NCAA SELF STUDY
EQUITY, WELFARE AND SPORTSMANSHIP

Dartmouth College

DRAFT
January 5, 2004

Submitted by:

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DARTMOUTH COLLEGE

NCAA Athletic Certification Program

**Equity, Welfare and Sportsmanship**

**Subcommittee Membership**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Phone</th>
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EXECUTIVE SUMMARY:
Commitment to Equity, Welfare and Sportsmanship

• A gender equity committee was appointed in October of 1992 to examine athletic policies and practices and to recommend any changes needed to ensure fair and equitable treatment of men and women. As a result of the initiatives following the Committee’s report, the percentage of women in funded varsity sports increased. Currently the percentage of women in funded varsity sports is 48.3%, virtually matching the College’s female undergraduate enrollment of 48.6%.

• With the hiring of Josie Harper, Dartmouth boasts the first female athletic director in the Ivy League. Presently, the Athletic Department’s senior administrative staff consists of four men and four women. Eleven of Dartmouth’s 16 women’s varsity sports currently have female head coaches, and one of the two coed varsity sports coaches is a woman.

• Dartmouth is committed to the recruitment of student athletes from a diverse range of backgrounds and ethnicity. Since the first recertification process in 1996 when 8.3% of intercollegiate athletes were minority students, there has been a modest increase in the participation of minority students in athletics to 9.8%. However with the general student body population consisting of more than 30% students of color, it is clear that there is a significant gap that needs to be addressed. The efforts that Dartmouth has made to address and affect change in the recruitment of student-athletes of color have not produced results and so the committee has suggested several new strategies including the reinstatement of the Minority Student-Athlete Committee which will report to the Dean of the College, the Dean of Admissions and Financial Aid, and the Director of Athletics, and other initiatives included in the Plan for Ongoing Commitment to Minority Opportunities in Athletics.

• Dartmouth is committed to providing equitable opportunities for minority applicants in employment when positions become available for staffing. Currently Dartmouth employs one female African American head coach (track and field), one female African American assistant coach (field hockey), one female Hispanic assistant coach (cross country) and one male African American assistant coach (football). In addition, an African American male was recently hired as the assistant director for operations and facilities in the athletics department.

• Since the 1996 recertification process, a full time position was created for an Academic Counselor / CHAMPS Life Skills Coordinator. The Coordinator has direct responsibility for a wide range of programs that support student-athlete welfare including the faculty athletic advisor program, various educational enhancement programs including workshops on study skills and time management and the annual updating of the student-athlete handbook.

• Dartmouth College is in full compliance with the NCAA operating principles for commitment to equity.
Previous Certification Self-Study:

1. List all the “corrective actions”, “conditions for certification” or “strategies for improvement” imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to equity and welfare issues.
   Not applicable

2. Report on the implementation of the plan to address gender-equity issues developed by the institution during its first-cycle certification process.
   Dartmouth has fulfilled its “Plan for Ongoing Commitment to Gender Equity” in Athletics included as Appendix A.

3. Report on the implementation of the plan to address minority issues developed by the institution during its first-cycle certification process.
   Dartmouth has fulfilled its “Plan for Ongoing Commitment to Minority Opportunities in Athletics” included as Appendix B.

4. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process in the student-athlete welfare area.
   In the “Evaluation and Plan for Improvement” section of the Commitment to Equity report in the first-cycle certification, concern was mentioned over the lack of a coach of color in Dartmouth’s football program. It was recommended that this receive special attention when a position became available in that program. Since that time Robert Talley, who is an African American, was hired as an assistant coach. Coach Talley has since been promoted to defensive coordinator.
   Concern was also raised regarding the discrepancy between the percentage of minority students in the general population as compared to the percentage of student of color participants in our intercollegiate athletic program. As a result of the committee’s recommendations, the Dean of the College and the Dean of Admission and Financial Aid appointed a committee to examine the recruitment and enrollment of student-athletes of color. This committee met for three years; attached as Appendix C are the committee’s annual reports for those three years.

5. Describe any additional plans for improvement/recommendations in the area of student-athlete welfare developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.
   For the 2001-02 academic year the Athletic Department hired a CHAMPS/Life Skills Intern to coordinate the CHAMPS program. One year later, a full time Academic Counselor/CHAMPS Life Skills Coordinator was added to the department. This is a split position; half of the position is supervised by the Academic Skills Center and the remaining half is overseen by the Athletic Department. One of the responsibilities that this person has is to advise the Student-Athlete Advisory Committee (SAAC), which was established in the summer of 2002. The committee was created to provide student-athletes with a voice in Athletic Department issues that impact their experience and to foster communication. The SAAC is divided into four sub-committees, each presided
over by a member of the executive board, in order to most effectively address the various needs of Dartmouth student-athletes. The committees include athlete welfare, community service, athletic community, and communications. The committees are charged with the responsibility of creating individual projects with the input of all members of the SAAC, as well as from outside sources. Members of the SAAC are assigned to, and actively participate on, one committee. Members serve as representatives from all Dartmouth athletic teams and report back to their respective teams with SAAC news and information regarding upcoming events.

The Academic Counselor/CHAMPS Life Skills Coordinator also coordinates the Faculty Athletic Advisor Program. Faculty serve as informal advisors to specific varsity teams. Currently, there are 26 different advisors, some of whom are connected to more than one team – nearly every varsity team has a faculty advisor, if not more than one. Student-athletes are encouraged to develop relationships with these advisors as well as use them as resources for questions pertaining to their scholarly activities. Many advisors talk with the team during the initial start-up meeting to instruct the student-athletes on how to communicate effectively and appropriately with faculty if and when their academic and athletic calendars collide. The advisors also attend practices, games, banquets, and team dinners. The program is informal in the sense that it allows the faculty advisor to structure his or her involvement with the team based upon his or her own schedule and interest and on the coaches’ and student-athletes’ feedback or interest. More information on the Faculty Advisor Program on the Dartmouth Web site at <http://www.dartmouth.edu/~acskills/athletes/advisors.html>.

6. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution’s interim-report process (if applicable) as they relate to equity and welfare issues.

   Not applicable
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.

   Dartmouth College has fully implemented the “Plan for Ongoing Commitment to Gender Equity in Athletics” (Appendix A) dated June 25, 1996 and approved in the previous certification process. The only modifications to that plan have concerned the timing of the annual gender equity review, and a broadening of participation in that review.

   The original plan indicated that the review would take place in August of each year, but with the advent of the Equity in Athletics Disclosure Act (EADA) and its annual deadline in October, it has made more sense to conduct the annual review after the compilation of our EADA Report. During the academic years 1997-98, 1998-99, 1999-2000, 2000-01, and 2001-02, the review was conducted in October or November; during the 2002-03 academic year, the review was conducted in April due to an extraordinary sequence of budget-related challenges that delayed the timing of many administrative tasks. While the original plan indicated that the review would be conducted by senior members of the athletic administration, the review committee was expanded to include representation from the faculty, the student body, and administration outside the Athletic Department.

   As detailed in our revised gender equity plan, we will continue to conduct an annual review to ensure that matters concerning gender equity are monitored, evaluated, and addressed on a continuing basis. In addition, the Director of Athletics and Recreation, the Senior Associate Athletic Director for Intercollegiate Sports, and the Senior Woman Administrator (SWA) will ensure that the principle of gender equity will continue to be adhered to with respect to all administrative decisions regarding intercollegiate programs and resource allocation.

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

   The EADA Reports for 1999-2000, 2000-01 and 2001-02 are included as Appendix D.

   These reports were reviewed each year as key components of the gender equity review process, with a particular eye toward any trends or significant discrepancies in the data between male and female student-athletes.

   Each year, the percentages of each gender’s enrollment and varsity participation have been within one percent of each other, reflecting nearly ideal proportionality.

   The percentage of operating expenses devoted to women’s teams increased from 43.3% to 46.2% over those three years, and there were very few notable discrepancies between men’s and women’s teams on a sport-by-sport basis. The unusually large figures for men’s basketball and women’s lacrosse in 2000-01 reflect international trips...
for those respective teams. Operating expenses for men’s ice hockey were consistently higher than women’s ice hockey due to the larger number of participants and shorter equipment life spans related to the differences in physical contact. Other more modest discrepancies reflect year-to-year schedule fluctuations and uniform replacement cycles. Discrepancies in recruiting expenses are attributable in part to the success of our higher-profile women’s sports, which have generally been more successful than their male counterparts at convincing their top recruits to apply Early Decision, thereby minimizing the need to continue spending recruiting resources later in the year. It is important to note that EADA data reflect actual expenditures, rather than budgets.

The data for head and assistant coaching salaries reflect good progress in increasing compensation for coaches of our women’s teams. Grade levels and salaries for all professional positions on campus are set within guidelines established by the College’s Office of Human Resources and are determined without regard to gender. Differences in individual coaches’ salaries are attributable to such factors as years of experience, size of squad and coaching staff, educational credentials, specific job responsibilities, and other non-discriminatory factors. The data show that, from sport to sport, the higher head coach salary has varied from one gender to the other, depending on the individual’s qualifications. Coaches’ salary data will be made available to the NCAA peer review team when it arrives on campus.

