APPENDIX I

NCAA REPORT
PART I

NARRATIVE ONLY

The full report with appendices is available in the Self-Study Library.
SELF-STUDY INSTRUMENT
INTRODUCTION TO SELF-STUDY REPORT

Institutional Information

Clemson University

1. Type of institution:
   Public

2. Year institution was founded:
   1889

3. Special affiliation (e.g., religious, military)?
   No

4. Coeducational?
   Yes

5. Total student enrollment (undergraduate and graduate combined) [using a full-time equivalency (FTE) basis]:
   15,817 (Fall 2001)

6. Number of faculty [using a full-time-equivalency (FTE) basis]:
   1141 (Fall 2001)

7. Highest level of academic degree offered:
   Ph.D., Ed.D.

8. Institution's governing entity (e.g., board of trustees):
   Board of Trustees

9. a. Regional accreditation agency:
   Commission on Colleges, Southern Association of Colleges and Schools

b. Date of most recent regional accreditation self-study:
   1989-91, site visit March 1991

c. Current accreditation status:
   Accredited
Athletics Information

1. Subdivision status of athletics program:
   I-A

2. Conference affiliation(s) or independent status:
   Atlantic Coast Conference

3. Athletics program structure:
   One combined athletics department.

4. Date of NCAA major infractions case(s) (if any) since previous certification self-study and impact (if any) on the areas of the certification program:
   None

5. Other significant events (with dates) in the history of intercollegiate athletics program:
   1896: First intercollegiate athletic contest at Clemson
   1934: Formation of IPTAY
   1953: Charter member of Atlantic Coast Conference
   1975: First women's athletic competition in Basketball and Tennis
   1981: National Football Champions
   1984: National Men's Soccer Champions
   1987: National Men's Soccer Champions
   1991: Opening of Vickery Hall for Student Athlete Enrichment Program
   1999: First Athletic Capital Campaign Project
   2001: Athletic goals included in Clemson University's 10-year plan

Previous Certification Self-Study
(Please attach additional pages as necessary in responding to these items.)

1. Date of previous orientation visit, evaluation visit and interim self-study report (if applicable):
   November 30, 1995    Previous orientation visit by NCAA
   January 27-30, 1997  Evaluation visit by Peer-Review Team

2. Initial certification-status decision rendered by the NCAA Committee on Athletics Certification (and date):
   Certified (August 18, 1997)
3. Subsequent actions or changes in certification status (if any) made by the NCAA Committee on Athletics Certification (and date):

None

4. Actions taken by the NCAA Committee on Athletics Certification regarding the institution's interim report (if applicable):

Interim report was not required.

5. All actions the institution has completed or progress it has made related to "strategies for improvement" (if any) identified by the NCAA Committee on Athletics Certification in its first-cycle certification-status decision that have not been previously satisfied and approved. [Note: Please do not report on the implementation of gender-issues and minority-issues plans, as they are covered elsewhere in the report.] Specifically, include for each: (a) the first-cycle "strategy," (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion.

See Attachment 1

6. All other actions the institution has completed or progress it has made regarding plans for improvement/recommendations developed by the institution during its most recent regular and interim (if applicable) self-studies. [Note: Please do not report on the implementation of gender-issues and minority-issues plans, as they are covered elsewhere in the report.] Specifically, include for each: (a) the original plan, (b) the action(s) taken by the institution, (c) the date(s) of the action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion.

See Attachment 2

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

James F. Barker, FAIA named President of Clemson University on April 7, 2000

Doris R. Helms, Ph.D. named Interim Vice President for Academic Affairs and Provost

Neil Cameron Jr., MBA, named Vice President for Advancement

John W. Kelly, Ph.D. named Vice President for Public Service and Agriculture

Christian E.G. Przirembel, Ph.D. named Vice President for Research

Scott A. Ludlow named Chief Financial Officer
8. Significant changes impacting the institution and/or athletics program, if any (e.g., conference affiliation, sports sponsored, changes in admissions standards, significant changes in graduation rates, changes in mission statement of the athletics program, changes in fiscal stability/condition of the athletics program), since the institution’s previous certification self-study:

The Board of Trustees approved a new Vision and Mission Statement for the University on January 26, 2001. The Board endorsed the new 10-year goals on the same date.


Women’s Rowing was added as a varsity sport for the 1998-1999 academic year.

First Capital Campaign Project began in 1999.

Certification Self-Study Information

1. Steering committee chair (name and title):

Francis A. McGuire, Ph.D.
Alumni Distinguished Professor


2. Chief report writer/editor of self-study report (name and title):

Susan Ruark
Liaison for Recertification Self-Study

The report will be compiled under the supervision of Dr. McGuire.

3. Describe the extent of broad-based participation of campus constituencies in the self-study. (Also, attach a copy of the institution’s written plan for conducting the self-study.) Specifically, report on the opportunities that actually were provided to various individuals or groups in the broad-campus community to: (a) offer input into the self-study report before its findings and plans for improvement were formulated, and (b) review the self-study report after it was drafted.

Broad-based participation was achieved through four mechanisms. First, the Steering Committee was composed of individuals representing a variety of campus constituencies. Second, the four sub-committees had representation from across the campus. Third, working drafts of the report were shared with a wide variety of campus groups. Finally, the final draft of the report was made available to the entire community through the Committee’s web site.

a. The Steering Committee - Members: F. McGuire (chair), Alumni Distinguished Professor of Parks, Recreation and Tourism Management; B. Wiley, Director of the Office of Access and Equity and the President’s Representative; H. Green, Director of the Houston Center; M. Carmichael, Director of Student Financial Aid; F. Edwards, Associate Professor of Accountancy and Legal Studies; R. Robinson, Athletics Director; L. White, Associate
Athletics Director/Senior Woman Administrator; R. Blackbourne, Professor of Educational Leadership and Counseling/ Athletic Council (replacing R. Thomas); C. Huey, Professor of Mechanical Engineering/Faculty Athletics Representative; R. Wilkinson, Associate Provost and Professor of Microbiology/ representing the Provost's Office; B. Bowman (ex officio), Athletic Compliance, B. D'Andrea (ex officio), Director of the Student Athlete Enrichment Program.

b. Each of the 4 sub-committees was composed of a cross-section of the Clemson University community. In addition, each sub-committee, or members of the sub-committees, met with a variety of groups and individuals as the findings and plans were being developed. Specifically:

Governance and Commitment to Rules Compliance – Members: F. Edwards (chair), Associate Professor of Accountancy and Legal Studies; T. Kirby, Secretary to the Board of Trustees; J. Kolis, Professor of Organic Chemistry; R. Hooper, Academic Advisor, Student Athlete Enrichment Program; L. Olson, Student Manager, Women's Soccer; M. Fowler, Lecturer, Accountancy; R. Barkley, Director of Admissions; R. Bowman (ex officio), Athletic Compliance.

The following were interviewed during the development of the sub-committee report: J. Barker, President; B. D'Andrea, Director of the Student Athlete Enrichment Program, R. Bowman, Director of Compliance Services; S. Ludlow, Chief Business Officer; C. Huey, Faculty Athletics Representative; R. Thomas, Chair of the Athletic Council; E. Baumgartner, Assistant Director of Compliance; R. Ricketts, Associate AD, Business Office; J. Mize, Administrative Assistant, Business Office; B. Henderson, Associate Director, IPTAY.

Academic Integrity - Members: F. McGuire (chair), Alumni Distinguished Professor of Parks, Recreation and Tourism Management; L. Allen, Interim Dean of the College of Health, Education and Human Development; L. Bauer, Professor of Agricultural and Applied Economics; G. Cunningham, Assistant Professor of Planning and Landscape Architecture; P. Smart, Professor of Nursing; G. Carter, Associate Dean for Undergraduate Academic Services; K. Conaway, Student-athlete, Men's Soccer; D. Sparacino, Associate Registrar; and B. D'Andrea (ex officio), Director of the Student Athlete Enrichment Program.

The following were interviewed during the development of the sub-committee report: Clemson University Provost Dorie Helms; Faculty Athletic Representative Cecil Huey; Football Coaches Rick Stockstill and Mike O'Cain; Track Coach Bob Pollack; Women’ Basketball Coach Jim Davis; Athletic Director Bobby Robinson; Director of Admissions Robert Barkley.

Fiscal Integrity – Members: M. Carmichael (chair), Director of Student Financial Aid; S. Paraizo, Student; J. McMillan, Associate Professor of Accounting; L. Cole, Senior Auditor, Internal Auditing; R. Ricketts (ex officio), Associate Director of Athletics.

The following were interviewed during the development of the sub-committee report: A. Godfrey, Budget Director; T. Wagner, S.C. State Auditor; S. Crump, Associate Comptroller; R. Ricketts, Athletics Department Chief Financial Officer; K. Kay, Accountant/Fiscal Analyst II; B. Robinson, Athletic Director; D. Rainey, Senior Associate Athletic Director; L. White, Senior Woman Athletic Administrator; T. Townsend, Athletic Department Administrative Assistant; R. Bowman, Athletic Department Compliance Officer; E. Baumgartner, Athletic Department Assistant Compliance Officer.
Equity, Welfare and Sportsmanship – Members: H. Green (chair), Director of the Houston Center; c. Weatherford, Professor of Educational Foundations; B. Benneett, Undergraduate Admissions; S. Davis, Access and Equity; G. Kelly, Office of Administration and Res. Support; W. Simons, Student-Athlete, Football; J. Davis, Director of the Call Me Mister Program, B. Kennedey-Dixon, Assistant Athletic Director for Women’ Basketball Operations; C. Robinson, Student Services, E. Wood (ex officio), Assessment. The following were interviewed during the development of the subcommittee report: ??????

  c. Meetings were held with a broad representation of campus groups. Draft copies of relevant sections of the report were distributed to group members and discussed. In every case, members of the groups were asked to share the report with their constituencies and provide feedback to the Steering Committee. Formal meetings were held with the following groups: Board of Trustees Executive Committee; Student Athlete Advisory Board (October 8); Athletic Council (October 11 and December 13); Clemson University Board of Visitors (October 12); Head coaches, or their representative, of each varsity team at Clemson University (October 24); The Presidents Commission on the Status of Women (October 26); Faculty Senate Executive/Advisory Committee (October 30); President’s Commission on the Status of Black Faculty and Staff; a select group of women athletes (November 6); a select group of minority athletes (November 8); Student Athlete Enrichment Program Staff (November 12); Clemson University Undergraduate Student Senate (November 19); President’s Cabinet (November 26); IPTAY Board of Directors (November 29). In addition, individual meetings were held with all varsity coaches.

  A variety of changes were made to the report as a result of input received from these groups. Minutes of the Steering Committee meetings reflect specific changes.

  d. The final draft of the report was made available to all faculty and staff through the Steering Committee’s web site. The report was posted on November 30, 2001 with a ten-day window for providing feedback to the Steering Committee.
Operating Principle:
1.1 Mission of the athletics Program and the Institution.

Self-Study Items

1. Please provide mission statements of the institution and athletics program and indicate the date of the last revision.

Attachments 1.1 and 1.2 provide a copy of each mission statement. The current university mission statement was approved on January 26, 2001. The current athletics department mission statement was approved on May 18, 2000 and updated in August 2001. For purposes of the NCAA self-study, the May 18, 2000 mission statement has been used because it was in effect during the period under review.

2. Explain how the mission of the athletics program relates to that of the institution as a whole.

Clemson's athletics department has a mission statement that supports the university's mission.

Clemson's vision is to become one of the nation's top twenty public universities. The athletics department's mission supports this goal offering nationally ranked teams, contributing to the university's national reputation and a being source of pride to the state of South Carolina.

- The university has a covenant with the state of South Carolina to provide world-class teaching, research and public service. The athletics mission includes a commitment to the educational interests of the university and to the provision of educational and athletics opportunities for student-athletes.

- The university's mission includes a desire to attract a diverse student body of undergraduate and graduate students. The department's mission statement supports a broad-based program with opportunities for men and women.

- The university offers many programs of study at the undergraduate, graduate and doctoral levels. The university promotes academic excellence through scholarships. Students are the main focus of the university. The athletics department provides financial aid to student-athletes in their efforts to meet graduation requirements and for the development of skills needed to advance in their future careers.

- The university's mission statement does not address the ethical requirements of each department. However, the university encourages the professional behavior of its members and evaluates their performance accordingly. The athletics department specifically states in its mission that it will act in an ethical manner, and comply with federal, state, university, NCAA and ACC rules and regulations.

3. Describe how and to whom the athletics program's mission statement is circulated.

The athletics department's mission statement has been revised since the last NCAA athletics certification self-study. The athletics council has reviewed the mission statement on at least two occasions, and it appears the mission statement has not been widely circulated. In the course of the present self-study, three separate mission statements were secured from the
athletics department. Ultimately, the athletics director was able to confirm that one version was current.

That version was approved by the athletics council on May 18, 2000 and it was circulated to athletics department personnel through the departmental policy and procedure manual and compliance manual. As a result of the self-study and recent revisions to the university mission statement, the athletics council reviewed and updated the athletics program’s mission statement in August of 2001. The athletics program mission statement appears in the athletics department policy and procedure manual.

4. Describe briefly, using specific examples, how the athletics program’s mission and goals are or are not supported by the actual practices of the athletics program.

In most instances, the athletics department’s mission statement is reflected in actual practices of the department. The mission statement includes the following:

**Mission is to sponsor a broad-based athletics program.**
Clemson sponsors 19 sports, ten men’s and nine women’s. All sports, except the recently added women’s rowing program, are funded to the NCAA maximum financial aid limit. Rowing will have the NCAA limit of 20 scholarships beginning with the 2002-2003 academic year.

**Mission is to be a source of pride for the citizens of the State of South Carolina.**
The contributions to the athletics scholarship fund (IPTAY) speak volumes for the stature of the program to alumni, friends and the people of South Carolina. In 2000-2001 there were 24,880 members who donated approximately $20.2 million.

**Mission is to be recognized as a nationally prominent program, through consistently high levels of performance and accomplishment in athletics competitions.**
Several teams are nationally prominent. Baseball, golf, men’s track and field, women’s basketball and the men’s and women’s soccer teams are the most recent examples of consistently high levels of successful performance. Football, which gained the bulk of past national attention, has performed more successfully in recent years.

The Student Athlete Enrichment Program (SAEP) has been nationally recognized. In 1998 it received the Division I-A athletics director’s association CHAMPS Life Skills Excellence Award. The award was presented to Clemson’s CHAMPS director Ginty Porter and SAEP director Bill D’Andrea in Dallas, Texas.

Athletics facilities are undergoing major renovations through funds that are being raised through the Tiger Pride campaign. When vacancies occur for coaches, the athletics administration seeks established and successful coaches to fill vacancies. The athletics director has instituted multi-year contracts for all head coaches, and coaches are enjoying better salaries that reflect fair market value.

**Mission is to develop student-athletes academically and athletically with the total commitment of aiding their efforts to graduate.**
Student-athletes use an academic support facility that is dedicated to athletics use. It also is available for use by non-student athletes with documented learning disabilities during their first year. Tutoring and mentoring programs are certified through national organizations. Tutoring is provided on an unlimited basis to all student-athletes, without regard for their status as a walk-on or scholarship athlete.

Clemson is a pioneer in the area of student-athlete academic enrichment facilities. The university supports top caliber programs and facilities that are available on a full-time basis to
all athletes. This facility provides a high level of academic support through computer, mentoring and tutorial programs.

All student-athletes are required to meet NCAA eligibility standards. However, some students have been allowed to compete, despite poor attendance/effort in class and/or lack of effort in the academic support programs. The athletics department has not developed standard procedures to respond to class attendance, drug and alcohol violations, or inappropriate student athlete behaviors.

Mission is to act in an ethical and honest manner, dedicated to compliance with all Federal, State, NCAA, Atlantic Coast Conference, and university rules and regulations. Compliance services is responsible for administering the rules compliance program. The office provides rules education, monitors NCAA compliance by the university community, and responds to instances when compliance is not achieved. The size of Clemson's compliance staff is not equal to other schools with similar numbers of coaches and athletes. It appears that the office is not able to staff IPTAY meetings which creates vulnerability for the university. Since the previous self-study, there has been significant turnover in the office. A director, two assistant directors and three administrative assistants have left their positions in compliance since 1997.

Operating Principle:
1.2 Institutional Control, Presidential Authority and Shared Responsibilities.

Self-Study Items

1. Based upon the institution's experience in the last three years, list the decisions related to intercollegiate athletics in which the institution's governing board or individual board members have been significantly involved (if any).

The board of trustees establishes overall policy for the university, including the athletics department. The board delegates administrative responsibility for the athletics program to the president, and the board is not involved in the day-to-day administration of either the university or its athletics department. Individual trustees are not involved in decisions relating to intercollegiate athletics, with the exception that at least one trustee is appointed to every architect/engineer selection committee at Clemson, including selection committees for athletics facilities. The board must approve all construction contracts for athletics facilities. The board of trustees' advice was sought in relation to the following athletics decisions, for which the athletics director and the president retained final authority:

- the hiring of two head coaches.
- the hiring of the current associate athletics director for compliance, who makes semi-annual reports to the board of trustees.
- the addition of the women's rowing program.
- review of athletics admission policies and procedures in response to public criticism.
- approval of construction contracts for new and renovated athletics facilities.
- disassociation of booster who committed NCAA secondary violations.
2. Based upon the institution's experience in the last three years, list the decisions related to intercollegiate athletics in which the institution's chief executive officer has been significantly involved.

The president is responsible for oversight of the athletics department, just as he is for the entire university. The athletics director, in consultation with the president, makes all major decisions concerning athletics. Major decisions in athletics always are made with presidential involvement. Specific major decisions in which the president was involved during the past three years include:

- the hiring of four head coaches.
- the hiring of the current associate athletics director for compliance services.
- the reappointment of the current faculty athletics representative.
- the approval of multi-year contracts for all head coaches.
- the addition of the women's rowing program.
- review of athletics admission policies and procedures in response to public criticism.
- approval of plans and budgets for new and renovated athletics facilities.
- establishment of self-imposed sanctions following serious NCAA secondary violations.
- decisions on institutional votes at NCAA conventions and ACC meetings.
- appointment of athletics director to the university's administrative council and cabinet.
- NIKE agreement - negotiations.
- concept of Tiger Pride - the first capital campaign in athletics.
- termination of coaches and staff.
- reorganization of sport supervision strategy to include the senior woman administrator.

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

The board of trustees establishes overall policy for the university, including the athletics department. In addition, the board approves all major expenditures requiring board approval and is continually advised of major decisions in the athletics department. The board of trustees delegates administrative responsibility for the athletics program to the president, and it is not involved in the day-to-day administration of either the university or its athletics department. Major decisions concerning intercollegiate athletics do not involve individual trustees. The exception is that at least one trustee is appointed to the selection committees for athletics facilities.

The president has authority and responsibility for oversight of the athletics department, just as he does for the entire university. The athletics director consults with the president in making all major decisions concerning athletics. Major personnel and budget decisions are subject to approval by the president. There are no major decisions made without presidential involvement.

The athletics director coordinates all major decisions regarding intercollegiate athletics, and he involves individuals and advisory groups when appropriate. In all cases, the athletics director eventually submits his recommendations to the president. In most cases, however, the athletics director will seek input from a number of persons or groups before formulating his recommendation to the president. Most major athletics decisions have academic and
compliance implications. As such, the athletics director frequently consults the faculty athletics representative, associate athletics director for compliance services and the university's general counsel.

The faculty athletics representative is a full-time professor who is appointed by the president. He provides input to the president, the athletics director, the associate athletics director for compliance and other staff members on various athletics issues. The duties and responsibilities of the faculty athletics representative include:

- ensuring academic integrity through periodic review of student-athletes’ records.
- ensuring compliance through participation in review of suspected violations or infractions.
- promoting a balance in the student athlete’s experience among athletics, academics, and social activities.
- assisting with investigations concerning alleged NCAA rules violations.
- providing regular reports to the administration concerning academic integrity, rules violations, academic preparation and performance of student-athletes.

The associate athletics director for compliance services directs the institution's compliance program. The program provides rules education, monitors compliance and assists the president and athletics director in maintaining institutional control of the athletics operation. The university general counsel assists the athletics director with contractual and other legal matters, and he also assists with investigations into alleged NCAA rules violations.

The athletics director also seeks the counsel of the senior administrative team. The team includes: the executive director of IPTAY, the senior associate athletics directors, the associate athletics director/chief financial officer, the associate athletics director for public relations, the associate athletics director/senior woman administrator, the associate director/director of the SAEP and the associate athletics director for compliance. These individuals serve specific functions in the athletics department, and their input is critical for most major decisions.

Beyond the individuals listed above, advisory groups such as the athletics council and the student-athlete advisory board (SAAB) provides input to the athletics director. The athletics council, whose membership is included as Attachment 1.3, is charged with monitoring the recruitment, scholastic eligibility, admissions, and academic progress of student-athletes. The SAAB, whose membership in 2001-2002 is included as Attachment 1.4, is made up of representatives from every athletics team whose advice is sought in connection with student-athlete welfare issues.

Once the athletics director has gathered input from the persons and groups appropriate for the decision at hand, he formulates his recommendation and presents it to the president. The president is ultimately responsible for executing the policies established by the board of trustees, for ensuring institutional control, and for ensuring compliance with NCAA regulations. The athletics director, through consultation with the president, resolves most major decisions, though certain decisions must be forwarded to the board of trustees for final action as previously noted.

