

Operating Principle

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

- a. Demonstrate a commitment to the fair treatment of student-athletes, particularly in their academic role as students.
- b. Provide evidence that the welfare of student-athletes and the fairness of their treatment is monitored, evaluated and addressed on a continuing basis.
- c. Have established grievance or appeal procedures available to student-athletes in appropriate areas.
- d. Provide evidence that the institution has in place programs that protect the health of and provide a safe environment for each of its student-athletes.

Radford University's Commitment To Student-Athlete Welfare

On page one of the Student-Athlete Handbook the following statement is made: "At Radford University, intercollegiate athletics exists first and foremost for the student-athletes who participate."

The welfare and fair treatment of student-athletes at Radford University is a core concern and is monitored, evaluated and addressed throughout the intercollegiate athletic program in a variety of ways. These include the Student-athlete Advisory Committee (SAAC), the overall CHAMPS Life Skills program, Team Radford Day, Career Class for student-athletes, diversity workshop, Academic Excellence Banquet, Career Services Workshop, and an on-going drug-testing program. Exit interviews and surveys also help RU monitor the quality of life and security of the student-athlete population.

The following evaluation of the procedures in place at RU demonstrates the level of dedication to this issue and the success we have enjoyed to date.

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.

Concerns of the student-athlete are regularly addressed through the Student-athlete Advisory Committee (SAAC). The SAAC is made up of members from each athletic team who select a President to represent the group to the Athletic Director and the Intercollegiate Athletics Committee (IAC). The SAAC meets once every two weeks throughout the school year. The SAAC President then takes student-athlete concerns to the Athletic Director (AD) on a regular basis and meets with the IAC once per year during the Spring semester. The current SAAC President said that she feels quite comfortable interacting with both the AD and the IAC. The

Welfare and Sportsmanship Subcommittee met with a focus group of student-athletes, who expressed a feeling that the SAAC is effective in presenting student-athlete concerns to the IAC. The President also said that the AD and the IAC were interested in and responsive to input from the SAAC.

The SAAC has been instrumental in providing input and recommendations that continue to enhance student-athlete welfare. A few recent examples that demonstrate how the concerns of student-athletes are addressed include:

- Increases in the amount of per diem from \$16 to \$18 in 2001 and continued discussion of the issue
- Access to a licensed nutritionist to talk with teams and individual student-athletes
- Promotion of Team Radford Day at the beginning of the Fall semester where student-athletes from all teams gather for a program that has included guest speakers, recognition of team and individual student-athlete accomplishments, introduction of coaches and staff, explanation of SAAC by SAAC President, team building activities, and refreshments and/or a meal.
- Improvements to team transportation and policies
- Amount of team travel by chartered bus, as opposed to a 15-passenger van, has increased dramatically since 2001
- Missed class time for team travel and faculty policies regarding missed classes forwarded to the Student Government Association (SGA took no action on the issue)
- Improved promotions for all teams
- Consideration of a change in the alcohol policy: wanted student-athletes who were at least 21 years old to be able to drink within 48 hours of a contest; IAC discussed this proposal before denying it

All intercollegiate administrative staff have an open door policy in which any student-athlete may come in to discuss issues of concern. The student-athlete focus group indicated that the Intercollegiate Athletics Department takes this open door policy seriously.

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.

The Athletic Academic Coordinator is the staff member primarily responsible for disseminating the university's educational enhancement offerings to the student-athlete. Student-athletes are strongly advised (through the RU student handbook, the Student-Athlete Handbook, freshman orientation, and student-athlete orientation) to pursue available services which include: Academic Advising,

Center for Counseling and Student Development, the Center for Experiential Education and Career Development, the Substance Abuse/ Sexual Assault Education Office Alcohol and Drug programs, and University Computing Services. A University 100 class, in which all of these areas are discussed and emphasized, was strongly encouraged for student-athletes beginning Fall 2003.

The Center for Experiential Learning and Career Development is an all inclusive Internship/Career office. The center offers career and personality assessment, resume building, success seminars, assessment and portfolio development seminars, internships, and a seminar on how to represent oneself successfully at a career fair.

