Box 6222  
Indianapolis IN 46206-6222  
and**

**Data from the completed survey (Tables 1-10 only) must be submitted electronically to the United States Department of Education via a web-based form available on the Department of Education web site. The URL for the web-based form is " <http://surveys.ope.ed.gov/athletics>".**

**DO NOT FAX**

**Telephone: (317) 917-6222**

**Appendix B – Equity in Athletics Disclosure Act Report, 2001 (cont.)**

**HIGHER EDUCATION ACT REPORTING**

**Reporting of Institutional Information Concerning Intercollegiate Athletics Programs**

All coeducational institutions of higher education that participate in any Federal student financial aid program (Federal Pell, Federal SEOG, and Federal SSIG Grants; Federal Work Study; and Federal Family Education, Federal Perkins, and William D. Ford Federal Direct Loans) and have intercollegiate athletics programs must provide information concerning their intercollegiate athletics programs under the Equity in Athletics Disclosure Act of 1994, Section 485g of the Higher Education Act of 1965, 20 U. S. C. 1092.

**This act and accompanying Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 each year.**

An institution may use this or any format to disclose this information.

Name of Reporting Institution: Washington State University

Information for the Reporting Year: Beginning: July 1, 2000 Ending: June 30, 2001

Number of Undergraduates (i.e.; full-time, baccalaureate, degree-seeking students) by Gender:  
(Use fall semester enrollment figures)

	<u>Number</u>	<u>Percent</u>
Male undergraduates:	<u>7,109</u>	<u>50.3%</u>
Female undergraduates:	<u>7,015</u>	<u>49.7%</u>
Total undergraduates:	<u>14,124</u>	<u>100.0%</u>

**Institutional Contact:**

Primary Contact Person: Anne McCoy

Signature: \_\_\_\_\_

Title: Associate Director of Athletics

Telephone Number: 509-335-7149

FAX number: 509-335-4501

e-mail address: [amccoy@wsu.edu](mailto:amccoy@wsu.edu)

Date completed: October 12, 2001

**Current Classification:**

NCAA Division	<u>I-A</u> <b>X</b>	II (with football) _____
	<u>I-AA</u>	II (without football) _____
	<u>I-AAA</u>	III (with football) _____
		III (without football) _____

Appendix B – Equity in Athletics Disclosure Act Report, 2001 (cont.)

**WORKSHEET 1: Athletically Related Student Aid**  
 (The institution is NOT required to make this worksheet available to the public.)

Sport	Scholarships					
	Male Athletes			Female Athletes		
	Equivalencies Awarded in 2000-2001 1	Number of Students Receiving Athletic Aid 2	Total Dollar Amount 3	Equivalencies Awarded in 2000-2001 4	Number of Students Receiving Athletic Aid 5	Total Dollar Amount 6
Baseball	11.45	19	161,893			
Basketball	12.50	13	223,877	14.42	17	259,033
Fencing						
Field Hockey						
Football	77.40	84	1,343,178			
Golf	3.83	7	56,940	5.07	6	86,676
Gymnastics						
Ice Hockey						
Lacrosse						
Rifle						
Rowing				17.65	39	255,843
Skiing						
Soccer				8.66	20	115,655
Softball						
Squash						
Swimming and Diving				13.19	16	224,555
Synchronized Swimming						
Team Handball						
Tennis				8.00	8	146,511
Track and Field, X-Country	8.76	22	136,795	16.31	26	270,984
Volleyball				11.50	12	219,644
Water Polo						
Wrestling						
Others						
(1) Totals	113.94	145	\$1,922,683	94.80	144	\$1,578,901

Transfer Dollar Amounts by Sport and Totals for All Sports (Columns 3 and 6) to Worksheets 6A and 7A (Column 1)  
 Transfer Total Dollar Amounts (Line 1 — Columns 3 and 6) to TABLE 6

Worksheet 1

Appendix B – Equity in Athletics Disclosure Act Report, 2001 (cont.)

**WORKSHEET 2: Coaches Salaries — Men's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Sport	Head Coaches			Assistant Coaches			Men's Total Salaries 7
	Number of Positions 1	FTE 2	Salary 3	Number of Positions 4	FTE 5	Salary 6	
Baseball	1	1.00	85,983	2	2.00	78,558	\$164,541
Basketball	1	1.00	206,250	3	3.00	139,050	\$345,300
Fencing							
Field Hockey							
Football	1	1.00	427,770	11	10.00	659,044	\$1,086,814
Golf	1	0.50	26,523	2	0.75	14,180	\$40,703
Gymnastics							
Ice Hockey							
Lacrosse							
Rifle							
Rowing							
Skiing							
Soccer							
Softball							
Squash							
Swimming and Diving							
Synchronized Swimming							
Team Handball							
Tennis							
Track and Field, X-Country	1	0.50	38,625	5	2.50	92,552	\$131,177
Volleyball							
Water Polo							
Wrestling							
Others							
(1) Total of Salaries			\$785,151			\$983,384	\$1,768,535
(2) Total of FTE's		4.00			18.25		22.25
(3) Number of Positions	5			23			28

Transfer Totals of Head and Assistant Coaches Salaries by Sport (Column 7) to Worksheet 7A (Column 3)  
 For Head Coaches, Transfer Total of FTE's (Line 2 — Column 2), and total number of positions (Line 3, Column 1) and calculate dollars per FTE and dollars per number of positions and transfer to Table 8.  
 For Assistant Coaches, Transfer Total of FTE's (Line 2 — Column 5) and total number of positions (Line 3, Column 4) and calculate dollars per FTE and dollars per number of positions and transfer to Table 9.

Worksheet 2

Appendix B – Equity in Athletics Disclosure Act Report, 2001 (cont.)

**WORKSHEET 3: Coaches Salaries — Women's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Sport	Head Coaches			Assistant Coaches			Women's Total Salaries 7
	Number of Positions 1	FTE 2	Salary 3	Number of Positions 4	FTE 5	Salary 6	
Baseball							
Basketball	1	1.00	128,750	3	3.00	131,500	\$260,250
Fencing							
Field Hockey							
Football							
Golf	1	0.50	26,523	2	0.75	14,180	\$40,703
Gymnastics							
Ice Hockey							
Lacrosse							
Rifle							
Rowing	1	1.00	50,069	2	2.00	60,253	\$110,322
Skiing							
Soccer	1	1.00	45,088	2	2.00	46,110	\$91,198
Softball							
Squash							
Swimming and Diving	1	1.00	45,449	1	1.00	22,000	\$67,449
Synchronized Swimming							
Team Handball							
Tennis	1	1.00	53,608	1	1.00	28,130	\$81,738
Track and Field, X-Country	1	0.50	38,625	5	2.50	92,552	\$131,177
Volleyball	1	1.00	132,500	2	2.00	78,400	\$210,900
Water Polo							
Wrestling							
Others							
(1) Total of Salaries			\$520,612			\$473,125	\$993,737
(2) Total of FTE's		7.00			14.25		21.25
(3) Number of Positions	8			18			26

Transfer Totals of Head and Assistant Coaches Salaries by Sport (Column 7) to Worksheet 8A (Column 3)

For Head Coaches, Transfer Total of FTE's (Line 2 — Column 2) and total number of positions (Line 3, Column 1) and calculate dollars per FTE and dollars per number of positions and transfer to table 8.

For Assistant Coaches, Transfer Total of FTE's (Line 2 — Column 1) and total number of positions (Line 3, Column 4) and calculate dollars per FTE and dollars per number of positions and transfer to table 9.

Worksheet 3

Appendix B – Equity in Athletics Disclosure Act Report, 2001 (cont.)

**WORKSHEET 4 - Part A: Revenues by Source — Men's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part A		Ticket Sales		Student Activity Fees	Guarantees and Options	Cash Contributions from Alumni and Others	Direct State or Other Government Support	Institutional Support
Revenues by Source	Ticket Sales to the Public and University Faculty/Staff	Ticket Sales to Students						
Men's Teams Only	1	2	3	4	5	6	7	
Baseball	14,586				785			
(1) Basketball	239,688				147,708	800		
Fencing								
Field Hockey								
(2) Football	1,695,091	610,146		818,043	12,656		92,699	
Golf					2,379			
Gymnastics								
Ice Hockey								
Lacrosse								
Rifle								
Rowing								
Skiing								
Soccer								
Softball								
Squash								
Swimming and Diving								
Synchronized Swimming								
Team Handball								
Tennis								
Track and Field, X-Country	1,588				14,020		1,829	
Volleyball								
Water Polo								
Wrestling								
Others								
(3) Subtotal All Men's Teams	\$1,950,953	\$610,146		\$965,751	\$30,640		\$94,528	
(4)								
(5) Revenue Not Related to Specific Men's Teams								
(6) Total Revenue—Men	\$1,950,953	\$610,146		\$965,751	\$30,640		\$94,528	

Worksheet 4-A

Appendix B – Equity in Athletics Disclosure Act Report, 2001 (cont.)

**WORKSHEET 4 - Part B: Revenues by Source — Men's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part B

Revenues by Source	Bowl Games	Tournaments	NCAA/ Conference Distributions	Concessions	Radio and Television	Program Sales and Advertising	Signage Sponsorships Royalties
Men's Teams Only	8	9	10	11	12	13	14
Baseball							
(1) Basketball			476,250		486,833		
Fencing							
Field Hockey							
(2) Football			1,578,775		2,239,662		
Golf							
Gymnastics							
Ice Hockey							
Lacrosse							
Rifle							
Rowing							
Skiing							
Soccer							
Softball							
Squash							
Swimming and Diving							
Synchronized Swimming							
Team Handball							
Tennis							
Track and Field, X-Country							
Volleyball							
Water Polo							
Wrestling							
Others							
(3) Subtotal All Men's Teams			\$2,055,025		\$2,726,495		
(4)							
(5) Revenue Not Related to Specific Men's Teams							
(6) Total Revenue—Men			\$2,055,025		\$2,726,495		

Worksheet 4-B



Appendix B – Equity in Athletics Disclosure Act Report, 2001 (cont.)

**WORKSHEET 4 - Part C: Revenues by Source — Men's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part C

Revenues by Source	Sports Camp Revenues	All Other	Total Revenues
Men's Teams Only	15	16	17
Baseball	1,882		\$17,252
(1) Basketball	37,527		\$1,388,806
Fencing			
Field Hockey			
(2) Football	54,631		\$7,101,703
Golf			\$2,379
Gymnastics			
Ice Hockey			
Lacrosse			
Rifle			
Rowing			
Skiing			
Soccer			
Softball			
Squash			
Swimming and Diving			
Synchronized Swimming			
Team Handball			
Tennis			
Track and Field, X-Country	11,975		\$29,412
Volleyball			
Water Polo			
Wrestling			
Others			
(3) Subtotal All Men's Teams	\$106,014		\$8,539,551
(4) Men's Teams Other than Football and Basketball (Subtract Lines 1 and 2 from			\$49,043
(5) Revenue Not Related to Specific Men's Teams			
(6) Total Revenue—Men	\$106,014		\$8,539,551

Transfer Subtotal of Revenue Related to Specific Men's Teams (Line 3 — Column 17) to Table 7  
 Transfer Total Revenue for Football, Basketball, All Other Men's Teams, Revenue Not Related to Specific Men's Teams, and Total Revenue—Men (Lines 1, 2, 4, 5, and 6 — Column 17) to Table 10 (Lines 1, 2, 3, 4, and 5)

Worksheet 4-C

Appendix B – Equity in Athletics Disclosure Act Report, 2001 (cont.)

**WORKSHEET 5 - Part A: Revenues by Source — Women's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part A		Ticket Sales		Student Activity Fees	Guarantees and Options	Cash Contributions from Alumni and Others	Direct State or Other Government Support	Institutional Support
Revenues by Source	Ticket Sales to the Public and University Faculty/ Staff	Ticket Sales to Students						
Women's Teams Only	1	2	3	4	5	6	7	
Baseball								
(1) Basketball	15,145				3,773			132,230
Fencing								
Field Hockey								
(2) Football								
Golf								36,829
Gymnastics								
Ice Hockey								
Lacrosse								
Rifle								
Rowing					8,622			125,907
Skiing								
Soccer					5,074			50,966
Softball								
Squash								
Swimming and Diving					3,250			109,373
Synchronized Swimming								
Team Handball								
Tennis					3,330			66,772
Track and Field, X-Country	1,588							139,024
Volleyball	13,742				18,654			94,821
Water Polo								
Wrestling								
Others								
(3) Subtotal All Women's Teams	\$30,475				\$42,703			\$755,922
(4)								
(5) Revenue Not Related to Specific Women's Teams								
(6) Total Revenue—Women	\$30,475				\$42,703			\$755,922

Worksheet 5-A

Appendix B – Equity in Athletics Disclosure Act Report, 2001 (cont.)

**WORKSHEET 5 - Part B: Revenues by Source — Women's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part B

Revenues by Source	Bowl Games	Tournaments	NCAA/ Conference Distributions	Concessions	Radio and Television	Program Sales and Advertising	Signage Sponsorships Royalties
Women's Teams Only	8	9	10	11	9	10	11
Baseball							
(1) Basketball							
Fencing							
Field Hockey							
(2) Football							
Golf							
Gymnastics							
Ice Hockey							
Lacrosse							
Rifle							
Rowing							
Skiing							
Soccer							
Softball							
Squash							
Swimming and Diving							
Synchronized Swimming							
Team Handball							
Tennis							
Track and Field, X-Country							
Volleyball							
Water Polo							
Wrestling							
Others							
(3) Subtotal All Women's Teams							
(4)							
(5) Revenue Not Related to Specific Women's Teams							
(6) Total Revenue—Women							

Worksheet 5-B

Appendix B – Equity in Athletics Disclosure Act Report, 2001 (cont.)

**WORKSHEET 5 - Part C: Revenues by Source — Women's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part C

Revenues by Source		Sports Camp Revenues	All Other	Total Revenues
Women's Teams Only		15	16	17
	Baseball			
(1)	Basketball	62,119		\$213,267
	Fencing			
	Field Hockey			
(2)	Football			
	Golf			\$36,829
	Gymnastics			
	Ice Hockey			
	Lacrosse			
	Rifle			
	Rowing			\$134,529
	Skiing			
	Soccer	110,762		\$166,802
	Softball			
	Squash			
	Swimming and Diving	390		\$113,013
	Synchronized Swimming			
	Team Handball			
	Tennis	496		\$70,598
	Track and Field, X-Country	11,975		\$152,587
	Volleyball	68,034		\$195,250
	Water Polo			
	Wrestling			
	Others			
(3)	Subtotal All Women's Teams	\$253,776		\$1,082,875
(4)	Women's Teams Other than Basketball (Subtract Line 1 from Line 3)			\$869,608
(5)	Revenue Not Related to Specific Women's Teams			
(6)	Total Revenue—Women	\$253,776		\$1,082,875

Transfer Subtotal of Revenue Related to Specific Women's Teams (Line 3 — Column 17) to Table 7  
 Transfer Total Revenue for Basketball, All Other Women's Teams, Revenue Not Related to Specific Women's Teams,  
 and Total Revenue - Women (Lines 1,4,5 and 6 -- Column 17) to Table 10 (Lines 6,7,8, and 9)

Worksheet 5-C

Appendix B – Equity in Athletics Disclosure Act Report, 2001 (cont.)

**WORKSHEET 6 - Part A: Expenses by Object of Expenditure — Men's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part A

Expenses by Object of Expenditure	Athletic Student Aid	Guarantees and Options Paid	Salaries	Salary Benefits	Recruiting	Team Travel (Include lodging and meals)	Equipment Uniforms Supplies	Officials
Men's Teams Only	1	2	3	4	5	6	7	8
Baseball	161,893		164,541	40,402	31,332	142,837	59,267	
(1) Basketball	223,877	183,047	345,300	78,340	76,813	99,390	107,182	71,910
Fencing								
Field Hockey								
(2) Football	1,343,178	802,363	1,086,814	213,321	211,255	411,562	586,106	59,200
Golf	56,940		40,703	11,836	6,161	35,584	26,649	
Gymnastics								
Ice Hockey								
Lacrosse								
Rifle								
Rowing								
Skating								
Soccer								
Softball								
Squash								
Swimming and Diving								
Synchronized Swimming								
Team Handball								
Tennis								
Track and Field, X-Country	136,795		131,177	31,765	23,068	106,134	69,138	10,414
Volleyball								
Water Polo								
Wrestling								
Others								
(3) Subtotal All Men's Teams	\$1,922,683	\$985,410	\$1,768,535	\$375,664	\$348,628	\$795,507	\$848,342	\$141,524
(4)								
(5) Expenses Not Related to Specific Men's Teams								
(6) Total Expense—Men	\$1,922,683	\$985,410	\$1,768,535	\$375,664	\$348,628	\$795,507	\$848,342	\$141,524

Add columns 6, 7, and 8 and transfer the totals to Table 4, Column 1; the EADA defines this total as Operating Expense (also known as Game-Day Expense). Transfer Subtotal of Recruiting Expenses Related to Specific Men's Teams (Line 3 — Column 5) to Table 5

Worksheet 6-A

Appendix B – Equity in Athletics Disclosure Act Report, 2001 (cont.)

**WORKSHEET 6 - Part B: Expenses by Object of Expenditure — Men's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part B

Expenses by Object of Expenditure	Fund Raising	Contract Services	Sports Camp Expenses	Other	Total Expenses	Debt Service	Capital Expense
Men's Teams Only	9	10	11	12	13	14	15
Baseball		5,519	320	9,325	\$615,434		
(1) Basketball		74,097	56,413	58,652	\$1,375,022		
Fencing							
Field Hockey							
(2) Football		211,479	89,886	181,890	\$5,197,054	3,636	
Golf		421		9,077	\$187,370		
Gymnastics							
Ice Hockey							
Lacrosse							
Rifle							
Rowing							
Skiing							
Soccer							
Softball							
Squash							
Swimming and Diving							
Synchronized Swimming							
Team Handball							
Tennis							
Track and Field, X-Country		2,195	16,554	9,267	\$536,508		
Volleyball							
Water Polo							
Wrestling							
Others							
(3) Subtotal All Men's Teams		\$293,711	\$163,172	\$268,211	\$7,911,388	\$3,636	
(4) Men's Teams Other than Football and Basketball (Subtract Lines 1 and 2 from					\$1,339,312		
(5) Expenses Not Related to Specific Men's Teams							
(6) Total Expense—Men		\$293,711	\$163,172	\$268,211	\$7,911,388	\$3,636	

Transfer Total Expense for Basketball, Football, All Other Men's Teams, Expense Not Related to Specific Men's Teams, and Total Expense—Men (Lines 1, 2, 4, 5, and 6 — Column 13) to Table 10 (Lines 1, 2, 3, 4, and 5)

Worksheet 6-B

Appendix B – Equity in Athletics Disclosure Act Report, 2001 (cont.)

**WORKSHEET 7 - Part A: Expenses by Object of Expenditure — Women's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part A

Expenses by Object of Expenditure	Athletically Related Student Aid	Guarantees and Options Paid	Salaries	Salary Benefits	Recruiting	Team Travel (Include lodging and meals)	Equipment Uniforms Supplies	Officials
Women's Teams Only	1	2	3	4	5	6	7	8
(1) Baseball	259,033		260,250		52,382	101,813	67,985	64,189
Fencing								
Field Hockey								
(2) Football								
Golf	86,676		40,703	11,836	6,161	35,584	23,738	
Gymnastics								
Ice Hockey								
Lacrosse								
Rifle								
Rowing	255,843		110,322	31,925	15,376	115,514	68,246	347
Skiing								
Soccer	115,655		91,198	28,075	34,321	75,226	32,076	4,700
Softball								
Squash								
Swimming and Diving	224,555		67,449	22,302	16,799	70,619	26,928	450
Synchronized Swimming								
Team Handball								
Tennis	146,511		81,738	22,368	7,943	49,537	28,869	9,646
Track and Field, X-Country	270,984		131,177	40,766	19,217	102,069	58,787	
Volleyball	219,644		210,900	44,970	21,095	64,998	51,234	16,527
Water Polo								
Wrestling								
Others								
(3) Subtotal All Women's Teams	\$1,578,901		\$993,737	\$202,241	\$173,293	\$615,358	\$357,862	\$95,859
(4)								
(5) Expenses Not Related to Specific Women's Teams								
(6) Total Expense—Women	\$1,578,901		\$993,737	\$202,241	\$173,293	\$615,358	\$357,862	\$95,859

Add columns 6, 7, and 8 and transfer the total to Table 4, Column 2; the EADA defines this total as Operating Expense (also known as Game-Day Expense). Transfer Subtotal of Recruiting Expenses Related to Specific Women's Teams (Line 3 — Column 5) to Table 5

Worksheet 7-A

Appendix B – Equity in Athletics Disclosure Act Report, 2001 (cont.)

**WORKSHEET 7 - Part B: Expenses by Object of Expenditure — Women's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part B

Expenses by Object of Expenditure	Fund Raising	Contract Services	Sports Camp Expenses	Other	Total Expenses	Debt Service	Capital Expense
Women's Teams Only	9	10	11	12	13	14	15
Baseball							
(1) Basketball		47,548	53,699	48,370	\$955,268		
Fencing							
Field Hockey							
(2) Football							
Golf		421		140	\$205,258		
Gymnastics							
Ice Hockey							
Lacrosse							
Rifle							
Rowing		2,424		8,360	\$608,357		
Skiing							
Soccer		448	61,596	8,562	\$451,858		
Softball							
Squash							
Swimming and Diving		1,880	2,029	15,668	\$448,678		
Synchronized Swimming							
Team Handball							
Tennis		1,522	195	8,978	\$357,306		
Track and Field, X-Country		2,195	16,554	9,370	\$651,118		
Volleyball		16,003	73,917	56,160	\$775,448		
Water Polo							
Wrestling							
Others							
(3) Subtotal All Women's Teams		\$72,441	\$207,989	\$155,609	\$4,453,291		
(4) Women's Teams Other than Basketball (Subtract Line 1 from Line 3)					\$3,498,022		
(5) Expenses Not Related to Specific Women's Teams							
(6) Total Expense—Women		\$72,441	\$207,989	\$155,609	\$4,453,291		

Transfer Total Expense for Basketball, All Other Women's Sports, Expense Not Related to Specific Women's Teams and Total Expense—Women (Lines 1, 4, 5 and 6 — Column 13) to Table 10 (Lines 6, 7, 8, and 9)

Worksheet 7-B



Appendix B – Equity in Athletics Disclosure Act Report, 2001 (cont.)

**WORKSHEET 8: Revenues and Expenses Not Allocated by Gender**  
 (The institution is NOT required to make this worksheet available to the public.)

