

2004-2005
DIVISION I
ATHLETICS
CERTIFICATION
SELF-STUDY
INSTRUMENT

Introduction to Self-Study Report

Introduction to Self-Study Report

Institutional Information

1. Type of Institution: Public
2. Year institution was founded: 1889
3. Special Affiliation? No
4. Coeducational? Yes
5. Total student enrollment (undergraduate and graduate combined) [using a full-time-equivalency (FTE) basis]: 20425
6. Number of Faculty [using a full-time-equivalency (FTE) basis]: 1215
7. Highest level of academic degree offered: Ph.D.
8. Institution's governing entity: Board of Regents
9. a. Regional accreditation agency: North Central Association
9. b. Date of most recent regional accreditation self-study: 1999
9. c. Current accreditation status: Fully accredited

Athletics Information

1. Subdivision status of athletics program (Academic Year 2005): I-A
2. Conference affiliation(s) or independent status (Academic Year 2005):

Baseball	Mountain West Conference
Football	Mountain West Conference
Men's Basketball	Mountain West Conference
Men's Cross Country	Mountain West Conference
Men's Golf	Mountain West Conference
Men's Skiing	Independent
Men's Soccer	Mountain Pacific Sports Federation
Men's Tennis	Mountain West Conference
Men's Track, Indoor	Mountain West Conference
Men's Track, Outdoor	Mountain West Conference
Softball	Mountain West Conference
Women's Basketball	Mountain West Conference
Women's Cross Country	Mountain West Conference
Women's Golf	Mountain West Conference
Women's Skiing	Independent

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Women's Soccer	Mountain West Conference
Women's Swimming	Mountain West Conference
Women's Tennis	Mountain West Conference
Women's Track, Indoor	Mountain West Conference
Women's Track, Outdoor	Mountain West Conference
Women's Volleyball	Mountain West Conference

3. Athletics program structure ('X' all that apply):

- one combined athletics department
- separate men's and women's departments
- incorporated unit separate from institution
- department within a physical education division

4. Date of NCAA major infractions case(s) (if any) since previous certification self-study and impact (if any) on the areas of the certification program.

None.

5. Other significant events (with dates) in the history of intercollegiate athletics program:

None.

Previous Certification Self-Study

1. Date of previous orientation visit, evaluation visit and interim self-study report (if applicable):

UNM's previous orientation visit took place in 1996, and the evaluation visit in November 1997.

2. Initial certification-status decision rendered by the NCAA Committee on Athletics Certification (and date):

UNM's athletics program was certified with no conditions in July, 1998.

3. Subsequent actions or changes in certification status (if any) made by the NCAA Committee on Athletics Certification (and date):

None.

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

The following are the changes in key senior-level positions since UNM's previous certification self-study:

- * President Richard Peck has been succeeded by Presidents William Gordon, F. Chris Garcia, and Louis Caldera.
- * Vice President for Business and Finance David McKinney has been succeeded by Julie Weeks Gutierrez and David Harris, who currently serves as Executive Vice President for Administration.
- * Senior Woman Administrator Linda Estes has been succeeded by Janice Ruggiero, who currently serves as Associate Athletic Director for Administration and Compliance.
- * Bill McGillis served as Deputy Director of Athletics between the terms of Conrad Colbert, the current Deputy AD.

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5. Significant changes impacting the institution and/or athletics program, if any (e.g., conference affiliation, sports sponsored, changes in admissions standards, significant changes in graduation rates, changes in mission statement of the athletics program, changes in fiscal stability/condition of the athletics program), since the institution's previous certification self-study:

UMN's conference affiliation changed from the Western Athletic Conference to the Mountain West Conference in 1999, when the league was formed.

The mission statement of the Athletic Council was reviewed and revised in 1999-2000.

Certification Self-Study Information

1. Steering Committee Chair: Dr. Breda Bova
2. Chief report writer/editor of self-study report: Dr. Wynn Goering
3. Describe the extent of broad-based participation of campus constituencies in the self-study. Specifically, report on the opportunities that actually were provided to various individuals or groups in the broad-campus community to: (a) offer input into the self-study report before its findings and plans for improvement were formulated, and (b) review the self-study report after it was drafted.

The Steering Committee and Subcommittees charged with completing the Self Study were created with the goal of seeking broad-based campus and community participation in this process. A critical consideration included diversity of gender and ethnicity. The committees include a spectrum of faculty, staff, administrators, student-athletes, members of the academic senate, members of the community, and alumni representatives. Furthermore, the campus representatives were sought from an array of departments, both inside and outside of athletics.

Open forums were held on-campus on October 25, 2005, and off-campus on October 27, 2005, to obtain input into the self-study report before its findings and plans for improvement were finalized. After incorporating this feedback, an initial draft of the report was posted on the UNM website to obtain additional feedback before finalizing the Self-Study.

4. Provide a copy of the institution's written plan for conducting the self-study.

A. OBJECTIVES RELATED TO THE SELF-STUDY

The Steering Committee has set the following goals to be met by the certification process:

- * Study all aspects of the University's athletics program and its support services, determine the strengths and weaknesses, and recommend action as necessary (with a primary focus on those items identified for improvement during the University's first cycle self-study).
- * Increase the general level of understanding about athletics on campus.
- * Generate broad-based input into the certification process from diverse campus constituencies.
- * Demonstrate the University's commitment to compliance with all NCAA governing directives.
- * Take advantage of the unique opportunity provided by NCAA Certification to demonstrate the athletics program's commitment to the University's mission.
- * Reduce any unwarranted negative attitudes toward athletics and student-athletes while generating greater confidence concerning the program's quality and administration.
- * Communicate the status of the athletics program to all members of the University community.
- * Review and evaluate plans and requirements for improvement as determined in the 1997 Self-Study.

The following actions were required by the NCAA Committee on Athletics Certification, per NCAA correspondence dated July 1998:

1. Provide evidence that a plan has been developed to provide the University's athletics academic support services with approval and periodic review from academic authorities outside the Athletics Department. The committee noted that a review was done in 2000, but a report of those findings has not been provided.
2. Develop and implement a strategy for the continuous monitoring and evaluation of the University's gender-equity, minority-opportunities and student-athlete welfare plans for improvement as recommended by the institution in its self-study.

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3. Consider developing and implementing a written procedure within the University to require a background check regarding rules-compliance history prior to extending an offer for employment to potential athletics department administrators and coaches.

The following improvements were planned by the institution in the first-cycle Self-Study (1997):

AREA: Governance and Commitment to Rules Compliance

1. Written guidelines for developing, publishing, and distributing the Athletics Department's mission statement; review of the current mission statement, in light of the University's mission statement and UNM 2000 long-range plan, and revision if necessary.
2. Review the mission of the Athletic Council.
3. Written guidelines regarding compliance education and periodic compliance evaluations need to be put in place.

AREA: Commitment to Equity

1. Develop a plan for continuous monitoring and evaluation of gender and minority equity and student-athlete welfare using the NCAA criteria for self-study.
2. The Athletic Director will continue to seek greater diversity within the Athletics Department by actively recruiting qualified minority candidates for all positions as they become vacant, by using established on-campus resources.
3. Develop a systematic procedure for monitoring student-athlete life throughout their time at UNM.

B. MAJOR COMPONENTS OF THE SELF-STUDY

The Steering Committee Chair is Dr. Breda Bova, Senior Advisor to the President and Faculty Athletics Representative (FAR). She was appointed by University President Louis Caldera in the Fall of 2004. Per the conditions required for the appointment of the chair, Dr. Bova has no direct oversight of athletics. She has ready access to the President. In addition, she also has access to the President on an as-needed basis. Dr. Bova has been charged by the President to chair this committee. This clear delegation of authority from the University CEO communicates the importance of this self-study to the University and to the campus community. In addition, as President Caldera noted in his letter to Steering Committee members, "The Steering Committee will have the authority to look critically at our programs, to recommend plans for improvement and to speak on behalf of UNM to the peer-review team and to the NCAA Division I Committee on Athletics Certification, which ultimately will make the decision regarding our certification status," thereby giving the Steering Committee the proper authority to complete its work.

Names and titles of Steering Committee and Subcommittee members are listed below. Note that the Steering Committee includes:

- * The University's Chief Executive Officer (President Louis Caldera).
- * The NCAA Certification Process Self-Study Chair (Dr. Breda Bova).
- * The Director of Athletics (Mr. Rudy Davalos).
- * The Executive Vice President for Administration (Mr. David Harris), the university administrator to whom the Director of Athletics (AD) reports.
- * The Senior Woman Administrator of Athletics (Ms. Janice Ruggiero).
- * The Chair of the UNM Athletic Council (Dr. Leslie Oakes).
- * An ex-officio member from the University's athletic conference (Ms. Carolayne Henry, Associate Commissioner of Compliance for the Mountain West Conference).
- * Athletic Council members, consisting of senior faculty and student representatives.

The Steering Committee and Subcommittees were created with the goal of seeking broad-based campus and community participation in this process. A critical consideration included diversity of gender and ethnicity. The committees include a spectrum of faculty, staff, administrators, student-athletes, members of the academic senate, members of the community, and alumni representatives. Furthermore, the campus representatives were sought from an array of departments, both inside and outside of athletics. This number of participants should be able to adequately perform the duties and responsibilities required of the Committee and Subcommittees. Per the conditions of appointment, the Subcommittee chairs are members of the Steering Committee, and none of the Subcommittee chairs are staff members of the Athletics Department. The Subcommittee chairs are members of the UNM Athletic Council.

The three established Subcommittees include:

- * The Academic Integrity Subcommittee.
- * The Equity and Student Welfare Subcommittee.
- * The Governance and Policies Subcommittee.

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Each of the Subcommittees is responsible for conducting a self-study of its assigned topic in accordance with the guidelines of the certification self-study. Subcommittee responsibilities may include: collecting and/or organizing data, interviewing student-athletes as well as other campus and community constituents where necessary, documenting meeting attendance and discussions, creating draft and final reports, and meeting on a regular basis to adequately review the specified area.

The Institution Liaison is Ms. Rita Flores, Executive Assistant to the Athletic Director. She will coordinate the collection of information from the NCAA and its dissemination to University personnel. She will answer questions from the University personnel regarding the certification handbook and self-study process and, where appropriate, will communicate difficult interpretive questions to NCAA staff and return answers to the University personnel or direct them to appropriate individuals.

Creation, organization, and coordination of all documents will be in conjunction with Ms. Flores. She will coordinate logistical preparations for the evaluation visit, including accommodations and travel for the peer-review team, scheduling interviews and other related activities for the peer-review team, and arranging to cover work-related needs of the team (such as meeting locations, computers, etc.). Greg Remington, Associate AD for Media Relations, will assist Ms. Flores with media issues.

The University's conference office is participating via the inclusion of Ms. Carolayne Henry, Associate Commissioner for Compliance at the Mountain West Conference (MWC), as an ex-officio member of the Steering Committee. No outside consultants will be used. See Tentative Timeline on page 7 of the self-study.

Associate Provost for Academic Affairs, Dr. Wynn Goering, will serve as the Chief Report-Writer. The Chief Report-Writer has computer and Internet access as well as administrative assistance. Alex Paramo, Graduate Assistant, will help with all other administrative tasks, including coordination of Steering Committee meetings and taking those minutes. Each Subcommittee will have a graduate assistant with the responsibility for coordinating meetings, taking minutes and other administrative tasks. Greg Remington, Associate AD for Media Relations, and Susan McKinsey, UNM Director of Strategic Communications, will be responsible for keeping the media informed during the process.

NCAA CERTIFICATION SELF-STUDY ORGANIZATION

SELF-STUDY STEERING COMMITTEE

President Louis Caldera
 Professor Breda Bova, Chair
 Rudy Davalos, Director of Athletics
 Janice Ruggiero, Senior Woman Administrator
 Susan Carkeek, HR Associate Vice President/Director
 David Harris, Executive Vice President for Administration
 Fred Chreist, Alumni Representative
 Associate Professor Bopanna Ballachanda
 Associate Professor Mary Jo Campbell
 Associate Professor Dirk Gibson
 Professor Marie Lobo
 Associate Professor Leslie Oakes
 Associate Professor Pamela Olson
 Associate Professor Deborah Rifenburg
 Associate Professor Paul Steele
 Associate Professor Phyllis Wilcox
 Student-Athlete Ashley Lowery
 Student Kevin Stevenson
 Graduate Assistant Alex Paramo
 Mountain West Conference Rep (ex officio), Carolayne Henry
 Associate Provost Wynn Goering, Report Writer

GOVERNANCE/POLICIES SUBCOMMITTEE

Steering Committee, Assoc Prof Bopanna Ballachanda, Co-chair
 Steering Committee, Assoc Prof Paul Steele, Co-chair
 Athletics Department, Conrad Colbert, Deputy Director
 Faculty, Lecturer III Ed DeSantis, Faculty Senate
 Faculty, Janet Poole, Occupational Therapy
 Coach, Jeremy Fishbien, Men's Soccer
 Senior Officer, Susan Carkeek, HR Assoc VP/Director

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Staff, Pamela Agoyo, American Indian Student Services
Community, Lynn Mosher
Student-Athlete, Kelly Therkelsen, Volleyball
Student, Diego Esquivel
Alumni, George Friberg
Graduate Student Assistant, Pradeep Shetty

ACADEMIC INTEGRITY SUBCOMMITTEE

Steering Committee, Assoc Prof Leslie Oakes, Co-chair
Steering Committee, Assoc Prof Dirk Gibson, Co-chair
Athletics Department, Danny Trujillo, Asst AD for Academic Services
Faculty, Prof Marie Lobo, College of Nursing
Faculty, Assoc Prof Pamela Olson, Family Studies
Faculty, Professor William Bramble, College of Education
Faculty, Asst Professor Glenabah Martinez, Language, Literacy, Sociocultural Studies
Coach, Yvonne Sanchez, Women's Basketball
Senior Officer, Walt Miller, Associate VP Student Development
Staff, Rob Burford, Judicial Affairs Spec Dean Students
Staff, Kelly Lloyd, Athletic Student Enrollment Officer
Community, Senator Sue Wilson Beffort
Student-Athlete, Jeff Hart, Men's Basketball
Students, Brigita Lacovara and Kevin Stevenson
Alumni, Redd Eakin
Graduate Student Assistant, Yongseek Kim

EQUITY AND STUDENT WELFARE SUBCOMMITTEE

Steering Committee, Prof Mary Jo Campbell, Co-chair
Steering Committee, Assoc Prof Deb Rifenburg, Co-chair
Athletics Department, Dawn Martinez & Janice Ruggiero
Faculty, Prof Alfred Mathewson, School of Law
Faculty, Assoc Prof Phyllis Wilcox, Linguistics
Coach, Kathy Kolankiewicz, Women's Tennis
Senior Officer, Theresa Ramos, Office of Equal Opportunity
Staff, Scott Carreathers, African American Student Affairs
Community, Tina Otteni
Student-Athlete, Kathrin Spendier, Ski Team
Student, Kristie Boudwin
Alumni, Fred Christ
Graduate Student Assistant, Renee Gwyther

TENTATIVE TIMELINE

Orientation Meeting, January 27, 2005

Steering Committee Meetings
December 10, 2004 8:30-10:00 am
January 14, 2005 8:30-10:00 am
January 27, 2005
February 11, 2005 8:30-9:00 am
March 11, 2005 8:30-9:00 am
April 8, 2005 8:30-9:00 am
May 13, 2005 8:30-9:00 am

Subcommittee Meetings
January 14, 2005 9:00-10:00 am
January 27, 2005 See above
February 11, 2005 9:00-10:00 am
March 11, 2005 9:00-10:00 am
April 8, 2005 9:00-10:00 am
May 13, 2005 9:00-10:00 am

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Plan to Steering Committee for Review....Summer 2005
Public Forum.....September 2005-October 2005
University Forum.....September 2005-October 2005
Document with Suggested Revisions to Steering
Committee and Subcommittees.....Early November 2005
Finished Document to Report Writer.....Late November 2005
Finished Document to NCAA.....December 2005
NCAA Visiting Team Visit.....May 30-June 1, 2006

Governance and Commitment to Rules Compliance

Operating Principle

1.1 Institutional Control, Presidential Authority and Shared Responsibilities

Self-Study Items

1. List all "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 Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

None.

2. 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 for Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

Planned improvements relating to governance and commitment to rules compliance were developed by the University using the NCAA criteria for self-study and specifically respond to the following issues highlighted in the 1997 report:

Issue 1: Develop written guidelines for developing, publishing, and distributing the Athletics Department's mission statement; review the current mission statement, in light of the University's mission statement and UNM 2000 long-range plan, and revise if necessary.

Response: Written guidelines for the dissemination of the Athletics Department's mission statement were developed by the Athletics Department and reviewed and implemented by the Athletic Council in 2001. The Athletics Department's mission statement was last reviewed and revised in 2005, after the University's most recent strategic plan was approved by the Board of Regents in December 2001.

