Equity & Student-Athlete Welfare

Operating Principles

3.1 Gender Issues. Consistent with NCAA Constitution 2.3, it is the responsibility of each institution to implement the Association’s principle of gender equity. In accordance with this fundamental principle, the institution shall:

a. Have implemented its approved gender-equity plan from the previous self-study. If modified or not carried out fully, the institution shall provide an explanation from appropriate institutional authorities.

b. Demonstrate that it is committed to, and has progressed toward, fair and equitable treatment of both male and female student-athletes and athletics department personnel.

c. Formally adopt a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which is equitable for both genders. The plan shall include measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables.

Self-Study Items

1. List all “corrective actions,” “conditions for certification” or “strategies for improvement” imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 3.1.

   No required actions

2. Report on the implementation of the plan to address gender-equity issues developed by the institution during its first-cycle certification process.

In 1995, Colgate’s Gender Equity Plan outlined a plan for increasing resources in recruiting, financial aid, coaching support, and equipment for women’s teams in order to provide an adequate level of support for women’s varsity programs. As a result, in 1997 Colgate elevated Women’s Ice Hockey from a club sport to varsity status, in 2000 Women’s Crew was elevated from club to varsity status, in 2001 Women’s Ice Hockey was elevated from Division III to Division I, and in 2005 a full-time assistant coach was added for Women’s Ice Hockey. Within the Athletic Department’s administration, two new positions for women have been created - one at the rank of full-time faculty, and the other at full-time non-faculty rank.

In 2003, as part of Colgate’s Strategic Plan, the Board of Trustees adopted several strategies that directly relate to Colgate’s commitment to provide a gender equitable intercollegiate athletics program. Colgate adopted athletic scholarships for selected team sports in order to recruit athletically and academically stronger student-athletes. In addition to enhancing Colgate’s ability to recruit athletically and academically stronger student-athletes, athletic scholarships gave the university better control over the allocation of athletic financial aid and, therefore, also provided the university with greater control over ensuring gender equity in the allocation of aid to student-athletes.
The Associate Provost works directly with the Provost/Dean of Faculty and Director of Athletics on issues related to budgeting policy and practices to ensure compliance with gender equity.

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

Colgate continually assesses and reevaluates its athletic programs in order to ensure progress towards gender equity. The university conducts annual reviews through the Office of the Provost and the Department of Athletics with oversight from the President of the University and support from the Board of Trustees. The yearly assessment focuses on a review of athletic scholarships and admissions programs to determine the impact on improving the academic profile of student athletes, and its impact on providing gender equitable participation opportunities. The university will review the guidelines for scholarships annually. In 2009-2010, Colgate will conduct a comprehensive four-year review to assess progress toward providing gender equitable participation opportunities.

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

An active and nationally configured Board of Trustees consisting of 35 members, including the President, governs the university. The Board of Trustees has final responsibility for the conduct of the University, and the determinative accountability to direct the business and undertaking of the University. The Colgate University Board of Trustees has among its standing committees, an Athletic Affairs Committee. The Board holds four meetings per year and occasionally convenes a summer retreat to focus on specific topics.

The on-campus Committee on Athletics has as its primary responsibilities physical education, intercollegiate athletics, club sports, intramural athletics, and recreational activities. The Committee develops policy legislation for consideration by the Academic Affairs Board, and acts as an advisory body to the Director of Athletics. The Committee reports its activities on a regular basis to the Academic Affairs Board, Faculty, and Student Senate. The membership of the Committee includes the Director of Athletics, four elected faculty, each representing one of Colgate’s academic division, one additional faculty member appointed by the Academic Affairs Board, three students elected by the Student Senate, the Dean of the Faculty, the Dean of the College, and the Associate Provost. The Chair of the Committee is elected annually by the membership of the Committee. The responsibility of the Committee is to promote the general interest of athletics with the overall educational mission and goals of Colgate. This structure assures that important matters in athletics are considered in a matter that is consistent with Colgate’s educational philosophy.

Colgate’s athletic administrative staff and coaches are appointed to, or serve as liaisons on, many committees at Colgate. Many of these committees are outside of
athletics and their participation ensures that athletics faculty are aware of what is going on around the university and that these committees receive appropriate input on matters related to athletics.

The Director of Athletics, Provost, Associate Provost, and Associate Dean continually work together to assess budget allocation for athletics, coaching salaries, and other issues, to ensure continued progress towards achieving gender equity in athletics.

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

The data provided in Colgate’s annual EADA (Equality in Athletics Disclosure Act) for the 2002-2003, 2003-2004, and 2004-2005 academic years outline expenditures for Colgate’s athletic program. These data show that Colgate has made significant progress towards achieving gender equity. A detailed analysis of the data on athletically-related student aid shows that the total amount of aid provided to men and women athletes has increased with the exception of women athletes during 2004-2005. Over the same period, comparing equivalencies awarded for men and women shows improvements in terms of gender equity. The number of students receiving aid fluctuates yearly due primarily to differing graduation rates, and financial aid allocation. The data provided for coaching salaries indicate that coaches of men’s teams earn more than coaches of women’s teams. Although the men’s and women’s teams in two sports - swimming and diving and tennis - share coaches, when there are comparable sports, coaches of men’s teams generally have higher salaries. To ensure progress towards gender equity, yearly adjustments to coaches’ salaries are determined and implemented by the Director of Athletics, Provost/Dean of Faculty, Associate to the Provost, and Associate Dean of the Faculty. During the past three years, salary adjustments have been made for eleven head coaches, five of whom were coaches of women’s teams. Athletic salary adjustments are a part of Colgate’s efforts to promote gender equity, and to remain competitive nationally.

The revenue data show that individual men’s teams generate greater outside revenue than women’s teams. This discrepancy is primarily a result of the fact that only four Colgate teams sell tickets, football, men and women’s basketball, and men’s ice hockey. Men’s ice hockey and football are the two sports with the greatest alumni support, community fan base, and longstanding tradition associated with Colgate’s athletics. During the past three years, Colgate has increased its publicity efforts in order to generate greater interest in women’s sports.

The data provided on “expenses by object of expenditures,” show that there is a greater allocation towards men’s teams, primarily in terms of salary benefits and recruiting. This difference is mainly the result of football recruiting expenses and the size of the football coaching staff. During the past three years, the difference in the amount allocated for men’s and women’s expenditures has decreased, with women’s teams that have comparable men’s teams receiving greater allocations.
The number of student athletes participating in varsity sports is greater for men than women at Colgate. This is the result that men’s teams for several sports have a greater rate of participation and team size. Another factor is the greater participation of male athletes to participate in more than one varsity sport.

The data provided on operating expenditures show that Colgate allocates slightly more towards men’s teams than women’s teams. During the past three years, the percentage of total expenditures allocated toward women’s teams has increased by 2 percentage points to 46.7% of the total operating expenses, which is evidence of Colgate’s continued progress toward gender equity.

6. Using the program areas for gender issues, provided as Attachment No. 2 on Page 36 please:
   a. Describe how the institution has ensured a complete study of each of the 13 areas.
   b. Provide data demonstrating the institution’s status/commitment, including resource allocation, across each of the 13 areas.
   c. Identify areas of deficiency and comment on any trends. If the institution identifies any deficiency, include the deficiency in the institution’s gender-equity issues plan for the future.
   d. Explain how the institution’s future plan for gender issues addresses each of the 13 areas.

**Athletic Scholarships**

In 2003, Colgate adopted guidelines for administering athletic scholarships for selected teams. Although the university’s percentage allocation of financial aid to athletics remained the same, aid was repackaged as scholarships for the sports of men’s and women’s basketball, men’s and women’s ice hockey, men’s and women’s soccer, men and women’s lacrosse, field hockey, softball and volleyball. The total values of scholarships equal 31 equivalences, 11 to men’s sports and 20 to women’s sports.