Counseling Services (formerly the Center for Counseling and Student Development) is one-on-one based. The University encourages students to visit this center if needing help in specific areas. Some developmental tasks will include dealing with emotions, becoming more independent and interdependent, continuing to discover who they are (identity issues), managing interpersonal relationships, clarifying career and lifestyle goals, and developing a sense of confidence and competence.

Our CHAMPS Life Skills Program targets academic excellence, athletic excellence, personal development, service commitment, and career development. The CHAMPS program continues to expand in the number of activities and the number of student-athletes involved. Some of these activities include

- Early morning program at McHarg Elementary School
- Reading program at Riverlawn Elementary School
- Career class for student-athletes
- Participation in Special Olympics
- Participation in a canned food drive
- Nutrition seminar
- Additional sites under development by CHAMPS Life Skills Program

In addition to the University programs, during the past year the Athletic Academic Coordinator has organized seminars designed for student-athletes in the following areas: Nutrition, Careers, Resume Building and Writing, Study Skills, Sexual Assault and Awareness. Information regarding these programs is normally communicated to the student-athlete via direct e-mail, flyers and through their coaches.

Each Fall, the University offers a Career Development Class specifically aimed at student-athletes that includes many elements of the CHAMPS Life Skills Program. University 100, a freshman orientation class that student-athletes are now strongly encouraged to take, also incorporates many of the concepts and issues central to the CHAMPS program.

Freshmen student-athletes are required to attend study sessions coordinated by the Athletic Academic Coordinator. Following the freshman year, attendance is

optional provided that a GPA of 2.25 is maintained unless additional study time is requested by a particular coach. The Academic Study Center maintains logs indicating completed hours in the Academic Study Center by student-athletes.

In addition to the Radford University Drug and Alcohol Policy, the Athletic Department has its own Drug and Alcohol policy which is explained in the Student-Athlete Handbook on pages 14-16. (Appendix E) It is the goal of Radford University to encourage a drug-free environment for all student-athletes.

State law prohibits any alcohol consumption by anyone under the age of 21. If a student is 21 or over, alcohol is prohibited during their traditional playing season, defined as the segment of the year in which a majority of a team's contests are played.

RU explicitly forbids student-athlete consumption of drugs unless under the care of a trainer or physician. Drug tests are held randomly throughout the year.

The first violation of the foregoing policies (with the exception of tobacco or a positive drug test) results in mandatory suspension from participation in intercollegiate athletics for either one game or 10 percent of the scheduled contests in the traditional playing season (whichever is greater) and referral to the Radford University Counseling Services. Tobacco policy prohibits use of tobacco products during a practice or competition. Violation of this prohibition results in disqualification from participation in the remainder of that practice or competition. A positive test for a barred substance results in the student-athlete being declared ineligible for participation in all sports for a year. (Student-Athlete Handbook, Appendix E, p. 16)

Coaches may also implement sport specific policies and penalties that are more stringent in nature.

- 3. Describe the institution's process for conducting the student-athlete exit interviews required by NCAA Constitution 6.3.2 and the means by which this information is used to better the student-athlete experience. Describe other avenues available to student-athletes to provide input. Attach written materials (e.g., forms) used to document student-athlete exit interviews.**

All student-athletes exiting the intercollegiate athletic program (expired eligibility, voluntary withdrawal, suspension, transfer, graduation, etc.) are asked to complete a written survey relating to their collegiate experience. This form will soon be available on the athletics website. Information from these surveys is taken to the IAC and the athletic staff for discussion and action as deemed necessary. (See Attachment 2)

Any student-athletes exiting the intercollegiate athletic program will be given the opportunity for a face-to-face interview with any of the following individuals: Faculty Athletics Representative, Athletic Director, SWA, Athletic Academic Coordinator, or Compliance Coordinator. In certain instances, interviews have

taken place with the Vice President for Student Affairs and the University President.

A comprehensive survey to collect information from all student-athletes has also been developed. (See Attachment 3) This survey is administered to all student-athletes biennially. This survey addresses a number of issues including: athletic experience, academic experience, personal development, drug and alcohol policy, rapport with coaching staff, time commitment, SAAC, etc. Information collected from these surveys is reported to the IAC and Athletics Department staff for discussion and any action deemed necessary. Coaches are also provided information from this survey to help them address issues and/or concerns within their program.