**WORKSHEET 8A: REVENUES Not Directly Attributable to Either Men's or Women's Programs**

Revenues by Source	Ticket Sales		Student Activity Fees 3	Guarantees and Options 4	Cash Contributions from Alumni and Others 5	Direct State or Other Government Support 6	Institutional Support 7
	Ticket Sales to the Public and University Faculty/ Staff 1	Ticket Sales to Students 2					
Not Allocated by Gender			\$752,851		\$2,195,781		\$4,197,955

Bowl Games 8	Tournaments 9	NCAA/ Conference Distributions 10	Concessions 11	Radio and Television 12	Program Sales and Advertising 13	Signage Sponsorships Royalties 14
	\$36,287	\$564,328	\$101,979	\$353,619		\$1,382,977

Sports Camp Revenues 15	All Other 16	Total Revenues 17
(1) (\$43,744)	\$462,979	\$10,005,012

Transfer Total Revenues Not Allocated by Gender (Line 1 — Column 17) to Table 10 (Line 10)

**WORKSHEET 8B: EXPENSES Not Directly Attributable to Either Men's or Women's Programs**

Expenses by Object of Expenditure	Athletic Student Aid 1	Guarantees and Options Paid 2	Salaries 3	Salary Benefits 4	Recruiting 5	Team Travel (Include lodging and meals) 6	Equipment Uniforms Supplies 7	Officials 8
Not Allocated by Gender	\$261,692	\$47,000	\$2,812,944	\$724,982			\$1,220,585	

Fund Raising 9	Contract Services 10	Sports Camp Expenses 11	Other 12	Total Expenses 13	Debt Service 14	Capital Expense 15
(2) \$235,603	\$197,475	\$21,672	\$1,197,886	\$6,719,839	\$36,555	\$459,462

Transfer Total Expenses Not Allocated by Gender (Line 2 — Column 13) to Table 10 (Line 10)

Worksheets 8-A and 8-B

Appendix B – Equity in Athletics Disclosure Act Report, 2001 (cont.)

Equity in Athletics Disclosure Act

2000-2001

TABLE 1 — ATHLETICS PARTICIPATION

Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 of each year.

This table lists the number of participants by gender for each varsity team. According to the published federal regulations governing EADA reporting, a participant is defined as a student-athlete who, as of the day of a varsity team's first scheduled contest —

- (a) is listed by the institution on the varsity team's roster; or
- (b) receives athletically related student aid; or
- (c) practices with the varsity team and receives coaching from one or more varsity coaches.

Any student-athlete who satisfies one or more of these criteria is a participant, including a student on a team the institution designates or defines as junior varsity, freshman, or novice, or a student withheld from competition to preserve eligibility (i.e., a redshirt) or for academic, medical, or other reasons.

Sport	Number of Participants		Number of Participants Participating on a Second Team		Number of Participants Participating on a Third Team	
	Men's Teams 1	Women's Teams 2	Men's Teams 3	Women's Teams 4	Men's Teams 5	Women's Teams 6
Baseball	33					
Basketball	15	16				
Fencing						
Field Hockey						
Football	114		2		2	
Golf	9	8				
Gymnastics						
Ice Hockey						
Lacrosse						
Rifle						
Rowing		83				
Skiing						
Soccer		21				
Softball						
Squash						
Swimming and Diving		17				
Synchronized Swimming						
Team Handball						
Tennis		8				
Cross Country *	12	14	11	13	11	13
Indoor Track and Field *	42	37	42	37	11	13
Outdoor Track and Field *	46	39	44	37	11	13
Volleyball		13				
Water Polo						
Wrestling						
Others						
(1) Total Participants	271	256	99	87	35	39
(2) Percentage of Participants	51.4%	48.6%	ALL			
(3) Unduplicated Count of Participants	216	206	Total Participants Men and Women		527	100.0%

\* "Track and Field, X-Country" participants are broken out by each of the three sports.

Table 1

Appendix B – Equity in Athletics Disclosure Act Report, 2001 (cont.)

Equity in Athletics Disclosure Act

2000-2001

**TABLE 2A --- HEAD COACHES ASSIGNMENTS MEN'S TEAMS**

Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 of each year.

This table lists the number of head coaches assigned to each men's team, whether that coach is a male or female, whether that coach is assigned to that team on a full-time or part-time basis, and whether that coach is a full-time employee of the institution. The table includes paid coaches, volunteer coaches, interns, and graduate assistant coaches. For purposes of this report, the term "Full Time Coaching Duties" means the individual's employment responsibilities at the institution are exclusively those as coach of that team, and only that team, and are consistent with the institution's definition of a full-time employee of the institution (e.g., 40 hours per week or more) or part-time employee of the institution (e.g., less than 40 hours per week). For purposes of this report, the term "Full Time University Employee" means the individual's overall employment responsibilities at the institution are consistent with the institution's definition of a full-time employee (e.g., 40 hours per week or more) although that individual may have responsibilities other than as coach of that team, either within the athletic department or another department of the institution. USE WHOLE NUMBERS ONLY.

Sport	Head Coaches of Men's Teams							
	Male Coaches - Head Count				Female Coaches - Head Count			
	Full Time Coaching Duties	Part Time Coaching Duties	Full Time University Employee	Part Time University Employee or Volunteer	Full Time Coaching Duties	Part Time Coaching Duties	Full Time University Employee	Part Time University Employee or Volunteer
Baseball	1		1					
Basketball	1		1					
Fencing								
Field Hockey								
Football	1		1					
Golf		1	1					
Gymnastics								
Ice Hockey								
Lacrosse								
Rifle								
Rowing								
Skating								
Soccer								
Softball								
Squash								
Swimming and Diving								
Synchronized Swimming								
Team Handball								
Tennis								
Track and Field, X-Country		1	1					
Volleyball								
Water Polo								
Wrestling								
Others								
Coaching Position Totals	3	2	5					

Table 2A

Appendix B – Equity in Athletics Disclosure Act Report, 2001 (cont.)

Equity in Athletics Disclosure Act

2000-2001

**TABLE 2B -- HEAD COACHES ASSIGNMENTS WOMEN'S TEAMS**

Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 of each year.

This table lists the number of head coaches assigned to each women's team, whether that coach is a male or female, whether that coach is assigned to that team on a full-time or part-time basis, and whether that coach is a full-time employee of the institution. The table includes paid coaches, volunteer coaches, interns, and graduate assistant coaches. For purposes of this report, the term "Full Time Coaching Duties" means the individual's employment responsibilities at the institution are exclusively those as coach of that team, and only that team, and are consistent with the institution's definition of a full-time employee of the institution (e.g., 40 hours per week or more) or part-time employee of the institution (e.g., less than 40 hours per week). For purposes of this report, the term "Full Time University Employee" means the individual's overall employment responsibilities at the institution are consistent with the institution's definition of a full-time employee (e.g., 40 hours per week or more) although that individual may have responsibilities other than as coach of that team, either within the athletic department or another department of the institution. USE WHOLE NUMBERS ONLY.

Sport	Head Coaches of Women's Teams							
	Male Coaches - Head Count				Female Coaches - Head Count			
	Full Time Coaching Duties	Part Time Coaching Duties	Full Time University Employee	Part Time University Employee or Volunteer	Full Time Coaching Duties	Part Time Coaching Duties	Full Time University Employee	Part Time University Employee or Volunteer
Baseball								
Basketball					1		1	
Fencing								
Field Hockey								
Football								
Golf		1	1					
Gymnastics								
Ice Hockey								
Lacrosse								
Rifle								
Rowing					1		1	
Skiing								
Soccer	1		1					
Softball								
Squash								
Swimming and Diving	1		1					
Synchronized Swimming								
Team Handball								
Tennis					1		1	
Track and Field, X-Country		1	1					
Volleyball					1		1	
Water Polo								
Wrestling								
Others								
Coaching Position Totals	2	2	4		4		4	

Table 2B

Appendix B – Equity in Athletics Disclosure Act Report, 2001 (cont.)

Equity in Athletics Disclosure Act

2000-2001

**TABLE 3A --- ASSISTANT COACHES ASSIGNMENTS MEN'S TEAMS**

Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 of each year.

This table lists the number of assistant coaches assigned to each men's team, whether the coaches are male or female, whether they are assigned to that team on a full-time or part-time basis, and whether they are full-time employees of the institution. The table includes paid coaches, volunteer coaches, interns, and graduate assistant coaches. For purposes of this report, the term "Full Time Coaching Duties" means the individual's employment responsibilities at the institution are exclusively those as coach of that team, and only that team, and are consistent with the institution's definition of a full-time employee of the institution (e.g., 40 hours per week or more) or part-time employee of the institution (e.g., less than 40 hours per week). For purposes of this report, the term "Full Time University Employee" means the individual's overall employment responsibilities at the institution are consistent with the institution's definition of a full-time employee (e.g., 40 hours per week or more) although that individual may have responsibilities other than as coach of that team, either within the athletic department or another department of the institution. USE WHOLE NUMBERS ONLY.

Sport	Assistant Coaches of Men's Teams							
	Male Coaches - Head Count				Female Coaches - Head Count			
	Full Time Coaching Duties	Part Time Coaching Duties	Full Time University Employee	Part Time University Employee or Volunteer	Full Time Coaching Duties	Part Time Coaching Duties	Full Time University Employee	Part Time University Employee or Volunteer
Baseball	2		2					
Basketball	3		3					
Fencing								
Field Hockey								
Football	9	2	9	2				
Golf		1	1			1	1	
Gymnastics								
Ice Hockey								
Lacrosse								
Rifle								
Rowing								
Skiing								
Soccer								
Softball								
Squash								
Swimming and Diving								
Synchronized Swimming								
Team Handball								
Tennis								
Track and Field, X-Country		5	3	2		2	2	
Volleyball								
Water Polo								
Wrestling								
Others								
<b>Coaching Position Totals</b>	<b>14</b>	<b>8</b>	<b>18</b>	<b>4</b>	<b>3</b>	<b>3</b>		

Table 3A

Appendix B – Equity in Athletics Disclosure Act Report, 2001 (cont.)

Equity in Athletics Disclosure Act

2000-2001

**TABLE 3B --- ASSISTANT COACHES ASSIGNMENTS WOMEN'S TEAMS**

Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 of each year.

This table lists the number of assistant coaches assigned to each women's team, whether the coaches are male or female, whether they are assigned to that team on a full-time or part-time basis, and whether they are full-time employees of the institution. The table includes paid coaches, volunteer coaches, interns, and graduate assistant coaches. For purposes of this report, the term "Full Time Coaching Duties" means the individual's employment responsibilities at the institution are exclusively those as coach of that team, and only that team, and are consistent with the institution's definition of a full-time employee of the institution (e.g., 40 hours per week or more) or part-time employee of the institution (e.g., less than 40 hours per week). For purposes of this report, the term "Full Time University Employee" means the individual's overall employment responsibilities at the institution are consistent with the institution's definition of a full-time employee (e.g., 40 hours per week or more) although that individual may have responsibilities other than as coach of that team, either within the athletic department or another department of the institution. USE WHOLE NUMBERS ONLY.

Sport	Assistant Coaches of Women's Teams							
	Male Coaches - Head Count				Female Coaches - Head Count			
	Full Time Coaching Duties	Part Time Coaching Duties	Full Time University Employee	Part Time University Employee or Volunteer	Full Time Coaching Duties	Part Time Coaching Duties	Full Time University Employee	Part Time University Employee or Volunteer
Baseball								
Basketball					3		3	
Fencing								
Field Hockey								
Football								
Golf		1	1			1	1	
Gymnastics								
Ice Hockey								
Lacrosse								
Rifle								
Rowing					2	3	2	3
Skiing								
Soccer	1		1		1		1	
Softball								
Squash								
Swimming and Diving					1		1	
Synchronized Swimming								
Team Handball								
Tennis					1		1	
Track and Field, X-Country		5	3	2		2	2	
Volleyball	1		1		1	1	1	1
Water Polo								
Wrestling								
Others								
<b>Coaching Position Totals</b>	<b>2</b>	<b>6</b>	<b>6</b>	<b>2</b>	<b>9</b>	<b>7</b>	<b>12</b>	<b>4</b>

Table 3B

Appendix B – Equity in Athletics Disclosure Act Report, 2001 (cont.)

Equity in Athletics Disclosure Act

2000-2001

**TABLE 4 – OPERATING EXPENSES**

Commonly known as Game-Day Expenses

Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 of each year.

This table lists the total expense an institution incurs attributable to home, away, and neutral-site intercollegiate athletic contests including team travel, lodging, and meals; uniforms and equipment; and officials.

Sport	Operating Expense		Per Capita Expenses		
	Men's Teams 1	Women's Teams 2	Men's Teams 3	Women's Teams 4	
Baseball	202,104		6,124		
Basketball	278,482	233,986	18,565	14,624	
Fencing					
Field Hockey					
Football	1,056,868		9,271		
Golf	62,232	59,321	6,915	7,415	
Gymnastics					
Ice Hockey					
Lacrosse					
Rifle					
Rowing		184,107		2,218	
Skiing					
Soccer		112,003		5,333	
Softball					
Squash					
Swimming and Diving		97,996		5,764	
Synchronized Swimming					
Team Handball					
Tennis		88,052		11,006	
Track and Field, X-Country *	185,687	160,856	1,857	1,787	
Volleyball		132,759		10,212	
Water Polo					
Wrestling					
Others					
					ALL
<b>Total Operating Expense</b>	\$1,785,373	\$1,069,080	\$6,588	\$4,176	\$2,854,453
<b>Percent of Total</b>	62.5%	37.5%			100.0%

\* Per capita expense for "Track and Field, X-Country" determined using total number of participants for cross country, indoor track, and outdoor track.

Table 4

Appendix B – Equity in Athletics Disclosure Act Report, 2001 (cont.)

Equity in Athletics Disclosure Act

2000-2001

Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 of each year.

**TABLE 5 — RECRUITING EXPENDITURES**

This table lists the total institutional expenditures associated with recruiting for the teams. Costs include, but are not limited to: transportation, lodging, and meals for both recruits and institutional personnel engaged in men's and women's recruiting; expenditures for official and unofficial visits; and all other major expenses logically related to recruiting.

Recruiting Expenditures	Dollars	Percent of Total
Men's Teams	\$348,628	66.8%
Women's Teams	\$173,293	33.2%
<b>Total Recruiting Expenses</b>	<b>\$521,921</b>	<b>100.0%</b>

**TABLE 6 — ATHLETICALLY RELATED STUDENT AID**

This table lists the total amount of athletically related student aid awarded men and women student-athletes. Athletically related student aid is aid awarded a student that requires the student to participate in an intercollegiate athletics program. The average costs of a full grant-in-aid for in-state and out-of-state student-athletes are also listed.

Athletically Related Student Aid	Dollars	Percent of Total
Awarded to Male Athletes	\$1,922,683	54.9%
Awarded to Female Athletes	\$1,578,901	45.1%
<b>Total Amount</b>	<b>\$3,501,584</b>	<b>100.0%</b>

Average Cost of Full Grant-In-Aid	Dollars
In-State	\$11,202
Out-of-State	\$18,088

**TABLE 7 — Revenues**

This table lists the total revenue attributable to specific teams for all men's teams and all women's teams. Revenue includes ticket sales; student activity fees; guarantees and options; contributions from alumni and others; state or government support; institutional support; post-season compensation; concessions; radio and television; special events; program sales and advertising; signage, sponsorships, and royalties; sports camps; and all other revenues intended for intercollegiate sports.

Revenue Attributable to Specific Teams	Dollars	Percent of Total
Men's Teams	\$8,539,551	88.7%
Women's Teams	\$1,082,875	11.3%
<b>Total Revenue</b>	<b>\$9,622,427</b>	<b>100.0%</b>

Tables 5, 6, and 7



## Appendix B – Equity in Athletics Disclosure Act Report, 2001 (cont.)

### Equity in Athletics Disclosure Act

2000-2001

Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 of each year.

**TABLE 8 — HEAD COACHES SALARIES**

This table lists the average annual institutional salary of the head coaches of the men's and women's teams. Volunteer head coaches and head coaches whose salaries are paid by entities other than this institution are excluded from this calculation. Average salaries are listed as dollars per full-time equivalency as well as dollars per actual number of coaching positions.

Average Salaries of Head Coaches	Dollars per FTE	FTE's	Dollars per Position	Number of Positions
Men's Teams	\$196,288	4.00	\$157,030	5
Women's Teams	\$74,373	7.00	\$65,077	8

**TABLE 9 — ASSISTANT COACHES SALARIES**

This table lists the average annual institutional salary of the assistant coaches of the men's and women's teams. Volunteer assistant coaches and assistant coaches whose salaries are paid by entities other than this institution are excluded from this calculation. Average salaries are listed as dollars per full-time equivalency as well as dollars per actual number of positions.

Average Salaries of Assistant Coaches	Dollars per FTE	FTE's	Dollars per Position	Number of Positions
Men's Teams	\$53,884	18.25	\$42,756	23
Women's Teams	\$33,202	14.25	\$26,285	18

Tables 8 and 9

Appendix B – Equity in Athletics Disclosure Act Report, 2001 (cont.)

Equity in Athletics Disclosure Act

2000-2001

**TABLE 10 — OVERALL REVENUES AND EXPENSES**

Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 of each year.

This table lists total overall revenues and expenses for all men's programs and all women's programs as well as revenues and expenses not allocated to specific teams or not allocated by gender. The table also provides the same information for football, men's and women's basketball, and all other men's and women's sports.

Revenue includes ticket sales; student activity fees; guarantees and options; contributions from alumni and others; state or government support; institutional support; post-season compensation; concessions; radio and television; special events; program sales and advertising; signage, sponsorships, and royalties; sports camps; and all other revenues intended for intercollegiate sports.

Expenses include appearance guarantees and options, athletically-related student aid, contract services, equipment, fund-raising activities, operating expenses, promotional activities, recruiting expenses, salaries and benefits, supplies, travel, and any other expenses attributable to intercollegiate activities. Debt service and capital expenses are not included in these totals.

	Revenues		Expenses	
	Dollars	Percent of Grand Total	Dollars	Percent of Grand Total
(1) Football	\$7,101,703	36.2%	\$5,197,054	27.2%
(2) Men's Basketball	\$1,388,806	7.1%	\$1,375,022	7.2%
(3) All Other Men's Teams	\$49,043	0.2%	\$1,339,312	7.0%
(4) Not Allocated to Specific Men's Teams		0.0%		0.0%
(5) Total of Men's Program	\$8,539,551	43.5%	\$7,911,388	41.5%
(6) Women's Basketball	\$213,267	1.1%	\$955,268	5.0%
(7) All Other Women's Teams	\$869,608	4.4%	\$3,498,022	18.3%
(8) Not Allocated to Specific Women's Teams		0.0%		0.0%
(9) Total of Women's Program	\$1,082,875	5.5%	\$4,453,291	23.3%
(10) Not Allocated by Gender	\$10,005,012	51.0%	\$6,719,839	35.2%
(11) Grand Totals (add Lines 5, 9, 10)	\$19,627,439	100.0%	\$19,084,517	100.0%

Total Revenues and Operating Expenses of the Entire Institution  
As Indicated on the Institution's Financial Statement

	Revenues	Expenses
Total for the Entire Institution	\$542,594,278	\$533,875,722

Table 10



## Appendix B – Equity in Athletics Disclosure Act Report, 2000

**Reporting of Institutional Data for the  
NCAA Gender Equity Survey  
NCAA Analysis of Revenues and Expenses  
Equity in Athletics Disclosure Act (EADA)**

**CO-EDUCATIONAL INSTITUTIONS ONLY**

The nine worksheets included at the beginning of this document are for institutional use in collecting data on a sport-by-sport basis, compiling it in aggregate form, and transferring it to the tables provided to meet the reporting requirements of the EADA and ARE pursuant to the Higher Education Act.

The sport-by-sport data included in the nine WORKSHEETS are NOT required to be disclosed to the public in sport-by-sport format. The sport-by-sport data are totaled and transferred to the appropriate TABLE in aggregate form for reporting to the public. The data in the nine WORKSHEETS should be forwarded to the NCAA Research Office, however, as part of the NCAA Gender Equity Survey and the NCAA Analysis of Revenues and Expenses of Intercollegiate Athletics Survey

**All data collected as part of the NCAA Gender Equity Survey and the NCAA Analysis of Revenues and Expenses of Intercollegiate Athletics Survey will be reported in aggregate form only.**

**Individual institutions will not be identified.**

**Return by Mail**

Postmarked by October 16, 2000

**BE SURE TO KEEP A COPY**

Send the completed (hard copy) survey (Worksheets 1-8 and Tables 1-10) to:

NCAA Research Staff  
Equity in Athletics Disclosure Act  
P.O. Box 6222  
Indianapolis IN 46206-6222

and

Data from the completed survey (Tables 1-10 only) must be submitted electronically to the United States Department of Education via a web-based form available on the Department of Education web site. The URL for the web-based form is "<http://surveys.ope.gov/athletics>".

**DO NOT FAX**

Telephone: (317) 917-6222

**Appendix B – Equity in Athletics Disclosure Act Report, 2000 (cont.)**

**HIGHER EDUCATION ACT REPORTING**

**Reporting of Institutional Information Concerning Intercollegiate Athletics Programs**

All coeducational institutions of higher education that participate in any Federal student financial aid program (Federal Pell, Federal SEOG, and Federal SSIG Grants; Federal Work Study; and Federal Family Education, Federal Perkins, and William D. Ford Federal Direct Loans) and have intercollegiate athletics programs must provide information concerning their intercollegiate athletics programs under the Equity in Athletics Disclosure Act of 1994, Section 485g of the Higher Education Act of 1965, 20 U. S. C. 1092.

**This act and accompanying Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 each year.**

An institution may use this or any format to disclose this information.

Name of Reporting Institution: Washington State University

Information for the Reporting Year: Beginning: July 1, 1999 Ending: June 30, 2000

Number of Undergraduates (i.e.; full-time, baccalaureate, degree-seeking students) by Gender:  
(Use fall semester enrollment figures)

	Number	Percent
Male undergraduates:	<u>7,229</u>	<u>50.7%</u>
Female undergraduates:	<u>7,025</u>	<u>49.3%</u>
Total undergraduates:	<u>14,254</u>	<u>100.0%</u>

**Institutional Contact:**

Primary Contact Person: Kim Wetzel  
 Signature: \_\_\_\_\_  
 Title: Administrative Assistant  
 Telephone Number: 509-335-2432  
 FAX number: 509-335-0328  
 e-mail address: kimw@wsu.edu  
 Date completed: 10/13/00

**Current Classification:**

NCAA Division	I-A <u>X</u>	II (with football) _____
	I-AA _____	II (without football) _____
	I-AAA _____	III (with football) _____
		III (without football) _____

Appendix B – Equity in Athletics Disclosure Act Report, 2000 (cont.)

**WORKSHEET 1: Athletically Related Student Aid**  
 (The institution is NOT required to make this worksheet available to the public.)

Sport	Scholarships					
	Male Athletes			Female Athletes		
	Equivalencies Awarded in 1999-2000 1	Number of Students Receiving Athletic Aid 2	Total Dollar Amount 3	Equivalencies Awarded in 1999-2000 4	Number of Students Receiving Athletic Aid 5	Total Dollar Amount 6
Baseball	11.50	25	152,422			
Basketball	11.50	13	208,999	14.25	15	234,691
Fencing						
Field Hockey						
Football	79.08	89	1,339,974			
Golf	3.91	9	53,684	5.83	8	94,996
Gymnastics						
Ice Hockey						
Lacrosse						
Rifle						
Rowing				16.76	30	226,507
Skiing						
Soccer				7.84	19	108,110
Softball						
Squash						
Swimming and Diving				8.78	11	147,636
Synchronized Swimming						
Team Handball						
Tennis				8.00	8	144,334
Track and Field, X-Country	10.58	22	167,947	16.71	28	265,934
Volleyball				11.10	13	196,282
Water Polo						
Wrestling						
Others						
(1) Totals	116.57	158	\$1,923,026	89.27	132	\$1,418,490

Transfer Dollar Amounts by Sport and Totals for All Sports (Columns 3 and 6) to Worksheets 7A and 8A (Column 1)  
 Transfer Total Dollar Amounts (Line 1 — Columns 3 and 6) to TABLE 6

Worksheet 1

Appendix B – Equity in Athletics Disclosure Act Report, 2000 (cont.)