The allocation of scholarship dollars for 2002-2003 per student athlete was $23,999 for men and $23,334 for women, in 2003-2004 was $27,369 for men and $24,302 for women, and in 2004-2005 was $26,897 for men and $22,774 for women.

**Accommodation of Interest and Abilities**

In 2002-2003, male students represented 49.1% of Colgate’s student population and 56.9% of student athletes, while female students represented 50.9% of the student population and 43.1% of student athletes. In 2003-2004, male students represented 49.8% of the student population, and 55.2% of student athletes, while the female representation was 50.2% of student population, and 44.8% of student athletes. In 2004-2005, male students represented 48.3% of the student population and 56.4% of male athletes, while the female representation was 51.7% of student population, and 43.6% of student athletes. Colgate considers itself to be gender equitable for its male/female representation in varsity athletics.
Equipment and Supplies

Colgate provides gender equity in terms of overall allocation for its athletic teams. In 2003-2004, men’s teams were allocated at total of $192,420 for expenditures for equipment and supplies, while women were allocated $124,412. In 2004-2005, men’s teams were allocated $260,591, and women’s teams $185,381. Comparisons between individual sports show that gender equity across sports. In 2003-2004, men’s basketball spent $60,678 for recruitment and $9,503 on uniforms, while women’s basketball spent $64,603 on recruitment and $9,369 on uniforms. In 2004-2005, men’s basketball spent $35,945 on recruitment and $9,470 on uniforms, while women’s basketball spent $21,234 on recruitment, and $12,602 on uniforms. In 2003-2004, men’s soccer spent $8,411 on recruitment and $9,477 on uniforms, while women spent $18,179 on recruitment, and $14,424 on uniforms. In 2004-2005, men’s soccer spent $4,641 on recruitment and $8,823 on uniforms, while women’s soccer spent $14,793 on recruitment and $12,848 on uniforms. In 2002-2003, men’s ice hockey spent $38,413 on recruitment and $18,764 on uniforms, while women spent $47,925 on recruitment, and $17,815 on uniforms. In 2004-2005, men’s ice hockey spent $14,508 on recruitment, and $62,638 on uniforms/equipment, while women’s soccer spent $19,596 on recruitment and $41,044 on uniforms/equipment. The amount spent during any year can vary due to several factors such as graduation rates, recruitment areas, and cost of equipment. Also, some teams require equipment that like sports don’t require; for example, lacrosse, where the men’s teams require more equipment than the women’s team.

Scheduling of Games & Practice Times

The scheduling of games and practice times are the primary responsibility of individual coaches in collaboration with the athletics administrator in charge of their particular sport. Practice schedules are submitted to the Assistant Director of Athletics for approval, based on athletic department policy. Coaches work with opposing teams for scheduling in all sports with the exception of football, where scheduling is handled by the Athletic Director. Coaches submit a desired schedule to the athletic administration for approval. All coaches follow guidelines set forth by the Patriot League and the university, with final approval determined by the Director of Athletics.

Travel and Per Diem Allowance

The Department of Athletics provides comparable modes of transportation, housing, and food allotments for all varsity sporting teams. Coaches of individual teams are responsible for their travel arrangements. The per-diem for travel is budgeted at a maximum of $25/day for student athletes. Colgate is gender equitable for travel and accommodations.

Tutors

Several departments and programs offer tutoring as a service for all Colgate students. The Writing Center provides drop-in peer and professional tutoring help with any writing project and exists as a resource available for all students. The
Department of Mathematics offers a regular math clinic, which is staffed by student tutors. All academic departments arrange tutoring on an as needed basis. Colgate is gender equitable in providing tutors for all students.

**Coaches**

The contract terms for all full-time coaches are outlined in the *Faculty Handbook*. Responsibilities include, but are not limited to coaching, recruiting, budget management, public affairs, a strong commitment to the academic success of student athletes, and a commitment to the University. All assistant coaches are hired on annual renewable contracts, and are evaluated annually by their respective head coaches, who in turn make recommendations for renewal or termination to the Director of Physical Education, Recreation, and Athletics. Contractual agreements including letters of appointment, between full-time or part-time athletics department staff members and Colgate include the stipulation that the staff member is required to receive annually prior written approval from the Dean of the Faculty for all athletically-related income and benefits from sources outside the institution. When considering contract renewals and yearly adjustment to coaches’ salaries, the Director of Athletics, Provost/Dean of Faculty, Associate Provost, and Associate Dean of the Faculty consider gender equity.

The Director of Athletics, in consultation with the Dean’s Advisory Council, has established a bonus policy for qualified head and assistant coaches. The eligibility criteria and guidelines are outlined below.

**Eligibility Criteria:**

1. Head and Assistant Coaches who are on the regular payroll and who have been rated within the top two categories in their most recent performance evaluation.
2. Head and Assistant Coaches who are active employees throughout the season and who retain their active/coaching status at the end of the season.

**Guidelines**

3. Head Coaches who meet the criteria will receive a bonus of $3000 within a month after the completion of the season.
4. Assistant Coaches who meet the criteria will receive a bonus of $1000 within a month after the completion of the season.
5. The bonus payment will be awarded as a separate check

All athletic department staff are invited to attend the orientation for new faculty members when hired. Colgate explicitly states in all job ads that the University is an AA/EOE employer, and that minorities and women are strongly encouraged to apply.

**Locker Room, Practice and Competitive Facilities**

Colgate provides adequate locker rooms and competitive facilities for all varsity sports; with each varsity team provided its own locker room.

**Medical and Training Facilities and Services**
The services provided to student athletes are determined by the nature of the sport and the likelihood for injury as determined by the National Association of Athletic Trainers. The Colgate Sports Medicine Team consists of one team physician, one team orthopedist, four National Athletic Trainer’s Association (NATA) certified professional staff (ATC), two certified or certification-eligible full-time intern athletic trainers (Intern ATC), and between eight and fifteen athletic training students (ATS) depending on the year. Colgate’s Emergency Medical Coverage Plan, outlines a sport-by-sport description pertaining to each varsity team. The weight training and conditioning facility and staff are available to all intercollegiate student athletes. Colgate’s Athletic Compliance Office provides guidelines for in-season and out-of-season guidelines for the academic year. It includes information concerning required weight training and conditioning, athletic meetings required by coaches, competition, practices and/or individual skill instruction, review of game films and other countable activities. Colgate is gender equitable for providing adequate medical and training facilities and services for all student athletes.

**Housing and Dining Facilities and Services**

No special housing and dining provisions are provided for student athletes.

**Publicity**

The Office of Athletic Communications is responsible for publicity of Colgate’s varsity teams. Colgate’s policy is to provide adequate publicity for all sporting teams. Internally, the only distinction in terms of publicity is between football and scholarship sports and non-scholarship sports. Football and all scholarship sports; men’s soccer, men’s ice hockey, men’s basketball, men’s lacrosse, field hockey, volleyball, women’s soccer, women’s ice hockey, women’s basketball, women’s lacrosse and softball, are provided with media guides for their respective teams that are not available for non-scholarship teams, with the exception of men’s and women’s swimming and diving in which the two are combined. Colgate is gender equitable for allocation of publicity for varsity sports.

**Support Services**

Administrative and clerical support and office space are provided for each respective sport. Colgate is gender equitable for allocation of support services.

**Recruitment of Student Athletes**

Recruitment of student athletes is primarily the responsibility of individual coaches. Coaches work directly with the Director of Admissions, and the Director of Financial Aid to determine if prospective student athletes meet Colgate’s academic standards for admission, and to conduct an assessment of prospective athletes’ financial need when appropriate. All Colgate students applying to Colgate are expected to do so through the normal application process. Although prospective student athletes often are admitted before the general student population, their applications are reviewed by the Director of Admissions to ensure Colgate’s mission to have a diverse and talented student body.
Allocations for recruitment expenditures are outlined in 3.1 #3.