3. 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 the areas; b) Provide data demonstrating the institution’s status/commitment, including resource allocation, across each of the areas; c) Identify areas of deficiency and comment on any trends; and d) Explain how the institution’s future plan for gender issues addresses each of the areas.

Program areas to be reviewed for gender issues:

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

As a member of the Ivy League, Dartmouth does not offer scholarships for athletes. All financial aid is need based.

Accommodations 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 indicated in the EADA report, Dartmouth’s participation reflects the general makeup of the student body in terms of gender. Regarding the critical yardstick of proportionality, Dartmouth’s EADA reports have shown the percentage of women among athletic participants to be within one percent of the percentage of women in the undergraduate student body, for five consecutive years:
<table>
<thead>
<tr>
<th>Years</th>
<th>Female Enrollment</th>
<th>Female Athletic Participants</th>
<th>Difference</th>
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<tr>
<td>1998-1999</td>
<td>48.5%</td>
<td>48.4%</td>
<td>0.1%</td>
</tr>
<tr>
<td>1999-2000</td>
<td>48.2%</td>
<td>47.8%</td>
<td>0.4%</td>
</tr>
<tr>
<td>2000-2001</td>
<td>48.4%</td>
<td>48.1%</td>
<td>0.3%</td>
</tr>
<tr>
<td>2001-2002</td>
<td>48.5%</td>
<td>47.8%</td>
<td>0.7%</td>
</tr>
<tr>
<td>2002-2003</td>
<td>48.6%</td>
<td>48.3%</td>
<td>0.3%</td>
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</table>

This data demonstrates consistent accommodation of interests and abilities in terms of gender.

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

It is the goal of the equipment staff to provide all Dartmouth College athletes with the best equipment possible for all intercollegiate sports. We provide both hard and soft goods to allow our athletes to perform at their highest level.

All athletes are issued equal practice gear for their daily activities. Included are t-shirts, towel, socks, shorts, sweats and athletic supporter or jog bra. These items are laundered and returned daily for all athletes.

Protective equipment is purchased for all teams that require it within their sport. We try to buy the best equipment available to ensure the fewest injuries possible. Equipment for all teams is checked on a regular basis and repaired as necessary by the equipment room staff.

The budgets are set to fairly represent the amount of equipment necessary to run each sport. Where the sports are completely equal in equipment needs, their budgets are then equal. In the cases where one gender needs more equipment due to the nature of the equipment necessary, their budget will be higher. A few examples of teams with higher budgets than their gender partner are men’s ice hockey, men’s lacrosse, and women’s swimming.

All teams have equal access to the services that are provided through the equipment room. The committee believes that the athletics staff is providing equipment and services to all teams, men’s and women’s, at an equal and appropriate level.

**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.**

Individual coaches are responsible for scheduling games with assistance and final approval by the athletics administrator assigned to oversee the program, and every program is provided the opportunity to schedule the maximum number of contests as allowed by the Ivy League, NCAA or appropriate governing organization. The number of contests funded is based on conference and regional competition. Funding to enable teams the opportunity to travel outside the region to compete is not available to all programs, but these opportunities are provided equally to men’s and women’s programs (e.g., men’s and women’s basketball). Game times are also set by coaches with final approval by an athletics administrator. For programs that share the same competition facility, the selection of game days and times is shared equally with any conflicts resolved by the senior associate athletic director.
Practice times are also determined without regard to gender for all teams. Coaches understand that all practice and game venues must be shared equitably, although in-season teams do receive priority consideration. Practice schedules are negotiated between the head coaches of programs with assistance from the senior associate athletic director if necessary.

**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.**

Dartmouth athletic teams use primarily three modes of transportation: vans (if the squad size is small enough and the competition is within three hours of Hanover); buses (for larger squads that are traveling up to seven hours, or for smaller squads that have competition beyond three hours from Hanover); and airplanes (trips over seven hours). During all team trips athletes and coaches stay in hotels that are, for the most part, arranged through the Business Office and a travel vendor. Teams stay overnight in hotels depending on the distance that they are required to travel. If a team can arrive two hours before the competition, without leaving Hanover any earlier than 7:30 AM, then the team will not stay in a hotel (e.g., UVM, Harvard, and UNH). The only exception to this rule is football, which does stay overnight prior to each of its five away competitions. At the end of the competitive event all of our teams return to campus, none of the teams stay overnight. In addition, the coaches coordinate all meals while traveling with their team, and a per diem of $23 per student-athlete, per day, is given to each sport.

The procedures listed above will vary for the co-ed Sailing Team since this sport is only partially funded, and has more than 100 events during the fiscal year.

**Tutors – Availability – procedures and criteria for obtaining assistance; Assignment – qualifications, training, experience, etc.; Compensation – rate of pay, pupil loads, qualifications, experience, other terms and conditions of employment.**

Dartmouth does not have team tutors. As mentioned previously, a full time Academic Counselor / CHAMPS Life Skills Coordinator acts as a liaison between the Athletic Department and the Academic Skills Center and is available to work with students individually to address any academic concerns. This support is equally available to all of our athletes regardless of gender.

**Coaches – Availability – full time, part time, assistant, and graduate assistants; Assignment – training, experience, professional standing, and other professional qualifications; Compensation – rate of compensation, duration of contracts, conditions relating to contract renewal, experience, nature of coaching duties, working conditions, and other terms and conditions of employment.**

Dartmouth is committed to hiring the best head coaches available for all programs and conducts national searches when vacancies occur. Terms of appointment (length of annual appointment, contract status) are assigned equitably for men’s and women’s programs. For example, 12 month appointments and multi-year contracts are awarded to the head coaches of selected sports: football, men’s and women’s basketball, men’s and women’s lacrosse, men’s and women’s soccer, men’s and women’s track and cross country, and baseball. Other head coaches receive 9, 10 or 11 month annual appointments which are awarded equitably for comparable men’s and women’s teams (e.g. men’s and women’s crew coaches have 11-month appointments, and men’s and
women’s tennis coaches have 10-month appointments). While compensation and length of contracts are initially determined by marketplace factors and the experience of the coach, a concerted effort during the past several years has significantly improved the FTEs and salaries of the coaches of women’s programs. The institution’s most recent EADA report shows the total of FTE’s for head coaches of men’s teams to be 13.34 and for women’s teams, 13.48. Since the 1996-97 academic year the average salary for head coaches of women’s teams has risen 46% as compared to a 43% increase for the head coaches of men’s teams. Since the last certification cycle we have increased annual appointments for the head coaches of field hockey, softball and volleyball from 10 to 11 months; the women’s ice hockey head coach from 9 to 12 months, and the women’s cross country and women’s lacrosse head coach from 10 to 12 months.

Assistant coaches are also assigned equitably in terms of number and terms of employment (for example, men’s and women’s basketball each have two full-time assistant coaches with 12-month appointments). The total FTEs for assistant coaches for men’s programs (20.02) versus women’s programs (12.86) is skewed by the number of assistant coaches required for football (8.23 FTE’s). Since 1996-97 the average salary for assistant coaches of women’s teams has increased at a rate more than double that of the men’s programs (a 124% increase for women’s programs versus. a 56% increase for men’s programs).

**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.**

The Senior Associate Director of Athletics for Intercollegiate Programs, the Director of Operations and Facilities, and the event managers are all involved in ensuring that Dartmouth’s men’s and women’s teams are treated equitably with respect to venue preparation, maintenance and repair. Dartmouth has continued its effort to assign practice and competition time on a rotating time block basis, which preserves equitable access to practice and competition venues. With respect to new construction and facility upgrades, Dartmouth has recently renovated the field hockey locker room, men’s and women’s hockey locker rooms, and both men’s and women’s rowing locker rooms. In addition, Dartmouth constructed two identical locker rooms in the Gordon Pavilion, for use by the men’s and women’s soccer and lacrosse teams.

**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.**

The athletic training staff at Dartmouth College consists of eight (8) athletic trainers, four men and four women, each of whom is certified by the National Athletic Trainers Association Board of Certification and licensed by the State of New Hampshire. Each sport at Dartmouth (34 varsity teams plus the club sports of men’s and women’s rugby) is assigned an athletic trainer for either primary or secondary coverage. Primary coverage indicates that the athletic trainer is available and on site for practices and contests as well as travel with the team to away contests. The sports assigned primary coverage are generally considered high-risk sports. Dartmouth athletic trainers are currently assigned to travel with six men’s sports (football, soccer, basketball, hockey, lacrosse, and baseball) and six women’s sports (field hockey, soccer, basketball, hockey, lacrosse, and
softball). Secondary coverage indicates that the assigned athletic trainer acts more as a referral person for athletes who become injured, in order to provide consistency of care, but may not always be immediately available to those athletes. With secondary coverage home events are covered, but athletic trainers do not generally travel and are often not on site during practices. The sports assigned secondary coverage are generally considered lower-risk sports.

The main athletic training facility is the Davis Varsity House athletic training room, open Monday through Friday from 9 a.m.-noon and from 1-7 p.m.