**Athletics council membership:** The voting membership of the athletics council includes: two elected faculty representatives from each college and one from the library, three full-time enrolled members of the student body, two full-time enrolled student-athletes, one representative from the Clemson Alumni Association, one member of IPTAY, a representative of the faculty senate, three at-large appointees by the president, one member of the classified staff senate and one representative appointed by the Extension Senate. Ex-officio non-voting members include the associate athletics director for compliance services, the faculty athletics representative, the athletics director, one associate athletics director designated by the athletics director and the senior woman administrator.
During the self-study, the athletics council's purpose was scrutinized along with recent decisions made by the group. It is not clear whether the council presently provides meaningful oversight and review that enhances the athletics operation. The minutes of athletics council meetings do not reflect significant activity in recruitment, scholastic eligibility, admissions, academic progress of student-athletes, or the mission of the athletics program. If significant activity is ongoing, the minutes should contain more detail. If significant activity is not ongoing, the role of the athletics council should be revisited and clarified.

Operating Principle:
1.3 Rules Compliance.

Self-Study Items

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

IPTAY is the only athletics booster club at Clemson. The office is located on campus. There are no other offices and all records of the office's activities are kept in one place. IPTAY does not operate separately from Clemson. All funds raised by IPTAY transfer immediately to Clemson, are managed according to the guidelines of the university and state, and are under the clear control of the institution.

All IPTAY funds belong to Clemson. The funds are spent according to the following priorities. The first priority is the funding of athletics scholarships according to NCAA financial aid guidelines. The selection of all scholarship recipients is the exclusive responsibility of the athletics director. The second priority is to establish a reserve fund for athletics scholarships to ensure that there are sufficient funds for Clemson to meet its scholarship obligations for each student-athlete. The third priority is the payment of IPTAY operating expenses, including annual funding for the operation of SAEP. All remaining funds are invested by the university as part of a direct or indirect aid to the Clemson athletics program. The IPTAY board of directors must approve activities for which these funds are used. IPTAY has funded several capital improvements on the campus, including building a golf practice facility, enlarging Littlejohn Coliseum, improving Memorial Stadium, constructing a rowing facility and completing the Jervey parking lot project.

The athletics director is the executive officer of IPTAY. The athletics director hires an executive director of IPTAY with approval of its board of directors. The executive director manages the affairs of IPTAY.

The IPTAY board of directors consists of nine members, six of whom are elected by members of the six districts in South Carolina and three who are appointed by the board to supervise fundraising in Georgia, North Carolina and the remainder of the country. No university personnel serve on the IPTAY board.

IPTAY has approximately 24,880 members, and all members are required to sign a pledge to abide by NCAA rules. In addition, rules education booklets have always been and continue to be included in basketball and football season ticket mailings. A letter is also sent to all season ticket holders urging their complete adherence to NCAA rules.

The athletics department has increased the amount of rules education substantially in the year 2001-2002. Rules education articles appear in the Orange and White, the regular
IPTAY publication. A compliance web site (http://clemsonigers.fansonly.com/compliance/clem-compliance.html) became functional in August of 2001 and it provides NCAA rules education. The web site includes an email address so that questions and concerns regarding NCAA rules may be directed to compliance services. These scheduled rules education sessions are supported by a compliance staff that provides a compliance policy and procedures manual, rules and interpretations, and any other support that is requested by IPTAY. Boosters routinely call compliance services to ask questions, and staff members respond to questions of what boosters can and cannot do under NCAA rules. In addition, compliance services staffs IPTAY meetings as requested and the athletics director sits on all IPTAY board meetings. This helps maintain institutional control of IPTAY activities.

2 Identify, using an organizational or flowchart, how the institution has organized itself to maintain compliance with NCAA rules. Specify the individual (other than the institution's compliance officer/coordinator) who the CEO designates as being responsible for the institution's rules compliance. Also, include a description of the reporting lines for and responsibilities assigned to the faculty athletics representative, athletics director, compliance coordinator (if any), coaches, and other key individuals inside and outside athletics (e.g., administrator monitoring permissible recruiting activities, registrar, financial aid officer, admissions director, internal auditor) who are responsible for documenting and monitoring compliance with NCAA rules.

Attachment 1.5 depicts reporting lines. Clemson athletics personnel are expected to maintain compliance with all NCAA legislation. Head coaches are ultimately responsible for conducting their programs in compliance with NCAA, ACC and university rules. All potential violations are reported to the associate athletics director for compliance and athletics director.

The athletics director reports directly to the president of the university. The associate athletics director for compliance reports jointly to the president and athletics director. The head football and men's head basketball coaches report directly to the SAEP director who was named associate athletics director October, 2001. All other coaches report to the senior associate athletics director or the associate athletics director/senior woman administrator, each of who in turn report to the athletics director.

The associate athletics director for compliance supervises a full-time assistant athletics director for compliance as well as a full-time administrative assistant and one graduate assistant. Compliance services conducts compliance audits of all coaches and recruiting personnel and ensures other athletics activities are consistent with NCAA and ACC rules. Other administrative personnel with compliance responsibilities include athletics department staff and personnel in the offices of admissions, financial aid and registration.

Besides the associate athletics director for compliance and staff, the following compliance activities are in place:

- The faculty athletics representative, the director of admissions and the assistant registrar certify student-athlete eligibility.
- The financial aid director, registrar and admissions director report to the dean of undergraduate studies and vice-provost, who in turn reports to the provost.
- The office of internal auditor, which conducts compliance audits, reports to the board of trustees through its executive secretary.
- The financial aid office completes NCAA squad lists and evaluates all financial aid to determine if it counts against individual limits or team totals.
The faculty athletics representative is a full-time professor appointed by the president. He provides input to the president, athletics director, and the associate athletics directors for SAEP and compliance services. The duties and responsibilities of the faculty athletics representative include:

- Ensuring academic integrity through periodic review of student-athletes’ records and ensuring rules compliance through participation in the review of suspected violations or infractions.
- Promoting a balance in the student-athlete’s experience among athletics, academics and social activities
- Creating regular reports to the senior level administrators concerning issues such as academic integrity, rules violations, and academic preparation and performance of student-athletes.

When investigations concerning alleged rules violations occur, the faculty athletics representative assists with the investigations. The university general counsel assists in some cases as well, depending on the nature and severity of the alleged violations. In addition, the general counsel reviews matters related to NCAA violations to address issues concerning potential university liability.

The office of internal audit monitors the complimentary admissions for football and men’s basketball annually. Beginning in the 2000-2001 academic year, the office of internal audit audited the institution’s compliance with NCAA rules. It will conduct an audit each year on some portion of the compliance program. In addition, the SAEP director and employees reinforce and monitor student-athletes’ compliance with NCAA eligibility rules.

All individual and team travel expense reports are reviewed by compliance services. Telephone logs, contact/evaluation reports, recruiting files and official visits are monitored by compliance services as well. The compliance office monitors recruiting files and telephone logs on a limited schedule, and the office does not have all prospects on a central database that is used by other I-A universities. It appears that the office does not have the time to monitor recruiting files and telephone logs on a regular schedule.

The associate athletics director for compliance services established a compliance committee in September 1999. The committee consists of the faculty athletics representative, the senior associate athletics director, the associate athletics director/senior woman administrator, the associate athletics director for tickets, and the directors of financial aid, admissions and registration. The committee was established as a communication mechanism for individuals who have significant roles in rules compliance. The initial meeting on September 16, 1999 established the committee’s charge.

The committee gives a platform to discuss Clemson's compliance program on a regular schedule, and it improves communication lines among all parties. While informal communication exists between all the members of the committee and the compliance director, a more formal method for discussing the effectiveness and efficiency of the compliance operation is important. Unfortunately, the committee did not meet again. We believe the committee can provide support to the institution’s compliance program.

3. Describe the institution's rules-education efforts for student-athletes, athletics department staff members, other institutional staff members and representatives of the institution's athletics interests.

Rules education efforts for student-athletes: Student-athletes meet with compliance services at the beginning of each academic year to review applicable NCAA rules about
financial aid, eligibility, amateurism, drug testing, extra benefits, employment, and recruiting. Student-athletes also receive information about how to serve as a student-athlete host for prospects visiting on official visits.

Head coaches and other athletics personnel, as directed by compliance services, augment student-athlete rules education during the year. At the end of the academic year, compliance services inform student-athletes about summer employment, outside team competition and extra benefits.

**Rules education for athletics department staff members:** Compliance services staff the senior management meetings that occur weekly during football season and bi-weekly during the rest of the year. Rules education occurs as issues arise in those meetings.

Coaching staff members meet monthly with compliance services for NCAA rules education. Compliance services meets with SAEP personnel once every semester to review NCAA rules and compliance procedures. At the beginning of each academic year, compliance services meets with part-time employees such as mentors and tutors, student managers and trainers in order to review NCAA rules. Rules education is provided on an as-needed schedule for other institutional staff members who have compliance responsibilities.

Clemson has a unique policy established by athletics director Bobby Robinson. Each year he requires all athletics department staff members to take the NCAA coaches certification test. While a passing score is not required for non-coaching personnel, this practice does increase all employees’ sensitivity to the requirements of NCAA compliance.

**Rules education for other institutional staff members and representations of the institution’s athletics interests:** Compliance services staffs IPTAY meetings as requested and the athletics director attends all IPTAY Board meetings. These scheduled rules education sessions are supported by a compliance staff that provides a compliance policy and procedures manual, rules and interpretations and any other support requested by the Clemson community. As an example, compliance services attended a Clemson Young Alumni meeting in April 2001 and presented NCAA rules education and compliance information.

Boosters are provided information in the Orange and White booster magazine and in season ticket mailings. Additionally, the compliance office has developed a website that allows viewers to submit questions for the compliance staff. Boosters routinely call compliance services to ask questions, and staff members advise boosters concerning NCAA rules.

4. **Describe the procedures used by the institution to monitor student-athlete employment in compliance with NCAA legislation.**

At the beginning of each academic year compliance services meets with every team and their coach to review NCAA legislation about student-athlete employment. The procedures for securing employment are reviewed. Each student-athlete signs an agreement to comply with the legislation and to follow the procedures for employment. Appendix 1.A provides a copy of the procedures.

Student-athletes who seek employment must register with the career coordinator in the SAEP, who provides forms that must be completed prior to employment. The future employer is provided NCAA rules education and is asked to abide by those rules in the employment of the student-athlete. Once the employer has acknowledged compliance with NCAA rules and the Clemson employment program, the student-athlete may begin employment.
Coaches are aware of the employment procedures. They refer student-athletes to compliance services if employment is sought during the year, and student-athletes are reminded of these policies by SAEP staff.

Since the inception of the NCAA legislation permitting student-athletes to work during the academic year, few Clemson athletes have opted to work. Clemson’s process for monitoring compliance with the NCAA legislation has relied primarily on education and notification by coaches and SAEP personnel of those instances when student-athletes work during the academic year.

For summer employment, compliance services provide NCAA rules education for athletes prior to the summer. Student-athletes are asked to notify the career coordinator of employers. Once the career coordinator is notified, the employer is provided NCAA rules education. At the beginning of the academic year, compliance services gather information from athletes about summer employment and provide that information to the career coordinator. In turn, the career coordinator is able to compare that list against those student-athletes who registered with career services during the summer and those who worked.

5. Describe, using specific examples, how the institution ensures that rules compliance is a central element in personnel matters. Also, please provide the following items for individuals inside and outside the athletics department who are involved in rules-compliance activities: (a) job descriptions, (b) contracts or letters of appointment, (c) personnel evaluation criteria and, (d) philosophy statements and other applicable sections of policy manuals.

Attachments 1.6 through 1.9 provide an overview of Clemson’s commitment to rules compliance in personnel matters. The university’s commitment to rules compliance begins with its governing board and its president, as articulated in the philosophy and goals for the athletics department. The university’s Ten Year Goals relating to intercollegiate athletics begin with, “while maintaining full compliance....”

All coaches have language in their contracts addressing the need and expectation of compliance with all NCAA, conference and university rules and regulations. Consequences regarding violations are determined on an individual basis and, depending on severity, could range anywhere from a verbal reprimand to termination. Recent actions taken by the university included the freezing of a coach’s salary, along with restrictions regarding off-campus recruiting and the requirement to attend a NCAA rules compliance seminar. The South Carolina employee performance evaluation form does not include a specific criterion for rules compliance. Beginning with the 2001-2002 academic year, coaches are evaluated on supporting President Barker’s 10-Year Goals: “While maintaining full compliance, [Clemson athletics will] achieve notable recognition with another national football championship, two championships in Olympic sports and two final-four appearances.” In addition, compliance services provide sport supervisors with an evaluation of each coaching staff’s commitment to rules compliance and conformance with standard compliance procedures.

Non coaching personnel within the athletics department are identified as either classified or non-classified. All non-coaching positions adhere to NCAA, conference and university rules and regulations. The recently revised performance evaluation instrument, the State of South Carolina Employee Performance Management System, now has criteria tied into the university’s strategic goals which include a commitment to full compliance. The same evaluation instrument evaluates other university employees outside athletics. The significance of rules compliance has been added to the evaluation tool. The area designated to address university goals (including maintaining full compliance) is to be evaluated on an acceptable/unacceptable basis. Should an evaluation of this area be determined as
unsatisfactory, opportunities are available to provide recommendations for future performance. If corrective measures are not taken on the part of the employee, the university's progressive discipline policy offers an opportunity to take punitive action.

In summary, the university continues to take rules compliance very seriously and carries that philosophy forward when addressing personnel matters across the campus. Employees both within and outside the athletics department who have compliance responsibilities are aware of this priority and how it affects their employment on a day-to-day basis.

6. Please provide written policies and step-by-step procedures that include assignment of specific responsibilities pertaining to the area of rules compliance in critical and sensitive areas, including, but not limited to, eligibility certification, investigation and self-reporting of rules violations, monitoring financial aid and monitoring recruiting (if not included elsewhere in the report).

The Clemson University Compliance Manual is included as Attachment 3.6. It includes assignment of rules compliance responsibilities.

Certifying Eligibility:
One month before the school year begins, compliance services provides coaches, sport supervisors, SAEP staff and administrative assistants with a preliminary NCAA squad list that includes the names of incoming freshman, transfers and returning students. This preliminary squad list begins the certification process. When it is confirmed that the preliminary list is accurate, compliance services enter financial aid information and prepares ACC eligibility lists.

Once compliance services complete its review, the squad lists are forwarded through the faculty athletics representative to the offices of registrar, admissions and financial aid. The registrar determines continuing and transfer eligibility, and the admissions director certifies initial eligibility. The office of financial aid checks award limits for each student-athlete. Once all offices have completed their reviews, the lists are returned to the faculty athletics representative. The faculty athletics representative reviews all lists and certifies eligibility for financial aid, competition and in some instances for practice.

The lists are returned to compliance services where the certification decision for each student is recorded and adjustments to financial aid are made, if deemed necessary. Compliance services ensure that general eligibility requirements have been met for each student and forward each list to the ACC office prior to the first competition.

Compliance services then provides a memorandum to the head coach, their sports supervisor and SAEP counselor, that lists the students eligible for competition. Any additions to the lists will move through the same process as the initial list.

Investigating and Self-Reporting of Rules Violations:
Clemson embraces the NCAA principle of rules compliance and recognizes its responsibility to report instances where compliance with NCAA regulations has not been achieved. As an extension of this commitment, all personnel with compliance responsibilities have, as a function of their job, an obligation to report to the athletics director or to compliance services instances where NCAA or ACC rules compliance has not been achieved. All such reports will be handled with the strictest confidence. Further, where other institutions fail to follow NCAA or ACC rules, it is the responsibility of Clemson personnel to report those instances to the athletics director or compliance services. The procedures for reporting a violation of NCAA rules within our staff include:
a. **Reporting**: If a staff member, student-athlete or fan discovers any action that may be inconsistent with ACC or NCAA regulations they must contact compliance services or the athletics director, who will contact compliance services on their behalf.

b. **Investigating**: Compliance services reviews the situation and applicable legislation along with the faculty athletics representative, gathers information, and determines whether compliance with an ACC or NCAA rule has not been achieved. Compliance informs the athletics director and the faculty athletics representative of findings. However, if compliance determines that the action does not violate NCAA or ACC legislation the individual who brought incident to attention is informed of findings.

c. **Reporting to NCAA/ACC**: Compliance services prepare a report of the rule violations findings and provides it to the athletics director and to the individual(s) involved with the incident for review and comment. The athletics director determines the penalty for the violation and other corrective measures and directs compliance to prepare a report of the violation to the NCAA and ACC. The report is copied to the president, sport administrator, individual(s) involved, faculty athletics representative and the ACC assistant commissioner for compliance.

Note that these procedures are followed for violations that are secondary. When an allegation reveals issues that might result in an investigation of major rules violations, the athletics director and associate athletics director for compliance services will contact the president and university legal counsel for assistance.

**Monitoring Financial Aid:**
Athletics financial aid can be granted two ways: full and partial. A full grant-in-aid (GIA) includes tuition, room, board, books, and any required fees. Partial aid can be awarded for as little as the $400 for books. All financial aid for student-athletes combined cannot exceed the NCAA team or individual limits. The NCAA has limits on the amount of financial aid a student-athlete can receive, and NCAA rules also restrict the amount of financial aid a team can use.

The financial aid office is notified of student-athletes on athletically related financial aid during the summer before the start of school. Student-athletes are identified in the financial aid database. During the certification process, squad lists are provided to the financial aid office. The office reviews the financial aid amount for each student-athlete for accuracy. It also determines whether any outside grants have been applied to student-athletes' accounts. This is done for scholarship recipients and for those student-athletes who are not on scholarship. The financial aid office and compliance services work cooperatively to determine whether outside grants will affect team and individual limits. If an outside grant counts against the team's total athletics grants limit, the head coach must approve it before it is administered for the student. If the team has reached its athletics limit, the head coach and compliance services will tell the student that the outside aid must be declined or athletic aid reduced to accommodate the grant. If the grant is not related to athletics and the student may accept it, financial aid will ensure that individual limits are not exceeded.

There are earning limitations imposed on students receiving aid. Full GIA students can earn up to $2000 dollars over the GIA with the approval of the head coach and the career coordinator. Partial aid recipients can earn up to the cost of a full GIA, plus $2000 dollars above that amount. The career coordinator and compliance services monitor employment and provide NCAA rules education to employers prior to employment.

Compliance services and the financial aid office use the NCAA Compliance Assistant to store and monitor financial aid information for students. Financial aid also accesses the university's main computer database to monitor whether changes have occurred in a student-athletes' financial aid package that could adversely impact compliance with NCAA rules.
Monitoring Recruiting:
Compliance services, faculty athletics representative, sport administrators, athletics director and athletics business office monitor the prospects' recruitment. Specific procedures for monitoring are included in the compliance manual. Areas of recruitment that are monitored:

- Coaches interaction with active recruits
- Off-campus recruiting
- Official visit expense reports
- Telephone calls
- Offering official visits
- Conducting official visits
- Mailings to prospects
- Unofficial visits
- Complimentary ticket request
1.1 Mission of the Athletics Program and the Institution.

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<tr>
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<th>Currently Yes</th>
<th>Found on Page(s)</th>
<th>Currently No</th>
<th>If currently No or If Deficiencies Exist, Indicate Plan for Improvement Number</th>
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<tbody>
<tr>
<td>a. Does the institution demonstrate that the mission and goals of the athletics program:</td>
<td></td>
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</tr>
<tr>
<td>1) Relate clearly to the mission and goals of the institution?</td>
<td>X</td>
<td>#1</td>
<td></td>
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<tr>
<td>2) Support the educational objectives, academic progress and general welfare of student athletes?</td>
<td>X</td>
<td></td>
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<tr>
<td>3) Support equitable opportunity for all students and staff, including women?</td>
<td>X</td>
<td></td>
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<td>4) Support equitable opportunity for all students and staff who are minorities?</td>
<td>X</td>
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<td>5) Embrace the Association’s principles of sportsmanship and ethical conduct?</td>
<td>X</td>
<td></td>
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<tr>
<td>6) Are widely circulated among the institution’s internal and external constituencies?</td>
<td></td>
<td></td>
<td>X</td>
<td>#1</td>
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</tbody>
</table>

b. Does the institution demonstrate that the actual practices of the institution’s athletics program are consistent with the athletics program mission and goals? | X             |                  |              | #2 & #3                                                                          |
1.1 Mission of the Athletics Program and the Institution.

On the basis of the yes/no answers above and the plans for correcting deficiencies below, is the institution in substantial conformity with Operating Principle 1.1 (Mission of the Athletics Program and the Institution)?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>X</td>
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</table>
1.2 Institutional Control, Presidential Authority and Shared Responsibilities.

Does the institution demonstrate that:

a) The institution's governing board provides oversight and broad policy formulation for intercollegiate athletics in a manner consistent with the other units of the institution?

   X

b) The chief executive officer is assigned ultimate responsibility and authority for the operation and personnel of the athletics program?

   X

b) Appropriate campus constituencies have the opportunity, under the purview of the chief executive officer, to provide input into the formulation of policies relating to the conduct of the athletics program?

   X

On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 1.2 (Institutional Control, Presidential Authority and Shared Responsibilities)?

Yes   No
1.3 Rules Compliance.