7. Using the “plan for improvement” section, please provide a written, stand-alone institutional plan for addressing gender equity for the future in intercollegiate athletics program. The plan must address all 13 program areas for gender issues as listed previously; however, an evaluation mechanism to monitor the institution’s status in those program areas without deficiencies is acceptable, provided the identification of such a mechanism is included in the institution’s gender-equity plan. Further, the plan must extend at least five years into the future and be active at all times.

Colgate University is in substantial conformity with the NCAA Operating Principle regarding gender issues. Colgate University is committed to providing a gender equitable intercollegiate athletics program for student athletes. Participation in intercollegiate athletics contributes to the physical, intellectual and moral development of student athletes. The University’s mission is to provide equal opportunities for male and female students at Colgate. The number of varsity women’s programs has increased over the years to meet the interest and ability of women student athletes. Although Colgate has made substantial progress in the area of gender issues, continued institutional support is required to further the University’s mission of gender equity.

1. Athletic Scholarships:
   a. Issues-Although the total amount of scholarship dollars is greater for male athletes, the allocation of scholarship dollars per athlete is proportional.
   b. Goals-Increase the total number of female athletes.
   c. Steps to Achieve Goals-Continue to assess progress towards gender equity, and make yearly recommendations to achieve goals.
   d. Individuals Responsible-Provost, Director of Athletics, Dean of Admission, Director of Financial Aid, Associate Provost, Assistant Director of Athletics/Compliance and Coaches.
   e. Timetable-Monitored annually.

2. Accommodation of Interest and Abilities
   a. Issues-Participation ratio is not proportional for overall women’s participation compared to men. Individual teams show greater proportionality.
   b. Goals-Increase women’s participation in sports where equivalent men’s teams exist.
   c. Steps to Achieve Goals-Continue to reevaluate athletic aid and allocation of scholarships.
   d. Individuals Responsible-Director of Athletics, Director of Financial Aid, and Associate Provost., Senior Associate Director of Athletics/External and Internal Affairs and Coaches
   e. Timetable-Monitored annually.

3. Equipment and Supplies
   a. Issues-Equipment is equitable for men and women’s teams.
   b. Goals-Continue to provide comparable quality equipment.
c. Steps to Achieve Goals-Continue to monitor expenditures for equipment to ensure equity.
d. Individuals Responsible-Director of Athletics, Senior Associate Director of Athletics, Assistant Director of Athletics/Compliance, Equipment Managers and Coaches.
e. Timetable-Monitored annually.

4. Scheduling of Games & Practice Times
a. Issues-Scheduling of games and practices is equitable for men and women’s teams.
b. Goals-Continue to provide equivalent opportunities for men’s and women’s teams.
c. Steps to Achieve Goals-Continue to assess equal opportunities for all teams to utilize athletic fields and facilities.
d. Individuals Responsible-Director of Athletics, Senior Associate Director of Athletics, Assistant Director of Athletics and Head Coaches.
e. Timetable-Monitored annually.

5. Travel & Per Diem Allowance
a. Issues-Travel/Per Diem Allowance is equitable for men’s and women’s teams.
b. Goals-Continue to provide equitable allocation for transportation, housing and meals during competition.
c. Steps to Achieve Goals-Continue to assess equity in allocation for travel expenditures.
d. Individuals Responsible-Director of Athletics, Senior Associate Director of Athletics, Assistant Director of Athletics and Head Coaches.
e. Timetable-Monitored annually.

6. Tutors
a. Issues-Colgate provides tutoring services for all students. There are no specific tutoring services for student athletes.
b. Goals-Continue to work with individual departments and programs that provide tutoring, to ensure access for student athletes.
c. Steps to Achieve Goals-Continue to provide information about tutorial services as part of first year orientation program, and provide coaches with information about tutoring services.
d. Individuals Responsible-Assistant Director of Athletics/Compliance and Coaches.
e. Timetable-Reviewed annually.

7. Coaches
a. Issues-Coaching salaries are considered proportional for coaches of men’s and women’s teams.
b. Goals-Continue to annually assess and adjust Coaches salaries.
c. Steps to Achieve Goals-Continue to evaluate coaches’ salaries and make yearly adjustments, to ensure equity at Colgate, and to remain competitive nationally.
d. Individuals Responsible-Provost/Dean of Faculty, Director of Athletics and Associate Provost.
8. Locker Rooms & Practice Facilities
   a. Issues-Locker rooms and practice facilities are equitable for men and women’s teams. Each team has its own locker room.
   b. Goals-Continue to assess facilities, and make improvements as needed.
   c. Steps to Achieve Goals-Facilities are assessed annually and minor improvements are made.
   d. Individuals Responsible-Supervisor, Athletic Facilities, Director of Athletics, Senior Associate Athletic Director of External and Internal Relations.
   e. Timetable-Reviewed annually

9. Medical and Training Facilities
   a. Issues-No specific issues identified within medical services.
   b. Goals-Continue to provide adequate services for all student athletes.
   c. Steps to Achieve Goals-Continue to require adequate training, and certification for all medical and training staff.
   d. Individuals Responsible-Coordinator for Sports Medicine, Head Athletic Trainer, Team Physician, Strength Coach/Fitness Center Coordinator.
   e. Timetable-Reviewed annually

10. Housing and Dining Facilities and Services.
    a. Colgate is equitable within this program area. Colgate makes no specific arrangements for student-athletes.
    b. Goals-Continue to provide equitable housing and dining facilities for all Colgate students.
    c. Steps to Achieve Goals-Continue to monitor housing and dining facilities.
    d. Individuals Responsible-Director of Residential Education/Life
    e. Timetable-Reviewed annually

11. Publicity.
    a. Issues-Colgate is equitable in terms of providing publicity for athletic teams.
    b. Goals-Colgate should increase the amount of publicity for non-scholarship/non-emphasized teams.
    c. Steps to Achieve Goals-Continue to provide publicity for all athletic teams, and consider new ways to increase publicity for non-scholarship teams.
    d. Individuals Responsible-Office of Athletic Communication, Director of Athletics and Coaches.
    e. Timetable-Reviewed annually

12. Support Services
    a. Issues-Colgate is gender equitable in providing support services for athletic teams.
    b. Goals-Continue to provide adequate administrative, secretarial, and clerical support and office space for all athletic teams.
    c. Steps to Achieve Goals-Continue to assess and make appropriate changes to ensure continued quality support.
    d. Individuals Responsible-Director of Athletics, Senior Associate Director of Athletics.
    e. Timetable-Reviewed annually
13. Recruitment of Student Athletes
   a. Issues—Colgate is gender equitable in recruitment of student athletes.
   b. Goals—Continue to monitor and provide adequate resources to coaches for recruitment of student athletes.
   c. Steps to Achieve Goals—Continue to monitor resource allocation available to coaches.
   d. Individuals Responsible—Director of Admissions, Director of Athletics, Head Coaches and Assistant Coaches.
   e. Timetable—Reviewed annually

8. Describe the institution's efforts to ensure the plan for addressing gender-equity issues for the future of the intercollegiate athletics program was developed through a process involving broad-based participation and received institutional approval.

