



TO: Athletics Committee Members
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FROM: Dr. Wood Selig
Director of Athletics

DATE: November 27, 2017

SUBJECT: December 7, 2017 – Meeting Agenda

The Athletics Committee meeting will take place in the Boardroom (Room 2206) in the Kate and John R. Broderick Dining Commons from 9:00 a.m. – 10:00 a.m. on Thursday, December 7, 2017. The following items will be discussed:

- I. Opening Remarks, President Broderick
- II. Background, Kay Kemper
- III. Athletic Director's Report, Dr. Wood Selig
- IV. Other Business



Department of Athletics

STRATEGIC PLAN

&

GENDER EQUITY REVIEW

January 2016

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Statement of Purpose & Intent

In July of 2010, Old Dominion University ushered in a new era in ODU athletics with the appointment of Dr. Wood Selig as Director of Athletics. Under the previous Athletics Director, Dr. Jim Jarrett, the Monarch sports programs brought great distinction to the University with ODU student-athletes winning 28 team and four individual national championships. Shortly after his arrival, Dr. Selig, supported by ODU President John R. Broderick, charged the ODU community to develop and implement a strategic plan that would build upon the successes of the past and ensure a dynamic future for ODU Athletics.

The change in leadership in the Athletics Department at ODU provides an opportunity to re-affirm the University's commitment to student-athlete success and to create a bold new vision for the ODU athletics program. Further, with the addition of football in 2008, the changes in the profile of ODU student-athletes suggest that the timing is right to review ODU's long-standing compliance with Federal Title IX. With that in mind, ODU has undertaken a strategic planning initiative intended to accomplish the following:

- 1. Reaffirm ODU Athletics' Mission, Vision, and Core Values.**
- 2. Ensure alignment of Athletics' Mission, Vision, Core Values, priorities, and initiatives with those of the greater University.**
- 3. Identify the priorities, goals, and specific objectives that will enable ODU Athletics to fulfill its Mission and achieve its Vision.**
- 4. Identify specific initiatives that will be implemented to assist ODU in reaching its goals and objectives.**
- 5. Provide a management and planning tool for the Director of Athletics and Athletics Staff.**
- 6. Provide an analysis of Title IX compliance to serve as a basis for the development of a Title IX compliance plan which will be included in the Athletics Strategic Plan.**
- 7. Enable and foster effective decision-making within the University and, especially, within the Department of Athletics, with a common understanding of Departmental priorities, objectives, and initiatives.**



The purpose of the plan is to establish goals and priorities for the Athletics Department that enable efficient and effective management consistent with its core values and a common understanding of the Department's mission and vision for the future. The Plan is intended to serve as a road-map for the operation of the athletics program through 2019, although some initiatives that emerge from the plan may carry over beyond that date.

The ODU Athletics Strategic Plan is intended to be a fluid document that will change as conditions merit. Imbedded in this plan are principles that seek to encourage broad-based oversight and participation in its implementation, monitoring, and constant revision.

The successful implementation of the ODU Strategic Plan will rest upon the University community's commitment to providing a high quality Division I intercollegiate athletics experience for a diverse population of skilled male and female student-athletes. Wide distribution to all ODU constituent groups of the Mission, Vision, and Core Values of the ODU Athletics Department along with the goals identified in the Strategic Plan will ensure, to the greatest extent possible, a common understanding of the role of Athletics Program at ODU.

The effectiveness of the Strategic Plan will be further reliant upon the University community's willingness to work together while embracing the concepts of trust and transparency. The members of the Strategic Planning Committee have come together to create this broad vision for the University's Athletics Program and pledge their support to hold themselves, their University colleagues, and the greater ODU community of fans and supporters accountable for its implementation and success.





EXECUTIVE SUMMARY

In September, 2010, the Old Dominion University Department of Intercollegiate Athletics initiated a strategic planning process to assist the University in leading and directing the Department into the year 2019 and beyond. A review of ODU's compliance with Federal Title IX was included in the strategic planning process. Collegiate Sports Associates was engaged by new Director of Athletics, Dr. Wood Selig, to assist in the planning process as well as the Title IX review.

With the objective of creating a strategic plan that enjoyed broad-based acceptance, Dr. Selig appointed a Strategic Planning Committee of seventeen members (Exhibit I) from a wide range of constituent groups to oversee the strategic planning process. The Committee's charge was to develop a plan that would be used by the Athletics Department to set priorities, allocate resources, and serve as a unifying point of reference for coaches, student-athletes, athletics department staff, the University community, alumni, and supporters of Monarch Athletics.

A highly skilled "Working Group" of nine University staff members (Exhibit I) was identified from among the Strategic Planning Committee members to prepare initial drafts of the various components of the Strategic Plan. The Working Group developed drafts of new statements of Mission, Vision, and Core Values for the Department of Athletics. These drafts were presented to the Strategic Planning Committee, edited and adopted after much discussion.

The planning process also included a landscape analysis conducted by the consultant. The analysis included a survey of the observations and opinions of a wide variety of University constituents including sports administrators, coaches, faculty, senior University officials, alumni and friends. Critical to this analysis were the observations of Dr. Selig made in his first ninety days on the job. These analyses were very helpful to the Working Group in developing the Mission, Vision, Core Values Statements and in setting the goals and priorities to be included in the Strategic Plan.



In developing the Strategic Plan, the Strategic Planning Committee aided by the Working Group identified seven (7) areas of focus for the Strategic Plan and developed goals in each area accompanied by strategies with action plans for accomplishing each. Upon a two (2) year review in October 2012, an 8th area of focus was added. These eight (8) areas of concentration are:

1. **ACADEMIC EXCELLENCE**
2. **COMPETITIVE EXCELLENCE**
3. **COMPLIANCE**
4. **EQUITY/DIVERSITY**
5. **RESOURCES**
6. **CIVIC ENGAGEMENT**
7. **PLAN FOR THE FUTURE**
8. **CONFERENCE USA TRANSITION**

Specific goals were established in each of the concentration areas. In all twenty-two (22) goals were identified. Seventy-eight (78) separate and distinct strategies for achieving the objectives were then developed and incorporated into the Strategic Plan. The Working Group also identified over one-hundred thirty (130+) initial action steps that would need to be undertaken to fully implement the strategies and to achieve the overall goals and objectives of the plan. The action steps included assignments of accountability for implementation along with key measurements, resource requirements, and time frames for completion of each initiative.