Does the institution demonstrate that:

<table>
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<tr>
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<th>If currently No or Deficiencies Exist, Indicate Plan for Improvement Number</th>
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</table>

a) It has in place a set of written policies and procedures that assign specific responsibilities in the areas of rules compliance, including assignment of direct accountability for rules compliance to the individual the chief executive officer assigns overall responsibility for the athletics program? X

b) In critical and sensitive areas, institutional compliance procedures provide for the regular participation of persons outside of the athletics department? X

#6-8

c) Rules compliance is the subject of an ongoing educational effort? X

#5

d) A clear and unambiguous commitment to rules compliance is a central element in all personnel matters for individuals involved in the intercollegiate athletics program? X

e) At least once every three years, its rules compliance program is the subject of evaluation by an authority outside of the athletics department? X
1.3 Rules Compliance.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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</table>

On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 1.3 Rules Compliance? X


## GOVERNANCE AND COMMITMENT TO RULES COMPLIANCE

### PLANS FOR IMPROVEMENT

<table>
<thead>
<tr>
<th>Issues in the Self-Study</th>
<th>Measurable Goals</th>
<th>Steps to Achieve Goals</th>
<th>Responsible Party</th>
<th>Completion Date</th>
</tr>
</thead>
</table>
| 1. Athletics department’s mission statement is not widely circulated                       | Mission statement will be widely circulated.                                   | 1. Identify publications for circulation of the mission statement from the following:  
   a. Athletics website.  
   b. Student-Athlete Handbook.  
   d. SAEP’s Making Tracks.  
   e. Inside Clemson  
   f. Orange and White. (IPTAY)  
   g. Student newspaper.  
   h. Media guides.  
   i. Game promotions.  
   j. Clemson World. (Alumni) | Associate athletics director for public information                             | Fall 2002                                                                  |
| 2. It is not clear whether athletics addresses student-athlete behavior problems in a consistent manner. | A policy will be developed that determines how athletics will respond to class attendance problems, drug and alcohol violations or inappropriate student-athlete behaviors. | 1. Student-athlete advisory board (SAAB) will develop a policy that will be approved by the president, provost, vice-president for student affairs, athletics director, faculty athletics representative and sport supervisors. | Associate athletics director for student-athlete enrichment programs.                              | January 2003     |
| 3. Staff turnover in compliance services is substantially higher than in other athletics department units. | Reduce compliance staff turnover to a rate comparable to other units and staffs in the ACC and SEC. | 1. Convene a committee to identify specific issues that may attribute to turnover.  
   Such issues will include workload, cooperative work environment and level of authority to discharge responsibilities.  
   2. Survey ACC and SEC schools to determine the responsibilities of compliance offices and the number of staff designated to meet those responsibilities. | Committee appointed by the president.                                                               | Fall 2002                                                                                           |
<table>
<thead>
<tr>
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<th>Steps to Achieve Goals</th>
<th>Responsible Party</th>
<th>Completion Date</th>
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<tr>
<td>4. Based upon a review of athletics council minutes, there is not a clear record that</td>
<td>Athletics council chair will provide an annual report to the president outlining</td>
<td>1. The athletics council will examine its activities for the past three years to determine whether its charge has been met. Findings, along with recommendations will be provided to the president, faculty athletics representative and athletics director.</td>
<td>Athletic council chair and chairs of its subcommittees.</td>
<td>December 2002</td>
</tr>
<tr>
<td>the council is carrying out all facets of its charge.</td>
<td>how the council and its subcommittees have met their stated charges.</td>
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<td></td>
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</tbody>
</table>
| 5. NCAA rules are not discussed explicitly at alumni association meetings.              | NCAA rules will be discussed at least once a year at alumni association club meetings. | 1. IPTAY personnel will identify alumni meetings that should be staffed by compliance services.  
2. IPTAY personnel will provide rules education materials when meetings are not staffed by compliance services. | IPTAY executive director. | Spring 2002 and ongoing each spring. |                   |                   |
| 6. Faculty athletics representative provides significant support to the university, the NCAA and ACC. There is no formal mechanism for having these efforts accounted for in annual performance evaluations. | Document the faculty athletics representative’s responsibilities. Include remuneration, reporting lines and appropriate length of service. | 1. Define faculty responsibilities.  
2. Determine methods for evaluation and remuneration. | President and provost | December 2002 |                   |                   |
| 7. Compliance committee does not meet regularly.                                        | Committee will meet at least twice a year.                                       | 1. Establish a regular meeting schedule and develop mechanisms to ensure that compliance procedures are effective.                                                                                               | Committee members. | Meet annually beginning in 2001-2002. |
| 8. Recommendations of the self-study need oversight for completion in a timely manner as indicated by each item of improvement. | An annual report will be given to the president of the progress made on each of the self-study items to ensure that institutional progress is made toward improvement. | A committee will be appointed by the president and will represent the following sectors of the institution: faculty, staff, students, student-athlete advisory board, athletic council, athletic department administration, financial aid office, admission’s office, provost’s office, president’s office, general counsel’s office, student-athlete enrichment program, athletic | President. | The committee will be convened in spring 2002, with its first report by December 2002. Review will be annual thereafter. |
| compliance office, faculty athletics representative, secretary of the board of trustees, student services and coaches. The committee will create an annual report of progress made toward improvement as set out in the recommendations of the self-study, and will forward findings and resulting recommendations to the president. The president will then notify proper departments of the recommendations and any goals that need to be addressed in the future. |
Operating Principle:
2.1 Academic Standards

Self-Study Items

1. Describe the process by which student-athletes are admitted to your institution, and compare it to the process for admitting students generally. Give careful attention to key decision points (e.g., establishment of admissions criteria, approval of special admissions) in these processes and the individuals or groups involved at each point, including the role, either formal or informal, the athletics department plays (if any) in the admissions process for student-athletes.

Present Clemson policy states that any student offered athletics aid who meets minimum NCAA initial eligibility requirements, or identified as one of the four partial qualifiers allowed by the ACC, may be admitted to the university. Regular university admission standards are not applicable to these students, although the student database does contain records of these students.

The following process is used to admit freshmen student-athletes receiving aid to Clemson:

a. Coaches forward the names and addresses of prospective student-athletes who have accepted offers of financial aid to compliance services.

b. Compliance services send an admissions application to these students. Student-athletes targeted to receive aid are sent a specially stamped “Tiger Paw” application, which indicates the applicant has received an offer of athletics aid. Student-athletes not receiving aid receive the same application completed by regular students. The $40.00 application fee is waived for “Tiger Paw” designees, as it is for all students receiving university scholarships.

c. All students’ applications, transcripts and test scores are sent to the Office of Undergraduate Admissions. The application fee, or waiver, is recorded for auditing purposes and the file is then forwarded to the office manager for verification that the file is complete. Missing information is solicited from the student, or appropriate institution. Compliance services handle all requests for further information for the athletic department. Coaches have no role in this process, other than to encourage recruits to submit information.

d. The admissions office manager reviews completed files to verify the file is official and that proper procedures have been followed. An NCAA Eligibility Checklist is used during this review to ensure that all necessary information has been received.

e. Files are then sent to the associate director of admissions for final verification of completeness. He also verifies whether the student-athlete meets NCAA initial eligibility standards and university admission requirements.

f. The faculty athletic representative completes one final check prior to enrollment. He scrutinizes all documents, including the checklist completed by the admissions office. He then signs the checklist and the student-athlete is welcome to enroll. At this point all NCAA and ACC eligibility forms are completed.
The admission process for student-athletes and regular students is generally the same but differ in three ways:

a. Admission decisions for athletes receiving aid are based on meeting the minimum NCAA/ACC standards for admission. Other students must meet regular university admission standards.

b. The process entailing the use of a checklist specifying procedures to be completed, signed and reviewed is unique to student-athlete applicants. This checklist includes an item verifying that the procedures followed for admission include those in place for admission of regular students as well as the additional procedures required only of student-athlete applicants.

c. Regular student applications are reviewed by one of a group of admissions counselors whereas the associate director of admissions reviews potential student-athletes. He is involved because of his training related to NCAA eligibility issues. The director of admissions serves as back up if the associate director is not available.

Potential student-athletes not receiving an offer of athletic aid are required to meet normal admission standards, based on a formula incorporating high school class rank, and SAT/ACT scores. Major and state of residence are also considered.

The athletics department is not involved in the review of student-athlete applications. Application review responsibility rests entirely with the office of undergraduate admissions, as it does for all applicants. As a result, the admission process for athletes is vested in the same office as the one having admission authority for all students.

2. Compare the admissions profiles of student-athletes who received athletes grants-in-aid with the profiles of students in general by submitting the following information for the three most recent academic years: average standardized test scores for freshman student-athletes who received athletics aid (by gender, by racial or ethnic group, and according to the eight sport groups listed in the NCAA Division I graduation rates disclosure form) and for all entering freshmen students (by gender and by racial or ethnic group). [Note: Use Attachment No. 1 and the graduation-rates disclosure form methodology to compile these data.]

Part 1-A, 1-B and II (Attachment 2.1) provide the average standardized test scores for the most recent three years for which data are available. Examination of the data indicate the following:

- Male student-athletes typically score below their regular student peers and this discrepancy has grown from 150 points for the 1998 cohort to 186 points for the 2000 cohort.
- Female student athletes also score lower on the SAT than their regular student body peers, ranging from 72 points in 1998 to 103 points in 2000.
- Minority student-athletes scored below regular minority students. In the 1998 cohort the discrepancy was 107 points, in 1999 it was 78 points and in 2000 the difference was 126 points.
- White student-athletes received lower scores on the SAT than regular white students. For the 1998 cohort white student-athletes scored 93 points below their peers. In 1999 the discrepancy was 107 points and in 2000 it was 119 points.
- Comparisons within the various athletics sub-groups yielded interesting data. The difference in SAT scores between male and female athletes is small. In 1998 the difference was 43 points, in 1999 it was 39 points and in 2000 it was 46 points. In all cases female athletes outscores male athletes. The men's basketball, women's
basketball and football SAT scores are consistently lower than the scores for other sports.

- The SAT scores of the regular student body are increasing yearly. However, SAT scores for athletics teams are generally either staying the same or are declining.

The difference between admission standards for student-athletes and other students has been an area of concern. In response to this concern the 1996 NCAA Self-Study recommended the establishment of the athletics aid review committee. This committee does not make admission recommendations but serves to approve or disapprove offers of aid for potential student-athletes with marginal academic records. This review was established in order to assure offers of aid are extended to student-athletes with a proper commitment to academic success and the potential to graduate. However, there is concern about the effectiveness of the committee. We believe changes are necessary if the athletics aid review committee is to meet its charge.

3a. Please describe the process by which students may be admitted if they do not meet the institution's standard or normal entrance requirements. This should include any second level or subsequent review processes or appeals procedures which may be utilized when students are not automatically admitted because they do not meet the institution's published entrance requirements.

There are two processes by which students not meeting normal entrance requirements may be admitted to Clemson University. The first is through an appeals process. The 2001-02 Clemson University Undergraduate Announcements states that any freshman or transfer candidate who is denied admission may appeal for reconsideration by submitting a letter providing the rationale for the appeal. Appeals are reviewed by the office of admissions and may be referred to the admissions exception committee.

Students may also be admitted to Clemson as admission exceptions, including students with special talents which include athletics ability. Admission exceptions are not required to meet regular admission standards. The university policy on admissions exceptions is described on Page No. 11 of the 2001-02 Clemson University Undergraduate Announcements: "If it is not possible to make a positive decision on the basis of previous academic performance and SAT or ACT scores, other factors, such as special talents or high school profile, may be considered. Where appropriate, the Office of Admissions will refer such cases to the Academic Appeals Committee. Student-athletes who do not meet regular admissions standards may be admitted if they meet Atlantic Coast Conference (ACC) and National Collegiate Athletic Association (NCAA) eligibility requirements."

Since Clemson uses the NCAA minimum eligibility standards when admitting students who have been offered athletics related financial aid, all student-athletes who are offered aid meet the institution's standard admission requirements established for athletes. Therefore, there is no second level review or appeals process in place for athletes receiving aid. The admission standard for athletes on aid is different from that of the student body but is "normal" within the athlete cohort group.

3b. Compare and explain any differences between the percentage of freshman student-athletes receiving athletics aid who were admitted through any of the processes described in part (a) above and the percentage of freshman students generally who were so admitted. Provide these comparative data for the three most recent academic years. For the student-athlete data, information should be displayed for each of the sport groups, organized by year, and listed in the NCAA Division I Graduation-Rates supplemental form. [Note: Use Attachment No. 2 to compile these data.]

The data in Attachment 2.2 indicate athletes on aid are admitted as admission exceptions at a higher rate than the regular student body. The explanation is simple: athletes on aid are
admitted based on meeting NCAA minimum eligibility criteria. Since this is different, and lower, than the standard applied to regular students a high proportion of athletes on aid fall into the special exception category.

The policy of admitting students-athletes based on minimum NCAA eligibility standards is not unique to Clemson. The effect of this policy is that student-athletes receiving aid enroll with a different academic profile than other students. While this difference is explained and analyzed by institutional authorities, we are concerned that it has been sufficiently addressed.

4. List the step-by-step sequence of actions taken by particular individuals on your institution’s campus to certify initial eligibility for transfer student-athletes. Identify the individual(s) with final authority for certifying initial eligibility, and their title(s).

The following process is used to certify initial eligibility for transfer student-athletes:

- The associate director of admissions coordinates the evaluation of the transferability of work. Compliance services send him unofficial transcripts, along with a catalog from the students' school. The courses taken are matched to those on an on-line database, the Transfer Credit Equivalency List (TCEL), of courses previously evaluated by faculty for transfer credit. Courses matching those on the list are automatically given credit. Appropriate departments on campus evaluate courses not on the TCEL. After the evaluation is complete, it is returned to compliance services and distributed to coaches.
- Transfer student-athletes must declare a major during the application process. Either the registrar, associate registrar or assistant registrar review credits evaluated by faculty to compare transferred courses to requirements in the transfer student-athlete's curriculum. The registrar, associate registrar or assistant registrar also have other responsibilities in the transfer process:
  - verify the types of institutions the student attended
  - determine any previous degrees attained in order to ascertain which initial eligibility rules apply;
  - review transfer release forms after they are received for those utilizing the one-time transfer exception;
  - determine the appropriate NCAA certification regulation;
  - check compliance with NCAA regulations on percentage of degree requirements completed.
- Compliance services complete an eligibility form once a student-athlete is enrolled. The student-athlete's head coach and the athletics director sign the form.
- The registrar's office, after reviewing the previously completed NCAA transfer eligibility checklist to verify eligibility, then approves the eligibility form.
- The faculty athletics representative is the final authority to approve the transfer student-athlete's eligibility.
- There are a few exceptions to the above for transfer students. A different NCAA transfer eligibility checklist, including items such as TOEFL scores and country of origin, is completed for international students. In addition, international transfer student-athletes may require translation of transcripts, computing the date of the origin of full-time enrollment and assigning transfer credits to courses taken under a system different than Clemson's. Responsibility for these matters resides with the associate director of admission, working with the registrar's office.

Responsibility for certifying initial eligibility of transfer student-athletes lies with the admissions office, the registrar and the faculty athletics representative.
5. List the step-by-step sequence of actions taken by particular individuals on your institution's campus to certify student-athletes' continuing eligibility. Identify by name and title the individual(s) with final authority for certifying continuing eligibility.

Mr. Stanley Smith, registrar; Mrs. Debra Sparacino, associate registrar; and Mr. Robert Barkley, admissions director, have authority for certifying continuing eligibility. Dr. Cecil O. Huey, Jr., faculty athletics representative, has the final authority for certifying continuing eligibility.

The certification process begins in the spring. Prior to the end of each spring semester, the records and registration office produces a list of students currently coded as athletes in the student database. Academic counselors in the Student Athlete Enrichment Program (SAEP) review the list to ensure that it is accurate and to delete any student-athletes who have no remaining athletics eligibility. The accurate list of student-athletes to be checked is used to create a datasheet from which eligibility materials are produced. Materials used to confirm eligibility include the student athlete eligibility worksheet, cumulative transcripts, and degree progress reports (computerized reports that match the athlete's courses taken and earned with the requirements of his/her curriculum.) As soon as spring grades are posted, these materials are produced and distributed to the registrar, the associate registrar and the assistant registrar, Mr. Cal Becker. They immediately begin reviewing the materials to determine each athlete's eligibility for the following year. Utilizing these materials, compliance with the following NCAA satisfactory progress rules is determined:

<table>
<thead>
<tr>
<th>Rule</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.01.2.1</td>
<td>Good academic standing</td>
</tr>
<tr>
<td>14.2.1</td>
<td>Seasons of competition: Five-year rule</td>
</tr>
<tr>
<td>14.4.3</td>
<td>Completion of 24 hours</td>
</tr>
<tr>
<td>14.4.3.1.3</td>
<td>75/25%</td>
</tr>
<tr>
<td>14.4.3.1.4</td>
<td>Designation of degree program</td>
</tr>
<tr>
<td>14.4.3.2.2</td>
<td>Fulfillment of degree requirements (25/50/75%)</td>
</tr>
<tr>
<td>14.4.3.3.1</td>
<td>Fulfillment of minimum GPA Requirements (90/95%)</td>
</tr>
</tbody>
</table>

Once the registrar's office completes its review, meetings are held with each of the academic counselors in the SAEP to compare findings on eligibility so that any discrepancies can be detected. Records are reviewed periodically throughout the summer for athletes enrolled in summer work to determine if eligibility has been met.

At the beginning of the fall semester, eligibility rosters are prepared by compliance services and signed by the respective head coaches and the director of athletics. The eligibility rosters are forwarded to the registrar's office for approval and signature. In the registrar's office, each name on the roster is compared to the student-athlete eligibility worksheets to determine if the student-athlete meets eligibility requirements. The registrar, associate registrar or assistant registrar as appropriate, initials the name of each student-athlete who meets eligibility requirements. The names of student-athletes who do not meet eligibility requirements are deleted from the rosters and compliance services is notified. The registrar or associate registrar then sign the completed roster. Completed rosters are reviewed and signed by the faculty athletics representative.

Student-athletes who are not certified eligible at the beginning of the fall semester may have eligibility restored at the start of spring semester if fall courses and grades improve their status.

The process of certifying continuing eligibility is the responsibility of the registrar's office. It is separate from the athletics department and is congruent with the process used to determine whether any student has met university requirements for continuing enrollment.
6. Please provide the institution's official NCAA graduation-rates report (institution's two-page report) for the three most recent academic years for which this information is available.

The NCAA graduation-rates reports for the 1992, 1993 and 1994 cohorts are provided as Attachment 2.3.

7. Review the graduation rates for student-athletes who received athletics grants-in-aid, various student-athlete subgroups and for students generally during the last three years, and comment on any trends or significant changes.

Attachment No. 2.3 provides graduation reports for students entering in 1992, 1993 and 1994. The graduation rate of student-athletes on aid has lagged behind the rate of the student body. However, the rate for the cohort entering in 1994 was 63%, a dramatic increase over the 50% rate for the 1993 cohort. As a result the disparity between the regular student rate and the student-athlete rate shrunk from 22% to nine percent. This is a noteworthy accomplishment. The graduation rates of future cohorts must be monitored to ascertain whether this is an anomaly or a trend. Graduation rates fluctuate from year to year, as evidenced by the decline from the 59% rate for the 1992 cohort to the 50% rate for the 1993 entering student-athlete class.

Examination of the four-year graduation rate, a more stable indicator, shows a rate of 56% in 1994, compared to 50% in 1993 and 51% in 1992 for student-athletes on aid. The four-year rate for all students was stable at 71%.

Graduation rates for male athletes are uniformly lower than the rates for female athletes, with a discrepancy as large as 32% (1993) and as small as 12% (1994). The most recent data are encouraging and indicate the narrowing of the discrepancy between male and female athletes resulted partly from a large increase (16% from 1993 to 1994) in the male student-athlete graduation rate. However, there was also a small decrease (4%) in the graduation rate of female athletes.

Two sports, baseball and men's basketball, have consistently lower graduation rates than other sports. Basketball rates were 0% for the 1992 cohort, 100% in 1993 and 25% in 1994. Their four-year average on the 1994 report was 20%. Baseball graduation rates were 23% for the 1992 cohort, 13% for 1993 and 50% for 1994. Their four-year graduation rate for the 1994 report was 19%. The four class averages from the 1994 report indicated all other teams reported a graduation rate above 50%.

The increase in graduation rates for the 1994 cohort is encouraging, but there are areas of concern. Graduation rates for student-athletes in general, and particularly male student-athletes engaged in basketball and baseball, are below what is acceptable. Clemson has a high graduation rate for its general student body and it may not be reasonable to expect a similar rate among student-athletes. However, our analysis indicates Clemson's graduation rate for student-athletes on aid is lower than that of the other schools in the Atlantic Coast Conference. Clemson must continue to support student-athletes by providing resources needed to graduate.

Coaches should play a more active role in enhancing graduation rates. Current employment contracts for head coaches include bonus provisions for team graduation rates and team grade point averages (GPA). Team retention rates and graduation rates will be addressed during annual evaluations of head coaches by sport supervisors based on current assessment data.
8. Describe the specific goal(s) that your institution has set for graduation of students generally and for graduation of student-athletes.

Clemson does not set graduation goals for any of its students. The university's goal is to “promote high graduation rates through increasing freshmen retention, meeting expectations of high achievers and providing support systems for all students” which was approved by the board of trustees on January 26, 2001.

The athletics departments’ mission statement states that graduation rates of student-athletes should approach graduation rates for the university.

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

Clemson academic standards and policies are incorporated into a variety of publications. Attachment 2.4 includes copies of various policies related to academic standing and full-time status. In addition, the following documents will be available to the committee during the visit: University Announcements, 2001 – 2002; Athletics Department Policies and Procedure Manual; Student-Athlete Handbook; and the Clemson University Student Handbook.