   Colgate has a history of working towards proportionality in relation to gender equity within the Division of Athletics. The Division of Athletics annually reviews all thirteen areas listed under the program areas to be reviewed. The Division of Athletics plays an active role in most of the areas, however, in the areas of Housing and Dining Facilities and Services, Tutoring, and Accommodation of Interest and Abilities efforts are not specific to athletics; instead, services are provided to all Colgate students irrespective of their involvement in athletics. Each year, Colgate utilizes the annual EADA report to assess its progress towards gender equity, which results in yearly adjustments to coaching salaries, budget reallocation, and expenditures. Issues of gender equity are also addressed in the Committee on Athletics and the Student Athletic Advisory Committee.
Operating Principle

3.2 Minority Issues. It is a principle of the Association to promote respect for and sensitivity to the dignity of every person and to refrain from discrimination prohibited by federal and state law. Consistent with this fundamental philosophy, the institution shall:

a. Have implemented its approved minority-opportunities plan from the previous self-study. If modified or not carried out fully, the institution shall provide an explanation from appropriate institutional authorities.

b. Demonstrate that it is committed to, and has progressed toward, fair and equitable treatment of all minority student-athletes and athletics department personnel.

c. Formally adopt a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which expands opportunities and support for minority student-athletes and athletics personnel. The plan shall include measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables.

Self-Study Items

1. List all “corrective actions,” “conditions for certification” or “strategies for improvement” imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision as they relate to Operating Principle 3.2.

No required actions

2. Report on the implementation of the plan to address minority issues developed by the institution during its first-cycle certification process. Implementation of Plan to address minority issues.

As outlined in Colgate’s Strategic Plan, the University has worked to implement several strategies for the recruitment of administrators, faculty, staff and students of color. During the past three years, Colgate has shown substantial improvements in the recruitment and retention of students, but has been less successful in the hiring and retention of faculty, staff and administrators. Although the number of students of color has increased overall, it has not translated into an increase in the number of student-athletes of color. The number of men of color participating in varsity athletics, disproportionately outnumber women of color, and are not represented proportionally among teams, but rather participate on less than a third of all varsity-sporting teams. Although Colgate continues to work with the Office of Admissions on efforts to recruit students of color, there are no specific recruitment plans to recruit minority student-athletes. Hiring of faculty and staff of color at Colgate is an ongoing process. The Dean of Institutional Diversity, Colgate’s Affirmative Action Officer, works with departments on recruiting strategies to increase applicant pools of minority candidates. Although progress has been made in terms of hiring Athletic Faculty and Assistant Coaches, it is not yet representative of Colgate’s student population.

3. Describe any additional plans for improvement/recommendation in the area of Operating Principle 3.2 developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.
Although Colgate continually reassesses its recruitment strategies in an attempt to recruit, admit, yield and retain students of color; there are no specific plans in place to recruit minority student athletes. Although Colgate continues to recognize the need to increase minority representation within the Division of Athletics, the goals to recruit minorities is a university goal and is not specific to any division within the university.

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

Colgate has no programs or support services to specifically address minority issues in relation to athletics. Colgate’s overall mission is to continually work towards recruiting and retaining minority faculty, students and staff. Colgate’s Executive Diversity Council, Affirmative Action Oversight Committee, Committee on ALANA (African American, Latin American, Asian American, and Native American) Affairs, Office of Undergraduate Studies, and Office of Admission continually work together to implement new strategies to enhance diversity at Colgate.

5. **For the three most recent years, provide the racial or ethnic compositions for full-time senior administrative athletics department staff members (i.e., the assistant athletic directors up through the athletics director level); other full- and part-time professional (i.e., non-clerical) athletics department staff members (such as trainers, ticket managers, academic support staff, and facility managers, even if the position is not funded by or does not report to the athletics department); full- and part-time head coaches; full- and part-time assistant coaches (including graduate assistant and volunteer coaches); faculty-based athletics board or committee (e.g., faculty senate subcommittee on athletics, faculty athletics committee) members, and other advisory or policy-making group (i.e., governing board for athletics, student-athlete advisory committee) members (if any). Analyze and comment on any trends over the three-year period.**

Colgate has made progress in the hiring and retention of minority administrative staff and assistant coaches within the Department of Athletics. However, discrepancies are apparent when assessing minorities in head coaching positions, and non-black minorities hired in the Division of Athletics.

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

Provide Data: Chart Completed

7. **For the three most recent academic years, provide the racial or ethnic composition of student-athletes who received athletics aid by the eight sport groups listed in the NCAA Graduation-Rates Disclosure Form. Also, for those sports not at the varsity level, for three years, indicate the year in which the sport was recognized by the institution as a varsity sport.**
Provide Data: Chart Completed

8. Using the eight program areas for minority issues, provided as Attachment No. 3 on Page 37, please:
   a. Describe how the institution has ensured a complete study of each of these eight areas.
   b. Provide data demonstrating the institution’s commitment across each of the eight areas
   c. Identify areas of deficiency and comment on trends. If the institution identifies any areas of deficiency in the institution’s minority-issues plan for the future.
   d. Explain how the institution’s future plan for minority issues addresses each of the eight areas.

Institutional & Athletics Department Commitment:

Colgate University is committed to achieving a diverse campus community. This commitment is explicitly articulated in both the university and athletic department mission statements, and Colgate’s strategic plan. Colgate is an inclusive institution with diverse students, faculty and staff. The Division of Physical Education, Recreation and Athletics strives to provide opportunities for all members of the University’s community to engage in fitness, recreational, and competitive activities.

Evaluation

Colgate continually reassesses its commitment to diversity, by conducting institutional assessments, working to build an administrative infrastructure to support diversity initiatives, and annually revising and updating admissions materials, the web page, and other communication outlets. Colgate also focuses on enhancing competitiveness in attracting domestic-born students of color by initiating new financial aid strategies, and by expanding its geographic recruitment area to attract a more diverse student population.

In 2004 Colgate’s President commissioned an Executive Committee on Diversity to explore and implement changes to enhance diversity at Colgate. The committee includes the Provost/Dean of Faculty, Vice President/Dean of College, Director of the Office of Undergraduate Studies, Dean for Institutional Diversity, Associate Vice President of Human Resources, Head Men’s Basketball Coach, Assistant Director of Athletics, and seven members of the Colgate faculty.

Organization and Structure

There are no policies specific to the Department of Athletics to enhance diversity at Colgate.

Enrollment

1) Colgate’s Strategic Plan specifically addresses Colgate’s continued commitment to the enhancement of a diverse student body. Colgate will create a climate that supports diversity through the following actions and institutional structures:
Conduct an institutional assessment of diversity, including external consultation. Conduct regular reassessments, including campus climate surveys, of the progress of the strategic plan and the experience of diverse communities on campus.

- In 2003-04, Colgate’s President appointed a diversity pre-planning group. The group surveyed the landscape of diversity at Colgate as well as in the broader context of higher education. The group then engaged in a critical assessment of qualitative and quantitative data and submitted a report which included sixty-six recommendations. All recommendations were developed in direct response to the objectives articulated in the SP.

- Fall 2004 Diversity Initiative launched.
  - Executive Committee for the Diversity Initiative appointed with the charge to oversee the process of recommendation implementation.
  - Diversity Council established as a vehicle through which larger Colgate community engages in the Initiative. Meetings are open and are topic-driven.

- Spring 2003 first campus climate survey conducted. In the future surveys will be conducted every two years and will be coordinated by the Diversity Council. The next survey is slated for Fall 2006.

a) Institute systematic diversity training for all employees. Encourage members of the local community to participate.

- The ALANA Cultural Center sponsors a number of programs and events that provide opportunities for developing skills and sensitivity around issues of diversity.

b) Revise Colgate admissions materials, webpage, and other communications outlets to signal more overtly Colgate’s commitment to diversity.

- Summer of 2005 Colgate website was updated
- Admission is in the process of updating materials

c) Strengthen connections between current students and appropriate alumni groups to support students and to strengthen alumni connections to the campus. For example, the University could organize job networking sessions.

