

JUNE FOLLOW-UP

2.1 OP Principle Item 6:

% of students admitted through processes described in Self-Study Item No. 5 (special admits)

	Oxford first-year total	Aided athletes
Fall 2005	2.0%	54%
Fall 2006	1.4%	46%
Fall 2007	1.7%	44%
Fall 2008	1.3%	48%

Over the past 4 years, aided athletes have made up approximately 50% of the students admitted to MU under special circumstances. However, less than 2% of all first-time students are admitted under circumstances.

Expand on summary – highest = 2.0% of the entering class for Fall 2005 (which was the LARGE class right in several years) were in the category of “Special Admit” of that 54% were special admit student-athletes.

2.1 OP Principle Item 9:

% Retention to second year

	Oxford first-year total	Aided athletes
Fall 2005	89.8%	90.0%
Fall 2006	89.4%	97.3%
Fall 2007	89.6%	91.1%
Fall 2008	89.0%	85.7%

Over the past 4 cohort years, aided student athletes have similar or higher retention rates as compared to the entire first-year cohort group.

Fall 2006 – highest aided athletes at 97.3% of the freshmen class of 2005 – which again was the large over arching class.

2.1 OP Principle Item 13:

Suggested response (in addition to the current response): The most recent four-year class average Federal Graduation rate shows that Miami student-athletes continue to trend toward matching the university cohort. In 2004, Miami's undergraduate graduation rate was eleven percent higher than the student-athlete graduation rate. At the time, the Athletic Department leadership placed a greater emphasis on substantially increasing graduation rates for student-athletes with a goal of surpassing the undergraduate cohort and a series of strategies and action plans to accomplish the goal. The plan included doubling full time academic coordinators by adding 1.5 positions funded by the athletic department, the CHAMPS/Lifeskills position was elevated from intern to full time, summer school spending was increased and greater emphasis was placed on retention and graduation with Head Coach evaluations. In addition, academic bonus incentives were added to coaching contracts that financially rewarded coaches for the retaining 80% of their students per class annually and ultimately graduating 80% of their students who enrolled during their first semester on athletic aid.

Based on feedback from the NCAA, I believe we need to break down the changes from year to year (e.g. for each year during the 4 year span explain the changes happening during that particular year and how the changes impact each year's outcomes.

2.1 OP Principle Item 21:

The institution's missed class policy is directly communicated in the Student-Athlete Planner to all of the athletes, as well as reiterated in the letter they present on the first day of class to their professors/instructors. Athletics staff and administrative staff are made aware of the policy through the Policies and Procedures Manual. Faculty are advised when they receive a letter on the first day of class from a student-athlete. Brad Bates and Josh Fenton also meet with the Registrar's office and academic advisors twice each year to advise of policy and any time changes.

3.1 OP Principle

Item 2:

Report on the implementation of the plan for improvement to address gender issues developed by the institution during its Cycle 2 certification process. In each case, provide:

- a. The original plan;
- b. The action(s) taken by the institution;
- c. The date(s) of the action(s); and
- d. An explanation for any partial or non-completion of such plans.

a. Original Plan

To continue to improve athletic financial assistance to women athletes until the maximum number of grants are provided to NCAA sponsored women's sports.

b. Action Plan

Plan called for the addition of 30 in- state grants and 36 out-of-state grants for women by 2003.

c. Action Date

Implementation completed in 2003. Miami has reached maximum number of grants for all NCAA sponsored women's sports.

Explanation for partial or non-completion

Edit element to input the explanation.

What specific dates were plans 5,6,7 implemented? (pages 74-78)

Item #5

a. Original Plan

To determine which women's sports will be promoted.....

b. Action

Original plan called for Asst Dir for marketing to make recommendations to AD; and to attempt to secure additional sponsorship for sports not promoted adequately.

c. Action Date

2001 secured a re-allocation of job responsibilities (after dropping three men's sports teams) to become more inclusive of all programs. In 2006, ICA expanded the marketing staff with one full-time position and two internship positions to continue the promotions of all sports. Due to the economic recession, one of these internship positions was eliminated in 2009.

Item #6

a. Original Plan

To provide adequate recruiting budgets to women's sports.

b. Action

Original report says: Department has begun...

c. Action Date

Immediately after decision was made to eliminate three men's sports, Miami athletics put plans into place to reallocate funds for recruiting budgets completed over a five-year period. This was completed by 2004, and has annual reviews with each head coach annually.