No exceptions to the Clemson regular standards and policies applicable to the general student body are available to student-athletes.

OPERATING PRINCIPLE
2.2 Academic Support

Self-Study Items

1. Describe the academic support system available to student-athletes. Include: (a) the specific academic support services (e.g., academic advising services related to choice of majors for student-athletes, tutoring, post-eligibility programs, study skills) offered; (b) any policies that govern which students can use these services; (c) the mechanisms by which student-athletes are made aware of these services; (d) the mechanism for periodic review and approval by academic authorities outside athletics of these services, and (e) any means of analyzing, explaining and addressing special academic needs (e.g., missed class time) of student-athletes, if any are identified.

a. Specific Academic Support Services

Through the SAEP Clemson is aligned with the NCAA CHAMPS Life Skills program that emphasizes five elements: academic support, personal growth and development, career enhancement, community service, and athletics. Clemson's SAEP was recognized for its achievements when it received the NCAA CHAMPS Life Skills Excellence Award in 1998. This honor is a lifetime award, demonstrating that Clemson is seriously committed to enhancing a student-athlete's experience. Clemson believes that its student-athlete academic support program and its facilities for providing those programs is a model for others.
Vickery Hall houses the SAEP and is a stand-alone facility dedicated to the academic development of student-athletes. The facility is approximately 28,000 square feet and contains 10 classrooms, 28 tutoring rooms, a fully equipped computer laboratory with 40 Dell computers, offices for academic counselors and a 170-seat auditorium. The operation of Vickery Hall costs $900,000 annually, which is paid by IPTAY, the university's athletics booster organization.

According to its handbook, the mission of SAEP is "to monitor, guide, and encourage student athletes to fulfill their long-term academic, athletics, personal and career goals." Since the opening of Vickery Hall, the number of student-athletes receiving academic honors and recognition has increased. Prior to 1991, 18% of the approximately 350 student-athletes earned a position on the athletics academic honor roll by achieving a semester GPA of at least 3.00; at the time of the 1996 report, 32% of 450 earned the distinction. During the 2000-01 academic year, student-athletes at Clemson numbered approximately 500, and 48% of them earned a position on the athletics academic honor roll.

i. Academic Support. SAEP provides a majority of the school's academic support services for its student-athletes. SAEP has developed an array of programs to strengthen the academic skills of student-athletes: academic counseling, monitored study halls, tutorial assistance, supplemental instruction for high risk courses, and a computer laboratory.

SAEP counselors provide an array of support services including assistance in the class registration process, monitoring student progress in classes, regular meeting with student-athletes to discuss personal and academic problems, and arranging tutoring and diagnostic testing as needed.

The SAEP staff carefully supervises the academic progress of each student-athlete, particularly those having a GPA below 2.30 and all freshman who are identified as at-risk. At-risk student-athletes are identified based on high school credentials and SAT scores. In supervising these students, one responsibility of the academic counselors is to ask faculty about the progress of the student-athletes in their classes. After contacting individual faculty by telephone or email, counselors complete a "Professor Call Sheet" that lists the student-athletes' grades and absences in the class. (A small number of faculty do not cooperate in providing information on the attendance and grades of student-athletes in their classes.) For each student-athlete below a 2.30 GPA, the academic counselors produce a special "Student Grade Report" form which tracks and details the student-athlete's academic progress. SAEP provides these grade reports three times per semester to athletics department's administrators and varsity head coaches. Both the student-athlete and his or her respective academic counselor review the individual's progress together.

Additionally, mandatory study halls and the provision of academic tutors for student-athletes form an integral part of SAEP. SAEP requires all entering freshmen and transfer student-athletes, and student-athletes below a 2.2 cumulative GPA to attend monitored study halls at Vickery five nights per week, from 8:00 to 9:30. The "Study Hall Monitor Sign-In Sheet", provides a record of the attendance and study habits of each student-athlete. Each day, SAEP provides copies of the "Study Hall Report" form to the athletics administration and the head varsity coaches, listing the absences of student-athletes in each sport. Further, each student-athlete in study hall completes a "Weekly Academic Worksheet", to assist the individual in focusing on major class assignments and projects and in more effective use of tutors. Individual student-athletes can earn a reduction of mandatory study hall if, after the first round of examinations, they have a 3.30 GPA. Student-athletes can earn the opportunity to be removed from mandatory study hall by maintaining at least a minimum GPA of 2.20. Student-athletes who are upperclassmen
and not initially mandated to attend study hall, can be inserted into mandatory study hall depending on class progress, test scores, and various other information.

The SAEP utilizes various resources to assist individuals seeking guidance in making a choice of major. All freshmen student-athletes are administered the Strong Inventory, while upperclassmen complete the College Student Inventory, to provide academic advisors with information to make recommendations to the individual student-athlete regarding appropriate academic choices. In the SAEP's Personal Development and Growth class, one week is dedicated to career enhancement, which involves the review of academic obligations for various majors. Once a year the SAEP staff conduct a career fair allowing the student-athletes to engage in discussions about the requirements of various career paths.

A linchpin of the SAEP is the cadre of tutors available to student-athletes. Ninety individuals provided tutoring in 30 different subjects during the spring semester of 2000-2001. A "Tutor Usage Form" specifies objectives of the tutoring session and is used to provide an evaluation of student progress after the session. For students who use tutors but are not in mandatory study hall, the tutors complete at the end of each tutoring session a "Tutor Evaluation and Sign-In Sheet". This sheet not only reviews the student-athlete's preparedness in the subject tutored and his or her comprehension of the material, but it also assesses the success of the session.

SAEP provides extensive preparation for the tutors in understanding the academic needs of student-athletes and in communicating course content to them. Tutors receive training during the fall semester from learning specialists in such topics as communication and learning strategies, time management techniques, and skills for critical thinking, group management, and listening. During the remainder of the academic year, Clemson faculty and the National Dropout Prevention Center at Clemson provide additional tutor training. In March 1994, the tutoring program received certification from the College Reading and Learning Association's (CRLA) International Tutor Certification Program. Clemson's SAEP was later granted Level I certification from the CRLA on March 25, 1995. Of the 160 programs certified by the CRLA, Clemson's SAEP is only one of three student-athlete programs in the nation to achieve this distinction. CRLA grants initial certification for one year and follows it with a renewal for three years and a re-certification for a period of five years. CRLA only certifies a program if it meets stringent requirements and provides extensive documentation of their fulfillment. In the past five years, Clemson's SAEP has moved on to achieve both Advanced and Master levels. Currently, the tutoring program is certified at all three levels through the year 2004.

Finally, SAEP recognizes student-athletes' accomplishment through three mechanisms. The Student-Athlete Academic Honor Roll recognizes individuals who achieved a 3.00 GPA during either the fall or spring semester and an "Academic Hall of Fame" that honors student-athletes who receive NCAA or ACC postgraduate scholarships. Finally, an annual Honor Roll Banquet gives special recognition to student-athletes that earn a 3.00 GPA or higher during the academic year.

As with all students, the university assigns each student-athlete to a faculty advisor in his or her major subject area. The student-athlete consults with the advisor during the registration periods, and the advisor assists the student-athlete in scheduling courses to fulfill the requirements of the degree program. Nevertheless, the student-athlete assumes the responsibility of fulfilling the relevant requirements of the degree program. Faculty advisors also maintain files on individual advisees to assist in academic planning. Student-athletes are expected to meet with their faculty advisors at appropriate times each semester.
ii. Personal Growth and Development. According to the SAEP handbook, the personal growth and development activities seek "to provide student-athletes with the smoothest possible transition to college life and to enhance decision-making skills crucial to their personal and academic lives." All freshmen student-athletes during their first semester at Clemson attend one 50-minute growth and development class each week for roughly 14 weeks. The life skills coordinator organizes the activities, which include group discussion, video presentations, peer facilitation and professionally trained speakers.

The curriculum for freshman year personal growth and development addresses four major areas important to the student-athletes' adjustment to and success in college life:

- academic success strategies for communicating with professors, note-taking in class, study skills and time management.
- health and wellness issues such as stress management; preventing the abuse of alcohol and other drugs, avoiding sexually transmitted diseases and rape awareness.
- issues unique to athletes such as gambling, having little free time, adjusting to competitive and social pressures and problems that may arise from team travel schedules.
- Issue concerning values and goals such as value clarification, cultural diversity, resolving conflict and setting goals.

SAEP also offers seminars to upperclassmen on a variety of topics, such as nutrition, sports psychology and performance, financial management, assistance with graduate opportunities and scholarships, career strategies and life skills.

iii. Career Enhancement. SAEP assigns the responsibility of assisting student-athletes in several areas critical for their future employment to a full-time career enhancement specialist. First, a series of programs that may begin as early as the freshman year, enable student-athletes to explore their career goals with regard to potential career opportunities. Second, student-athletes gain valuable job experience while at Clemson, through summer employment opportunities, internships, and practicum experiences. Third, student-athletes receive exposure to permanent employment opportunities, interviews and business contacts. In this regard, SAEP offer several options for student-athletes through work experiences, volunteer work and through mentors who provide career advice.

The university provides a variety of career services for student-athletes:

- the selection of a college major.
- writing a résumé and cover letters.
- experiencing mock interviews.
- utilizing the university's Michelin Career Center and alumni network.
- developing interviewing skills and interest inventories.
- learning about internships, summer employment, volunteer opportunities, and job search strategies.
- choosing a graduate school.

iv. Community Service. SAEP strongly urges student-athletes to volunteer for community service programs and provides opportunities to do so. For example, members of the Student-Athlete Speakers' Bureau visit local elementary and high schools to talk with their students.

b. Policies Governing Student Use of Facilities.

All student-athletes on a team roster are allowed to use Vickery Hall and the SAEP services. In addition, Vickery Hall is available for use by all incoming Clemson freshmen with learning disabilities. Classes or other events for all students are scheduled in Vickery auditorium
between 9:00 a.m. and 3:30 p.m. In addition, all athletes who have completed their eligibility and/or return to Clemson after leaving the university and not completing their degree requirements are allowed to use Vickery Hall.

c. Mechanisms to Inform Students About SAEP.

Student-athletes learn of the services offered by SAEP and Vickery Hall during their recruitment to the university and during orientation for all student-athletes. Student-athletes who were not recruited or did not receive scholarship monies learn about the services through their teammates, coaches, and academic counselors. Still others learn of such services from the student handbook that is published for all students.

d. Mechanisms for Periodic Review.

Numerous mechanisms exist for the periodic review and approval by academic authorities outside athletics of these services provided to student-athletes. The university's athletics council, and specifically its subcommittee on admissions and scholarship, monitors the number of student-athletes in classes and the number of class days missed by the student-athletes. SAEP's director meets periodically with the subcommittee to review academic support programs, policies, student-athletes' semester grades, and isolated incidents on campus involving student-athletes.

The NCAA requires that student-athletes who have exhausted their eligibility, graduated, or have left a team, complete a written exit interview questionnaire and have a personal interview with a staff member. Data from the interviews provide a source of information for evaluating the SAEP. Several of the department's administrators, including the athletics director, three associate athletics directors, the faculty athletics representative and the director of SAEP review the questionnaires. In some instances, the interviews produce changes in policies of the athletics department. For instance, several recent exit interviews expressed concern about safety issues during travel away from campus. Steps were initiated to address these concerns and reassure our student-athletes about travel arrangements.

Each semester SAEP surveys the tutors and student-athletes regarding their views of the activities provided by SAEP. The SAEP staff reviews these surveys at the end of each semester.

In 1999 Steff Rogers, Clemson's Provost at the time, established an Ad-Hoc Committee to study SAEP and evaluate the program's effectiveness relative to the objectives established at its inception. The committee's report is provided as Appendix 2.A.

Current review of the SAEP is primarily internal to the program. A mechanism for regular review of the SAEP by individuals outside the athletics department should be initiated.

e. Means for analyzing, Explaining and Addressing Specific Academic Needs.

All freshman student-athletes complete the Strong Inventory. This tool assists both SAEP personnel and the student-athlete in assessing academic strengths and weaknesses, in identifying individual career interests, and in helping the student-athlete decide on a major course of study.

The student-athletes in mandatory study halls, as well as the tutors who assist them, complete forms designed to increase the student-athlete's focus on weekly and daily classroom assignments and projects.

Through a variety of means including recommendations from faculty members, SAEP personnel identify potential learning disabilities of some student-athletes, such as problems of
attention deficit. SAEP personnel usually refer these student-athletes for diagnostic testing to the university's Redfern Health Center, and specifically to its department for Counseling and Psychological Services (CAPS). Student-athletes with diagnosed learning disabilities are provided with a letter they may provide to faculty, who make the same accommodations afforded to all students with documented disabilities.

Finally, SAEP personnel occasionally provide supplemental instruction for student-athletes to assist in analyzing and addressing their academic needs. SAEP employs a tutor to attend a class in which numerous student-athletes are enrolled. Although the student-athletes cannot view the tutor's notes from the class, the tutor explains to them the problem areas of the subject material. SAEP rarely uses this form of supplemental instruction, and only when approved by the professor teaching the class.

There is a need to increase communication between the SAEP and coaches. Support of coaches in disciplining student-athletes who are performing below acceptable academic standards or who are creating discipline problems in academic settings is an important link in the success of SAEP.

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

Attachment 2.5 provides the organizational chart and job descriptions. The SAEP director reports directly to the athletics director. He also reports to the provost/vice president for academic affairs. The SAEP director supervises academic counselors, a career enhancement coordinator and an information resource consultant.

OPERATING PRINCIPLE:
2.3 Scheduling

Self-study Items

1. Provide the institution's written policies related to the scheduling of intercollegiate athletics competitions and practices and describe how they minimize interference with class time and examination periods.

Every effort is made by the university to ensure that there is no interference with registration, class times, and/or exams. Football and men's and women's basketball contests are scheduled by the ACC. All other sports are scheduled by the coaches and approved by appropriate sport administrators.

Student-athletes register for the upcoming semester concurrently with senior students, assuring priority scheduling. This helps avoid conflict between class schedules and practice schedules.

There are no away competitions during the registration period or during the first week of classes of each semester. The only exception may be men's and women's basketball games that are scheduled by the conference during the first week of classes and the games may be away.

The university's final examination period starts on a Saturday and extends through the following Saturday. Current policy relating to scheduling during final examinations is clear. No home or away events are allowed during exam times. Home events are permitted only on Friday and Saturday after 4:00 p.m. and Sunday on the weekend preceding the full week of exams. Home events on the following Saturday are allowed only after 4:00 p.m. No travel or
away events are permitted on Friday preceding the first Saturday exam or Sunday following the first Saturday of exams.

See Attachment 2.6 for written policies relating to scheduling of competitions and practices.

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

The Clemson University Athletics Department Policies and Procedures Manual includes a mandatory class attendance policy. The SAEP staff monitors class attendance, especially for those students who are considered academically at risk due to a low GPA, which is a 2.3 or lower. If these student-athletes miss class, their absence is reported to their head coach and the class time must be made-up in Vickery Hall. Absences are monitored through the "Professor Call Sheet".

3. Analyze, explain and address (if necessary, through specific plans for improvement) missed class time that has been determined by the institution to be significant or excessive for any sport(s).

There were no significant or excessive instances of missed class time by student-athletes. This occurs because all team schedules and practices are recorded and then the number of classes students will miss is projected. Most sports are scheduled to avoid a significant number of missed classes. Student-athletes participating in men's and women's tennis and golf, miss about 10 class periods over the fall and spring semesters. The grades and class performances of these students are monitored for negative effects due to missed classes.
2.1 Academic Standards.

Does the institution demonstrate that:

a. The institution admits only student-athletes who have reasonable expectations of obtaining academic degrees?

1) If the academic profile of entering student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student-body groups, the contrast is explained by appropriate institutional authorities?

<table>
<thead>
<tr>
<th>Currently Yes</th>
<th>Found on Page(s)</th>
<th>Currently No</th>
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<tr>
<td>X</td>
<td>#15-16</td>
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b. Academic standards and policies applicable to student-athletes are consistent with those adopted by the institution

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<tr>
<th>If currently No or If Deficiencies Exist, Indicate Plan for Improvement Number</th>
<th>Currently No</th>
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for the student body in
general or the NCAA’s
standards, whichever are
higher?  

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<tr>
<th>X</th>
<th>#20</th>
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</table>

c. The responsibility for
admission, certification of
academic standing and
evaluation of academic
performance of student-
athletes is vested in the same
agencies that have authority
in these matters for students
generally?  

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<tr>
<th>X</th>
<th>#14-15, 18</th>
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Yes  No  

On the basis of the yes/no
answers above, is the
institutions in substantial
conformity with Operating
Principle 2.1 (Academic
Standards)?  

| X |   |
2.2 Academic Support.

<table>
<thead>
<tr>
<th>Does the institution demonstrate that:</th>
<th>Currently Yes</th>
<th>Found on Page(s)</th>
<th>Currently No</th>
<th>If currently No or If Deficiencies Exist, Indicate Plan for Improvement Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Adequate academic support services are available for student-athletes?</td>
<td>X</td>
<td>#20-25</td>
<td></td>
<td>#2</td>
</tr>
<tr>
<td>b. Student-athletes are encouraged and assisted in reaching attainable academic goals of their own choosing?</td>
<td>X</td>
<td>#20-23</td>
<td></td>
<td>#3, 6</td>
</tr>
<tr>
<td>c. When it is determined that student-athletes have special academic needs, these needs are addressed?</td>
<td>X</td>
<td>#24-25</td>
<td></td>
<td>#4</td>
</tr>
<tr>
<td>d. The support services are approved and reviewed periodically by academic authorities outside the department of intercollegiate athletics?</td>
<td>X</td>
<td>#24</td>
<td></td>
<td>#5</td>
</tr>
</tbody>
</table>

On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 2.2 (Academic Support)?

Yes  No
2.3 Scheduling.

<table>
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<tr>
<th>Currently Yes</th>
<th>Found on Page(s)</th>
<th>Currently No</th>
<th>If currently No or if Deficiencies Exist, Indicate Plan for Improvement Number</th>
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</table>

Does the institution demonstrate that written policies are established in all sports to minimize student-athletes' conflicts with class time and/or final examination periods due to participation in intercollegiate athletics, consistent with the provisions of Constitution 3.2.4.12?

| X | #25-26 |               |                                  |

On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 2.3 (Scheduling)?

| X |                 |               |

Yes No
### ACADEMIC INTEGRITY PLANS FOR IMPROVEMENT

<table>
<thead>
<tr>
<th>Issues in the Self-Study</th>
<th>Measurable Goals</th>
<th>Steps to Achieve Goals</th>
<th>Responsible Party</th>
<th>Completion Date</th>
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<tbody>
<tr>
<td>1. The graduation rate of student-athletes on aid is lower than that of other students. The discrepancy in graduation rates is not being sufficiently addressed.</td>
<td>Improve the four-class average graduation rate in each sport to at least 40% or the median ACC graduation rate in that sport, whichever is higher. Use the four-class average to measure.</td>
<td>1. Athletics admission review committee policies will be altered to improve its functioning and strengthen its role in screening prospective student-athletes. Committee will screen marginal students as defined in the committee's policies. (See Appendix 2.B) 2. Any head coach whose team has not achieved the target graduation rate will participate with SAEP personnel in developing a graduation plan. The coach's annual evaluation will include monitoring progress in addressing the plan.</td>
<td>Athletics admission review committee chair and athletics director will be responsible for step one. Athletics director will be responsible for step two.</td>
<td>Step one in August 2002. For step two, the class entering fall 2002 will be the first to reach the goal. Process for planning will begin in fall 2002. Coaches whose teams have reached the goal will not be required to develop a plan.</td>
</tr>
<tr>
<td>2. The student-athletes' academic support services are excellent. However, admission credentials for the general student continue to rise and student-athletes remain the same.</td>
<td>Staffing patterns in SAEP will include three additional areas of focus: reading, learning strategies and counseling for minority student-athletes.</td>
<td>Staffing will be addressed by adding: reading specialist, a learning specialist/success plan coordinator and a counselor for minority student-athletes. These steps may be addressed by adding staff, contracting for services or realigning present staff.</td>
<td>Provost and athletics director.</td>
<td>August 2003</td>
</tr>
<tr>
<td>Issues in the Self-Study</td>
<td>Measurable Goals</td>
<td>Steps to Achieve Goals</td>
<td>Responsible Party</td>
<td>Completion Date</td>
</tr>
<tr>
<td>--------------------------</td>
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</tr>
</tbody>
</table>
| 3. Coaches have limited involvement in SAEP and in the academic life of their team and Clemson. | All head and assistant coaches will attend the annual SAEP educational meeting. New coaches and professional staff will attend the university's new faculty and staff orientation. Each head coach will meet with SAEP personnel assigned to team at least three times a semester. | 1. Meeting with SAEP staff will be mandatory. It will include a presentation by SAEP director, subcommittee chair of the athletics council's admission and scholarship subcommittee.  
2. All new coaches and athletics staff will attend orientation.  
3. The SAEP director will contact each head coach during August and schedule three meetings for the upcoming semester. | Provost, athletics director and SAEP director. | Commencing fall 2002 |
| 4. Student-athletes admitted as exceptions under the procedures described in Appendix 2.C can expect to face additional struggles in the classroom. Specialized services may be needed to help them succeed as students. | Every student-athlete admitted as an exception will have a “success plan” on the first day of enrollment at Clemson. | 1. The assigned SAEP staff will gather available data such as high school transcripts, standardized test scores and academic profiles on students admitted as exceptions  
2. In consultation with the appropriate coaches and SAEP staff, the plan will be developed each year.  
3. Head coaches will review and sign off on the plan.  
4. Plan will be available to athletics admission review committee members, provost and athletics council.  
5. A copy of each plan will be filed with the SAEP director. | SAEP director and athletics aid review committee chair. | Beginning in fall 2003 student-athletes will have success plans. |
<table>
<thead>
<tr>
<th>Issues in the Self-Study</th>
<th>Measurable Goals</th>
<th>Steps to Achieve Goals</th>
<th>Responsible Party</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Admissions and scholarship subcommittee of the athletics council has had varying levels of involvement in reviewing SAEP.</td>
<td>Every two years the admissions and scholarship subcommittee of the athletics council will conduct a formal review of SAEP. The report will be provided to the provost, faculty athletics representative, athletics director and SAEP director.</td>
<td>1. Admissions and scholarship subcommittee of the athletics council will expand its charge to include this new duty.</td>
<td>Athletics council chair.</td>
<td>Charge is changed by June 2002. Procedures will be delineated by the subcommittee by December 2002. First review will be completed and report filed by June 2003.</td>
</tr>
<tr>
<td>6. Poor academic performance does not always impact the opportunity to practice and play.</td>
<td>Establish policies and procedures for student-athletes whose academic performance is below acceptable standards.</td>
<td>1. Convene a committee composed of the faculty athletics representative, athletics director, and representatives from the provost's, president's and student affairs' office, sport supervisors, SAEP director and a representative for coaches and athletes.</td>
<td>Athletics director</td>
<td>December 2002</td>
</tr>
</tbody>
</table>
Operating Principle:
3.1 Financial Practices

Self-Study Items

1. Prepare a list of all revenue sources for intercollegiate athletics that are under the clear accounting and financial control of the institution. Also, prepare a list of all other sources (i.e., those not under the accounting and financial control of the institution) generating revenue on behalf of the institution's intercollegiate athletics program, including outside foundations.