Issue 2: Review the mission of the Athletic Council.

Response: The Athletic Council mission was last reviewed by the Athletic Council in 1999-2000.

3. Describe any additional plans for improvement/recommendations relating to Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

None.

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

Over the course of the three years reviewed in the self-study, the Board of Regents approved the following actions with respect to the Athletics Department:

Governance and Commitment to Rules Compliance

- (a) September 5, 2001: Approval of a consultant, Rosser International Inc., to conduct a feasibility analysis for University Arena (The Pit). The analysis included the following: 1) exploration of the logistical and financial feasibility of seating expansion and the improvement of spectator amenities; 2) assessment of the condition of existing utility systems and infrastructure and recommendations for renewal or replacement; 3) assessment of the ability of the building to adapt to current codes, adapt to a multiplicity of uses and accommodate the needs of the physically disabled; and 4) identification of options and costs for improvement, renewal or, if deemed necessary, replacement of the facility. The Board of Regents approved the consultant and a budget for the project of \$100,000.
- (b) June 5, 2002: Approval of the Five Year Major Capital Outlay Plan, which included proposed funding for Phase V of the University Stadium expansion project, estimated at \$16,850,000.
- (c) June 5, 2002: Approval of a contract to resurface the athletics track and to add additional runways. Total cost of the athletics track project approved by the Board of Regents was \$604,022.49.
- (d) April 30, 2003: Approval of proposed amendments to the Memorandum of Agreement (MOA) between the Regents of the University of New Mexico and the University of New Mexico Lobo Club.
- (e) June 2, 2003: Approval of the Five Year Major Capital Outlay Plan, which included proposed funding for: 1) Phase VI of the University Stadium expansion project, estimated at \$17,187,000 and 2) conversion of a former gymnastics building to a basketball practice facility, estimated at \$3,000,000.
- (f) October 13, 2003: Approval of Phase V of the University Stadium Expansion Project. Phase V included construction of new toilets, concessions and service areas in the northeast corner of the stadium. The project budget was \$2,000,000.
- (g) February 10, 2004: Approval of proposal to replace women's softball bleachers and remodel of softball complex. Estimated at \$850,000.
- (h) The UNM Board of Regents annually approves the contract of the Athletic Director, the salary levels for the Athletics Department staff, and the annual budget of the Athletics Department.

5. Based upon the institution's experience in the last three years, list the decisions related to intercollegiate athletics in which the institution's president or chancellor has been significantly involved.

President Louis Caldera was significantly involved in the decision made in January 2004 to expand the Mountain West Conference (MWC) through the addition of Texas Christian University, starting in Fall 2005.

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

Major decisions regarding intercollegiate athletics begin with the Athletic Director. The Athletic Director receives input and feedback from the coaching staff and senior administration within the Athletics Department. The Athletic Director reports directly to the Executive Vice President for Administration, who reports directly to the President. In addition, the Athletic Director maintains open communication with the Faculty Athletics Representative (FAR), who is a direct report to the President, throughout the process. Depending on the issue, the information may be presented to the Faculty Senate or the Athletic Council. The Athletic Director, along with the Executive Vice President, will then present the issue to the President. Between the Athletic Director, the Executive Vice President and the President, a decision will be reached. However, if the decision has to deal with major financial issues or state appropriations, it must be presented to the Board of Regents, who will make the final decision.

7. Please provide the composition of the athletics board or committee, if one exists, including titles and positions.

Bopanna Ballachanda, Associate Professor, Speech and Hearing Sciences
 Kristie Boudwin, Undergraduate Student, Associated Students of UNM
 Breda Bova, Sr. Advisor to the President and Professor of Educational Leadership and Organizational Learning
 Mary Jo Campbell, Associate Professor of Physical Performance and Development

Governance and Commitment to Rules Compliance

Fred Chreist, Alumnus
Conrad Colbert, Deputy Director of Athletics
Rudy Davalos, Director of Athletics
Diego Esquibel, Graduate Student, Graduate and Professional Students Association
Dirk Gibson, Associate Professor of Communication and Journalism
Leslie Oakes, Associate Professor of Accounting
Pamela Olson, Associate Professor of Individual, Family and Community Education
Deborah Rifenburg, Associate Professor of Individual, Family and Community Education
Paul Steele, Associate Professor of Sociology
Jeramie "Chewy" White, Undergraduate Student-Athlete
Phyllis Wilcox, Associate Professor of Linguistics

Information to be available for review by the peer-review team, if requested:

- Minutes of athletics board or committee meetings.
- Composition of the institution's governing board (including titles and positions).
- Minutes of the institution's governing board meetings. (Please flag those that relate to the athletics program or athletics interests.)
- Published policies of the institution's governing board. (Please flag those that relate to the athletics program or athletics interests.)
- An institutional organizational chart and an athletics department organizational chart.

Evaluation

1. Does the institution demonstrate that the institution's governing board provides oversight and broad policy formulation for intercollegiate athletics in a manner consistent with other units of the institution? **Currently Yes**
2. Does the institution demonstrate that the president or chancellor is assigned ultimate responsibility and authority for the operation and personnel of the athletics program? **Currently Yes**
3. Does the institution demonstrate that appropriate campus constituencies have the opportunity, under the purview of the president or chancellor, to provide input into the formulation of policies relating to the conduct of the athletics program and to review periodically the implementation of such policies? **Currently Yes**

Governance and Commitment to Rules Compliance

Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Camps and clinics, playing and practice sessions, and student-athlete employment were not reviewed during site visits.	Complete MWC compliance review of campus and clinics, playing and practice sessions, and student-athlete employment during site visits.	Request MWC compliance review of campus and clinics, playing and practice sessions, and student-athlete employment during site visits.	Associate AD for Compliance and Administration.	To be done by 2006 MWC site visit.
Maintain compliance.	Maintain current compliance with NCAA standards.	Continuous monitoring of compliance workbook.	Associate AD for Compliance and Administration.	Ongoing.
Maintain legal compliance.	Address new legislation affecting compliance.	Monitor and immediately address all new pertinent legislation.	Deputy AD, Associate AD for Compliance and Administration.	Ongoing.

Governance and Commitment to Rules Compliance

Operating Principle

1.2 Rules Compliance

Self-Study Items

1. List all "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 Operating Principle 1.3 (Rules Compliance). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

(a) "Consider developing and implementing a written procedure within the University to require a background check regarding rules-compliance history prior to extending an offer for employment to potential athletics department administrators and coaches."

(b-c) A written procedure was developed by Lyla Aguirre, Assistant Athletic Director for Compliance, and implemented in Spring 2005. Copies of the procedure will be available to the peer-review team.

2. 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 for Operating Principle 1.3 (Rules Compliance). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

(a) "Written guidelines regarding compliance education and periodic compliance evaluations need to be put in place."

(b-c) Written guidelines for compliance education and evaluations were developed by Lyla Aguirre, Assistant Athletic Director for Compliance, and implemented in Spring 2005. Copies of the guidelines will be available to the peer-review team.

3. Describe any additional plans for improvement/recommendations relating to Operating Principle 1.3 (Rules Compliance) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

The salary for the Assistant AD for Compliance was increased to attract an experienced compliance officer. In addition, a graduate student assistant was added to the compliance staff to assist with paperwork.

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

ACTIVITIES OF BOOSTER GROUPS

The Lobo Club is the primary fundraising group for intercollegiate athletics. In addition, there are sport-specific booster groups that typically engage in some fundraising and also sponsor activities to encourage attendance at sporting events.

Governance and Commitment to Rules Compliance

The Lobo Club, founded under Articles of Incorporation filed on September 23, 1968, has an agreement with the University to operate under these Articles of Incorporation and the Bylaws to maintain the Lobo Club's legal status as a tax-exempt, nonprofit organization. Club members contribute money and organize other related functions to obtain the maximum amount in private gifts and donations to benefit the Athletics Program and its student-athletes. The Lobo Club, in consultation with the Athletics Department, plans, directs, coordinates and conducts fundraising activities that help to provide these benefits from private sources.

The sport-specific booster groups are informal groups without 501(c)(3) nonprofit status and without formal written agreements with UNM. Coaches are typically closely involved with the booster groups for their sports. The following are the currently operating booster groups:

- (1) Men's Golf - Top 10 Club
- (2) Women's Golf - Birdie Club
- (3) Men's Basketball - The Sixth Man Club
- (4) Football - First Team
- (5) Skiing - Corporate Cup
- (6) Volleyball - Lobo League
- (7) Men's Tennis - Baseline Club & Corporate Box Program
- (8) Women's Tennis - Corporate Box Program
- (9) Men's Baseball - Dugout Club
- (10) Men's Soccer - Golden Goal Club

INSTITUTIONAL CONTROL

Employees: Neither the Lobo Club nor any booster group/organization has its own employees. The agreement between the Lobo Club and the University provides that the University will consult with the Lobo Club on the hiring of the Executive Director and on other personnel matters involving the Executive Director.

UNM Employees as Booster Group Board Members: The Lobo Club agreement with UNM provides that (1) the Athletic Director will be a member of the Lobo Club Board of Directors; (2) the Associate Director of Athletics for Development/Executive Director of the Lobo Club will be a non-voting member of the Board of Directors; and (3) no more than 15% of the Board's voting members will be employees, officers or regents of UNM. In addition, the Deputy Athletic Director is a member of the Finance Committee.

Permitted Activities of Boosters: The Lobo Club has a brochure, approved by the Athletics Department, which defines a booster and describes applicable NCAA regulations including prohibited booster activities. This brochure is intended to be distributed to all boosters (Lobo Club and booster group/organizations).

Finances: The University exercises institutional control over the finances of the Lobo Club through the written agreement between UNM and the Lobo Club; participation of Athletics Department officials in the business of the Lobo Club (as members of the Lobo Club Board of Directors and its Finance Committee); access to budgets, financial records, detail income and expenditure reports, audit reports of the Lobo Club and processing of expenditures through University accounts.

Three types of accounts are used in connection with funds raised by boosters for intercollegiate athletics. The types of accounts, their use and the level of institutional control are described below:

(1) Private Bank Accounts

The Lobo Club has a private bank account at First State Bank in Albuquerque. Private contributions to the Lobo club (restricted and unrestricted) are deposited in this account. Under current practice, balances above \$60,000 are to be transferred to a UNM agency account (discussed below). According to the agreement between the Lobo Club and UNM, "The Lobo Club may disburse funds maintained by the Lobo Club for those expenses incurred directly by the Lobo Club" (Section 3.4).

Institutional control relative to this account is described in a January 16, 1997, memo from Jack Harney to Walt Arnold. "No monies may be disbursed without knowledge and approval of the Athletic Director. Deputy Athletic Directors sit on the Lobo Club Finance Committee, which reviews all expenditures. Lobo Club books are kept by Fidel, Perner & Michnovich. The Lobo Club is audited annually by the firm who receives the bid for the University's audit. The Lobo Club budget is submitted to and approved by the Athletics Department annually." In addition, a January 30, 1995 memo from Athletic Director Rudy Davalos, to UNM President Richard E. Peck, states, "Expenditures are reviewed monthly by the Deputy Athletic Director and the Executive Director of the Lobo Club (both of whom are UNM employees)." The Lobo Club has written procedures for payment of invoices and execution

Governance and Commitment to Rules Compliance

of miscellaneous checks. At the end of the year, the Lobo Club transfers restricted dollars to the respective sports' accounts.

(2) UNM Accounts

Both the Lobo Club and several sports and other booster groups have accounts within the University. The University Business Policies and Procedures Manual states, "Agency Funds are amounts deposited with the University by organizations for whom the University acts as fiscal agent. Examples of such organizations are the UNM Foundation and the New Mexico Medical Foundation."

a. Lobo Club Agency Account

The Lobo Club's agency account is basically a "holding" account: it receives funds from the private bank account, which are then transferred to one of the accounts under the control of the Athletics Department. Any expenditures from this account require the approval of the Athletic Director and the Lobo Club Board (per 1/30/95 memo from Davalos to Peck).

b. Other Booster Groups' Agency Accounts

Although the Lobo Club private account is the main repository for private contributions for intercollegiate athletics, most of the sports and booster groups have agency accounts within the UNM Foundation, Inc. A 501(c)(3) nonprofit organization, the Foundation is the primary fundraising entity for the University. Not only does the Foundation assist in raising private funds, it invests and manages those funds.

The sports and booster accounts at the Foundation are subject to the same controls and guidelines that apply to all Foundation accounts, including the following: Authorization to establish a Foundation account requires an explanation of the purpose of the account and the signatures of the dean or director (in this case, the Athletic Director); each Foundation account has a corresponding University account out of which actual expenditures are made, thus making the expenditures subject to all of the policies and procedures of the University; expenditures of funds must be in conformance with Foundation guidelines and applicable University procedures, according to an April 25, 1996, memo from the UNM Development Director, Karen Stone, to deans, directors and department heads.

The Athletics Department's control over these accounts occurs in two ways. (1) Coaches may spend from these accounts according to procedures of the Athletics Department (February 26, 1997, memo from Athletic Director Rudy Davalos to coaches); and (2) if the Athletics Department has budgeted any of the funds in these accounts to support the budget of a particular sport, the Athletics Department transfers funds from these accounts to the Athletics Department regular University account for the sport. This occurs in July of each year to close the books on the University accounts for the previous year.

In addition to the booster groups listed, each sport also has its own agency account.

(3) Athletics Department Regular University Accounts

University accounts of the Athletics Department are regular, budgeted accounts, subject to the policies and procedures of the University. These accounts, including those for the various intercollegiate sports, are used for operations of the Athletics Department, including salaries, supplies, travel and other expenses.

Among the regular accounts of the Athletics Department is one known as the Lobo Club Account. It is used primarily to pay the salaries of the University employees who work for the Lobo Club. Money is transferred to this account from the Lobo Club agency account. Although the Lobo Club receives financial reports on this account, it is an account for which the Athletic Director, not the Lobo Club, has legal responsibility, and it is included in the audit of the Athletics Department and the University.

Copies of all documents referenced above will be available to the peer review team.

Governance and Commitment to Rules Compliance

5. Identify how the institution has organized itself to maintain compliance with NCAA rules. Specify the individual (other than the institution's compliance officer/coordinator) who the president or chancellor designates as being responsible for the institution's rules compliance. Also, include a description of the reporting lines for and responsibilities assigned to the faculty athletics representative, director of athletics, compliance coordinator, coaches, and other key individuals inside and outside athletics (e.g., registrar, financial aid officer, admissions director, internal auditor) who are responsible for documenting and monitoring compliance with NCAA rules, including but not limited to eligibility certification, investigation and self-reporting of violations and monitoring of financial aid.

President Louis Caldera has designated Prof. Breda Bova, FAR, as being responsible for UNM's rules compliance. Prof. Bova has a dual reporting line to President Caldera and Executive Vice President for Administration David Harris. In addition, she is in constant communication with Athletic Director Rudy Davalos. Prof. Bova works with the Registrar and Athletic Student Enrollment Officer in the Registrar's Office to certify continuing eligibility for all student-athletes. She also works with the Athletics Department in investigating possible major violations and interpreting NCAA and MWC rules.

Within the Athletics Department, Lyla Aguirre, Assistant Athletic Director for Compliance reports to Janice Ruggiero. Ms. Ruggiero is the Associate Athletic Director for Administration and Compliance and the Senior Woman Administrator. Ms. Ruggiero and Ms. Aguirre are responsible for the day-to-day monitoring of all compliance related issues. This includes recruiting, financial aid, eligibility, secondary violations, and playing and practice activities. Ms. Ruggiero reports to Deputy Athletic Director Conrad Colbert. From Mr. Colbert, the reporting line continues to Mr. Davalos to Mr. Harris and then to President Caldera.

A Compliance Organizational Chart will be available to the peer-review team.

6. Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals inside the athletics department.

Compliance with NCAA rules and regulations appears twice in the job descriptions for employees in the Athletics Department. It is part of the duties and responsibilities and it is also listed as a required "knowledge, skill, and ability" in the minimum qualifications. As a prominent component of the job description, compliance with NCAA rules and regulations is a factor in the recruitment and selection process when job applicants are ranked, interviewed, and considered for employment. Once employed, NCAA rules compliance is included as a condition in employment contracts and failure to comply is considered cause for disciplinary action. Compliance with NCAA rules and regulations is also a factor in employee annual performance evaluations, which are used to determine annual salary increases.

7. Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals outside the athletics department who are involved in rules-compliance activities.

Compliance with NCAA rules and regulations appears twice in the job descriptions for employees outside the Athletics Department who are involved in rules-compliance activities. It is part of the duties and responsibilities and it is also listed as a required "knowledge, skill, and ability" in the minimum qualifications. As a prominent component of the job description, compliance with NCAA rules and regulations is a factor in the recruitment and selection process when job applicants are ranked, interviewed, and considered for employment. As part of the job description, NCAA rules compliance is included as a factor in employee annual performance evaluations, which are used to determine annual salary increases, and failure to comply is considered cause for disciplinary action.