Item #7

a. Original Plan

The need for further review of Synchronized....
The necessity of implementing grant-in-aid plan....

b. Suggested response (to replace original): Action Date

This review was completed in 1996, when the NCAA granted permission for Synchronized Skating to be designated as a varsity sport. In 2003, synchronized skating competed with two distinct teams, competing in the Senior and Collegiate divisions. In 2006, Miami athletics added additional opportunities to compete with a Junior division team, compiling a total of 52 female athletes.

Grants-in-aid were fully funded by 2003.

The department implemented zero-based budgeting process immediately surrounding the time of the last certification process (1999-2000), thus coaches identify recruiting needs and make budgetary decisions annually. Coaches can request additional funds from the director of ICA and can move funds from other budget categories to enhance recruiting budgets, at their discretion.

3.1 OP Principle Item #11:

a. Suggested response: (Replace the first paragraph ONLY)

The Gender Issues Plan was developed by extracting the relevant issues, measurable goals and action steps from the Culture of Champions strategic plan. The starting academic year for this plan is 2009-10 and the ending academic year is 2014-15.

Suggested response: (Add to the end of the chronological timeline already in place)

21. May-June 2011: First year review of Gender Equity Plan with goal teams to align new and modified action plans to match our departmental priorities at the time.

22. May-June 2012: Second year review of Gender Equity Plan with goal teams to align new and modified action plans to match our departmental priorities at the time.
23. May-June 2013: Third year review of Gender Equity Plan with goal teams to align new and modified action plans to match our departmental priorities at the time.
24. May-June 2014: Fourth year review of Gender Equity Plan with goal teams to align new and modified action plans to match our departmental priorities at the time.
25. May-June 2015: Fifth year review of Gender Equity Plan with goal teams to align new and modified action plans to match our departmental priorities at the time.

3.2 OP Principle Item #2:

Report on the implementation of the plan for improvement to address minority issues developed by the institution during its Cycle 2 certification process. In each case, provide:

- a. The original plan;
- b. The action(s) taken by the institution;
- c. The date(s) of the action(s); and
- d. An explanation for any partial or non-completion of such plans.

No plan for improvement.

“Has to be a Diversity (Minority) Plan – needs to be laid out similar to Gender Plan. (Page 110)”:

Current response: No plan for improvement (“wouldn’t have been certified – find it!”)

Suggested response: The plan to address minority issues developed by Miami University during its Cycle 2 certification process included four areas: 1) Student Recruitment; 2) Student Retention; 3) Staff Recruitment and 4) Staff Retention. Each area had actions with reported progress at the time of the certification. Since Cycle 2, Miami’s Culture of Champions strategic plan has engaged the four areas in a variety of ways. Specifically, the following Culture of Champions action plans have directly been designed to serve the four areas:

1. Student Recruitment:

2. Student Retention

a. **Action Plan**

‘Create an opportunity for all staff to hold discussions on diversity throughout the entire year to enhance the cultural competency of each staff member and student-athlete’

b. **Action Plan**

‘Continue to educate the athletic department staff about professional development opportunities related to diversity’

c. **Action Plan** – ‘Involve the athletic department staff and student-athletes in campus diversity events’

d. **Action Plan**

‘Utilize existing campus resources (MAPWorks Data) to identify and support at-risk students after their first semester’

e. **Action Plan**

‘Utilize first-year campus leadership course, KNH112 and first-year student-athlete transition course, EDT110 to educate student-athletes about diversity programs

f. **Action Plan**

‘Continually educate our student-athletes about the University mentoring program for those who self-identify’

g. **Action Plan**

‘Establish and implement a forum to allow student-athletes to discuss issues related to diversity’

3. Staff Recruitment

a. **Action Plan**

‘Identify and hold membership with professional organizations that serve as natural pools of talent’

4. Staff Retention

a. Action Plan

Educate the coaching staff and department staff on the University mentoring program for those who self-identify'

b. Action Plan

Educate the coaching staff and department staff about University Faculty/Staff Associations that they may self identify with'

5. General

a. Action Plan

'Once the University Diversity Plan is constructed, align the Athletic Department plan with the same principles/values'

b. Action Plan

'Create and fund an athletic account to support travel to diversity conferences and conventions'

3.2 OP Principle Item #6:

- a. Full-time senior administrative athletics department staff members (assistant AD....)