- Donovan Anderson Alumni of Color Networking Program established in the Fall of 2004. Three to four events take place each semester. At each event an alum spends 1-2 days on campus meeting with students as well as with staff. A larger public event also takes place. Faculty are invited as well.

- Alumni event February of 06 brought together student cultural groups and alumni of color. The intention is to have this event annually. Faculty are invited to this event as well.

- Dream Catchers annual event coordinated through Alumni Affairs. Students learn more about a career interest from an alum in that field.
2) At the same time Colgate works to create a climate that supports diversity, the institution will sustain a diverse population within its student body, faculty, and staff.

Enhance Colgate’s competitiveness in attracting domestic-born students of color by initiating

   ) new financial aid policies such as: (1) developing financial aid strategies for students of color who have strong potential for academic success at Colgate.

   • This option has been thoroughly analyzed by the Provost, the financial Vice President and the staff of the financial aid office.

   • Some loan reductions are already offered based on family contribution tests, but expansion of this initiative has been found not to be cost effective. Efforts are being focused for the present on increasing the pool of qualified applicants.

a) Expand the search for students from underrepresented groups by looking to new geographic areas. Students in these groups will feel supported on campus because of the presence of their peers and this may enhance Colgate’s ability to attract and retain such students.

   • Admissions, with Karen Giannino coordinating, is developing a number of new programs to address the above. Good statistical progress has been achieved for applicants for the class of 2010.

b) Expand the search for students from underrepresented groups by looking to new geographic areas for communities of students who can support each other at Colgate; exploring means to increase enrollments from Native American communities near campus and far away; and building formal relationships with more central New York high schools.

   • Admissions is developing a number of new programs to address the above. A report will be included in the 05-06 annual report of the Diversity Council

   • Exploration of pipeline development between Colgate and schools serving Native communities is in progress.

c) Expand the professional options domestic-born students of color can imagine by offering forgiveness on Colgate-sponsored loans taken as part of the Colgate financial aid package.

Comparison Populations

Minority student-athletes are underrepresented in comparison to the overall student population. In 2005, students-athletes who self-identified as non-white represented 13.5% of all student-athletes, while representation in the student body was 24.4%. Although specific teams have greater participation of minority students, football and men’s basketball, several teams have no minority representation, Women’s Field Hockey, Men’s and Women’s Ice Hockey, Women’s Lacrosse and Men’s Soccer. Colgate has had limited success in the recruitment of minority student-athletes, in
specific sports. This may be a result, in part, to greater recruitment goals for student of color. Colgate recognizes the challenges faced as a result of Universities geographic location and its impact of diversity recruitment.

**Participation in Governance and Decision Making**

The Student-Athlete Advisory Council was established in 1996 and is recognized by the Student Government Association. The group is comprised of two representatives from each varsity team, which are selected by team members. This council meets monthly to discuss problems and concerns of student-athletes. The council often makes recommendations to the Director of Athletics, and works closely with the Senior Associate Director of Athletics.

**Employment Opportunities**

Colgate University has a formal affirmative action plan, which addresses issues and expectations for hiring faculty and staff. All full-time coaches and athletic administrators in the Division of Physical Education, Recreation, and Athletics are considered faculty members at Colgate. The Dean of Institutional Diversity/Affirmative Action Officer monitors hiring of all faculty and staff. A yearly report is prepared which outlines all faculty and staff hired during the previous year. The Affirmative Action Officer is actively involved in the hiring process, and works directly to enhance recruitment efforts for minorities and women.

**Programs and Activities**

Colgate has no programs and activities that specifically address the needs and issues related to minority student athletes.

9. **Using the “plan for improvement” section, please provide a written, stand-alone institutional plan for addressing minority issues for the future in the intercollegiate athletics program. The plan must address all eight program areas for minority issues as listed previously; however, an evaluation mechanism to monitor the institution’s status in those program areas without deficiencies is acceptable, provided the identification of such a mechanism is included in the institution’s minority-issues plan. Further, the plan must extend at least five years into the future and be active at all times.**

**Plan For Improvement: Minority Issues:**

Colgate University is in substantial conformity with the NCAA Operating Principle regarding Minority Issues. Colgate through its Strategic Plan reaffirmed Colgate’s commitment to building a diverse community of students, faculty, and staff. Colgate’s commitment to diversity reflects a broad approach, involving all campus communities and organizations and encompassing a wide range of activities and strategies that promote campus diversity, and institutional structures and programs designed to encourage the recruitment of minority faculty and students and to support academic success of minority student. Colgate is committed to the recruitment, retention, and academic success of all students, and has no specific goals outlined for minority student athletes.
1. Institutional and Athletic Department Commitment
   a. Issues-Colgate is committed to creating a diverse environment. This are no specific goals set forth within the Division of Athletics to achieve this goal.
   b. Goals-University’s continued commitment towards diversity.
   c. Steps to Achieve Goal-Continue to implement commitment to diversity outlined in strategic plan.
   d. Individuals Responsible-President, Director of Admissions, Director of Financial Aid, Provost/Dean of Faculty, Vice President/Dean of College, Dean of Institution Diversity/Affirmative Action...
   e. Timetable-Reviewed annually

2. Evaluation
   a. Issues-The Division of Athletics has no formal process to monitor diversity within athletics.
   b. Goals-There are no specific goals within the Division of Athletics to increase diversity at Colgate.
   c. Steps to Achieve Goals-Continued commitment of University to recruit people of color.
   d. Individuals Responsible-Director of Admissions, Provost/Dean of Faculty, Dean of Institutional Diversity.
   e. Timetable-Reviewed Annually.

3. Organization and Structure
   a. Issues-There are no policies within the Division of Athletics to enhance diversity at Colgate.
   b. Goals-Maintain University’s commitment to diversity.
   c. Steps to Achieve Goals-Continue to assess university’s mission as diversity increases at Colgate.
   d. Individuals Responsible-Director of Admissions, Provost/Dean of Faculty, Dean of Institutional Diversity.
   e. Timetable-Reviewed annually

4. Enrollment
   a. Issues-Colgate is committed to the recruitment of a diverse student body.
   b. Goals-There are no specific goals outlined.
   c. Steps to Achieve Goals-Colgate’s continued assessment of recruitment strategies to attract students of color.
   d. Individuals Responsible-Director of Admissions
   e. Timetable-Reviewed annually.

5. Comparison Populations
   a. Issues-Colgate lacks diversity in most athletic teams.
   b. Goals-Coaches of individual teams should review recruiting strategies to achieve diversity in individual sport.
   c. Steps to Achieve Goal-Increase numbers of minority student athletes in golf, tennis, ice hockey, lacrosse, rowing, and swimming and diving.
   d. Individuals Responsible-Head Coaches, Director of Admissions.
   e. Timetable - Reviewed annually.
6. Participation in Governance and Decision Making
   a. Issues—Minority students not well represented in leadership positions.
   b. Goals—Reassess selection and criteria for students appointed to SAAC with
      the goal of increasing representation of students of color.
   c. Steps to Achieve Goals—Target specific minority student-athletes on individual
      teams to encourage involvement on committees and boards that affect
      student athletes.
   d. Individuals Responsible—Director of Athletics and Coaches.
   e. Timetable—Reviewed annually.

7. Employment Opportunities
   a. Issues—Minorities underrepresented in coaching staff.
   b. Goals—Work to increase the number of coaching opportunities within the
      Division of Athletics.
   c. Steps to Achieve Goals—Work to develop recruitment strategies to attract
      minority candidates, and to make Colgate more competitive.
   d. Individuals Responsible—Director of Athletics, Provost/Dean of Faculty.
   e. Timetable—Reviewed annually.