8. Please describe the policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance in other areas (if applicable).

Not applicable, per NCAA staff liaison Mira Fronczek.

9. Indicate the dates of the institution's rules-compliance program evaluation conducted by an authority outside of athletics at least once every four years.

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Governance and Commitment to Rules Compliance

10. Indicate the individual or individuals responsible for conducting the institution's rules-compliance evaluation. Further, describe the process used in selecting this authority outside of athletics to ensure the individual or individuals do not have day-to-day compliance responsibilities for the institution's athletics department and are knowledgeable in NCAA legislation and rules-compliance practices.

Carolayne Henry conducted the evaluation. She is the Associate Commissioner for Compliance at the Mountain West Conference. She has previously worked at the NCAA National Office and provides interpretations regarding rules compliance to all MWC institutions in her current position. Part of her role at the MWC is to conduct evaluations at all MWC member institutions. Based on Ms. Henry's knowledge and role at the MWC, she was selected to conduct the rules-compliance program evaluation by the Athletic Director and the FAR.

11. The rules-compliance evaluation must consist of a review to determine that the compliance practices are engaged and functioning and must include, at minimum, specific areas. Please indicate by clicking "yes" or "no" which areas were included in the rules-compliance evaluation.

	Yes	No
Initial Eligibility Certification.	X	
Continuing-eligibility certification.	X	
Transfer-eligibility certification.	X	
Financial aid administration, including individual and team limits.	X	
Recruiting (e.g., official visit, etc).	X	
Camps and clinics.		X
Investigations and self-reporting of rules violations.	X	
Rules education.	X	
Extra Benefits.	X	
Playing and Practice Seasons.		X
Student-athlete employment.		X

12. Describe the relevant corrective actions planned or implemented from the rules-compliance program evaluations(s).

The Office of Financial Aid now reviews the student-athletes' financial aid packages on an individual basis. They also review and sign all final squad lists prior to submitting them to the Conference Office.

Student-athletes' recruited status and July 1 financial aid letters are now included in the student-athletes' financial aid files.

A "Recruited Status" field has been added to the University's Student Information System Admission Screen. A "W" indicates the student is a walk-on and a "S" indicates the student receives an athletic scholarship. A copy of student-athletes' renewal grant-in-aid agreements is filed in their financial aid files and in the general student-athlete files.

Information to be available for review by the peer-review team, if requested:

- List of athletics booster organizations and their officers.
- Description of athletics booster group policies and procedures (e.g., constitution and bylaws).
- Documentation required by the institution to maintain compliance with NCAA rules (e.g., compliance manual, recruiting logs, eligibility files).
- Documentation generated as a result of conference involvement with the institution in reviewing compliance efforts.

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- Documentation related to secondary rules violations for the last three years and the institutional response to those violations.
- Conference manual.
- Planning documents related to athletics (if any).
- Job descriptions for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Contracts or letters of appointment for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Personnel evaluation criteria for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Philosophy statements and other applicable sections of policy manuals for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Documentation related to the evaluation of the institution's rules-compliance program by an authority outside of athletics at least once every four years.

Evaluation

1. Does the institution demonstrate that it has in place a set of written policies and procedures that assign specific responsibilities in the areas of rules compliance, including assignment of direct accountability for rules compliance to the individual the president or chancellor assigns overall responsibility for the athletics program? **Currently Yes**
2. Does the institution demonstrate that in critical and sensitive areas, institutional compliance procedures provide for the regular participation of persons outside of the athletics department? **Currently Yes**
3. Does the institution demonstrate that rules compliance is the subject of an ongoing educational effort? **Currently Yes**
4. Does the institution demonstrate that a clear and unambiguous commitment to rules compliance is a central element in all personnel matters for individuals involved in the intercollegiate athletics program? **Currently Yes**
5. Does the institution demonstrate that at least once every three years, its rules-compliance program is the subject of evaluation by an authority outside of the athletics department? **Currently Yes**

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Operating Principle

2.1 Academic Standards

Self-Study Items

1. List all "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 Operating Principle 2.1 (Academic Standards). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

None.

2. 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 as they relate to Operating Principle 2.1 (Academic Standards). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

None.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 2.1 (Academic Standards) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

Subsequent to its first-cycle certification decision, the University has implemented the following improvement designed to strengthen the academic oversight of the athletics program. The UNM Athletic Council is taking steps to formalize the duties and responsibilities of the team liaisons, who are Council Members appointed for each official UNM team. The goal is to collect better and more frequent data from both coaches and players to aid in the continuous evaluation of the athletics program.

4. Describe the process by which student-athletes are admitted to your institution and identify the agencies vested with this responsibility. In what ways (if any) do the process and/or criteria used for the admission of student-athletes differ from the process for admitting students generally? Be specific and give careful attention to key decision points (e.g., establishment of admissions criteria, approval of special admissions) in these processes and the individuals or groups involved at each point, including the role, either formal or informal, the athletics department plays (if any) in the admissions process for student-athletes.

The general admissions procedure for all prospective students, including for all prospective student-athletes, is as follows:

The University of New Mexico admits all eligible applicants from New Mexico, other states and foreign countries. Because of the great diversity of the University of New Mexico's students, special application and admission procedures have been created to meet the needs of the different populations the University serves - recent high

Academic Integrity

school graduates, transfer students, non-degree students, returning and non-traditional students, and international students. There are no special admissions procedures for student-athletes. Admissions criteria for all students are the responsibility of the Admissions and Registration Committee of the Faculty Senate.

Admission procedures and requirements vary in each of the four categories listed below. (A special admissions committee must review any applicant under the age of 16.)

1. Beginning Freshmen (no previous college work).
2. Transfer Students (last attended another institution).
3. Readmit students (students who stopped attending for three or more sessions).
4. Non-degree Students (presently not seeking a degree).
5. International Students.

Detailed admission requirements and procedures are located on pages 19-25 of the 2005-2006 UNM Catalog. For all categories, the University requires full academic disclosure on the application form. Admission decisions are based on the following information provided to UNM:

1. Beginning Freshmen

- i. Application. Beginning freshmen must complete and return an application for admission and a \$20.00 nonrefundable application fee to the Office of Admissions. Applicants may also apply online at www.unm.edu.
- ii. Test Scores. Applicants need to request that their official ACT or SAT scores be mailed to the Office of Admissions.
- iii. High School Transcript. Students must submit official transcripts from their high schools directly to the Office of Admissions.

Freshmen applicants must be graduates of a high school accredited by a regional association, or by the state department of education or state university of the state in which the high school is located.

The minimum grade point average requirement for admission to bachelors degree programs at the University of New Mexico is 2.25 (on a 4.0 scale) in all previous academic work from an accredited high school. Grades in all courses allowed toward high school graduation are computed in the average.

In addition to the above requirement, the student must satisfy one of the following criteria:

Criterion I

Completion of 13 specific high school college preparatory units with a minimum 2.25 GPA.

Criterion II

Meet specified standards based on a combination of high school academic performance (high school rank) and standardized college entrance examinations (ACT or SAT).

Criterion III

A limited "Special Admissions" category has been established for students who do not qualify for admissions under Criterion I or II. The applicant may request "special consideration" through appeal. A combination of quantitative and subjective factors is used in making these admission decisions.

2. Transfer Students

Admission decisions are made based on the following information provided to UNM:

- i. Application. Transfer students must complete and return an application for admission and a \$20.00 nonrefundable application fee to the Office of Admissions. Applicants may also apply online at www.unm.edu.
- ii. College Transcript(s). Students must request each college attended to send an official transcript directly to the Office of Admissions.
- iii. Test Scores and High School Transcripts. Applicants transferring with fewer than 26 semester hours of acceptable college work are considered freshman transfers and must also request that their official ACT or SAT scores and a completed official transcript of high school work or official GED scores be sent to the Office of Admissions.

The minimum requirement for admission as a transfer student to the University of New Mexico is a grade point

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average of "C" (2.00) in all transferable college work. However, most degree granting colleges of UNM require a higher GPA for their acceptance of transfer students.

The general admissions procedure for all transfer students, including the procedure for all prospective transfer student-athletes, is as follows:

When a completed application form, fee, and supporting documentation are received in the Office of Admissions, the application is reviewed. A Credit Evaluation is performed to determine acceptable credit hours and comparable college work. If a student has declared a major, the information is forwarded to the Colleges where further evaluation and verification of credits are performed by the Academic Advisors to determine acceptable credit hours in the particular major.

3. Readmitted Students

Student-athletes are seldom admitted to the University under this category. However, the procedure would be the same as any student being readmitted to UNM, as stipulated on pages 24-25 of the Catalog.

4. Non-Degree Students

This category does not apply to student-athletes.

5. International Students

The University of New Mexico accepts applications from international students who have earned distinguished academic records and have demonstrated English proficiency. International student-athletes must meet the same criteria as all international applicants. All applicants are screened through the International Admissions office of the Office of Admissions.

The Role of the Athletics Department

A coach and/or academic advisor within the Office of Athletic Academic Services may provide potential student-athletes with contact information for Kelly Lloyd, Athletic Student Enrollment Officer, for information regarding admissions decisions.

Using the Student Information System at the University, the Office of Athletic Academic Services follows up weekly to ensure that admissions paperwork for prospective student-athletes is in and being processed.

- 5. Compare the admissions profiles of student-athletes who received athletics grants-in-aid with the profiles of students in general by submitting the following information for the three most recent academic years: average standardized test scores for freshman student-athletes who received athletics aid (by gender, by racial or ethnic group, and according to the eight sport groups listed in the NCAA Division I graduation rates disclosure form) and for all entering freshmen students (by gender and by racial or ethnic group). [Note: Use the supplied charts and the graduation-rates disclosure form methodology to compile these data.]**

Analysis by Gender

Over the three-year period FY 02 - FY 04, the test scores for female student-athletes entering UNM have been equal to or higher than those of the overall female population. Female student-athlete test scores (ACTSUM) were equal to the overall average for women entering UNM in Fall 2001; 5 points higher in 2002, and 3 points higher in 2003.

Over the three-year period FY 02 - FY 04, the test scores for male student-athletes entering UNM have been lower than or equivalent to those of the overall male population. Male student-athlete test scores (ACTSUM) were 3 points lower than the overall average for men entering UNM in Fall 2001; equal to the average in 2002; and 5 points lower in 2003.

Analysis by Racial or Ethnic Group

Over the three-year period FY 02 - FY 04, the test scores for Black student-athletes entering UNM have been lower than or equal to those of the overall population of entering Black students. Black student-athlete test scores (ACTSUM) were equal to the overall average for Black students entering UNM in Fall 2001; 1 point lower in 2002; and 8 points lower in 2003.

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Over the three-year period FY 02 - FY 04, the test scores for Hispanic student-athletes entering UNM have been lower than or equal to those of the overall population of entering Hispanic students. Hispanic student-athlete test scores (ACTSUM) were 6 points lower than the overall average for Hispanic students entering UNM in Fall 2001; 6 points lower in 2002; and 1 point higher in 2003.

Over the three-year period FY 02 - FY 04, the test scores for White student-athletes on aid entering UNM have been both lower and higher than those of the overall population of entering White students. White student-athlete test scores (ACTSUM) were 3 points lower than the the overall average for White students entering UNM in Fall 2001; 4 points higher in 2002; and 2 points lower in 2003.

There have not been sufficient numbers of student-athletes in the American Indians/Alaska Native, Asian/Pacific Islander, or "Other" categories to make any reasonable inferences from the data.

Given the differences in the average scores of the student-athletes and their comparable student populations, it appears that the test scores are acceptable with one notable exception. The exception is the 2003 scores of Black student-athletes.

Analysis by Sports Group

Over the three-year period FY 02 - FY 04, the range of core grade point averages for all sport groups has been between 2.40 (men's basketball in 2002) and 3.5 (women's basketball in 2002), which is within an acceptable range for regular admission (2.25) to the University of New Mexico. Average standardized test scores (ACTSUM) for all sport groups have ranged from 75 (women's basketball in 2001) to 96 (men's baseball in 2001).

Summary

Overall, freshman student-athletes have slightly lower scores than the entering freshman students in general.

- 6. Please describe the process by which students may be admitted if they do not meet the institution's standard or normal entrance requirements and identify the agencies vested with this responsibility. This should include any second-level or subsequent review processes or appeals procedures which may be utilized when students are not automatically admitted because they do not meet the institution's published entrance requirements.**

A limited "Special Admissions" category has been established for any students who do not qualify for admissions under Criterion I or II. The applicant may request "special consideration" through appeal. A combination of quantitative and subjective factors is used in making these admission decisions.

The general procedure for all prospective students, including the procedure for all prospective student-athletes, is as follows:

When a completed application form, fee, and supporting documentation are received in the Office of Admissions, the application is reviewed. If the credentials meet the guidelines of Criterion I or II, as established by the Faculty Senate Admissions and Registration Committee, the student is admitted and a letter of acceptance is sent. Students who have not yet graduated from high school receive a letter indicating they have been accepted provisionally pending verification of graduation. Applicants are notified of any missing documentation. Once the Office of Admissions has received the missing items, the student's admission status is changed from provisional to fully admitted.

When an applicant is denied admission, a letter is sent explaining the process of Special Admission. Any student denied admission may appeal this decision. At that time the Admissions Office convenes a committee to consider students who have potential for success but do not satisfy either Criteria A or B. Faculty, staff and students sit on this committee. Each individual student is considered separately. Student-athletes are not identified or given special consideration.

Kathleen Roberts, Administrative Assistant II, Admissions, is responsible for implementing the special admissions procedure as defined by the Faculty Senate. The Department of Athletics refers the student to Kelly Lloyd, Athletic Student Enrollment Officer, for information on process. The admissions officer who first reviewed the case presents the case to the committee.

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7. Compare and explain any differences between the percentage of freshman student-athletes receiving athletics aid who were admitted through any of the processes described in Number 7 above and the percentage of freshman students generally who were so admitted. Provide these comparative data for the three most recent academic years. For the student-athlete data, information should be displayed for each of the sport groups, organized by year, and listed in the NCAA Division I Graduation-Rates supplemental form. [Use the supplied chart to compile these data.]

For the three-year period FY 02 - FY 04, UNM admitted 3% of its entering freshman under its Criterion III, Special Admissions. By comparison, in Fall 2001 1% of student-athletes were so admitted; none (0%) in Fall 2002, and 9% in Fall 2003. The total numbers of special admissions are small each year, including the 8 student-athletes in the category in Fall 2003 (1 each in baseball and men's track/cross country, and 6 in football).

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

Step 1: The coach of a particular sport program requests that the Compliance Office secure permission to contact the prospective student-athlete's previous institution, if necessary.

Step 2: The Assistant Athletic Director for Compliance, Lyla Aguirre, reviews the appropriate academic records from the prospect's previous institution to determine the release and participation history of the applicant.

Step 3: The Athletic Student Enrollment Officer, Kelly Lloyd, reviews the student file for transferable college credit to determine if the NCAA applicable transfer rules have been met and that the student has a declared degree.

Step 4: Breda Bova, (FAR); Kathleen Sena, Registrar; Janice Ruggiero, Associate AD for Compliance and Administration; Lyla Aguirre, Assistant AD for Compliance, and Kelly Lloyd, Athletic Student Enrollment Officer, review each transfer file in an Eligibility Review Meeting. The FAR and Registrar have final authority for certifying initial eligibility.

9. List the step-by-step sequence of actions taken by particular individuals on your institution's campus to certify student-athletes' continuing eligibility. Identify by name and title the individual(s) with final authority for certifying continuing eligibility.

Step 1: Danny Trujillo, Assistant AD for Academic Services, distributes Satisfactory Progress forms to the respective advisors.

Step 2: The individual advisors check on each student-athlete's progress, copy the form and send the originals to the Athletic Student Enrollment Officer in the Office of the Registrar.

Step 3: Once grades become official, Kelly Lloyd, Athletic Student Enrollment Officer, generates a grade report. The information is taken from the institution's academic administrative computer system and includes satisfactory progress hours, degree audit advising reports, grade point averages, and degree declaration. The Athletic Student Enrollment Officer and the Assistant AD for Compliance meet and review all documents, and complete the continuing eligibility worksheet.

Step 4: In the Eligibility Review Meeting, the eligibility of each student-athlete is reviewed. Breda Bova, FAR, and Kathleen Sena, Registrar, have joint authority for certifying continuing eligibility. The FAR, Registrar, and appropriate head coach sign each form. The Eligibility Review Meeting is held as necessary.