Suggested Response (replace original response):

Over the past three most recent academic years, the senior administrative staff has remained unchanged in relation to race and ethnicity.

- b. Other full and part-time professional athletics department staff....

Suggested Response (replace original response):

Through a concerted effort in our hiring practices, we have increased our percentage of racial/ethnic minorities within ICA. Specifically, we hired an African American male as Assistant Director of Sales within our athletic Marketing and Promotions department in 2007. In 2008, ICA added a Director of Women's Basketball Operations position and hired an African American female. In 2009, we hired an African American male in an athletic academic coordinator role. These changes were either brand new positions, or the hiring replaced a Caucasian employee.

- c. Full- and part-time head coaches

Suggested Response (replace original response):

The significant changes within head coaches were the hiring of an African American head football coach, and a Hispanic interim head women's tennis coach. Both of these positions replaced former Caucasian employees.

- d. Full- and part-time assistant coaches:

Suggested Response (replace original response):

Most sports remained unchanged over the past three years in terms of racial breakdowns. Football, however, has increased their assistant coaching staff by one African American since 2007.

- e. Faculty-based athletics board

Suggested Response (replace original response):

Remains unchanged related to race.

- f. Other advisory or policy-making group members

Suggested Response (replace original response):

Remains relatively unchanged in relation to race over the past three years.

3.2 OP Principle Item #7:

Suggested Response (in addition to original response):

The institution as a whole and athletics, in particular, has made significant strides to increase the number of minority students enrolled, and it is reflected in the data chart. Miami has added 25 Asian students to the general population. Our Asian student-athlete number has grown by two, roughly equaling the growth by percentage. The number of black students in the general population grew by 69 over the past three years, including 11 additional black athletes on aid. The institution and athletics has also increased Hispanic student-athletes by 59 and 3 respectively. Non-Resident Aliens have had by far the greatest growth from the institution in general, increasing 225 students. Athletics has gained 5 additional international students on aid. American Indian status has remained relatively unchanged by university standards, but athletics has decreased by two individuals.

The only sub-group that has shown a significant decline in athletic aid has been the White student-athletes, decreasing by 23 positions, while the university has gained 77 white students.

3.2 OP Principle

Item #8:

Suggested Response (in addition to original response):

Baseball – over the past three years has remained relatively unchanged in regards to racial breakdown averaging 89% white athletes, 8 % black and 3% Other.

Men’s Basketball – has doubled the number of black student-athletes on the team in the past three years, and reducing the number of white student-athletes by the same proportion. MBK went from 28.6% black and 71.4% white three years ago to 61.5% black and 38.5% white this past academic year.

Football – has remained consistent in numbers regarding Hispanic, Asian, American Indian and NR Alien. Black athletes rose from 40.2% to 48.2%. White athletes slightly increased from 54.9% to 55.2%. Other rose from 2.4 to 5.9%.

Men’s Track/CC – has remained relatively consistent in the past three years, but has increased the Hispanic population by 2.

Men’s Other Sports – are a majority of white student-athletes, with 5 decreased NR aliens and a decrease in the number of other.

Women’s Basketball – has remained consistent across the past three academic years, at 30.7% black, 61.5% white, and 7.6% other.

Women’s Track/CC – has stayed consistent with 5 black athletes over three years, decreased 1 American Indian and 2 other. White athletes have increased by 6 and total squad size has increased by 4 over this same time frame.

Women’s Other –NR alien athletes increased significantly from one to 10 in the past three years, along with two additional Asian athletes and a Hispanic athlete. This is in stark contrast to the decrease of 20 white female athletes.

3.2 OP Principle

Item #9:

2. Assessment – A & D
5. Retention – A 7 D
7. Programs ... - A & D

8. Programs ... - A & D Clarify ..., Incomplete/Unclear Answers
1. Institutional -- B, C, D
6. Partnerships – B, C, D
3. Recruitment – A, B, C, D
9. Participation – A, C, D

Using the program areas for diversity issues: (more clarity)

1. Institutional

- b. Provide data demonstrating the institution's status and commitment.....