The University used the strategic planning process to conduct a review of its compliance with Federal Title IX. Long noted for its commitment to providing quality women's athletics programs, ODU Athletics recognized the challenges it faced to continue this tradition with the addition of football in 2008 to its sponsored men's programs. CSA was asked to review the current status of Title IX compliance and to develop recommendations that would allow ODU to maintain its' well-earned, long-standing reputation as a leader in providing high quality competitive opportunities for women. The Title IX review focused upon the following:

1. **Examine the current state of Title IX compliance including:**
 - a. An analysis of compliance using the US Department of Health, Education, and Welfare's "three-prong test";
 - i. An analysis of trends in participation & proportionality at ODU from 2007-2011;
 - ii. A review of requirements for achieving financial aid proportionality;
 - iii. Suggested guidelines for analyzing interests and abilities and ensuring equitable accommodations for students-athletes;
 - b. A review of sports sponsorship options available to ODU.
 - i. Identification of factors to consider when adding or deleting a sport;



- ii. An analysis of potential costs by sport;

2. Recommendations for integrating a Title IX compliance plan into the ODU Athletics Strategic Plan.

In January 2011, Dr. Selig presented to the University Board of Visitors the revised Athletics Department Mission, Vision, and Core Values statements and a summary of the strategic planning process. The Board also heard and accepted a preliminary report on the Title IX study conducted by CSA.

The resulting Strategic Plan and Title IX Review, which serves as a management tool for the Athletics Department and as a guide for decision-making throughout the University, was presented to the Athletics Department and University Community in February, 2011.





THE STRATEGIC PLANNING PROCESS

In September, 2010, the Old Dominion University Department of Intercollegiate Athletics initiated a strategic planning process to assist the University in leading and directing the Department into the year 2019 and beyond. Collegiate Sports Associates was engaged by new Director of Athletics, Dr. Wood Selig, to assist in the planning process.

Dr. Selig appointed a Strategic Planning Committee of seventeen members (Exhibit I) to oversee the strategic planning process. To ensure broad-based participation in the process, the Committee was composed of Senior University Officials, Faculty, Senior Athletics Administrators, Alumni, and members of the Big Blue Club. The Committee met for the first time on September 20, 2010 to discuss the planning process and to hear a presentation from the consultant on the future of intercollegiate athletics and how it might impact the ODU Athletics Strategic Plan. The Committee's charge was to develop a plan that would be used by the Athletics Department to set priorities, allocate resources, and serve as a unifying point of reference for coaches, student-athletes, athletics department staff, the University community, alumni, and supporters of Monarch Athletics.

A highly skilled "Working Group" of nine University staff members (Exhibit I) was identified from among the Strategic Planning Committee members to prepare initial drafts of the various components of the Strategic Plan. The Working Group met at a two day retreat on October 6-7, 2010 to develop drafts of new statements of Mission, Vision, and Core Values for the Department of Athletics. These drafts were presented to the Strategic Planning Committee, edited and adopted after much discussion. (Exhibit II).

The planning process also included a landscape analysis conducted by the consultant. Using a written survey (Exhibit II) and personal interviews with a variety of constituents, the analysis included a survey of the observations and opinions of a wide variety of University constituents including sports administrators, coaches, faculty, senior University officials, alumni and friends. Critical to this analysis were the observations of Dr. Selig made in his first ninety days on the job. The analysis also examined the current trends in intercollegiate athletics identifying challenges and opportunities available to ODU as it began developing its strategic plan (Exhibit III). These analyses were very helpful to the Strategic Planning Committee and Working Group in developing Mission, Vision, Core Values Statements and in setting the goals and priorities to be included in the Strategic Plan.

In developing the Strategic Plan, the Strategic Planning Committee aided by the Working Group identified eight (8) areas of focus for the Strategic Plan and developed goals in each area accompanied by strategies with action plans for accomplishing each.



Specific goals were established in each of the categories. In all twenty-two (22) goals were identified. Seventy-eight (78) separate and distinct strategies for achieving each objective were then developed and incorporated into the Strategic Plan. Further, the working group identified over one-hundred thirty (130+) initial action steps that would need to be undertaken to fully implement the strategies and to achieve the overall goals and objectives of the plan.

The final component of the Strategic Plan was the development of a detailed series of Strategic Plan Work Sheets (Exhibit IV) that would serve as a dynamic working document and management tool for those charged with implementing and managing the Strategic Plan. The Strategic Plan Work Sheets included details for implementing and tracking action steps associated with each strategy including:

1. Assignments of accountability for implementation;
2. Key measurements;
3. Resource requirements;
4. Time frames for completion of each action step.

The Athletics Strategic Plan, including the Athletics Mission, Vision, and Core Values statements was presented for discussion to the Department of Athletics Staff at two all-staff meetings, one in October and the second in January. President Broderick and the University Board of Visitors heard a presentation on the strategic planning process from Dr. Selig on January 13, 2011. At that time, they also reviewed the preliminary report from the consultants on ODU's Title IX compliance.





LANDSCAPE ASSESSMENT

Two brief surveys (Exhibit II(a) and Exhibit II(b)) were designed to gather opinions and perspectives from institutional leaders and head coaches. Respondents were asked to provide their opinions and views related to the ODU athletics program on these topics:

- Athletics' Mission
- Athletics' Core Values
- Priorities for ODU athletics
- Goals and aspirations for ODU athletics
- Obstacles and threats
- Opportunities
- Institutional peers
- Aspirational peers for ODU athletics
- Distinguishing features of the ODU athletics program
- Assumptions regarding NCAA Divisional Classification, Conference membership, Sport mix, and the ODU Student-athlete profile.

Generally speaking, the survey responses from both groups were fairly similar.

1. **Mission/Purpose:** Focus was universally on the personal success of the ODU student-athlete. Both groups identified preparing student-athletes for success in life through high quality academic and athletic experiences.
2. **Core Values:** Among the values and principles most often cited were integrity (honesty, character, doing things right, compliance), ethical conduct (sportsmanship), Education (academics), leadership, service, and responsibility/accountability (fiscal, personal). Interestingly, the head coaches more than the other respondents mentioned student-athlete well-being as the core of what athletics at ODU should be about.
3. **Priorities:** Coaches were not asked to respond to the question about athletics priorities as their responses would have likely centered upon priorities for their individual sports more than on the department as a whole. The Steering Committee members, however, responded with practical items such as: graduation, competitive success, facilities, fund-raising (endowment and annual funds) and adequate financial support, Title IX compliance, and recruitment and support of outstanding coaches, staff, and student-athletes.



4. **Goals and Aspirations:** From the Coaches: graduate students, win championships, recruit outstanding people, improve facilities, and grow funding. The leadership group added: become a model mid-major program, meet the requirements of Title IX.
5. **Obstacles and Threats:** In part, because of the realities created by the recent economic downturn, most often mentioned was inadequate or limited funding. Inadequate facilities were cited by many as a limitation, as was lack of fan support within the community. There is a strong feeling that the program could be marketed better and exposure for the program improved (TV, new media, etc.). Concern was expressed that the awareness of the “new” ODU was not what it could be within the region. Underfunded salaries, especially for assistant coaches, were mentioned by many.
6. **Opportunities:** Both groups of respondents looked upon most of the obstacles and threats as opportunities to improve the quality and competitiveness of ODU’s athletics program. In addition, many pointed to the arrival of football on campus as a key opportunity to advance the name and image of ODU athletics. All believe that increasing funding through effective fund-raising is possible.
7. **Peers:**
 - a. **Institutional peers** – mostly Conference USA and in-state institutions such as: James Madison, William & Mary, George Mason, Virginia Commonwealth.
 - b. **Aspirational peers** – mostly ACC schools such as: Virginia, Virginia Tech, Duke and North Carolina.
8. **Distinguishing Features:** Football’s arrival on the scene was cited by both groups as a feature that brought positive notoriety to the University. Other distinguishing features included our women’s rowing facility and successful start-up program similar to ODU football, the support provided by the University and community, tradition and history of national championships (especially within the women’s programs), the presence of visionary leadership at ODU, an attractive location (beach), and a steadily improving campus.
9. **Assumptions:** Most people feel that the current levels of membership are appropriate. But, there was a common thread that ODU should be continually assessing changes in the landscape in Division I athletics and be prepared to take advantage of any changes that present an opportunity for increased funding and higher levels of recognition for the University.