Academic Integrity

- 10.** Review the graduation rates for student-athletes who received athletics grants-in-aid, for various student-athlete subgroups and for students generally during the last three years, and comment on any trends or significant changes. Specifically, identify and explain deficiencies in graduation rates for any of the following when compared to the graduation rates of students generally: student-athletes generally, student-athletes of particular sport teams, student-athletes by gender, student-athletes by ethnicity and student-athlete subgroups (i.e., ethnicity) within particular sport teams. If the graduation rate for student-athletes, or for any student-athlete subgroup, is less than the graduation rate for students generally, the institution must analyze, explain and address, as appropriate (1) the magnitude of the difference between the student-athlete (or subgroup) rate; and (2) the trends over the three reporting periods in these rate differences.

Graduation rates for the Fall 1995, 1996 and 1997 cohorts were reviewed for each year and for the three-year period in total. The graduation rates for student-athletes on athletic aid, compared with students in general, were higher for the period. Although there is some annual variation between the graduation rates of student-athletes, there was no identifiable trend for either student-athletes as a whole or for individual teams.

Both male and female student-athletes graduated at a higher rate than their counterparts in the general population. Over 50% of the female student-athletes graduated compared to 45% in the general population. Male student-athletes graduated at a 45% rate compared to a 39% rate in the general population.

The graduation rates of the sub-populations of student-athletes were also examined. Three groups varied notably from the general population. Women's basketball consistently graduated a very high percentage of its participants, averaging over 90% for the three years reviewed. Men's basketball had a graduation rate of 20% for the three years reviewed and baseball averaged a 17% graduation rate. One contributing factor for men's basketball may have been a coaching change, following which four student-athletes transferred.

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

No exceptions to the regular standards and policies are made for student-athletes.

Student athletes are subject to the same GPA requirements as other UNM students. Undergraduate students who have 30 or fewer attempted hours must have a cumulative grade point average of at least 1.7 to be in good standing. Thereafter, the cumulative GPA required to remain in good standing is at least 2.0. This standard is in agreement with the Mountain West Conference (MWC) criteria for student-athletes.

Student-athletes are subject to additional progress requirements imposed by the Athletic Council of the UNM Faculty Senate. Prior to Spring 2005, student-athletes were required to complete 24 credit hours every academic year. In 2005, the rule was changed and made retroactive to 2004-05, to follow the new NCAA requirements more closely. Student-athletes are now required to make progress towards a degree as mandated by the NCAA.

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

See Item 11.

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

The Student Attendance Policy is outlined in Section D170 of The University of New Mexico Faculty Handbook.

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Students are expected to attend all meetings of the classes in which they are enrolled. No extensions of the vacation periods are given to any student, regardless of the location of their homes.

A student with excessive absences may be dropped from a course by the instructor with a grade of W/P or W/F. The instructor may also assign a failing grade of "F" at the end of the semester. Instructor drop request forms are available at all academic offices.

Absences due to illness, or to authorized University activity such as field trips, athletic trips, etc, are to be reported by the student to his/her instructor(s) and to the Dean of Students Office. If a student is unable to contact his/her instructor(s) the student should leave a message at the instructor's department. The reporting of absences does not relieve the student of responsibility for missed assignments, exams, etc. The student is to take the initiative in arranging with his/her instructor(s) to make up missed work, and it is expected that the faculty member will cooperate with the student in reasonable arrangements in this regard.

Verification of a student's report of absence will be provided on request.

According to the UNM Catalog 2005-2006:

"Policies regarding student attendance at class meetings are set by each instructor.

"Students should not assume that nonattendance will lead to being dropped from class. It is the student's responsibility to initiate drops or complete withdrawals utilizing <https://itel.unm.edu> or I-TEL-UNM (246-2020).

"A student with excessive absences may be dropped from a course with a grade of W/F, upon recommendation of the instructor. Instructor initiated drops will be submitted to the Records and Registration Office."

Student-athletes are instructed to provide the instructor of each enrolled course written notification within the first two weeks of the class starting date(s) of anticipated absence(s). Each student-athlete is provided a list of dates from the Office of Athletic Academic Services identifying the classes he/she will miss that semester. The student-athlete is instructed to give a copy of this list to each instructor. Any changes in schedules requiring the student-athlete to miss class are to be communicated to the instructor as soon as they are known.

The Athletic Council has been working with UNM's student government (ASUNM) and the Student-Athlete Advisory Committee (SAAC) over the past several years to write a new student absence policy to better reflect the current practice of athletes at the University. This is still in process.

The Office of Athletic Academic Services initiates communication with faculty regarding the attendance and academic standing of all student-athletes enrolled in their classes during the fifth or sixth week of classes each semester. In written form, faculty report the student-athletes' progress and attendance (or lack thereof) to the academic advisor to each team. Instructors are asked for recommendations (e.g., to seek tutoring, consult with the instructor, consider dropping the course, etc.). Head coaches are notified of all situations.

14. Analyze, explain and address missed class time that has been determined by the institution to be significant or excessive for any sports(s).

"Excessive" is defined by individual instructors, programs or departments for individual courses.

The University position on scheduling of competitions, practice and related travel is to minimize conflict with student-athletes' class time and/or final examination periods. When competition and travel require the student-athlete to miss an exam, the student asks the instructor for cooperation in making the necessary arrangements. This may mean the student takes a proctored exam while on the road, takes the exam at another time, or in some cases may be penalized.

The University of New Mexico has a policy that states that competitions cannot be scheduled during finals week. The Athletic Council must approve any deviation from this policy with the exceptions of NCAA and MWC tournaments.

15. Describe the means by which the institution's policies and procedures regarding the scheduling of athletics competition and practices (e.g., missed class policy) are communicated to student-athletes.

All incoming freshmen to the University of New Mexico are required to participate in LobOrientation. All students receive a current UNM Catalog, Pathfinder, Schedule of Classes, and other relevant information. The University's absence policy is on page 52 of the current catalog. During orientation, student-athletes meet separately for information concerning academics, conducted by the Office of Athletic Academic Services, where they are again

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informed of UNM's policy toward absences. Transfer students meet individually with their academic advisors and are informed of this policy.

Information to be available for review by the peer-review team, if requested:

- A copy of the institution's most recent catalog.
- A copy of the institution's standard or regular, published entrance requirements, including the provisions under which students may be admitted by special exception to the institution's standard or normal entrance requirements.
- Information regularly reported to the chief executive officer, faculty senate or director of athletics concerning the academic performances of sports teams (if any).
- All student-athlete eligibility files (including, when appropriate, final high-school transcripts, high schools' lists of approved core courses, final certification reports, verification of standardized test scores, NCAA student-athlete statements, institutional transcripts, and transfer documentation).
- Information from exit interviews of student-athletes.
- Policies and procedures for the department of intercollegiate athletics (if available).
- University catalog/bulletin.
- Athletics department manual.
- Student-athlete handbook.
- Institutional handbook for students.

Evaluation

1. Does the institution demonstrate that it admits only student-athletes who have reasonable expectations of obtaining academic degrees? If the academic profile of entering student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student-body groups, is the contrast analyzed and explained by appropriate institutional authorities? **Currently Yes**
2. Does the institution demonstrate that it admits only student-athletes who have reasonable expectations of obtaining academic degrees? If the graduation rate of student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student-body groups, is this disparity analyzed, explained and addressed (through specific plans for improvement) by appropriate institutional authorities? **Currently Yes**
3. Does the institution demonstrate that academic standards and policies applicable to student-athletes are consistent with those adopted by the institution for the student body in general or the NCAA's standards, whichever are higher? **Currently Yes**
4. Does the institution demonstrate that the responsibility for admission, certification of academic standing and evaluation of academic performance of student-athletes is vested in the same agencies that have authority in these matters for students generally. **Currently Yes**
5. Does the institution demonstrate that written policies related to scheduling are established in all sports to minimize student-athletes' conflicts with class time and/or final examination periods due to participation in intercollegiate athletics, consistent with the provisions of Constitution 3.2.4.13? **Currently Yes**

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Operating Principle

2.2 Academic Support

Self-Study Items

1. List all "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 Operating Principle 2.2 (Academic Support). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

a. "Provide evidence that a plan has been developed to provide the University's athletics academic support services with approval and periodic review from academic authorities outside the athletics department."

The committee noted that a review was done several years ago, but a report of those findings has not been provided.

2. 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 as they relate to Operating Principle 2.2 (Academic Support). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

None.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 2.2 (Academic Support) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

Subsequent to its first-cycle certification decision, the University has implemented the following improvements in the area of Operating Principle 2.2:

Item 1: As part of its annual review of graduation rates, the Athletic Council meets with the Assistant Athletic Director for Academic Services and conducts exit interviews with graduating students. Students are asked about support services.

Item 2: An outside reviewer was asked to review student support services in Summer 2005. This evaluation was conducted by Carolyn Henry, MWC Associate Commissioner, on August 3 and 4, 2005. Her final report will be reviewed and discussed in Fall 2005.

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

The University of New Mexico has extensive and complete academic support and advisement processes to guide and monitor student-athletes. In addition to the academic support and advising services available to all UNM students, the Office of Athletic Academic Services, headed by Danny Trujillo, reports to Janice Ruggiero, Associate Athletic Director for Compliance and Administration. The Athletics Department employs four full-time advisors: David

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Fox, Dawn Martinez, Courtney Snell, and Jenny White. Each student-athlete is assigned to one of these advisors, who communicate with them and their coaches at least once every semester and as needed.

5. Using the following program areas for academic support issues as examples, please describe:

- a. The specific academic support services offered to student-athletes (if any);
- b. Any policies that govern which students can use these services;
- c. The mechanisms by which student-athletes are made aware of these services;
- d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and
- e. The mechanism for periodic approval of these services by academic authorities outside athletics of these services.

If the institution has additional or different academic support services not included in the list of examples, please click "Add Academic Support Area."

1. Academic Advising Course selection, class scheduling, degree program assistance, priority registration.

a. The specific academic support services offered to student-athletes, if any.

All student-athletes are given academic support from athletic academic advisors regarding course selection, class scheduling, degree program assistance and any specific academic needs. UNM has no priority registration for student-athletes.

b. Any policies that govern which students can use these services.

Academic advising services are available to all student-athletes.

c. The mechanisms by which students can use these services.

Each student-athlete is assigned an athletic academic advisor.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years.

The Athletic Council meets every semester with the Assistant Athletic Director for Academic Advisement. The FAR meets periodically with all athletic academic advisors.

e. The mechanism for periodic approval of these services by academic authorities outside athletics.

As noted above the Athletic Council and FAR review and comment on athletic academic support services.

Academic advisement is required for all freshmen and new transfer students with 26 or fewer transferable hours prior to registration. All incoming student-athletes are assigned an advisor in Athletic Academic Services, located in Johnson Center, by team. That advisor is responsible for monitoring course selection and academic problems throughout their academic careers. Student-athletes are required to meet with their advisors at least once a semester, usually prior to registering for courses.

After the student has selected a degree program, the athletic advisor confers regularly with the advisor to that program. For example, the athletic advisors check with the advisors at the various Colleges and Schools to ensure that students are enrolled in the correct courses. The School of Engineering and the

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College of Education require advisement every semester prior to registration. Advisement centers are located in each of the degree granting colleges.

2. Tutoring 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.

a. The specific academic support services offered to student-athletes, if any.

Any student-athlete requesting a tutor will be assigned one by his or her advisor. In addition, a student-athlete who is reported to be having academic difficulty will be assigned a tutor by the advisors. Coaches may also ask the advisors to find a tutor for a particular student. Tutors are required to have a high GPA and are only rehired if they are deemed to be helpful by the student-athlete. Tutors regularly meet one-on-one with student-athletes during study hall. All incoming freshmen, transfer students, and student-athletes identified as being "at-risk" are monitored more closely and met with on a more frequent basis. The advisors communicate with instructors of identified students on a regular basis to determine the need for additional support, i.e., tutoring.

b. Any policies that govern which students can use these services.

Tutoring services are available to all student-athletes.

c. The mechanisms by which students can use these services.

Any student-athlete who requests a tutor is accommodated. In addition, academic advisors and coaches can request tutors for their student-athletes.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years.

Students may complete an online evaluation at www.unm.edu/~caps/evaluations.html.

The Center for Academic Program Support (CAPS) reports to the Associate Provost of Academic Affairs and is reviewed and approved annually.

e. The mechanism for periodic approval of these services by academic authorities outside athletics.

CAPS reports to the Associate Provost of Academic Affairs and is reviewed and approved annually.

3. Success Skills Study skills, note and test taking, writing and grammar skills, time management

a. The specific academic support services offered to student-athletes, if any.

Success skills services are not offered to student-athletes specifically. Workshops in success skills are available through CAPS (the Center for Academic Program Support) for all UNM students. Student-athletes are referred to these workshops by advisors and coaches.

b. Any policies that govern which students can use these services.

Success skill workshops are open to all students at the University.

c. The mechanisms by which students can use these services.

Academic advisors inform student-athletes of services being offered by various university departments as

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they relate to success skills. Flyers from these departments are posted around the department. University College coordinates a Freshman Seminar Program open to all students.

- d.** The mechanism for review of these services by academic authorities outside athletics at least once every three years.

Success skills services are reviewed and approved annually by the Associate Provost for Academic Affairs.

- e.** The mechanism for periodic approval of these services by academic authorities outside athletics.

Success skills services are reviewed and approved annually by the Associate Provost for Academic Affairs.

4. Study Hall Availability, facilities, policy for mandatory attendance.

- a.** The specific academic support services offered to student-athletes, if any.

Study hall is available throughout the day and evening for student-athletes. Each team may select specific hours of study hall or use the sign-in procedure. Tutors and computers are available for students during study hall. A student may request a specific tutor to be at study hall when he or she is there. All teams require all students to attend study hall for the first semester of their freshman year. After that, each team establishes its own policy, requiring students who do not achieve an adequate GPA to attend study hall. This GPA varies from 2.25 to 3.5.

- b.** Any policies that govern which students can use these services.

Study halls are available for all student-athletes.

- c.** The mechanisms by which students can use these services.

When study hall is mandatory, coaches or assistant coaches check the sign-in sheets for attendance. Some teams send an assistant coach to check on study hall. Some teams hold their own study halls outside the auspices of the Athletic Academic Services.

- d.** The mechanism for review of these services by academic authorities outside athletics at least once every three years.

The FAR and Athletic Council meet periodically with the Assistant Athletic Director for Academic Service for reviews and progress updates.

The Athletic Council, during Spring 2005, asked head coaches their opinion of the effectiveness of study hall. Ten coaches responded to this question. Their ratings, on a 1 to 10 scale, ranged from 3 to 10, with an average of 5.8. The Athletic Council will continue to collect this data annually.

- e.** The mechanism for periodic approval of these services by academic authorities outside athletics.

The FAR and Athletic Council meet periodically with the Assistant Athletic Director for Academic Service for reviews and progress updates.

5. Freshman/Transfer orientation Availability, attendance requirements.

- a.** The specific academic support services offered to student-athletes, if any.

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All incoming UNM freshman students are required to attend either a 1.5 day orientation called "LobOrientation," or a 3 day orientation called the "College Enrichment Program." The latter includes activities that last through the students' entire college careers at UNM. In addition, student-athletes meet with their athletic advisors.

b. Any policies that govern which students can use these services.

Orientation is required for all incoming freshman student-athletes.

c. The mechanisms by which students can use these services.

All entering freshmen and transfer students are informed about orientation requirements and options by the University Office of Admissions, the Dean of Students Office, and by their athletic academic advisors.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years.

The Dean of Students Office at the University of New Mexico oversees freshman and transfer orientation activities. Orientation services are reviewed and approved annually by the Vice President for Student Affairs.

e. The mechanism for periodic approval of these services by academic authorities outside athletics.

The Dean of Students Office at the University of New Mexico oversees freshman and transfer orientation activities. Orientation services are reviewed and approved annually by the Vice President for Student Affairs.

6. Academic progress monitoring and reporting Individual's responsibility, frequency, procedures for periodic grade and attendance checks.

a. The specific academic support services offered to student-athletes, if any.

The academic progress of student-athletes is formally monitored at two points during the semester:

1. For students identified as being at risk, an early warning report is sent in the 4th week to faculty asking about student attendance and progress.
2. In the 5th or 6th week, the Academic Advisors for each team send a form to the instructors of all student-athletes asking for a report of their progress. If a report indicates any problems, the team coach is notified and the student is called in to see an advisor.

b. Any policies that govern which students can use these services.

Academic progress monitoring is conducted for all student-athletes.

c. The mechanisms by which students can use these services.

Every student-athlete is monitored for his or her academic progress and attendance. UNM policies also stress the individual student-athlete's responsibility to attend class and achieve academically. This is reinforced in orientation and in student-athletes' meetings with their academic advisors and coaches.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years.

The FAR and Athletic Council are given periodic reviews on the academic progress of all student-athletes.

e. The mechanism for periodic approval of these services by academic authorities outside athletics.

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The FAR and Athletic Council are given periodic reviews on the academic progress of all student-athletes.

7. Assistance for special academic needs Provisions for diagnosis and treatment of learning disabilities.

a. The specific academic support services offered to student-athletes, if any.