**WORKSHEET 2: Coaches Salaries — Men's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Sport	Head Coaches			Assistant Coaches			Men's Total Salaries 7
	Number of Positions 1	FTE 2	Salary 3	Number of Positions 4	FTE 5	Salary 6	
Baseball	1	1.00	59,130	2	2.00	68,113	\$127,243
Basketball	1	1.00	302,354	3	3.00	133,750	\$436,104
Fencing							
Field Hockey							
Football	1	1.00	423,320	11	10.00	681,181	\$1,104,501
Golf	1	0.50	25,756	2	0.75	12,971	\$38,727
Gymnastics							
Ice Hockey							
Lacrosse							
Rifle							
Rowing							
Skiing							
Soccer							
Softball							
Squash							
Swimming and Diving							
Synchronized Swimming							
Team Handball							
Tennis							
Track and Field, X-Country	1	0.50	37,931	5	2.50	86,458	\$124,389
Volleyball							
Water Polo							
Wrestling							
Others							
(1) Total of Salaries			\$848,491			\$982,473	\$1,830,964
(2) Total of FTE's		4.00			18.25		22.25
(3) Number of Positions	5			23			28

Transfer Totals of Head and Assistant Coaches Salaries by Sport (Column 7) to Worksheet 7A (Column 3)

For Head Coaches, Transfer Total of FTE's (Line 2 — Column 2), and total number of positions (Line 3, Column 1) and calculate dollars per FTE and dollars per number of positions and transfer to Table 8.

For Assistant Coaches, Transfer Total of FTE's (Line 2 — Column 5) and total number of positions (Line 3, Column 4) and calculate dollars per FTE and dollars per number of positions and transfer to Table 9.

Worksheet 2

Appendix B – Equity in Athletics Disclosure Act Report, 2000 (cont.)

**WORKSHEET 3: Coaches Salaries — Women's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Sport	Head Coaches			Assistant Coaches			Women's Total Salaries 7
	Number of Positions 1	FTE 2	Salary 3	Number of Positions 4	FTE 5	Salary 6	
Baseball							
Basketball	1	1.00	125,000	3	3.00	111,396	\$236,396
Fencing							
Field Hockey							
Football							
Golf	1	0.50	25,756	2	0.75	12,971	\$38,727
Gymnastics							
Ice Hockey							
Lacrosse							
Rifle							
Rowing	1	1.00	45,282	2	2.00	58,140	\$103,422
Skiing							
Soccer	1	1.00	43,775	2	2.00	47,500	\$91,275
Softball							
Squash							
Swimming and Diving	1	1.00	44,125	1	1.00	14,047	\$58,172
Synchronized Swimming							
Team Handball							
Tennis	1	1.00	51,600	1	1.00	27,000	\$78,600
Track and Field, X-Country	1	0.50	37,931	5	2.50	86,458	\$124,389
Volleyball	1	1.00	104,301	2	2.00	59,847	\$164,148
Water Polo							
Wrestling							
Others							
(1) Total of Salaries			\$477,770			\$417,359	\$895,129
(2) Total of FTE's		7.00			14.25		21.25
(3) Number of Positions	8			18			26

Transfer Totals of Head and Assistant Coaches Salaries by Sport (Column 7) to Worksheet 8A (Column 3)

For Head Coaches, Transfer Total of FTE's (Line 2 — Column 2) and total number of positions (Line 3, Column 1) and calculate dollars per FTE and dollars per number of positions and transfer to table 8.

For Assistant Coaches, Transfer Total of FTE's (Line 2 — Column 1) and total number of positions (Line 3, Column 4) and calculate dollars per FTE and dollars per number of positions and transfer to table 9.

Worksheet 3



Appendix B – Equity in Athletics Disclosure Act Report, 2000 (cont.)

**WORKSHEET 4 - Part A: Revenues by Source — Men's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part A		Ticket Sales					
Revenues by Source	Ticket Sales to the Public and University Faculty/Staff 1	Ticket Sales to Students 2	Student Activity Fees 3	Guarantees and Options 4	Cash Contributions from Alumni and Others 5	Direct State or Other Government Support 6	Institutional Support 7
Men's Teams Only							
Baseball	17,903				1,020		
(1) Basketball	230,300			181,790	4,450		
Fencing							
Field Hockey							
(2) Football	1,493,208	179,455		1,074,639	42,385		
Golf							
Gymnastics							
Ice Hockey							
Lacrosse							
Rifle							
Rowing							
Skiing							
Soccer							
Softball							
Squash							
Swimming and Diving							
Synchronized Swimming							
Team Handball							
Tennis							
Track and Field, X-Country	5,513				251		
Volleyball							
Water Polo							
Wrestling							
Others							
(3) Subtotal All Men's Teams	\$1,746,924	\$179,455		\$1,256,429	\$48,106		
(4)							
(5) Revenue Not Related to Specific Men's Teams							
(6) Total Revenue—Men	\$1,746,924	\$179,455		\$1,256,429	\$48,106		

Worksheet 4-A

Appendix B – Equity in Athletics Disclosure Act Report, 2000 (cont.)

**WORKSHEET 4 - Part B: Revenues by Source — Men's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part B							
Revenues by Source	Bowl Games	Tournaments	NCAA/ Conference Distributions	Concessions	Radio and Television	Program Sales and Advertising	Signage Sponsorships Royalties
Men's Teams Only	8	9	10	11	12	13	14
Baseball							
(1) Basketball			547,820		488,583		
Fencing							
Field Hockey							
(2) Football			1,378,851		2,029,206		
Golf							
Gymnastics							
Ice Hockey							
Lacrosse							
Rifle							
Rowing							
Skiing							
Soccer							
Softball							
Squash							
Swimming and Diving							
Synchronized Swimming							
Team Handball							
Tennis							
Track and Field, X-Country							
Volleyball							
Water Polo							
Wrestling							
Others							
(3) Subtotal All Men's Teams			\$1,926,671		\$2,517,789		
(4)							
(5) Revenue Not Related to Specific Men's Teams							
(6) Total Revenue—Men			\$1,926,671		\$2,517,789		

Worksheet 4-B

Appendix B – Equity in Athletics Disclosure Act Report, 2000 (cont.)

**WORKSHEET 4 - Part C: Revenues by Source — Men's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part C

Revenues by Source		Sports Camps	All Other	Total Revenues
Men's Teams Only		15	16	17
	Baseball	1,960		\$20,883
(1)	Basketball	95,640		\$1,548,583
	Fencing			
	Field Hockey			
(2)	Football	132,253		\$6,329,997
	Golf			
	Gymnastics			
	Ice Hockey			
	Lacrosse			
	Rifle			
	Rowing			
	Skiing			
	Soccer			
	Softball			
	Squash			
	Swimming and Diving			
	Synchronized Swimming			
	Team Handball			
	Tennis			
	Track and Field, X-Country	15,432		\$21,196
	Volleyball			
	Water Polo			
	Wrestling			
	Others			
(3)	Subtotal All Men's Teams	\$245,285		\$7,920,659
(4)	Men's Teams Other than Football and Basketball (Subtract Lines 1 and 2 from Line 3)			\$42,079
(5)	Revenue Not Related to Specific Men's Teams			
(6)	Total Revenue—Men	\$245,285		\$7,920,659

Transfer Subtotal of Revenue Related to Specific Men's Teams (Line 3 — Column 17) to Table 7

Transfer Total Revenue for Football, Basketball, All Other Men's Teams, Revenue Not Related to Specific Men's Teams, and Total Revenue—Men (Lines 1, 2, 4, 5, and 6 — Column 17) to Table 10 (Lines 1, 2, 3, 4, and 5)

Worksheet 4-C

Appendix B – Equity in Athletics Disclosure Act Report, 2000 (cont.)

**WORKSHEET 5 - Part A: Revenues by Source — Women's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part A		Ticket Sales					
Revenues by Source	Ticket Sales to the Public and University Faculty/ Staff 1	Ticket Sales to Students 2	Student Activity Fees 3	Guarantees and Options 4	Cash Contributions from Alumni and Others 5	Direct State or Other Government Support 6	Institutional Support 7
Women's Teams Only							
Baseball							
(1) Basketball	6,092				7,102		105,692
Fencing							
Field Hockey							
(2) Football							
Golf							61,587
Gymnastics							
Ice Hockey							
Lacrosse							
Rifle							
Rowing					2,082		121,559
Skiing							
Soccer	2,097				200		51,604
Softball							
Squash							
Swimming and Diving					1,410		77,951
Synchronized Swimming							
Team Handball							
Tennis					1,395		77,403
Track and Field, X-Country	5,514						143,429
Volleyball	20,163				3,291		98,499
Water Polo							
Wrestling							
Others							
(3) Subtotal All Women's Teams	\$33,866				\$15,480		\$737,724
(4)							
(5) Revenue Not Related to Specific Women's Teams							
(6) Total Revenue—Women	\$33,866				\$15,480		\$737,724

Worksheet 5-A

Appendix B – Equity in Athletics Disclosure Act Report, 2000 (cont.)

**WORKSHEET 5 - Part B: Revenues by Source — Women's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part B

Revenues by Source	Bowl Games	Tournaments	NCAA/ Conference Distributions	Concessions	Radio and Television	Program Sales and Advertising	Signage Sponsorships Royalties
Women's Teams Only	8	9	10	11	9	10	11
Baseball							
(1) Basketball							
Fencing							
Field Hockey							
(2) Football							
Golf							
Gymnastics							
Ice Hockey							
Lacrosse							
Rifle							
Rowing							
Skiing							
Soccer							
Softball							
Squash							
Swimming and Diving							
Synchronized Swimming							
Team Handball							
Tennis							
Track and Field, X-Country							
Volleyball							
Water Polo							
Wrestling							
Others							
(3) Subtotal All Women's Teams							
(4)							
(5) Revenue Not Related to Specific Women's Teams							
(6) Total Revenue—Women							

Worksheet 5-B

Appendix B – Equity in Athletics Disclosure Act Report, 2000 (cont.)

**WORKSHEET 5 - Part C: Revenues by Source — Women's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part C			
Revenues by Source	Sports Camps	All Other	Total Revenues
Women's Teams Only	15	16	17
Baseball			
(1) Basketball	113,216	415	\$232,517
Fencing			
Field Hockey			
(2) Football			
Golf			\$61,587
Gymnastics			
Ice Hockey			
Lacrosse			
Rifle			
Rowing		24,564	\$148,205
Skiing			
Soccer		780	\$54,681
Softball			
Squash			
Swimming and Diving		6,205	\$85,566
Synchronized Swimming			
Team Handball			
Tennis		775	\$79,573
Track and Field, X-Country	15,433		\$164,376
Volleyball	97,086	2,654	\$221,693
Water Polo			
Wrestling			
Others			
(3) Subtotal All Women's Teams	\$225,735	\$35,393	\$1,048,198
(4) Women's Teams Other than Basketball (Subtract Line 1 from Line 3)			\$815,681
(5) Revenue Not Related to Specific Women's Teams			
(6) Total Revenue—Women	\$225,735	\$35,393	\$1,048,198

Transfer Subtotal of Revenue Related to Specific Women's Teams (Line 3 — Column 17) to Table 7  
 Transfer Total Revenue for Basketball, All Other Women's Teams, Revenue Not Related to Specific Women's Teams,  
 and Total Revenue - Women (Lines 1,4,5 and 6 -- Column 17) to Table 10 (Lines 6,7,8, and 9)

Worksheet 5-C

Appendix B – Equity in Athletics Disclosure Act Report, 2000 (cont.)

**WORKSHEET 6 - Part A: Expenses by Object of Expenditure — Men's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part A							
Expenses by Object of Expenditure	Athletic Student Aid	Guarantees and Options Paid	Salaries	Salary Benefits	Recruiting	Team Travel (Include lodging and meals)	Equipment Uniforms Supplies
Men's Teams Only	1	2	3	4	5	6	7
Baseball	152,422		127,243	36,512	20,068	169,360	54,984
(1) Basketball	208,999	203,744	436,104	84,098	96,997	145,040	43,940
Fencing							
Field Hockey							
(2) Football	1,339,974	967,032	1,104,501	190,900	240,684	473,627	245,813
Golf	53,684		38,727	11,966	6,357	41,604	21,288
Gymnastics							
Ice Hockey							
Lacrosse							
Rifle							
Rowing							
Skiing							
Soccer							
Softball							
Squash							
Swimming and Diving							
Synchronized Swimming							
Team Handball							
Tennis							
Track and Field, X-Country	167,947	5,000	124,389	31,260	20,381	133,032	39,987
Volleyball							
Water Polo							
Wrestling							
Others							
(3) Subtotal All Men's Teams	\$1,923,026	\$1,175,776	\$1,830,964	\$354,736	\$384,487	\$962,663	\$406,012
(4)							
(5) Expenses Not Related to Specific Men's Teams							
(6) Total Expense—Men	\$1,923,026	\$1,175,776	\$1,830,964	\$354,736	\$384,487	\$962,663	\$406,012

Add columns 6, 7, and 8 and transfer the totals to Table 4, Column 1; the EADA defines this total as Operating Expense.

Transfer Subtotal of Recruiting Expenses Related to Specific Men's Teams (Line 3 — Column 5) to Table 5

Worksheet 6-A

Appendix B – Equity in Athletics Disclosure Act Report, 2000 (cont.)

**WORKSHEET 6 - Part B: Expenses by Object of Expenditure — Men's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part B

Expenses by Object of Expenditure	Officials	Fund Raising	Contract Services	Other	Total Expenses	Debt Service	Capital Expense
Men's Teams Only	8	9	10	11	12	13	14
Baseball	17,735		459	52,017	\$630,800		16,962
(1) Basketball	66,806		75,278	223,065	\$1,584,071		
Fencing							
Field Hockey							
(2) Football	71,871		218,770	435,270	\$5,288,442		
Golf				28,305	\$201,931		
Gymnastics							
Ice Hockey							
Lacrosse							
Rifle							
Rowing							
Skiing							
Soccer							
Softball							
Squash							
Swimming and Diving							
Synchronized Swimming							
Team Handball							
Tennis							
Track and Field, X-Country			324	44,771	\$567,091		
Volleyball							
Water Polo							
Wrestling							
Others							
(3) Subtotal All Men's Teams	\$156,412		\$294,831	\$783,428	\$8,272,336		\$16,962
(4) Men's Teams Other than Football and Basketball (Subtract Lines 1 and 2 from Line					\$1,399,822		
(5) Expenses Not Related to Specific Men's Teams							
(6) Total Expense—Men	\$156,412		\$294,831	\$783,428	\$8,272,336		\$16,962

Add columns 6, 7, and 8 and transfer the totals to Table 4, Column 1; the EADA defines this total as Operating Expense.

Transfer Total Expense for Basketball, Football, All Other Men's Teams, Expense Not Related to Specific Men's Teams, and Total Expense—Men (Lines 1, 2, 4, 5, and 6 — Column 12) to Table 10 (Lines 1, 2, 3, 4, and 5)

Worksheet 6-B



Appendix B – Equity in Athletics Disclosure Act Report, 2000 (cont.)

**WORKSHEET 7 - Part A: Expenses by Object of Expenditure — Women's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part A							
Expenses by Object of Expenditure	Athletically Related Student Aid	Guarantees and Options Paid	Salaries	Salary Benefits	Recruiting	Team Travel (Include lodging and meals)	Equipment Uniforms Supplies
Women's Teams Only	1	2	3	4	5	6	7
Baseball							
(1) Basketball	234,691	2,200	236,396	59,881	61,428	108,141	36,506
Fencing							
Field Hockey							
(2) Football							
Golf	94,996		38,727	11,967	6,357	40,410	21,289
Gymnastics							
Ice Hockey							
Lacrosse							
Rifle							
Rowing	226,507		103,422	29,489	20,781	175,087	42,739
Skiing							
Soccer	108,110		91,275	24,642	34,640	53,878	12,961
Softball							
Squash							
Swimming and Diving	147,636	5,000	58,172	19,751	18,063	58,107	17,190
Synchronized Swimming							
Team Handball							
Tennis	144,334		78,600	21,940	9,208	72,106	20,417
Track and Field, X-Country	265,934	5,000	124,389	38,743	19,470	137,931	39,572
Volleyball	196,282	10,749	164,148	46,463	30,699	79,172	20,771
Water Polo							
Wrestling							
Others							
(3) Subtotal All Women's Teams	\$1,418,490	\$22,949	\$895,129	\$252,876	\$200,646	\$724,832	\$211,445
(4)							
(5) Expenses Not Related to Specific Women's Teams							
(6) Total Expense—Women	\$1,418,490	\$22,949	\$895,129	\$252,876	\$200,646	\$724,832	\$211,445

Add columns 6, 7, and 8 and transfer the total to Table 4, Column 2; the EADA defines this total as Operating Expense.

Transfer Subtotal of Recruiting Expenses Related to Specific Women's Teams (Line 3 — Column 5) to Table 5

Worksheet 7-A

Appendix B – Equity in Athletics Disclosure Act Report, 2000 (cont.)

**WORKSHEET 7 - Part B: Expenses by Object of Expenditure — Women's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part B

Expenses by Object of Expenditure	Officials	Fund Raising	Contract Services	Other	Total Expenses	Debt Services	Capital Expense
Women's Teams Only	8	9	10	11	12	13	14
Baseball							
(1) Basketball	47,331		27,000	177,860	\$991,434		
Fencing							
Field Hockey							
(2) Football							
Golf				2,945	\$216,691		
Gymnastics							
Ice Hockey							
Lacrosse							
Rifle							
Rowing				84,452	\$682,477		1,341
Skiing							
Soccer	5,300		934	30,854	\$362,594		
Softball							
Squash							
Swimming and Diving	500			29,952	\$354,371		
Synchronized Swimming							
Team Handball							
Tennis	5,473		495	22,943	\$375,516		
Track and Field, X-Country			323	52,488	\$683,850		
Volleyball	12,682		33,309	123,039	\$717,314		4,168
Water Polo							
Wrestling							
Others							
(3) Subtotal All Women's Teams	\$71,286		\$62,061	\$524,533	\$4,384,247		\$5,509
(4) Women's Teams Other than Basketball (Subtract Line 1 from Line 3)					\$3,392,814		
(5) Expenses Not Related to Specific Women's Teams							
(6) Total Expense—Women	\$71,286		\$62,061	\$524,533	\$4,384,247		\$5,509

Add columns 6, 7, and 8 and transfer the total to Table 4, Column 2; the EADA defines this total as Operating Expense.

Transfer Total Expense for Basketball, All Other Women's Sports, Expense Not Related to Specific Women's Teams and Total Expense—Women (Lines 1, 4, 5 and 6 — Column 12) to Table 10 (Lines 6, 7, 8, and 9)

Worksheet 7-B

Appendix B – Equity in Athletics Disclosure Act Report, 2000 (cont.)

**WORKSHEET 8: Revenues and Expenses Not Allocated by Gender**  
 (The institution is NOT required to make this worksheet available to the public.)

**WORKSHEET 8A: REVENUES Not Directly Attributable to Either Men's or Women's Programs**

Revenues by Source	Ticket Sales						
	Ticket Sales to the Public and University Faculty/ Staff 1	Ticket Sales to Students 2	Student Activity Fees 3	Guarantees and Options 4	Cash Contributions from Alumni and Others 5	Direct State or Other Government Support 6	Institutional Support 7
Not Allocated by Gender		\$398,354	\$823,000		\$2,334,966		\$2,330,179

Bowl Games 8	Tournaments 9	NCAA/ Conference Distributions 10	Concessions 11	Radio and Television 12	Program Sales and Advertising 13	Signage Sponsorships Royalties 14
		\$579,176	\$108,262	\$460,051		\$1,646,920

Sports Camps 15	All Other 16	Total Revenues 17
	\$568,158	\$9,249,066

(1)

Transfer Total Revenues Not Allocated by Gender (Line 1 — Column 17) to Table 10 (Line 10)

**WORKSHEET 8B: EXPENSES Not Directly Attributable to Either Men's or Women's Programs**

Expenses by Object of Expenditure	Athletic Student Aid 1	Guarantees and Options Paid 2	Salaries 3	Salary Benefits 4	Recruiting 5	Team Travel (Include lodging and meals) 6	Equipment Uniforms Supplies 7
Not Allocated by Gender	\$291,108	\$25,001	\$2,655,767	\$635,283			\$197,702

Officials 8	Fund Raising 9	Contract Services 10	Other 11	Total Expenses 12	Debt Service 13	Capital Expense 14
	\$274,657	\$167,177	\$2,314,675	\$6,561,370	\$66,067	\$222,924

(2)

Transfer Total Expenses Not Allocated by Gender (Line 2 — Column 12) to Table 10 (Line 10)

Worksheets 8-A and 8-B

Appendix B – Equity in Athletics Disclosure Act Report, 2000 (cont.)

Equity in Athletics Disclosure Act

1999-2000

TABLE 1 — ATHLETICS PARTICIPATION

Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 of each year.

This table lists the number of participants by gender for each varsity team. According to the published federal regulations governing EADA a participant is defined as a student-athlete who, as of the day of a varsity team's first scheduled contest —

- (a) is listed by the institution on the varsity team's roster; or
- (b) receives athletically related student aid; or
- (c) practices with the varsity team and receives coaching from one or more varsity coaches.

Any student-athlete who satisfies one or more of these criteria is a participant, including a student on a team the institution designates or defers as junior varsity, freshman, or novice, or a student withheld from competition to preserve eligibility (i.e., a redshirt) or for academic, medical, or other reasons.

Sport	Number of Participants		Number of Participants Participating on a Second Team		Number of Participants Participating on a Third Team	
	Men's Teams 1	Women's Teams 2	Men's Teams 3	Women's Teams 4	Men's Teams 5	Women's Teams 6
Baseball	36		0		0	
Basketball	15	15	0	2	0	0
Fencing						
Field Hockey						
Football	125		1		1	
Golf	10	10	0	0	0	0
Gymnastics						
Ice Hockey						
Lacrosse						
Rifle						
Rowing		69		0		0
Skiing						
Soccer		23		0		0
Softball						
Squash						
Swimming and Diving		12		0		0
Synchronized Swimming						
Team Handball						
Tennis		8		0		0
Cross Country *	13	11	11	11	10	11
Indoor Track and Field *	52	38	50	38	11	11
Outdoor Track and Field *	49	38	49	38	11	11
Volleyball		14		0		0
Water Polo						
Wrestling						
Others						
(1) Total Participants	300	238	111	89	33	33
(2) Percentage of Participants	55.8%	44.2%				
(3) Unduplicated Count of Participants	239	188				

ALL	
Total Participants Men and Women	538

100.0%

\* "Track and Field, X-Country" participants are broken out by each of the three sports.

Table 1

Appendix B – Equity in Athletics Disclosure Act Report, 2000 (cont.)

Equity in Athletics Disclosure Act

1999-2000

**TABLE 4 — OPERATING EXPENSES**  
Commonly known as Game-Day Expenses

Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 of each year.

This table lists the total expense an institution incurs attributable to home, away, and neutral-site intercollegiate athletic contests including team travel, lodging, and meals; uniforms and equipment; and officials.

Sport	Operating Expense		Per Capita Expenses		
	Men's Teams 1	Women's Teams 2	Men's Teams 3	Women's Teams 4	
Baseball	242,079		6,724		
Basketball	255,786	191,978	17,052	12,799	
Fencing					
Field Hockey					
Football	791,311		6,330		
Golf	62,892	61,699	6,289	6,170	
Gymnastics					
Ice Hockey					
Lacrosse					
Rifle					
Rowing		217,826		3,157	
Skiing					
Soccer		72,139		3,136	
Softball					
Squash					
Swimming and Diving		75,797		6,316	
Synchronized Swimming					
Team Handball					
Tennis		97,996		12,250	
Track and Field, X-Country *	173,019	177,503	1,518	2,040	
Volleyball		112,625		8,045	
Water Polo					
Wrestling					
Others					
					ALL
<b>Total Operating Expense</b>	\$1,525,087	\$1,007,563	\$5,084	\$4,233	\$2,532,650
<b>Percent of Total</b>	60.2%	39.8%			100.0%

\* Per capita expense for "Track and Field, X-Country" determined using total number of participants for cross country, indoor track, and outdo

Table 4

Appendix B – Equity in Athletics Disclosure Act Report, 2000 (cont.)