Suggested Response (In addition to the original): Staff data showing specific leadership changes that have taken place since the previous certification cycle include the hiring of an African American male as Director of Marketing in 2006; an African American male as the Assistant Director of Marketing in 2007; an African American female as Assistant Athletic Director in 2007; and an African American Head Football Coach in 2008 (at the time, one of only seven at FBS institutions). These staff changes reflect an increase in the racial diversity of the department in positions of leadership. In terms of student diversity goals, the most significant and profound change that has taken place since the previous certification cycle has been the commitment to, and dramatic improvement in, African American male graduation rates which have climbed from an abysmal 37% the year of the previous certification cycle to a higher than the Miami cohort of 65%.

- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs ...

Suggested Response (In addition to the original): Finally, as demonstrated by the staffing and graduation rate data above, the department's commitment to meeting the needs of students and staff demonstrates persistent and sustained improvement in measurable ways. To complement the data, there are also many qualitative examples that range from programming to guest speakers to institutional integration to annual events to hiring and retaining quality staff... that support the quantifiable figures,

- d. Explain how the institution's written, stand-alone plan ...

Suggested Response (In addition to the original): The institutional Diversity Plan during the previous cycle included four areas of focus: 1) Student Recruitment; 2) Student Retention; 3) Staff Recruitment; and 4) Staff Retention. Data above shows that significant progress has been made in the recruitment and retention of students and

staff. However, at the time of certification, Miami is at a bridge-point where Institutional Planning is taking place and Athletic Department Planning will need to be fully integrated within the university plan when completed. Therefore, as the Athletic Department continues to progress through specific Diversity goals and action plans outlined throughout this section and specifically observed in the Culture of Champions Strategic Plan, future growth should accelerate as Miami University develops a new Institutional Diversity plan and the Culture of Champions strategies adapt to new Institutional guidelines, visions and resources. In many ways, the Institution's document – integrated with the Athletic Department's plan – will be a catalyst for future development and progress.

2. Assessment

- a. Describe how the institution has ensured a complete study....

Suggested Response: The study committee has held focus groups with student athletes, document reviews (including EADA reports, NCAA Dashboard Indicators data, reports to the board of trustees, and the Culture of Champions Strategic Plan), presentations by ICA administrators, and interviews of ICA staff, to ensure a complete vetting of NCAA principles and requirements. In addition, the study committee reviewed all the goals, strategies, action plans, benchmarks and timelines in the Culture of Champions comprehensive strategic plan for athletics and the Miami University Diversity and Gender Equity plan.

- d. Explain how the institution's written stand alone plan...

Suggested Response (In addition to original): The athletic department has housed their diversity plan within the strategic plan, the Culture of Champions. This plan specifies and addresses each of the nine areas with goals, action plans, due dates, assessment dates and persons responsible. The institution and the athletic staff are committed to this plan, and have communicated the plans to coaches, staff and student-athletes in fall welcome back picnics, in pamphlets, in KNH112 and EDT110 classes. The written goals are distributed to the executive staff and are assigned responsibilities for specific areas of the Culture of Champions. Data is collected from annual student-athlete interviews, through class evaluations, exit interviews, and assessed annually with Assistant Athletic Director, Josh Fenton and Brad Bates.

3. Recruitment

- a. Describe how the institution has ensured a complete study....

Suggested Response (in addition to current answer): The study committee has held focus groups with student athletes, document reviews (including EADA reports, NCAA Dashboard Indicators data, reports to the board of trustees, and the Culture of Champions Strategic Plan), presentations by ICA administrators, and interviews of ICA staff, to ensure a complete vetting of NCAA principles and requirements. In addition, the study committee reviewed all the goals, strategies, action plans, benchmarks and timelines in the Culture of Champions comprehensive strategic plan for athletics and the Miami University Diversity and Gender Equity plan.

- b. Provide data demonstrating the institution's status and commitment.....

Suggested Response (inserted before the current answer): An integral column of the Culture of Champions (the strategic plan) is the Hiring and Retaining of Quality Staff. Action plans include holding membership with professional organizations that serve as diverse pools of talent to advertise job openings; working with the OEEO and Human Resources in developing our staff's ability to interview, evaluate and mentor coaches and staff; providing diverse educational opportunities for all coaches and staff to enhance their cultural competency; providing professional development opportunities to all staff; annual reviews of current salaries of coaches to be reflective of comparable market data; providing bonus structures to reward extraordinary performances of teams (coaches). Retaining student-athletes is addressed within the strategic plan under Enhancing the Student-Athlete Experience. Action plans implemented include creating opportunities to participate in diverse activities and programming – Take Back the Night, MLK Day, Habitat for Humanity and mentoring opportunities; participation in KNH112 class to assist in acclimation to college; athletic academic coordinators to assist in scheduling and tutors availability free to all students assist in retaining all students.