Student-athletes receive no special treatment in this area. UNM provides testing and support services for all students with learning disabilities through Accessibility Services. Any student can self refer or be referred to these services by an advisor, instructor or coach. Students previously diagnosed with a learning disability are referred after admission.

b. Any policies that govern which students can use these services.

These services are available to all University of New Mexico students. After diagnosis, students can receive services through Accessibility Services.

c. The mechanisms by which students can use these services.

Students can self refer or be referred by an instructor, advisor or a coach.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years.

Accessibility Services reports to the Vice President for Student Affairs who has approval over these services.

e. The mechanism for periodic approval of these services by academic authorities outside athletics.

Accessibility Services reports to the Vice President for Student Affairs who has approval over these services.

8. Learning assessments Provisions for testing and evaluation (e.g., placement testing).

a. The specific academic support services offered to student-athletes, if any.

All UNM students whose tests scores fall below a certain level are required to take a placement test in the areas of mathematics and English.

b. Any policies that govern which students can use these services.

Learning assessment services are available to all University of New Mexico students. All students whose initial test scores fall below a certain level are required to take a placement test.

c. The mechanisms by which students can use these services.

Learning assessment services are available to all students on request.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years.

The UNM Testing Center reports to the Office of the Provost. The Office of the Provost has approval of these services.

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- e.** The mechanism for periodic approval of these services by academic authorities outside athletics.

The UNM Testing Center reports to the Office of the Provost. The Office of the Provost has approval of these services.

9. Mentoring Availability of mentors, identification and assignment methods, frequency of interaction.

- a.** The specific academic support services offered to student-athletes, if any.

The Athletics Department and African American Student Services offer mentors specifically for student-athletes. In addition, some programs have mentoring programs available to all students within the unit.

- b.** Any policies that govern which students can use these services.

Mentors are available for all student-athletes.

- c.** The mechanisms by which students can use these services.

Any student who wishes to have a mentor will be accommodated. Coaches, instructors and academic advisors may also refer.

- d.** The mechanism for review of these services by academic authorities outside athletics at least once every three years.

African American Student Services reports to the Vice President for Student Affairs. The Vice President for Student Affairs has approval of these services.

- e.** The mechanism for periodic approval of these services by academic authorities outside athletics.

African American Student Services reports to the Vice President for Student Affairs. The Vice President for Student Affairs has approval of these services.

10. Assistance for at-risk students Availability including institution-wide assistance.

- a.** The specific academic support services offered to student-athletes, if any.

All students, including student-athletes, may participate in at-risk programs at UNM. First-generation, minority or low-income students may receive additional advising, tutoring and assistance through the College Enrichment Program or other student support services.

- b.** Any policies that govern which students can use these services.

These services are available to all University of New Mexico students.

- c.** The mechanisms by which students can use these services.

Student-athletes may request these services or may be referred by coaches, athletic academic advisors or college advisors.

- d.** The mechanism for review of these services by academic authorities outside athletics at least once every three years.

Services for at-risk students are the responsibility of the Vice President for Student Affairs.

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- e. The mechanism for periodic approval of these services by academic authorities outside athletics.

Services for at-risk students are the responsibility of the Vice President for Student Affairs.

11. Post-eligibility programs Availability of scholarships, assistantships and academic support.

- a. The specific academic support services offered to student-athletes, if any.

Some funding is available for one-year tuition post-eligibility. These monies are allocated through the Office of Athletic Academic Services. Depending on how much support the student-athlete received during eligibility (i.e., full scholarship or partial scholarship.), monies are awarded in accordance with NCAA guidelines. All student-athletes, within 30 hours of graduation, may apply for these funds. The University has been able to meet all of the need most years. Recipients of these funds are obligated to work for the Athletics Department.

- b. Any policies that govern which students can use these services.

Any scholarship student-athlete who was in good academic standing and meets the requirements may apply.

- c. The mechanisms by which students can use these services.

Scholarships, assistantships and academic support are available to all post-eligible student-athletes.

- d. The mechanism for review of these services by academic authorities outside athletics at least once every three years.

The Athletic Council and FAR are updated every semester of the availability of 5th Year scholarships.

- e. The mechanism for periodic approval of these services by academic authorities outside athletics.

The Athletic Council and FAR are updated every semester of the availability of 5th Year scholarships.

Evaluation

1. Does the institution demonstrate that adequate academic support services are available for student-athletes? **Currently Yes**
2. Does the institution demonstrate that student-athletes are encouraged and assisted in reaching attainable academic goals of their own choosing? **Currently Yes**
3. Does the institution demonstrate that, when it is determined that student-athletes have special academic needs, these needs are addressed? **Currently Yes**
4. Does the institution demonstrate that the support services are approved and reviewed periodically by academic authorities outside the department of intercollegiate athletics? **Currently No**
5. Does the institution demonstrate that there is a commitment to the fair treatment of student-athletes, particularly in their academic role as students? **Currently Yes**

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FOR FRESHMAN STUDENTS GENERALLY AND FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID

PART I-A: Standardized test Scores, by Gender

		Gender							
		Male Students		Male Student-Athletes		Female Students		Female Student-Athletes	
Academic Year		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2003-2004	88	1275	84	49	87	1662	90	43
	2002-2003	90	1187	90	34	87	1564	92	33
	2001-2002	89	1042	86	38	87	1321	87	34

Name of person completing this chart: Lois Griesbaum

Title: Data Manager

Academic Integrity

FOR FRESHMAN STUDENTS GENERALLY AND FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID

PART I-B: Standardized Test Scores, by Racial or Ethnic Group

Racial or Ethnic Group - All Entering Freshman Students													
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other	
Average Standardized Test Score	Academic Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2003-2004	80	142	89	102	82	91	82	1101	92	1352	95	149
	2002-2003	82	135	89	95	81	76	83	955	92	1350	95	140
	2001-2002	83	99	87	89	79	71	82	848	93	1199	92	57
Racial or Ethnic Group - All Entering Freshman Student-Athletes on Aid													
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other	
Average Standardized Test Score	Academic Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2003-2004	0	0	103	2	74	17	83	9	90	55	88	9
	2002-2003	67	2	92	3	80	9	77	3	96	43	89	7
	2001-2002	0	0	0	0	79	15	76	5	90	45	90	7

Name of person completing this chart: Lois Griesbaum

Title: Data Manager

Academic Integrity

FOR FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID

PART II: GPA and Test Scores, by Sport Group

		Sport Group															
		Football		M e n ' s Basketball		Baseball		Men's Track/Cross Country		Men's Other Sports and Mixed Sports		W o m e n ' s Basketball		Women's Track/ Cross Country		W o m e n ' s Other Sports	
Academic Year		Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students
Average Core Course GPA	2003-2004	2.83	19	2.98	4	3.17	12	3.3	5	3	4	3.37	3	3	10	3.24	27
	2002-2003	2.87	7	2.4	1	3.3	5	2.87	3	3.22	16	3.5	3	3.24	7	3.26	19
	2001-2002	2.83	15	2.77	3	3.43	7	2.83	3	3.01	10	3.2	3	3.32	6	3.05	19
Academic Year		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2003-2004	80	19	70	4	88	12	79	5	94	9	90	4	86	10	92	29
	2002-2003	76	7	91	1	94	5	89	3	94	20	90	3	83	7	96	21
	2001-2002	82	15	82	3	97	7	88	3	85	12	75	3	88	6	89	23

Name of person completing this chart: Lois Griesbaum

Title: Data Manager

Academic Integrity

SPECIAL-ADMISSIONS INFORMATION

FOR FRESHMAN STUDENTS GENERALLY AND FRESHMAN STUDENT-ATHLETES ON ATHLETICS AID, BY YEAR

			Sport Group (Freshman)								
	Year	All Freshman Students	All Freshman Student-Athletes on Athletics Aid **	Baseball	M e n ' s Basketball	Football	Men's Track/Cross Country	Men's Other Sports and Mixed Sports	W o m e n ' s Basketball	Women's Track/Cross Country	Women's Other Sports
% of Special Admits	2003-2004	3%	9%	9%	0%	32%	20%	0%	0%	0%	0%
	2002-2003	3%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	2001-2002	3%	1%	0%	0%	7%	0%	0%	0%	0%	0%

Name of person completing this chart: Lois Griesbaum

Title: Data Manager

Equity and Student-Athlete Welfare

Operating Principle

3.1 Gender Issues

Self-Study Items

1. List all "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 Operating Principle 3.1 (Gender Issues). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

(a) "Develop and implement a strategy for the continuous monitoring and evaluation of the University's gender-equity, minority-opportunities, and student-athlete welfare plans for improvement as recommended by the institution in its self-study."

(b) A monitoring and evaluation strategy was developed by UNM faculty, the Athletics Department, and the Office of Equal Opportunity.

(c) The strategy was developed in 1997 and implemented in 1998.

2. Report on the implementation of the plan to address gender-equity issues developed by the institution during its first-cycle certification process. Specifically, include: (a) the original plan, (b) the action(s) taken by the institution, (c) the date(s) of the action(s), (d) action(s) not taken or not completed, and (e) explanation(s) for partial completion. [Please note: within gender-equity written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution's written plan. If an institution has already submitted a plan to the committee that includes specific hiring numbers, the committee will not hold the institution accountable for achieving those specific numerical targets. Rather, the committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.]

A plan to address gender-equity issues was developed by the University using the NCAA criteria for self-study, and specifically responds to the following issues highlighted in the 1997 report:

Issue 1

(a) The salaries for coaches (men and women) need to be more equitable.

(b) The salaries of the head women's tennis coach, head women's basketball coach, assistant women's basketball coaches and the assistant strength coach were increased.

(c) The University completed the increases in October 1999 and currently maintain salaries via the University's standard compensation procedures.

(d) All actions were completed in this area.

Issue 2

(a) The facilities for women's teams need to be improved.

(b) The women's basketball and volleyball teams' locker rooms were expanded.

(c) This action was completed in October 1999.

(d) All actions were completed in this area

(a) The facilities for women's teams need to be improved.

(b) The locker rooms in Johnson Center were remodeled.

(c) This action was completed in December 2001.

(d) All actions were completed in this area.

Equity and Student-Athlete Welfare

- (a) The facilities for women's teams need to be improved.
- (b) The locker rooms for women's soccer and men's and women's track were remodeled.
- (c) This action was completed in July 2001.
- (d) All actions were completed in this area.

Issue 3

- (a) The scholarship opportunities for male and female student-athletes need to be equitable.
- (b) The University increased scholarships in women's track and women's swimming until they were fully funded.
- (c) The increase was completed for academic year 2000-2001 and all sports are currently fully funded with the exception of men's track.
- (d) All actions were completed in this area.

Issue 4

- (a) The athletic opportunities for male and female student-athletes need to be equitable.
- (b) The University eliminated men's swimming. Continued scholarships for all student-athletes affected by the elimination were offered by the Athletics Department, provided the student-athletes remained eligible.
- (c) This action was completed in 1999.
- (d) All actions were completed in this area.

- (a) The athletic opportunities for male and female student-athletes need to be equitable.
- (b) The Athletics Department conducted a phone survey, polling a statistically significant sample of full-time, undergraduate, degree-seeking, female students to determine the level of interest in adding additional sports for women that were not currently offered by the Athletics Department. The survey concluded that there was no interest in adding additional female sports.
- (c) This phone survey was conducted in 2000.
- (d) All actions were completed in this area.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 3.1 (Gender Issues) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

Subsequent to its first-cycle certification decision, the University has implemented the following improvements in the area of Operating Principle 3.1:

Issue 1: The University determined that the facilities for women's softball were not equitable with those of men's baseball. As a result, the University replaced the softball bleachers in February 2004 and expects to complete the softball complex remodeling project (\$850,000) by November 2005.

Issue 2: The University developed additional strategies to increase female participation in athletics and make the opportunities for participation more equitable. Annually, the University offers open try-outs to females to recruit more qualified female student-athletes. The University advertises the open try-out via the University newspaper, The Daily Lobo. This recruiting effort has occurred annually since August 2001.

Issue 3: Starting in August 2001, the Athletics Department has sent a memo at the beginning of each semester to all coaches, Athletics Department supervisors, the Dean of Students and the Director for Recreational Services in an effort to track and evaluate interest in adding additional female sports at UNM.

Issue 4: In the 2000-2001 academic year, the Athletics Department implemented roster management to increase opportunities for female student-athletes. Provided the appropriate ability level is demonstrated, the number of female participants in any sport is unlimited, while the men's rosters are capped.

4. Explain how the institution is organized to further its efforts related to the gender issues operating principle for both athletics department staff and student-athletes and provide evidence that matters concerning gender equity are monitored, evaluated and addressed on a continuing basis.

The governing body at the University of New Mexico is the Board of Regents, which appoints the University President who serves as Chief Executive Officer. The Board's responsibilities include establishing goals and policies to guide the University and oversight of the functioning of the University. At least biennially, the Board reviews the Regents' Policy Manual for compliance and revision. The Board vests responsibility for the operation and management of the University in the President. The Director of Athletics reports directly to the Executive Vice President for Administration, who in turn reports directly to the President of the University. Within the Athletic

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Department, each coach reports directly to either an Associate AD or directly to the Deputy AD, depending on the sport. Should a gender issue arise, the coach reports the issue to the director in charge of the sport; or if the issue is between coach and student-athlete, the student-athlete brings the issue to the attention of the Associate Athletic Director/Deputy Director responsible for the particular sport. In addition, any questions, comments or concerns surrounding gender issues that arise within the Athletic Department are referred to the Office of Equal Opportunity, and the protocol for handling such issues, as outlined in both the Student-Athlete Handbook and the Pathfinder is strictly adhered to.

5. Using your institution's completed Equity in Athletics Disclosure Act survey form and worksheets for the three most recent academic years for which the information is available, analyze, explain and address discrepancies in the data between male and female student-athletes and comment on any trends or significant changes.

Gender equity is clearly an area in which the University of New Mexico has striven to excel. The number of female student-athletes at the University has increased over the three-year period, as well as the number of females holding head coaching positions at UNM. Compared to other coaches within the Mountain West Conference (MWC), UNM coaches typically earn at or above the average total compensation package. The opportunity for both male and female student-athletes to participate in a wide array of sports is available at UNM, along with adequate support staff and student services to make their overall university experience successful. UNM awards the maximum amount of scholarships to all women's sports in an effort to increase participation of women in intercollegiate athletics.

6. Using the program areas for gender issues, 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.

[Note: The institution may want to refer to the equitable medical care section of the NCAA Sports Medicine Handbook Guideline No. 1-A as a guide in responding to Item No. 9 of the program area checklist.]

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

- a. Describe how the institution has ensured a complete study of each of the areas,

In order to ensure a complete study of the above area, the following reviews were conducted:

- * Review of the Student-Athlete Handbook
- * Review of the undergraduate student handbook, the Pathfinder
- * Review of the relevant EADA reports
- * Review of NCAA and conference bylaws and policies
- * Review of student-athlete responses provided in exit interviews that address specific questions regarding their overall experience at UNM
- * Review of information provided by the appropriate individuals/departments responsible for each program area

- b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the areas,

Scholarship allocations fall into two categories: "headcount" awards in sports like football, volleyball, et. al., that mandate an equivalent scholarship amount be given to each recipient; and "equivalency" awards in sports like men's tennis, skiing, golf, et. al., in which block sums of scholarship money are allocated to

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each team based on the total number of participants. Summary data show that scholarship dollars at UNM have been awarded to men and women at the same proportion as their respective rates of participation in each category. Complete data by year and by sport is available.

c. Identify areas of deficiency and comment on any trends, and

No areas of deficiency are identified in the summary data. As women's participation rates have increased rapidly during the three-year period, their average scholarship amount per participant has decreased relative to men. Circumstances surrounding housing and non-athletic scholarships that meet NCAA criteria also factor into the total scholarship dollars awarded and cause the award amounts to differ slightly. Student-athletes reside in several dorms on campus, but not all dorms cost the same amount of money. Full scholarships awarded cover all dormitory housing costs, regardless of dorm, thereby causing a difference in total award amount.

d. Explain how the institution's future plan for gender issues addresses each of the areas.

The University will continue to review award amounts annually to ensure equity in awards is maintained in each category.