Sources of revenue under the clear accounting and financial control of the institution are as follows:

<table>
<thead>
<tr>
<th>Revenue Source</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sports:</td>
<td>Description</td>
</tr>
<tr>
<td>Baseball</td>
<td>Ticket sales</td>
</tr>
<tr>
<td>Basketball (men's and women's)</td>
<td></td>
</tr>
<tr>
<td>Football</td>
<td></td>
</tr>
<tr>
<td>Soccer (men's)</td>
<td></td>
</tr>
<tr>
<td>Bowl Revenues</td>
<td>Revenue from participation in football bowl games</td>
</tr>
<tr>
<td>Conference distribution</td>
<td>Share of conference revenues</td>
</tr>
<tr>
<td>Executive Box Rental</td>
<td>Rental of luxury boxes at football stadium</td>
</tr>
<tr>
<td>Game Programs</td>
<td>Sale/sponsorship of programs at athletics events</td>
</tr>
<tr>
<td>Corporate Sponsorships</td>
<td>Private funds received for special projects</td>
</tr>
<tr>
<td>Radio &amp;TV</td>
<td>Sale of broadcast rights to athletics events</td>
</tr>
<tr>
<td>Concessions</td>
<td>Revenue from sale of concessions at athletics and some stadium events</td>
</tr>
<tr>
<td>Licensing</td>
<td>Funds generated from the sale of approved merchandise</td>
</tr>
<tr>
<td>ACC-NCAA Per Diems/Guarantees</td>
<td>Funds received from the ACC and NCAA to support travel of athletics teams to championship events; financial guarantees for Clemson's participation in events away from home</td>
</tr>
<tr>
<td>Investment Income</td>
<td>Returns from invested athletics department funds</td>
</tr>
<tr>
<td>Sale of Surplus Property</td>
<td>Sale of athletics equipment no longer needed</td>
</tr>
<tr>
<td>Donated Services</td>
<td>Lease value of vehicles and equipment made available to the athletics department by automobile dealerships</td>
</tr>
<tr>
<td>IPTAY Contributions donations</td>
<td>Donations and investment income generated from</td>
</tr>
</tbody>
</table>
Miscellaneous  
Other revenues including facilities charges for camps and rentals

Internal Transfer  
Internal transfer of funds from the department based on: a) student tickets used for football and basketball games, and b) university use of executive suites in the football stadium

In addition to the above sources of revenue, the athletics department continues through IPTAY to endow scholarships for individual positions on athletics teams. The fund agreements stipulate that all budgeted income to be derived from these endowments will be deposited in the athletics grant-in-aid account, through which the awards will be made according to established policies and procedures for handling grant-in-aid awards to student-athletes.

The IPTAY scholarship endowments are invested by the Clemson Foundation under agreements approved by Clemson Foundation. However, budgeted income generated from these endowments is to be deposited in the athletics grant-in-aid account and subjected to normal accounting and financial controls of the institution.

Clemson Foundation also receives donations for the Tiger Pride Capital campaign. These funds and any earnings on these funds will be transferred to the university plant fund account(s) for expenses associated with new construction or renovations of athletics facilities. These funds are subject to the normal accounting and financial controls of the institution.

Therefore, all sources of athletics revenues are under the accounting and financial control of the institution.

2. Describe the step-by-step process for budget development and approval, and highlight any areas that may differ from the institution’s standard or normal budgeting procedures. Prepare a separate description for those sources of revenue under the institution’s direct control and another for revenue sources not under the institution’s direct control.

The athletics department receives no funding from the university. The athletics department analyzes and projects future year revenues and develops its own expenditure budget based on the revenues. This differs from the standard institutional budgeting process for funded units in that no education and general resources may be requested or used by athletics. There are internal transfers for student fees associated with students attending athletics events and the use of executive suites. This is considered payment for services and not subsidization.

The process for developing the athletics department budget is contained in the Clemson University Athletics Department Policies and Procedures Manual. The budget planning process begins in the early spring and is completed by July 1 of each fiscal year. The basic process is as follows:

a. The previous year’s budget is reviewed by coaches, department heads and other employees with budgetary responsibilities, and recommendations are made for the coming year in all non-salary related areas including capital improvements, sports-related equipment, and administrative expenditures. These requests are reviewed by the athletics director, athletics department chief financial officer, senior associate athletics director and the senior woman administrator/associate athletics director and incorporated as appropriate into the expenditures budget.
b. Sources of revenue are identified and the athletics department chief financial officer makes projections of revenue levels.

c. The athletics director, athletics department chief financial officer, senior associate director and the senior woman administrator/associate director adjust the budgeted expenditure levels in each department as necessary to reflect the priorities as established in step (a) above, while keeping total expenditures in line with anticipated revenues and planned changes in the reserve fund balance.

d. The athletics director submits the recommended budget to the president for approval.

e. Budget status reports are received and reviewed monthly throughout the year by the athletics department's chief financial officer. Budget amendments are made during the year as appropriate to ensure that actual expenditures remain in line with realized revenues and planned changes in the fund balance.

Budgets are prepared in conformity with the formal athletics department business plan as required by the administration. All regular auxiliary athletics department revenues are under the institution’s direct control although the department receives significant funding which is restricted by donors.

3. Describe the process used in selecting the independent auditor for the institution's external financial audit for intercollegiate athletics, including any methods used to ensure the independent nature of the auditor. Also describe relevant corrective actions planned or implemented from the three most recent external audits.

The athletics program is audited each year as part of the overall audit of Clemson University performed by the South Carolina Office of the State Auditor. That office has sole responsibility for performing, or selecting an independent audit firm to perform, the external audit of the university.

To meet NCAA financial audit requirements, independent accountants annually perform certain minimum agreed-upon procedures to the accounting records, the internal accounting control structure, and the statement of revenues, expenditures and transfers of the intercollegiate athletics program. The state auditor solicits bids, awards, and engages a private, independent accounting firm to perform the agreed-upon procedures.

Recommendations resulting from the external audits and agreed-upon procedures for fiscal years 1997-98 through 1999-2000 are summarized below. Corrective actions planned and/or implemented based on management's responses are also provided.

Recommendation: Retain unsold tickets shown on game settlement sheets for a period of at least three years so that external accountants can compare the number of tickets indicated as unsold to the actual tickets printed.

Status: Management indicated that all unsold ticket stock would be retained for a minimum of three years.

Recommendation: Ensure that additional care is taken in the preparation of schedules supporting donated services and salaries reported on the statement of revenues, expenditures and transfers.

Status: The subsequent audit performed by the external accountant indicated that adequate corrective action had been taken. Accounting personnel conduct comprehensive analytical procedures of all supporting schedules reported on the statement of revenues, expenditures
and transfers. Human resources and athletics department staff appropriately address significant changes noted in the analytical procedures.

**Recommendation:** Ensure that additional care is taken to determine that all revenues on the statement of revenues, expenditures and transfers are properly classified.

**Status:** The subsequent audit performed by the external accountant indicated that adequate corrective action had been taken. Accounting personnel conduct comprehensive analytical procedures of revenues reported on fiscal year end statements prior to the external audit.

**Recommendation:** Implement procedures to ensure that all reconciling items on bank reconciliations are recorded in a timely manner.

**Status:** Management indicated that the comptroller’s office staff would perform at least a quarterly review of bank reconciliation items to determine that the items are cleared on a timely basis. The subsequent audit performed by the external accountant indicated that adequate corrective action had been taken.

4. **Describe the ways in which your institution approves expenditures for intercollegiate athletics, including a description of different procedures based on various sources of funding (e.g., state funds vs. restricted/foundation funds).**

The athletics director or his designee is responsible for reviewing and approving all expenditures for athletics. This process begins with budget development activities discussed in Self-Study Item No. 2 and continues as specific expenditure requests are received for approval, action, and payment. Policies and procedures related to the approval of expenditures are discussed below. The approval process is the same regardless of the source of funds to be used for the expenditure.

**Purchasing**

The athletics director, senior associate athletics director, senior woman administrator/associate athletics director or athletics department chief financial officer must approve purchases greater than $1,500. An internal “Request Form for Purchase” is originated from a coach or department head, entered as an on-line purchase requisition, approved by athletics administration, and sent to the university purchasing division. The university purchasing division determines whether it is necessary to put the item out for bid and issues the purchase order. After receipt of the purchased item(s), payment is made through the university’s accounts payable department directly to the vendor.

Purchases less than $1,500 are made through the athletics business office after approval by the department head. The request must be approved by the athletics director and/or athletics department chief financial officer. Invoices for purchase are reviewed by the athletics department and paid through the university's accounts payable department via direct purchase voucher.

Procedures are defined for emergency purchases, and payment procedures are followed as defined for any purchase. The staff person responsible submits the original receipt to the athletics business office with a complete description of the purchase and the signature of the purchaser on any billing copy of the invoice.

**Travel and Entertainment Expenses**

Travel arrangements must meet athletics department requirements as defined in the *Clemson University Athletics Department Policies and Procedures Manual*. The team sports supervisor approves travel requests for individuals, teams and prospective student-athletes. A review of invoices ensures that travel is necessary, follows applicable NCAA and ACC rules and regulations, and falls within the appropriate budget.
The athletics director approves, as appropriate, expenditures for business and entertainment activities. These activities typically include awards banquets, recognition ceremonies, and awards honoring participation in bowl games, championship events or other special occasions.

**Awarding and Disbursing of Grants-in-Aid**
The coach and the athletics director authorize grant-in-aid awards for football and men's basketball. In other sports, the coach authorizes and the team sports supervisor approves the grant-in-aid. Policies and procedures for administering grants-in-aid are provided in more detail in the *Clemson University Athletics Department Policies and Procedure Manual* and the *Clemson University Compliance Manual*. Student-athletes are made aware of the procedures through the *Clemson University Student-Athlete Handbook*.

Other grants-in-aid are awarded to non-athletes such as managers and trainers. Awarding and disbursing funds for these grants-in-aid are in accordance with procedures for athletics in general.

Grants-in-aid are disbursed through the university's student accounts system, which is consistent with the process of awarding financial aid to students in general. This process is coordinated by the office of student financial aid in conjunction with the university business affairs office.

5. **Please provide copies of the management letters (or executive or management summaries) of the institution's three most recent external (those used to satisfy the annual independent financial audit requirement in Constitution 6.2.3.1) and internal (if any) financial audits for intercollegiate athletics.**

Management letters are included as Attachment 3.1. Internal audits are included as Attachment 3.2.

**Operating Principle:**
3.2 Fiscal Management and Stability.

**Self-Study Items**

1. **Explain the institution's philosophy with respect to the funding of the athletics program.**

   For the purposes of funding, athletics is considered an auxiliary enterprise. Clemson defines auxiliary enterprises as follows:

   "Self-supporting enterprises that provide services to faculty, staff, student or the general public charging a fee directly related to cost."

   As an auxiliary enterprise, the athletics department must meet its annual expenditures and fund transfer requirements from annual revenues and reserve funds generated from operation of the athletics program. As an auxiliary enterprise, the athletics department is self-supporting and consistently operates in the black.

   **2. Using the institution's established budgetary format, prepare a list of both projected and actual athletics revenues (by source) and expenditures (by budget category) for the three most recently completed fiscal years. In doing so, make sure that all athletics administrative costs are included. Provide any revenues and expenditures on a sport-
by-sport basis. Prepare a separate list for revenues under the institution's direct control and another for revenues not under the institution's direct control.

Documents are included as Attachment 3.3.

The committee reviewed the projected and actual athletics revenues (by source) and expenditures (by budget category) for the three most recently completed fiscal years and reconciled it to the independent accountant's report on applying agreed upon procedures. Clemson does not have athletic revenue outside the direct control of the institution.

3. Describe the institutional procedures that are in place to address any deficit in the intercollegiate athletics budget incurred during any fiscal year(s).

The athletics department is an auxiliary department of the university. By definition this means the athletics department must generate all revenues to cover operating and scholarship expenses for the intercollegiate athletics program. The university has a policy that the athletics department must be self-supporting and will receive no subsidies from the university.

The athletics department has developed a plan for adjusting expenditures to avoid deficits. The specifics of this plan listed in priority order:

a. Thorough review of all expenditures to eliminate unnecessary costs and areas that could be considered "wants" instead of "needs."
b. Freeze all new positions and refilling of existing positions.
c. Freeze all bonuses paid to coaches and athletics staff.
d. Freeze all athletics department salaries for an indefinite time.
e. Eliminate athletics staff dealer cars.
f. Eliminate/reduce all contributions to other areas of the university.
g. Institute a geographic regional scheduling requirement for all Olympic sports.
h. Delay or eliminate capital improvements and/or large renovation projects.
i. Eliminate / reduce giveaways- auctions, etc. and increase corporate sponsorships.
j. Reduce number of charter airplane trips for football, men's basketball, and women's basketball.
k. Require Olympic teams of the same sport to schedule and travel together.
l. Use only volunteers as student help including managers and trainers.
m. Sell athletics department airplane.
n. Eliminate/reduce Tiger Band expenses.
o. Delay athletics department maintenance projects.
p. Eliminate all summer school financial aid.
q. Increase ticket prices.
r. Reduce tutoring costs.
s. Institute a tiering procedure for Olympic sports.

Should the athletics department exhaust all reserve or surplus funds, the university would fund this amount as a loan to the athletics department for that fiscal year. In the following fiscal year, the athletics department would be required to repay the university the amount of the loan and make budget adjustments approved by the president of the university to prevent reoccurrence.

4. Outline the sources, uses and amounts of subsidization of the intercollegiate athletics program from nonathletics department and/or noninstitutional sources.

The university does not allow for any subsidization from outside sources.

5. Identify the sources, uses and amounts of athletics department surplus and/or reserve funds.
6. Describe how the university will accommodate future financing needs of the intercollegiate athletics program or plans to respond to changing conditions based upon the institution's future financing projections.

Institutional policies require that the intercollegiate athletics program be self-supporting. Should the athletics department exhaust all reserve or surplus funds, the university would fund any deficit as a loan to the athletics department for that fiscal year. The following fiscal year, the athletics department would be required to repay the university the amount of the loan and make budget adjustments approved by the president of the university to prevent reoccurrence.

The athletics department has not shown a deficit fund balance in the last three years and beyond. It continues to show a surplus and it budgets money to supplement various educational and general university funds. Major fund-raising initiatives include a capital project and endowment campaign and other IPTAY fund-raising activities.

7. After reviewing the institution's Equity in Athletics Disclosure Act survey forms for the three most recent years for which the information is available, comment on the institution's provision of full and stable opportunities to student-athletes. In particular, provide comment, sport-by-sport, on per diem, transportation, equipment, percentage of sport budget that has to be obtained via fundraising and other applicable comparisons. Analyze, explain and address (if necessary, through specific plans for improvement) any significant discrepancies.

A table was created to analyze the Equity in Athletics Disclosure surveys for 1997-98, 1998-99 and 1999-2000. It is included as Appendix 3.A. The data indicate consistent and general stability in expenditures for each sport. Total expenditures for men's sports have remained relatively constant with a three percent reduction during that period. While transportation expenses have increased by four percent of total expenditure, men's basketball, golf, soccer and track and field have experienced a reduction.

Women's sports expenditures have increased by 15% over the same period with the addition of women's rowing contributing significantly to the increase. Women's track and field reflected a reduction in transportation during the period with all other women's sports showing an increase.

Total expenditures for women's sports were 16% in 1997-98, 19% in 1998-99 and 19% during 1999-2000. Further analysis of this distribution may be found in the Equity, Welfare and Sportsmanship section of this self-study.

When comparing dollar amounts spent per team for team travel and equipment, there are many factors that must be considered. Each team has a different number of participants, uses different types of equipment, and has varying lengths in schedules and number of games. The number of home games versus location of competing schools varies by sport each year. For these reasons, the athletics department has established policies to ensure full and stable opportunities to all student athletes.

Travel

Transportation: All teams travel arrangements are approved by the senior associate athletics director or senior woman administrator/associate athletics director or athletics director or associate athletics director/Chief financial officer in their absence. Mode of
transportation is determined after consultation with the head coach taking into consideration cost, distance and time, safety and weather conditions.

**Overnight Travel:** When overnight travel is required, athletics policies allow all student-athletes to sleep one person per bed.

**Per Diem:** A per diem allowance of $24.00 is provided to students when on team travel. Head coaches are responsible for team meals and/or distribution of meal allowance. The policy is defined in the Athletics Department Policies and Procedures Manual. The policy is further stated in the "Athletics Department Pocket Guide to Official Travel" and was clarified to Olympic head coaches via a memorandum date August 24, 2001 from senior administration. The memorandum is included as Appendix 3.B.

**Equipment:** All student-athletes are provided with new premium equipment as needed for their sport. Purchases are made following athletic department procedures.

Both men and women sports have experienced significant increases in equipment but the report does not reflect sponsorship and/or major purchases for overlapping years. Each men's team experienced an increase in equipment cost except basketball. Each women's team experienced an increase except women's soccer.

**Fundraising**
The report shows contributions for men and women sports are fairly constant. The report shows expenditures primarily for athletics grants-in-aid and not fundraising. Athletic booster fund raising is performed solely by IPTAY. Coaches are not involved in fund raising. Data taken from the 1999-00 student-athlete exit interviews of 25 male and 14 female student-athletes indicates:

- 97% of the student-athletes interviewed felt that when travelling, they always got a reasonable amount of food to eat,
- travel arrangements was a common answer given when asked to list areas that you would like to see changed for the better, and
- 82% of the student-athletes interviewed felt that their program was treated fairly by all athletics administrators.

8. Please provide a copy of the institution's completed forms attesting to compliance with the Division I membership requirements related to minimum financial aid awards (i.e., Part II of the NCAA Sports Sponsorship Report, Form No. 98-7) for the three most recent academic years.

Documents included as Attachment 3.5

**Operating Principle:**
3.3 Established Fiscal Policies and Procedures.

**Self-Study Items**

1. Describe the policies and standard operating procedures that help to ensure that all expenditures for athletics are handled in accordance with NCAA, conference and institutional rules.

The athletics department's philosophy and objectives stated in the Clemson University Athletics Department Policies and Procedures expresses a commitment to comply to the "letter and the spirit" with NCAA and ACC rules and regulations. Ensuring compliance with association, conference and institutional requirements is a shared responsibility for all
institutional and the athletics department personnel. General and specific policies and procedures for achieving this level of compliance are detailed in the sections below.

a. **General Policies and Standard Operating Procedures**
   - Detailed policies and procedures related to athletics department expenditures are outlined in Sections 400 and 600 of the *Clemson University Athletics Department Policies and Procedures*. These items are discussed in Self-Study Item 4 under Operating Principle 3.1.
   - On an annual basis, the NCAA Coaches Certification Test is administered to all athletics department personnel, including persons who process and approve expenditures, to ensure adequate knowledge of rules compliance issues such as eligibility, recruiting, and financial aid.
   - All athletics department expenditures must follow general institutional guidelines to be processed in the University's accounting system known as the Clemson University Business System (CUBS).
   - Personnel responsible for processing Athletics department expenditures perform ongoing reviews of related documentation to help ensure compliance with association, conference and institutional rules and regulations.
   - The annual agreed-upon procedures, performed by independent accountants selected by the state auditor, include a review of selected recorded expenditures for travel, maintenance and general administration, and financial aid to determine that the expenditures were complete, properly classified, and properly authorized. Supporting documentation including vendor invoices, travel vouchers, contracts with suppliers, purchase orders and financial aid documentation are reviewed to determine the adequacy of internal controls.

b. **Specific Duties of the Associate Athletics Director/Chief Financial Officer**
The associate athletics director/chief financial officer is responsible for the overall athletics department accounting and purchasing policies and procedures. Specific duties and responsibilities include:
   - Developing budgets for all programs in conjunction with directors, head coaches and other personnel.
   - Developing and managing all bookkeeping and accounting functions.
   - Develops and implementing fiscal and inventory control procedures for staff and team, travel, sales and expense reporting.
   - Develops and implementing capital equipment purchasing procedures and special remodeling/maintenance projects in conjunction with other university personnel.

c. **Specific Duties of Compliance Services**
The *Clemson University Compliance Services Manual* is provided as Appendix 3.C. It documents that compliance services perform the following activities to help ensure compliance related to expenditures:
   - Monitors coaching staff members' recruiting activities through the review of expense reports, contact and evaluation logs, and recorded activities for actively recruited prospective student-athletes.
   - Monitors team and individual NCAA financial aid limits.
   - Monitors student-athletes' provisions of benefits to ensure consistency with NCAA legislation.
   - Conducts NCAA rules education programs for student-athletes, Athletics department personnel, institutional personnel outside the Athletics department with compliance responsibilities, and IPTAY members.