In addition to the SAAC and the exit interview, each student-athlete is informed of the athletics department's open door policy during their pre-season meeting with the athletic staff in the Fall semester. At this time student-athletes are encouraged to take their concerns to SAAC team representatives, coaches and athletics department staff if necessary.

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

The grievance and/or appeals procedures for areas mandated by NCAA legislation (i.e., financial aid, transfer, etc.) are reviewed with each team individually during pre-season meetings. In addition, the procedures can be found on page 6 in the Student-Athlete Handbook (Appendix E). A student-athlete may also appeal a decision related to areas mandated by NCAA legislation through the Student-Athlete Appeals Committee which is composed primarily of members from outside of athletics (Attachment 4). As an internal governance committee, the members of this committee are appointed by the President.

The grievance and/or appeals procedures for areas in addition to those mandated by NCAA legislation (e.g., sexual orientation, harassment, problems with coaches, hazing, abusive behavior) can be found on page 6 in the Student-Athlete Handbook (Appendix E). For these areas, student-athletes may choose to seek assistance outside of athletics; for example, the Office of the Dean of Students, Office of Substance Abuse/Sexual Assault Education, Disability Resource Office, and Office of Multicultural and International Student Services. Information can be found in the RU Student Handbook and in the university's Standards of Student Conduct.

If teams have specific suggestions regarding improvement for athletics as a whole or team-by-team basis, they are encouraged to take them to their SAAC representatives. Each team selects one or two representatives at the beginning of

each season and a President is selected from these representatives. The President of SAAC meets with the Athletic Director once a month or as necessary to bring these issues to his attention.

The Athletic Director is the university official responsible for the administration of the grievance and appeals procedure. If an athlete needs to discuss harassment, sexual orientation, etc., they may consult with the Athletic Director, the Assistant Athletic Director, or anyone else in the athletics department. The DIA has an open-door policy. The student-athlete could utilize other university processes outside athletics, such as the Dean of Students. A complete list of resources can be found on page 20 of the University's Standards of Student Conduct (2003-2004).

Based on a focus group discussion with a group of student-athletes, most student-athletes have high confidence in their coaches and tend to take concerns to their coach first.

- 5. Describe the institution's educational and support programs in the area of sexual orientation. Also, provide a description of the institution's structure and/or policies that ensure the provision of a safe environment for all students, including student-athletes with diverse sexual orientation.**

Both the Radford University Student Handbook (2001-2002, p. 25) and the Undergraduate Catalog (pp. 8-9) have statements on non-discrimination policies regarding sexual orientation. The University has a discrimination complaint procedure for people who feel that they have experienced discrimination and a detailed policy regarding sexual harassment (see pp. 18-20 in the Student Handbook).

The Gay, Lesbian, and Bisexual Student Union is an officially recognized campus organization. A major component of its mission is to dispel myths regarding sexual orientation and to work against prejudice on campus. This organization accomplishes its goals through meetings and seminars held on campus, public relations through its website, and with participation at special events such as Homecoming.

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

The Radford University Safety Officer, Tom Smithwick, makes recommendations for the health and safety of all RU students, faculty and staff based on OSHA requirements. Recommendations from the University Safety Officer are forwarded to the Athletic Director or the Facilities Director of the Dedmon Center, who is

responsible for the maintenance of all athletic facilities. Concerns and policies are then forwarded to related athletic administrators and/or coaches. It is the responsibility of administrators to inform the necessary service delivery personnel, such as trainers, and to inform their respective student-athletes as appropriate. A recent issue demonstrating the effectiveness of this process concerns the adoption of new safety regulations for use of 15-passenger vans.

The Head Trainer, Jackie Clouse Snell, is responsible for Intercollegiate Athletics awareness of ongoing health, safety, and sports medicine. The policies and guidelines established by Ms. Clouse and the DIA are distributed to the coaches by the athletics training staff at each team meeting prior to the season. All student-athletes receive the Student-Athlete Handbook which contains all policies and procedures for all aspects of medical care. Student-athletes receive the information when they are sent the insurance packet (during the summer), during their physical when they complete a medical history questionnaire, and verbally at the team meeting prior to the season. All trainers utilized by RU are certified. Student trainers undergo training in an RU program that is presently seeking certification.