Equity in Athletics Disclosure Act

1999-2000

Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 of each year.

**TABLE 5 — RECRUITING EXPENDITURES**

This table lists the total institutional expenditures associated with recruiting for the teams. Costs include, but are not limited to: transportation, lodging, and meals for both recruits and institutional personnel engaged in men's and women's recruiting; expenditures for official and unofficial visits; and all other major expenses logically related to recruiting.

Recruiting Expenditures	Dollars	Percent of Total
Men's Teams	\$384,487	65.7%
Women's Teams	\$200,646	34.3%
<b>Total Recruiting Expenses</b>	<b>\$585,133</b>	<b>100.0%</b>

**TABLE 6 — ATHLETICALLY RELATED STUDENT AID**

This table lists the total amount of athletically related student aid awarded men and women student-athletes. Athletically related student aid is aid awarded a student that requires the student to participate in an intercollegiate athletics program. The average costs of a full grant-in-aid for in-state and out-of-state student-athletes are also listed.

Athletically Related Student Aid	Dollars	Percent of Total
Awarded to Male Athletes	\$1,923,026	57.5%
Awarded to Female Athletes	\$1,418,490	42.5%
<b>Total Amount</b>	<b>\$3,341,516</b>	<b>100.0%</b>

Average Cost of Full Grant-In-Aid	Dollars
In-State	\$10,766
Out-of-State	\$17,800

**TABLE 7 — Revenues**

This table lists the total revenue attributable to specific teams for all men's teams and all women's teams. Revenue includes ticket sales; student activity fees; guarantees and options; contributions from alumni and others; state or government support; institutional support; post-season compensation; concessions; radio and television; special events; program sales and advertising; signage, sponsorships, and royalties; sports camps; and all other revenues intended for intercollegiate sports.

Revenue Attributable to Specific Teams	Dollars	Percent of Total
Men's Teams	\$7,920,659	88.3%
Women's Teams	\$1,048,198	11.7%
<b>Total Revenue</b>	<b>\$8,968,857</b>	<b>100.0%</b>

Tables 5, 6, and 7

**Appendix B – Equity in Athletics Disclosure Act Report, 2000 (cont.)**

Equity in Athletics Disclosure Act

1999-2000

Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 of each year.

**TABLE 8 — HEAD COACHES SALARIES**

This table lists the average annual institutional salary of the head coaches of the men's and women's teams. Volunteer head coaches and head coaches whose salaries are paid by entities other than this institution are excluded from this calculation. Average salaries are listed as dollars per full-time equivalency as well as dollars per actual number of coaching positions.

Average Salaries of Head Coaches	Dollars per FTE	FTE's	Dollars per Position	Number of Positions
Men's Teams	\$212,123	4.00	\$169,698	5
Women's Teams	\$68,253	7.00	\$59,721	8

**TABLE 9 — ASSISTANT COACHES SALARIES**

This table lists the average annual institutional salary of the assistant coaches of the men's and women's teams. Volunteer assistant coaches and assistant coaches whose salaries are paid by entities other than this institution are excluded from this calculation. Average salaries are listed as dollars per full-time equivalency as well as dollars per actual number of positions.

Average Salaries of Assistant Coaches	Dollars per FTE	FTE's	Dollars per Position	Number of Positions
Men's Teams	\$53,834	18.25	\$42,716	23
Women's Teams	\$29,288	14.25	\$23,187	18

Tables 8 and 9

Appendix B – Equity in Athletics Disclosure Act Report, 2000 (cont.)

Equity in Athletics Disclosure Act

1999-2000

**TABLE 10 — OVERALL REVENUES AND EXPENSES**

Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 of each year.

This table lists total overall revenues and expenses for all men's programs and all women's programs as well as revenues and expenses not allocated to specific teams or not allocated by gender. The table also provides the same information for football, men's and women's basketball, and all other men's and women's sports.

Revenue includes ticket sales; student activity fees; guarantees and options; contributions from alumni and others; state or government support; institutional support; post-season compensation; concessions; radio and television; special events; program sales and advertising; signage, sponsorships, and royalties; sports camps; and all other revenues intended for intercollegiate sports.

Expenses include appearance guarantees and options, athletically-related student aid, contract services, equipment, fund-raising activities, operating expenses, promotional activities, recruiting expenses, salaries and benefits, supplies, travel, and any other expenses attributable to intercollegiate activities. Debt service and capital expenses are not included in these totals.

	Revenues		Expenses	
	Dollars	Percent of Grand Total	Dollars	Percent of Grand Total
(1) Football	\$6,329,997	34.7%	\$5,288,442	27.5%
(2) Men's Basketball	\$1,548,583	8.5%	\$1,584,071	8.2%
(3) All Other Men's Teams	\$42,079	0.2%	\$1,399,822	7.3%
(4) Not Allocated to Specific Men's Teams		0.0%		0.0%
(5) Total of Men's Program	\$7,920,659	43.5%	\$8,272,336	43.0%
(6) Women's Basketball	\$232,517	1.3%	\$991,434	5.2%
(7) All Other Women's Teams	\$815,681	4.5%	\$3,392,814	17.7%
(8) Not Allocated to Specific Women's Teams		0.0%		0.0%
(9) Total of Women's Program	\$1,048,198	5.8%	\$4,384,247	22.8%
(10) Not Allocated by Gender	\$9,249,066	50.8%	\$6,561,370	34.1%
(11) Grand Totals (add Lines 5, 9, 10)	\$18,217,923	100.0%	\$19,217,953	100.0%

**Total Revenues and Operating Expenses of the Entire Institution  
As Indicated on the Institution's Financial Statement**

	Revenues	Expenses
Total for the Entire Institution	\$498,645,819	\$491,378,388

Table 10



**Appendix B – Equity in Athletics Disclosure Act Report, 2000 (cont.)**

**Equity in Athletics Disclosure Act**

1999-2000

**Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 of each year.**

An institution is encouraged to provide any further information it believes might be helpful to students, prospective students or the public to interpret the information provided above, or that might help a prospective student-athlete make an informed choice of an athletics program. For example, an institution may include a history of its athletics programs, or explanation of unusual or exceptional circumstances that would better explain the data or their significance.

WSU operates men's and women's track and field as joint program with a single coaching staff that works with all of the student-athletes from both facets of the program. The staff and salary values assigned to worksheets 2, 3, 6, 7 and tables 2, 3, 8, 9 reflect the joint program. Cross country figures are included with track and field.

WSU operates men's and women's golf as a joint program with a single coaching staff that works with all of the students from both facets of the program. The staff and salary values assigned to worksheets 2, 3, 6, 7, and tables, 2, 3, 8, 9 reflect the joint program.

Due to coaching staff changes, Men's Basketball Head Coach Salary reflects two salaries for the twelve months reported.

Worksheet 8B, item 11 (other) includes \$406,438 of university administrative service fees and \$196,687 for professional travel of non-coaching staff members not related to team travel or recruiting.

Women's Basketball assistant coaches salaries reflects 3-month vacant position while search was conducted.

Swimming assistant coaches salaries reflects 6-month vacant position while search was conducted.

## Appendix C – Gender Equity Plan



Office of the President

**GENDER EQUITY PLAN**  
Department of Intercollegiate Athletics  
Washington State University  
Fall, 2002

### History

Washington State University's gender efforts have been shaped by three major events:

1. The 1983 State Superior Court decision in Blair vs. WSU. A group of women coaches and student-athletes had filed charges of discrimination, based on Washington's Equal Rights Amendment and other state anti-discrimination laws. The court concluded the University had discriminated against the plaintiffs and ordered the University to provide equitable treatment of its women's athletic program and established minimum criteria regarding direct funding for scholarships and operational support and participation rates. Football was exempted from equity calculations for scholarship allocations and participation rates. The Court mandated the establishment of a Gender Equity Committee composed of two student-athletes, two coaches, two administrators, and a chair. The charge of the committee is to develop recommendations for written policies concerning matters affecting gender equity in athletics including, but not limited to, shared services, locker and office facilities, practice and competition facilities and scheduling, sports camps and clinics, complimentary automobiles, athlete work projects, facilities improvements, and sports to be offered. The committee shall also monitor the application of the funding formula and participation opportunities and develop recommendations for the advancement of women's athletics in the area of promotions. The committee shall submit an annual report to the Provost's Office on July 1 each year.
2. The 1987 Washington State Supreme Court reversal of part of the trial court's decision. The plaintiffs appealed the lower court's exemption of football from considerations of equity. The court reversed the exclusion of football from calculations of participation opportunities and scholarship funding required. It upheld the exclusion of sports generated revenues from calculations of University financial support, yet stated that this conclusion did not modify in any way the University's obligation to achieve equity under the Equal Rights Amendment.
3. The 1989 passage by the Washington legislature of a tuition waiver bill for achieving gender equity and a comprehensive gender equity in higher education bill. After the 1983 trial court decision, Washington State merged the men's and women's athletic departments and altered its sports offerings to provide an affordable and equitable program within the Pacific 10 Conference. Over a period of four years, as required by the court, an equitable balance was reached in compliance with the Superior Court decision.

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509-335-6666 • Fax: 509-335-0137 • [www.wsu.edu/president/PresidentsOffice.html](http://www.wsu.edu/president/PresidentsOffice.html)

## Appendix C – Gender Equity Plan (cont.)

After the 1987 Supreme Court decision the University undertook the following initiatives:

- 1987 In the fall the institution announced its game plan to achieve gender equity in athletics.
- 1988 All current women's programs were funded to the NCAA scholarship maximums and recruiting budgets were increased.
- 1989 Soccer was added as a women's varsity program and began competition in the fall. A full-time head coach was hired.
- 1989 Washington State University initiated an educational and lobbying effort with the Washington legislature to generate funding support for achieving equity in intercollegiate athletics. All the state institutions of higher education joined this effort which resulted in the tuition waiver and omnibus gender equity bills. As a result of this legislation, Washington State conducted an institution wide self study in 1990 and forwarded the findings and equity plans to the Higher Education Coordinating Board. Required follow-up reports and plans were submitted in 1992 and 1994. The next report is due fall, 1996. Athletics is included in the HEC Board's reporting requirements.
- 1990 Crew was added as a women's varsity program and began competition in the fall. A full time head and half time assistant coach were hired.
- 1991 The University initiated a major capital project to build an addition to Bohler Gymnasium and to renovate Bohler. Subsequently, the Legislature allocated pre-design, design, and construction funds. The construction of the addition will begin in April, 1996 and we are currently in the design phase for the renovation. It is anticipated the renovation will begin in 1997. With the completion of the Bohler project, which will provide equitable facilities for all our student-athletes, the last major piece of the gender equity puzzle will be completed.
- 1998 The Bohler Addition was completed and staff moved in during the summer. This facility provided meeting rooms utilized by all sports, a student-athlete computer lab, a 14,000 square foot strength and conditioning facility, offices for student support personnel including academic, compliance, marketing and promotions, media information, and a women's staff locker room.
- 2000 In the fall coaches and administrative staff moved back into the newly renovated Bohler Gym. Besides new offices and meeting rooms, this facility contains the competitive facility for volleyball, which is also used for basketball practices, expanded athletic training and equipment services facilities, and individual locker rooms for all sports except for men's and women's basketball and men's and women's golf. The basketball teams have their main locker room in Beasley Coliseum and use the all purpose locker rooms for training and practices. The golf teams have lockers in the all purpose locker rooms.

**Appendix C – Gender Equity Plan (cont.)**

Since the completion of the Bohler project, new carpeting, paint and furniture have been purchased for the head swimming coach who is not officed in the Bohler Complex.

The institution has been in compliance with participation opportunities commensurate with female undergraduate enrollment since fall, 1990.

**Future Plans**

Washington State University has made tremendous progress since 1987 in providing equitable opportunities for women to compete in intercollegiate athletics. We believe it can honestly be said we have been national leaders in this effort. The future calls for fine tuning our efforts, monitoring the status of all our programs on an ongoing basis, and positioning ourselves to accommodate evolving national standards as well as institutional demographics. As indicated in our HEC Board reports and the two NCAA athletic certification self studies, we need to continue to enhance marketing and promotions efforts for women’s sports, ensure that our salary structure and recruiting budgets are equitable, and address other recommendations resulting from this self study. The following chart summarizes these activities:

**Washington State University**

<b>Issues in the Self-Study</b>	<b>Measurable Goals</b>	<b>Steps to Achieve Goals</b>	<b>Individuals/ Officers Responsible for Implementation</b>	<b>Specific Timetable for Completing the Work</b>	<b>Means for Funding Implementation</b>
Gender Equity Committee established by the Blair decision no longer active	Reactivate the committee to monitor/ review gender equity issues relative to state and federal laws and HEC Board requirements	Establish a Gender Equity Committee as a sub committee of the Athletic Council	Faculty Athletic Representative	By January 1, 2003	NA

## Appendix C – Gender Equity Plan (cont.)

Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/ Officers Responsible for Implementation	Specific Timetable for Completing the Work	Means for Funding Implementation
Undergraduate female enrollment rates are rising	Maintain compliance with state and federal gender equity laws	Monitor enrollment and athletic participation rates and make recommendations for the possible addition of a future women's sport	Gender Equity Committee	Annual report each May beginning 2003	NA
Continue to address gender in hiring of head coaches for women's sports	Provide female coaching role models for female athletes	Aggressively recruit women applicants for head coaching vacancies	Senior staff	On going	NA
Continue to address salary equity issues for head and assistant coaches	Provide a salary structure that attracts quality candidates for vacancies and retains quality staff	Continue to review Pac-10, national and internal salary surveys and criteria	Sport supervisor (Athletic Director and Senior Associate Athletic Director)	Spring of each year in conjunction with the annual review process	NA
Review contract, buy-out clauses, communicated expectations	Ensure that contracts fairly convey expectations and priorities	Continue review initiated in 2001-02	Associate Athletic Director for Internal Operations	Complete end of 2002-03 academic year	NA

Appendix C – Gender Equity Plan (cont.)

Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/ Officers Responsible for Implementation	Specific Timetable for Completing the Work	Means for Funding Implementation
<p>Strengthen efforts to identify and cultivate ways to enhance public awareness and interest in women's sports:</p> <p>a) promote women's contributions to athletics throughout the year, and especially during Women's History Month and Girls and Women in Sports Day</p>	<p>Promote awareness of women's contribution to create interest in our current women's programs</p>	<p>Develop special game promotions and recognition activities during game breaks</p>	<p>Director of Marketing and Promotion</p> <p>Head Coaches of Women's Sports</p>	<p>Ongoing</p>	<p>NA</p>

## Appendix C – Gender Equity Plan (cont.)

Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/ Officers Responsible for Implementation	Specific Timetable for Completing the Work	Means for Funding Implementation
b) Continue to review the recently revamped selecting process for the WSU Athletic Hall of Fame to ensure women are equitably represented on the selection committee and in honorees	Ensure male and female input from varied constituents into selection process	The new committee representation developed in 2001 is equitable. However, several members have moved on and need to be replaced. Equity will be a primary consideration in the replacement process	Athletic Director and Senior Associate Athletic Director	By March, 2003	NA

Appendix C – Gender Equity Plan (cont.)

Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/ Officers Responsible for Implementation	Specific Timetable for Completing the Work	Means for Funding Implementation
	Explore options to include in current criteria/ policies/ procedures which will provide women competing before Title IX and in the early years thereafter, a fair opportunity for consideration for Hall of Fame induction	Discuss the issue with the committee. Share what other institutions have done	Hall of Fame Committee	In place for selection of 2004 class	NA



## Appendix C – Gender Equity Plan (cont.)

Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/ Officers Responsible for Implementation	Specific Timetable for Completing the Work	Means for Funding Implementation
c) Continue to develop relationships in the community to encourage interest in girls and women's sports	To increase fan interest in our women's programs: increase attendance and ticket sales	<p>Enhance involvement of individual student-athletes and women's teams in community service projects and pursue new opportunities</p> <p>Enhance coaches involvement with campus/ community groups and committees</p> <p>Develop specific goals for attendance and ticket sales included in a comprehensive marketing plan for the women's revenue sports. Evaluate, review, and adjust the plan with a five year outlook</p>	<p>Program director for PROWL</p> <p>Team CARE coordinator</p> <p>Coaches</p> <p>Athletic Director</p> <p>Director of Marketing and Promotions</p> <p>Director of Marketing &amp; Promotions</p> <p>Director of Tickets</p>	<p>Ongoing</p>         <p>Fall 2003-2008</p>	NA

Appendix C – Gender Equity Plan (cont.)

		Develop specific goals for attendance and promotions for women's non-revenue sports. Evaluate, review and adjust the plan with a five year outlook	Director of Marketing and Promotions	Fall 2004-2009	
--	--	--	--------------------------------------	----------------	--

The Athletic Director will have ultimate responsibility for implementation and oversight of all gender equity plans.

Approved by:   
V. Lane Rawlins, President

## Appendix D – Equal Opportunity Representatives Duties and Responsibilities

### Center for Human Rights Equal Opportunity Representatives Duties and Responsibilities

#### PURPOSE

The work of Equal Opportunity Representatives shall consist of assisting their administrators, deans, and department chairs in developing and implementing an effective and responsive equal opportunity and affirmative action program. Their work will focus on recruitment and retention of underutilized persons in their respective units and assisting their leadership in responding to complaints of unlawful discrimination. In addition, they will assist the Center for Human Rights in designing and providing education materials and workshops for their units that address equal opportunity, diversity and unlawful discrimination.

#### GOALS FOR EQUAL OPPORTUNITY REPRESENTATIVES

- To develop and monitor their respective equal opportunity and affirmative programs.
- To initiate more aggressive efforts in the recruitment of qualified underutilized groups members.
- To engage in efforts to ensure a complete nondiscriminatory process in all employment practices such as recruiting, hiring, and promoting women, ethnic minority groups, disabled, disabled veterans, Vietnam-era veterans, and persons forty and over at all levels of employment throughout the University.
- Where necessary, assist their respective administrators, deans and department chairs in responding effectively to complaints of illegal discrimination and other workplace climate issues.

#### OBJECTIVES

Divisions and departments will share in the responsibility and accountability for their equal opportunity and affirmative action programs. Such responsibility will include the oversight of the employment process, complaint handling and education.

## Appendix D – Equal Opportunity Representatives Duties and Responsibilities (cont.)

### STRATEGY

- Administrators, deans, department chairs will be responsible for appointing the department equal opportunity representatives and providing the necessary administrative support to their representatives.
- The Center for Human Rights will coordinate and provide leadership and regular training for departmental EEO representatives on EEO/AA laws, implementing regulations, and supporting University policies and procedures.
- EEO representatives will be responsible for providing guidance to search committees and unit leadership regarding the University's EEO /AA guidelines.
- EEO representatives will assist the Center for Human Rights in reviewing and revising the University's EEO/AA policy and procedures according to applicable civil rights laws and regulatory guidelines.

Appendix E – Table 1, Athletics and Selected Institutional Personnel

EQUITY WELFARE AND SPORTSMANSHIP ATTACHMENT NO. 1  
 EQUITY, WELFARE AND SPORTSMANSHIP: SELF-STUDY ITEM NOS. 2,3, and 4  
 FOR OPERATING PRINCIPLE 4.2

Racial or Ethnic Composition  
 PART A: Athletics and Selected Institutional Personnel  
 Indicate the number\* of individuals in each of the racial or ethnic groups for each personnel group listed below for the three most recent academic years. List the most recent academic year's data first. [Note: (1) Use the definition of staff members that is included in the certification of compliance (2) "F" refers to full-time staff employees who are considered by the institution as 1 FTE (Full-Time equivalency) in the athletics department(s) and "P" refers to part-time staff employees who are less than 1 FTE in the athletics department(s).]

Year	Racial or Ethnic Group											
	Am. Ind./AN (N)		Asian/PI (N)		Black (N)		Hispanic (N)		White (N)		Other (N)	
	2000	1999	2000	1999	2000	1999	2000	1999	2000	1999	2000	1999
Senior Administrative Athletics Dept. Staff		1				1	1					
F			1	1	2	3	1	1	2	2	1	33
Other Professional Athletics Dept. Staff						2	3			1		
F						1	1	1	1	1	1	9
P												
F		1	1	2	2	4	4				25	27
Assistant Coaches												
TOTALS (For Athletic Dept. Personnel)	0	2	3	3	4	9	7	9	3	3	2	74
Faculty-Based Athletics Board or Committee Members						2	3					7
Other Advisory or Policy-Making Group Members						1						22
												14
												1.3
												1.2

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

\*For athletics department personnel serving in more than one capacity (e.g., assistant athletics director and head softball coach), use fractions or athletics staff or coach groups to indicate the approximate percentage of a full-time position devoted to each role, with the understanding that one more than one equivalency.