2. Describe or provide a copy of the university's policies and standard operating procedures for ensuring that prospects do not receive recruiting inducements and
enrolled student-athletes do not receive extra benefits contrary to NCAA, conference and institutional rules, including (a) identification of person(s) responsible for these areas, (b) means of monitoring compliance with these rules and, (c) means of ensuring that only institutional or athletics department funds are expended in these areas.

The Clemson University Athletics Department Policies and Procedures Manual and the Compliance Services Manual defines university policies and standard operating procedures for prospective and continuing students. The Compliance Services manual is included as Appendix 3.C. These policies are based on requirements defined in the NCAA Division I Manual. An official visit record is completed for each recruit and is on file in compliance services. This office receives all documents and audits activities and expenditures associated with recruitment. There are additional checks and balances including:

- rules education for staff and boosters
- rules education programs for coaches
- audits of coaches' phones logs, individual and team travel
3.1 Financial Practices.

Does the institution demonstrate that:

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<thead>
<tr>
<th></th>
<th>Currently Yes</th>
<th>Found on Page(s)</th>
<th>Currently No</th>
<th>If currently No or If Deficiencies Exist, Indicate Plan for Improvement Number</th>
</tr>
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<tbody>
<tr>
<td>a.</td>
<td>X</td>
<td>#27-28, 31</td>
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<tr>
<td>b.</td>
<td>X</td>
<td>#22-29, 30-31, 35</td>
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<td>c.</td>
<td>X</td>
<td>#28-30</td>
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</tbody>
</table>

1. The institution's annual budget for athletics is approved by the institution's chief executive officer or designee from outside the athletics department?

| X | #28-29 |

2. An annual financial audit is performed by a qualified auditor who is not a staff member of the institution and who is selected by the chief executive officer or designee from outside the athletics department?

| X | #29-30 |

On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 3.1 (Financial Practices)?

Yes

X
### 3.2 Fiscal Management and Stability.

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<thead>
<tr>
<th>Currently Yes</th>
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<th>Currently No</th>
<th>If currently No or if Deficiencies Exist, Indicate Plan for Improvement Number</th>
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Does the institution provide evidence that the management and fiscal practices of the institution assure the financial stability necessary for providing all student-athletes with relatively full and stable opportunities for athletics participation?

<table>
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<th>#31-34</th>
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On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 3.2 (Fiscal Management and Stability)?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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<tr>
<th>X</th>
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3.3 Established Fiscal Policies and Procedures.

Does the institution demonstrate that it has in place fiscal policies and standard operating procedures to ensure that:

<table>
<thead>
<tr>
<th>Currently Yes</th>
<th>Found on Page(s)</th>
<th>Currently No</th>
<th>If currently No or if Deficiencies Exist, Indicate Plan for Improvement Number</th>
</tr>
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a. Prospective student-athletes are not provided with impermissible recruiting inducements?
   
   X #36

b. Enrolled student-athletes are not provided with benefits that are expressly prohibited by NCAA legislation?
   
   X #36

c. All expenditures for athletics are handled consistently in accordance with NCAA, conference and institutional rules?
   
   X #35-36

Yes No

On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 3.3 (Established Fiscal Policies and Procedures)?

X
<table>
<thead>
<tr>
<th>Issues in the Self-Study</th>
<th>Measurable Goals</th>
<th>Steps to Achieve Goals</th>
<th>Responsible Party</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>The university's accounting system does not delineate categories of expenditures for EADA reporting purposes.</td>
<td>Data submitted for EADA reporting purposes would accurately reflect athletics department expenditures.</td>
<td>1. Develop an internal sub-system to accurately reflect athletics expenditures for EADA reporting purposes.</td>
<td>Athletics</td>
<td>Prior to October 15, 2002 reporting deadline.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>There will be limited notations at the end of future EADA reports.</td>
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EQUITY, WELFARE AND SPORTSMANSHIP

Operating Principle
4.1 Gender Issues

Self-Study Items

1. Explain how the institution is organized to further its efforts related to the gender 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.

The institution is organized such that the athletics director is responsible for the day-to-day operations that are likely to impact gender issues. This includes designing and implementing the structures necessary to monitor, evaluate and address these issues, for both students and staff, on a continuing basis. The athletics director is also responsible for ensuring that information relative to gender issues is gathered and communicated to the board of trustees, the president, the faculty and the student body.

Monitoring Gender Equity Activities: Activities related to gender issues are monitored by a variety of diverse groups at Clemson. The athletics director has procedures for gathering and disseminating information needed to monitor progress towards gender equity. He requests and/or receives information from the athletics assessment committee, from assistant/associate athletics directors, either in the form of standing requests/reports or as a response to specific situations. The athletics director also receives gender equity information from faculty advisory groups and from special interest groups. Information is disseminated externally to state and federal governmental agencies, to the ACC and to the NCAA. Information is disseminated internally to the university's administration, faculty and students.

The president receives information on gender equity issues directly from the athletics department both through standing requests/reports and impromptu requests for information. The president also receives information regarding gender equity from faculty advisory groups and from special interest groups such as the president’s commission on the status of women. It should be noted that the athletics director sits on the administrative council and president’s cabinet, and he and is often asked to make direct reports to those groups. Appendix 4. A. provides the composition of both groups.

The board of trustees monitors gender equity issues as illustrated in some of the minutes of the board’s meetings. The board of trustees receives information regarding gender equity from the associate athletics director for compliance through the athletics director and the president. The secretary to the board, through its auditing function, receives information about gender equity issues from the office of access and equity. The secretary makes information concerning these issues available to the board of trustees. (The office of access and equity creates an affirmative action plan every year based on the university’s utilization of minorities and women. This plan contains goals for future utilization levels in areas where significant underutilization has been reported in the university. This information may be found in the South Carolina human affairs commissions report The Status of Equal Employment in South Carolina State Government.)

Evaluating Gender Equity Progress: The criteria used to assess gender equity was set in Title IX—“participation by females in proportion to their enrollment as undergraduates in the institution.” At Clemson females comprise 45% of the undergraduate student enrollment; therefore, the ultimate goal for female participation is 45% (this may vary as enrollment varies). In its last self-study, the university established another criteria in its move towards gender equity. It established “within 5% of the female student undergraduate population,”
hence a more immediate goal of 40% female participation. These criteria have been disseminated throughout the university.

**Addressing Gender Equity Issues:** As stated above the criteria for determining success towards gender equity and documents that describe the status of female participation are disseminated throughout the university on a continuous basis. The board of trustees, president and the faculty may access this information. Any one of those groups may make, and indeed on some occasions has made, recommendations about how gender inequities may be addressed. However, it is the responsibility of the athletics director to make the decisions about what strategies and what resources will be used to achieve gender equity goals. The athletics director delegates some of this responsibility, via memoranda and meetings, to other top administrators in the department, director of SAEP, the associate athletics director/senior woman administrator and the associate athletics director for compliance services.

The above narrative and the referenced documents demonstrate that the institutional organization at Clemson is such that gender issues are monitored, evaluated and addressed on a continuing basis.

2. **For the three most recent academic years for which the information is available, provide a copy of the institution's completed Equity in Athletics Disclosure Act survey form and worksheets. Analyze, explain and address (if necessary, through specific plans for improvement) discrepancies in the data between male and female student-athletes. Comment on any trends or significant changes.**

The 1998-99, 1999-2000 and 2000-2001 EADA reports are provided as Attachment 4.1, and a table for comparing those data is included as Appendix 4.B. Our analysis focused on the areas highlighted in Tables 1–10 of the report. We identified discrepancies in the data between male and female student-athletes. Where appropriate, discrepancies are addressed in our gender equity plan.

**Athletics Participation:** In 2000-2001, male undergraduate enrollment was 54.5% and female was 45.5%. In athletics, the male participation rate was 59% and the female was 41%. This represents an increase in female participation rates from 37% in 1998-99 to the present level. There is a discrepancy between the proportion of female undergraduates enrolled and female athletics participation which changed in 2000-2001. In 2000-2001, Clemson's female student-athlete participation moved to within five percent of the female undergraduate percentage rate.

**Coaching Assignments, Head:** In 2000-2001, there were eight male head coaches for the eight head coaching slots. For women, there were three males and four females for the seven head coaching slots. There were no changes in the number of women head coaches. No gender related discrepancies were detected.

**Assistant Coaches:** In 2000-2001, full-time assistant coaching positions for women's teams increased by three over the time period reviewed. In 2002-2003 all the men and women's teams will have full-time assistant coaches.

**Operating Expenses:** In 2000-2001, operating expenses for women's teams were 22.5% of the overall operating expenses. In the 1998-1999 data, those expenditures were 25.5% of the overall budget, less. The per capita expenditures for women in 2000-2001 were $3,739 and the men's were $8,950, which was a difference of $5211. These differences are addressed in our gender equity plan.

The women's teams with the highest number of participants in 2000-2001 were rowing (59), swimming/diving (37) and women's track (36). These teams had the lowest per capita
operating expenditures, ranking 14th, 13th and tenth respectively among the 15 teams. These differences are addressed in our gender equity plan.

**Recruiting Expenses:** In 2000-2001, women's teams spent 26.5% of the recruiting expenditures, which is an increase from the 22.7% reported in 1998-1999. In terms of dollars spent in this time period, women's spending increased by $42,905 and men's by $37,172. There was an increase in dollars spent and percentage of total expenditures for women's teams. However, differences remain and they are addressed in our gender equity plan.

**Athletically Related Financial Aid:** In 2000-2001, women's teams used 34.3% of the athletics scholarship totals designated for specific sports, a slight decline from 35% in 1998-1999. This slight decrease is attributed to the addition of women's rowing, which had 59 participants but only 5 scholarships. In the 2002-2003 year, rowing will award the NCAA limit for scholarships which in turn projects women's scholarships being awarded proportionate to their participation in athletics.

**Revenues:** In 2000-2001, women accounted for 4.4% of the athletics revenue attributable to specific teams, a decline from 5.5% in 1998-1999. It appears that revenue streams for women's athletics have not been developed. Differences in revenues are addressed in our gender equity plan.

**Coaches Salaries:** In 2000-2001, the average salary for head coaches (per full-time-equivalent) of women's teams was $77,077 and in 1998-1999, it was $44,878, a 42% increase. For the same period, the average salary for head coaches for men's teams went from $85,078 in 1998-1999 to $109,689 in 2000-2001, a 22% increase. In response to data provided by the athletics assessment committee, the athletics director ordered the salary improvements for women. [It was noted that the overall tenure for head coaches for men's teams is longer than that for head coaches of women's teams. The salary issue is explained further in question no. 4 and in our gender equity plan.]

**Assistant Coaches Salaries:** In 2000-2001, salaries for assistant coaches of women's teams averaged $36,861 and in 1998-1999, was $25,750. It was noted that the salaries for assistant coaches in two of those three women's sports who have the highest number of participants did not approach the women's average salary for assistant coaches. This issue is addressed in our gender equity plan.

**Overall Expenses:** In 2000-2001, expenditures for women's teams accounted for 33.2% of the total athletics expenses compared to 31.5% in 1998-1999. Since this is a compilation of all expenditures, we believe that our gender equity plan will address this area.

Discrepancies exist in several areas of the EADA report. These discrepancies will be addressed further in self-study item no. four and in the gender equity plan.

3. **Report on the institution's implementation of its plan to address gender-equity issues from its previous certification self-study.** Specifically, include: (a) the original plan, (b) the action(s) taken by the institution, (c) the date(s) of the action(s), (d) action(s) not taken or not completed, and (e) explanations for partial completion.

The institution's gender equity plan from its previous certification self-study addressed six issues. A report that describes the extent to which each issue was addressed is provided in Attachment 4.2.
4. Using the program area checklist for gender issues, provided as Attachment No. 2, 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 the areas. [Note: The institution may want to refer to the equitable medical care section of the NCAA Sports Medicine Handbook Guideline No. 1-A as a guide in responding to Item No. 9 of the program area checklist.]

The athletics director assumes full responsibility for conducting equity studies that include the gender issue areas presented below. In September of 1999 he delegated responsibility for gathering data to the associate athletics director for compliance and appointed an athletics assessment committee to support those efforts. Data from these studies along with data from EADA reports provide the primary data for addressing these issues. Data are for three years: 1998-1999, 1999-2000 and 2000-2001.

**Athletic Scholarships** – Scholarship dollars are awarded to men and women at the same proportion as their respective rate of participation in the intercollegiate athletics program.

Scholarship dollars have been awarded to men and women at the same proportion as their respective rate of participation in years 1998-1999 and 1999-2000. In 2000-2001, the women's participation increased to within 5% of the undergraduate gender representation for the first time. Scholarship dollars for that year were not proportionate to participation. However, in 2002-2003 all women's teams will be fully funded with athletics scholarships and the university anticipates that scholarship dollars will be proportionate to participation for both genders.

**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.

As of 2000-2001 Clemson's female student-athlete participation rate is within five percent of the female undergraduate student proportion. This has been accomplished with the addition of a women's sport, rowing.

**Equipment and Supplies** – Quality; amount; suitability; maintenance and replacement; availability of equipment and supplies

Head coaches were interviewed about the quality of equipment, and all expressed confidence in the quality of the equipment and supplies used by their teams. Coaches agreed that the maintenance and replacement of equipment, its suitability and availability met the needs of each sport.

In the 1999-2000 and 2000-2001 EADA reports, there was a discrepancy in the equipment dollars spent for men and women's teams. More detailed information was provided by the athletics department to explain the discrepancies. After reviewing the information, the self-study committee agreed that discrepancies remained. These are addressed in our gender equity plan for improvement.
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.

Schedules for games and practice time are divided equitably with those men and women's teams that share practice and or competition facilities. Head coaches confirmed this in interviews. Preseason practice and competition opportunities are available for men and women's teams. Postseason competition opportunities are available based on selection criteria for each team. This process has been in place for several years and there are no plans for change.

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 athletics department has established criteria to ensure that men and women's Olympic teams are treated equitably with regard to per diem, lodging and transportation. The policy has been in effect for two years. Upon closer examination of travel for the various teams the committee found the following:

Men's and women's basketball and football use charter air service. The accommodations for those teams differ from accommodations for Olympic sport teams. In the 2000-2001 academic year, the volleyball team also was provided with air travel for conference matches over five hours driving time.

The 2000-2001 EADA report reflects that travel budgets for men's teams exceed women's teams by $1,158,490. When per capita figures are examined the following is evident:

a. The five teams with the greatest per capita expenditures and squad sizes are: men's basketball (15), women's basketball (18), football (115), volleyball (14) and golf (13). There were a total of 149 men and 29 women in the top expenditure range.

b. The five teams with the lowest per capita expenditures and squad sizes are: men's track (49), men's swimming (26), women's soccer (25), women's swimming (37) and rowing (59). There were a total of 70 men and 121 women in the lowest expenditure range.

More detailed information was provided by the athletics department to explain the discrepancies found in this area. After reviewing the information, the self-study committee agreed that discrepancies remained. These are addressed in our gender equity plan for improvement.

Tutors – Availability – procedures and criteria for obtaining assistance; Assignment – qualifications; Compensation – rate of compensating, duration of contracts, conditions relating to contract renewal, experience, nature of coaching duties, working conditions, and other terms and conditions of employment.

Tutors are available to male and female athletes on an equitable basis. Athletes draw from the same pool of tutors. This practice has been in place for several years and there are no plans to change these procedures.
Coaches – Availability – full time, part time, assistant, and graduate assistants; Assignment -- training, experience, professional standing, and other professional qualification; 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 great differences between the salaries of coaches of female sports and male sports. However, in all areas concerning coaches (head coaches and assistant coaches), including coach salaries, the differences between those for male sports and those for female sports has decreased over the three-year period, improving and showing a trend toward equity.

Since the last self-study, Clemson has added three full-time assistant coaches for women's teams: track, volleyball and rowing. In addition, there have been four head coaches hired for women's teams and two for men's teams. Head coaches for the women's teams tend to have less experience coaching (and coaching women) than the head coaches for men's teams. It was also noted that the women's track team has had four head coaches since the last self-study.

Multi-year contracts exist for football, men's and women's basketball and baseball head coaches. All other head coaches have two-year contracts.

More detailed information was provided by the athletics department to explain the discrepancies found in this area. After reviewing the information, the self-study committee agreed that discrepancies remained. These are addressed in our gender equity plan for improvement.

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

Facilities for practice and competition are equitable for men and women's teams. Locker rooms are adequate for team needs, with one exception. The locker room for rowing is inadequate for the size of the team. Women's swimming, which is the second largest women's team, has inadequate competition and locker room facilities. Men use the same facility. The locker rooms are part of a renovation project being completed in the 2002-2003 academic year.

The subcommittee did not detect differences in the maintenance or preparation of facilities.

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

Medical services are provided to men and women's teams based on needs. There is no difference in accessibility to the medical staff.

There are four full-time trainers and twelve graduate assistants that are supported by undergraduate students. Two full-time trainers are assigned to the football team, one is assigned to men's basketball and one is assigned to the women's basketball team. For all other teams, the head trainer assigns trainers. As it relates to trainers that are assigned to teams, some coaches of women's teams reported that trainers that are assigned to their teams are not as qualified as those that serve men's teams. The athletics director noted that the assignments are made equitably.
Accessibility to the weight room was identified as a problem by some coaches of women's teams which is being addressed in a building improvement slated to begin in the spring of 2003.

Health, accident and injury insurance coverage is available and appropriate for men and women student-athletes.

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

Housing privileges are equally available to male and female athletes. The same quantity and quality of food is available to all athletes.

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

All sports are publicized with media guides and schedule cards, and beginning with the 2001-2002 academic year, posters were produced for each team to enhance publicity.

Coaches of some of the women’s sports expressed concern about how their sports are publicized. There is a difference in the quantity and quality of exposure on television and radio. Football, men's and women's basketball and baseball have radio coverage.

The promotional efforts for the department rests with one full-time staff member supported by undergraduate and graduate students. There is a disproportionate amount of time required by the promotion staff for football. For Olympic sports, coaches assume most of the responsibility for promotions. More detailed information was provided by the athletics department to explain the discrepancies found in this area. After reviewing the information, the self-study committee agreed that discrepancies remained. These are addressed in our gender equity plan for improvement.

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

There appear to be practices in place that disproportionately impact coaches of women's sports. Football, men's and women's basketball coaches are freed from clerical and administrative tasks because of support staff that are assigned. As a result, coaches for 130 male student-athletes and 15 female student-athletes are able to devote their full attention to coaching and recruiting. All other teams share two administrative assistants designated for their sport, which requires coaches to spend time on administrative and clerical tasks. More detailed information was provided by the athletics department to explain the discrepancies found in this area. After reviewing the information, the self-study committee agreed that discrepancies remained. These are addressed in our gender equity plan for improvement.

**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.**

Opportunities to recruit were analyzed and it was determined that there were no systematic impediments to recruiting. Recruiting expenses, while increasing for females, remain inequitable, with approximately 73.5% being spent on recruiting male athletes in 2000-2001. Over the three-year period the trend shows improvement towards equity in this area. The proportion of funds spent in female sports increased from 22.7% in 1998-1999 to 26.5% in 2000-2001.
More detailed information was provided by the athletics department to explain the discrepancies found in this area. After reviewing the information, the self-study committee agreed that discrepancies remained. These are addressed in our gender equity plan for improvement.

5. **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, timetables, and means for funding implementation of the plan.

In conclusion, the athletics department has provided participation opportunities for women proportionate to the female undergraduate enrollment beginning in 2000-2001. This has been achieved by implementing a plan that established team limits and increased participation opportunities for women.

The athletics department has progressed towards fair and equitable treatment for women student-athletes but there are specific issues that need to be addressed. Equitable treatment for women is not evident in the following areas: equipment and supplies; team travel; recruitment; coaches salaries; promotions and marketing; administrative and clerical support.

A new stand-alone institutional plan for addressing gender equity for the future in Clemson athletics is provided as Attachment 4.3.

**Operating Principle**

4.2 Minority Issues

**Self-Study Items**

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.**

Clemson's athletics department is guided by federal and state regulations, and the university's mission statement. The athletics director is responsible for designing, implementing, and managing the systems for monitoring, evaluating and addressing minority issues. He is also responsible for the outcomes resulting from his organization and management. The athletics director is also responsible for ensuring that information relative to minority issues is gathered and communicated to the board of trustees, the president of the university, the faculty and the student body.