- 7. Attach a copy of the institution's emergency medical plan for practices and games, including its written emergency plan for the athletics program and specific coverage for out-of-season workouts, 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.]**

The University's plan is currently under development.

- 8 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.**

Program Areas To Be Reviewed For Student-Athlete Welfare Issues

- 1. Evaluation** – Periodic review of athletics department activities for consistency with goals and objectives set forth in the institution's and athletics department's written commitments to student-athlete welfare, including the evaluation of the effectiveness of mechanisms to ensure the health and safety of student-athletes.
 - a. Describe how the institution studies these topics as they apply to all student-athletes;
 - Student-athlete exit interviews and surveys
 - Feedback from the SAAC

- Periodic review and updating of the IA Strategic Plan
- Regular administrative and full staff meetings
- IAC meetings

- b. Provide data demonstrating the institution’s commitment to these issues for all student-athletes;

Data demonstrating the University’s commitment to this issue includes

- Results from exit interviews and surveys
- SAAC annual report to the IAC
- The DIA Mission Statement – periodic review and revision by IAC
- Minutes from the IAC and SAAC
- The Student-Athlete Handbook

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

- Solicitation of feedback from student-athletes to SAAC via web
- Using feedback from exit interviews/surveys and feedback from SAAC by the DIA and IAC
- Feedback from the SAAC to the IAC

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

- a. Describe how the institution studies these topics as they apply to all student-athletes:

Studying this topic is on-going and includes

- An annual review by appropriate athletic administrative staff of student-athlete policies and procedures contained in the Student-Athlete Handbook and the *Intercollegiate Athletics Operations Manual*
- Periodic review by IAC of the IA Strategic Plan
- Receiving feedback from the SAAC regarding current policies and procedures
- Feedback from exit interviews/surveys
- Discussion in regular administrative and full staff meetings
- Discussion in regular IAC meetings

- b. Provide data demonstrating the institution’s commitment to these issues for all student-athletes;

Data demonstrating the University’s commitment to this issue includes

- Results from exit interviews and surveys
- SAAC annual report to the IAC
- Policies and procedures contained within the Student-Athlete Handbook and *Intercollegiate Athletics Operations Manual*

- The CHAMPS Life Skills program
 - Institutional and state travel guidelines
 - Minutes from the SAAC meetings and IAC meetings
- c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.
- Solicitation of feedback from student-athletes to SAAC
 - Use of feedback from exit interviews/ surveys and feedback from SAAC by the IA Department
 - Feedback from the SAAC to the IAC

As issues are identified, the DIA and/or IAC will recommend appropriate actions/procedures to be implemented.

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

- a. Describe how the institution studies these topics as they apply to all student-athletes;

Studying this topic is on-going and includes input from a number of areas. These include

- Review by appropriate athletic administrative staff and IAC of feedback from the SAAC
- Annual review by appropriate athletic administrative staff of policies and procedures in the Student-Athlete Handbook and the *Intercollegiate Athletics Operations Manual*
- Review of feedback from exit interviews/surveys by appropriate athletic administrative staff, IAC and VPSA
- Discussion in regular administrative and full staff meetings
- Discussion in regular IAC meetings

As issues related to student-athletes' participation in governance and decision-making arise, they are discussed and appropriate actions, which may include a new policy or change in existing policy, are implemented.

- b. Provide data demonstrating the institution's commitment to these issues for all student-athletes;

Data demonstrating the University's commitment to this issue include

- The SAAC annual report to the IAC
- Policies and procedures contained within the Student-Athlete Handbook and *Intercollegiate Athletics Operations Manual*
- Minutes from regular staff meetings and IA meetings
- Review of DIA expenditures over the past five years

Specific examples of changes as a direct result of these reviews include

- Increase in the amount of per diem from \$16 to \$18 in 2001 and continued discussion of the issue
 - Planning and implementation of Team Radford Day at the beginning of the Fall semester
 - Improvements to team transportation policies
 - Increase in use of team travel by chartered bus, as opposed to a 15-passenger van
 - Proposal and implementation of a uniform and enforceable university standard for excused class absences for official university events (in conjunction with the Student Government Association)
 - Improved promotions for all teams and their contests
 - Review and denial of a request for a change in the alcohol policy: wanted student-athletes who were at least 21 years old to be able to drink within 48 hours of a contest
 - Improved procedures for providing host money during official campus visits for prospective student-athletes
- c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.