Footnotes: Includes membership on WSU's Athletic Compliance Committee membership on WSU's University Compliance Committee  
 Graduate Assistants (2 in 1998, and 6 each in 1999 and 2000) were included in part-time Other Professional staff.  
 Name of person completing this chart: Susan Lutzenhiser (personnel data verified by Julie Heath, Athletics)  
 Title: Asst. Dir., Institutional Research 1/30/2000 Revised: 2/13/2002  
 Coaches on full-time appointments with a title of "Head Coach" (e.g., the X-Country and Golf coaches) are counted as full-time here even though their Page 40 Attachment No. 1: Racial or Ethnic Composition Rev. March 2001

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Appendix E – Table 2, Students and Student-Athletes on Athletics Aid

PART B: STUDENTS GENERALLY AND STUDENT-ATHLETES ON ATHLETICS AID\*  
 Indicate the number of students generally and student-athletes v  
 aid\* (include partial and nonqualifiers who were ineligible for aid) in each of the racial  
 or ethnic groups listed below for the three most recent academic years. List the most  
 recent academic year's data first. Note: Information for students generally and for  
 student-athletes who received athletics aid can be obtained from the enrollment  
 information items included in the institution's completed NCAA Division I Graduation-

Year	Racial or Ethnic Group												Totals								
	Am. Ind./AN	Asian/PI	Black	Hispanic	White	Other	2000	1999	1998	2000	1999	1998	2000	1999	1998						
All Students	203	251	277	733	749	805	384	356	344	460	480	503	11058	11088	11263	1304	1323	1402	14124	14247	14594
Student-Athletes	2	3	12	5	9	59	50	50	5	7	9	152	157	160	40	38	39	270	259	270	

Am. Ind./AN - American Indian / Alaskan Native  
 Asian/PI - Asian / Pacific Islander  
 Full-time undergraduate, degree-seeking students and scholarship athletes, Fall semesters.  
 \*Institutions that do not award athletics aid should compile these data for student-athletes who were recruited, as determined by the institution.  
 \*\*Other includes both non-reported domestic students as well as international students.  
 1999 data for all students are corrected IPEDS data.  
 Source: Athletics, Financial Aid, 10th day downloads, IPEDS files, NCAA graduation-rates disclosure forms.  
 Name of person completing this chart: Cathy Fulkerson  
 Title: PlanniDate: 1/24/02

Page 41 Attachment No. 1: Racial or Ethnic Composition Rev. August 2002  
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Appendix E – Table 3, Students and Student-Athletes on Athletics Aid, Part 2

Supplemental Information for Part B Page 41

Percentage of Totals

Year	Racial or Ethnic Group																		
	Am. Ind./AN		Asian/PI		Black		Hispanic		White		Other		Totals						
	2000	1999	2000	1999	2000	1999	2000	1999	2000	1999	2000	1999	2000	1999					
All Students	1.4%	1.8%	1.9%	5.3%	5.5%	2.7%	2.5%	2.4%	3.3%	3.4%	3.4%	78.3%	77.8%	77.2%	9.2%	9.3%	9.6%	100%	100%
Student-Athletes	0.8%	1.1%	4.4%	1.9%	3.3%	21.9%	19.3%	18.5%	1.9%	2.7%	3.3%	56.3%	60.6%	59.3%	14.8%	14.7%	14.4%	100%	100%

Notes:  
 \*Other includes both non-reported domestic students as well as international students.  
 †Other data for all students are corrected IPEDS data.  
 Source: Athletics, financial aid, 10th day downloads, IPEDS files, NCAA graduation-rates disclosure forms.  
 Name of person completing this report: Cathy Fulkerson, Institutional Research  
 Title: Plann:Date: 1/24/2002 Revised: 8/16/2002  
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Appendix E – Table 4, Men’s and Women’s Sports Teams

PART C: MEN'S AND WOMEN'S SPORTS TEAMS

Indicate the number of student-athletes who received athletics aid\* (include partial and no aid) in each of the racial or ethnic groups for each sport group listed below for the three most recent academic years. List the most recent academic year's data first. [Note: Information concerning student-athletes who received athletics aid by eight sports groups can be obtained from the enrollment information items included in the institution's completed NCAA

Sports **	Racial or Ethnic Group												Totals								
	Am. Ind./AN		N/Asian/PI		Black		Hispanic		White		Other										
	2000	1999	2000	1999	2000	1999	2000	1999	2000	1999	2000	1999									
Baseball	0	0	2	1	2	3	2	0	1	0	14	17	0	3	19	25	24				
Men's Basketball	0	0	0	0	0	8	5	3	0	0	2	4	6	2	3	12	11	12			
Football	0	0	0	6	2	4	36	32	34	1	1	2	30	33	34	5	3	78	71	77	
Men's Track/ Country	0	0	0	0	0	2	2	1	0	1	1	14	14	12	3	4	6	19	21	20	
Men's Other Spc and Mixed Sports	0	0	0	0	0	0	0	0	0	0	7	9	9	1	0	0	8	9	9		
Women's Basketball	0	0	0	1	1	1	1	1	1	1	1	10	7	6	2	4	15	14	13		
Women's Track/Cross Country	1	1	0	0	0	9	7	8	1	1	1	10	14	16	5	3	2	26	26	28	
Women's Other Sports	1	1	2	3	1	2	0	1	1	2	4	65	58	60	22	19	18	93	82	87	
TOTAL	2	2	3	12	5	9	59	50	50	5	7	9	152	157	160	40	38	39	270	259	270

Am.Ind/AN - American Indian/Alaskan Native  
 Asian/PI - Asian/Pacific Islander  
 Full-time undergraduate scholarship athletes, fall semesters.  
 \*Institutions that do not award athletics aid should compile these data for student-athletes who were recruited, as determined by the institution.  
 \*\*For those sports listed in this column that have not been at the varsity level for three years, indicate in this column the year in which the sport was recognized as a varsity sport.  
 \*\*\*Other includes both non-reported domestic students as well as international students.  
 1999 data for all students are corrected IPEDS data. Source: Athletics, financial aid, 10th day downloads, NCAA graduation-rates disclosure forms.  
 Name of person completing this chart: Cathy Fulkerson, Institutional Research  
 Title: PlanninDate: 1/24/02



## Appendix F – Minority Opportunities Plan



Office of the President

**MINORITY OPPORTUNITIES PLAN**

Department of Intercollegiate Athletics  
Washington State University  
Fall, 2002

**Introduction**

As reflected in its Mission Statement, the Department of Intercollegiate Athletics is dedicated to providing opportunities, which will enhance the intellectual, physical, social, moral and cultural development of the whole person. The department and the institution value ethnic diversity and are committed to providing equitable opportunities for all students and staff. The following plan identifies the issues that surfaced through the self- study process and strategies to address those issues.

**Washington State University**

<b>Issues in the Self-Study</b>	<b>Measurable Goals</b>	<b>Steps to Achieve Goals</b>	<b>Individuals/ Officers Responsible for Implementation</b>	<b>Specific Timetable for Completing the Work</b>	<b>Means for Funding Implementation</b>
Dissemination of Minority Opportunity Plan	Educate administration and staff on diversity and create awareness of departmental goals and objectives	1) Include in Policies and Procedures Manual 2) Distribute hard copy to all staff	Sr. Associate Athletic Director	At conclusion of self study and certification process	NA
Although it wasn't specifically addressed in the self-study, the department's goal is to provide diversity training opportunities	Create a climate that accepts and values diversity	1) Employees participate in university leadership programs and/or specific diversity training 2) Track participation in university	Associate AD for Staff and Student-Athlete Development	Ongoing	NA

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509-335-6666 • Fax: 509-335-0137 • [www.wsu.edu/president/PresidentsOffice.html](http://www.wsu.edu/president/PresidentsOffice.html)

Appendix F – Minority Opportunities Plan (cont.)

for all staff		programs 3) Provide other in house opportunities to educate all staff on diversity issues through speakers, seminars, etc.			
Lack of minority administrators and staff mentoring program	Assist staff in gaining the skills, experience and knowledge to advance in their professions	1) Develop a mentoring program for minority staff  2) Provide opportunities to attend professional seminars, etc., to network and improve skills and knowledge	Associate AD for Staff and Student-Athlete Development  Athletic Director	September, 2003  Yearly	NA  Included in sports/unit budgets.  National programs (NCAA, NACDA, NACWAA, e.g.) funded centrally
EEO permanent appointment	Provide oversight for search processes to facilitate development of diverse applicant pool and adherence with university regulations	Associate AD for Staff and Student-Athlete Development appointed as EEO in fall, 2002	Athletic Director	In place	NA
Lack of process for tracking implementation	Ensure plan is implemented and that any modifica-	Appoint subcommittee of the Athletic Council	Faculty Athletic Representative and Athletic Director	January 1, 2003	NA

**Appendix F – Minority Opportunities Plan (cont.)**

of Minority Opportunity Plan	tions are warranted and tracked				
Annual review instrument doesn't include evaluation of contributions to diversity	To emphasize that diversity is important to our mission and recognize staff that contribute to enhancing diversity	Revise instrument to include evaluation of contributions to diversity	Associate Athletic Director for Staff and Student-Athlete Development	Spring, 2003	NA
Lack of formal process to solicit nominees from staff for candidates to contact regarding departmental vacancies	Enhance the development of a diverse candidate pool	Develop a nomination form that administrators and staff can access for any search	Associate Athletic Director for Staff and Student-Athlete Development	January, 2003	NA

**The Athletic Director will have ultimate responsibility for implementation and oversight of all minority opportunity plans.**

Approved by:   
 V. Lane Rawlins, President

Appendix G – Agendas from Student Services Meetings

05/16/2002 THU 08:29 FAX ATHLETIC DIRECTOR 001/008

**Student Services Meeting  
Wednesday, February 6, 2002  
10:00 a.m., Addition (M80)  
AGENDA  
COUGAR PRIDE**

**I. Athletic Medicine**

- A. Review of drug testing policy draft *Sent to AG's Meet w/ AM + BD*
- B. Eating disorder protocol *adm. approved w/loss gain*
- C. University of Michigan ACL research
- D. NCAA distributed book on ACL injuries

*Self report - drug testing included*

**II. Academic Services** *Last day to drop 2/12*

**III. Counseling/Life Skills**

- A. PROWL Class Spring semester *get to start of staff*
- B. Life Skills coordinator for second semester - *Welcome Tony Holleman!!!*

**IV. SAAC**

- A. Nominees for NCAA Leadership conference - *UPDATE*

**V. Nutrition**

- A. CFB "light system"
- B. Coaches' Brown Bags
- C. Individual consultations

**VI. Physical Development/Equipment Services**

- A. Clarification of awards policy
- B. Flag in weight room

*Facility conflicts? Washburn on Pogues*

**VII. Other**

- A. Speaking Specialists
  1. Monday, February 11 @ 10:00, Camp Room - Coaches - Intra-team communication
  2. Monday evening at 7:00 in Camp Room - SAAC, Team C.A.R.E. (#'s), captains
  3. Support staff? *SAAC survey on opportunities*
- B. Athletic Certification process - Update
  1. Job descriptions and Policy and Procedures revisions
- C. Educational articles - Feedback/comments from last meeting
- D. Hall of Fame - February 15 - \$25/ticket, social at 6:00, dinner at 7:00 - reservations with Linda Rubenthaler

*Barbara, Here's 3 agenda's from this year. Excuse scribbles on one! Can provide for other years if you need*

**VI. Upcoming Events**

Thursday, February 6	WBB vs. ASU
Friday, February 8	VB Banquet
Saturday, February 9	WBB vs. Arizona
	Soccer Banquet
Monday, February 11	Speaking Specialists

**Post-It® Fax Note** 7671

Date	5/16	# of Pages	6
To	Barbara Hammond	From	Maria Seneheltz
Co./Dept.		Co.	
Phone #		Phone #	5-0201
Fax #	5-2924	Fax #	

*M*

## Appendix G – Agendas from Student Services Meetings (cont.)

05/16/2002 THU 08:29 FAX ATHLETIC DIRECTOR		003/006	
<p>Student Services Meeting (Thursday), November 8, 2000 10:00 a.m., Addition (M39) AGENDA <b>COUGAR PRIDE</b></p>			
<b>I.</b>	<b>Physical Development/Equipment Services</b>		
<b>II.</b>	<b>Athletic Medicine</b>		
	A. Supplement policies and drug testing procedures—status		
<b>III.</b>	<b>Academic Services</b>		
	A. Final Exams and bowls		
<b>IV.</b>	<b>Counseling/Life Skills</b>		
	A. PROWL Class		
	B. Prowling for Life—The Speaking Specialists		
	C. "Working With the Coach" feedback Mark		
<b>V.</b>	<b>SAAC</b>		
	A. Pac 10 Fall Forum		
	B. Pac 10 SAAC		
<b>VI.</b>	<b>Nutrition</b>		
	A. Performance Team composition/chair		
<b>VII.</b>	<b>Other</b>		
	A. Hot topics in athletics—follow-up		
	a. Academic reform		
	b. The Arms Race		
	c. Sexual orientation/homophobia		
	B. University Department Chair/director Retreat		
	a. WSU Strategic Planning (handout) and Institutional Integrated Marketing (handout)		
	b. Commitment to Equal Opportunity and Affirmative Action		
	c. Safety bookmarks		
	C. Media Relations liaison for student services		
	D. Bowl travel and the State Ethics Board		
	E. Cougar FAX material—inside scoop, e.g. awards, weight room records		
<b>VI.</b>	<b>Upcoming Events</b>		
	Thursday, November 8	Jon and John Farewell	5:00 PM
	Friday, November 9	SOC vs. OSU	2:00 PM
		VB vs. ASU	7:00 PM
	Saturday, November 10	SW vs. NI and CWU	11:00 AM
		WBB vs. Slovakia	1:00 PM
		FB at ASU	3:30 PM
		VB vs. Arizona	7:00 PM
	Sunday, November 11	SOC vs. Oregon	11:00 AM
	Monday, November 12	VETERAN'S DAY UNIVERSITY HOLIDAY	
	Thursday, November 15	MBB vs. LCSC	7:00 PM
	Tuesday, November 20	MBB vs. Colorado State	7:00 PM
	Thursday, Friday, November 22-23	THANKSGIVING HOLIDAY	
	Saturday, November 24	MBB vs. Prairie View	7:00 PM
	Monday, November 26	WBB vs. Portland State	7:00 PM
			Pete's
			Lower Field
			Bohler
			Gibb
			Coliseum
			TV
			Coliseum
			Lower
			Coliseum
			SPOKANE
			Coliseum
			Coliseum

Appendix G – Agendas from Student Services Meetings (cont.)

05/16/2002 THU 08:30 FAX ATHLETIC DIRECTOR 005/006

**Student Services Meeting  
Wednesday, October 24, 2000  
10:00 a.m., Addition M80  
AGENDA  
COUGAR PRIDE**

- I. Physical Development/Equipment Services**
  - A. Cleaning the weight room—Shiloh
- II. Athletic Medicine**
  - A. Supplement policies and drug testing procedures
- III. Academic Services**
- IV. Counseling/Life Skills**
  - A. PROWL Class
  - B. Prowling for Life—The Speaking Specialists
  - C. “Working With the Coach” handout
  - D. PROWL task force report
  - E. Team C.A.R.E. roster—cheer and diversity
- V. SAAC**
- VI. Nutrition**
  - A. Performance Team composition
- VII. Other**
  - A. Hot topics in athletics—handouts
    - a. Academic reform
    - b. The Arms Race
    - c. Sexual orientation/homophobia
  - B. John Wooden piece-attached
  - C. Reschedule 11/7 meeting
  - D. General cleaning/maintenance issues
  - E. Cougar FAX material—inside scoop, e.g. awards, weight room records

**VI. Upcoming Events**

Thursday, October 25	VB vs. OSU	7:00 PM	Bohler
Friday, October 26	SOC vs. ASU	3:00 PM	Lower
	VB vs. Oregon	7:30 PM	Bohler
Saturday, October 27	Bohler Renovation Grand Opening	10:00 AM	Galleria
	SW vs. USD	11:00 AM	Gibb
	FB vs. Oregon	4:00 PM	Martin
Sunday, October 28	SOC vs. Arizona	12:00 AM	Lower
Tuesday, October 30	Head Coaches	10:00 AM	Decter
	VB vs. Idaho	7:00 PM	Bohler
Friday, November 2	Athletic Council	2:00 PM	186
Saturday, November 3	WBB Exhibition	10:00 AM	Bohler
	FB vs. UCLA	3:30 PM	Martin
Monday, November 5	SAAC	7:00 PM	SAAC
Wednesday, November 7	MBB Exhibition	7:00 PM	Beasley

**VI. Next meeting: Reschedule November 7 to November 8? (Other fall meetings: November 28, December 5 & 19)**

cc: Summerson Bradetich Oelke Cook Neal Coots Nomura

Appendix H – Counseling and Testing Services Brochure

**Counseling  
&  
Testing  
Services**

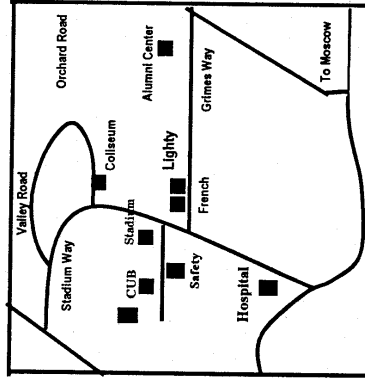
*Helping  
Students  
Help  
Themselves*

**Washington  
State  
University**

**Reaching a Counselor**

Monday-Friday 8:00-5:00  
335-4511

After hours, weekends, holidays:  
332-1505 (Crisis Line)  
Ask for the on-call WSU Counselor



**Counseling Services**  
Lighty Student Services Building  
Room 280  
509-335-4511  
[www.counsel.wsu.edu](http://www.counsel.wsu.edu)

The college environment is exciting and stimulating. It can also be stressful.

Classes, tests, work, family, and friends may place new demands on your time and energy.

At times you may feel overwhelmed.

Counseling Services offers you the opportunity to explore personal concerns with staff who are dedicated to helping you help yourself.

## Appendix H – Counseling and Testing Services Brochure (cont.)

### HOW COUNSELING CAN HELP YOU

As a college student, you may be faced with many new changes, challenges, and problems. Typical concerns that bring students into our office are:

- Academic performance
- Adjustment problems
- Anxiety
- Depression
- Drug and alcohol problems
- Eating issues
- Grief and loss
- Relationship or family issues
- Self esteem/identity
- Sexual assault and abuse
- Stress management

### The Staff

You will be seen by a Counseling Services faculty member, intern, or an advanced graduate student from either the Psychology or Counseling Psychology Department. Faculty members are all psychologists who hold doctoral degrees.

### Confidentiality

Counseling Services follows the ethical standards of the American Psychological Association. Client information is confidential. It will not be released to persons outside of Counseling Services without written consent of the client unless it is legally mandated or there is imminent danger to the client or others.

### Types of Counseling

- Individual counseling
- Couples and marital counseling
- Drug and alcohol evaluations
- Therapy and support groups
- 24 hour crisis intervention

### Testing Services

Individual personality, career, and learning disability testing is provided by referral from counselors at Counseling Services, Career Services, and the Disability Resource Center.

Counseling Services also serves WSU and the region as a certified agency for state testing (including the GED) and national testing programs such as the LSAT and SAT

### Consultation

Professional staff at Counseling Services are available to consult with students, faculty, and parents who are assisting students experiencing personal difficulties.

### Outreach and Education

- Guest presenters for classes
- Programs and presentations for living groups
- Workshops on campus

### Resource Room

- Self Help books and videos
- Informational handouts
- Light therapy for the winter blues

### Visit our Website at

[www.counsel.wsu.edu](http://www.counsel.wsu.edu)

Our website can use immediately on topics such as:

- Relaxation
- Sleep problems
- Test anxiety

### Eligibility and Fees

Counseling services are free of charge to students and student couples. There is a small fee for some testing services.

### Making an Appointment

Counseling Services is open Monday through Friday from 8:00 a.m to 5:00 p.m. Stop in or call us at 335-4511.

Crisis services are available 24 hours a day, seven days a week. To access a crisis counselor after work hours, call 332-1505.

Washington State University subscribes to the principles and laws of the state of Washington and the federal government, including applicable Executive Orders, pertaining to civil rights, equal opportunity, and affirmative action. Washington State University policy prohibits discrimination on the basis of race, sex, including sexual harassment, religion, age, color, creed, national or ethnic origin, physical, mental, or sensory disability, marital status, sexual orientation, and status as a Vietnam-era or disabled veteran in the recruitment and admission of students, the recruitment, employment, and retention of faculty and staff, and the operation of all University programs, activities, and services. Evidence of practices that are inconsistent with this policy should be reported to the Human Rights director in the Office of Human Rights, French Administration Building, (509)335-6288, Oct 1995. Newfilepg



Appendix H – Counseling and Testing Services Brochure (cont.)

**What are the expectations for my participation in the group?**

- We ask that you don't miss sessions if at all possible but, if you do have to miss, please let one of the facilitators know in advance.
- We ask that you arrive at group meetings on time.
- Feelings are an important part of your experience, including negative feelings, and you are encouraged to address these while in group. Hostile expression of feelings, however, is seldom constructive for you or other group members. Your group facilitator can help you and other group members to express difficult negative feelings in ways that are constructive and growth producing.
- We require that all group members respect the confidentiality of group discussions in order to promote a trusting environment.
- When you are ready to leave the group, we ask that you discuss your decision in the group before your last session.

The types of groups we offer change each semester, but usually include the following:

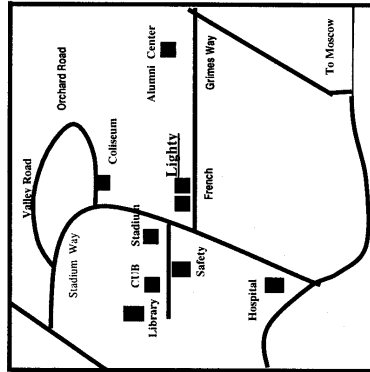
- Anger Management
- Body Image Support
- Chat Group for International Students
- General Support
- Grief and Loss Support
- Lesbian Support
- Sexual Abuse/Sexual Assault Survivors
- Women, Communication & Relationships

**Reaching a Counselor**

Monday-Friday 8:00-5:00  
335-4511

After hours, weekends, holidays:  
332-1505 (Crisis Line)

Ask for the on-call WSU Counselor



**Counseling & Testing Services**

**Group Therapy At WSU Counseling Services**

**Washington State University**

**Counseling Services**  
Lighty Student Services Building

Room 280  
509-335-4511  
[www.counsel.wsu.edu](http://www.counsel.wsu.edu)

## Appendix H – Counseling and Testing Services Brochure (cont.)

### Just what is group therapy?

Group therapy is when 6-8 people meet face to face with 1 or 2 trained facilitators and talk about what's troubling them. Members give feedback to each other by expressing thoughts and feelings about what someone does or says. These interactions give members an opportunity to increase understanding, try out new ways of behaving and learn more about the way they interact with others. The content of the group sessions is confidential; what members say in group is not talked about outside of the group.

### Why does group therapy work?

When people come into a group and interact freely with other group members, they usually recreate those difficulties that brought them to group therapy in the first place. Under the skilled direction of group facilitators, the group is able to give support, offer alternatives, or gently challenge the person. In this way, alternative behaviors are learned and the person develops new social techniques or ways of relating to people. During group therapy, people begin to see that they are not alone. Many people feel they are unique because of their problems, and it is encouraging to hear that other people have similar difficulties.

### What do I talk about in group therapy?

Talk about what brought you to the Counseling Center in the first place. Tell the group members what is bothering you. If you need support, let the group know. If you think you need to be challenged, let them know that also. It's important to tell people what you expect of them. Unexpressed feelings are a major reason why people experience difficulties. Revealing

feelings and self disclosure are important parts of group and affect how much you will be helped. Appropriate disclosures are those that relate directly to your present difficulty. How much you talk about yourself depends upon what you are comfortable with.

### Facts about group therapy

1. Participation in the group:
  - You control what, how much, and when you tell the group about yourself.
  - Most people find that when they feel safe enough to share what is troubling them, a group can be very helpful and affirming.
  - You are encouraged not to share more than you are ready to disclose.
  - Many people are helped by listening to others and thinking about how what others are saying might apply to themselves.
2. Advantages of group therapy:
  - You can benefit from the group even during sessions when you say little but listen carefully to others.
  - You will probably find that you have much in common with other group members, and, as they work on a concern, you can learn more about yourself.
  - Group members may bring up issues that strike a chord with you, but that you might not have been aware of or would not have brought up yourself.
3. Group atmosphere:
  - It is important that group members feel safe; group leaders are there to help develop a safe environment.
  - One of the benefits of group therapy is the opportunity to receive feedback from others in

a supportive environment. It is rare to find friends who can recognize how you might be behaving in ways that hurt yourself or others, but this is precisely what group can offer. This will be done in a gentle and respectful way so that you can understand it and make use of the feedback.