- c. Using the data provided, analyze and explain how the institution is meeting the needs....

Suggested Response (replacing original response): Based on responses from senior exit interviews and annual self-evaluations, our athletic department seems to be meeting the needs of a diverse staff and student-athlete population. We have increased head coaches of color in the past 3 years, increased significantly the graduation rates of African American males over the past six years, increased significantly the number of staff participating in diversity training (Safe Zone, Cultural Competency), graduating our student-athletes at a higher rate than the general student population.

- d. Explain how the institution's written, stand alone plan for diversity....

Suggested Response (in addition to original response): Action plans include holding membership with professional organizations that serve as diverse pools of talent to advertise job openings; working with the OEEO and Human Resources in developing our staff's ability to interview, evaluate and mentor coaches and staff; providing diverse educational opportunities for all coaches and staff to enhance their cultural competency; providing professional development opportunities to all staff; annual reviews of current salaries of coaches to be reflective of comparable market data; providing bonus structures to reward extraordinary performances of teams (coaches). Retaining student-athletes is addressed within the strategic plan under Enhancing the Student-Athlete Experience. Action plans implemented include creating opportunities to participate in diverse activities and programming – Take Back the Night, MLK Day, Habitat for Humanity and mentoring opportunities; participation in KNH112 class to assist in acclimation to college; athletic academic coordinators to assist in scheduling and tutors availability free to all students assist in retaining all students.

5. Retention –

- a. Describe how the institution has ensured a complete study...

Suggested Response: The study committee has held focus groups with student athletes, document reviews (including EADA reports, NCAA Dashboard Indicators data, reports to the board of trustees, and the Culture of Champions Strategic Plan), presentations by ICA administrators, and interviews of ICA staff, to ensure a complete vetting of NCAA principles and requirements. In addition, the study committee reviewed all the goals, strategies, action plans, benchmarks and timelines in the Culture of Champions comprehensive strategic plan for athletics and the Miami University Diversity and Gender Equity plan.

- d. Explain how the plan for diversity addresses each of the nine....

Suggested Response (in addition to original response): Specific goals are in place for the recruitment, hiring and retaining of a diverse population of student-athletes and employees. Athletes and staff are invited to participate in mentoring opportunities to assist in the acclimation to college life and to serve on diverse faculty and staff associations. Specific goals for student retention include EDT110 and KNH112, classes held that address diverse topics regarding race, gender, sexual orientation and assist student-athletes in finding needed resources and opportunities for discussion.

6. Partnerships

- a. Describe how the institution has ensured a complete study...

Suggested Response (replace original): The study committee has held focus groups with student athletes, document reviews (including EADA reports, NCAA Dashboard Indicators data, reports to the board of trustees, and the Culture of Champions Strategic Plan), presentations by ICA administrators, and interviews of ICA staff, to ensure a complete vetting of NCAA principles and requirements. In addition, the study committee reviewed all the goals, strategies, action plans, benchmarks and timelines in the Culture of Champions comprehensive strategic plan for athletics and the Miami University Diversity and Gender Equity plan.

- b. Provide demonstrating the institution's status and commitment...

Suggested Response (replace original): In an effort to achieve the diversity goals embedded within the ICA Culture of Champions plan, we have engaged in several partnerships across campus to garner support and ensure that we were addressing our goals. Key partnerships have existed with the following departments/offices/areas: Office of Diversity Affairs for training of staff and students, peer-mentoring and social activities; Rinella Learning Center for individualized academic support to student-athletes and retention efforts through workshops, tutoring and related efforts; School of Education, Health and Society for supporting the campus leadership course (KNH112) and the first year student-athletes transition course (EDT 110); Office of the President for invitations to participate in diversity training in areas of privilege and allies; Diverse Faculty and Staff Associations (Association of Black Faculty & Staff, Asian and Asian-American Faculty and Staff association, Association of Latino Faculty and Staff and the LGBT Faculty Alliance, Office of Women's Studies, City of Oxford) who have co-sponsored athletic events with us to support diverse participation from students and staff across campus.