The Athletic Department’s strength and conditioning program is run by the Director of Strength and Conditioning, who reports to the Senior Associate Director of Athletics for Intercollegiate Programs. With the assistance of an assistant director and an intern, the director works closely with each head coach to develop strength and conditioning programs tailored to the needs of each particular sport. The Senior Associate Director of Athletics and the Director of Strength and Conditioning jointly designate certain sports for "hands on" individual instruction, based primarily on rates of physical contact and injury, and the relative potential for performance enhancement through power and ballistic training from a bioenergetic, neuromuscular standpoint. Presently there are eight men’s sports (baseball, basketball, football, hockey, lacrosse, soccer, squash, and swimming) and nine women’s sports (basketball, field hockey, hockey, lacrosse, soccer, softball, squash, swimming, and volleyball) designated for "hands on" treatment.

As outlined in the Dartmouth Student Handbook, all enrolled students are required to have a health insurance plan at least equal to the Dartmouth Student Group Health Plan (DSGHP) to cover expenses associated with hospitalization, emergency room and other health services not provided under the prepaid College Health Service program. DSGHP provides this coverage, and all students must either purchase DSGHP or certify, through a waiver application, that they are covered by another insurance policy with benefits at least equal to DSGHP.

Dartmouth College provides catastrophic insurance coverage for injuries sustained in a sanctioned practice or game of intercollegiate or club sports. This coverage is subject to a substantial deductible, currently $50,000 for intercollegiate and $30,000 for club sports. Students who expect to participate in athletics are asked to examine their health insurance to determine that the plan will provide sufficient benefits to cover a deductible of $50,000 or $30,000. Students whose plans do not provide sufficient benefits are encouraged to enroll in DSGHP.

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

There are no special housing and dining facilities or services assigned to athletes at Dartmouth. All facilities and services are equally available to all students.

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

The Sports Information Office at Dartmouth College includes the Director of Sports Information; two Assistant Sports Information Directors; one 10-month intern; and a full-time administrative associate. With the 2003-04 athletic season underway, three of the positions are filled by women; two, including the internship, are filled by men. The office is directly responsible for publicity, public relations, historical and statistical
information and recruiting/media brochures for 31 of Dartmouth’s 34 sports; publicity and public relations for men’s and women’s skiing is coordinated by the Office of Public Affairs and the Ski Team office. Additionally, the Sports Information Office has oversight for the Athletic Department web site. The Sports Information resources are managed equitably and fairly for Dartmouth’s broad-based athletic program including sizes of brochures, photography, printed schedules, game programs, travel and on-site staffing.

Support Services – Administrative, secretarial, and clerical support; office space. 
Each athletic program is assigned administrative, secretarial and clerical support as well as office space in an equitable manner for all men’s and women’s athletic teams at Dartmouth College.

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.
Dartmouth is committed to providing recruiting resources that enable its coaches of men’s and women’s teams to achieve comparable competitive success. Comparable men’s and women’s programs have the same number of coaches to recruit and have the same access to recruiting vehicles. All sports are provided a budget for coaches to travel for recruitment purposes and to fund visits to campus by prospects. Each year the deputy athletic director and senior associate athletic director meet with all head coaches to discuss recruiting plans and resources. During each meeting the head coach is asked if the recruiting resources provided are adequate to meet the goals and objectives of the program. Head coaches have consistently acknowledged that resources are generally sufficient. Since 1996-97 the recruiting expenditures for both men’s and women’s programs have grown by approximately 40%, with women’s programs consistently accounting for 33% to 37% of the total expenditures for recruiting. At the same time, women’s programs have achieved more competitive success, winning 15 conference titles in the past seven years as compared to seven conference titles for men’s programs.

4. Please provide a written, stand-alone institutional plan for addressing gender equity for the future in the intercollegiate athletics program.
Included as Appendix E is the most recent Plan for Ongoing Commitment to Gender Equity in Athletics. This plan was developed by the Athletic Department staff and shared with the current Commitment to Equity, Welfare and Sportsmanship committee which included students, faculty and staff. In addition to the student representation on the committee, other current athletes were asked to review the document as well and suggested revisions were included in the final document. This document has been approved by the President of the College, the Dean of the College, and the Director of Athletics and Recreation.

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.

Dartmouth College has fully implemented the “Plan for Ongoing Commitment to Minority Opportunities in Athletics” (Appendix B) dated June 25, 1996 and approved in the previous certification process.

In August 1996, then-Dean of the College Lee Pelton and Dean of Admissions and Financial Aid Karl Furstenberg convened a Committee on the Recruitment and Enrollment of Minority Student-Athletes to meet for a period of three years regarding the under-representation of minority students among Dartmouth’s varsity athletes. The committee was asked to evaluate, on an ongoing basis, the current status and efforts to recruit and enroll minority student-athletes; periodically advise the Dean of the College, the Dean of Admissions and Financial Aid, and the Director of Athletics on ways to improve the recruitment and enrollment of minority student-athletes; provide an annual report to the Dean of the College and the Director of Athletics on the status and efforts to recruit minority student-athletes; and review the effectiveness after three years. The committee was chaired by then-Dean of First-Year Students Peter Goldsmith, and included a senior athletics administrator, a coach, the admissions office’s director of minority recruitment, a financial aid officer, a faculty member, and the associate director of equal opportunity and affirmative action. The Dean of Student Life joined the committee for the second and third years. The committee’s three annual reports are attached as Appendix C.

In October 2002, Dean of the College James Larimore asked the recertification subcommittee on Equity, Welfare and Sportsmanship to convene well in advance of the normal recertification timetable specifically to reassess the state of affairs in the College’s efforts to recruit, enroll, and educate student-athletes of color. The subcommittee was asked to review the three annual reports of the previous committee described above; to review current data and trends regarding recruitment, enrollment, and participation of minority student-athletes; to assess whether the factual observations, impressions, and recommendations noted in those three earlier reports are still pertinent; to assess and report on the extent to which any of the still-valid and potentially viable recommendations in those three reports have been implemented; to make recommendations to the Dean, which would then be shared with the Director of Athletics and Dean of Admissions and Financial Aid, concerning steps that should be taken to enhance our efforts; and to incorporate findings into the subcommittee’s efforts in the recertification process.

The Athletic Department’s senior staff, in conjunction with the Office of Institutional Diversity and Equity, have continued to pursue aggressive measures to identify and attract minority candidates for administrative and coaching positions, as delineated in the previous plan. These offices are committed to continuing those efforts into the future. In addition, athletics administrators will continue to work with the Dean of Student Life, the Associate Dean of Student Life for Pluralism and Leadership and the Office of Institutional Diversity and Equity to ensure that matters concerning minority issues are monitored, evaluated, and addressed on a continuing basis.

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

See Attachment No. 1, Part A of the Equity, Welfare and Sportsmanship Self Study Instrument.

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.

See Attachment No. 1, Part B of the Equity, Welfare and Sportsmanship Self Study Instrument.

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.

See Attachment No. 1, Part C of the Equity, Welfare and Sportsmanship Self Study Instrument.

5. Using the program area checklist for minority issues, provided as Attachment No. 3, please: a) describe how the institution has ensured a complete study of each of these areas, b) provide data demonstrating the institution’s commitment across each of these areas, c) identify areas of deficiency and comment on any trends; and d) explain how the institution’s future plan for minority issues addresses each of the areas.

Program areas to be reviewed for minority issues:

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

The institutional and the Athletic Department mission statements both underscore the importance of diversity at Dartmouth in the following ways.

The institutional mission statement notes that Dartmouth’s special character “is rooted in the following essential element(s): A resolve to enrich the learning experience at Dartmouth by encouraging regular interaction among members of a diverse community. A Dartmouth education should prepare students for life in a complex world, one in which the ability to understand and appreciate differences and similarities among all people and societies is essential.”

The departmental mission statement underscores the importance of “facilitating interactions among diverse individuals with different backgrounds to enhance the overall undergraduate experience”. These mission statements are included in full in this report as Appendix F.

Evaluation – Periodic review of Athletic Department activities for consistency with goals and objectives set forth in the institution’s and Athletic Department’s written commitments to diversity.

The Director of Athletics provides the Dean of the College with an annual report that assesses the department’s success and challenges in meeting agreed upon annual goals for the Athletic Department.
Organization and Structure – Policies, and/or organization, and/or activities of the athletics program and its activities to help enhance diversity.

As mentioned previously, the Athletic Department’s mission statement highlights the importance of facilitating interactions among diverse individuals with different backgrounds to enhance the overall undergraduate experience. In previous years the Senior Woman Administrator (SWA) was responsible for the diversity efforts of the department. Currently the Academic Counselor / CHAMPS Life Skills Coordinator is working with the Associate Dean of Student Life for Pluralism and Leadership to develop a curriculum for enhancing the cultural versatility of all staff and students associated with Dartmouth’s athletics program. The most current draft of this curriculum will be made available to the peer review team upon its arrival on campus.

Enrollment – Goals of the institution for enrollment of minority students and minority students-athletes

Although Dartmouth does not have specific goals or quotas established for the enrollment of students of color, diversity in the student body at Dartmouth has long been recognized as an important educational value. It is entirely consistent with Dartmouth’s mission as a highly selective, national liberal arts institution that Dartmouth should attract and enroll the most outstanding students from all segments of American society and from around the world. Academic talent is not the exclusive domain of any particular group with regards to race, ethnicity, gender, financial standing, nation of origin, or sexual orientation. As such, the Admissions Office casts a wide net with its many student recruitment programs and in the inclusion of others (e.g. alumni, faculty, staff including athletics personnel, enrolled students, affinity advisors, guidance counselors, parents, etc.) who may be helpful in identifying prospective students and in providing helpful perspectives on the Dartmouth experience.