**Monitoring Minority Equity Activities:** The athletics director has in place procedures for gathering and disseminating information needed to monitor progress towards minority equity. He requests and/or receives information from the athletics assessment committee, and the other assistant/associate athletics directors, either in the form of standing requests/reports or as a response to specific situations. The athletics director also receives minority equity information from faculty advisory groups and from special interest groups. Information is disseminated externally to state agencies, to the ACC and to the NCAA. Information is disseminated internally to the university's administration, faculty and students.

The president receives information on minority equity issues directly from the athletics director both through standing requests/reports and impromptu requests for information. The president also receives information regarding minority equity from faculty advisory groups and from special interest groups such as the president's commission on the status of blacks.
As stated earlier, the athletics director sits on the president’s council and is often required to make direct reports to that group.

The board of trustees monitors minority equity issues as illustrated in some of the minutes of the board’s meetings. The board of trustees receives information regarding minority equity from the associate athletics director for compliance through the athletics director and the president. The office of access and equity also makes information concerning minority issues available to the board of trustees. This includes an affirmative action plan every year based on the university’s utilization of minorities. This plan contains goals for future utilization levels in areas where significant underutilization has been reported in the university. (This information may be found in the South Carolina Human Affairs Commission report *The Status of Equal Employment in South Carolina State Government.*)

**Evaluating Minority Equity Progress:** The criteria used to assess equity, as related to minority employment, were set in the last NCAA self-study—“employment in proportion to the level of minority student-athlete participation.” Standards for minority student-athlete participation are same as those for all student-athletes.

**Addressing Minority Equity Matters:** The university addresses minority equity issues through the office of access and equity. The athletics director addresses issues specifically related to the athletics department. However, processes for addressing minority equity matters lack systemic accountability and adequate allocation of resources.

The above narrative and references demonstrate that the institution is organized such that matters concerning minority issues are monitored and evaluated on a continuing basis, however the issues do not appear to be adequately addressed. This is addressed in our minority equity plan.

2. For the three most recent academic years, provide the racial or ethnic composition for full-time senior administrative athletics department staff members (i.e., assistant athletics directors up through the athletics director level); other full- and part-time professional (i.e., non-clerical) athletics department staff members (such as trainers, ticket managers, academic support staff, and facility managers, even if the position is not funded by or does not report to the athletics department); full- and part-time head coaches; full- and part-time assistant coaches (including graduate assistant, volunteer and restricted-earnings coaches); faculty-based athletics board or committee (e.g., faculty senate subcommittee on athletics, faculty athletics committee) members, and other advisory or policy-making group (e.g., governing board for athletics, student-athlete advisory committee) members (if any). [Note: Use Attachment No. 1 to compile the data requested in this self-study item and Self-Study Item Nos. 3 and 4. Much of the information can be gleaned from existing NCAA reports.]

Through attachment no. 4.4, we analyzed 1998-99, 1999-2000 and 2000-2001 data to review these issues. Our analysis focused on the presence of minorities at all levels within the athletics department.

**Senior Level Administrators:** The athletics director considers the associate and senior associate athletics directors to be members of the senior-level administration. Using that definition, there are no minorities that are senior level administrators in the athletics department. Since the last self-study, an associate athletics director for compliance, who is a white female, has been hired. A minority candidate was identified during the search and interviewed but was not selected.

**Professional Level Staff:** The 2000-2001 data indicate that of the 44 professional staff, there are 10 minority staff members. Over the three-year period the number of minorities has increased from seven to 10.
Head Coaches: Presently, of the 14 head coaches one is a minority (black female). Since the previous self-study, head coaches have been hired in football, men’s basketball, three women’s track, rowing and women’s soccer. The black female was hired as the women’s track coach in 2000-2001. There have been no other minority head coaches hired during the review period.

Assistant Coaches: Five (5) of the 35 assistant coaches are minorities. The number of minority coaches has varied from a low of 4 in 1998-99 to a high of 6 in 1999-2000. One Hispanic served as an assistant coach over the three-year period. Of the 19 teams tennis, swimming (men’s and women’s), women’s soccer, baseball and rowing do not have minority assistant coaches.

Faculty Boards: Over the three-year period there were 28 board members serving on the athletics council and that number included two minority members. Over the past three years the number has varied from one in 1999-2000 to the present number of two.

Other Athletics Advisory Groups: The student-athlete advisory board (SAAB) has significant minority representation. Representation for the three most recent years is included in Attachment 4.5.

The athletics department has made strides in the area of minority representation. However, minorities are underrepresented at the senior administrative level, professional staff level, as head coaches and as members of faculty boards. These issues will be addressed in our minority equity plan.

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 2000-2001 there were 13940 undergraduate students enrolled at Clemson. Minorities comprise 10% of the total undergraduate student body. Blacks, the largest minority group on campus, are seven percent of the total student enrollment. The enrollment has increased by about seven percent over the past three years. During that same year there were 316 (2%) student-athletes who received athletics aid of which 33% were minority – 30% of the student-athletes were minority. See Attachment 4.6 for a review of the information.

When compared to enrollment percentages of minority undergraduates, minority student-athletes participation is greater. This situation probably reflects the admissions policy.

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.

The equity subcommittee reviewed Attachment 4.7. It focused on 1998-99, 1999-2000 and 2000-2001 data for this section of the self-study. All of the sports included have been at the varsity level for more than three years. Over the three-year period minorities participated on the teams in nearly all of the sports groups. Men’s basketball and football tend to have the highest percentage of minority student-athletes. The lowest level of participation by minorities is in baseball, men’s other sports and women’s other sports. It should be noted that during the 2000-2001 year there were no blacks on the baseball team.

5. Report on the institution’s implementation of its plan to address minority issues from its previous certification self-study. Specifically, include: (a) the original plan, (b) the
action(s) taken by the institution, (c) the date(s) of action(s), (d) action(s) not taken or not completed, and (e) explanation(s) for partial completion.

The institution’s minority plan from its previous certification self-study addressed six issues. A report that describes the extent to which each issues was addressed is provided in Attachment 4.8.

6. 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.

PROGRAM AREAS TO BE REVIEWED FOR MINORITY ISSUES

A. Institutional and athletics department commitment – Development and maintenance of written statements that address the issues of diversity.

The institution has in place several written statements that address issues of diversity. The primary document is the university's mission statement. In addition, the university has in place an advisory group that provides the president with both information and strategies that are designed to enhance diversity. The athletics department, as an integral part of the university community, is expected to adhere to the institution's mission statement. The athletics department committed itself to addressing minority issues in its minority enhancement plan, developed in 1996. Other documents that are being used to guide the athletics department in enhancing minority equity are the minority opportunity enhancement plan and minority opportunities in athletics administration. In addition to the policies above, Clemson athletics has mandated certain positions within the athletics department to be designated for minority or female.

Although the institution and the athletics department have numerous written statements that address the issues of diversity, the equity subcommittee could not find systems of accountability nor was there evidence of resources committed to diversity issues.

B. Evaluation – Periodic review of the athletics department activities for consistency with goals to diversity.

The athletics department has on-going evaluation processes in place. The athletics assessment committee is charged with dealing with both minority and gender issues; this committee's objectives were set up according to the objectives of the minority opportunity enhancement plan. The committee prepares an annual report that is sent to the senior management of the athletics department, the president of the university and the audit committee of the board of trustees. In addition, the minority oversight committee, implemented as a part of our previous minority equity plan, plays a role in evaluating the athletics department's hiring practices.

C. Organization and Structure – Policies, and/or organization, and/or activities of the athletics program and its activities to help enhance diversity.

As a member of the university community, the athletics department is involved in many of the university's diversity goals and activities. This includes having representatives on various campus-wide organizations that address diversity. In addition, all athletics staff members are mandated to attend a diversity-training workshop provided by the office of access and equity. The athletics department reviews and emphasizes its minority plan in many of its organizational meetings. The minority oversight committee assists the athletics department by monitoring its hiring and reviewing its diversity goals.
D. Enrollment – Goals of the institution for enrollment of minority students and minority student-athletes.

The university seeks to increase its minority enrollment to 15% within the next three to five years. Currently, there are no plans to increase minority participation on any of the teams. In areas where minority students are underrepresented (i.e. Cheerleaders, Rally Cats) special recruiting activities were evident. Although there are teams where minority athletes are underrepresented, the athletics department does not have specific goals for the enrollment of minority-athletes by team sport. Coaches are charged with recruiting the best athletes and those decisions do not rest on race.

E. Comparison of 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.

The equity subcommittee reviewed and compared the racial or ethnic composition of student-athletes with the racial or ethnic composition of the general student population. Student/student-athlete comparisons by race:

- White students tend to be about 88% of the total undergraduate student population and athletes compose 1.7% of that population.
- Black students tend to be about 7.2% of the total undergraduate student population and 29% of the student-athlete population.
- All minorities tend to be about 10% of the total student population and 16% of student-athletes.

Sport teams: Minorities are represented on all teams. Football, men's and women's basketball teas tend to have the highest representation of minority student-athletes, as all are above 60% of the team. Men's and women's track has the next highest percentage of minority student-athletes. Baseball and all other women's other sports tend to have the lowest representation of minority student-athletes on the team, less than four percent. Overall, Clemson's minority student-athletes represent approximately 32% of the student-athlete population. This percentage closely matches the state in its ethnic proportions of approximately 30%.

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

The university's desired graduation rate for all of its student-athletes, regardless of race or ethnicity, is 100 percent. When reviewed by race/ethnicity, the equity subcommittee found that the most recent NCAA overall graduation rate was 71% for the student body, while the student-athlete graduation rate was 55%. Upon closer examination, the subcommittee found that there was a difference of 20 percentage points (in favor of non-athletes) between the graduation rates of white athletes and white non-athletes. The difference is about 16 percentage points (in favor of non-athletes) between minority student-athletes and black non-athletes. It should be noted that the graduation rate of minority student-athletes tends to be less than the average for all athletes.

The low graduation rate of minority student-athletes was addressed in the last self-study at which time it was suggested that only student-athletes with reasonable chances of graduating be enrolled.
An effort to improve graduation rates of minorities is addressed in the academic integrity section of this study.

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

As with other student-athletes, minority student-athletes participate directly in the governance and decision-making processes of the athletics department. Student-athletes, including minority student-athletes, participate in the IPTAY Student Advisory Board (ISAB) and as members of the Student-Athlete Advisory Board (SAAB). In addition to this direct participation, minority student-athletes provide information through exit interviews. The athletics director and his management team use this information to make program adjustments for all students. Lifeline, an elected group of football players which includes minority team members, provides peer leadership and community service. More recently the addition of a student committee member was requested and approved for the minority oversight committee, which is a group that meets quarterly to review minority issues in the athletics department. It is comprised of distinguished minority alumni, faculty and staff members.

H. 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.

Goals for minority employment opportunities were set in the minority equity plan. Overall, the percentage of minority personnel in the athletics department is 15.3%. This is less than the goal of 30% minority employment set in the previous equity plan. Further, over the past two years the number of minority employees remained at around 15 while 41 new jobs were added in the department. The committee found numerous documents encouraging the hiring of minority employees. However, the committee reviewed job descriptions of all department heads and found neither incentives nor methods of accountability attached to the hiring of minority employees. Finally, the subcommittee found the hiring processes used by the athletics department difficult to assess. This is addressed in our minority equity plan.

I. Programs and Activities – Establishment of programs that address the needs and issues affecting minority student-athletes.

The SAEP has several areas that have provided opportunities to enhance the issues affecting minority student-athletes.

Several meetings occur each semester with the office of multicultural affairs to provide information of culture or ethnic events occurring on campus. This information is disseminated to all minority students by e-mail to encourage minority student-athletes to participate and interact with the student body.

A mentoring program was implemented to help academically challenged student-athletes who have problems in making the transition to college. These student-athletes receive an individual academic tutor designed to help strengthen organizational skills, planning, note taking, and assist with improving basic skills necessary to compete as a student. Although this program is not just for minorities, approximately 90% of the student-athletes who have a mentor are minority student-athletes.

The SAEP works in partnership with the office of multicultural affairs in recognizing Martin Luther King Day. Allen Page, former National Football League player and current Minnesota Supreme Court Justice, spoke at Tillman. All students were invited to attend. Recognition of Black History Month is a consistent part of our SAEP offerings.
A seminar consisting of athletic and faculty personnel who were African-American presented the various issues they experienced as student-athletes. African-American personnel who participated were Dr. Curtis White, Barbara Kennedy-Dixon, Thielen Smith and Dr. Grant Cunningham.

Student-athletes are encouraged to participate in the Martin Luther King trip each year in January. In 1999 the athletics department paid for the entire expenses for all regular students as well as student-athletes to encourage participation at this event.

Every Wednesday in the fall semester at 8:00 a.m. the freshmen football players participate in a lecture/program. The presenters for this program are primarily minority university officials. The composition of this freshmen group of student-athletes is 85% minority. The university offers many activities throughout the year that are student-based for minority students, but often times the demanding academic/athletics schedule prohibits participation.

In addition to the specific programs listed above for minority students, all students have access to the comprehensive services offered at Vickery Hall. These services include: the career enhancement program, comprehensive tutoring programs, available community service opportunities and seminars offered in Personal Growth and Development. These programs provide a comprehensive approach to all student-athletes and the scope of services appears to meet the needs of our minority student-athletes, which comprise 32% of our student-athlete population.

7. 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.

As presented above, there were two issues that need to be addressed – graduation rates of minority student-athletes and employment of minorities in the athletics department. These issues are addressed in our minority equity plan which is Attachment 4.9.
Operating Principle

4.3 Student-Athlete Welfare

Self-Study Items

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

Clemson is organized such that the athletics director delegates matters related to student-athlete welfare to the associate athletics director. This associate athletics director is responsible for designing and implementing the organizational structure necessary to monitor, evaluate, and address student welfare issues. The athletics director is responsible for ensuring that information relative to these issues is gathered and communicated to the vice president for academic affairs, the vice president for student affairs, the president, and the board of trustees via the athletics director.

**Monitoring Student-Athlete Welfare Matters:** Student welfare issues are monitored by a variety of diverse groups at Clemson. The athletics director has put procedures for gathering and disseminating information needed to monitor progress regarding student welfare into place. He requests and/or receives information from the associate athletics director for compliance and other assistant/associate athletics directors, either in the form of standing requests/reports or as a response to specific situations. The athletics director also receives student welfare information from faculty advisory groups and from special interest groups. Student-athletes are involved in monitoring issues related to their welfare. The student-athlete advisory board (SAAB) is comprised of two representatives from each team and meets monthly with the senior level athletics administrator and the athletics director. These meetings are designed as open forums to provide student-athletes an opportunity to bring issues directly to the athletics administrator. His or her peers elect one student-athlete and one is selected from each of the 19 sports by the head coach. One additional member is assigned to attend these monthly meetings to keep student-athletes abreast of university issues and announcements.

Information is disseminated externally to state agencies, to the ACC and to the NCAA. Information is disseminated internally to the university’s administration, faculty and students. The president receives information on student welfare issues directly from the athletics department both through standing requests/reports and impromptu requests for information. The president also receives information regarding student welfare from faculty advisory groups and other relevant groups. It should be noted that the athletics director sits on the president’s council and is often required to make direct reports to that group.

The board of trustees monitors student welfare issues as illustrated in some of the minutes of the board’s meetings. The board of trustees receives information regarding student welfare from the associate athletics director for compliance through the athletics director and the president. The secretary to the board, through the board’s on-campus auditing function, receives information about student welfare issues from various sources. The secretary makes information concerning these issues available to the board of trustees.

**Evaluating Student Welfare Matters:** Standards used to assess the welfare of student-athletes are set forth in NCAA, ACC, and Clemson documents. It is evident in these documents that students that participate in athletics must be viewed as students first. The athletics director, along with the departments senior staff, use the information gathered via the monitoring process to make judgments about the status of all student-athletes. These
judgments and supportive data are disseminated to university officers who have the responsibility for making policy decision in regards to the welfare of student-athletes.

**Addressing Student Welfare Issues:** Documentation regarding student welfare is disseminated throughout the university on a continuous basis. The board of trustees, the president, and the faculty, have access to this information and are involved in policy making regarding these issues. While any one of those groups may make recommendations regarding student welfare, it is the responsibility of the athletics director to make decisions about what strategies will be used and what resources applied to achieve goals in this area. The athletics director delegates some of this responsibility, via memorandum and meetings, to other senior administrators in the department, such as the director of SAEP and the associate athletics director for compliance services.

The above narrative and the referenced documents demonstrate that the institutional organization at Clemson is such that matters that relate to the welfare of student-athletes are monitored, evaluated and addressed on a continuing basis.

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 No. 1-E]; academic skills enhancement) available to student-athletes. Describe practices/procedures in place to encourage and assure student-athletes' access to these programs.**

**Career Guidance:** The SAEP has a full-time staff member dedicated to providing career development for the student-athletes. The career development program is a collaborative effort between the career center and the athletics department in which the student-athletes are introduced to career development as a process. The mission of the program is to provide the student-athletes an educational experience where they have the opportunity to develop the skills necessary to fulfill their goals and compete in the real world following graduation.

Evening programs and workshops are held on topics such as selling oneself as a student-athlete, resume writing, alumni panels, internship orientations, finances workshop, and interviewing skills. A Student-Athlete Career Fair is a special event hosted annually where the athletes have an opportunity to talk with prospective employers. In addition to the evening workshops and events, the Career Development Program offers individual assistance to the student-athletes. Student-athletes can work with the career professional in the areas of deciding a major, resume/cover letter critique, career assessments, finding a part-time/full-time or an internship, mock interviews, and graduate school reviews.

Career development does not conclude at the end of the student-athletes' college career. The Career Development Program has been designed to continue a working relationship with athletes following graduation and as they further develop their career goals. Assistance in finding employment opportunities and marketing employment skills are a few of the ways in which the career professional will continue to provide support.

While SAEP staff has regular and frequent contact with student-athletes, personal counseling is also available through Redfern Health Services on campus. All athletics personnel in contact with student-athletes may point out the need for intervention in career, academic or professional concerns or referral to other resources.

**Health and Safety:** All first-semester freshmen student-athletes are required to attend mandatory 50-minute weekly seminars for during the fall semester. This course addresses topics that include nutrition, sexual responsibility and sexually transmitted diseases, stress management, conflict resolution and gender violence. In addition, large group mandatory evening programs for all student-athletes address the above topics in more detail or with
special guests. Also, a self-defense program for our female student-athletes has been provided.

**Alcohol and Other Drugs:** All first-semester freshmen student-athletes are required to attend a mandatory 50-minute seminar, which addresses the topic of binge drinking and recreational drug usage. In addition, we provide a large group mandatory evening program for all student-athletes, which addresses alcohol and other drugs. The athletics department requires regular, random drug-testing of all student-athletes. A specific protocol and procedure is in place for treatment in the event of positive drug test results.

**Academic Skills Enhancement:** SAEP personnel assist student-athletes in reaching their academic potential. Advisors evaluate transcripts and assist students in registering for classes, targeted at progress toward the appropriate degree. An orientation is also held at the start of each semester. With an open-door policy, SAEP personnel provide ongoing assistance and build personal relationships with their student-athletes. Strategically timed team meetings promote the link between strong academics and strong athletic participation.

The role of SAEP personnel as academic coaches is reinforced, and team academic goals are set. For all first-year and at-risk student-athletes, weekly meetings are mandatory. Class progress is checked through reviewing notes, organizing planners, checking grades, and arranging for any needed academic support. By making faculty aware of the purpose of this program, good rapport has been established. Invaluable faculty feedback helps in tracking progress.

Monitored study hall is held five nights per week, providing a structured 90-minute time block for all first-year student-athletes and all with GPA below 2.2. Room monitors track attendance and study habits. During this time, an extensive, academically diverse staff of tutors, trained through SAEP’s certified program, is available. These tutors reinforce course content, guide understanding of the material, help motivate student-athletes, and promote effective study habits. Additional tutorial hours can be arranged.

In addition to tutors, at-risk student-athletes may be assigned mentors. Mentors work one-on-one with mentees to organize and plan academic works, evaluate completed work, and reinforce fundamental skills. Together they arrange their schedules to meet three times per week.

Among the programs is a semester-long Personal Growth and Development class, mandated for all first-year students. The class meets 50 minutes per week, and addresses a variety of issues. Programs for academic success include notebook organization, daily planning, note-taking, textbook reading, study skills, and communication with faculty.

Clemson is a member of the NCAA Life Skills/CHAMPS program. The CHAMPS program is based on five initiatives that address the total needs of the student-athlete. The five initiatives are academic support, personal growth and development, career enhancement, community service and athletics. In 1998, the Clemson received the NCAA Life Shields Excellence Award, which is a lifetime award recognizing institutions that have made a commitment to the CHAMPS five initiatives.

In 1994, Clemson was chosen as one of 47 pilot institutions for the NCAA Life Skills/CHAMPS PROGRAM. The focus of the program is on the individual student-athlete as a whole person – academically, athletically, and emotionally – and on his/her changing needs and skills while enrolled in college and after graduation. Clemson’s CATS/Life Skills program is designed to help student-athletes attain higher academic achievement and increase student-athlete retention and graduation rates. The five areas of commitment include academic excellence, athletics excellence, personal development, service, and career.
development. What follows is a description of two of these areas – personal growth and development and service.

**Personal Growth and Development:** The Personal Growth and Development Program is designed to provide student-athletes a smooth transition from high school to college life and to enhance decision-making skills. All freshman student-athletes are required to attend one 50-minute session per week (for approximately 14 weeks) during their first semester at Clemson. This program is designed to address a variety of topics (e.g., academic success strategies, health and wellness issues, athletics issues and values and goal setting).