- c. Using the data provided above, analyze and explain how the institution is meeting the needs of student-athletes and staff....

Suggested Response (in addition to original): Based on responses from senior exit interviews and annual self-evaluations, our athletic department seems to be meeting the needs of a diverse staff and student-athlete population. We have increased head coaches of color in the past 3 years, increased significantly the graduation rates of African American males over the past six years, increased significantly the number of staff participating in diversity training (Safe Zone, Cultural Competency), graduating our student-athletes at a higher rate than the general student population, athletes are participating in more meaningful community service projects. All of these activities are directly related to the number of partnerships and relationships created with factions across campus.

- d. Explain how the plan for diversity addresses each of the nine....

Suggested Response: Within the Culture of Champions Diversity Goal, the action plans specifically state how ICA will address issues related to diversity. Furthermore, in accomplishing action plans within the stated Diversity goal, ICA has partnered with the following entities:

- Office of Diversity Affairs – Serves as the main conduit on campus for assisting with diversity education within ICA. Office is utilized for diversity training seminars, educating staff on mentoring opportunities for students and staff, educating staff on University Faculty & Staff Associations on the Miami campus, and assisting with SafeZone Training for ICA staff members who choose to participate
- Dean of Students – Working with the Dean of Students to align the ICA Diversity and Gender Equity plans with the University Diversity and Gender Equity plan
- Black Coaches Association – Serves as a natural pool of talent for potential hires in the future
- National Association of Collegiate Women Athletics Administrators (NACWWA) – Serves as a natural pool of talent for potential hires in the future
- Kinesiology and Health Department – Currently provide a student-athlete transition course (KNH112) for incoming freshmen student-athletes. A piece of the course is focused on diversity related issues
- City of Oxford – Along with the Office of Diversity Affairs, ICA partners with the City of Oxford to promote and support Martin Luther King Jr. Day every January.
- Oxford Resource Center – Partner with the Oxford Resource Center to assist in providing local needy families with ‘toys’ for the holiday season – ‘Bring Joy to a Child’
- Office of Admission – Utilize the MAPWorks data from the office of admission to track and monitor all first-year student-athletes on their experience at Miami during the first year. Data is generated from responses submitted by students during their first year.
- University Staff and Faculty Associations: Association of Black Faculty & Staff, Asian & Asian American Faculty & Staff, Association of Latino Faculty & Staff, and Association of LGBTQ Faculty & Staff

7. Programs and Activities (staff and coaches)

- a. Describe how the institution has ensured a complete study...

Suggested Response (in addition to original): The study committee has held focus groups with student athletes, document reviews (including EADA reports, NCAA Dashboard Indicators data, reports to the board of trustees, and the Culture of Champions Strategic Plan), presentations by ICA administrators, and interviews of ICA staff, to ensure a complete vetting of NCAA principles and requirements. In addition, the study committee reviewed all the goals,

strategies, action plans, benchmarks and timelines in the Culture of Champions comprehensive strategic plan for athletics and the Miami University Diversity and Gender Equity plan.

- d. Explain how the plan for diversity addresses each of the nine....

Suggested Response (in addition to original): Coaches and staff are continually informed of programming and opportunities to discuss diversity issues campus-wide, as well as within their own department. Many coaches and staff members have participated in Safe Zone training, Cultural Competency training, Take Back the Night initiatives, to name just a few.

8. Programs and Activities (Student-athletes)

- a. Describe how the institution has ensured a complete study...

Suggested Response (in addition to original): The study committee has held focus groups with student athletes, document reviews (including EADA reports, NCAA Dashboard Indicators data, reports to the board of trustees, and the Culture of Champions Strategic Plan), presentations by ICA administrators, and interviews of ICA staff, to ensure a complete vetting of NCAA principles and requirements. In addition, the study committee reviewed all the goals, strategies, action plans, benchmarks and timelines in the Culture of Champions comprehensive strategic plan for athletics and the Miami University Diversity and Gender Equity plan.

- d. Explain how the written plan addresses...

Suggested Response (in place of original) : All students are encouraged through CHAMPS/Life Skills and through their major area of study to utilize career services on campus to create partnerships. Student-athletes receive weekly newsletters via e-mail listserv from the athletic academic coordinators about diversity topics and opportunities to participate. The RedHawk Council consists of a diverse population of student-athletes nominated by their head coaches.