- a. [NCAA Divisional Classification](#) - The majority has welcomed the move to C-USA and reclassification to the Football Bowl Subdivision (FBS).
- b. [Conference membership](#) - There was solid support for joining C-USA and finding competitive and suitable homes for field hockey (Big East), women's lacrosse (independent), men's swimming (independent), and wrestling (Mid-American). However, if there are changes in conference alignments that present opportunities to ODU, the University should be prepared to respond to them quickly.
- c. [Sport Mix](#) - There is broad recognition that the sport mix could change to accommodate the requirements of Title IX. However, there is the hope that programs will not have to be eliminated in order to accomplish this. Sports most often mentioned as potential additions are softball and volleyball.
- d. [Student-athlete profile](#) - There is a strong feeling that the profile of the entering student-athlete is appropriate and should not be lowered to improve competitiveness.





ATHLETIC DIRECTOR'S ASSESSMENT

One of the most important perspectives shared during the strategic planning process was provided by Dr. Selig. He was very candid in his assessment of the state of ODU athletics. His insight generated very positive responses from both the Strategic Planning Committee and the Working Group. Dr. Selig listed thirteen things as critical to the planning process. Some of his observations identified weaknesses in the Department that need to be strengthened. Others were clearly opportunities and expectations that he has for the program.

1. No sense of team - too many silos in the Department.
2. Staff morale needs to improve.
3. Need for empowerment – define clear expectations and build trust.
4. Raise standards for performance and accountability.
5. Increase funding.
6. Operate with transparency.
7. Build bridges with faculty and campus constituents.
8. Improve communication (internally & externally).
9. Develop and share overall plan for the future of the Department.
10. Fully comply with Title IX.
11. Increase diversity of student-athletes and staff to align with the profile of the student body.
12. Take advantage of a new era, new attitude, new leadership, and a new plan.

Dr. Selig's observations were intended to be candid and inspirational and were received as such by all of the participants in the strategic planning process.





MISSION STATEMENT

In drafting a new Mission Statement for the Athletics Program, the Working Group reviewed mission appropriate documents from a number of sources. Review of the ODU Institutional Mission Statement was central to the process. The group also examined the existing ODU Athletics Mission Statement which was created in 1988. Finally, they studied athletics mission statements from other selected peer institutions (Exhibit V).

One of the primary goals of the strategic planning process is to be certain that the plan for athletics is in alignment with the ODU institutional Mission Statement. The Working Group began the process to draft a new mission statement for ODU Athletics by reviewing the ODU Mission Statement, identifying the key principles that should be embodied in the Athletics Mission Statement.

OLD DOMINION UNIVERSITY MISSION STATEMENT

Old Dominion University, located in the City of Norfolk in the metropolitan Hampton Roads region of coastal Virginia, is a dynamic public research institution that serves its students and enriches the Commonwealth of Virginia, the nation, and the world through rigorous academic programs, strategic partnerships, and active civic engagement.

The Working Group identified the following concepts as central to the mission of the University and thus to the athletics program:

- Service to students and the community
- Enrichment of the community through:
 - Rigorous Academics
 - Strategic Partnerships
 - Civic Engagements



Application of these principles and the incorporation of concepts and principles included in the existing ODU Athletics Mission Statement and from those of peer institutions enabled the creation of a new Mission Statement for ODU Athletics. The Strategic Planning Committee approved the draft prepared by the Working Group. On January 13, 2011, Dr. Selig, on behalf of the Committee, presented the new Mission Statement for the ODU Athletics Program to the President and Board of Visitors for their endorsement.

ODU ATHLETICS MISSION STATEMENT

In support of the Old Dominion University mission, the Department of Athletics recruits and develops a diverse population of highly skilled student-athletes that compete at the NCAA Division I level. Our commitment is to enable student-athletes to reach their full potential academically, athletically, and as citizens. We enrich the campus experience and serve as a gateway to the University by enhancing its visibility and reputation.

January 2011



VISION STATEMENT

Using a similar strategy, the Working Group drafted a new vision statement for the Department of Athletics. Utilizing the University's Vision Statement as a foundational document, the group also reviewed the vision statement of other peer institutions (Exhibit VI) and submitted a draft of the ODU Athletics Vision Statement to the Strategic Planning Committee for their consideration. The Committee edited the document and adopted it to send to the President and Board of Visitors for approval which was given following Dr. Selig's presentation on January 13, 2011.

OLD DOMINION UNIVERSITY VISION STATEMENT

Old Dominion University will be recognized nationally and internationally as a forward-focused metropolitan university with a collaborative and innovative approach to education and research that spurs economic growth, focuses on student success, engages civic and community partners, and uses its connections with the military and maritime industries and its exceptional strengths and leadership in related areas to provide practical solutions to complex, real world problems.



The Working Group identified the following concepts as vital components of the University's Vision Statement and that were especially applicable to the Athletics program:

- Nationally recognized
- Forward focused with an eye on the future
- Collaborative
- Innovative

With these concepts in mind and with the benefit of reviewing Athletics Vision Statements from peer institutions, the following statement was presented to and accepted by the President and Board of Visitors.

ODU ATHLETICS VISION STATEMENT

As a result of the academic and personal achievements of our student-athletes, our competitive success, and the work of our coaches and athletics staff, we will be recognized nationally for excellence in intercollegiate athletics. We will be strategic in our decision-making, always positioning ourselves to take advantage of changes in the landscape of NCAA Division I athletics.

January 2011



CORE VALUES

Core values are the foundation upon which every critical decision in athletics rests. The Working Group took special care to define a core value as: “a principle that we would never compromise even if it put us at a competitive disadvantage.” Working from the ODU institutional identity statement (from ODU Strategic Plan 2009-2014: *Who We Are*) and again, relying upon comparative statements from other peer institutions (Exhibit VII), a Statement of Core Values for ODU Athletics was adopted by the Strategic Planning Committee and submitted to the University leadership for formal approval. Dr. Selig included this statement in his presentation to the Board of Visitors and President on January 13, 2011.