2. Accommodation of Interests and Abilities. Participation proportionate to enrollment; history and continuing practice of program expansion for underrepresented sex; and/or, fully and effectively accommodate underrepresented sex; equivalent levels of competition. Please note, when presenting gender-equity plans for the future, institutions must clearly identify methods (e.g., proportionality, history of program expansion, etc.) for addressing accommodation of interests and abilities.

a. Describe how the institution has ensured a complete study of each of the areas,

In order to ensure a complete study of the above area, the following reviews were conducted:

- * Review of the Student-Athlete Handbook
- * Review of the undergraduate student handbook, the Pathfinder
- * Review of the relevant EADA reports
- * Review of NCAA and conference bylaws and policies
- * Review of student-athlete responses provided in exit interviews that address specific questions regarding their overall experience at UNM
- * Review of information provided by the appropriate individuals/departments responsible for each program area.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the areas,

For the most recent three-year period, female participation in athletics at UNM increased from 35.7% of all athletic participants in FY 02 to 43.8% in FY 04. The University has allocated extra resources to increasing female participation by advertising and sponsoring open try-outs, sending an interest and ability memo every semester to coaches and certain institutional staff members to evaluate interest in adding additional women's sports, and utilizing roster management to maximize participation in women's sports.

c. Identify areas of deficiency and comment on any trends, and

UNM's undergraduate female enrollment has remained steady at 57% for each of the past five years. Thus the percentage of female student-athletes is not proportional to the total university female enrollment. The University is encouraged by the participation gains realized in the past three years and remains committed to recruiting greater numbers of female student-athletes.

d. Explain how the institution's future plan for gender issues addresses each of the areas.

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The University will continue to utilize roster management to accommodate fully and effectively all interested women, and will continue to send the interest and ability memo each semester to assess the viability of program expansion. In addition, every five years the University will conduct a survey of full-time undergraduate female students to assess the interest in adding sports.

3. Equipment and Supplies. Quality; amount; suitability; maintenance and replacement; availability of equipment and supplies.

a. Describe how the institution has ensured a complete study of each of the areas,

In order to ensure a complete study of the above area, the following reviews were conducted:

- * Review of the Student-Athlete Handbook
- * Review of the undergraduate student handbook, the Pathfinder
- * Review of the relevant EADA reports
- * Review of NCAA and conference bylaws and policies
- * Review of student-athlete responses provided in exit interviews that address specific questions regarding their overall experience at UNM
- * Review of information provided by the appropriate individuals/departments responsible for each program area

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the areas,

Budgets for equipment and supplies are based on sport and team size. For the past three years, in all sports with both men's and women's teams (basketball, tennis, etc.), men's sports received an average of \$1081 per participant and women's sports received an average of \$1265 per participant. Complete data by year and by sport is available.

c. Identify areas of deficiency and comment on any trends, and

In total, for the three-year period FY 02-04, men's sports at UNM received \$1,137,027 and women's \$452,368, a disparity due almost entirely to the squad size and equipment requirements of football. Non-inclusive of football, the equipment and supplies budget for men's sports was \$414,394.

d. Explain how the institution's future plan for gender issues addresses each of the areas.

The current practice of allocating equipment budgets based on team size and sport requirements will be continued.

4. Scheduling of Games and Practice Times. Number of games; number, length, and time of day of practices; time of day of games; preseason and postseason opportunities.

a. Describe how the institution has ensured a complete study of each of the areas,

In order to ensure a complete study of the above area, the following reviews were conducted:

- * Review of the Student-Athlete Handbook
- * Review of the undergraduate student handbook, the Pathfinder
- * Review of the relevant EADA reports
- * Review of NCAA and conference bylaws and policies
- * Review of student-athlete responses provided in exit interviews that address specific questions regarding their overall experience at UNM
- * Review of information provided by the appropriate individuals/departments responsible for each program area

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the areas,

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The University follows all guidelines regarding games and practice times as set by the NCAA and the respective conferences in which teams at UNM compete. The Athletics Department keeps coaches and staff aware of any policy or rule changes and amendments as they are issued by the NCAA or the different conferences. The Mountain West Conference, the Mountain Pacific Sports Federation, and the Rocky Mountain Intercollegiate Ski Association set the conference schedules for their respective sports. In addition, NCAA regulations set the maximum number of practice hours and maximum number of games by sport at a certain level, not to be exceeded by the NCAA school. Non-conference games are set by the coach and are based on location and budget.

If the same facilities are needed for men's and women's practices (e.g., basketball), the coaches communicate preferred times for practice. If the coaches want the same time slots for practices, they will alternate years in that time slot, as determined by the supervisor.

c. Identify areas of deficiency and comment on any trends, and

No areas of deficiency or trends have been identified at this time.

d. Explain how the institution's future plan for gender issues addresses each of the areas.

Current practices per NCAA and conference protocols will be maintained.

5. 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.

a. Describe how the institution has ensured a complete study of each of the areas,

In order to ensure a complete study of the above area, the following reviews were conducted:

- * Review of the Student-Athlete Handbook
- * Review of the undergraduate student handbook, the Pathfinder
- * Review of the relevant EADA reports
- * Review of NCAA and conference bylaws and policies
- * Review of student-athlete responses provided in exit interviews that address specific questions regarding their overall experience at UNM
- * Review of information provided by the appropriate individuals/departments responsible for each program area

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the areas,

Per NCAA Bylaw 16.8.1.2.1, the departure time for a regular season competitive event can be no more than 48 hours prior to the start of the actual competition and the departure time no more than 36 hours following the conclusion of the actual competition. UNM strictly adheres to this Bylaw. Teams travel by plane (either charter or commercial) unless the location of the competitive event is close enough to travel by bus (e.g., a football game in Las Cruces). Per diem allocations are based on standard university rates as specified in the UNM Business Policies and Procedures Manual. Complete budget data by year and by sport, and copies of the per diem meals and lodging claim that the University requires of all athletic teams, are available.

c. Identify areas of deficiency and comment on any trends, and

A spot check of the travel vouchers for the three years studied revealed information pertaining to several counterpart sports in which discrepancies appear to exist. After careful review of the travel vouchers, the subcommittee determined that inequitable practices did not exist and wanted to further explain its findings with respect to travel among counterpart sports:

- * As allowable by NCAA bylaws, baseball travels a larger squad than softball.
- * Men's basketball chooses to travel with more support staff (ie, managers, trainers, etc.) than does women's basketball. Even though the option of traveling with additional support staff exists for women's basketball, the coaching staff chooses not to exercise the option.

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* Men's golf opts to participate in the maximum allowable number of tournaments, and as a result typically travels more than women's golf. In addition, men's golf fields a Junior Varsity squad that usually plays in 2-3 away tournaments per year.

d. Explain how the institution's future plan for gender issues addresses each of the areas.

Current practices based on NCAA protocols and team size will be maintained.

6. 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.

a. Describe how the institution has ensured a complete study of each of the areas,

In order to ensure a complete study of the above area, the following reviews were conducted:

- * Review of the student-athlete handbook
- * Review of the undergraduate student handbook, the Pathfinder
- * Review of the relevant EADA reports
- * Review of NCAA and conference bylaws and policies
- * Review of student-athlete responses provided in exit interviews that address specific questions regarding their overall experience at UNM
- * Review of information provided by the appropriate individuals/departments responsible for each program area

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the areas,

Tutors are available to student-athletes in the Athletic Academic Advisement Center Computer Lab, M-F 8:00 a.m. - 12:00 p.m. and M-R 7:00 p.m. - 9:00 p.m. In addition, tutors are available during scheduled team study halls, and the Athletics Department ensures that the tutors will be able to cover the relevant subjects that might come up in discussion. Students can also request individual help from a tutor by either making that request via email or by filling out a form. Students hear back from tutors about appointments within one business day. All tutors/mentors must be full-time students at UNM, classified as a Junior, Senior or Graduate Student with a minimum GPA of 3.0. Graduate students receive \$12/hour, while undergraduate students receive \$10/hour, and all tutors/mentors have the opportunity for a raise each year. Student tutors/mentors are allowed to work no more than 30 hours/week. The Athletic Academic Advisement Center conducts mentor and tutor training at the beginning of each semester. Upon request, mentors are assigned to students or teams to help the students acclimate to college life and go beyond simply providing academic assistance.

In addition to the student tutors within the Athletics Department, the University offers free peer learning assistance through the Center for Academic Program Support (CAPS). This service is available to all students enrolled in undergraduate courses at the University of New Mexico. CAPS offers onsite services, as well as 24 hour online tutoring and academic resources.

c. Identify areas of deficiency and comment on any trends, and

No areas of deficiency or trends have been identified at this time.

d. Explain how the institution's future plan for gender issues addresses each of the areas.

Student-athlete feedback will be used for continuous improvement of academic support services.

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7. 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.

a. Describe how the institution has ensured a complete study of each of the areas,

In order to ensure a complete study in the above area, the following processes were used and/or implemented:

- * Review of the Student-Athlete Handbook
- * Review of the undergraduate student handbook, the Pathfinder
- * Review of the relevant EADA reports
- * Review of NCAA and conference bylaws and policies
- * Review of student-athlete responses provided in exit interviews that address specific questions regarding their overall experience at UNM
- * Review of information provided by the appropriate individuals/departments responsible for each program area

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the areas,

The rate of compensation for coaches is market driven and raises are determined by win/loss records, as well as the overall well-being of individual sport programs. Duration of contract is based on the specific coach but typically falls in the range of 3-5 years for an initial contract with subsequent annual renewals. All coaches are provided office space from which to conduct their daily business activities related to the particular team they coach.

c. Identify areas of deficiency and comment on any trends, and

Review of the MWC Survey for years 2001-02 and 2002-03 indicated that the majority of head coaches and assistant coaches for both men's and women's teams at the University of New Mexico are paid at or above the conference average. Where UNM values are lower than conference average, the subcommittee determined that the likely factor came from a coaching staff change, and the salary reflected a first year position rather than a more tenured one. Complete data by sport is available for review.

Currently, women serve as head coaches for six out of eleven of the women's sports teams sponsored by the University (cross country, indoor track and outdoor track count as separate sports but have the same coach). This number has increased from four since the 1997 Self-Study.

d. Explain how the institution's future plan for gender issues addresses each of the areas.

The University will continue to recruit qualified female coaches when positions open and ensure that all UNM coaches receive adequate compensation based on market statistics and trends.

8. 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.

a. Describe how the institution has ensured a complete study of each of the areas,

In order to ensure a complete study of the above area, the following reviews were conducted:

- * Review of the Student-Athlete Handbook
- * Review of the undergraduate student handbook, the Pathfinder
- * Review of the relevant EADA reports
- * Review of NCAA and conference bylaws and policies
- * Review of student-athlete responses provided in exit interviews that address specific questions regarding

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their overall experience at UNM

* Review of information provided by the appropriate individuals/departments responsible for each program area

- b.** Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the areas,

Each team has access to a locker room. The locker rooms for men's and women's counterpart sports are similar in size and equipment. The University systematically evaluates facilities and makes modifications as needed for each sport.

- c.** Identify areas of deficiency and comment on any trends, and

The only counterpart sports that show slight disparity are softball and baseball, as baseball uses the Albuquerque Isotopes (Triple A team) field. However, softball is getting a new field, equipped with new locker rooms and indoor batting cages and will be equitable with baseball when this project is complete in November 2005.

- d.** Explain how the institution's future plan for gender issues addresses each of the areas.

New practice facilities for basketball and plans to renovate the Pit will apply equally to men's and women's sports over the next five years.

9. 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.

- a.** Describe how the institution has ensured a complete study of each of the areas,

In order to ensure a complete study of the above area, the following reviews were conducted:

- * Review of the Student-Athlete Handbook
- * Review of the undergraduate student handbook, the Pathfinder
- * Review of the relevant EADA reports
- * Review of NCAA and conference bylaws and policies
- * Review of student-athlete responses provided in exit interviews that address specific questions regarding their overall experience at UNM
- * Review of information provided by the appropriate individuals/departments responsible for each program area

- b.** Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the areas,

(Medical) - There are 4 orthopaedic physicians, 2 internal medicine physicians (one of whom is to be female accordint to Athletics Department policy) and 1 training room nurse. The physicians are available to all student-athletes on a rotating on-call basis. In addition, the University employs 5 full-time certified athletics trainers and 9 graduate assistant athletic trainers. All athletics trainers are licensed in the state of NM and nationally certified by the National Athletics Trainers Association. (NATA). In conjunction with these certifications/licenses, each trainer is also First Aid/CPR/AED certified. Every August, the Athletics Training staff assembles to review emergency medical care and transportation (e.g., spine boarding, splinting and emergency action). The athletics trainers are available at all times, with one trainer on-call 24 hours/day. There is a trainer available at every practice and every game. Most sports travel with a trainer for away games, but for those teams that do not, the home team has an athletic trainer on site. The on-call activity rotates among the trainers on a monthly basis. There are 4 athletics training rooms available to the student-athletes depending on sport and location. The training rooms are available from 7:00 a.m. until the last practice is complete in the evening.

(Conditioning/Strength Training) - Currently, the Athletics Department employs 3 full-time and 1 graduate assistant strength coach, all of whom are male. One strength coach also volunteers in the Athletics

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Department. All employed strength coaches are certified and available to student-athletes during normal operating hours. The equipment is checked and maintained on a daily basis. The hours of operation for strength/conditioning are M-F 6:30 a.m. - 6:00 p.m. All student-athletes, if working out on their own time, have equal access to the facility, but teams are scheduled to avoid overcrowding that creates an unsafe environment.

(Medical Insurance/Policies) - The Athletics Department carries an "excess" medical policy to cover any expenses that the student-athlete's personal insurance does not cover if the injuries relate to Athletics Department sports participation. Medical expenses resulting from non-athletic participation are the exclusive responsibility of the student-athlete. If the University is to assume any financial responsibility, student-athletes may use other medical consultation only upon the referral of the team physician or the athletic trainer. The team physician will determine the physical capability of an injured or ill student-athlete to participate in athletic practice or competition.

c. Identify areas of deficiency and comment on any trends, and

According to student-athlete feedback, treatment in the weight room and training room is not equitable across sports.

d. Explain how the institution's future plan for gender issues addresses each of the areas.

UNM's Gender Issues Plan for Improvement includes hiring a full-time, qualified female strength coach at an equitable salary, more careful monitoring of the availability of medical and conditioning personnel for each athlete, and more regular assessment of student-athletes' experiences with gender-equity issues in this area.

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

a. Describe how the institution has ensured a complete study of each of the areas,

In order to ensure a complete study of the above area, the following reviews were conducted:

- * Review of the Student-Athlete Handbook
- * Review of the undergraduate student handbook, the Pathfinder
- * Review of the relevant EADA reports
- * Review of NCAA and conference bylaws and policies
- * Review of student-athlete responses provided in exit interviews that address specific questions regarding their overall experience at UNM
- * Review of information provided by the appropriate individuals/departments responsible for each program area

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the areas,

All student-athletes go through the same dorm room application process as the general student body. All students receive housing assignments through the Housing and Dining Services Department on a first-come, first-served basis. The Athletics Department encourages student-athletes to apply early for housing, to increase the likelihood of being housed in their preferred dorms. Students can request to room with another student-athlete or choose a non-athlete for a roommate, and the University makes an effort to accommodate all the requests it receives. If a scholarship athlete who has meals covered decides not to take a meal plan offered by UNM, the student will get an equivalent stipend. The majority of coaches require that their incoming freshmen live on campus during the first year of their college experience.

c. Identify areas of deficiency and comment on any trends, and

No areas of deficiency or trends have been identified at this time.

d. Explain how the institution's future plan for gender issues addresses each of the areas.

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The Athletics Department will continue to follow University protocol with respect to housing and dining facilities and services. In addition, it will continue to encourage student-athletes to apply early for housing in an effort to secure dormitory and roommate preferences.

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

a. Describe how the institution has ensured a complete study of each of the areas,

In order to ensure a complete study of the above area, the following reviews were conducted:

- * Review of the Student-Athlete Handbook
- * Review of the undergraduate student handbook, the Pathfinder
- * Review of the relevant EADA reports
- * Review of NCAA and conference bylaws and policies
- * Review of student-athlete responses provided in exit interviews that address specific questions regarding their overall experience at UNM
- * Review of information provided by the appropriate individuals/departments responsible for each program area

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the areas,

The Athletics Media Relations Department consists of one Director and four Assistant Directors. Publications for each sport are updated and produced on an annual basis. These include media guides, posters, calendars and other marketing pieces. Where there are counterpart sports (e.g., men's and women's soccer), the publicity efforts are equivalent for each sport. Posters are the same size and the media guides are comparable in size and information provided.

c. Identify areas of deficiency and comment on any trends, and

No areas of deficiency or trends have been identified at this time.

d. Explain how the institution's future plan for gender issues addresses each of the areas.

Current practice based on equivalent resources for counterpart sports will be maintained.

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

a. Describe how the institution has ensured a complete study of each of the areas,

In order to ensure a complete study of the above area, the following reviews were conducted:

- * Review of the Student-Athlete Handbook
- * Review of the undergraduate student handbook, the Pathfinder
- * Review of the relevant EADA reports
- * Review of NCAA and conference bylaws and policies
- * Review of student-athlete responses provided in exit interviews that address specific questions regarding their overall experience at UNM
- * Review of information provided by the appropriate individuals/departments responsible for each program area

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the areas,

Every sport has its own office space and administrative, secretarial and support staff. Men's and women's basketball each have their own administrative assistants and football has two administrative assistants. At each facility (e.g., Johnson Center, South Campus, the Pit) where coaches have offices, assistants are available to help with support services.