8. Programs and Activities
   a. Issues—There are no specific programs of activities for minority student
      athletes.
   b. Goals—Make available to all student athletes’ material explaining campus wide
      programs available to them.
   c. Steps to Achieve Goals—Continue to provide information about programs and
      activities that are specifically geared towards students of color during first
      year orientation.
   d. Individuals Responsible—Dean of First Year and Coaches.
   e. Timetable—Reviewed Annually.

10. Describe the institution’s efforts to ensure the plan for addressing minority issues for
    the future in the intercollegiate athletics program was developed through a process
    involving broad-based participation and received institutional approval.

Institution’s Future Plan:
Colgate’s commitment to recruit a diverse community is an integral part of the
institution’s overall mission. The University has several internal and external
initiatives to aid in the recruitment of the most qualified students, faculty and staff.
Colgate’s commitment to diversity is an ongoing process, with no defined completion
date. Although several offices and committees are guiding the diversity initiative, all
offices and committees are expected to work toward achieving a diverse and
welcoming community. The initiative has the support of the President and Board of
Trustees.
Operating Principle

3.3 Student-Athlete Welfare. Conducting the intercollegiate athletics program in a manner designed to protect and enhance the physical and educational welfare of student-athletes is a basic principle of the Association. Consistent with this fundamental principle, the institution shall:

a. Provide evidence that the welfare of student-athletes and the fairness of their treatment is monitored, evaluated and addressed on a continuing basis.

b. Have established grievance or appeal procedures available to student-athletes in appropriate areas.

c. Provide evidence that the institution has in place programs that protect the health of and provide a safe environment for each of its student-athletes.

Self-Study Items

1. List all “corrective actions,” “conditions for certification” or “strategies for improvement” imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision as they relate to Operating Principle 3.3.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendation developed by the institution during its first-cycle certification proves as they relate to Operating Principle 3.3.

In 2004, the Division of Athletics changed the way they conduct exit interviews for student-athletes. Student athletes on varsity sports teams are asked to complete an end of season evaluation of the previous season. Non-athletic personnel conduct the interviews of randomly selected seniors to gain insight into their experiences as student athletes at Colgate. The Assistant Athletic Director summarizes the information gathered from the interviews for the purposes of program assessment by coaches and administrators, and in the personnel review process within the athletic division. These changes were made in order to gain better insight into the actual experiences of student-athletes with respect to their individual teams. The involvement of non-athletic personnel in this process allows student athletes to speak freely about their experiences, while educating non-athletic personnel about the experiences of student-athletes.

Drug and alcohol programs at Colgate University are primarily provided through Colgate’s Counseling Center, and are provided as a service for all Colgate students. Within the Division of Athletics, several programs are provided each year that deal specifically with health and wellness issues specifically impacting student athletes. Topics for these programs include drug/alcohol/substance abuse, nutrition, diet, self-esteem, stress management and physiology.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 3.3 developed by the institution since the first cycle certification was rendered by the Committee on Athletics Certification.
Colgate is committed to providing many services to promote the health and wellness of students. The majority of these services are provided for all students, but are made assessable to student athletes. The Division of Athletics continues to offer specific annual programs targeted towards student athletes, and continually encourages athletic department personnel to participate on campus-wide committees that address these issues, and to encourage individual team coaches to invite speakers, and conduct workshops specifically tailored to their respective sports.

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

The Committee on Athletics responsibilities includes physical education, intercollegiate athletics, club sports and intramural athletics and recreational activities. The committee develops policy legislation for consideration by the Academic Affairs Board, and acts as an advisory body to the Director of the Division of Physical Education, Recreation, and Athletics. The committee includes representatives from the faculty, students and administrators. The responsibility of this committee is specified in the bylaws (adopted October, 2005) of the Board of Trustees: “The purpose of the committee shall be to promote the general interest of athletics in harmony with the overall educational policy of the University. It shall consider and report to the Board on matters pertaining to the athletic program of the University.”

The Student Athlete Advisory Committee (SACC) was established in 1996 and is recognized by the Student Government Association. The group is comprised of two representatives from each varsity team; representation from the Colgate Maroon News and CUTV has recently been added. SACC currently has Co-Presidents and two vice presidents on its executive board. The council meets once a month to discuss issues of concern to student athletes, and to plan events that benefit student athletes and the campus community. The meetings are occasionally attended by the Director of Athletics, and are regularly attended by the Senior Associate Director of Athletics.

The Champs Program was instituted at Colgate in 1998. This program is designed to develop initiatives and to enhance the quality of the student-athlete experience within the university setting. The Director of Academic Support and Disability Services acts as the coordinator of the program. The committee members include student-athletes, coaches and administrators.

5. **Describe the institution’s educational enhancement programs (e.g., education regarding career guidance counseling; personal counseling; health and safety; alcohol and other drug guidelines; non-academic components of life skills programs) available to student-athletes. Describe practices/procedures in place to encourage and assure student-athletes’ access to these programs.**

Colgate provides all students with career guidance counseling and support, personal counseling, health and safety programs, and drug and alcohol awareness programs. These programs are provided for all students at Colgate. SACC, Colgate’s Student...
Athletic Advisory Committee, has bi-annual workshops focusing specifically on issues concerning student athlete welfare. The Health and Wellness committee within the Division of Physical Education, Recreation, and Athletics offers regular programs to athletic teams and the general student population. These programs focus on many health and wellness issues.

The Center for Career Services supports all Colgate students in translating their liberal arts education into postgraduate opportunities. The Center provides career advising, workshop programs, printed and on-line resources, and access to alumni to aid students in exploring, making informed decisions about, and securing their career goals. Workshops include, but not limited to, weekly resume and cover letter assistance, techniques for job and internships locators, applying for graduate and professional school, mock interviews, networking, and self-assessment and career exploration.

Several Colgate coaches are involved in Colgate Advocates of Responsible Eating Styles (CARES), including the Assistant Women’s Basketball Coach Head Women’s Ice Hockey Coach, Head Women’s Soccer Coach, Head Women’s Volleyball Coach, and Head Women’s Cross Country/Track Coach. Coaches have also invited guest speakers to conduct workshops for varsity teams on topics including drug/alcohol/substance abuse, nutrition, diet, self-esteem, stress management and physiology.

6. Describe the institution’s process for conducting the student-athlete exit interviews required by NCAA Constitution 6.3.2 and the means by which this information is used to better the student-athlete experience. Describe the other avenues available to student-athletes to provide input.

All student athletes on varsity sports teams are asked to complete an end of season evaluation of the previous season. Non-athletic personnel conduct the interviews of randomly selected seniors to gain insight into their experiences as student athletes at Colgate. The Assistant Athletic Director summarizes the information gathered from the interviews for the purposes of program assessment by coaches and administrators, and in the personnel review process within the athletic division.

7. Describe the institution’s and/or athletics department’s written grievance and/or appeals procedures available to student-athletes in areas mandated by NCAA legislation (i.e. financial aid and transfers) and in other areas (e.g. harassment, hazing, abusive behavior, sexual orientation). Also identify the individual(s) responsible for overseeing the administration of the grievance and/or appeals procedures and describe the means by which the grievance and/or appeals procedures are communicated between athletes and staff.

Grievance and appeals for student athletes are outlined in the Colgate University’s Code of Conduct manual. It provides student athletes with a detailed outline of both academic and athletic responsibilities and obligations, including ethical conduct, alcohol and drug issues, behavior and language, gambling, hazing and harassment, expectations concerning sensitivity to issues of race, gender and sexual orientation, dress code and spectator conduct. Financial aid and transfer guidelines are outlined
in Colgate’s strategic plan under administering athletic scholarships and admission, and in Colgate University’s Catalogue under the financial aid section.