ODU ATHLETICS STATEMENT of CORE VALUES

INTEGRITY: *Commitment to the highest standards of conduct and sportsmanship*

STUDENT-ATHLETE WELL BEING: *Provide opportunities for student-athletes to reach their full potential as students, athletes, and citizens*

EQUITY & DIVERSITY: *Support the inclusion of all people regardless of race, color, origins, age, religion, sex, sexual orientation, veteran status, or disability*

EXCELLENCE: *To strive for academic and athletic excellence within the University, Conference, National, and International level*



THE STRATEGIC PLAN

Central to the development of the Athletics Strategic Plan were the six institutional Strategic Goals included in the *Old Dominion University Strategic Plan: 2009-2014*. The University's Strategic Plan has since been revised for 2014-2019. It was and continues to be important for Athletics to incorporate similar University strategic goals and reaffirm the University's updated Strategic Plan:

1. Enhance the University's Academic and Research Excellence.
2. Support Student Success.
3. Enrich the Quality of University Life.
4. Engage with the Greater Community.
5. Promote an Entrepreneurial Culture.

The Strategic Planning Committee, through the diligent work of the Working Group, originally identified seven (7) categories or areas of focus for the Strategic Plan. An 8th area of focus - Conference USA Transition - was established in October 2012 to address our C-USA transition. That goal has since been met and was replaced in January 2016 with a new goal, Student-Athlete Welfare.

Here are the current eight (8) categories:

- | | |
|----------------------------------|-----------------------------------|
| 1. ACADEMIC EXCELLENCE | 5. RESOURCES |
| 2. COMPETITIVE EXCELLENCE | 6. CIVIC ENGAGEMENT |
| 3. COMPLIANCE | 7. PLAN FOR THE FUTURE |
| 4. EQUITY/DIVERSITY | 8. STUDENT-ATHLETE WELFARE |

Goals were developed for each area of focus and strategies identified that, when implemented, would allow for successful attainment of each goal. The Working Group, which was made up primarily of senior staff in athletics who would take on the responsibility for implementing much of the strategic plan, worked very hard to create a management tool that could be used to track progress on implementation of each aspect of the strategic plan. The management tool, in the form of work sheets for each of the eight categories and twenty-two goals (Exhibit IV) identified:

1. Action steps needed to implement each strategic initiative
2. Accountability for each action step
3. Key measurements needed to track progress
4. Resources require
5. Time frames for implementation



The work sheets are the heart of the Strategic Plan. They are dynamic working documents that enable management to implement the Plan and track its progress on a regular basis. They are in a spread sheet format that can be edited as conditions change over time.

Categories, Goals, and Strategies are identified on the following pages. Action Plans, including assignment of accountability, key measurements, resource requirements, and completion dates for each action plan are included in the work sheets (Exhibit IV).

GOALS, OBJECTIVES, AND STRATEGIES

ACADEMIC EXCELLENCE

GOAL I: A combined department cumulative GPA of 3.0;

GOAL II: A minimum 960 Academic Progress Rate (APR) for all teams;

GOAL III: A Graduation Success Rate (GSR) of 84% (top 25% of C-USA);

STRATEGIES:

1. Provide adequate resources for academic support areas.
2. Increase access to institutional academic support available to student-athletes.
3. Recruit student-athletes capable and prepared to succeed academically at ODU.
4. Continually elevate and refine student-athlete academic advising approach.
5. Provide timely and efficient academic monitoring and reporting systems.
6. Engage coaches in supporting student-athlete academic success.
7. Recognize student-athlete academic success.





COMPETITIVE EXCELLENCE

GOAL I: # 1 in Respective Conferences/Best Overall.

STRATEGIES:

1. ODU teams will regularly be ranked in the top 25% nationally in the RPI used by the NCAA.
2. Top 25% within conference standings.
3. ODU teams and individual student-athletes will regularly qualify for and participate successfully in NCAA championships and/or bowl games.

GOAL II: Provide high quality resources for each team.

STRATEGIES:

1. Ensure that resources are consistent with competitive expectations.

GOAL III: ODU will provide showcase-quality athletic facilities.

STRATEGIES:

1. Improve the coordination between the Athletics Department's facility needs and private sources of funding.
2. Increase the number of external site visits taken by Athletics Department staff.
3. Create an environment of forward looking behavior within the Athletics Department staff as it pertains to facility maintenance.
4. Increase the number of NCAA, conference, and VHASS Championships and other prestigious athletic events being hosted at our facilities.





COMPLIANCE

GOAL I: ODU athletics will operate in full compliance with NCAA, Department, University, and State regulations.

STRATEGIES:

1. Maintain compliance with State, University, and Departmental business procedures and processes.
2. Meet the requirement of the C-USA audit schedule.
3. Ensure a wider understanding of NCAA Compliance within the Department.
4. Maintain an updated compliance manual.
5. Maintain academic and compliance staff attendance at NCAA rules seminars.
6. Develop a culture of self-reporting of NCAA secondary violations.
7. Improve communication of compliance issues within Department and other constituent groups.
8. Build an effective staffing model in Compliance.





DIVERSITY/EQUITY

GOAL I: Develop a plan to fully comply with Title IX.

STRATEGIES:

1. Engage University Leadership.
2. Maintain University records for proportionality.
3. Monitor roster sizes.
4. Maintain consistent review of Title IX compliance.
5. Maintain the University's philosophy for funding of additional programs to comply with Title IX, including, but not limited to facility costs, operational costs, and scholarship costs.

GOAL II: ODU will provide equitable support and services for every student-athlete.

STRATEGIES:

1. Provide superior medical coverage for all student-athletes.
2. Review overall staff needs as it relates to our student-athletes' welfare.
3. Maintain a recognized strength and conditioning program to assist S-A's in becoming stronger, faster, and quicker.
4. Promote student services programs more on web site.
5. Enhance access/availability of tutors.

GOAL III: ODU will increase by 5% in the next 5 years the levels of diversity among its student-athletes and staff in an effort to more closely approximate that of general student body and University staff.

STRATEGIES:

1. Increase diversity of applicant pool.
2. If adding sports, consider adding sports that attract a more diverse group of prospective student-athletes.
3. Consider adding sports that attract a more diverse group of prospective student-athletes.
4. Align with national profiles for diversity in each sport.
5. Access University and NCAA programs to assist in recruitment of student-athletes, coaches, and staff.
6. Increase diversity in leadership positions among student-athletes.





CIVIC ENGAGEMENT

GOAL I: ODU will achieve an annual participation rate of 100% for teams, student-athletes, and staff in civic engagement and public service.

STRATEGIES:

1. Continually seek community service projects and partnerships.
2. Require participation by each team and/or student-athlete in an annual service project.
3. Increase participation of coaches and staff on community boards and service projects.
4. Engage the Monarch family in service.
5. Utilize the University's tracking system for reporting community service efforts.





RESOURCES

GOAL I: ODU will grow revenues by an average of 5% annually.