8. Participation In Governance

- a. Describe how the institution has ensured a complete study...

Suggested Response (replacing the original): The study committee has held focus groups with student athletes, document reviews (including EADA reports, NCAA Dashboard Indicators data, reports to the board of trustees, and the Culture of Champions Strategic Plan), presentations by ICA administrators, and interviews of ICA staff, to ensure a complete vetting of NCAA principles and requirements. In addition, the study committee reviewed all the goals,

strategies, action plans, benchmarks and timelines in the Culture of Champions comprehensive strategic plan for athletics and the Miami University Diversity and Gender Equity plan.

- c. Using data provided above, analyze and explain....

Suggested Response (replacing the original): The institution continues to make efforts to include representation of diverse staff and student-athletes on initiatives related to governance and decision-making, including, but not limited to, campus programming, student-athlete advisory council, university committees, NCAA committees and on the local community boards. The athletic department and the university are providing ample opportunities for staff and students to voice opinions, vote for concerns and create change across departments within – and outside – the institution.

- d. Explain how the institution's stand-alone plan for diversity....

Suggested Response (in addition to, and following, the original): The RedHawk Council embodies what athletics envisions for the future – a diverse group of intelligent, empathetic, driven leaders who want to affect their colleagues, their sport, their academic interests. ICA continues to provide RHC with opportunities to make those impacts with direct communication with the athletic director and advisory staff. Many student-athletes serve on campus organizations, as well, lending their voice to a larger community.

Our coaches and staff are highly encouraged to participate in athletic-specific, community-based and personal interest leadership opportunities. This is obvious by the number of coaches and administrators who DO serve in specific Miami cultural committees, NCAA committees, conference committees, community boards and service organizations. Key partnerships have existed with the following departments/offices/areas across campus: Office of Diversity Affairs for training of staff and students, peer-mentoring and social activities; Rinella Learning Center for individualized academic support to student-athletes and retention efforts through workshops, tutoring and related efforts; School of Education, Health and Society for supporting the campus leadership course (KNH112) and the first year student-athletes transition course (EDT 110); Office of the President for invitations to participate in diversity training in areas of privilege and allies; Diverse Faculty and Staff Associations (Association of Black Faculty & Staff, Asian and Asian-American Faculty and Staff association, Association of Latino Faculty and Staff and the LGBT Faculty Alliance, Office of Women's Studies, City of Oxford) who have co-sponsored athletic events with us to support diverse participation from students and staff across campus.

3.2 OP Principle Item #12:

Suggested Response (Replacing only the second original paragraph): ICA will participate in the university's process in developing its plan; however the athletic department developed within the strategic plan a focus goal to "Enhance and Embrace Diversity." The process of developing this "Culture of Champions" involved many campus factions, community members, coaches, administrators, and faculty members – and had the full support of the president. The "Culture of Champions" strategic plan was unveiled in August 2007 and has very specific action steps and reviews through 2012 – a five-year process. Once the university at-large has completed its Diversity Plan, ICA will certainly review to ensure that athletics mirrors the values and action plans of the university.

3.3 OP Principle Item #4:

Suggested response (replacing original): As a result of this self-study, ICA will include questions to our senior exit interview online to assess the effectiveness of the RedHawk Council (student-athlete advisory council). The athletic department will also assess the student-athletes' education related to the NCAA Student-Athlete Assistance Fund and the NCAA Student-Athlete Opportunity Fund. The athletes are currently informed at the first team meeting of the academic year. The description of these funds will also be added to the next printing of the student-athlete handbook.

3.3 OP Principle Item #6:

Suggested response (in addition to original response): Transfer and scholarship non-renewal policies are clearly stated to athletes in their student-athlete handbook, distributed the first week of the fall semester. In addition, athletes are informed at the first team meeting when signing NCAA paperwork that any questions regarding transfers and non-renewals should be directed to the compliance office.

The Associate Athletic Director/Compliance Coordinator is responsible to oversee the grievance policies. The grievance policy for transfers and scholarship non-renewal directly reflects NCAA protocol with a hearing consisting of the faculty athletic representative and members of the Athletic Policy Committee. Staff and coaches are notified of this procedure in both the NCAA Manual and Miami's athletic department policy and procedures manual.