Addressing this topic in the future will include the following

- Administration of a biennial student-athlete survey
- Gathering of feedback from coaches
- Expanded documentation and circulation of the annual SAAC report to the IAC
- Inclusion of this issue as part of the staff evaluation process

The DIA will also continue to solicit feedback from student-athletes to SAAC in addition to gleaning information from exit interviews/ surveys and feedback from the SAAC and IAC. As issues are identified, the DIA and/or IAC can recommend appropriate actions/procedures to be implemented.

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

- a. Describe how the institution studies these topics as they apply to all student-athletes;

Studying this topic is centered around an on-going evaluation of programs currently in place. This includes

- Review of feedback from the SAAC
- Feedback from exit interviews/surveys
- Discussion in regular administrative and full staff meetings
- Discussion in regular IAC meetings

This review includes a study of participation levels in various activities to determine interest. As issues related to student-athletes' participation in governance and decision-making arise, they are discussed and appropriate actions, which may include a new policy or change in existing policy, are implemented.

- b. Provide data demonstrating the institution's commitment to these issues for all student-athletes;

A number of programs relating to student-athlete welfare are in place.

- The CHAMPS Life Skills program
- Team Radford Day
- Career Class for student-athletes
- Diversity Workshop
- Academic Excellence Banquet
- Career Services Workshop
- On-going drug-testing program

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

New Student Programs has developed a section of UNIV 100, specifically for student-athletes who cannot schedule another section of the course to address issues in this area. This program/course is required for all freshmen athletes and addresses a multitude of topics and issues including, but not limited to

- Study skills/time management
- Drug & alcohol education
- Nutrition
- Personal development
- Sexual harassment
- Dealing with the media

- 9. Please attach a copy of the institution's Student-Athlete Handbook or, if no such handbook exists, identify method(s) for conveying athletics policies and procedures to student-athletes.**

A Handbook is provided (see Appendix E).

4.4 Sportsmanship and Ethical Conduct. It is a principle of the Association that student-athletes, coaches and all others associated with intercollegiate athletics adhere to such fundamental values as respect, fairness, civility, honesty, and responsibility. Consistent with this principle, the institution shall:

- a. **Demonstrate that in the area of intercollegiate athletics, it is committed to these fundamental values of sportsmanship and ethical conduct.**
 - b. **Have established a set of written policies and procedures for this area.**
 - c. **Demonstrate that educational activities related to sportsmanship and ethical conduct exist for individuals and groups associated with the intercollegiate athletics experience.**
 - d. **Provide evidence that the effectiveness of activities in this area are monitored, evaluated, and addressed on a continuing basis.**
1. **Explain how the institution is organized to further its efforts related to sportsmanship and ethical conduct and provide evidence that matters concerning sportsmanship and ethical conduct are monitored, evaluated and addressed on a continuing basis.**

Consistent with the mission of Radford University and incorporated into the mission statement of the DIA are the principles of sportsmanship, fair play and ethical conduct. These principles serve to improve the overall atmosphere and standard of behavior by which all people in athletics treat each other. Therefore, we believe it is the responsibility of all participants and fans to maintain a positive environment at our games and events.

The RU Intercollegiate Athletics Office consistently monitors and reviews the conduct of the members of the athletic community. The Athletic Director and Associate Athletic Director are the primary administrators working in this area. They utilize a network of coaches, team captains, and other University Administrators to carry out the policies regarding sportsmanship and ethical conduct. DIA administrators regularly attend RU athletic events to monitor the sportsmanship of student-athletes and fans. When attending these events, DIA administrators usually wear something that identifies their affiliation with the DIA. In AY 2003-04, each team will be appointed an Administrative Liaison to attend the team's athletic events and provide feedback on sportsmanship displayed at the events.

2. **Attach a copy of the institution's written policies and procedures on sportsmanship and ethical conduct, including sanctions that may be levied for inappropriate behavior and describe the institution's method(s) for communicating these policies and procedures to all individuals associated with the intercollegiate athletics program.**

See Attachment 5 from the Student-Athlete Handbook (pages 6 and 11-13) and the Big South Handbook (pages B1 and B2).