STRATEGIES:

1. Grow annual fund by an average of 5% annually.
2. Increase revenue from ticket sales by an average of 5% annually.
3. Initiate membership program to exceed 3,000 annual donors.
4. Sell out all tickets for football and men's basketball games.
5. Increase multi-media rights revenue by an average of 5% annually.

GOAL II: ODU will be prepared to launch a comprehensive fundraising campaign to include the proposed football stadium.

STRATEGIES:

1. Develop comprehensive campaign to include endowments, facilities, and planned gifts.
2. Research and identify donor prospects.

GOAL III: ODU will increase the corpus of the athletics endowment by 10% every 5 years.

STRATEGIES:

1. Establish Monarch Legacy Society - planned giving society to increase endowment growth.
2. Develop comprehensive athletic campaign to include scholarship and program endowments.
3. Continue to grow athletic fund.



RESOURCES

GOAL IV: Support scholarship needs.

STRATEGIES:

1. Fund scholarships, summer school, cost of attendance, and 5th year aid at the desired level:
 - University support - maintain
 - Development - ODAF will be expected to annually carry 45% of athletic scholarship costs.

GOAL V: Comply with Cox Bill HB 1897 within 5 years.

STRATEGIES:

1. Increase overall revenue using the strategies cited under Resources and Goal I.





PLAN FOR THE FUTURE

GOAL I: ODU will continually assess the changing landscape of Division I athletics positioning the athletics program to take advantage of those changes to enhance its reputation and visibility.

STRATEGIES:

1. Engage the University's leadership.
2. Maintain an updated athletics department, University, and community portfolio and program resume.
3. Gain an understanding of the economics of Conference and Divisional membership.

GOAL II: ODU student-athletes and staff will achieve positions of leadership in the NCAA, the Conference, and national coaching & administrative associations.

STRATEGIES:

1. Identify student-athletes, coaches, and staff for leadership roles.
2. Identify leadership opportunities.
3. Provide training, mentoring, educational support.
4. Identify leadership mentors from the community and ODU family.
5. Plan for the Future

GOAL III: ODU will become a national leader in innovation in athletics management.

STRATEGIES:

1. Utilize innovative technology and strategies to promote ODU athletics.
2. Utilize innovative technology and strategies to improve coaching and performance.
3. Utilize innovative technology and strategies to generate funds.
4. Utilize innovative technology and strategies in business management.





STUDENT-ATHLETE WELFARE

GOAL I: Provide student-athletes with a comprehensive academic and athletic experience.

GOAL II: Implement progressive programming that prepares student-athletes for their chosen career paths.

GOAL III: Create a system for hearing and responding to student-athlete feedback.

STRATEGIES:

1. Provide each sport with some level of Cost of Attendance for distribution.
2. Enhance and expand upon the current Degree Completion program.
3. Implement a progressive Career Development program.
4. Develop and implement Leadership programming.
5. Expand the University 100 course to include partial scholarship student-athletes.
6. Work with international studies to develop a student-athlete study abroad road map.
7. Increase physical space dedicated to academic support services.
8. Implement an electronic student-athlete experience survey to monitor, evaluate, and address student-athlete welfare issues.





GENDER EQUITY REVIEW

February 2011

As part of the strategic planning process, Collegiate Sports Associates was asked to conduct a Gender Equity/Title IX Compliance review. The review included site visits, interviews with key university staff including coaches and athletics administrators, and review and analysis of key data from Athletics Department records. This review provides a snapshot of ODU's current Gender Equity/ Title IX Compliance status. It also highlights future challenges and makes recommendations for consideration by the University.

Title IX

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

Title IX of the Educational Amendments."

The Test

An athletics program can be considered gender equitable when the participants in both the men's and women's sports programs would accept as fair and equitable the overall program of the other gender. No individual should be discriminated against on the basis of gender, institutionally or nationally, in intercollegiate athletics.

NCAA Gender-Equity Task Force

I. INTRODUCTION

The term 'Title IX' refers to a provision of the Education Amendments of 1972 that states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Although Title IX's impact on high school and collegiate athletics is by far its most widely known effect, the original statute made no reference to athletics. Title IX was drafted and introduced by



Congresswoman Patsy T. Mink, with the assistance of Congresswoman Edith Green. Congresswoman Mink was motivated by the discrimination she herself had faced in obtaining her university degrees.

In 1979, the Department of Health, Education, and Welfare issued the "three prong test" to determine compliance with Title IX. The test provides that "an institution is in compliance if any one of the following conditions are met: 1) the participation opportunities for male and female students at the institution are "substantially proportionate" to their respective full-time undergraduate enrollments; 2) the institution has a "history and continuing practice of program expansion" for the underrepresented sex; or 3) the institution is "fully and effectively" accommodating the interests and abilities of the underrepresented sex.

Since its inception, this "three-prong test" of Title IX has been highly controversial. Critics of the three-prong test contend that it is often interpreted as a quota, placing undue emphasis on the first prong's reference to proportionality, and failing to take into account the genders' differing levels of interest in athletics. Some go so far as to claim that this interpretation of Title IX actually discriminates against men, taking opportunities away from male athletes and giving them to female athletes who value them less. Defenders of the three-prong test counter that the genders' differing athletic interest is merely a product of past discrimination, and that Title IX should be interpreted to maximize female participation in athletics irrespective of any existing disparity in interest.

In 2005, the Office of Civil Rights announced a clarification of prong three, allowing the use of web-based surveys to determine the level of interest in varsity athletics among the under-represented sex. Critics of this policy claim that it creates a loophole eliminating schools' obligation to look broadly and proactively at whether they are satisfying their students' interest in sports.

The American Associate of University Women (AAUW) states that "Participation in athletics has great potential to benefit university students. In addition to the obvious benefits of frequent vigorous exercise, sports participation can improve the college experience in a variety of subtler ways. Teammates and fellow athletes can form a strong social network, encouraging one another to maintain focus and reinforcing constructive priorities. Coaches often act as mentors, advocates, and positive role-models. Compared to the general body of female students, female student athletes are more likely to graduate, more likely to have high self-esteem and good body image, and less likely to smoke, use illicit drugs, or experience an unwanted pregnancy."

Since 1972, when Congress passed Title IX, opportunities for female students to participate in college athletics have increased dramatically. Before the law was passed, there were fewer than 30,000 female varsity athletes at the university level; the number is now more than five times that amount.

According to the AAUW, despite this admirable improvement, women still do not have equal opportunities to benefit from college sports participation. While women made up about 56 percent of all undergraduate students during the 2004-2005 school year, the female share of athletes was less than 41



percent. On average, women's sports receive less funding, female athletes receive fewer scholarships, and athletic departments spend only a third of their recruitment money on women.

The AAUW also states that one of Title IX's most troubling side-effects is the way in which women are slipping from the collegiate coaching ranks. As coaching positions for women's teams become more prestigious and lucrative, female coaches increasingly must compete with their male counterparts, and may experience sex-based discrimination. In 2008, only 41 percent of coaches for women's teams were female, the lowest percentage on record, as compared to more than 90 percent in 1972. There has been no corresponding increase in female coaches for men's teams.