The committee reviewed the current data and trends regarding recruitment, enrollment, and participation of minority students in the general student population as well as minority student-athletes. It is clear that Dartmouth is an institution that benefits from a tremendous amount of good will; expressions of support for both diversity and the recruitment of student-athletes of color have been numerous and genuine. In spite of this good will, however, applications from recruited student-athletes of color have been as low as 17 and never higher than 40 during the past eight-year period. The facts translate into a level of performance that is painfully below the College’s expectations. More than 150 coaches, admissions officers, other administrators, and faculty have been unable to attract and convince a significant number of student-athletes of color to apply to Dartmouth College. In some years Dartmouth has had few, if any, “priority” minority athletes in sports such as football, men’s basketball, women’s basketball, and track and field.

The concerns of this committee would be less dramatic if these issues of recruitment and matriculation were recent. However, both the Athletic Department and the Office of Admissions have been studying, reviewing, and implementing strategies to improve this situation since the first NCAA review in 1996 highlighted some of the College’s institutional weaknesses. In spite of ample and abundant good will, little has changed regarding the numbers in the past eight years.

In 1996, 23.1% of Dartmouth’s undergraduates and only 8.3% of intercollegiate athletes were students of color. Today more than 30% of undergraduates are students of color, yet they represent only 9.8% of intercollegiate athletes. This is a modest increase
from 8.3% in 1996, however, it does not keep pace with the substantial increase in the percentage of students of color among all undergraduates.

The efforts Dartmouth has made to address and affect change in the recruitment of student-athletes of color have not produced results. It is very clear, as evidenced by the chart below, that the College continues to struggle and has made little meaningful headway with current institutional efforts.

Low and High Minority Matriculation numbers in select sports

<table>
<thead>
<tr>
<th>Sport</th>
<th>Year(s)</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Football</td>
<td>1999</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>2002</td>
<td>5</td>
</tr>
<tr>
<td>Men’s Basketball</td>
<td>1999, 2001, 2002</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>1998</td>
<td>2</td>
</tr>
<tr>
<td>Women’s Basketball</td>
<td>1998, 1999</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2000, 2001, 2002</td>
<td>1</td>
</tr>
<tr>
<td>Men’s Track &amp; Field</td>
<td>1999</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2001</td>
<td>3</td>
</tr>
<tr>
<td>Women’s Track &amp; Field</td>
<td>1998, 1999, 2000</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2001</td>
<td>2</td>
</tr>
</tbody>
</table>

The question has been raised about why Dartmouth should care if its athletics program is not diverse. The committee discussed this at great length and emphatically concluded that the College should care for several reasons. First, each year more than 90% of entering students, including student-athletes, have indicated in various surveys that it is important to them to interact with a diverse group of peers. Given that athletes spend so much time together, representation is needed on our teams in order to provide all students with the experience that they so desire. Secondly, Dartmouth’s athletic program is a point of pride for the College and it is the committee’s feeling that all students should have access and be able to contribute to such an important part of that tradition. Finally, it was felt that some of the most effective diversity work can be accomplished through athletic teams by ensuring that they are diverse. By participating on diverse teams, students would learn and practice how to converse across racial, ethnic, socio-economic class and gender lines to accomplish their goals. Thus, Dartmouth’s athletic teams could reach their full potential in providing multicultural education.

The committee also suggested several new strategies which are included in the most recent “Plan for Ongoing Commitment to Minority Opportunities in Athletics” included as Appendix H and is also proposed as part of the College’s Plan for Improvement. This plan has been approved by the President of the College, the Dean of the College, the Dean of Admissions and Financial Aid and the Director of Athletics and Recreation.

Comparison of Populations – Examination of the student population and comparison of the percentage of minority student-athletes in all sports, by sport, to ensure that there are no signs of discrimination revealed through the recruitment practices of the institution.
While the committee was disappointed with the numbers of minority student-athletes, we do not believe that this is due to any discrimination by the Admissions Office or Athletic Departments staffs. To address this ongoing concern the committee is recommending the reinstatement of the Minority Student-Athlete Committee.

**Participation in Governance and Decision-Making – Involvement of minority student-athletes in the governance and decision-making processes of the Athletic Department, and provision of leadership opportunities (e.g., participation on student-athlete advisory committee) for minority student-athletes.**

Some minority student-athletes participate in the Student-Athlete Advisory Committee. In addition, some individual coaching staff have been designated liaisons to support minority student-athletes. For instance, Rob Talley, an assistant football coach and African American, serves as a liaison between students of color on the football team and the coaching staff.

**Employment Opportunities – Establishment of goals for minority employment opportunities in the Athletic Department and the encouragement of promotion and hiring of minority coaches and administrators.**

In our “Plan for Ongoing Commitment to Minority Opportunities in Athletics” (Appendix H), we highlight ways in which the Athletics Department, working with the Office of Institutional Diversity and Equity, ensures that our recruitment and retention efforts support the hiring and promotion of minority coaches and administrators. The numbers of athletic/recreational professionals on Dartmouth Campus did not change substantially from 1996-2002. In 1996 there were three minorities out of a total of 45 athletic administrators and coaches in this employee category, representing 6.7% if that total. In 2002 the number of minority athletic/recreation professionals had increased to five (of 66), and the percentage of minorities had increased to 7.6%. Generally, speaking during this six-year period there was not much increase or decrease in the percentages of minority administrators and coaches on Dartmouth’s campus. Given our lack of progress, as established by our utilization analysis and expressed in the institution’s affirmative action plan (Appendix I), we are under utilized for minorities in this employee category. All administrative positions and coaching opportunities will be reviewed closely, with particular attention will be given to football, basketball, track & field, soccer, and baseball. The Deputy Director for Equal Opportunity/Affirmative Action will prepare an annual report and call a meeting to discuss our progress in recruitment, hiring and retention of minority athletic/recreation professionals. The annual meeting will include the Director of Athletics, Special Assistant to the President, and Dean of the College.

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

The Academic Counselor / CHAMPS Life Skills Coordinator is currently working with the Associate Dean of Student Life for Pluralism and Leadership to develop programs and activities that address the needs and issues affecting minority student-athletes. Some recent programs include a presentation by Billy Bean, an openly gay former major league baseball player, discussing his new book, and Steve Wessler, director of the Center for the Prevention of Hate Violence, who facilitated workshops with Athletic Department staff and student-athletes on the prevention of bias related incidents and the importance of creating welcoming environments on athletic teams for
all students and staff. Pat Griffiths of the University of Massachusetts was brought to
campus to conduct a full-day workshop for coaches and athletics staff on diversity and
accepting differences. In addition, Dartmouth’s coaches and athletics administrators have
engaged in diversity training through the “Campus of Difference” program. To date 74
coaches and athletic administration staff have attended this program.

6. Please provide a written, stand-alone institutional plan for addressing minority
opportunities for the future in the intercollegiate athletics program.

The current “Plan for Ongoing Commitment to Minority Opportunities in Athletics”
(Appendix H) was developed by the Athletic Department staff in consultation with the
members of the Commitment to Equity, Welfare and Sportsmanship Committee. This
plan has been approved by the President of the College, the Dean of the College, the
Dean of Admissions and Financial Aid and the Director of Athletics and Recreation.

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.

Dartmouth’s two Associate Directors of Athletics for Intercollegiate Programs, one of
whom is also the Senior Woman Administrator (SWA), are responsible for overseeing
the 31 intercollegiate sports that fall under the jurisdiction of the Athletic Department.
As such, they have primary responsibility for ensuring that matters concerning student-
athlete welfare are monitored, evaluated and addressed on a continuing basis. They are
assisted in these endeavors by an Associate Director of Athletics for Compliance and
Administration, an Assistant Director of Athletics for Compliance, an Assistant Athletic
Director for Marketing and Promotions, an Equipment Manager, a Director of Strength
and Conditioning, two interns, five sports information personnel, and an Academic
Counselor/CHAMPS Life Skills coordinator, who has direct responsibility for a wide
range of student-athlete welfare programs. Student-athlete welfare issues for the ski
program are monitored and addressed by the Director of Skiing and the Director of
Outdoor Programs, while such issues for the riding team are monitored and addressed by
the Executive Officer in the Dean of the College area.

Among the programs administered by the Academic Counselor/CHAMPS Life Skills
coordinator is the Faculty Athletic Advisor Program, in which faculty members work
closely with 26 different teams, providing academic counseling and sometimes acting as
helpful intermediaries between student-athletes and other faculty members. In addition,
the welfare of all Dartmouth students, including all student-athletes, is impacted
significantly by the services offered by a variety of offices in the Dean of the College
area, including the Upper Class Dean’s Office; the Office of First-Year Students; Health
Services; Residential Life; Student Life; Career Services; and the Academic Skills
Center.

Finally, since the 1996 recertification process, the Office of Pluralism and Leadership
(OPAL) was created. This office aims to universalize diversity and leadership
development at Dartmouth by making student life experiences in these areas meaningful
and relevant to the education of every generation of Dartmouth students including
student-athletes. The office strives to provide a comprehensive program for cultural
enrichment and leadership development to ensure that historically under-represented
groups in particular and all Dartmouth students in general will have rich learning
experiences outside the classroom. The OPAL staff works with individual students as
well as student communities and organizations to facilitate academic, personal, social,
and cultural development and success. Providing these services in partnerships with
students, faculty and administrative staffs creates the safe, welcoming, and enriching
environment that all in our community deserve.