Sanctions levied for inappropriate behavior are at the discretion of the Athletic Director or the Head Coach.

- a. Oral Warning. The Athletic Director, in consultation with the Head Coach and/or Sport Supervisor, shall review the incident and counsel the individual concerning his or her actions and future behavior. A private written reprimand will be issued.
- b. Written warning. In situations where recurrence of behavior has been previously identified or where conduct is of a highly offensive nature, the individual will, after investigation, be publicly reprimanded. Appropriate written documentation will be placed in the individual's file. Other disciplinary action may be taken as seen fit by the Athletic Director.
- c. Suspension or Removal. In cases where conduct is of an inflammatory or violent nature or in cases of conduct previously documented and for which the individual has been warned or counseled, the individual will be subject to disciplinary action up to and including suspension or removal from the program. All coaches and assistant coaches receive a copy of "Radford University Policies for Salaried Assistant and Head Coaches" when hired. Those policies emphasize the responsibility of coaches to cultivate good sportsmanship with their student-athletes. (Appendix D)

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

RU Intercollegiate Athletics works with both on-campus and off-campus resources, such as the Office of Substance Abuse and Sexual Assault Education, the Dean of Students, and New Student Programs, to provide educational programming to student-athletes in the areas of violence and abuse prevention, as well as diversity awareness (e.g. harassment).

Specific programming is offered through on-campus resources to teams and individuals through Counseling Services and the Office of Substance Abuse and Sexual Assault Education. These programs may be requested by head coaches as needed. (See resources listed on p. 20 of the University's Standards of Student Conduct, 2003-2004)

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.

Student-athletes and coaching staff members are provided related written materials and discussion opportunities (e.g. Student-Athlete Handbook, RU and Big South Conference Sportsmanship policies, NCAA News articles, handouts) from SAAC representatives, at NCAA Compliance meetings, and from the athletics administration.

Alumni, boosters and other fans associated with intercollegiate athletics are also made aware through public address announcements and from information, such as fan guides and conduct policies, provided during other athletic department events and publications. The following sportsmanship statement is read prior to the start of each athletic contest (as required by the Big South Conference):

Radford University and the NCAA promote good sportsmanship by student-athletes, coaches, and spectators. We request your cooperation by supporting the participants and officials in a positive manner. Inappropriate language, comments, or other intimidating actions directed at officials, student-athletes, coaches or team representatives will not be tolerated and are grounds for removal from the site of competition. Also, consumption of alcoholic beverages and tobacco products is prohibited.

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.

An objective for the DIA is for Radford University administration, coaches, spirit groups, teammates, and fans to maintain an attitude of respect toward each other, their opponents and fans, and officials. As models of good sportsmanship, RU looks for ways to encourage and appreciate quality play and effort, regardless of whether it is exhibited by a teammate or an opponent.

Review of any incident of inappropriate and unethical behavior shall be conducted by the Athletic Director, Associate Athletic Director and the Head Coach and/or Sport Supervisor. The Athletic Director shall apply sanctions in an expedient manner for student-athlete violations of this statement consistent with applicable NCAA, Big South Conference, and RU policies and regulations. At the discretion of the Athletic Director, the following system of progressive discipline may be utilized to deal with the situation depending upon the severity of the incident:

- a. Oral Warning. The Athletic Director, in consultation with the Head Coach, shall review the incident and counsel the individual concerning his or her actions and future behavior. A private written reprimand will be issued.
- b. Written warning. In situations where the behavior has occurred previously or where conduct is of a highly offensive nature, the individual will (after investigation) be publicly reprimanded. Appropriate written documentation will be placed in the individual's file. Other disciplinary action may be taken as seen fit by the Athletic Director.
- c. Suspension or Removal. In cases where conduct is of an inflammatory or violent nature or in cases of conduct previously documented and for which the individual has been warned or counseled, the individual will be subject to disciplinary action up to and including suspension or removal from the program.

Incidents of poor sportsmanship by coaches and assistant coaches as well as incidents of poor sportsmanship by coach's players are taken into account in constructing the coach's annual performance evaluation.