Taking into account the above information, Collegiate Sports Associates submits the following report regarding a general overview of the current conditions at Old Dominion in reference to gender equity. During on-campus interviews, the following individuals provided input, historical data, current fiscal allocations and overall perspective regarding gender equity.

Mark Brown, Associate Athletic Director for Financer

Deborah Polca, Associate Athletics Director/Senior Woman Administrator

Wendy Larry, Head Women's Basketball Coach

ReNee Dunman, Office of Institutional Equity and Diversity

Bobby Wilder, Head Football Coach

Bruce Stewart, Associate Athletics Director for Facilities

Janis Sanchez-Hucles, Faculty Athletics Representative



II. PARTICIPATION OPPORTUNITIES FOR MALE AND FEMALE STUDENT-ATHLETES

There is no question that Dr. Wood Selig, Director of Athletics, is committed to sponsoring an athletics program that is equitable for men and women. Dr. Selig has a long history of supporting women's athletics and strongly believes in the principles associated with Title IX. In addition, Deb Polca has spent considerable time and energy understanding the complicated aspects of Title IX. With Deb's support and Wood's unwavering commitment to all student-athletes, Old Dominion will continue to move forward with equitable practices.

The first issue addressed in the "three prong" test regarding effective participation opportunities for women has received considerable attention from ODU. The issue of reaching proportionality is especially challenging for Old Dominion, given the large number of current undergraduate females. One of the fundamental requirements of Title IX is that equitable opportunities to participate in intercollegiate sports must be offered to members of each gender. In conducting this part of the review, it was determined that Collegiate Sports Associates should answer the questions listed below.

1. Is the student-athlete participation rate of each gender proportional to its corresponding full-time undergraduate enrollment percentage?
2. Has Old Dominion been adding sports for women in recent years? (History and Continuing Practice of Program Expansion).
3. Do the current sport offerings at Old Dominion satisfy the interests of the women at the school or are there unmet interests that may require the addition of a new sport? Relevant evidence of the student body and incoming students, club/intramural sports participation levels, student requests to add/elevate sports, and sport participation levels in high schools would seem to indicate that adding a women's program would be a well-served option to meeting the prong of equity.



The following chart indicates the current (and previous) participation numbers for Old Dominion. It is clear to note that when football was added in 2008-09, Old Dominion found themselves out of compliance with the participation prong.

PARTICIPATION & PROPORTIONALITY ANALYSIS 2007-2011

Sport	2007 - 2008		2008 - 2009		2009 - 2010		2010 - 2011	
	Men	Women	Men	Women	Men	Women	Men	Women
Baseball	27	n/a	30	n/a	33	n/a	35	n/a
Basketball	13	15	13	17	14	14	13	14
Rowing	n/a	n/a	n/a	29	n/a	35	n/a	33
Field Hockey	n/a	21	n/a	20	n/a	22	n/a	24
Football	n/a	n/a	90	n/a	98	n/a	92	n/a
Golf	9	9	9	10	11	10	9	6
Lacrosse	n/a	27	n/a	27	n/a	27	n/a	28
Sailing	16	20	16	16	15	15	9	20
Soccer	28	25	25	27	26	25	25	26
Swimming	30	20	23	34	33	32	24	34
Tennis	12	9	9	6	8	6	6	7
Wrestling	25	n/a	28	n/a	34	n/a	25	n/a
Total	160	146	243	186	272	186	238	192
Percentage	52%	48%	57%	43%	59%	41%	55%	45%
Additional participants needed to achieve proportionality		66		101		119		72
Total % of Undergraduates	43%	57%	46%	54%	47%	53%	47.5%	52.5%

Based upon the above information, Collegiate Sports Associates recommends:

1. Old Dominion continue to invest and enhance its women's rowing program, in order to meet "prong two" of Title IX requirements (demonstrating a continued practice of program expansion).
2. A clear plan to meet "prong one" (participation opportunities match undergraduate enrollment percentages) should be determined and shared with Board of Visitors, Athletics Advisory Committee and President's Cabinet.



3. The President and Director of Athletics should discuss how best to achieve broad-based input from appropriate University constituent groups regarding the addition (or deletion) of any sports program(s).
4. Should it be determined that the University add a women's sport, ODU should develop a timetable to announce this decision, hire a new coach and identify dates to begin recruiting and competition.
5. Continue to move toward ideal squad sizes which will act as caps for men's teams and goals for women's teams.

III. FACTORS FOR ADDING OR DELETING A SPORT

As with most issues regarding gender equity, several difficult decisions need to be made as Old Dominion moves toward complete compliance. Currently, Old Dominion offers 18 Varsity sports, nine for men and nine for women. It is apparent that meeting the proportionality prong of compliance through "roster management" may be unreasonable. Therefore, three options should be considered in order for Old Dominion to be in compliance.

1. Old Dominion can add opportunities for women by sponsoring one or more additional Division I women's programs.
2. Old Dominion can reduce the number of male participants by dropping one or more men's programs and managing (capping) roster sizes.
3. Old Dominion can employ a strategy to carefully control and monitor participation through a program of adding opportunities for women, reducing the number of men's programs, and managing roster sizes.

Old Dominion currently sponsors the following women's sports: Basketball, Swimming, Soccer, Tennis, Golf, Field Hockey, Lacrosse, Rowing and Sailing.

The following is a list of sports where NCAA championships are provided, and the sport is not sponsored by Old Dominion: Bowling, Cross Country, Fencing, Gymnastics, Ice Hockey, Rifle, Skiing, Track & Field (indoor & outdoor), Softball, Sand Volleyball, Volleyball and Water Polo.

This information is summarized in the following chart:



SPORTS SPONSORSHIP OPTIONS

ODU SPONSORED SPORTS

Men's Sports (9)	Women's Sports (9)
Baseball	Basketball
Basketball	Field Hockey
Football	Golf
Golf	Lacrosse
Sailing – non CAA/NCAA	Rowing
Soccer	Sailing – non CAA/NCAA
Swimming	Soccer
Tennis	Swimming
Wrestling	Tennis

NCAA SPORTS FOR WOMEN NOT SPONSORED BY ODU

Bowling	Skiing
Fencing	Softball - CAA
Gymnastics	Volleyball-indoor - CAA
Ice Hockey	Volleyball - sand
Rifle	Water Polo
Track & Field – only	
Outdoor T&F in CAA	
Cross Country - CAA	

FACTORS TO CONSIDER WHEN ADDING A WOMEN'S SPORT

1. Roster size
2. Facilities.
3. Conference affiliation.
4. Recruiting landscape.
5. Budget implications.
6. Support Services.
7. Travel.
8. Values/fit.
9. Competitiveness.
10. Geography.