4. Group therapy vs. individual therapy:
    - Group therapy may be recommended to you because your counselor believes that it is the best way to address your concerns. We do not put people into group therapy because we don't have space in individual therapy or because we want to save time. We recommend group when it is the most effective method to help you. Your counselor can discuss with you why group is what we recommend for you.
  5. Anxiety about the first sessions:
    - Most people are anxious about being able to talk in group.
    - Almost without exception, within a few sessions, people find that they feel comfortable enough to talk in the group.
- To get a list of our current groups**
- Call our receptionist at 335-4511
  - Visit our homepage at [www.counsel.wsu.edu](http://www.counsel.wsu.edu)

Washington State University subscribes to the principles and laws of the state of Washington, and the federal government, including applicable Executive Orders, pertaining to civil rights, equal opportunity, and affirmative action. Washington State University policy prohibits discrimination on the basis of race, sex, including sexual harassment, religion, age, color, creed, national or ethnic origin, physical, mental, or sensory disability, marital status, sexual orientation, and status as a Vietnam-era or disabled veteran in the recruitment and admission of students, the recruitment, employment, and retention of faculty and staff, and the operation of all University programs, activities, and services. Evidence of practices that are inconsistent with this policy shall be reported to the Human Rights Director in the Office of Human Rights, French Administration Building, (509) 335-8288. Oct 1995. Group99.doc

Appendix I – Exit Interview Materials, Student-Athlete Exit Survey

**Washington State  
University**

**Student Athlete  
Exit-Survey**

**2001-2002**



**Intercollegiate Athletic Department  
Washington State University**

**PLEASE RETURN THE SURVEY IN THE ENCLOSED STAMPED ENVELOPE OR DROP IT IN THE  
BOX LOCATED IN THE ACADEMIC RESOURCE CENTER IN BOHLER ADDITION**

Appendix I – Exit Interview Materials, Student-Athlete Exit Survey (cont.)

**IMPORTANT NOTE:** Your participation in this survey is voluntary and completely anonymous. We are interested in finding out about your experiences as a student-athlete at WSU. The data that we collect from the combined surveys this year will assist us in our continuous pursuit of improving this experience for future athletes. Thank you for taking the time to fill out and return this survey.

Please circle your response and provide comments as appropriate.

1. Overall, how do you rate your athletic experience at WSU? Would you say it was:
  - a) Excellent
  - b) Good
  - c) Fair
  - d) Poor
  
2. How do you rate WSU as a place to get a college education? Would you say it was:
  - a) Excellent
  - b) Good
  - c) Fair
  - d) Poor
  
3. Would you say you achieved your athletic goals at WSU:
  - a) Completely
  - b) Somewhat
  - c) Not At All
  
4. Would you say you achieved your academic goals at WSU:
  - a) Completely
  - b) Somewhat
  - c) Not At All
  
5. If you were being recruited from high school (or Junior College) today, how likely is it that you would choose WSU:
  - a) Very Likely
  - b) Somewhat Likely
  - c) Somewhat Unlikely
  - d) Very Unlikely
  
6. If you had a friend or relative being recruited from high school today, how likely is it that you would recommend WSU:
  - a) Very Likely
  - b) Somewhat Likely
  - c) Somewhat Unlikely
  - d) Very Unlikely
  
7. Here is a list of reasons why previous athletes have chosen to come to WSU. Please indicate what the MAIN REASON was that you chose to come to WSU:
  - a) The Offer Of A Scholarship
  - b) Who The Coach Was At WSU
  - c) The Fact That WSU Is In The Pac-10
  - d) Specific Academic Program At WSU
  - e) WSU's Location
  - f) Other (Please Explain)

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**Appendix I – Exit Interview Materials, Student-Athlete Exit Survey**

8. Do you intend to graduate with an undergraduate degree from WSU:
- a) Yes
  - b) No
9. When you graduate, how many TOTAL years will it have taken you to complete your Bachelor’s Degree, starting from when you first enrolled in college:
- a) Less Than 4 Years
  - b) About 4 Years
  - c) About 4 ½ Years
  - d) About 5 Years
  - e) More Than 5 Years

**“HOW ABOUT FOOD”**

10. Did you ever eat at the Cougar Fitness Buffet:
- a) Yes
  - b) No (If You Answered No, Skip To Question 13)
11. When you ate at the Cougar Fitness Buffet, would you say that you:
- a) Always Got Enough To Eat
  - b) Usually Got Enough To Eat
  - c) Sometimes Got Enough To Eat
  - d) Rarely Got Enough To Eat
  - e) Never Got Enough To Eat
12. How would you rate the quality of food at the Cougar Fitness Buffet:
- a) Excellent
  - b) Good
  - c) Fair
  - d) Poor

**“HOW ABOUT THE FACILITIES & SERVICES IN THE ATHLETIC DEPARTMENT”**

13. Here is a list of facilities and services provided to WSU student-athletes. Please rate the quality of each of these. If any of those listed were not used, indicate by circling the 5.

	Excellent	Good	Fair	Poor	Did not use
Athletic Fields/Playing Surfaces.....	1	2	3	4	5
Locker Rooms.....	1	2	3	4	5
Athletic Equipment.....	1	2	3	4	5
Equipment Staff Services.....	1	2	3	4	5
Strength and Conditioning Services.....	1	2	3	4	5
Academic Support Services.....	1	2	3	4	5
Career Development Services.....	1	2	3	4	5
Computer Lab.....	1	2	3	4	5
Athletic Department Tutors.....	1	2	3	4	5
Compliance Services.....	1	2	3	4	5
Sport Psychology Services.....	1	2	3	4	5
PROWL Class.....	1	2	3	4	5
Physician Services.....	1	2	3	4	5
Athletic Medicine (Athletic Trainers).....	1	2	3	4	5
Travel Accommodations.....	1	2	3	4	5

Appendix I – Exit Interview Materials, Student-Athlete Exit Survey

14. Here is a list of people who may have been helpful to you while you were at WSU. Please indicate how helpful, or not, these people may have been. If you have not utilized any of those listed indicate by circling 5.

	Very Helpful	Somewhat Helpful	Somewhat Unhelpful	Very Unhelpful	Did not use
Head Coach .....	1	2	3	4	5
Assistant Coach .....	1	2	3	4	5
Athletic Trainer.....	1	2	3	4	5
Physician.....	1	2	3	4	5
Strength Coach.....	1	2	3	4	5
Sport Psychologist.....	1	2	3	4	5
Athletics-Academic Counselor .....	1	2	3	4	5
WSU Counseling Center Counselor .....	1	2	3	4	5
Team Manager.....	1	2	3	4	5
Sport Secretary .....	1	2	3	4	5
Athletic Administrator .....	1	2	3	4	5
Fellow Student-Athlete .....	1	2	3	4	5
Fellow Student.....	1	2	3	4	5
Family Member.....	1	2	3	4	5
Spiritual Advisor.....	1	2	3	4	5
Academic Professor.....	1	2	3	4	5
Academic Department Advisor.....	1	2	3	4	5

15. Which ONE of these would you say is the MOST IMPORTANT factor in helping you get a good education at WSU:

- a) Good Professors
- b) Good Advisors
- c) A Person's Own Ability
- d) Support Of Coaches
- e) Support Of Friends Or Family
- f) A Good Library
- g) Access To Computers
- h) Other (Please Explain) \_\_\_\_\_

16. What is the main reason that you are leaving WSU Athletics:

- a) I Am Graduating From WSU (Go To Question 19)
- b) My Competitive Eligibility Has Been Completed (Go To Question 19)
- c) Academic Problems (Go To Question 17)
- d) A Lack Of Playing Time (Go To Question 17)
- e) A New Coach (Go To Question 17)
- f) Conflict With A Coach (Go To Question 17)
- g) I Have Been "Cut" From A Team (Go To Question 17)
- h) I Am Leaving Early To Compete Professionally (Go To Question 17)
- i) I Sustained A Career-Ending Injury (Go To Question 17)
- j) Financial Problems (Go To Question 17)
- k) Some Other Reason (Please Explain) (Go To Question 17)

**Appendix I – Exit Interview Materials, Student-Athlete Exit Survey (cont.)**

17. Here is a list of people with whom student-athletes sometimes talk when they are making decisions to leave the Athletic Department. Please indicate whether you talked to any of these people BEFORE making your decision to leave WSU before graduation and/or completing your athletic eligibility.

	YES	NO
a) Head Coach .....	1	2
b) Asst. Coach.....	1	2
c) Athletic Advisor .....	1	2
d) Friend .....	1	2
e) Family Member .....	1	2
f) Sport Psychologist.....	1	2
g) Compliance Personnel.....	1	2
h) Athletic Trainer .....	1	2
i) Spiritual Advisor .....	1	2
j) Other (Explain).....		

18. Is there anything that could have been done by the Athletic Department or the University that would have helped you remain at WSU or with the Athletic Department? Please explain:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

19. Here is a list of problems that students and student-athletes sometime encounter or experience while they are in college. Please indicate if any of these have been a problem for you while you have been at WSU. Remember that this is an anonymous survey and your responses are not connected to you. Your accuracy is important so that we can provide more assistance in areas that need help.

	YES	NO
a) Peer Pressure .....	1	2
b) Competition At Pac-10 Level.....	1	2
c) Lack Of Playing Time .....	1	2
d) Injury .....	1	2
e) Rehabilitation From Injury.....	1	2
f) Racial Or Cultural Issues.....	1	2
g) Gender Issues .....	1	2
h) Time Demands .....	1	2
i) Academic Issues .....	1	2
j) Career Planning .....	1	2
k) Alcohol Overuse Or Abuse.....	1	2
l) Drug Use Or Abuse .....	1	2
m) Eating Disorders .....	1	2
n) Body Image Issues.....	1	2
o) Nutritional Issues.....	1	2
p) Sport Performance Issues .....	1	2

20. There are a number of group approaches to many of the problems noted above. Do you think that if a support group were created for any of the above areas, would athletes generally be willing to participate? If you think so, please go back to question 19 and circle those problem areas that a group approach might be helpful.

**Appendix I – Exit Interview Materials, Student-Athlete Exit Survey (cont.)**

21. Overall, how sensitive would you say your coaches were to the demands placed on your time while you were a student-athlete:
- a) Very Sensitive
  - b) Somewhat Sensitive
  - c) Somewhat Insensitive
  - d) Very Insensitive

22. Overall, how would you say male and female student-athletes are treated within the Athletic Department. Would you say they were treated the same:
- a) All Of The Time
  - b) Most Of The Time
  - c) Seldom
  - d) Never

23. Here is a list of varsity sports at WSU. For each one, please indicate how much support you think the sport receives. Support is a global term that includes any number of things. We are looking for your perception of the amount of attention each sport receives compared to other sports at WSU.

	Too Much	Right Amount	Too Little
Men's Basketball .....	1	2	3
Women's Basketball .....	1	2	3
Men's Baseball .....	1	2	3
Women's Rowing .....	1	2	3
Men's Football .....	1	2	3
Men's & Women's Golf .....	1	2	3
Women's Soccer .....	1	2	3
Women's Swimming .....	1	2	3
Women's Tennis .....	1	2	3
Men's & Women's Cross Country..	1	2	3
Women's Track & Field .....	1	2	3
Men's Track & Field .....	1	2	3
Women's Volleyball .....	1	2	3

**“HOW ABOUT THE SURROUNDING COMMUNITY”**

24. Where you able to find the type of foods that you like at restaurants or grocery stores?
- Yes                      No
25. Were you able to find the type of clothing you like in the area retailers?
- Yes                      No
26. Were you able to find a hair stylist that could work with your hair?
- Yes                      No



## Appendix I – Exit Interview Materials, Student-Athlete Exit Survey (cont.)

27. Were you able to find the type of social or cultural activities that you enjoy?  
 Yes                      No (if NO please give some ideas on what you would like to see created)

28. Now that you are leaving WSU, what do you plan to do?
- a) Continue At Another School
  - b) Look For A Non-Athletically Related Job/Career
  - c) Look For An Athletically Related Job/Career
  - d) Start A Non-Athletically Related Job/Career
  - e) Start An Athletically Related Job/Career (Includes Professional Athletics)
  - f) Continue At WSU To Finish Undergraduate Degree
  - g) Continue At WSU To Begin A Graduate Degree
  - h) Take Some Time Off Just To "Loaf" And Then Maybe Pursue One Of The Other Choices Later

**"TELL US A LITTLE ABOUT YOU"**

29. What is your major? \_\_\_\_\_
30. What is your citizenship status?
- a) US Citizen
  - b) US Permanent Resident
  - c) Foreign Citizen
  - d) Other (Please Explain) \_\_\_\_\_
31. Where is your hometown located?
- a) Western Washington
  - b) Eastern Washington
  - c) Out of State
  - d) In Another Country
32. Your gender is:
- Male                      Female
33. Your ethnic background is:
- a) African American
  - b) Asian/Pacific Islander
  - c) Caucasian
  - d) Hispanic
  - e) Native American, Alaskan Native or Aluet
  - f) Other (Explain) \_\_\_\_\_
34. Are you a transfer student?
- Yes                      No

**Appendix I – Exit Interview Materials, Student-Athlete Exit Survey (cont.)**

35. Have you received any athletic scholarship money while attending WSU?

a) 4 year scholarship	FULL	PARTIAL
b) 3 year scholarship	FULL	PARTIAL
c) 2 year scholarship	FULL	PARTIAL
d) 1 year scholarship	FULL	PARTIAL
e) 4 year walk-on (no money)		
f) 3 year walk-on (no money)		
g) 2 year walk-on (no money)		
h) 1 year walk-on (no money)		

36. In what varsity sport did you compete? \_\_\_\_\_

**IF THERE IS ANYTHING ELSE THAT YOU WOULD LIKE TO SAY ABOUT YOUR EXPERIENCE AS A STUDENT-ATHLETE AT WSU, PLEASE USE THE SPACE BELOW TO ADD YOUR COMMENTS.**

**PLEASE RETURN THE SURVEY IN THE ENCLOSED STAMPED ENVELOPE OR DROP IT IN THE BOX LOCATED IN THE ACADEMIC RESOURCE CENTER IN BOHLER ADDITION.**

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## Appendix I – Exit Interview Materials, Student-Athlete Handbook Information

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### Absence for Team Travel

WSU athletics follows the University guidelines for **class absences**, as approved by the Faculty Senate. The University recognizes team athletic trips as university sponsored activities, therefore, instructors are requested not to penalize the student-athlete if an authorized Class Absence Request Form has been filed with the instructor one week prior to the absence. It is the student-athlete's responsibility to **make up all work missed**. We encourage student-athletes to turn in work or take tests before the absence. Class Absence Request forms are available from the sport secretary or academic office. Absence letters must be picked up one week prior to your event. Forms will not be distributed after you return from a team trip. The only team travel allowed during **finals week** is for Pac-10 or NCAA championships. The departure date and time must be approved by the sport's supervisor. Any exceptions must be approved by the sport's supervisor. The individual student-athlete must have the approval of their professor(s) to make alternative arrangements to take an exam.

### Absence Due to Illness/Injury

In accordance with University guidelines, instructors are asked not to penalize the student-athlete if an authorized Class Absence Request for Injury/Illness is filed. It is the student-athlete's responsibility to make up all work missed. We encourage the student-athlete to contact each professor prior to surgery or after an injury/illness has occurred. In emergency situations, the academic staff will contact each professor. Class Absence Request for Illness/Injury forms are also available in the academic office.

## **Exit Surveys and Interviews**

Each year exit-surveys/interviews are conducted with all student-athletes completing/terminating their competitive eligibility. The purpose of this process is to assess how student-athletes feel about their experience at WSU, determine the strengths of our programs, and assess areas of concern. This two-part process includes a survey component and a confidential face-to-face interview conducted by the Athletic Director, the Sr. Associate Athletic Director, and/or the Faculty Athletic Representative. All student-athlete responses remain anonymous. **When you are contacted to respond to the survey and a face-to-face interview, please participate. Your input is important to the future success of Cougar Athletics.**

**Appendix I – Exit Interview Materials, Exit Interview Report, 1997-98**

**Washington State University**  
**1997-98 Student-Athlete**  
**Exit-Survey/Interview Report**

Submitted by:

**Jim Bauman, Ph.D.**  
**Sport Psychology Services**

**NOTE: This document is open for general distribution**

## Appendix I – Exit Interview Materials, Exit Interview Report, 1997-98

**IMPORTANT NOTE:** Your participation in this survey is voluntary and completely anonymous. We are interested in finding out about your experiences as a student-athlete at WSU. The data that we collect from the combined surveys this year will assist us in our continuous pursuit of improving this experience for future athletes. Thank you for taking the time to fill out and return this survey.

Please circle your response and provide comments as appropriate.

1. Overall, how do you rate your athletic experience at WSU? Would you say it was:
  - a) Excellent
  - b) Good
  - c) Fair
  - d) Poor
  
2. How do you rate WSU as a place to get a college education? Would you say it was:
  - a) Excellent
  - b) Good
  - c) Fair
  - d) Poor
  
3. Would you say you achieved your athletic goals at WSU:
  - a) Completely
  - b) Somewhat
  - c) Not At All
  
4. Would you say you achieved your academic goals at WSU:
  - a) Completely
  - b) Somewhat
  - c) Not At All
  
5. If you were being recruited from high school (or Junior College) today, how likely is it that you would choose WSU:
  - a) Very Likely
  - b) Somewhat Likely
  - c) Somewhat Unlikely
  - d) Very Unlikely
  
6. If you had a friend or relative being recruited from high school today, how likely is it that you would recommend WSU:
  - a) Very Likely
  - b) Somewhat Likely
  - c) Somewhat Unlikely
  - d) Very Unlikely
  
7. Here is a list of reasons why previous athletes have chosen to come to WSU. Please indicate what the MAIN REASON was that you chose to come to WSU:
  - a) The Offer Of A Scholarship
  - b) Who The Coach Was At WSU
  - c) The Fact That WSU Is In The Pac-10
  - d) Specific Academic Program At WSU
  - e) WSU's Location
  - f) Other (Please Explain)

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Appendix I – Exit Interview Materials, Exit Interview Report, 1997-98

1997-98 Student-Athlete Exit-Survey Report

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Table 2 illustrates a eight-year comparison of the number athletes from the NCAA sports at WSU. Crew became a NCAA sport last year.

Table 2. Yearly Comparison of Samples by Sport

	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98
Baseball, M	0	1	4	0	0	2*	12	2	1
Basketball, M	3	2	4	0	0	2*	2	2	1
Basketball, W	4	4	4	1	1	2	4	1	2
Crew, W	0	4**	3	0	0	5	3	9	8
Football, M	6*	14	8	1	5	17	12	17	21
Golf, M	1	5	1	1	1	1	1	3*	1*
Golf, W	1	3	0	1	0	4	1	3*	2*
Soccer, W	0	1	1	0	5	5*	3	2	5*
Swimming, W	4	0	2	5	2	4	1	1*	3
Tennis, M	2	2	1	1	0	***	***	***	***
Tennis, W	2	0	3*	2	3	5	1	2	1
Track, M	0	2	2	1	0	10*	3	3	3
Track, W	1	3	6	6	7	3*	5	5	2
Volleyball, W	4	0	2	2	3	2	0	1	3
TOTALS	28	41	41	21	27	62	48	51	53

- change in head coach
- \*\* change in head coach, new varsity coach (NCAA varsity status - 1997)
- \*\*\* M/W tennis changed to women only. Men's program discontinued.

**PART III. 1997-98 SURVEY RESULTS**

This section shows a four-year comparison (94-97) of how the sample class groups compare with each other on each of the survey questions. It is not possible to compare the previous five years, due to a significant change in the survey format in 1994. Small changes will continue to be made in the survey format. However, it is anticipated that changes will result in an ability to conduct more statistical analysis, rather than alter the format.

Survey questions 1-6 are interview questions directed at the availability/willingness of the respondent to participate in the survey and are not included in this portion of the report.

Questions 7-57 will follow with percentage comparisons illustrated for the last four years:

## Appendix I – Exit Interview Materials, Exit Interview Report, 1997-98

## 1997-8 Student-Athlete Exit-Survey Report

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**Question 7: “Overall, how would you rate your athletic experience at WSU?”**

	1994-95	1995-96	1996-97	1997-98
Excellent	19%	23%	39%	33%
Good	65%	58%	43%	49%
Fair	9%	13%	16%	14%
Poor	6%	6%	2%	4%

**(TREND: Continued SATISFACTION)****Question 8: “How do you rate WSU as a place to get a college education?”**

Excellent	29%	23%	25%	41%
Good	65%	69%	69	51%
Fair	6%	4%	4	8%
Poor	0%	2%	0	0

**(TREND: HIGHEST APPROVAL TO DATE)****Question 9: “Would you say that you achieved your ATHLETIC goals at WSU...”**

Completely	16%	21%	39%	30%
Somewhat	64%	58%	57%	55%
Not at all	10%	21%	4%	15%

**(TREND: DECREASE COMPARED TO 1996; BETTER THAN 94 AND 95)****Question 10: “Would you say that you achieved your ACADEMIC goals at WSU...”**

Completely	48%	50%	64%	61%
Somewhat	48%	44%	29	38%
Not at all	4%	6%	6	2%

**(TREND: MORE SATISFIED EACH REPORTING YEAR)****Question 11: “If you were being recruited from high school today, how likely is it that you would chose WSU?”**

Very likely	37%	34%	37%	39%
Somewhat likely	38%	36%	41	33%
Somewhat unlikely	11%	15%	14	16%
Very unlikely	13%	15%	8	12%

**(TREND: DOWN FROM LAST YEAR, SIMILAR TO PREVIOUS 2 YEARS)****Question 12: “If you had a friend or relative being recruited from high school today, how likely is it that you would recommend WSU?”**

Very likely	38%	40%	47%	39%
Somewhat likely	48%	34%	45	33%
Somewhat unlikely	4%	13%	6	16%
Very unlikely	3%	13%	2	12%

**(TREND: DOWN FROM LAST YEAR, SIMILAR TO 1995)**

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1997-98 Student-Athlete Exit-Survey Report

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**Question 13: “Here is a list of reasons why athletes choose to come to WSU. Indicate the MAIN REASON you chose WSU”**

	'94	'95	'96	'97
Scholarship	32%	27%	29%	21%
Coach	10%	17%	8%	6%
PAC-10 School	16%	29%	24%	15%
Academic Program	10%	6%	22%	8%
Location	11%	4%	2%	4%
Other	21%	17%	15	46%

(TREND: MONEY + PAC-10 SCHOOL. MAJOR REASON = “OTHER”. WE NEED TO BE MORE SPECIFIC ABOUT WHAT OTHER IS NEXT SURVEY)

**Question 14: “Do you intend to graduate from WSU with at least an undergrad degree?”**

	'94	'95	'96	'97
Yes	96%	98%	94%	90%
No	4%	2%	6	10%

(TREND: STUDENT-ATHLETES PLAN ON GRADUATING)

**Question 15: “When you graduate, how many total years will it have taken you to complete your degree?”**

	'94	'95	'96	'97
3 years	4%	2%	0%	2%
4 years	23%	19%	31	31%
4.5 years	19%	30%	27	16%
5 years	44%	47%	42	45%
6 years	10%	2%	0	4%

(TREND: MAJORITY OF ATHLETES GRADUATE IN 4-5 YEARS)

**Question 16: “How would you evaluate your time spent each week in season with each of the following activities?”**

(Numbers given as percentages)	Too Little			Right Amount			Too Much			N/A		
	94	95	96 97	94	95	96 97	94	95	96 97	94	95	96 97
Formal, organized practice	14	6	4 0	73	81	88 76	14	12	8 23	0	0	0 0
Required meeting by coach	35	23	24 12	56	63	58 79	10	15	14 12	0	0	10 4
Required weight training/cond.	27	15	20 4	67	85	75 90	6	0	6 6	0	0	0 0
Voluntary video reviews	46	42	37 32	31	35	35 49	6	4	6 2	17	19	22 16
Meetings with coach	35	38	31 41	56	56	57 45	8	6	10 8	0	0	2 6
Voluntary weight training	21	19	22 14	71	79	72 81	0	0	2 2	8	2	2 2
Ath. Dept. Study Hall/tutor	19	23	20 8	40	56	51 62	12	6	4 6	29	14	25 25
Training Room Prep/Rehab	6	10	10 10	48	71	76 66	13	17	6 10	17	2	8 15
Training Table/Meals	21	23	8 10	48	53	66 57	2	13	4 12	27	11	22 20
Competition & Travel Time	6	2	6 14	67	85	76 75	25	13	16 8	2	0	2 2