NCAA Bylaw 15.3.2.4 requires that when an institution reduces or cancels an athletic financial aid award during the period of the award, or does not renew the athletic scholarship for the ensuing academic years, it must provide the affected student-athlete with an opportunity to appeal the action at a hearing. In accordance with this legislation, Colgate University has set forth the following process and procedure.

**Notices and Prehearing Submissions**

A student-athlete who wishes to appeal a decision related to cancellation, gradation or non-renewal of his/her athletic scholarship shall submit to the Financial Aid Appeals Committee a written notice of his/her request for a hearing. The written notice must be submitted within 21 days of the student’s receipt of the letter from the Office of Financial Aid advising the student of the action that has been taken concerning his/her athletic scholarship. The student’s appeal notice shall include:

- The student’s name, Colgate Identification Number, and sport;
- A detailed statement of the reason or reasons the student believes the decision to cancel, graduate or not renew his/her athletic scholarship is contrary to NCAA rules and regulations. The statement also shall include the names of each institutional staff member (e.g., coach, athletics administrator) with whom the student has discussed his/her situation; and
- Copies of all documents the student wishes to be considered as part of his/her appeal.

Upon receipt of a qualified notice of appeal and hearing request, the Financial Aid Appeals Committee shall notify the Director of Athletics and the head coach of the appealing student’s sport that the student has appealed the decision to cancel, graduate or not renew the student’s athletic scholarship, and request a written statement from the athletics department within 14 days detailing the reason or reasons the department has determined to cancel, graduate or not renew the student’s athletic scholarship, and why the department believes its decision is not contrary to NCAA rules and regulations.

Upon receipt of the written response from the Department of Athletics, the Financial Aid Appeals Committee shall set a time, date, and campus location for the hearing and provide written notice to the student, the Director of Athletics and the coach. The hearing shall occur no earlier than five days from the date of the hearing notice and no later than 20 days from that date.

**Hearing**

The Committee will first meet in private to review the written submissions of the student and the Department of Athletics.

The Committee then will invite the student to meet with the Committee and present his/her case as to why he/she believes the Department of Athletics decision to cancel, graduate or not renew his/her athletic scholarship is contrary to NCAA legislation. The student may be accompanied by a parent and/or an advisor and
may confer with same, but only the student may address the Committee. Only information and documents referenced in the student’s written submission may be addressed by the student at the hearing. The student shall have a reasonable period of time, as determined by the chair of the Committee, to present his/her appeal. Members of the Committee may question the student as the Committee deems necessary.

At the close of the student’s presentation (and Committee’s questions), the student and individuals who accompany the student shall be excused. The committee then will invite the Director of Athletics and the coach to appear before the Committee and will provide a reasonable period of time for them to present the reason or reasons they believe the decision to cancel, gradate or not renew the student’s athletic scholarship was not contrary to NCAA rules and regulations. As is the case with the student, The Director of Athletics and coach may address only that information and documentation that was included in their written response to the appeal. The Committee again may ask questions as it deems necessary.

At the Committee’s option, it may recall the student, after the Director of Athletics and coach have been excused, and may pose additional questions and/or seek additional information and documentation.

Once the Committee has concluded its questioning of both parties, it shall deliberate in private to decide whether the evidence supports or does not support a conclusion that the cancellation, gradation or non-renewal of the student’s athletic scholarship was consistent with NCAA rules and regulations. The Committee also shall have authority to reverse or modify the decision to cancel, gradate or not renew the student’s athletic scholarship if, in the Committee’s judgment, reasons unrelated to athletics and NCAA rules and regulations warrant such a decision.

The Committee shall communicate its decision in writing to all parties within a reasonable period of time following the hearing.

The Committee’s decision is final and shall not be subject to review by any other institutional body.

**Composition of Committee**

The Director of Financial Aid shall chair the Committee. The Director shall appoint at least two and no more than four additional institutional employees to serve on the Committee. No member of the Committee shall be a member of the Department of Athletics staff or of a committee charged with advisory responsibility for athletics. At least one member of the committee shall be affiliated with the Dean of the College staff. Also legal counsel to the University may attend the hearing as an observer only and may counsel the Committee on any legal issue that may arise. Legal counsel shall not, however, participate in questioning of the student, and shall not participate in the committee’s deliberations.
8. Describe the institution’s educational and support programs in the area of sexual orientation. Also, describe the institution’s structure and/or policies that ensure the provision of a safe environment for all students, including student-athletes with diverse sexual orientations.

In 2002 Colgate created the Office of LGBTQ Initiatives. The office is dedicated to supporting lesbian, gay, bisexual, transgender, queer and questioning students by enhancing diversity throughout the greater campus community. The office serves as direct support for individuals and as an agent for the LGBTQ community. There is a supporters network of faculty and staff committed to LGBTQ issues, and Rainbow Alliance, a group of students who are members of the LGBTQ community, Advocates, Colgate’s queer-straight alliance, which is open to all students, and the LGBTQ Alumni Network, comprised of former students who offer support.

Colgate’s Counseling and Psychological Services assists students with psychological, interpersonal, alcohol and/or other substance abuse, or academic problems, which may interfere with their educational or personal development. Individual and group psychotherapy and counseling, individual evaluation and discussion groups on psychological and personal development topics are offered to all students. Staff members are also available for consultation to student organizations, faculty, and staff.

9. Identify the mechanisms in place to ensure the health and safety of student-athletes and the administrator(s) responsible for the institutional awareness of health, safety, travel and sports medicine policies. Describe the process by which these policies and guidelines are disseminated within the athletics department, who receives this information and how these issues are addressed within the athletics department.

Colgate University’s Student Health Services is organized to provide routine medical care and to promote wellness through education. The Student Health Services staff consists of a physician director, physician assistants, nurse practitioners, and staff nurses. The Student Health Services is designed to provide the general range of services including, general medical problems, treatment of trauma and injuries, birth control counseling and examinations, gynecological services, minor surgery, and wellness evaluation. The Student Health Services staff works in conjunction with the athletic training staff.

Colgate University’s Emergency Medical Coverage Plan identifies the mechanisms in place to ensure the health and safety of student athletes. It describes services for individual sporting teams, and detailed contact information for all emergencies. (See Attachment)

10. Describe the institution’s emergency medical plan for practices and games.

Colgate’s Emergency Medical Coverage Plan, provides a sport-by-sport description of athletic training coverage and methods of emergency response. (See Attachment)
11. Describe the institution’s written emergency plan for the athletics program and specific coverage for out-of-season workouts, strength training and skills sessions.

Colgate’s Emergency Medical Coverage Plan outlines the delegation of sports trainers to specific teams. It provides information specific to the Sports Medicine Team’s training and certification requirements, and expectations for coaches. It also provides information and guidelines for addressing required and voluntary workouts.

The Colgate University Sports Medicine Team consists of one team physician, one team orthopedist, four National Athletic Trainers’ Association (NATA) certified professionals staff (ATC), two certified or certification-eligible full-time interathletic trainers (intern ATC), and a number of athletic training students (ATS). All members of the program are trained to deal with emergency situations through first aid and Cardiopulmonary Resuscitation (CPR) techniques as well as procedures for acquisition of Emergency Medical Services (EMS) and medical transport. All members of the staff are also trained in the use of an Automatic External Defibrillator (AED). Coaches in the intercollegiate program are responsible for being certified in CPR, and for being aware of the appropriate procedures to be followed in case of an emergency.

12. Using the four programs areas for student-athlete welfare issues, provided as Attachment No. 4 on Page 37, please:
   a. Describe how the institution studies these topics as they apply to all student-athletes; and
   b. Provide data demonstrating the institution’s commitment to these issues for all student-athletes; and
   c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.