2. Describe the institution’s educational enhancement programs that are available to
student-athletes.

   All of Dartmouth’s educational enhancement programs are available to all students,
not solely student-athletes. For example, students utilize the Composition Center for help
with their writing. Students take advantage of the tutors available to them through the
Integrated Academic Support Program (IAS) – Math 1 & 2, English 2 & 3 and Chemistry
3. Students also register for a tutor or study group for all other courses through the
Academic Skills Center. Through an NCAA grant, there is an academic counselor within
the Academic Skills Center who primarily works with student-athletes. This counselor
concentrates his time advising student-athletes on an individual basis on learning
strategies, study skills and time management. The grant also funded a program through
which the Academic Skills Center offers student-athletes the opportunity to check-out
laptop computers for away competitions.

   There are no mandatory “study halls” for any varsity teams, and student-athletes
aren’t required to meet with the Academic Counselor.

   The Academic Counselor meets with all teams at the beginning of the year to discuss
his role and function as well as to educate the student-athletes on how the services that
the Academic Skills Center provides can be utilized as a resource. Throughout the
academic year, the counselor communicates with coaches to dispense important academic
information – for example, if a pre-med advising session for student-athletes is being
held, the information typically is sent by the counselor to the coaching staff. This year
workshops on time management, stress, reading effectively, taking class notes, etc. will
be conducted for student-athletes at Alumni Gym.

   Through the CHAMPS-Life Skills program various speakers have come to campus to
provide professional development workshops for coaches and student-athletes. Last year
Jeff Jansen spoke about leadership; former NFL quarterback Don McPherson talked
about “male responsibility,” and author David Westhol discussed hazing. This year
former Major League baseball player Billy Bean discussed homophobia and diversity,
and Rick Barnes provided a workshop on hazing. Aside from off-campus speakers, the
CHAMPS program utilizes campus resources as well. For example, several teams invited
representatives from across campus to speak with their teams including the college’s
nutritionist, the Women’s Health Department Manager, the Coordinator of the Alcohol
and Other Drugs Education Program, librarians and counselors from Counseling and
Health Resources and Career Services.

   Coaches routinely bring all of these support services to the attention of their student-
athletes in a variety of ways, including meetings with the Associate Director of Athletics
for Compliance and Administration, seminars and workshops with the Academic
Counselor / CHAMPS Life Skills Coordinator, posting pamphlets and brochures in the
locker rooms, setting up mandatory individual meetings with the Academic Skills Center for first-year athletes, and individual meetings with student-athletes where the coaches specifically mention the College’s services in detail.

These services cover a wide range of support and include:

• Academic Skills Center: The Academic Skills Center offers help to all students who want to become more efficient and effective learners. Workshops and individual sessions, including peer tutoring, are available every term, as is a course in reading improvement.

• Presidential Scholars Program: The Presidential Scholars Program was initiated under the auspices of the Faculty of Arts and Sciences to encourage and facilitate the attainment of intellectual and artistic excellence among Dartmouth undergraduates. Presidential Scholar Research Assistantships offer juniors the opportunity to serve as research assistants to individual members of the faculty. Students receive an honorarium and may have the option of Independent Study credit in the second term.

• Women in Science Project: The Women in Science Project encourages women to explore their interests in the sciences, including mathematics and engineering, through programs offering out-of-classroom connections and experiences. WISP offers paid, part-time research internships, giving first-year and some sophomore women the opportunity to work one-on-one with a science faculty member in their lab for two terms.

• Mellon Minority Undergraduate Fellowships: A grant from the Andrew W. Mellon Foundation encourages minority undergraduates to pursue Ph.D. degrees in the core Humanities, Area Studies, Anthropology, Environmental Science, Mathematics, Sciences, and Sociology.

• E. E. Just Program: The E. E. Just Program is designed to address two national needs: America’s growing shortage of black scientists; and the traditional under-representation of black students in science. Activities of the program include junior and senior year research internships, science forums and workshops, and a visiting scientist seminar program.

• First-Year Summer Research Project: This program provides funding to pursue independent research, usually off-campus, in the summer following the first year of study.

• Undergraduate Research Grants: Several grants administered by the Rockefeller Center, the Dickey Center, the Office of the Dean of the Faculty, and other College offices are available to underwrite the costs of undergraduate academic research, both on- and off-campus.

• Career Services: Career Services supports Dartmouth students in making informed decisions regarding undergraduate and post-graduate plans by providing resources and opportunities to encourage students to explore different options and to build the skills necessary for the pursuit of opportunities.

• Leave Term Internships/Unpaid Internship Funding: Career Services acts as a clearinghouse for information on internships. Career counselors are available to assist students with identifying internships which match their interests, and can advise students on how to use internships to explore career options and to develop a career plan.

• First-Year Office: The First-Year Office is responsible for all aspects of the first year, especially the well-being and adjustment of each member of the entering
class. Deans in the office provide personal and academic counseling and assist students with questions or concerns about course selection, career plans, enrollment patterns, course difficulties, or social adjustment.

• Nutrition Education Program: The Nutrition Education Office, located in Dick’s House, is staffed by a nutritionist who has expertise in eating disorders, sports nutrition, vegetarianism, and weight issues. The nutritionist offers individual appointments and group eating-disorder therapy, as well as consultations to residential groups and athletic teams. A wide variety of handouts are available at the Nutrition Education Office, including information about weight control, sports nutrition, eating disorders, how to help a friend with an eating disorder, vegetarianism, how to eat well on campus, and other nutrition topics.

• Academic and Special Interest Housing: The Office of Residential Life administers the following academic and special interest program housing options: Asian Studies Center, East Wheelock Cluster Program, Foley House, French/Italian Suite, Hillel Apartments, International House at Brewster Place, Latin American and Caribbean Studies (LALACS) House, La Casa, Native American House, Quiet Space Living Alternative, and Shabazz Center for Intellectual Inquiry at Cutter Hall.

• Older and Wiser Program: Older and Wiser is a program for men and women students that eases the transition from high school to college for first-year students by matching them with senior student mentors.

• Office of Pluralism and Leadership: The Office of Pluralism and Leadership (OPAL) is a newly formed, comprehensive office that offers an integrated approach for providing cultural enrichment and leadership development to all students. OPAL consists of the Native American Program, the Center for Women and Gender, and the four Offices of Student Advising: Asian and Asian American, Black, Latino/a, and Lesbian, Gay, Bi-sexual and Transgender. The OPAL staff works with individual students as well as student communities and organizations to facilitate academic, personal, social, and cultural development and success.

• Upper Class Deans Office: The Upper Class Deans Office provides support for students in the sophomore, junior and senior classes, as well as for other enrolled students. A dean is assigned to each class, and follows the class from its sophomore through its senior year. The deans serve as resources for academic and personal advising, conduits of information about the College and its procedures, sources of encouragement support for students who have various concerns, referrals to other College offices, and administrators of academic and conduct regulations. Although each of the class deans has specific areas of academic and counseling expertise, they are generalists in the sense that their main concern is to support students in their engagement with the curriculum and in their overall educational experience at Dartmouth.

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.

At the end of each sport season, the Senior Associate Director of Athletics for Intercollegiate Programs sends an Exit Interview Questionnaire (Appendix J) to each senior on an intercollegiate athletic team. With the questionnaire is a letter which details
the Athletic Department’s interest in soliciting feedback from the seniors regarding their athletic experience at the College. The letter states that the information provided will be shared with coaches and other athletic personnel as appropriate.

Prior to the student-athletes receiving the Exit Interview Questionnaire, the coaches of the teams that have just completed their seasons receive a form from the Senior Associate Director of Athletics for Intercollegiate Programs. This form asks the coach to identify their senior athletes and to indicate whether the senior was a starter (S) or non-starter (NS), and whether the student was recruited (R) or non-recruited (NR). This additional information is then returned to the associate director and is used in conjunction with the student-athletes’ exit questionnaires in the evaluation process.

Once the questionnaires are returned to the Athletic Department, the Athletic Director and the Senior Associate Director of Athletics for Intercollegiate Programs review each questionnaire, looking for strengths as well as concerns raised in the responses. If there are patterns of concern which the administrators feel warrant investigation, they follow through with coaches and student-athletes. While reviewing the questionnaires, the administrators also look for general trends for each sport as well as trends in the department as a whole. In addition to the questionnaires, the Senior Associate Director of Athletics for Intercollegiate Programs and other senior athletic administrators conduct oral interviews with a random group of seniors after each sport season. This process is explained to the student-athletes in the letter that accompanies their questionnaire. This is another opportunity for student-athletes to provide feedback and for administrators to gather more detailed information concerning student’s athletic experiences. In recent years, surveys have been distributed to an average of 155 seniors annually, with approximately 40 completing and returning the surveys each year. Each season one or two seniors per sport have been invited to participate in exit interviews with an athletics administrator. The Athletic Director reports to the Dean of the College annually regarding information obtained from student-athlete exit interviews.