FACTORS TO CONSIDER WHEN DROPPING A MEN'S SPORT

1. Alumni Reaction.
2. Tradition/history
3. Size.
4. Budget.
5. Facilities.
6. Service Area.



IV. ACHIEVING PARTICIPATION PROPORTIONALITY

OPTION I

The first option to achieve participation proportionality is to add a women's sport. This is a very important and costly decision. And, given Old Dominion's commitment to excellence, it will require significant resources to adequately fund a new program. When making this decision, the following questions should be discussed.

1. Roster size. Will the new sport sponsor a considerable roster size in order to adequately provide the number of female athletes needed to ensure proportionality?
2. Facilities. Are there adequate competitive and practice facilities available for the new program, including locker room and team meeting room?
3. Conference affiliation. As Old Dominion moves toward post-season eligibility, how does the added sport align itself within its Conference?
4. Recruiting landscape. Does the State of Virginia, surrounding states and the Colonial Athletic Association sponsor programs that would enable Old Dominion to effectively recruit a highly competitive core of student-athletes?
5. Budget implications. Adding certain sports can be more expensive than other sports. What budget implications, including number of coaches and scholarship limitations, impact the decision to add a sport?
6. Support Services. What impact will the new sport have on the service areas, particularly sports medicine and academic services?
7. Travel. Funding a Division I program can be expensive, especially in the area of travel. What travel implications will the new sport have on the budget? If the new sport is not a member of a conference, what impact will the travel schedule have on the budget? If the new sport joins a Conference, what will the non-Conference travel schedule look like?
8. Values. What type of "fit" is this new sport in relationship to the mission, vision and core values of Old Dominion?
 - A stated goal in the 2011 ODU athletics strategic plan is to: "... increase by 5% in the next 5 years the levels of diversity among its student-athletes and staff in an effort to more closely approximate that of general student body and University staff."
9. Competitiveness. If the goal of the Athletics Department is to be nationally competitive, what sport provides Old Dominion with the best opportunity to compete at the highest level?



10. Geography. Does it make sense to add a program that is conducive to the “footprint” of incoming students?

OPTION II

The second option is to drop a men’s program. Again, several important factors should be considered before this very important decision is made.

1. Alumni Reaction. How will alumni of a sport and some key donors react if a program is dropped? This is an emotional issue that may have implications that reach beyond the athletics program.
2. Impact. Does dropping a sport negatively impact Old Dominion’s candidacy into a Division IA/FBS Conference?
3. Size. Does the size of the sports squad list really assist Old Dominion with its participation challenges? In other words, are there a significant number of male student-athletes involved in the dropped sport?
4. Budget. Are the overall savings to the budget significant to warrant the elimination of a program?
5. Facilities. What facility pressures will be eradicated when the sport is dropped?
6. Service Area. Will the workload in the service areas like sports medicine and academic services decrease significantly?

Eliminating a sport is a very difficult and permanent decision. Old Dominion is currently working very hard to increase the awareness of its Athletics program. Dropping a sport may negatively impact the overall impression of the Athletics Department and the University. However, Old Dominion may not be in a financial position to add women’s programs and therefore, the only option to ensure equitable participation opportunities may be to drop a men’s program.

OPTION III

The third option is to develop a plan that combines all of the strategies outlined in options I and II, above. This could include adding female participants through a combination of increased roster sizes in existing sports and/or adding a new sport(s). Likewise, reducing men’s participants through managing roster sizes and/or the elimination of a sport(s) would be required.

V. COST ANALYSIS



In determining the cost impact certain women's programs would have on the overall ODU budget, financial information was gathered from a number of like institutions. The following institutions participated in the survey listed below: George Mason, Virginia, Virginia Tech, Virginia Commonwealth, Delaware State and Norfolk State University.

Estimated Annual Participation & Cost Analysis for Additional Women's Sports

SPORT (participants)	COACHES	SALARIES High-Low (000's)	OPERATIONS High-Low (000's)	SCHOLARSHIPS NCAA Max @ out-of- state rate (000's)	TOTAL High amounts + scholarships (000's)
Softball (20)	2-3	85 – 175	110-200	12 @ 360	735
Volleyball (18)	3	100-195	85-150	12 @ 360	705
Track & Field / X-Country (60)	2-3	145-210	75-200	18 @ 540	950
Bowling (10)	1-2	35-50	40-65	5 @ 150	265

Notes

1. Participants for Track & Field/X-country are participation opportunities and not head count.
2. Salaries do not include benefits.
3. Scholarship estimates are NCAA maximums @ out-of-state scholarship cost of \$30,000 each.
4. Costs of competition/practice and support (locker room, offices, etc.) facilities not included.
5. Indirect costs for student-athlete support (academic services, weight room, training room, compliance, etc.) not included.
6. Softball, Volleyball, Track & Field benchmark data from: George Mason, Virginia, Virginia Tech, and Virginia Commonwealth.
7. Bowling benchmark data from: Delaware State and Norfolk State.

V. FINANCIAL AID



Institutions that provide financial aid to students on the basis of their athletic ability (i.e. athletics scholarships) are required under Title IX to award “substantially proportionate” dollars to male and female student-athletes. The initial test is a simple comparison between the actually percentage of athletics based aid awarded (and not simply budgeted) to men and women compared to their respective financial aid participation percentages. Please note that financial aid participation, unlike athletics participation described earlier, counts student-athletes one time only no matter how many sports they may play. Thus, the athlete who runs cross country and also is a member of the sailing team would count two times for participation, and one time for purposes of financial aid analysis.

The following questions were reviewed by Collegiate Sports Associates:

1. Is the percentage of the athletically related financial aid awarded to female student-athletes within one percent of their student-athlete participation rate?
2. If not, are there some nondiscriminatory reasons that would explain the difference such as the impact of out-of-state tuition rates or decisions to stagger a team’s award of scholarships?

As stated earlier in this report, the addition of football drastically impacted ODU’s ability to provide proportionate scholarship dollars to both its men and women student-athletes. Similar to the challenge of participation opportunities, ODU will address the issue of financial aid when a determination is made regarding the addition of a women’s sport or the elimination of a men’s program. It should also be noted that if a women’s program is added to comply with the proportionality prong, then certainly scholarship allocations for women will change. Given the budget climate, Collegiate Sports Associates recommends a careful review of the anticipated financial aid allocations for 2011-12. It may be more feasible to redirect anticipated increases in men’s and women’s financial aid instead of adding additional resources to the new sport. The chart on the following page indicates the NCAA maximum scholarship for sports currently sponsored by ODU.

It’s important to note that allocated scholarship dollars for women’s programs are often more than the actual amount spent on women athletes. Every effort should be made to ensure that coaches of women’s teams are allocating their full scholarship dollars to women athletes in order to be closer in compliance with equitable scholarships. Coaches and staff need to be educated that funding sources and allocated amounts of women’s scholarships really don’t matter. What matters is that the amount spent on financial aid for men and women should be within one percent of student-athlete participation percentages (not undergraduate enrollment rates).