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c. Identify areas of deficiency and comment on any trends, and

No areas of deficiency or trends have been identified at this time.

d. Explain how the institution's future plan for gender issues addresses each of the areas.

Current practices based on equivalent support staff resources for counterpart sports will be maintained, and if issues arise, the Athletics Department will investigate the concern and take appropriate action.

13. 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.

a. Describe how the institution has ensured a complete study of each of the areas,

In order to ensure a complete study of the above area, the following reviews were conducted:

- * Review of the Student-Athlete Handbook
- * Review of the undergraduate student handbook, the Pathfinder
- * Review of the relevant EADA reports
- * Review of NCAA and conference bylaws and policies
- * Review of student-athlete responses provided in exit interviews that address specific questions regarding their overall experience at UNM
- * Review of information provided by the appropriate individuals/departments responsible for each program area

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the areas,

Recruiting budgets are based on the number of student-athletes each sport recruits on a yearly basis. All recruiters have access to the same gift-in-kind hotel rooms and meals for recruitment purposes. (Gifts-in-kind are services or products donated in lieu of cash contributions.)

c. Identify areas of deficiency and comment on any trends, and

Football and men's and women's basketball do not use as many gifts-in-kind for recruiting purposes as do other sports. Rather, because of the large numbers of students typically recruited for these sports, gifts-in-kind are not practical; so larger dollar amounts are built into the overall recruiting budget. The other sports sponsored by UNM use gifts-in-kind more frequently, and as a result, appear not to receive as much budget for recruiting. Complete data is available for the three-year study period; however, some of the data for official visits during the time period reviewed was lost or discarded. Therefore, the information is not completely accurate.

d. Explain how the institution's future plan for gender issues addresses each of the areas.

The University will ensure that the mechanisms in place today accurately track the numbers of official visits for each sport. The recruiting budgets awarded each sport will continue to be based on the number of athletes typically recruited and the number of vacant positions available on each team.

7. Using the "plan for improvement" section, please provide a written, stand-alone institutional plan for addressing gender equity for the future in the intercollegiate athletics program. The plan must address all 13 program areas for gender issues as listed previously; however, an evaluation mechanism to monitor the institution's status in those program areas without deficiencies is acceptable, provided the identification of such a mechanism is included in the institution's gender-issues plan. Further, the plan must extend at least five years into the future and be active at all times. [Note: Please see this web site for an example format outlining all required elements of a plan.]

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Within gender-equity written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution's written plan. The committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.

See Gender Issues Plan for Improvement.

8. Describe the institution's efforts to ensure the plan for addressing gender equity for the future of the intercollegiate athletics program was developed through a process involving broad-based participation and received institutional approval.

An Equity and Student-Athlete Welfare subcommittee of the Athletic Council was appointed in November of 2004. This subcommittee consisted of faculty, staff, students, student-athletes, and community and alumni representatives who met on a regular basis to gather and analyze information for the self-study. The Plan for Improvement was approved by the Self-Study Steering Committee, which has full authority per its charter by the President.

Information to be available for review by the peer-review team, if requested:

- Documentation assessing the institution's goals and actions regarding Title IX (if applicable).
- Equity in Athletics Disclosure Act survey forms and worksheets. [Please note: For confidentiality purposes, the committee will permit an institution to provide the EADA worksheets with salary information in the form of a percentage.]

Evaluation

1. Has the institution implemented its approved gender-equity plan from the previous self-study? **Currently Yes**
2. Has the institution provided an explanation from appropriate institutional authorities if its gender-equity plan was modified or not fully carried out? **Currently Yes**
3. Has the institution demonstrated that it is committed to, and has progressed toward, fair and equitable treatment of both male and female student-athletes and athletics department personnel? **Currently Yes**
4. Has the institution formally adopted a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which is equitable for both genders? **Currently Yes**
5. Has the institution developed a plan that includes measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables? **Currently Yes**

Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Athletic Scholarships.	Maintain equity in award amounts.	Maintain equity in average award amounts in comparable sports.	Monitor scholarship dollars awarded for each sport on an annual basis.	AD and Associate AD for Finance.	May of each academic year.
			Analyze award amounts per participant in different award categories (i.e., in "headcount" sports and "equivalent" sports) to ensure equity.	AD and Associate AD for Finance.	May of each academic year.
Accommodation of Interests and Abilities.	Maintain equity in opportunities to participate in intercollegiate athletics.	Ensure that opportunities available to female student-athletes reflect all the interests and abilities expressed by female student-athletes.	Survey full-time, undergraduate female students for interest/ability on a regular, periodic basis.	Associate AD for Administration/Compliance, and Office of Equal Opportunity.	2007-08 academic year, every 5 years thereafter.
			Determine interest/ability of UNM Women's Club Sports' team members in participating through NCAA Division I in sports not currently offered by the University.	Associate AD for Admin/Compliance and Recreational Sports Director.	2007-08 academic year, every 5 years thereafter.
Equipment and Supplies.	Equity in resources for equipment and supplies in each sport.	Resources for equipment and supplies to be allocated on an equitable basis for men's and women's counterpart sports.	Continue allocating resources for equipment and supplies on an equitable basis for counterpart sports.	Deputy Athletic Director, Associate AD for Finance.	Annually.
Scheduling of Games and Practice Times.	Equity in scheduling of games and practices.	Adhere strictly to NCAA and conference scheduling protocols.	Continue current procedures and monitor for ongoing compliance.	Deputy Athletic Director.	Annually.
Tutors.	Equal access to tutors and academic support services.	Men and women should continue to have equal access to qualified tutors and academic support services.	Review results of exit interviews, as well as any other feedback provided by students to modify current program.	Assistant AD for Academic Advisement and Tutor Coordinator.	Annually.

Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Travel and Per Diem Allowance.	Equity in travel and per diem allowances, per participant, across sports.	Continue to follow NCAA travel and per diem policies when determining travel budgets for each sport.	Monitor compliance and make any changes to travel & per diem allowance as the NCAA makes modifications.	Associate AD for Administration/Compliance and Associate AD for Finance.	Annually.
Locker Rooms, Practice and Competitive Facilities.	Softball facilities are currently not equitable with those for baseball.	Complete renovation of softball facilities (scheduled November 2005).	On an ongoing basis, review exit interviews, SAAC recommendations, condition of each sport's facilities to assess need for new or improved locker rooms and facilities.	Individual Team Coaches and Associate AD for Administration/Compliance.	Annually.
Medical and Training Facilities and Services.	Currently, the weight room only employs male strength coaches.	Hire a full-time, qualified female strength coach.	When the Athletics Department has an opening for a strength coach or determines it will add a strength coaching position, a qualified female candidate should be hired.	Head Strength Coach, Deputy Athletic Director.	As soon as the opportunity arises.
Medical and Training Facilities and Services.	Student-athletes do not perceive the treatment in the weight room to be equitable.	Treatment in/access to the weight room must be equitable regardless of gender or sport.	Install a "Comment Box" in the weight room, providing student-athletes the opportunity to anonymously voice concerns/praises on issues pertaining to the weight room and treatment of athletes.	Head Strength Coach and Deputy Athletic Director.	Quarterly review of comments and determination of necessary changes.

Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Medical and Training Facilities and Services.	The policies of the training room regarding sign-in and treatment need to be comparable for both genders and across both revenue and non-revenue sports.	Implement monitoring practices that ensure all athletes are given the same consideration with respect to the training room, sign-in procedures and length of total visit.	Monitor the sign-in procedure to ensure that students who wish to be seen in the training room sign themselves in and that student-athletes are seen in the order of arrival, unless a medical emergency exists. Review the sign-in/sign-out times to determine length of visit and to review the time taken for an individual to be seen by doctor or trainer.	Head Trainer and Deputy Athletic Director.	Weekly review. Keep records for a year to identify trends/issues.
Housing and Dining Facilities and Services.	Housing and Dining Facilities and Services should be equitable for all student-athletes.	Maintain equity through continuation of current policies and practices.	Monitor University policies and implement changes as directed.	Associate AD for Administration / Compliance.	Annual review.
Publicity	Equitable publicity for all sports, in terms of publications, personnel and resources.	Ensure that all promotional materials consist of the same types of information regardless of sport and that posters and calendars are same size for counterpart sports.	Review all media guides and other promotional publications prior to printing and distribution.	Associate AD for Media Relations.	Continual basis as new information is prepared for publication.
Support Services.	Equitable support services especially for counterpart sports.	Maintain equity through continuation of current practices.	If new sports are added or requests for additional support staff are made, assess need to add staff.	Deputy Athletic Director.	Annually.
Recruitment of Student-Athletes.	Recruiting expenses need to be monitored and tracked by sport.	Yearly records on official visits, gift-in-kind vouchers and other information pertinent to recruiting need to be kept and reviewed.	Develop a tracking and monitoring mechanism (i.e., file) per sport per year to monitor recruiting practices	Associate AD for Finance, and individual team coaches.	Annual compilation and review of prior year.

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Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Salary Equity.	The salaries for assistant coaches in men's and women's basketball are not equitable.	Salaries for assistant coaches in men's and women's basketball are to be equitably based on experience, performance and relevant market norms.	Analyze and compare the salaries of assistant coaches in men's and women's basketball with respect to experience, performance and relevant market norms.	Athletic Director, Associate AD for Finance, Office of Human Resources and Office of Equal Opportunity.	Complete review and make salary adjustments, if necessary.
Recruitment of Student-Athletes.	Policy for gifts-in-kind as they relate to recruiting needs to be equitable.	The Athletics Department needs to adopt a policy and provide monitoring for gifts-in-kind.	Develop standards and procedures to ensure equal access for all sports to use gifts-in-kind.	Associate AD for Development and Assistant AD for Compliance.	Annually.

Equity and Student-Athlete Welfare

Operating Principle

3.2 Minority Issues

Self-Study Items

1. List all "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 Operating Principle 3.2 (Minority Issues). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

(a) "Develop and implement a strategy for the continuous monitoring and evaluation of the University's gender-equity, minority-opportunities and student-athlete welfare plans for improvement as recommended by the institution in its self-study."

(b) A monitoring and evaluation strategy was developed by UNM faculty, the Athletics Department and the Office of Equal Opportunity.

(c) The University developed the plan in 1997 and implemented it in 1998.

2. Report on the implementation of the plan to address minority issues developed by the institution during its first-cycle certification process. Specifically, include: (a) the original plan, (b) the action(s) taken by the institution, (c) the date(s) of the action(s), (d) action(s) not taken or not completed, and (e) explanation(s) for partial completion. [Please note: Within minority-issues written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution's written plan. If an institution has already submitted a plan to the committee that includes specific hiring numbers, the committee will not hold the institution accountable for achieving those specific numerical targets. Rather, the committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.]

A plan for the continuous monitoring and evaluation of minority equity was developed by the University using the NCAA criteria for self-study and specifically addresses the following issues highlighted in the 1997 report:

Issue 1

(a) The Athletics Department needs to create opportunities for diversity awareness and diversity appreciation for staff.

(b) All UNM coaches participated in a training on gender and diversity and were required to attend a Title IX presentation.

(c) The coaches attended these two trainings in January 1999 and November 2000, respectively.

(d) All actions were completed in this area.

(a) The Athletics Department needs to create opportunities for diversity awareness and diversity appreciation for staff.

(b) Athletics Department staff are notified of and encouraged to attend the "Civil Rights at Work at UNM" program offered through the Office of Equal Opportunity by the Employee & Organizational Development Department.

(c) This program occurs semi-annually.

(d) All actions were completed in this area.

Issue 2

(a) The Athletics Department needs to create opportunities for diversity awareness and appreciation for all student-athletes.

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- (b) All student-athletes are required to attend Life Skills programs that cover a wide range of topics, including diversity awareness.
- (c) Student-athletes attend Life Skills Programs each academic year.
- (d) All actions were completed in this area.

- (a) The Athletics Department needs to create opportunities for diversity awareness and appreciation for all student-athletes.
- (b) All incoming freshmen attend New Student Orientation. Diversity awareness is an area discussed at all orientations.
- (c) Diversity awareness at UNM New Student Orientation began being offered in Fall 2000.
- (d) All actions were completed in this area.

Issue 3

- (a) The Athletics Department needs to expand academic support for minorities.
- (b) The department provides academic support by encouraging minorities to avail themselves of the various student support programs (African American, Hispanic, and Native American student services programs and/or the minority recruitment and retention program). These programs are highlighted in the Student-Athlete Handbook, through advisors, and the Life Skills Program.
- (c) Since 1998, student-athletes have been advised of these programs through the Student-Athlete Handbook handed out at the start of each fall semester.
- (d) All actions were completed in this area.

- (a) The Athletics Department needs to expand academic support for minorities.
- (b) An expansion of the Athletics Department's mentoring program for minority student-athletes was proposed.
- (c&d) All actions in this area were not completed.
- (e) The subcommittee determined that this action could not be implemented because the mentoring program is available to all student-athletes, regardless of ethnicity. Mentors are utilized for any student-athlete who demonstrates an academic/acclimation need. The mentoring/tutoring program has been enhanced but for reasons based upon academic need, not ethnicity.

Issue 4

- (a) The minority student-athletes' awareness of available programs for them needs to be enhanced.
- (b) The Academic Advisement & Student Orientation Program for new and incoming student-athletes identifies programs available by highlighting the programs in the UNM Minority Resource Guide and through advisors and the ZEAL (Zest for Excellence in Athletics and Learning) Program.
- (c) Since 1998, student-athletes have received this information every fall semester. In 1999, the information available in the UNM Minority Resource Guide began being included in the Student-Athlete Handbook, and the UNM Minority Resource Guide was eliminated. The ZEAL program began in August 2001.
- (d) All actions were completed in this area.

2b. The Athletic Director will continue to seek greater diversity within the Athletics Department by actively recruiting qualified minority candidates for all positions as they become vacant, by using established on-campus resources.

Issue 1

- (a) The number of minorities in the Athletics Department's administration needs to be increased.
- (b) The salary and responsibilities of the Life Skills Coordinator (African American individual at the time) were increased to be more in line with other administrators. Currently, the Life Skills Coordinator is a Hispanic female.
- (c) This increase occurred in 2002.
- (d) All actions were completed in this area.

- (a) The number of minorities in the Athletics Department's administration needs to be increased.
- (b) The department placed ads for administrators in Hispanic Outlook and Black Issues in Higher Education.
- (c) The ads ran periodically from 2000-2003.
- (d) All actions were completed in this area.

- (a) The number of minorities in the Athletics Department's administration needs to be increased.
- (b) The Athletics Department created a database of administrators at historically black colleges for recruitment notices.
- (c) The database was created and used in 2000-01.
- (d) All actions were completed in this area.

- (a) The number of minorities in the Athletics Department's administration needs to be increased.
- (b) A female Hispanic was promoted to the position of Associate AD/Senior Woman Administrator.

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- (c) This promotion occurred in July 2000.
- (d) All actions were completed in this area.

Issue 2

- (a) The number of minority coaches needs to be increased.
- (b) Where opportunities have presented themselves, qualified minority coaches have been hired to replace other coaches due to turnover. Athletics Department policy is to hire minority candidates if all other qualifications are substantially equal.
- (c) In January 1999, the Athletics Department replaced an African American Assistant Coach with another African American but other opportunities have not presented themselves due to retention.
- (d) All actions were completed in this area.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 3.2 (Minority Issues) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

Subsequent to its first-cycle certification decision, the University has implemented the following improvements in the area of Operating Principle 3.2:

Item 1: In 2000, the Athletics Department began using Internet sources, such as www.womensportsjob.com, and www.ncaa.org to expand recruitment efforts. When needed, job postings are listed on the following list serves: the National Association of College and University Attorneys, the National Association of Collegiate Women Athletics Administrators, and the National Association of Collegiate Directors of Athletics. In 2003, the Athletics Department replaced the print ads in Hispanic Outlook and Black Issues in Higher Education with online ads at www.iamdiversity.com, www.latpro.com, www.jobvertise.com.

Item 2: To continue broadening minority representation within the Athletics Department (coaches and administration), the University replaced a women's basketball Assistant Coach with a minority in November 2003, and promoted minorities to the positions of Lobo Legacy Director Manager, Food Concessions and Associate Athletic Director for Administration/Compliance in May 2001, July 2002, and August 2004, respectively.

Item 3: The Athletics Department hosted a Diversity Presentation in April 2005.

4. Explain how the institution is organized to further its efforts related to the minority-issues operating principle for both athletics department staff and student-athletes and provide evidence that matters concerning minority issues are monitored, evaluated and addressed on a continuing basis.