The Athletic Director and the Senior Associate Director of Athletics for Intercollegiate Programs are available to student-athletes on an appointment basis to discuss any concerns related to the Athletic Department or to intercollegiate sports. The existence of this policy is communicated each year with members of all intercollegiate athletic teams during their mandatory eligibility meetings with the Associate Athletics Director for Compliance and Administration.

4. **Attach a copy of the institution’s written grievance and/or appeals procedures available to student-athletes in areas mandated by NCAA legislation and in other areas. Also, identify the individual(s) responsible for overseeing the administration of the grievance and/or appeals procedures.**

   The Athletic Department’s grievance policy is stated clearly in the *Student-Athlete Handbook*:

   “All individuals who become involved with Dartmouth College Athletic Department programs and use Athletic Department facilities should feel free to bring complaints and problems to the attention of the appropriate Athletic Department personnel following the guidelines described below. For all individuals who take advantage of departmental programs, the intent of the staff is to create an ‘open door’ atmosphere so that any concern or observations can be easily communicated to the individuals responsible for various activities and appropriate follow-up action taken.”
“Intercollegiate student-athletes should address their problems and concerns first to the coaches involved and then to the Senior Associate Director of Athletics for Intercollegiate Programs. Individuals participating in physical education, fitness programs, intramurals, and club sports should work through the Associate Director of Physical Education and his/her staff. Matters specifically related to athletic facilities and the scheduling of activities in those facilities should be directed to the Operations and Facilities for Athletics and Recreation staff.

“As necessary, senior members of the athletic administration will review and deliberate concerning problems and grievances and arrange appropriate follow-up meetings and conferences in an attempt to gain a thorough understanding of the nature of the situation and what steps should be taken. Our basic philosophy is that complaints should follow a logical path from the most immediately responsible, to those who have more comprehensive responsibility. No complaint or concern should be too small to bring to someone’s attention, as long as the matter or the situation represents a condition that has grown beyond a one-time incident to one that is affecting the quality of the experience an individual or a group of individuals expects to have.”

5. Describe the institution’s educational and support programs in the area of sexual orientation.

Included as Appendix K is information regarding resources in the area of sexual orientation. The College supports a number of organizations, programs, and services for Lesbian, Gay, Bisexual, Transgender, Questioning and Ally students including:

• The Assistant Dean of Student Life and Advisor to LGBT students provides support to individual students, as well as student groups including athletic teams; organizes LGBT educational, cultural, and social programs; provides staff trainings and workshops; and advocates on behalf of LGBT students to other areas of the College administration.
• The Coalition for Gay, Lesbian, Bisexual, Transgender Concerns (CGLBTC) is the lesbian, gay, bisexual, transgender organization for faculty, staff, administration and service members. It holds monthly meetings, plans occasional social events, and takes action on issues of importance to gay, lesbian, bisexual, transgender College employees, and
• The Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Ally (LGBTQA) Resource Center is open to all students. It provides LGBTQA educational and cultural resources including brochures, books, magazines, journals and videos. The Center is home to a variety of LGBTQA student groups including the Dartmouth Rainbow Alliance and the Gay-Straight Alliance.

6. Identify the mechanism 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.

The Sports Medicine Department falls under the direction of the College Health Service and its director and the Head Athletic Trainer.

All incoming first-year athletes are required to have an physical examination, by their home physician, and to provide the appropriate documentation to the Health Service that they are fit to compete in athletics, before they can be cleared to participate at Dartmouth.
Health Service staff review these physical forms of all the incoming first years to ensure they are meeting the requirements.

Upper class athletes are required to complete, prior to each competitive season, a Yearly Athletic History Questionnaire, documenting any significant changes in health status from the previous year. The sports medicine staff then reviews these forms. Health issues which are noted are referred to the appropriate medical provider. Issues must be resolved prior to clearance being granted.

The Sports Medicine Department consists of eight athletic trainers, each of whom is certified by the National Athletic Trainer’s Association (NATA) and licensed by the State of New Hampshire. All varsity sports at Dartmouth, as well as the men’s and women’s club rugby teams, are assigned an athletic trainer for either primary or secondary coverage. Primary coverage is provided to those sports which involve the greatest risk of significant injury. With primary coverage the athletic trainer would attend all practices and contests both home and away. For those sports receiving secondary coverage (sports with reduced risk of significant injury), the athletic trainer acts as a referral person and serves to coordinate care when an athlete does become injured. With some exceptions these secondary coverage sports are provided an athletic trainer for home competitions, but are not generally on site for practices, nor do they travel to away contests.

7. **Attach a copy of the institution’s emergency medical plan for practices and games.**

The Sports Medicine Department provides coverage to Dartmouth’s teams, either primary or secondary, based on risk and availability. Athletic Trainers covering practices and events utilize either two-way radios or cell phones to contact EMS in the event of a life-threatening emergency. All Athletic Trainers are certified in CPR and trained in OSHA regulations regarding blood-borne pathogens.

For those events that are not covered by an Athletic Trainer, the Athletic Department requires that all coaches be certified in CPR. They are also instructed as to where to locate emergency phones in the event of an emergency.

The athletic staff is in the process of completing a written medical emergency plan, which will be available to the peer review team when it arrives on campus.

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.**

**Item #1 Evaluation** – Periodic review of Athletic Department activities for consistency with goals and objectives set forth in the institution’s and Athletic 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 welfare issues are reviewed at regular meetings of each of the following groups: Athletic Department senior management staff, intercollegiate athletics administration, varsity coaching staff, sports medicine staff, Student-Athlete Advisory Committee (SAAC), Dartmouth College Athletic Council (DCAC), and the Athletics
Committee of the Alumni Council. In addition, the Senior Associate Director of Athletics for Intercollegiate Programs meets regularly with the Academic Counselor/CHAMPS Life Skills Coordinator regarding the development of programming to address these issues, and meets periodically with individual coaches, student-athletes, the Director of Health Services, and various deans regarding these issues as well.

The Academic Counselor/CHAMPS Life Skills coordinator also meets regularly with the Associate Athletic Director for Compliance & Administration to review Athletic Department activities. Feedback comes from a variety of sources: SAAC, senior exit interviews, coaches and campus administration. Discussions take place, recommendations are made and the CHAMPS/Life Skills Coordinator implements future activities.

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

In addition to the input provided from student-athletes on a regular basis through SAAC and the department’s open door policy, the intercollegiate athletics administration solicits feedback from all senior student-athletes through a comprehensive written survey, and from a cross section of senior student-athletes in face-to-face exit interviews. In recent years, surveys have been distributed to an average of 155 seniors annually, with approximately 40 completing and returning the surveys each year. Each season one or two seniors per sport have been invited to participate in exit interviews with an athletics administrator. Anecdotal evidence from recent surveys and exit interviews suggests that Dartmouth student-athletes have, by-and-large, been very satisfied with the quality of their athletic experiences at the College. Any concerns raised are shared with coaches and/or other athletics administrators as appropriate, with follow-up steps implemented as necessary.

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

In addition to continuation of all the activities described above, consideration will be given to the creation of a CHAMPS/Life Skills Advisory Committee, consisting of campus staff, student-athletes, and athletics administrators, to gather feedback from an even wider network of campus resources.

**Item # 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.

Student-athlete welfare issues are reviewed at regular meetings of each of the following groups: Athletic Department senior management staff, intercollegiate athletics administration, varsity coaching staff, sports medicine staff, Student-Athlete Advisory Committee (SAAC), Dartmouth College Athletic Council (DCAC), and the Athletics Committee of the Alumni Council. In addition, the Senior Associate Director of Athletics for Intercollegiate Programs meets regularly with the Academic Counselor/CHAMPS Life Skills Coordinator regarding the development of programming to address these issues, and meets periodically with individual coaches, student-athletes, the Director of Health Services, and various deans regarding these issues as well.
b. **Provide data demonstrating the institution’s commitment to these issues for all student-athletes.**

In addition to the input provided from student-athletes on a regular basis through SAAC and the department’s open door policy, the intercollegiate athletics administration solicits feedback from all senior student-athletes through a comprehensive written survey, and from a cross section of senior student-athletes in face-to-face exit interviews. In recent years, surveys have been distributed to an average of 155 seniors annually, with approximately 40 completing and returning the surveys each year. Each season one or two seniors per sport have been invited to participate in exit interviews with an athletics administrator. Anecdotal evidence from recent surveys and exit interviews suggests that Dartmouth student-athletes have, by-and-large, been very satisfied with the quality of their athletic experiences at the College. Any concerns raised are shared with coaches and/or other athletics administrators as appropriate, with follow-up steps implemented as necessary.

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

In addition to the continuation of all the activities described above, consideration will be given to the creation of a CHAMPS/Life Skills Advisory Committee, consisting of campus staff, student-athletes, and athletics administrators, to gather feedback from an even wider network of campus resources.

Also the Athletics Director’s annual report to the Faculty Athletics Representative (Dean of the College), attached as Appendix G, describes how the structures in place ensure that we continuously move forward to enhance student-athlete welfare.

**Item # 3 Participation in Governance and Decision-Making – Involvement of student-athletes in the governance and decision-making processes of the Athletic Department (including the student-athlete advisory committee)**

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

The Academic Counselor/CHAMPS Life Skills Coordinator and the Senior Associate Athletic Director confer and ask the SAAC for feedback and their advice on pertinent departmental issues/questions at their regular committee meetings.