(TREND: MAJORITY OF S-As ARE “OK” WITH ATHLETIC DEMANDS)



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**Question 17: “How often were games/meets scheduled so that you missed classes/exams?” (numbers given as percentages)**

Never				1X/Season				1X/Month				1X/Week				Many			
94	95	96	97	94	95	96	97	94	95	96	97	94	95	96	97	94	95	96	97
2	2	10	9	4	9	0	2	46	24	37	32	37	44	49	49	12	22	4	9

**Question 18: “How often were practice times scheduled so that you missed classes/exams?” (numbers given as percentages)**

Never				1X/Season				1X/Month				1X/Week				Many			
94	95	96	97	94	95	96	97	94	95	96	97	94	95	96	97	94	95	96	97
67	60	53	47	13	13	27	20	13	17	12	18	4	8	4	10	9	2	10	4

**Question 19: “How often were “voluntary” times scheduled so that you missed classes or exams?” (numbers given as percentages)**

Never				1X/Season				1X/Month				1X/Week				Many			
94	95	96	97	94	95	96	97	94	95	96	97	94	95	96	97	94	95	96	97
77	68	66	70	13	19	8	15	6	11	16	11	2	2	6	2	2	0	4	2

**Question 20: “How often were games/practices re-scheduled?”**

Never				1X/Season				1X/Month				1X/Week				Many			
94	95	96	97	94	95	96	97	94	95	96	97	94	95	96	97	94	95	96	97
35	31	27	33	27	23	27	22	10	42	37	39	10	4	8	6	0	0	0	0

(TREND: OVERALL, S-As ARE “OK” WITH WORKING THEIR CLASSES WITH COMPETITION AND PRACTICE SCHEDULES. QUESTIONS 17-20)

**Question 21: “How often were practice times scheduled so that you did not have access to food services?”**

Never				1X/Season				1X/Month				1X/Week				Many			
94	95	96	97	94	95	96	97	94	95	96	97	94	95	96	97	94	95	96	97
65	62	60	43	13	11	13	17	10	13	13	30	10	4	10	6	0	9	4	4

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1997-98 Student-Athlete Exit-Survey Report

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**Question 22: “Did you ever eat at the Cougar Buffet?”**

Yes	'94 = 56%	No	'94 = 56%	
Yes	'95 = 65%	No	'95 = 35%	(INCREASE IN USE)
Yes	'96 = 71%	No	'96 = 29%	(INCREASE IN USE)
Yes	'97 = 82%	No	'97 = 18%	(INCREASE IN USE)

**Question 23: “If you answered yes, would you say that you...”**

	'94	'95	'96	'97
Always got enough to eat	49%	48%	69	50
Usually got enough to eat	38%	16%	17	22
Sometime got enough to eat	14%	19%	11	18
Rarely got enough to eat	3%	13%	3	5
Never got enough to eat	0%	3%	0	5

**Question 26: “How would you rate the quality of food at the buffet?”**

	'94	'95	'96	'97
Excellent	3%	0%	0%	3%
Good	41%	32%	39%	40%
Fair	55%	48%	47%	30%
Poor	0%	19%	14%	38%

**(TREND: MORE S-As ARE EATING AT BUFFET, MOST GET PLENTY TO EAT, QUALITY OF FOOD CONTINUES TO RECEIVE BELOW AVERAGE RATINGS)**

**Question 27: “Overall, how sensitive would you say your coaches were to the demands placed on your time while you were a student-athlete?”**

	'94	'95	'96	'97
Very sensitive	21%	29%	22%	13%
Somewhat sensitive	48%	50%	51%	47%
Somewhat insensitive	27%	17%	26%	30%
Very insensitive	4%	4%	2%	11%

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**Question 28: “Here is a list of services and facilities provided to WSU student-athletes. Rate the quality of each.”**

(DATA ARE PERCENTAGES)

	Excellent				Good				Fair				Poor			
	94	95	96	97	94	95	96	97	94	95	96	97	94	95	96	97
Athletic Facilities	17	8	6	47	6	50	53	39	11	35	37	10	3	6	4	1
Athletic Equipment	35	19	20	45	58	50	55	45	13	23	24	8	2	0	2	2
Travel Accommodations	29	42	43	37	48	40	41	51	12	6	14	12	10	0	0	0
Academic Support Svs	54	46	59	52	40	46	25	38	6	2	12	10	0	0	2	0
Career Development Svs	15	18	22	29	44	47	44	43	31	31	22	17	10	4	6	12
Athletic Medicine	60	50	55	45	26	42	41	49	13	6	4	2	0	2	0	4
Sport Psychology Svs	60	41	50	50	31	41	34	42	5	18	2	5	2	0	0	3
Medical Care (Mds)	44	21	36	25	38	54	34	40	15	13	14	23	4	13	10	13

(TREND: MOST AREAS CONTINUE TO IMPROVE WITH INDICATIONS THAT IMPROVEMENT IN FACILITIES AND EQUIPMENT IS SUGGESTED)

**Question 29: “Overall, would you say that women’s and men’s sports are treated the same at WSU...”**

	'94	'95	'96	'97
All of the time	6%	17%	14%	17%
Most of the time	42%	66%	57%	54%
Seldom	44%	15%	29%	24%
Never	8%	2%	0%	4%

(TREND: IMPROVEMENT NOTED IN '95, SLIGHT DECREASE IN '96, AND OVERALL ASSESSMENT THE SAME AS LAST YEAR)

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1997-1998 Student-Athlete

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**Question 30-43: “Here is a list of varsity sports at WSU. Describe the amount of support (attention) each receives compared to other sports.”**

(NUMBERS GIVEN AS PERCENTAGES)

	Too Much				Right Amount				Too Little			
	'94	'95	'96	'97	'94	'95	'96	'97	'94	'95	'96	'97
Baseball, Men	2	6	6	10	47	47	49	54	51	47	45	35
Basketball, Women	8	2	0	10	46	55	54	60	46	43	46	30
Basketball, Men	8	17	16	19	73	75	78	67	20	9	6	15
Crew, Women	20	9	4	19	22	26	33	30	57	66	63	51
Football, Men	41	51	37	27	49	49	57	48	10	0	6	25
Golf, Men/Women	4	4	2	2	14	18	32	38	82	78	66	60
Soccer, Women	2	4	0	2	47	33	54	68	51	63	46	31
Swimming, Women	4	2	0	2	16	24	26	48	80	73	74	56
Tennis, Women	6	2	0	4	27	33	47	38	67	64	57	58
Track, Men	4	0	0	6	46	53	63	60	50	47	37	33
Track, Women	4	2	0	6	47	45	63	63	49	53	37	31
Volleyball, Women	10	8	4	14	77	85	88	79	14	7	8	6
X-Country, Men	0	2	0	4	29	28	35	43	71	70	65	53
X-Country, Women	8	0	0	4	27	26	63	48	67	74	37	51

(TREND: MEN’S BASKETBALL SEEMS TO BE THE ONLY SPORT THAT IS SEEN AS GENERALLY GETTING THE RIGHT AMOUNT OF ATTENTION AND FOOTBALL SEEN AS GETTING TOO MUCH. ALL OTHER SPORTS APPEAR TO BE SPLIT BETWEEN IMPRESSIONS OF “JUST THE RIGHT AMOUNT” TO “TOO LITTLE ATTENTION”)

Here are some questions about your opinions of how well the surrounding community has served your needs.

**Question 44: “Were you able to find the types of foods you like at restaurants or grocery stores?”**

Yes	'94 = 94%	No	'94 = 6%
	'95 = 88%		'95 = 12%
	'96 = 88%		'96 = 12%
	'97 = 90%		'97 = 10%

**Question 45: “Were you able to find the types of clothing that you like in the area stores?”**

Yes	'94 = 47%	No	'94 = 53%
	'95 = 45%		'95 = 55%
	'96 = 33%		'96 = 67%
	'97 = 50%		'97 = 50%

(TREND: LOOKS LIKE A GREAT PLACE TO OPEN UP A CLOTHING BUSINESS THAT WOULD CATER TO OVER ½ OF OUR S-As)

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1997-98 Student-Athlete Exit-Survey Report

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**Question 46: “Were you able to find a satisfactory hair stylist in the local area?”**

Yes	'94 = 69%	No	'94 = 31%
	'95 = 70%		'95 = 30%
	'96 = 76%		'96 = 24%
	'97 = 54%		'97 = 45%

**Question 47: “Were you able to find the type of social or cultural activities that you enjoy?”**

Yes	'94 = 71%	No	'94 = 29%
	'95 = 67%		'95 = 33%
	'96 = 63%		'96 = 37%
	'97 = 77%		'97 = 22%

**Question 48: “What is the main reason you are leaving WSU athletics?”**

	'94	'95	'96	'97
Graduating	49%	46%	61%	80%
Eligibility Completed	45%	52%	29%	12%
Professional Contract	4%	0%	2%	-
Conflict with Coach	2%	2%	-	8%
Academic Problems	-	-	2%	-
Other	-	-	5%	-

(TREND: SIGNIFICANT DIFFERENCE IN GRADUATION RATE)

**Question 49: “Here is a list of people with whom students sometimes talk when they are making decisions about leaving the athletic program for reasons other than graduating or completing eligibility. Which people would you feel most comfortable in confiding?”**

Four athletes have fit this particular scenario for past two years. Consultants are noted below:

	'96	'97		'96	'97
Coach	4	1	Academic Advisor	2	1
Friend	4	4	Minority Counselor	-	-
Professor	4	1	Academic Counselor	2	1
Family	4	4	Sport Psychologist	2	2
Trainer	2	1	Spiritual Advisor	1	1
Team CARE	3	-			

(TREND: ATHLETES SEEK OUT ASSISTANCE FROM A VARIETY OF RESOURCES IN MAKING THEIR DECISION TO LEAVE WSU)

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**Question 52: “Here is a list of people who may have been helpful to you while you were at WSU. Indicate how helpful or unhelpful each were to you.”**

(NUMBERS ARE GIVEN AS PERCENTAGES; N/A CATEGORY ADDED IN 1996)

	Very Helpful				Somewhat Helpful				Somewhat Unhelpful				Very Unhelpful				N/A	
	'94	'95	'96	'97	'94	'95	'96	'97	'94	'95	'96	'97	'94	'95	'96	'97	'96	'97
Head Coach	46	42	43	32	29	46	37	47	23	6	16	9	2	6	2	17	2	17
Asst. Coach	42	50	53	44	46	40	33	38	12	6	6	13	0	6	6	4	2	4
Athletic Trainer	61	52	65	51	39	44	26	43	0	4	6	2	0	0	0	2	4	2
Physicians	22	28	43	31	22	54	30	71	45	9	8	19	12	9	0	4	14	4
Strength coach	50	45	68	61	40	43	26	30	4	11	8	6	6	2	0	0	0	2
Sport Psych	55	30	42	43	40	52	28	27	3	14	2	2	5	0	0	2	30	29
Acad. Counselor	41	40	42	43	43	49	34	33	13	9	10	8	2	2	2	16	12	0
Team Manager	41	33	24	18	34	50	35	35	23	10	8	14	2	8	4	2	29	31
Other AD Pers.	51	29	39	40	40	56	35	32	7	10	6	0	2	7	4	0	16	27
Fellow S-A	72	64	68	75	19	43	29	18	7	0	0	4	2	2	4	0	0	1
Fellow Student	54	49	57	72	38	43	37	25	4	4	2	4	2	4	2	0	2	0
Family Member	82	85	77	86	14	15	18	8	4	0	4	6	0	0	2	0	0	0
Professor	37	57	45	43	54	32	35	40	6	6	16	6	2	4	2	0	2	10
Spiritual Adv.	30	24	16	30	54	40	26	24	11	18	6	2	7	18	2	0	51	43
Acad. Dep Adv.	31	43	39	27	52	43	31	35	23	11	14	6	5	4	8	8	8	23
SALC Staff	42	48	33	18	52	41	43	34	6	9	4	6	0	2	6	6	14	35
Team CARE (new in '97)				25				25				4				8		39

(TREND: S-As SEEM TO RELY ON A VARIETY OF PEOPLE FOR ASSISTANCE)

**Question 53: “Which one of these would you say is the MOST important factor in helping athletes get an education at WSU?”**

	'94	'95	'96	'97
Good Teachers	27%	29%	22%	17%
Good Advisors	4%	6%	12%	9%
One's Own Ability	44%	50%	40%	33%
Support of Coaches	8%	2%	4%	2%
Friends/family Support	6%	10%	16%	7%
Good Library	2%	0%	----	*
Access to computers	0%	2%	2%	*
Other	10%	----	4%	*

\*for some reason, the last three were omitted from the 1997 survey data book provided by SESRC. 31% of the responses would have been found in one or more of these last three possible responses. However, due to the omission, it is not possible to know which categories may have been endorsed. This will be corrected on the next report.

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**Question 52: “Here is a list of people who may have been helpful to you while you were at WSU. Indicate how helpful or unhelpful each were to you.”**

**(NUMBERS ARE GIVEN AS PERCENTAGES; N/A CATEGORY ADDED IN 1996)**

	Very Helpful				Somewhat Helpful				Somewhat Unhelpful				Very Unhelpful				N/A	
	'94	'95	'96	'97	'94	'95	'96	'97	'94	'95	'96	'97	'94	'95	'96	'97	'96	'97
Head Coach	46	42	43	32	29	46	37	47	23	6	16	9	2	6	2	17	2	17
Asst. Coach	42	50	53	44	46	40	33	38	12	6	6	13	0	6	6	4	2	4
Athletic Trainer	61	52	65	51	39	44	26	43	0	4	6	2	0	0	0	2	4	2
Physicians	22	28	43	31	22	54	30	71	45	9	8	19	12	9	0	4	14	4
Strength coach	50	45	68	61	40	43	26	30	4	11	8	6	6	2	0	0	0	2
Sport Psych	55	30	42	43	40	52	28	27	3	14	2	2	5	0	0	2	30	29
Acad. Counselor	41	40	42	43	43	49	34	33	13	9	10	8	2	2	2	16	12	0
Team Manager	41	33	24	18	34	50	35	35	23	10	8	14	2	8	4	2	29	31
Other AD Pers.	51	29	39	40	40	56	35	32	7	10	6	0	2	7	4	0	16	27
Fellow S-A	72	64	68	75	19	43	29	18	7	0	0	4	2	2	4	0	0	1
Fellow Student	54	49	57	72	38	43	37	25	4	4	2	4	2	4	2	0	2	0
Family Member	82	85	77	86	14	15	18	8	4	0	4	6	0	0	2	0	0	0
Professor	37	57	45	43	54	32	35	40	6	6	16	6	2	4	2	0	2	10
Spiritual Adv.	30	24	16	30	54	40	26	24	11	18	6	2	7	18	2	0	51	43
Acad. Dep Adv.	31	43	39	27	52	43	31	35	23	11	14	6	5	4	8	8	8	23
SALC Staff	42	48	33	18	52	41	43	34	6	9	4	6	0	2	6	6	14	35
Team CARE (new in '97)				25				25				4				8	39	

**(TREND: S-As SEEM TO RELY ON A VARIETY OF PEOPLE FOR ASSISTANCE)**

**Question 53: “Which one of these would you say is the MOST important factor in helping athletes get an education at WSU?”**

	'94	'95	'96	'97
Good Teachers	27%	29%	22%	17%
Good Advisors	4%	6%	12%	9%
One's Own Ability	44%	50%	40%	33%
Support of Coaches	8%	2%	4%	2%
Friends/family Support	6%	10%	16%	7%
Good Library	2%	0%	----	*
Access to computers	0%	2%	2%	*
Other	10%	----	4%	*

\*for some reason, the last three were omitted from the 1997 survey data book provided by SESRC. 31% of the responses would have been found in one or more of these last three possible responses. However, due to the omission, it is not possible to know which categories may have been endorsed. This will be corrected on the next report.

## Appendix I – Exit Interview Materials, Exit Interview Report, 1997-98

## 1997-98 Student-Athlete Exit-Survey Report

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**Question 54: “Now that you will be leaving WSU, what do you plan to do?”**

	'94	'95	'96	'97
Attend another school	15%	19%	22%	15%
Continue at WSU	10%	34%	14%	15%
Look for non-athletic job	27%	19%	27%	23%
Look for athletic job	17%	15%	26%	31%
Start non-athletic job	12%	4%	14%	13%
Start athletic job	17%	9%	4%	3%
Don't know	2%	0%	----	1%

**Question 55: “What is your citizenship?”**

	'94	'95	'96	'97
US Citizen	85%	88%	92%	96%
Foreign Citizen	10%	4%	8%	4%
US Permanent Citizen	6%	8%	---	---

**Question 56: “Where is your hometown located?”**

	'94	'95	'96	'97
Western Washington	37%	50%	43%	43%
Eastern Washington	21%	13%	16%	12%
Out of State	31%	33%	33%	41%
International	12%	4%	8%	4%

**Question 57: “Are you...”**

	'94	'95	'96	'97
Asian or Pacific Islander	6%	2%	6%	2%
Amer. Indian/Alaskan Native/Aleut	0%	2%	---	2%
African American or Black	15%	21%	10%	22%
Latino, Chicano, Hispanic	0%	0%	2%	8%
White, Caucasian, Euro	79%	75%	82%	65%

**(MORE DIVERSE POPULATION IN 1997 COMPARED TO PREVIOUS YEARS)****END OF SURVEY REPORT**



## Appendix J – Student-Athlete Questionnaire

### NCAA Recertification Review of Student-Athlete Welfare

#### Student Athlete Questionnaire

WSU is currently conducting a review of Athletic Department compliance with the NCAA Operating Principles for Student-Athlete Welfare. It is a basic principle of the NCAA that our intercollegiate athletics program be conducted “in a manner designed to protect and enhance the physical and educational welfare of student-athletes”. This brief survey seeks your input to ensure that WSU’s Athletic Department is honoring this basic principle. Your answers will be combined with those of other student-athletes to ensure fair treatment of student-athletes. Please do not put your name on this questionnaire. Simply answer the questions and immediately return the completed questionnaire to the person who gave it to you. Thank you for your time and valuable input to this important process.

Year in School (fr, so, jr, sr): \_\_\_\_\_ Gender: Male      Female

Number of Years in Sport at WSU: \_\_\_\_\_ Name of Your Sport: \_\_\_\_\_

Do you have a copy of the WSU Student Handbook and Calendar that is available to all students?  
Yes            No            I Don’t Know.

Do you have a copy of the WSU Student Athlete Handbook available to all student athletes?  
Yes            No            I Don’t Know.

If you had a concern or a grievance about the fair treatment of a student-athlete (yourself or another student-athlete), how would you address it (i.e., Who would you talk to? Where would you go?)

Who is the President of Student Athletic Advisory Council (SAAC)? \_\_\_\_\_  
What is the role or purpose of the SAAC?

Who is the Senior Woman’s Associate (SWA)? \_\_\_\_\_  
What is the role or purpose of the SWA?

Who is the Faculty Athletic Representative (FAR)? \_\_\_\_\_  
What is the role or purpose of the FAR?

Did you know that the NCAA requires an exit interview with each student-athlete leaving WSU? Yes or No.  
If yes, do you know how information gained from the exit interview is used?

**Appendix J – Student-Athlete Questionnaire (cont.)**

**NCAA Recertification Questionnaire (continued, p. 2/2)**

Are you aware of the resources available to you in the following areas? If so, please check the box to indicate how you learned about them (i.e., from Coach, Teammate, PROWL Class, etc.).

**HEARD ABOUT IT FROM?**

<b>RESOURCE</b>	<b>COACH</b>	<b>TEAM MATE</b>	<b>PROWL CLASS</b>	<b>ORIENTAION /ADVISOR</b>	<b>OTHER (WHO?)</b>
<b>ACADEMIC ADVISING</b>					
<b>CAREER COUNSELING</b>					
<b>PERSONAL COUNSELING</b>					
<b>ALCOHOL/DRUG AWARENESS</b>					
<b>ATHLETIC TRAINING</b>					

Have you used any of the following resources? If so, please check the box to provide your feedback.

**SATISFIED?**

**PRIVACY RESPECTED?**

<b>RESOURCE</b>	<b>YES</b>	<b>SOMEWHAT</b>	<b>NO</b>
<b>ACADEMIC ADVISING</b>			
<b>CAREER COUNSELING</b>			
<b>PERSONAL COUNSELING</b>			
<b>ALCOHOL/DRUG AWARENESS</b>			
<b>ATHLETIC TRAINING</b>			

<b>YES</b>	<b>NO</b>

Please feel free to use the remainder of this sheet to provide any additional information.

## Appendix J – Student-Athlete Questionnaire (cont.)

### NCAAS Recertification Review of Student-Athlete Welfare Student Athlete Questionnaire Results

- Total Respondents 28

- Respondents by Sport

Sport	Football	Soccer	Rowing	Basketball	Track	Swim	Volleyball	Tennis	Baseball
Number	7	7	3	0	4	2	3	1	1

- Respondents by Class Standing

Class	Freshman	Sophomore	Junior	Senior
Number	5	8	10	5

- Respondents by Year in School and Sport

Year/Sport	Football	Soccer	Rowing	Basketball	Track	Swimming	Volleyball	Tennis	Baseball
Freshman	3	0	1	0	0	0	0	1	0
Sophomore	2	3	1	0	1	1	0	0	0
Junior	2	2	0	0	2	1	2	0	1
Senior	0	2	1	0	1	0	1	0	0

- Do you have a copy of the :

	Yes	% Yes	No	Don't Know
WSU Student Handbook & Calendar	23	82%	3	2
WSU Athlete Handbook & Calendar	26	93%	1	1

- If you had a grievance about fair treatment of a student-athlete, how would you address it?

Coach	20
Academic Counselor	3
Counselor not on staff	1
Sport Psychologist	3
Teammates/Captain	2
Ombudsman	1
SAAC Rep.	4
Compliance	1
AD	5
Wanda	2
Don't Know	2

**Appendix J – Student-Athlete Questionnaire (cont.)**

- **Who is the President of Student Athletic Advisory Council?**

Yes 10 answered correctly  
 No 18 did not answer correctly

- **What is the purpose of the Student Athletic Advisory Council?**

Yes 17 answered correctly  
 No 11 did not answer correctly

- **Who is the Senior Woman’s Associate?**

Yes 5 answered correctly  
 No 23 did not answer correctly

- **Who is the Faculty Athletic Representative?**

Yes 4 answered correctly  
 No 24 did not answer correctly

- **Did you know that the NCAA requires an exit interview with each student-athlete leaving WSU?**

Yes 14  
 No 12

- **If yes, do you know how information gained from the exit interview is used?**

Yes 4  
 No 24

- **Have you used any of the following resources? If so, please check the box to provide your feedback.**

Resource	Satisfied?			Privacy Respected?	
	Yes	Somewhat	No	Yes	No
Academic Advising	16	3	1	13	2
Career Counseling	13	4	9	10	0
Personal Counseling	10	3	5	10	0
Alcohol/Drug Awareness	3	3	10	5	1
Athletic Training	20	0	1	14	2

## Appendix K – Emergency Medical Plan

**Washington State University  
Department of Intercollegiate Athletics  
Medical Emergency Action Plan**

### **Introduction**

The Medical Emergency Action Plan is designed to provide Washington State University student-athletes with the best possible care in emergency and/or life threatening conditions. The development and implementation of a comprehensive emergency plan defines standards of emergency care, specifies appropriate actions, and directs the medical caregiver in the most efficient manner with which to provide proper emergency medical assistance.