The following chart summarizes current NCAA Scholarship limits (headcount and equivalency) by sport:



NCAA Scholarship Head Count Limits & Maximum Equivalency Limits

SPORT	HEAD COUNT	EQUIVALENCY
Baseball		11.7
Men's Basketball	13	
Football		63
Men's Golf		4.5
Sailing	N/A	N/A
Men's Soccer		9.9
Men's Swimming & Diving		9.9
Men's Tennis		4.5
Wrestling		9.9
Women's Basketball	15	
Field Hockey		12
Women's Golf		6
Lacrosse		12
Rowing		20
Sailing	N/A	N/A
Women's Soccer		14
Women's Swimming & Diving		14
Women's Tennis	8	

Collegiate Sports Associates recommends the following:

1. It is important to educate those involved that the allocation of dollars is not the guiding principle for compliance, the amount spent should be within one percent of student-athlete participation percentages (not undergraduate enrollment rates).
2. A thorough review of current scholarship dollars, allocated to men and women, should be discussed to determine current challenges.



3. Based upon meeting “prong two” of participation, include in the Strategic Plan and implement in a reasonable time frame (but no longer than five years) a plan to balance the allocation of scholarship dollars to women and men as may be required.

VI. EQUITABLE ACCOMMODATIONS FOR STUDENT-ATHLETES

You do not have to provide mirror images of benefits to each gender. Benefits may be better for one gender in one area and better for the other gender in another area. Overall, however, the benefits should be relatively equal for both genders. Although you make team-by-team comparisons, you are ultimately assessing the athletics programs for men and women as a whole. Differences justified by nondiscriminatory reasons (such as event management) are permissible.

It is also important to note that student-athletes see every difference among the benefits provided to the teams. If student-athletes see a difference in any treatment area from one sport or team to another, they most likely will ask why it exists. Athletics departments need to be prepared to answer these questions when they are presented.

In evaluating an athletics program, it is often most helpful to start with an assessment of issues. The NCAA Gender Equity Planning Guide provides the following list of equitable benefits (often referred to as the “laundry list”). While the list is not exhaustive, it does provide information that is helpful for the review. Attached to this report (Exhibit VIII (a)) is an example of a survey that is intended to gather the following information:

- Accommodation of Interest and Abilities
 - Assessing interest and abilities is not a Title IX requirement, meeting interest and abilities is. This is an important distinction. Due to the strong interest in club sport programs on the ODU campus, there is no evidence of a lack of interest and abilities on the part of males or females to participate in the finite number of competitive opportunities offered.

As a point of information, in April of 2010, the Office of Civil Rights (OCR) rescinded a controversial policy that allowed surveys to measure the athletic interests and abilities of their female students. The "survey" option to meet prong three was long criticized because non-response was interpreted by some as evidence of a lack of interest. Institutions may still use a survey to measure interest; however, only in concert with multiple factors such as participation in club sports and trends at feeder high schools.



- Athletic Financial Assistance
 - Athletic scholarships dollars are to be awarded to women and men at the same proportion as their respective rate of participant in the intercollegiate athletics program. Athletics financial aid spent (as opposed to budgeted) should be within one percent of student-athlete participation percentages (not undergraduate enrollment rates).
- Equipment and Supplies
 - Quality, amount, suitability, maintenance and replacement; availability of equipment, apparel, adequate storage and supplies.
- Scheduling of Games and Practice Times
 - Equitable number of contests, number, length and time of day of practice; time of day of contests, preseason and postseason opportunities, including foreign tours.
- Travel and Per Diem Allowances
 - Travel, allowance, modes of transportation, housing furnished during travel, length of stay before and after competitive events, dining arrangements and per diem for institution competition and other competitive opportunities.
- Coaches
 - Availability – full time, part time, assistant and graduate assistants. Training, experience, professional standing and other professional qualifications. Compensation package, duration of contracts and condition relating to contract renewal.
- 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.



- Medical Training Facilities and Services
 - Availability of medical personnel; availability and quality of weight training and condition facilities; availability and qualifications of athletics trainers; health, accident and injury insurance coverage; provision of medical and training expenses.
- Housing and Dining Facilities and Services
 - Housing provided; special services as part of housing; dining arrangements; training table provisions.
- Publicity
 - Availability and quality of sports information personnel; access to other publicity resources; quantity and quality of publications and other promotional devices; availability and quality of institutional awards; opportunity for application and/or nomination of other outside awards.
- Support Services
 - Administrative, secretarial, clerical support and office space.
- Recruitment of Student-Athletes
 - Equitable opportunities for professional personnel to recruit; availability of financial and other resources for recruitment; equivalent benefits, opportunities and treatment of prospective athletes.

Assessment should be an ongoing process. Determine a timeline for periodic reviews and progress reports to ensure corrective action is taking places as scheduled. At a minimum, an annual evaluation should take place of progress and determination of any adjustments that might need to be made. The responsibility for evaluation, monitoring progress in meeting the requirements of Title IX should be shared by Old Dominion University and the Athletics Department.



VII. RECOMMENDATIONS for INCLUSION IN THE STRATEGIC PLAN:

The Athletics Department is to be complemented for including in its Strategic Plan a goal of developing and implementing a plan to achieve full compliance with Title IX.

To achieve compliance, CSA recommends that the Strategic Plan include:

1. **The appointment of a “Gender Equity Advisory Committee” (GEAC) that will monitor policies and procedures regarding implementation of Title IX initiatives.**
2. **The development of a strategy for achieving participation and financial aid proportionality. Further, we strongly suggest that the plan seek the input and participation of a broad range of University constituents in evaluating the options available to the Athletics Department to achieve proportionality.**
3. **The development of a strategy to regularly review all operational areas in the Athletics Department to ensure equitable accommodations of all student-athletes.**
4. **The creation of an annual workshop for department staff on requirements of Title IX. In addition, have student-athletes (Student-Athlete Advisory Committee) attend an annual meeting at which Title IX and principles of gender equity are discussed.**
5. **The development of a plan for addressing sports related problems associated with women’s programs....eating disorders, obesity and pregnancy.**
6. **The development of a strategy to survey and continually assess the interests and abilities of students at Old Dominion University.**
7. **The creation and adoption of a written plan that ensures ODU maintains a program that continues to move toward equitable practices for both genders. A sample template of a gender equity assessment and implementation form is provided with this report (Exhibit VIII(b)).**





FINAL OBSERVATIONS & COMMENTS

As important as this Strategic Planning document is to the Department of Athletics, the true value is in the process that created it. The process used to craft this Plan was intentionally inclusive to encourage broad-based buy-in and ownership. It was also intended to be a document that encouraged continuous improvement, not only in the content of the plan, but in the successful operation of the Department.

Until changed through a similar inclusive process, the Mission, Vision, and Core Values should serve as constant reminders of the significant value of the Athletic Program to the culture that characterizes Old Dominion University. These should be celebrated widely to serve as constant reminders of ODU's commitment to student-athlete and program success.

Finally, as conditions change, so too may the goals and the strategies and action steps in place to achieve them; ensuring that the Strategic Plan serves as a dynamic, ever-changing guide to achieving a bold new vision for Old Dominion Athletics.