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

The same method as described in Item #1

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

The athletic administration will continue to work with and involve the Executive Board of the SAAC on governance and decision-making processes and issues.

**Item # 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.**
The Academic Counselor/CHAMPS Life Skills Coordinator and the Senior Associate Athletic Director meet and discuss the “who, what, when, how, and why” with regards to programs and activities. This is based upon their high level of student-athlete and coach interactions and information gathered from the exit interview process.

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

Looking historically at Dartmouth’s graduation rates, we have seen that our student-athletes graduate at or, in some years, exceeding the graduation rate for all students. Student-athletes have also received academic department and College-wide awards. For example, in 2002 Ben Gebre-Medhin, a varsity soccer player, received the Barrett Cup, given annually by the College to the outstanding male student of the graduating class. Another example of the institution’s commitment to these issues is the programming that has been arranged for student-athletes. Recently this programming has included a presentation by Jeff Janssen about leadership and “healthy living”; ongoing efforts by Ryan Travia, Dartmouth’s Coordinator of Alcohol & Other Drug Education programs; regular meetings between Elizabeth Hirsch, Women’s Health Coordinator, and many of our female athletes; and the ongoing availability of Claudette Peck, Dartmouth’s campus nutritionist and Abby Tassel, Coordinator of the Sexual Assault Awareness Program.

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

These topics will be addressed in the future through the collaborative work of the CHAMPS/Life Skills Counselor, the Athletics Administration and the Student Athlete Advisory Committee. Recognizing the special relationship that exists between the coaches and their athletes, the Dean of the College area is also in the process of strengthening the relationship between our class deans and the athletic coaches. This new relationship will allow the coaches to provide additional support when academic and conduct issues arise involving their student-athletes.

9. Please attach a copy of the institution’s student-athlete handbook.

Student-athlete-Handbook is attached as Appendix L.

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.

   Athletic events are supervised by an athletics administrator who is responsible for assuring that principles of good sportsmanship are followed.

   Certain athletic events that may lend themselves to poor sportsmanship (ice hockey, soccer, baseball, football, lacrosse) are also staffed with one or more members from College’s Department of Safety and Security.
As part of the annual evaluation process, head coaches are evaluated on their ability to model and encourage sportsmanship and appropriate behavior.

The athletic department requires coaches, student-athletes and fans to comply with all applicable College, Ivy League and NCAA rules.

2. **Attach a copy of the institution’s written policies and procedure 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.**

   The College’s “Community Standards of Conduct” (Appendix M) addresses disorderly conduct which can present grounds for sanctioning student-athletes and student-spectators/fans. Specifically, Standard II states “The College requires orderly conduct of all students while in Hanover and its environs as well as at any College-related function or activity, whether in Hanover or elsewhere including, for example, students on off-campus programs or players and spectators at away athletic contests.” Unruly student spectators are asked to present or surrender their College identification card and will at least be required to meet with a dean; more serious acts will be subject to a hearing by the Committee on Standards. Possible penalties include fines, College reprimand, College discipline, suspension, immediate temporary suspension, separation, or special action.

   Dartmouth’s Director of Athletics and Recreation, or her designee, addresses inappropriate behavior on a case-by-case basis with appropriate actions to teach and maintain appropriate conduct. Potential sanctions include, but are not limited to, oral warnings, written reprimands, temporary or permanent revocation of attendance privileges, suspension of coaches and athletes from contests, termination of coaches employment, or removal of athletes from teams. The athletic director or her designee is responsible for addressing inappropriate behavior by coaches, and the athletic director or her designee collaborates with coaches to address instances of poor sportsmanship by student-athletes.

   Appropriate standards of conduct are communicated verbally (meetings with athletes and coaches, PA announcements) and in written form (in game programs, venue signage, and copies of policies to student-athletes and coaches). These standards are attached as Appendix N.

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

   The CHAMPS/Life Skills coordinator arranges relevant programming for student-athletes and coaches. During the past two years the issue of hazing has been addressed through two outside speakers (Dave Westhol and Rick Barnes). These speakers presented specific programs for student-athletes and coaches. The Athletic Department collaborated with other College departments to bring speakers to campus to address violence against women (Don McPherson, former college and professional quarterback), and tolerance/diversity (Billy Bean, former major league baseball player). The department has also utilized on-campus resources to provide appropriate programming, including the institution’s Sexual Abuse Awareness Program Coordinator, to present relevant programming for specific teams (football, men’s lacrosse). The *Student*
Handbook contains detailed policies on sexual abuse, stalking, and hazing, attached as Appendix O.

4. Describe educational activities related to sportsmanship and ethical conduct for student-athletes, coaches, institutional staff members, boosters, support groups and all others associated with the intercollegiate program.

The Senior Associate Athletic Director reviews with coaches annually the Ivy League’s written standards for good sportsmanship and the NCAA’s standards for ethical conduct.

At annual meetings with each team an athletics administrator reviews with all student-athletes the College’s expectations for good sportsmanship. These expectations are also noted in the Student-Athlete Handbook (included with this report).

A public address statement promoting good sportsmanship is read prior to each intercollegiate contest and a similar statement is included in game programs. (Appendix N)

A representative from the Ivy League Office meets annually with League band directors and student representatives to encourage their assistance in promoting good sportsmanship.

Dartmouth annually solicits financial support from alumni, parents, and other supporters by means of two fundraising vehicles: the Dartmouth Athletic Sponsor Program, which centrally supports the recruitment efforts of all Athletic Department varsity sports; and individual Friends Groups for each sport. The Deputy Director of Athletics coordinates the fundraising activities of these groups, while the Athletic Director, Deputy Director, Senior Associate Director of Athletics for Intercollegiate Programs, and Athletics Business Manager are all involved in allocating and approving expenditures of donated funds. The department maintains joint Friends accounts for all sports in which Dartmouth offers both men’s and women’s teams at the same level, and funds are allocated to meet the respective needs of each team on an equitable basis. Athletic Sponsor funds are allocated equitably to the department’s men’s and women’s teams on the basis of their respective recruiting needs.

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.

Exit interviews with student-athletes request feedback on the degree to which sportsmanship and fair play were part of the team culture. The athletic administration and Department of Safety & Security regularly communicate about fan behavior and develop appropriate strategies to address these issues. Head coaches are also expected to collaborate with their direct supervisor (Associate Athletic Director) to address any issues of misconduct that arise with their student-athletes.

Incidents that have been reviewed during the last three years have been minimal:

- On several occasions the Athletic Director has met with students who were participating in poor fan behavior.
• A decision was made to eliminate several rows of seating from behind the visiting team’s penalty box (ice hockey) to keep fans from taunting.
• Additional Safety & Security officers have been added at selected events.
• Visiting fan sections have been secured behind the team bench for basketball contests.
• The management of baseball and lacrosse fans has been reviewed.

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).

   Our athletic conference, the Ivy League, does not have any awards or citations that are given specifically to recognize sportsmanship or ethical conduct. While there are some departmental awards that include sportsmanship among the criteria, there are no departmental awards that are specifically focused on sportsmanship or ethical conduct. It should also be noted that Dartmouth has not received any sanctions or reprimands from the NCAA for inappropriate behavior. According to our conference commissioner, “Dartmouth representatives to the Ivy League’s Student-Athlete Advisory Committee Conference were vigorous participants in the discussions regarding sportsmanship, ethical conduct, and fan behavior.” That said, the College is committed to maintaining this exemplary track record. To ensure that the institution’s commitment to the values of sportsmanship and ethical conduct is monitored and maintained, the committee recommends that a sportsmanship review committee be created comprised of representatives from the athletic administration, coaches, student-athletes, Safety & Security, and the Deans Office. This committee would meet each term to discuss relevant issues.
DARTMOUTH COLLEGE

Plan for Ongoing Commitment to Minority Opportunities in Athletics

DRAFT – November 13, 2003

The following plan of action reflects Dartmouth College's ongoing commitment to minority opportunities in intercollegiate athletics. The plan was approved by the President of the College, Dean of the College, Director of Athletics and Recreation and the Dean of Admissions and Financial Aid on __________. Each item includes identification of the person(s) responsible for the implementation.

Employment initiatives

- The Senior Associate Athletics Director for Intercollegiate Sports and the Associate Director of Institutional Diversity and Equity will continue to monitor all job searches using Equal Opportunity/Affirmative Action procedures and will continue aggressive measures to identify and attract minority candidates for administrative and coaching positions. These measures will include:

  - Broad-based advertising of appropriate job openings in such vehicles as The NCAA News, Black Issues in Higher Education (when feasible), and the Black Coaches Association (BCA) website, including this statement: "Dartmouth College is an Equal Opportunity/Affirmative Action employer. Women and minorities are encouraged to apply."

  - Sending of notices and job descriptions to peer institutions, including historically Black institutions.

  - Minority representation on search committees whenever feasible.

  - The Senior Associate Director and/or other staff members will make personal phone calls to administrators and/or coaches at other institutions in a "networking" effort to expand and diversify the applicant pool, and will then make personal contact with potential applicants.