Accidents and injuries are inherent with sports participation and medical team preparation should enable each emergency situation to be managed properly. Preparation involves proper event coverage, emergency medical equipment and supply maintenance, utilization of appropriate medical team personnel, continuing education in the area of emergency medicine, and emergency plan revision to meet the ever-changing needs of athletic participation.

### **Coverage**

Coverage by the Certified Athletic Training staff (ATC's) includes all official, scheduled and coach attended (strength coach included), practices, games and official eight (8) hour rule out of season conditioning.

Summer voluntary workouts conducted by a strength coach will also be attended by an ATC.

Voluntary pick up games, scrimmages or any other workouts without a coach of any kind present, will NOT be attended by an ATC or any medical staff. Players will be advised how to activate the emergency plan in the venue in which they participate. Emergency activation cards with contact numbers will be provided.

Individual skill sessions and weight training sessions conducted by either a strength coach or sport coach, either voluntary or mandatory, in or out of season, also will NOT be attended by ATC's. Coaches and strength staff will activate the emergency plan at these above sessions.

Based on risk, staff allocation, and injury rates, the only exceptions to practice coverage with on site continual presence of an ATC would be Tennis, Track and Field, Rowing, Spirit, Swimming, Cross-country and Golf.

Tennis, Track and Field, Rowing and Spirit have Athletic Training Students (ATS) cover practice. Radio, fixed phone and/or cell phone communication is available to an ATC at another close venue site or in the Athletic Medicine facility. If a scheduled practice covered by an ATS is outside of Athletic Medicine operating hours, and an ATC is not readily available, the sport ATC coordinates with the ATS and is on-call. Any ATS attending these practices will provide emergency plan activation.

## Appendix K – Emergency Medical Plan (cont.)

The swimming coaching staff acts as the first to respond during weekly morning practices as well as weekend practices. Swimming coaches are first-aid and CPR certified as well as either lifeguard certified or swim coach certified. Afternoon practice sessions are covered by an ATS with direct communication to an ATC as described above.

Cross Country and Golf will rely on a coaching staff member to activate the emergency plan.

### Components

#### 1) Emergency Plan

Emergency Personnel – Medical team personnel include team or local physician(s), emergency medical technician/paramedic, certified athletic trainer (ATC), and/or athletic training student (ATS). Additional individuals first to respond can include coaches, strength coaches, student-athletes, or institutional personnel.

Certified Athletic Trainers and Athletic Training Students are first-aid, cardiopulmonary resuscitation (CPR), and semi-automatic external defibrillator (AED) certified as well as trained in Blood-Borne Pathogen management. The Strength and Conditioning staff is first-aid, CPR and AED Certified.

One member of each coaching staff that has daily contact with student-athletes has first-aid and CPR training. It is strongly recommended that all coaching staffs and athletics department personnel attain and update first-aid and CPR training.

Emergency Communication – Access to a working telephone or other telecommunication devices (cell phone/radio) will be assured at each venue site. ATC Staff, ATS, or coaching staff will check the communication system prior to each practice or competition to ensure proper working order.

Emergency Equipment – All necessary emergency medical equipment will be either on-site and/or readily available. Personnel will be familiar with all emergency equipment, its venue site/facility location, and pre-trained in its operation and function. All emergency equipment is checked on a regular basis by WSU Athletic Medicine Staff.

Role of Emergency Personnel - Roles of either medical team personnel or individuals first to respond may vary depending on the venue site and available number of personnel. Typically, the individual first on scene to a medical emergency is charged with performing and/or delegating the following duties: ensure a safe scene, provide immediate appropriate medical care to the extent of his/her training (including stabilize and do no further harm), activate the Emergency Medical System (call 9-1-1), retrieve emergency medical equipment, open appropriate access

## Appendix K – Emergency Medical Plan (cont.)

gates/doors, meet and direct Emergency Medical System services, and provide scene control.

Individual(s) providing care should give way and allow those with more advanced medical training to take charge. If one is ever unsure, activate EMS first, and then obtain additional assistance.

Venue Directions/Access – Each venue site has been evaluated for the most appropriate EMS route and access to facilitate rapid advanced medical care and transport. In an emergency situation, transportation should occur by ambulance. Do not transport unstable patients in inappropriate vehicles. Care must be taken to ensure that the venue site is supervised should the emergency care provider leave the site in transporting the injured party.

### 2) The Catastrophic Emergency Plan (CEP)

The CEP is designed to address the responsibilities and duties of specific units/personnel having direct involvement in a catastrophic event. These units include: WSU Administration, Athletic Department Administration, Medical Services, Compliance, and Media Relations.

### 3) Semi-Automatic External Defibrillators (AED) Program

AED Storage - Four AED's are located in Bohler Gymnasium. Three AED's are in the Athletic Medicine Facility (Bohler Gymnasium M-4), and one in the Strength and Conditioning Center (Bohler Addition M-88). One AED is relocated from Bohler Gym M-4 to Beasley Coliseum Athletic Medicine Satellite facility when Men's and Women's Basketball are in season.

AED Scheduling - The following parameters are taken into account for AED scheduling: high risk student-athletes, high-risk sport(s) (ex. Football, Women's Soccer, Baseball), low-risk sport(s) (ex. Tennis, Golf), practice time/location, game time/location, home events verses away events, venue site location (ex. isolated facility verses facilities in close proximity), in-season verses out-of-season. AED located in the Strength and Conditioning Center (Bohler Addition M-88) acts as a reserve for Bohler Gymnasium and Bohler Addition if all other AED's are unavailable.

Communication – During the weekly ATC staff meeting the time and location of each AED is designated for the upcoming week. Example: If a sport is on the AED schedule, that sport is designated to have the AED. Sports that are not on the list piggyback those that have an AED. Radios and/or cellular phones are used for communication between the Athletic Medicine Facility and sports that do and do not have an AED on-site.

## Appendix K – Emergency Medical Plan (cont.)

### 4) Emergency Activation Cards

The Emergency Activation Card (EAC) is designed as quick reference guide for any individual first to respond to an emergency. Each EAC provides specific information including: emergency phone number (9-1-1), outlines questions asked by EMS dispatch, provides venue site/area of emergency written directions to give EMS dispatch. EAC's also address additional duties including: retrieve emergency medical equipment, open access gates/doors, meet and direct EMS services, and provide scene control. EAC's are located at all venue site fixed phones as well as throughout the athletic department facility.

### 5) Athletic Venue Site Emergency Plans

Each venue site, either on or off-campus has its own emergency plan. Communication of venue site emergency plan information occurs annually with the Athletic Medicine Staff, ATS's, Event and Facility Operations personnel and coaches. A documented meeting between sport ATC and coach(s) will occur annually. Venue sites with a fixed campus phone have an EAC posted next to the phone. Emergency plans are available for review in the Event Operations and Facilities Department Bohler Gym 130 and in the Athletic Medicine Facility Bohler Gym M-4.

### 6) Athletic Department Facilities

This includes administrative and coaching offices, as well as support service areas located in Bohler Gym, Bohler Addition, and PEB offices. Each has an emergency plan, and/or an emergency activation card. Hallway phones have a posted Emergency Activation Card and locker rooms have a posted map designating the nearest hallway phone.

*Updated 11.25.02*



## Appendix K – Emergency Medical Plan, AED Program

### Semi-Automatic External Defibrillator (AED) Program

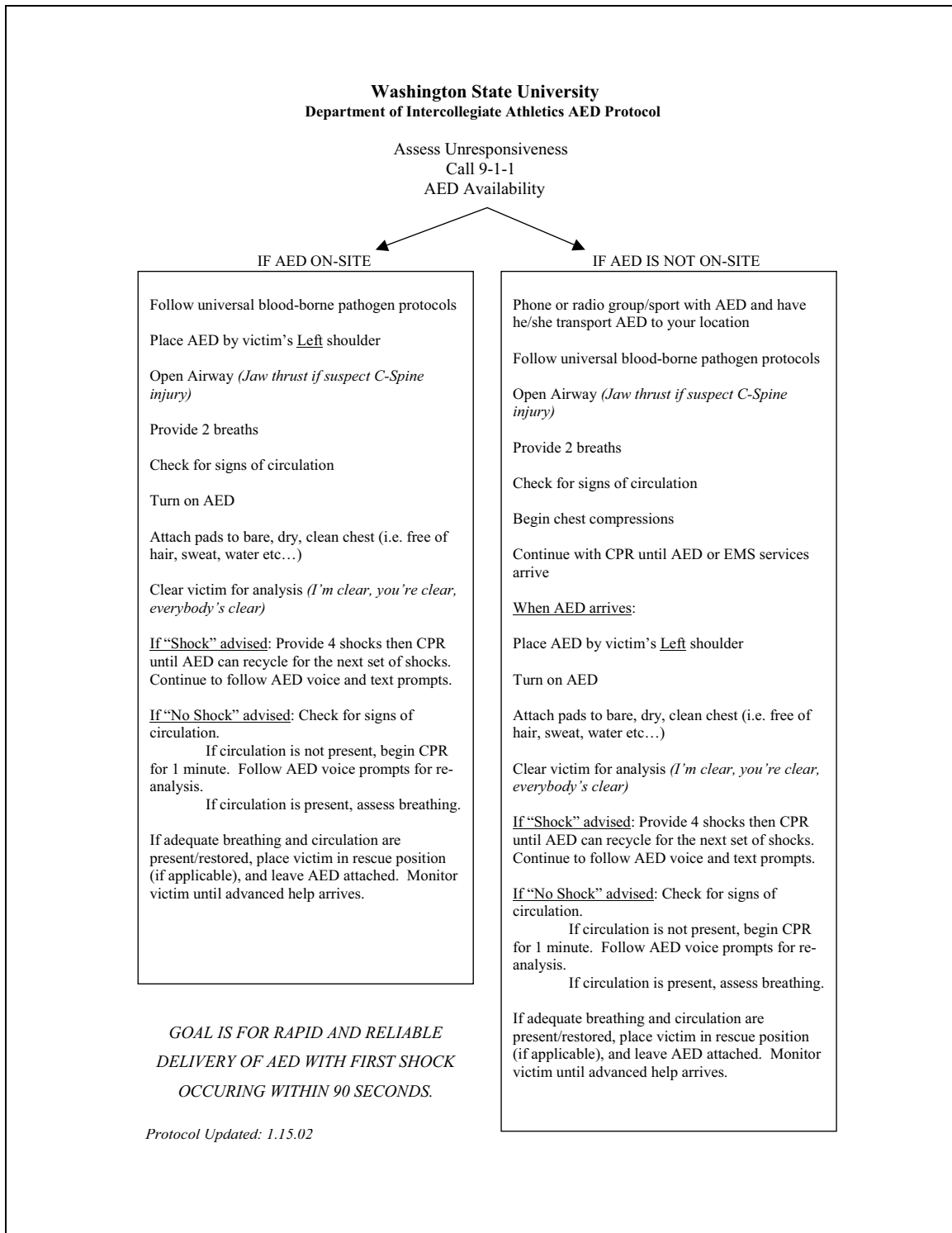
AED Storage - Four AED's are located in Bohler Gymnasium. Three AED's are in the Athletic Medicine Facility (Bohler Gymnasium M-4), and one in the Strength and Conditioning Center (Bohler Addition M-88). One AED is relocated from Bohler Gym M-4 to Beasley Coliseum Athletic Medicine Satellite facility when Men's and Women's Basketball are in season.

AED Scheduling - The following parameters are taken into account for AED scheduling: high risk student-athletes, high-risk sport(s) (ex. Football, Women's Soccer, Baseball), low-risk sport(s) (ex. Tennis, Golf), practice time/location, game time/location, home events verses away events, venue site location (ex. isolated facility verses facilities in close proximity), in-season verses out-of-season. AED located in the Strength and Conditioning Center (Bohler Addition M-88) acts as a reserve for Bohler Gymnasium and Bohler Addition if all other AED's are unavailable.

Communication – During the weekly ATC staff meeting the time and location of each AED is designated for the upcoming week. Example: If a sport is on the AED schedule, that sport is designated to have the AED. Sports that are not on the list piggyback those that have an AED. Radios and/or cellular phones are used for communication between the Athletic Medicine Facility and sports that do and do not have an AED on-site.

*Updated 10.02.02*

## Appendix K – Emergency Medical Plan, AED Protocol



## Appendix K – Emergency Medical Plan, Bailey-Brayton Field Plan

### SAMPLE

**Washington State University  
Department of Intercollegiate Athletics  
Bailey-Brayton Field Emergency Plan**

#### **1. Emergency Personnel**

- a) Certified athletic trainer(s) either on site or in Bohler Gym M-4 (335-5485) for scheduled practice, and on site for competition. Student athletic trainers on site for scheduled practice and competition. Additional athletic medicine staff available in Bohler Gym M-4 during operating hours.
- b) Team Physician(s) available in Bohler Gym M-4 Monday through Thursday 1:30pm – 4:00pm. Otherwise on call for practice and competition.
- c) Emergency Medical Technicians on site for competition located adjacent to the press box. Ambulance service requires EMS activation.
- d) Pullman Fire Department off site for practice and competition
- e) Pullman Police off site for competition
- f) Event Management personnel on site for competition.

#### **2. Emergency Communication**

- a) Cell Phone on site for practice and competition.
- b) Fixed phone located in press box (509.335.8291) available for competition only. Additional fixed line at payphone by entrance gate.
- c) Hand signals and/or direct verbal communication
- d) Radio communication to fixed phone to Bohler M-4 available for practice and competition.

#### **3. Emergency Equipment**

- a) Vacuum splints for the upper and lower extremities, knee immobilizer(s), crutches, and biohazard supplies are available on site for practice and competition. Additional supplies are located in the Athletic Medicine facility, Bohler M-4, or Beasley Coliseum athletic training room.
- b) Additional emergency medical supplies provided by EMS services
- c) See AED Addendum

#### **4. Role of Emergency Personnel**

- a) Provide immediate appropriate medical care to the injured and/or ill student-athlete
- b) Activate Emergency Medical System
  1. Use the nearest phone (fixed or cellular) for practice and hand signals/verbal communication/phone for competition
  2. Dial 911 (*campus phones: dial 911 directly*)
  3. Give dispatch the following information: Exact location of the incident, What has happened, Patient conscious and/or breathing, Patient male or female, From what phone number you are calling, What medical services are needed (i.e. ambulance, fire, and police); answers to any dispatch question(s).
- c) Retrieve emergency medical equipment
- d) Open appropriate access gates
- e) Meet and direct ambulance/police/fire services
- f) Provide scene control

## Appendix K – Emergency Medical Plan, Bailey-Brayton Field Plan (cont.)

### 5. Venue Directions/Access

Ballpark Access for an ambulance - **An ambulance CANNOT enter the playing field from this direction.** Access to Bailey-Brayton ballpark is located at the Northwest corner of North Fairway Road and Fairway Lane (by the concession stands). Enter through the first set of gates to access the ballpark and the third-base side of the field.

Field Access for an Ambulance – Take South fairway road to the West entrance of the Indoor Practice Facility (IPF). Drive halfway around the North side of the IPF, take a left at the first intersection. This will take you to the first-base side of the field where an ambulance can drive on the field.

*Updated 11.25.02*

**Appendix K – Emergency Medical Plan, Activation Card for Beasley Coliseum**

**SAMPLE**

**Washington State University  
Department of Intercollegiate Athletics  
Emergency Medical System Activation Card  
Beasley Coliseum – Floor Phone**

IN AN EMERGENCY SITUATION, PEFORM THE FOLLOWING STEPS:

**1) DIAL 911**

*Note: dial 911 directly from a campus phone. There may be a 3-5 second delay.*

**2) DO NOT HANG UP UNTIL INSTRUCTED TO DO SO BY DISPATCHER**

**3) GIVE THE FOLLOWING INFORMATION TO DISPATCH**

Exact Location of the Incident

What has Happened?

Patient Conscious and/or Breathing?

Patient Male or Female?

From what Phone Number are you Calling?

Best Access for EMS Services

*“Beasley coliseum tunnel entrance is located at the corner of North Fairway Road and Fairway Lane. Best access to the floor level or back hallway locker rooms/offices is through the tunnel entrance.”*

Answer any Additional Dispatch Questions

**4) ADDITIONAL DUTIES**

Retrieve first-aid equipment

Provide first-aid care (to extent of training)

Open, unlock, and/or prop open all access doors

Meet and direct ambulance/police/fire services

Provide scene control

*Updated 11.25.02*

Appendix L – Student-Athlete Advisory Committee Survey

		<p><i>SAAC Survey</i></p> <p>NCAA Certification Self-Study for WSU Equity, Welfare, and Sportsmanship sub-Committee Sportsmanship and Ethical Conduct sub-Committee</p>			
	Question 1 Are you aware of WSU and NCAA policies regarding sportsmanship?	Question 2 What does the coaching staff for your sport do to promote sportsmanship? Provide examples.	Question 3 Do all of your team members have a Student Athlete Handbook? Student Handbook?	Question 4 Have you seen the accompanying NCAA flyer concerning sportsmanship before?	
<b>Sports Team</b>					
Rowing	Yes Compliance meeting at beginning of year.	Yes, encourages us to support cougs-go to games/meets, etc.	Yes!-a planner-for questions they may have Prefer the SA handbook	Yes. In weight room & in Wanda's office.	
Tennis	Yes In every competition respect, fairness, honesty & responsibility are emphasized	Our coach always tells us about the importance of being honest and to have a positive attitude at the court. You really have to stress out the honesty part because tennis is a part where you make your own calls.	Yes Does not notice members using handbook. Prefers the SA handbook, because it easier to find what you find in it.	No	
Women's Basketball	No not really? We have gone over some rules in the handbook at the beginning of the year. I've gone over some policies at the Pac-10 forum in San Francisco.	We have never really had any sportsmanship issues to address.	Yes I don't really notice anyone using, or talking about either handbook. Prefers neither.	I think I have seen one similar as a poster? I am not sure where.	
Volleyball	Yes Compliance meeting at beginning of the year and through the coaches.	Doesn't condone talk through the net. Encourages us to be good losers & winners	Yes Prefers Student Handbook smaller than the Athlete Handbook.	Yes, from Mark Summerson	

Appendix L – Student-Athlete Advisory Committee Survey (cont.)

Soccer	No	Nothing we can think of...	Yes Prefers mostly the Student Handbook. Smaller size & calendar has more space to write in.	Yes, same academic poster in Academic Offices behind Wanda.
Swimming	Yes	Handbook Yes, we talk about it before meets when we know we are either a much better team or are going to win by a lot.	Yes I haven't noticed, I know they use the calendar in the SA Handbook.	Yes, I think our coach handed it out once.
Women's Golf	Yes	Our Athletic Handbook Through team meeting, we are encouraged to apply honesty & fairness w/in the team & against our opponents.	Yes Only knows that her team mates has them. She prefers the Athlete Handbook.	Compliance Meetings.
Women's Track	No	Places emphasis on sportsmanship, talks to the team at the beginning of each year.	Yes Prefers SA Handbook.	No
Cross Country	Yes	We have seen these policies presented to us in meetings & compliance up in. We make cheers before meetings.	Yes Use the Student Handbook for scheduling. Student Handbook is easier to carry.	Yes compliance meeting
Men's Track	No	They pay attention to NCAA Rules and abide by them, thereby leading by example.	Yes Prefer Student Handbook it's thinner	No
Men's Golf	Yes	Athletic Handbook Your coach conducts individual meetings with his players & motivates his players one on one	Yes Doesn't know Prefers Athletic Handbook	Compliance Meeting
Baseball	Yes	In compliance meetings, Coach is big on sportsmanship.	Yes	Yes

Appendix L – Student-Athlete Advisory Committee Survey (cont.)

	on the pamphlet given to them.	Just talking to our players, not to opposing teams.	Uses handbook for phone numbers & calendar. SA Handbook
Men's Basketball	Yes	Compliance meeting at beginning of the school year. Programs of the community Visiting elementary schools.	Yes Notices team mates using SA Handbook Prefers SA Handbook
Football	Yes	Coaches, Sports Psychologists, and Forms. Team Unity activities, working with outside non-profit agencies, and lead by example.	Yes No, both used regularly. Prefers SA because it provides schedule of event Center



**Appendix M – Coaches Survey**

**NCAA Certification Self-Study for WSU  
Equity, Welfare and Sportsmanship sub-Committee  
Sportsmanship and Ethical Conduct sub-Committee**

Please answer the following questions to the best of your ability. Use the back of this form if you need additional room for any of these questions.

Sport: \_\_\_\_\_

- 1) Are you aware of WSU and NCAA policies regarding sportsmanship?

If so, could you please describe where and how you have seen these policies presented?

- 2) What does the coaching staff for your sport do to promote/encourage sportsmanship (within your team and/or otherwise)? Please provide as many examples as possible.

- 3) To the best of your knowledge, do all of your team members have a Student-Athlete Handbook as well as a Student Handbook?

Do you notice them using one handbook over the other? If so, for what purposes?

Which do you prefer and why?

- 4) Have you see the accompanying NCAA flyer concerning sportsmanship before? If so where? (Please feel free to take it home with you.)

Appendix M – Coaches Survey (cont.)

Coaches Survey (April 2002)  
 NCAA Certification Self-Study for WSU  
 Equity, Welfare & Sportsmanship Subcommittee  
 Sportsmanship & Ethical Conduct Subcommittee

Sport	Question #1 <i>How aware are you of WSU &amp; NCAA policies on sportsmanship?</i>	Question #2 <i>Describe how this info is relayed to your team.</i>	Question #3 <i>How does the coaching staff promote &amp; encourage sportsmanship</i>	Question #4 <i>Any inservice training for coaches on issues of ethical conduct &amp; sportsmanship</i>	Question #5 <i>What materials are distributed to your team on sportsmanship &amp; ethical conduct.</i>
<b>Football</b>	Somewhat aware	Code of Conduct	Staff encourages; punish players who don't	Not much	Players notebooks; posted in locker rm; card with schedule & code of conduct
<b>Baseball</b>	Aware	Handout set of policies & team rules	No one talks to opponents from dugout; address own players in positive way; players not to argue with umpires; Behavior of respect.	NA	NA
<b>Volleyball</b>	Aware	None specifically; just expect it & address it if needed	Stress manners; no trash talk or rudeness to opponents or officials	Don't need this; perhaps PAC-10 should do for all institutions	Articles, handouts & readings which address 'life manners & ethics'
<b>Rowing</b>	Fully aware	Team meetings; daily expectations	Coachs & captains encourage	Adventure dynamics as a team & discuss; staff inservice in August	Verbal discussion pre race & post race

Appendix M – Coaches Survey (cont.)

Track&Field	Somewhat aware	Just in overall behavioral expectations	Conduct yourself with dignity & class at all times.	Team policies handout: 2x/yr
<b>Tennis</b>	Fully Aware	Copies of new info; post on lockers; discuss as group	Everyday in practice exhibit sportsmanship; same in public & competition; Strict about this	Discuss any NCAA, Pac-10, ITA info/brochures with team; Coaches lead by example
<b>Golf</b>	Adequately aware	Poor sportsmanship is not tolerated; punishable by suspension or removal from team	Shake hands with opponents; thank hosts or facility; send thank you in mail	Student-athlete handbook annually; rules of golf annually
<b>Swimming</b>	Adequately aware	Team Handbook has guidelines & procedures	Encourage teammates; Home meets have pizza parties with opponents; Talk with team	Team handbook; Weekly meetings with coaches & community members.
<b>Basketball-M</b>	No Report			
<b>Basketball-W</b>	No Report			
<b>Soccer-W</b>	No Report			