Monthly seminars are also available to sophomores, juniors and seniors. These seminars address career issues such as selecting a major, resume writing, interviewing techniques and mock interviews. In addition to our career counselor, there are outside professionals to provide an insight into career opportunities in the working world.

This program is designed to follow a four-year plan to ensure student-athletes have opportunities to enroll in classes that address a variety of subjects. Topics include nutrition, financial management, career planning, alcohol and drug abuse, and sports psychology and performance.

**Service:** Student-athletes demonstrate their commitment to community through a variety of programs. The athletics director mandates that each team and head coach conducts at least one community service project each semester. Student athletes have many opportunities to mentor, read to elementary students, and provide community service in a broad scope of opportunities available. A graduate assistant coordinates all community service programs that are designated specifically to bring student-athletes, the university and the community together.

Starting in 2000, each coach, and his/her respective team, performed some type of community service as a group. Examples of volunteer work performed by student-athletes include:

- **LIFELine** (Leadership in Football Education) is a group of Clemson football players that serves communities through a variety of programs. For example, athletes deliver lunches to the underprivileged or work with Habitat for Humanity constructing homes for low-income families.

- The **Outreach Program** sponsors various sports clinics and organizes autograph signings throughout the upstate. Athletes participate in tutoring and reading programs at various schools, assist with Special Olympic events, and visit children’s hospitals. In conjunction with volunteer work, a **Speaker’s Bureau** has been established to coordinate speaking engagements for student-athletes in response to requests from area elementary and secondary schools, churches, and other community organizations.

Clemson provides outstanding programs for educational enhancement to its student-athletes. Practices are in place that assure student-athletes’ access to these programs.

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.**

Exit interviews are initiated by a direct mail survey which participating student-athletes may complete anonymously if they wish. Attachment 4.12 provides a copy of the interview form. Student-athletes may also use the survey form as the basis for initiating a meeting with the appropriate coach or member(s) of athletics administration. Student-athlete interviews
conducted in conjunction with this and the previous self-study suggest that participants in the survey and exit interview process were remarkably candid and largely positive. Members of the athletics administration and the faculty athletics representative interview those who complete the exit interview and discuss with them issues related to student-athlete satisfaction.

The student-athlete advisory board (SAAB) is another avenue available to student-athletes to provide input. SAAB is comprised of two representatives from each team and meets monthly with the senior level athletics administrator and the athletics director. These meetings are designed as open forums to provide student-athletes an opportunity to bring issues directly to the athletics administrator. His or her peers select one student-athlete and the head coach from each of the 19 sports selects one. One additional member is assigned to attend these monthly meetings to keep student-athletes abreast of university issues and announcements.

4. Describe and provide a copy of the institution's grievance or appeals procedures available to student-athletes.

Student-athletes must abide by the same policies and procedures that apply to all undergraduate students. Grievance and/or appeal procedures are contained in the Clemson University Undergraduate Announcements, included as Appendix 2.4. The following committees address student appeal issues:

Appeals Committee on Continuing Enrollment: Students subject to suspension or dismissal due to academic performance may appeal to the appeals committee on continuing enrollment at the end of the spring semester or summer session(s). Appeals must be received in the office of undergraduate academic services no later than three days prior to the appeals committee meeting. An appeal must include a letter from the student giving a complete explanation for his/her poor academic performance. To the extent possible, verifiable documentation should also be included. Students are strongly encouraged to submit a letter directly to the chairperson of the appeals committee from the pertinent department chair or academic advisor stating support of the student for continued enrollment in that department. Appeals will be granted only in the most exceptional cases and a student will be allowed to continue on appeal only once prior to dismissal. Students who return on a successful appeal must meet the conditions specified by the appeals committee on continuing enrollment.

Appeals Committee on Academic Enrollment: Students who have not been enrolled at Clemson for a period of two or more years (due to academic suspension or dismissal) may apply to the appeals committee on continuing enrollment for readmission. Any previous credits attempted and the quality-point deficit will not constitute a liability because they will not be included in the new grade point average (GPA) computation. However, no credits passed or their attending quality points will count towards a degree at Clemson. All previous coursework will appear on the permanent record, as well as the notation of "readmission under the policy of academic renewal."

Academic Integrity Committee: When, in the opinion of a faculty member, there is evidence that a student has committed an act of academic dishonesty, the faculty member shall make a formal written charge to the associate dean of undergraduate services. This must be done within 14 calendar days of the date printed on the grade report for the semester or session in which the course is completed. The associate dean of undergraduate academic services will contact the student privately to notify him/her of the charge and provide a copy of the procedures adopted by the Academic Integrity Committee for all hearing boards. Individuals will be presumed innocent of a violation until found guilty. If the hearing board renders a "not guilty" verdict the student's record will not reflect the incident. Upon a finding of "guilty," the student and faculty member will be notified immediately. The faculty member may consult with the associate dean of undergraduate academic services to consider any past precedent
established regarding academic penalties levied in similar cases. If the offense is the first for the student, the faculty member has the ability to determine the academic penalty, which shall not exceed a grade of “F” in the course.

**Academic Grievance Committee:** This committee addresses issues related to discrimination on the basis of race, color, national origin, sex, age, religion, disability or veterans status (except in those cases where the grievance involves student employment); grade disputes, and disagreements of a personal or professional nature.

Any student filing a grievance must first attempt to resolve it by consulting with the involved faculty or staff member. In the event no resolution is reached, the student shall consult serially with the ombudsman in the office of undergraduate academic services, the department chair, and the dean of the faculty member, who shall hear the grievance and act as mediators. Consultation by any party with the ombudsman shall remain confidential. Every effort will be made to reach a solution.

If the grievance remains unresolved, the student may bring a written statement detailing the grievance before the academic grievance committee. It must be done within 90 calendar days, not including summer vacation. This 90-day calculation begins from the date the student alleges to have been aggrieved; or, in a case involving a protest of a final grade, from the date printed on the grade report for the term in which the student alleges that an inequitable grade was recorded. Failure to file a grievance within the 90-day period will result in the forfeiture of right to file a grievance. The academic grievance committee shall make every reasonable effort to resolve every grievance presented to it by the end of the semester in which it is received.

**Financial Aid Appeal**

NCAA rules require that after the initial grant-in-aid offer, the director of financial aid must renew scholarships each year no later than July 1. The amount of athletic aid can be increased or decreased on a yearly basis.

If a student-athlete’s scholarship is reduced or not renewed, they may appeal the decision to the director of financial aid no later than July 1 prior to the next academic year. NCAA rules require that notifications of reductions or non-renewals be in writing. This letter includes appeal procedures. These procedures are the same as for any other student on financial aid.

**Transfer Release Appeal**

If a student-athlete wishes to leave the institution, they must inform the head coach and request a transfer release from the athletics director. There can be no contact, directly or indirectly, without first obtaining written permission. If the student-athlete is denied permission to contact any other institution, the student-athlete must be informed in writing and be provided a hearing conducted by a committee outside of the athletics department. The committee to hear the case consists of the faculty athletic representative, chair of the athletic council, chair of the admissions and scholarship committee of the athletic council and two student-athletes.
5. Identify the administrator who is responsible for the 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. [Note: The institution may want to refer to the equitable medical care section of the NCAA Sports Medicine Handbook Guideline No. 1-A as a guide in responding to this self-study item.]

The sports medicine staff at Clemson consists of two physicians and four full-time trainers, as well as eleven graduate assistant trainers. Dr. Byron Harder ensures compliance with all rules and regulations contained in the NCAA Sports Medicine Handbook. An overview of the processes and procedures indicates that:

- Comprehensive physical examinations are given to all student-athletes each year prior to the beginning of fall semester. Access to medical services is based on injury and the need for rehabilitation.
- Medical records are maintained during the student-athletes’ collegiate careers and include injuries, illnesses, pregnancies and any operations.
- Redfern Health Center ensures all students enrolled at Clemson have been immunized for communicable diseases such as measles, mumps, rubella, and hepatitis B.
- Student-athletes who have sustained significant injuries or illnesses are given follow-up examinations to re-establish medical clearance prior to further participation.
- Only the team physicians dispense drugs. Distribution records are maintained in accordance with legal guidelines.
- Policies on alcohol, tobacco and the use of illegal drugs are distributed annually to student-athletes who must sign acknowledging receipt. This information is also contained in the Clemson University Student-Athlete Handbook.
- The athletics department has a comprehensive drug-testing program designed to identify and rehabilitate student-athletes who engage in using and abusing illegal drugs.
- NCAA rules governing mandatory equipment use (by sport) are strictly followed.
- The Clemson Sports Medicine Policies and Procedures Manual is distributed to all staff employed in the Training Room.
- OSHA safety guidelines are followed to minimize or eliminate exposure to blood borne pathogens.

6. Describe or provide 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. [Note: The institution may want to refer to the emergency care section of the NCAA Sports Medicine Handbook Guideline No. 1-A as a guide in responding to this self-study item.]

Attachment 4. 10 is a copy of the institution’s emergency medical plan for practices and games.
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 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 – Periodic review of athletics department activities for consistency with goals and objectives set forth in the institution’s and athletics department’s written commitments to student-welfare.

The athletics department's assessment committee is responsible for gathering information that allows for the objective assessment of the status of student-athletes as related to the institutions goals and objectives in this area. In addition, the director of SAEP provides anecdotal information about the overall welfare of individual students. Examples of data gathered in this process are in Appendix 4.B. The current method of studying issues related to student welfare appears to be effective and will be used in the future for identifying and addressing student-welfare topics.

Organization and Structure – Policies, and/or organization, and/or activities of the athletics program and its activities to help enhance student-athlete welfare.

The very organization and structure of the athletics department lends itself to two-way communication in the promotion of the welfare of student-athletes. The SAEP offers personal, growth and development programs for all student-athletes. All freshmen during their first semester must attend weekly programs that address many topics for the welfare of student-athletes. There is no credit associated with the class but it is mandatory. There are evening programs provided for all teams and coaches to attend throughout the academic year. These are mandatory programs.

Athletics council is composed of faculty members and representatives of other constituencies on campus that advise about athletics department policies and procedures. The council also focuses on the student-athlete's welfare and addresses issues of concern.

Participation in Governance and Decision-Making – Involvement of student-athletes in the governance and decision-making processes of the athletics department.

The SAAB, a student-athlete leadership group, meets monthly with the athletics administrators. There are two representatives from each team; one voted on by peers and the other member is selected by the coaching staff. The student-athletes share and discuss issues or concerns with administrators. The administrators follow up on the issues shared.

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

The SAEP offers ongoing programs that address the needs of all student-athletes. The annual student-athlete satisfaction survey, exit interviews and end of year meetings that coaches conduct with student-athletes are avenues where needs and issues are discussed and addressed. The SAAB gives direct feedback of issues and needs to athletics administrators that are then addressed by the appropriate personnel.

8. Please provide the institution's student-athlete handbook.

It is enclosed as Attachment 4.11.
9. Please provide written materials (e.g., forms) used to document student-athlete exit interviews.

Those materials are provided as Attachment 4.12.

Operating Principle
4.4 Sportsmanship and Ethical Conduct

Self-Study Items

1. Explain how the institution is organized to further its efforts related to the sportsmanship and ethical conduct operating principle on the previous page and provide evidence that matters concerning sportsmanship and ethical conduct are monitored, evaluated and addressed on a continuing basis.

The self-study team found that sportsmanship and ethical conduct is emphasized throughout Clemson. The athletics director is responsible for monitoring, evaluating and addressing sportsmanship and ethical conduct of all institutional personnel associated with athletics events. This includes coaches, student-athletes, cheerleaders, mascots and band members. He is also responsible for ensuring that information relative to sportsmanship and ethical conduct is gathered and communicated to the board of trustees, the president of the university, the faculty and the student body.

Monitoring Sportsmanship and Ethical Conduct Matters: The athletics director has in place procedures for gathering and disseminating information needed to monitor sportsmanship and ethical conduct. He requests and/or receives information from coaches, program directors, and other interested parties, including game opponents. Information is disseminated internally to the university's administration, faculty, and students and externally to the local community. The board of trustees and the president of the university receive information on sportsmanship and ethical conduct issues directly from the athletics director both through standing requests/reports and impromptu requests for information.

Evaluating Sportsmanship and Ethical Conduct Matters: The standard for evaluating sportsmanship and ethical conduct is set in the university's mission statement and conference guidelines. In addition, documents disseminated by the NCAA (i.e. Report to the NCAA Convention from the Presidents Commission Committee on Sportsmanship and Ethical Conduct in Intercollegiate Athletics) have been used to shape the university's approach to sportsmanship and ethical conduct.

Addressing Sportsmanship and Ethical Conduct Matters: Since questions of sportsmanship and ethical conduct may arise from numerous sources, these issues are addressed at all levels of the university. The boards of trustees, the president and the faculty have access to information related to sportsmanship and ethical conduct. Any one of those may make recommendations about how these issues may be addressed. However, the athletics director is responsible for implementing strategies for addressing sportsmanship and ethical matters.

2. Describe and provide a copy of the institutions written policies and procedures on sportsmanship and ethical conduct, including sanctions that may be levied for inappropriate behavior.

Written policies and procedures on sportsmanship and ethical conduct provide both general and specific guidelines of behavior for all members of the academic community. These policies are in keeping with the universities over all policies related to integrity. The president of the university, in his letter to student-athletes in the Clemson University Student-Athlete
Handbook, states, “We are committed to achieving athletics and academic excellence with integrity ... I wish you much success this year and throughout your career at Clemson, and hope that you will always try to honor your university and what we stand for.” The objectives that support the athletics department philosophy are found in the Clemson University Student-Athlete Handbook which is Attachment 4.11.

The Clemson University Athletics Department Policies and Procedures Manual has a very detailed section on student and staff policies that address the conduct and ethical behavior for student-athletes and departmental staff. The standards of ethical conduct are established and enforced by the NCAA, the ACC, Clemson and the athletics department. Policies address personal conduct and responsibilities regarding academics and athletics. Sportsmanlike conduct is defined as more than the absence of negative actions in public. In addition, the topics of gambling, bribery and sport agents gents are addressed for both students and staff members.

These policies can be found in Clemson University Athletics Department Policies and Procedures Manual and Clemson University Student-Athlete Handbook.

3. Describe the institution’s educational activities/programs in the area of violence, abuse and harassment committed by student-athletes.

Clemson has participated in the NCAA CHAMPS program and has incorporated it into the overall Student-Athlete Enrichment Program (SAEP). The SAEP includes the Personal Growth and Development CATS / Life Skills course. In addition, these topics are covered during student-athlete orientation sessions that are conducted at the beginning of the fall semester for all teams. Another session is held at mid-year for new student-athletes.

All first-semester freshmen student-athletes are required to attend the mandatory Personal Growth and Development CATS / Life Skills course. The course consists of 50-minute weekly seminars for the duration of the fall semester. Topics such as nutrition, sexual responsibility and sexually transmitted diseases, stress management, conflict resolution and gender violence are covered in the course. A syllabus for the course is included as Appendix 4.C.

In addition, we provide large group mandatory evening programs for all student-athletes (usually one/ two per semester) that include the above topics. In the past we also have provided a self-defense program for our female student-athletes. These issues, including rape prevention and sexual assault issues are included in both the freshmen seminars and large group settings.

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.

Clemson and its athletics department, along with the ACC, are proactive in addressing ethical conduct and sportsmanship issues. In the past two years a concentrated effort has been made by senior management to promote good sportsmanship in every area. The following actions have been taken:

Sportsmanship and gambling warning posters from NCAA have been posted in locker rooms on campus and at intercollegiate events.

Sportsmanship issues from both Clemson and the ACC are covered in the August meeting with all student-athletes at Clemson. Each student-athlete is asked to sign a sportsmanship agreement prior to each year. This sportsmanship code of conduct emphasizes the responsibilities of the student-athlete at Clemson for sportsmanship.
There is a staff meeting for all coaches in late August and during this meeting our codes for ethical conduct and sportsmanship principles are addressed by the athletics director. The athletics director meets monthly with all head coaches and sportsmanship issues are discussed as needed.

During the annual ACC business meetings with each individual sport, the Commissioner of the ACC makes a personal request regarding sportsmanship. The ACC Sportsmanship Code is reviewed at the coaches’ meetings prior to the beginning of each ACC Championship.

An article each year is published in the Orange & White emphasizing sportsmanship to the Clemson fan base. Sportsmanship is presented as a responsibility of all individuals that represent Clemson.

Presently, the student-athletes are discussing the development of a "code of conduct" to be used both on and off the field for student-athletes to be regulated and imposed by student-athletes.

Educating our coaches and student-athletes about the NCAA’s absolute zero tolerance for gambling in professional and intercollegiate athletics is a way to encourage ethical conduct. When the student-athletes meet at the beginning of the year to sign NCAA and ACC required forms, the dangers associated with gambling are discussed. NCAA Bylaw 10.3 is reviewed with each team and then prior to the World Series, NCAA Final Four, Super Bowl and the NBA finals, a reminder is sent to all coaches who review the gambling restrictions with their teams.

The Clemson cheerleaders have an influence on the conduct of our fans. They have a code of ethics that promotes ethical conduct and sportsmanship.

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.

Clemson has several review procedures to assess compliance with its own and NCAA guidelines regarding sportsmanship and ethical behavior. Monthly meetings of the Student-Athlete Advisory Board include sportsmanship and ethical conduct issues. Sportsmanship is a priority issue for coaches of all sports and directors of support groups. Any Clemson person guilty of unsportsmanlike conduct is subjected to disciplinary action ranging from a reprimand to suspension from competition. For fans this could mean being banned from competition sites. It should be noted that no incidences have occurred.

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).

There has been one incident in the past three years where conduct of a student-athlete has not been consistent with Clemson’s commitment to ethical conduct and high standards of sportsmanship. During the 1999-2000 baseball NCAA championships, a player was ejected for unsportsmanlike conduct. The NCAA withheld him from the first game of the 2000-2001 championship.
The ACC requires member institutions to review its sportsmanship policy with all student-athletes. Compliance services reviews the policy in the initial team meetings and provides a copy to the team members for future reference.
## Gender Issues

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<tr>
<th>Currently Yes</th>
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<th>Currently No</th>
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Has the institution:

a. Implemented its approved Gender-equity plan from the previous self-study?
   - X

b. Provided an explanation from appropriate institutional authorities if its gender-equity plan was modified or not carried out fully?
   - X

(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?
   - X

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?
   - X

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?
   - X

Yes  No

On the basis of the yes/no answers above, is the institution in substantial conformity with operating principle 4.1 (Gender Issues)?

X

(Note: The institution should not indicate “Yes” regarding conformity with the operating principle as a whole unless it has indicated “Currently Yes” for each element of the operating principle).
### Minority Issues

<table>
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<tr>
<th>Has the institution:</th>
<th>Currently Yes</th>
<th>Found on Page(s)</th>
<th>Currently No</th>
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<tbody>
<tr>
<td>a. Implemented its approved minority opportunities plan from the previous self-study?</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Provided an explanation from appropriate institutional authorities if its minority opportunities plan was modified or not carried out fully?</td>
<td>X</td>
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<tr>
<td>c. Demonstrated that it is committed to, and has progressed toward fair and equitable treatment of all minority student-athletes and athletics department personnel?</td>
<td>X</td>
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<tr>
<td>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?</td>
<td>X</td>
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<td>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</td>
<td>X</td>
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**On the basis of the yes/no answers above, is the institution in substantial conformity with operating principle 4.2 (Minority Issues)?**

<table>
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<tr>
<th>Yes</th>
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<td>X</td>
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(Note: The institution should not indicate “Yes” regarding conformity with the operating principle as a whole unless it has indicated “Currently Yes” for each element of the operating principle).
4.3 Student-Athlete Welfare

<table>
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<tr>
<th>Currently Yes</th>
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<th>Currently No</th>
<th>If Currently No or If Deficiencies Exist, Indicate Plan For Improvement Number</th>
</tr>
</thead>
</table>

Does the institution:

a. Demonstrate a commitment to the fair of student-athletes, particularly in their academic role as students?  
X  

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

c. Have established grievance or appeal procedures available to student-athletes in appropriate areas?  
X  

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

On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 4.4. (Sportsmanship and Ethical Conduct)?  
X  

4.4. Sportsmanship and Ethical Conduct

<table>
<thead>
<tr>
<th>Does the institution:</th>
<th>Currently Yes</th>
<th>Found On Page(s)</th>
<th>Currently No</th>
<th>If currently No or If Deficiencies Exist, Indicate Plan For Improvement Number</th>
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<tbody>
<tr>
<td>a. Demonstrate that in the area of intercollegiate athletics, it is committed to these fundamental values of sportsmanship and ethical conduct?</td>
<td>X</td>
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<td>b. Have established a set of written policies and procedures for this area?</td>
<td>X</td>
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<tr>
<td>c. Demonstrate that educational activities related to sportsmanship and ethical conduct exist for individuals and groups associated with the intercollegiate athletic experience?</td>
<td>X</td>
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<tr>
<td>d. Provide evidence that the effectiveness of activities in this area are monitored, and addressed on a continuing basis?</td>
<td>X</td>
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</table>

On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 4.4. (Sportsmanship and Ethical Conduct)? X

(Note: The institution should not indicate “yes” regarding conformity with the operating principle as a whole unless it has indicated “Currently Yes” for each element of the operating principle or has below a plan to address any “currently No” response to any element(s) of the operating principle.)