  - The Senior Associate Director will maintain his/her membership in the Black Coaches Association (BCA) and he or his designate will continue to attend their annual conference and participate in their job fairs to gather information on possible minority candidates and to affirm the College's commitment to minority opportunities.

  - The Athletics Department will continue to fund the BCA membership fees of coaches of color, and will cover the expenses of any coach attending the annual BCA conference, to enhance Dartmouth’s visibility as a prospective employer.
• As job openings occur, the Senior Associate Director or the particular search committee chair will review the resumes collected at BCA conferences in order to identify qualified minority candidates.

• The Senior Associate Director or the particular search committee chair will discuss job applicants with the Office of Institutional Diversity and Equity before bringing short-listed candidates to the campus for interviews.

• A "Candidates' Resource Network" letter and information provided by the Office of Institutional Diversity and Equity will be provided to all candidates coming for interviews.

It should also be noted that the Athletics Department has made a top priority the identification and consideration of qualified minority candidates for the coaching positions in football and basketball, as positions become available.

• The Senior Associate Director for Intercollegiate Sports will explore the possibility of creating additional coaching internships similar to the one currently available in the track and field program.

• The Senior Associate Director for Intercollegiate Sports and his/her administrative colleagues will make every effort to identify and consider women and/or candidates of color for internship positions. To help attract a broader applicant pool, the Athletics Department has enhanced intern compensation.

Enrollment initiatives

• The Director of Minority Recruitment in the Admissions Office and the Deputy Director of Athletics will work to strengthen communication and to collaborate more effectively on efforts to interest prospective student-athletes of color. Some initiatives include:

• Admissions and Athletics personnel will collaborate to identify high schools with strong potential for talented prospective student-athletes of color.

• Admissions and Athletics personnel will continue to explore the possibility of modifying the online pre-applicant registration form so that students can indicate an interest in intercollegiate sports, and coaches can then be notified of prospective student-athletes of color who have registered.

• When evaluating the applications of prospective student-athletes of color, the Admissions Office will take into consideration the recently-enhanced support services for Dartmouth student-athletes, including the growing network of faculty team advisors and the new academic counselor/CHAMPS Life Skills position, in striving to build a nucleus of student-athletes of color that will help make Dartmouth a more attractive option to subsequent minority athletic recruits.
• When admissions officers review applications of promising student-athletes of whom coaches may not be aware, they will notify Athletics personnel so coaches can follow up accordingly.

• Athletics personnel will explore ways to increase faculty/administration involvement as resources for prospective student-athletes of color who visit the campus.

Other diversity initiatives

• Athletics personnel will encourage all student-athletes, but especially minority students, to utilize the Student-Athlete Advisory Council, open door policies, and grievance procedures available in the Athletics Department to voice comments, concerns and suggestions, especially those related to minority issues. The Associate Director for Compliance and Administration will cover these areas in annual compliance meetings with each team. The Director of Athletics and Recreation will report to the Dean of the College on any issues raised.

• The Dean of Student Life and the Associate Dean of Student Life for Pluralism and Leadership, who have responsibility for coordinating diversity efforts throughout the Dean of the College area, will continue to work with Athletics personnel on an ongoing basis concerning education efforts, issues and initiatives related to this area.
DARTMOUTH COLLEGE

Plan for Ongoing Commitment to Gender Equity in Athletics

DRAFT – November 13, 2003

Dartmouth is committed to fair and equitable treatment of men and women in all areas, including intercollegiate athletics. The College first admitted women as undergraduates in 1972, and women’s athletic opportunities were initiated shortly thereafter. Following a comprehensive review of gender equity in athletics during the 1992-93 academic year, the College implemented a series of important initiatives over a three-year period (1993-94 through 1995-96) to increase the proportion of women’s athletic opportunities and enhance the quality of those opportunities to ensure equitable treatment. The initiatives included the elevation of two additional women’s sports to funded varsity status; additional funding to ensure equitable coaching, publicity, strength training, equipment, team travel per diem allowances, and recruiting resources; and the creation of joint “Friends” accounts to eliminate funding disparities caused by gender-restricted donations. The review confirmed equitable treatment already in place with respect to athletic scholarships (none); scheduling of games and practice times; academic support; locker rooms, practice and competitive facilities; medical and training facilities and services; housing and dining facilities and services; and support services.

Since the completion of those initiatives in 1996, the percentage of women among varsity athletes has virtually matched the percentage of women in the undergraduate student body (within one percent for the last four years) and our focus has been on continuing to incorporate equity considerations into every decision-making process concerning the allocation of resources and opportunities, and ensuring that any changes and enhancements to our intercollegiate athletics program are implemented in a gender-equitable manner. For example, efforts were made to ensure that our new and renovated athletic facilities (Boss Tennis Center, Gordon Pavilion, Scully-Fahey Field, Blackman Fields, Leverone Fieldhouse, Hanover Country Club, and Berry squash courts) benefit our men’s and women’s teams equitably; and that the compensation enhancements facilitated by the College’s campus-wide reclassification project were applied equitably to men’s and women’s coaching positions. As an additional means of monitoring adherence to these principles, a committee has been convened annually to review gender equity matters and ensure equitable treatment of men’s and women’s athletic opportunities.

Looking ahead, the following plan of action reflects Dartmouth College's ongoing commitment to gender equity in intercollegiate athletics. The plan has been formulated through broad-based participation by including representation from the faculty, coaching staff, athletics administration, student-athletes, and the offices of student life, admissions, and institutional diversity and equity. The plan was approved by the President of the College, Dean of the College and the Director of Athletics and Recreation on __________. Each item includes identification of the person(s) responsible for implementation.
• At the end of each sport season, student-athlete questionnaires will be distributed to all seniors who have completed their college athletic careers. The questionnaires will include specific questions concerning the students' perceptions of equitable treatment of men's and women's teams in such areas as coaching, facilities, scheduling, team travel accommodations, equipment, laundry services, athletic medicine, publicity, and promotions. All completed questionnaires will be reviewed by the Senior Associate Athletic Director for Intercollegiate Sports for any appropriate follow up.

• Senior administrators in the Department of Athletics will conduct exit interviews of a cross-section of senior student-athletes, and will specifically ask students about any concerns they may have pertaining to equitable treatment of men's and women's teams. Any concerns raised in the exit interviews will be conveyed to the Senior Associate AD for appropriate follow up.

• Every summer, the Athletics Department will mail an athletic interest survey to the entire incoming first-year class. The Senior Associate AD will tabulate and review the responses to determine whether any patterns emerge that reveal significant interest in any sports that Dartmouth does not currently offer.

• The Academic Counselor/CHAMPS Life Skills Coordinator will meet regularly with the Student-Athlete Advisory Committee, and will report to the Senior Associate AD any concerns raised regarding gender equity, for appropriate follow up.

• As an important extension of the department's "open door policy", athletic administrators will convey to the Senior Associate AD any concerns pertaining to equitable treatment of men's and women's teams that are raised by student-athletes during the course of the year.

• The Director of Athletics, Senior Associate AD, and other athletics administrators will follow up on any concerns raised by coaches at any time regarding equitable treatment of men's and women's teams.

• During the normal budget preparation cycle, the Senior Associate AD and the Athletics Business Manager will make note of any issues regarding the providing of equitable resources to men's and women's teams that warrant further examination.

• The Athletics Department will continue taking aggressive steps to identify and attract qualified female applicants for coaching and administrative job openings, and to give every possible consideration to female candidates for those positions. The Director of Athletics and Recreation, the Senior Associate AD, and the Director of Institutional Diversity and Equity are responsible for ensuring that appropriate measures are taken during each job search.

• In utilizing the administrative intern funding provided by the Ivy League Office each year, the Senior Associate AD will make every effort to include opportunities for women and/or candidates of color.

• To ensure adequate resources for the recruitment of male and female student-athletes, the Director and Deputy Director of Athletics will continue to make every
effort to respond favorably to any coaches’ requests for additional recruiting resources from the Athletic Sponsor Program.

• The Director and Deputy Director of Athletics will continue to work closely with the Dean and Associate Director of Admissions each year to ensure that the proportion of female recruited athletes admitted to and matriculating at Dartmouth continues to be reflective of the proportion of women's athletic opportunities at the College.

• The Director of Athletics and Recreation, along with the Director of Facilities and Operations for Athletics, will ensure that all planning for new and renovated athletic facilities – including competition, practice, strength training, sports medicine, and office space – will be done with full consideration of any gender equity implications.

• On an annual basis for at least the next five years, the Director of Athletics and Recreation will continue to appoint a committee to conduct a gender equity review. The committee will include members of the senior athletics administration along with representation from the faculty, the student body, and administration outside the Athletics Department. The committee will review:

• Dartmouth’s Equity in Athletics Disclosure Act (EADA) Report for the previous academic year, including enrollment and athletic participation figures, coaching data, operating and recruiting expenses, and all other tables;

• Any other gender-related issues raised during the previous year and compiled by the Senior Associate AD from senior student-athlete questionnaires and exit interviews; student interest surveys; coaches’ input; budget reviews; meetings of the Student-Athlete Advisory Committee, Dartmouth College Athletic Council, and Faculty Committee on Athletics; and any other pertinent source.

• The Director of Athletics and Recreation will report any key findings of this review to the Dean of the College for discussion of appropriate follow-up measures.