During the past three years, incidences of unsportsmanlike and unethical conduct have been very limited at Radford University. One such incidence involved excessive behavior on the part of a spirit group known as the "Redheads" in conjunction with men's basketball games. The sport administrator addressed these incidents with the group and such behavior has been largely eliminated.

- 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).**

See item #5.

**Plan for Improvement
Equity, Welfare and Sportsmanship**

4.1 Gender Issues

	Currently Yes	Found On Page (s)	Currently No
Has the institution:			
a. Implemented its approved gender-equity plan from the previous self-study?		1-4	
b. Provided an explanation from appropriate institutional authorities if its gender-equity plan was modified or not fully carried out?		2-4	
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?		1-4 12-13 13-16 16-20 28	
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?		IAC Strategic Plan 37-40	
e. Developed a plan that includes measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables?		IAC Strategic Plan 37-40	
On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 4.1 (Gender Issues)?			

4.2 Minority Issues

	Currently Yes	Found on Page (s)	Currently No
Has the institution:			
a. Implemented its approved minority-opportunities plan from the previous self-study?		5-11	
b. Provided an explanation from appropriate institutional authorities if its minority-opportunities plan was modified or not carried out fully?		5-11	
c. Demonstrated that it is committed to, and has progressed toward fair and equitable treatment of all minority student-athletes and athletics department personnel?		5-11 21-23 24 26 28 30-33	
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?		IAC Strategic Plan 41-43	
e. Developed a plan that includes measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible, and timetables?		IAC Strategic Plan 41-43	
On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 4.2 (Minority Issues)?			

4.3 Student-Athlete Welfare

	Currently YES	Found on Page(s)	Currently NO	If currently no, if deficiencies exist, or if an enhancement has been identified, indicate plan for improvement number
Does the institution:				
a. Demonstrate a commitment to the fair treatment of student-athletes, particularly in their academic role as students?				
b. Provide evidence that the welfare of student-athletes and the fairness of their treatment is monitored, evaluated and addressed on a continuing basis?				
c. Have established grievance or appeal procedures available to student-athletes in appropriate areas?				
d. Provide evidence that the institution has in place programs that protect the health of and provide a safe environment for its student-athletes?				
On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 4.3 (Student-Athlete Welfare)?				

4.4. Sportsmanship and Ethical Conduct

	Currently YES	Found on Page(s)	Currently NO	If currently no, if deficiencies exist, or if an enhancement has been identified, indicate plan for improvement number
Does the institution:				
a. Demonstrate that in the area of intercollegiate athletics, it is committed to these fundamental values of sportsmanship and ethical conduct?				
b. Have established a set of written policies and procedures for this area?				
c. Demonstrate that educational activities related to sportsmanship and ethical conduct exist for individuals and groups associated with the intercollegiate athletics experience?				
d. Provide evidence that the effectiveness of activities in this area are monitored, evaluated and addressed on a continuing basis?				
On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 4.4 (Sportsmanship and Ethical Conduct)?				

Plan for Improvement – Welfare and Sportsmanship

Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
1. Increase level of involvement on SAAC.	Each athletic team will be represented at 75% of scheduled SAAC meetings.	<p>Email minutes of each SAAC meeting to all student-athletes within a week of each SAAC meeting.</p> <p>Have one SAAC meeting each year that is open to all student-athletes.</p> <p>Collaborate with Big South Conference SAAC on its initiatives.</p>	SAAC advisor AD Big South Conference SAAC advisor	Spring 2004
2. RU's emergency medical plan is under development.	Completion of emergency medical plan by Spring 2004.	<p>Head trainer submits rough draft to AD by December 2003.</p> <p>IAC reviews draft at first meeting of 2004.</p> <p>Final approval of plan by March 2003.</p>	Head trainer AD	Spring 2004
3. Insufficient faculty response to student-athlete progress reports.	Increase percentage of faculty responses.	<p>Academic Coordinator monitors response rate.</p> <p>Educate faculty members on importance of responses to progress reports.</p>	Athletic Academic Coordinator AD	Spring 2004
4. Continue to conduct exit interviews to identify strengths and weaknesses of athletics program.	Administer new exit interview form.	Academic Coordinator schedules exit interviews.	Athletic Academic Coordinator AD	Spring 2004