Evaluation

Colgate’s intercollegiate athletics program is an integral part to the Colgate community. Intercollegiate athletics reflects a holistic approach to education that integrates intellectual, physical and social development by offering students the opportunity to develop their skills fully in an environment that promotes excellence. Colgate’s Counseling and Psychological Services (C&PS) provides a range of services to help all students with a variety of psychological, interpersonal, alcohol/substance abuse, and academic problems, which may interfere with educational and/or personal development. Individual and group therapy and counseling are provided, as well as outreach programs addressing a variety of issues including eating disorders, stress management, and substance abuse concerns.

The Division of Athletics is committed to the health and wellness of all student athletes. Athletics administrators and coaches work in conjunction with C&PS to inform students of available services dealing specifically with issues of health and wellness. Although individual coaches serve on committees that deal directly with health and wellness, and bring in guest speakers to conduct workshops specifically tailored for issues and concerns with their teams, there is no specific written health and wellness plan within the Division of Athletics.
The Director of Athletics, Associate and Assistant Directors of Athletics play an integral role with working with coaches and other athletic staff, and student athletes on developing programs for student athletes related to health and wellness. The Division annually invites guest speakers to give lectures to student athletes on issues related to health and wellness, for which student athletes are expected to participate.

**Organization & Structure**

The Committee on Athletics responsibilities includes physical education, intercollegiate athletics, club sports and intramural athletics and recreational activities. The committee develops policy legislation for consideration by the Academic Affairs Board, and acts as an advisory body to the Director of the Division of Physical Education, Recreation, and Athletics. The committee includes representatives from the faculty, students and administrators. The responsibility of this committee is specified in the bylaws (adopted October, 2005) of the Board of Trustees: “The purpose of the committee shall be to promote the general interest of athletics in harmony with the overall educational policy of the University. It shall consider and report to the Board on matters pertaining to the athletic program of the University.”

The Student Athlete Advisory Committee (SACC) was established in 1996 and is recognized by the Student Government Association. The group is comprised of two representatives from each varsity team; representation from the Colgate Maroon News and CUTV has recently been added. SACC currently has Co-Presidents and two vice presidents on its executive board. The council meets once a month to discuss issues of concern to student athletes, and to plan events that benefit student athletes and the campus community. The meetings are occasionally attended by the Director of Athletics, and are regularly attended by the Senior Associate Director of Athletics.

The Champs Program was instituted at Colgate in 1998. This program is designed to develop initiatives and to enhance the quality of the student-athlete experience within the university setting. The Director of Academic Support and Disability Services acts as the coordinator of the program. The committee members include student-athletes, coaches and administrators.

**Governance and Decision Making**

The Student-Athlete Advisory Council was established in 1996 and is recognized by the Student Government Association. The group is comprised of two representatives from each varsity team, which are selected by team members. This council meets monthly to discuss problems and concerns of student-athletes. The council often makes recommendations to the Director of Athletics, and works closely with the Senior Associate Director of Athletics. The responsibility and expectations of each of the student members include serving on at least one of the standing committees, reporting and discussing agenda items with team members, gathering feedback from student athletes to share with the committee, acting as a liaison between their teams and the administration and community, distributing information about athletic policies.
and evolving programmatic and legislative concerns at the Patriot League and national level, and providing input relative to these issues.

Programs & Activities

Colgate continues to provide successful programs and activities related to the health and wellness for all students. The Division of Athletics and individual teams provide specific programs and activities that are more relevant to student-athletes in general, and programs that are more sport specific.
MEMO

To: Mark Edwards
From: Tim Mansfield
Date: March 6, 2006
Re: NCAA re-certification charts

Mark,

The attached charts were completed today for Colgate’s NCAA re-certification report. The following people/departments helped gather the appropriate data:

- Marcelle Tyburski, Financial Aid Office
  Marcelle provided data on all student athletes receiving financial aid and their ethnicity (no names were provided, only figures)
- Deb Bordelon, Athletics
  Deb provided data on all athletics staff members with their ethnicity, employment status, and years of employment. Deb also provided data on student athletes and their ethnicity.
- Gretchen Herringer, Registrars Office
  Gretchen provided ethnic information for all students, however I did not use this data for the NCAA charts
- Lori Chlad, Human Resources
  Lori provided data on all athletics staff members with their ethnicity, employment status, and years of employment.
- Helen Payne, Dean of Faculty Office
  Helen provided data on Colgate faculty/staff serving on campus governance committees for Athletics

Please let me know if I can offer more information or help. I am confident this information is accurate, so please let me know if you have any questions.
PART C: MEN'S AND WOMEN'S SPORTS TEAMS

Indicate the number of student-athletes who received athletics aid (include partial and nonqualifiers who were ineligible for 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 included in the institution's completed NCAA graduation-rates disclosure form.]

<table>
<thead>
<tr>
<th>Sports**</th>
<th>Year</th>
<th>Am. Ind./AN (N)</th>
<th>Asian/Pl (N)</th>
<th>Black (N)</th>
<th>Hispanic (N)</th>
<th>White (N)</th>
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<td>3</td>
</tr>
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<td>0</td>
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<td>0</td>
<td>6</td>
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<td>0</td>
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<td>0</td>
<td>16</td>
</tr>
<tr>
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</tr>
<tr>
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</tr>
<tr>
<td>Women's Track/Cross Country</td>
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<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
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<td>1</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>4</td>
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</table>

TOTAL | 3 | 1 | 1 | 3 | 4 | 4 | 3 | 6 | 3 | 4 | 1 | 4 | 3 | 5 | 16 | 1 | 12 | 23 | 4 | 3 | 1 | 3 | 5

Am. Ind./AN—American Indian/Alaskan Native
Asian/Pl—Asian/Pacific Islander

*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.

Name of person completing this chart: Tim Mansfield
Title: Director of Residential Life
Date: 3/6/06
**PART B: STUDENTS GENERALLY AND STUDENT-ATHLETES ON ATHLETICS AID**

Indicate the number of students generally and student-athletes who received athletics 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-rates disclosure forms. The number of students by gender also can be obtained from the Equity in Athletics Disclosure Act survey form.

<table>
<thead>
<tr>
<th></th>
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<td>141</td>
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<td>123</td>
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<td>4</td>
<td>3</td>
<td>5</td>
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*Institutions that do not award athletics aid should compile these data for student-athletes who were recruited, as determined by the institution.

Name of person completing this chart: Tim Mansfield
Title: Director of Residential Life
Date: 3/6/06
**EQUITY AND STUDENT-ATHLETE WELFARE: SELF-STUDY ITEM NOS. 5, 6 and 7**

**FOR OPERATING PRINCIPLE 3.2**

**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 forms. (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).]

<table>
<thead>
<tr>
<th>Year</th>
<th>Am. Ind./AN (N)</th>
<th>Asian/PI (N)</th>
<th>Black (N)</th>
<th>Hispanic (N)</th>
<th>White (N)</th>
<th>Other (N)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

| Senior Administrative Athletics Dept. Staff | F | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other Professional Athletics Dept. Staff | F | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|                              | P | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Head Coaches                  | F | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|                              | P | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Assistant Coaches             | F | 0 | 0 | 0 | 0 | 3 | 3 | 3 | 0 | 0 | 0 | 0 |
|                              | P | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **TOTALS** (For Athletics Dept. Personnel) | F | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|                              | P | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Faculty-Based Athletics Board or Committee Members | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other Advisory or Policy-Making Group Members | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

*For athletics department personnel serving in more than one capacity (e.g., assistant athletics director and head softball coach), use decimals in the appropriate athletics staff or coach groups to indicate the approximate percentage of a full-time position devoted to each role, with the understanding that one staff member cannot count as more than one equivalency.

**Name of person completing this chart:** Tim Maushfield

**Title:** Director of Residential Life

**Date:** 3/6/06