The governing body at the University of New Mexico is the Board of Regents, which appoints the University President who serves as Chief Executive Officer. The Board's responsibilities include establishing goals and policies to guide the University and oversight of the functioning of the University. At least biennially, the Board reviews the Regents' Policy Manual for compliance and revision. The Board vests responsibility for the operation and management of the University in the President. The Director of Athletics reports directly to the Executive Vice President for Administration, who in turn reports directly to the President of the University. Within the Athletics Department, each coach reports directly to either an Associate AD or directly to the Deputy Director, depending on sport. Should a minority issue arise, the coach reports the issue to the director in charge of the sport or, if the issue is between coach and student-athlete, the student-athlete should bring the issue to the attention of the Associate Athletic Director/Deputy Director responsible for the particular sport. In addition, any questions, comments or concerns surrounding minority issues that arise within the Athletics Department are referred to the Office of Equal Opportunity, and the protocol for handling such issues, as outlined in both the Student-Athlete Handbook and the Pathfinder, is strictly adhered to.

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5. For the three most recent academic years, provide the racial or ethnic composition for full-time senior administrative athletics department staff members (i.e., assistant athletics directors up through the athletics director level); other full- and part-time professional (i.e., non-clerical) athletics department staff members (such as trainers, ticket managers, academic support staff, and facility managers, even if the position is not funded by or does not report to the athletics department); full- and part-time head coaches; full- and part-time assistant coaches (including graduate assistant and volunteer coaches); faculty-based athletics board or committee (e.g., faculty senate subcommittee on athletics, faculty athletics committee) members, and other advisory or policy-making group (e.g., governing board for athletics, student-athlete advisory committee) members (if any). [Note: Use the supplied chart to compile the data requested in this self-study item.]

See chart for data.

6. For the three most recent academic years, provide the racial or ethnic composition for student-athletes who received athletics aid and for students generally. [Note: Use the supplied chart to compile the data requested in this self-study item.]

See chart for data.

7. For the three most recent academic years, provide the racial or ethnic composition of student-athletes who received athletics aid by the eight sport groups listed in the graduation-rates disclosure form. Also, for those sports not at the varsity level for three years, indicate the year in which the sport was recognized by the institution as a varsity sport. [Note: Use the supplied chart to compile the data requested in this self-study item.]

See chart for data.

8. Using the program areas for minority issues please:

- a. Describe how the institution has ensured a complete study of each of these areas,
- b. Provide data demonstrating the institution's commitment across each of the areas,
- 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.

1. Institutional and Athletics Department Commitment Development and maintenance of written statements that address the issues of diversity.

- a. Describe how the institution has ensured a complete study of each of these program areas,

In order to ensure a complete study of the above area, the following reviews were conducted:

- * Review of the Student-Athlete Handbook
- * Review of the undergraduate student handbook, the Pathfinder
- * Review of the relevant EADA reports
- * Review of NCAA and conference bylaws and policies
- * Review of student-athlete responses provided in exit interviews that address specific questions regarding their overall experience at UNM
- * Review of information provided by the appropriate individuals/departments responsible for each program area

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b. Provide data demonstrating the institution's commitment across each of the areas,

According to information published on the UNM Student Affairs website, "The University of New Mexico is committed to providing an environment that is friendly, safe and welcoming to members of different populations, including ethnic minorities, women, and people with special physical requirements or learning-assistance needs.

"The University of New Mexico commits itself to a program of affirmative action to increase access by, and participation of, traditionally underrepresented groups in the University's education programs and work force. It is the policy of the University, that when a vacant position falls within a job group that is determined to have underutilization, the hiring official give preference for selection to a finalist who is a member of the underutilized group, provided his/her qualifications and past performance are substantially equal to other finalists."

As stated in the 2003-2005 UNM Catalog, "The University of New Mexico is committed to providing equal educational and employment opportunity and forbids unlawful discrimination on the basis of race, color, religion, national origin, physical or mental disability, age, sex, sexual preference, ancestry, or medical condition. Equal educational opportunity includes: admission, recruitment, extracurricular programs and activities, housing, health and insurance services and athletics. In keeping with this policy of equal educational opportunity, the University is committed to creating and maintaining an atmosphere free from all forms of harassment."

Finally, in the words of the 2004-2005 Student-Athlete Handbook, "the University of New Mexico intercollegiate athletics program seeks to provide equitable opportunities for men and women to participate in a wide range of intercollegiate athletic programs and to provide opportunities for student-athletes to have a better understanding of critical social issues. The Athletics Department, as an entity within the University system, follows the policies and procedures for hiring dictated by the University."

c. Identify areas of deficiency and comment on any trends, and

Though the University clearly states its position on diversity for all UNM employees and students, the Athletics Department provides no separate written statement addressing diversity.

d. Explain how the institution's future plan for minority issues address each of the areas.

The Athletics Department will develop a diversity statement to be printed in the 2007-08 Student-Athlete Handbook and subsequent handbooks.

2. Evaluation Periodic review of athletics department activities for consistency with goals and objectives set forth in the institution's and athletics department's written commitments to diversity.

a. Describe how the institution has ensured a complete study of each of these program areas,

In order to ensure a complete study of the above area, the following reviews were conducted:

- * Review of the Student-Athlete Handbook
- * Review of the undergraduate student handbook, the Pathfinder
- * Review of the relevant EADA reports
- * Review of NCAA and conference bylaws and policies
- * Review of student-athlete responses provided in exit interviews that address specific questions regarding their overall experience at UNM
- * Review of information provided by the appropriate individuals/departments responsible for each program area

b. Provide data demonstrating the institution's commitment across each of the areas,

UNM is committed to hiring qualified minority candidates as Athletics Department administrators, staff and coaches. Working with the Office of Equal Opportunity, the Athletics Department determines positions that

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are underutilized, and when the Athletics Department has an opportunity to hire a qualified minority individual, it does so. If candidates are otherwise substantially equal but one is either a minority or female, the minority or female in most circumstances is hired. In addition, as demonstrated in this Self-Study, the number of minority student-athletes participating in intercollegiate sports at the University of New Mexico is high. The University is committed to recruiting qualified minority student-athletes and makes a concerted effort to include minority student-athletes on athletic rosters (both scholarship and walk-on athletes) when their athletic abilities meet the standards set by a team's coaching staff.

c. Identify areas of deficiency and comment on any trends, and

Analysis of Athletics Department personnel and student-athletes indicates that the University is not only committed to equal opportunity but has demonstrated that commitment in its hiring and recruitment practices.

d. Explain how the institution's future plan for minority issues address each of the areas.

The University and its Athletics Department will continue to follow current practices for hiring minority candidates for coaching and other Athletics Department positions. Likewise, it will continue to recruit qualified minority student-athletes. Once the Athletics Department develops and publishes a diversity statement, it will refer back to that statement on a regular basis to ensure consistency with the goals and objectives set forth in the commitment.

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

a. Describe how the institution has ensured a complete study of each of these program areas,

In order to ensure a complete study in the above area, the following reviews were conducted:

- * Review of the Student-Athlete Handbook
- * Review of the undergraduate student handbook, the Pathfinder
- * Review of the relevant EADA reports
- * Review of NCAA and conference bylaws and policies
- * Review of student-athlete responses provided in exit interviews that address specific questions regarding their overall experience at UNM
- * Review of information provided by the appropriate individuals/departments responsible for each program area

b. Provide data demonstrating the institution's commitment across each of the areas,

As taken from the 2004-2005 Student-Athlete Handbook, "the mission of intercollegiate athletics at the University of New Mexico is to provide opportunities for students to participate in intercollegiate athletics as a supplement to their academic experiences at the University." The intercollegiate athletics program expects to fulfill this mission in part by providing opportunities for student-athletes to have a better understanding of critical social issues through various programs and organizations that offer seminars to this end. Specifically, the Student-Athlete Handbook, as well as the Athletics Department's Academic Services mentors, make known to student-athletes the cultural programs (African American Student Services, El Centro de la Raza, American Indian Student Services, and International Student Services) which provide the opportunity to enhance diversity awareness. In addition, the Dean of Students and the Residential Life Office offer cultural awareness programs on a regular basis. The Athletics Department and the University also offer diversity enhancement opportunities for staff, coaches and student-athletes on a periodic basis throughout the academic year.

c. Identify areas of deficiency and comment on any trends, and

No areas of deficiency or trends have been identified at this time.

d. Explain how the institution's future plan for minority issues address each of the areas.

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The University will utilize the Student-Athlete Handbook to highlight both current programs and new programs that increase/enhance diversity awareness for students, coaches and Athletics Department staff.

4. Enrollment Goals of the institution for enrollment of minority students and minority student-athletes.

a. Describe how the institution has ensured a complete study of each of these program areas,

In order to ensure a complete study of the above area, the following reviews were conducted:

- * Review of the Student-Athlete Handbook
- * Review of the undergraduate student handbook, the Pathfinder
- * Review of the relevant EADA reports
- * Review of NCAA and conference bylaws and policies
- * Review of student-athlete responses provided in exit interviews that address specific questions regarding their overall experience at UNM
- * Review of information provided by the appropriate individuals/departments responsible for each program area

b. Provide data demonstrating the institution's commitment across each of the areas,

The University of New Mexico is committed to increasing student participation in the University by populations historically underrepresented in higher education (Hispanic, Native American and African American). In the period following the last NCAA self-study (1997-2004), the undergraduate enrollment of traditionally underrepresented minority groups at UNM increased from 37.4% in 1997-98 to 43.3% in 2003-04. Minority participation in UNM sports averaged 37.6% for the last three years of this period. Complete data by year is available.

c. Identify areas of deficiency and comment on any trends, and

According to a recent study by the national policy publication "Postsecondary Education Opportunity," UNM is both the most diverse flagship university in the nation, and the flagship university that has done the most to increase diversity, in the past decade. The national average for enrollment of underrepresented minorities on flagship university campuses is less than 11%.

d. Explain how the institution's future plan for minority issues address each of the areas.

UNM will continue its commitment to increasing student participation in the University by populations historically underrepresented in higher education. To aid in this effort, at the annual year beginning meeting for coaches, the Athletic Director will encourage coaches to recruit qualified minority student-athletes, and when all other factors are substantially equal to award positions to minority athletes.

5. 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.

a. Describe how the institution has ensured a complete study of each of these program areas,

In order to ensure a complete study of the above area, the following reviews were conducted:

- * Review of the Student-Athlete Handbook
- * Review of the undergraduate student handbook, the Pathfinder
- * Review of the relevant EADA reports
- * Review of NCAA and conference bylaws and policies
- * Review of student-athlete responses provided in exit interviews that address specific questions regarding their overall experience at UNM
- * Review of information provided by the appropriate individuals/departments responsible for each program area

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b. Provide data demonstrating the institution's commitment across each of the areas,

Minority participation in UNM sports averaged 37.6% for the period 2001-02 through 2003-04, similar to the 42.7% average for the total undergraduate population for the same period. Individual sport averages ranged from a high of 65.7% in football to a low of 17.0% in the combined women's sports of volleyball, softball, soccer, skiing, golf and tennis. Data by year and by sport is available. See Racial and Ethnic Composition charts.

c. Identify areas of deficiency and comment on any trends, and

Numbers of minority student-athletes remained relatively constant for the period; no areas of deficiency or trends were identified.

d. Explain how the institution's future plan for minority issues address each of the areas.

UNM coaches, the Athletic Director and the Associate AD for Administration/Compliance will monitor levels of minority participation in each sport on an annual basis.

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

a. Describe how the institution has ensured a complete study of each of these program areas,

In order to ensure a complete study of the above area, the following reviews were conducted:

- * Review of the Student-Athlete Handbook
- * Review of the undergraduate student handbook, the Pathfinder
- * Review of the relevant EADA reports
- * Review of NCAA and conference bylaws and policies
- * Review of student-athlete responses provided in exit interviews that address specific questions regarding their overall experience at UNM
- * Review of information provided by the appropriate individuals/departments responsible for each program area

b. Provide data demonstrating the institution's commitment across each of the areas,

The Student-Athlete Advisory Committee (SAAC) is the mechanism for student-athlete involvement in the governance and decision-making processes of the Athletics Department at UNM. Each University sponsored intercollegiate team elects representatives to be members of the committee. There is no limit to the number of representatives from each team who can be elected to the committee by their respective peers, ensuring equal opportunity for minority groups to be represented on the committee. The current (2004-05 academic year) SAAC consists of members from all sports representing each of the ethnic groups except Asian American/Pacific Islander. An all student-athlete listserv ensures that pertinent information from the student-athlete advisory committee meetings is shared with all student-athletes.

Additionally, a student-athlete is chosen each year to serve on the Athletic Council. The Athletic Council is a standing committee of the Faculty Senate whose main mission is the close monitoring of the academic and business integrity of the athletics program at UNM and the close supervision of the welfare of student-athletes at UNM.

c. Identify areas of deficiency and comment on any trends, and

No areas of deficiency or trends have been identified at this time.

d. Explain how the institution's future plan for minority issues address each of the areas.

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In order to ensure that minority perspectives are represented from a student-athlete point of view, SAAC will strive to have voluntary minority representation on the committee each academic year.

7. Employment Opportunities Establishment of goals for minority employment opportunities in the athletics department and the encouragement of promotion and hiring of minority coaches and administrators.

a. Describe how the institution has ensured a complete study of each of these program areas,

In order to ensure a complete study of the above area, the following reviews were conducted:

- * Review of the Student-Athlete Handbook
- * Review of the undergraduate student handbook, the Pathfinder
- * Review of the relevant EADA reports
- * Review of NCAA and conference bylaws and policies
- * Review of student-athlete responses provided in exit interviews that address specific questions regarding their overall experience at UNM
- * Review of information provided by the appropriate individuals/departments responsible for each program area

b. Provide data demonstrating the institution's commitment across each of the areas,

The percentage of minorities (administrators, staff and coaches) employed by the Athletics Department has increased from 33.3% in 2001-02 to 37.3% in 2003-04. This represents a 50% growth in minority employment from the 25% minority participation reported in the 1997 Self-Study.

c. Identify areas of deficiency and comment on any trends, and

Percentages of minority employment in the Athletics Department are very similar to the participation rates of minority student-athletes — a very positive outcome.

d. Explain how the institution's future plan for minority issues address each of the areas.

The Plan for Improvement recommends that the Athletics Department develop an enhanced system for identifying and recruiting qualified minority candidates to interview for vacant positions. Previously, the University posted ads in Hispanic Outlook and Black Issues in Higher Education but today utilizes www.iamdiversity.com, www.latpro.com, www.jobvertise.com and Internet list-serves.

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

a. Describe how the institution has ensured a complete study of each of these program areas,

In order to ensure a complete study of the above area, the following reviews were conducted:

- * Review of the Student-Athlete Handbook
- * Review of the undergraduate student handbook, the Pathfinder
- * Review of the relevant EADA reports
- * Review of NCAA and conference bylaws and policies
- * Review of student-athlete responses provided in exit interviews that address specific questions regarding their overall experience at UNM
- * Review of information provided by the appropriate individuals/departments responsible for each program area

b. Provide data demonstrating the institution's commitment across each of the areas,

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The University has a wide array of educational enhancement programs that are made known to student-athletes in writing and through various athletic personnel with whom they interact on a regular basis. Nine service programs are available to students from diverse backgrounds: African American Student Services; American Indian Student Services; El Centro de la Raza (Hispanic Student Services); International Student Association; Muslim Student Association; United Campus Ministry; the Women's Resource Center; Lesbian, Gay, Bisexual, Transgender, Queer and Questioning Alliance; and Accessibility Services. In addition to these resources, the Athletics Department maintains a Life Skills program, which student-athletes are required to attend.

c. Identify areas of deficiency and comment on any trends, and

No areas of deficiency or trends have been identified at this time.

d. Explain how the institution's future plan for minority issues address each of the areas.

UNM will continue current programs and seek student-athlete feedback for developing new programs or modifying existing ones in order to ensure that the programs benefit the student-athletes and enhance their overall university experience.

- 9. Using the "plan for improvement" section, please provide a written, stand-alone institutional plan for addressing minority issues for the future in the intercollegiate athletics program. The plan must address all eight program areas for minority issues as listed previously; however, an evaluation mechanism to monitor the institution's status in those program areas without deficiencies is acceptable, provided the identification of such a mechanism is included in the institution's minority-issues plan. Further, the plan must extend at least five years into the future and be active at all times. [Note: Please see this web site for an example format outlining all required elements of a plan.]**

Within minority-issues written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution's written plan. The committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.

See "Plan for Improvement."

- 10. Describe the institution's efforts to ensure the plan for addressing minority issues for the future in the intercollegiate athletics program was developed through a process involving broad-based participation and received institutional approval.**

An Equity and Student-Athlete Welfare subcommittee of the Athletic Council was appointed in November of 2004. This subcommittee consisted of faculty, staff, students, student-athletes, and community and alumni representatives who met on a regular basis to gather and analyze information for the self-study. Committee meeting minutes are available.

Evaluation

1. Has the institution implemented its approved minority-opportunities plan from the previous self-study? **Currently Yes**
2. Has the institution provided an explanation from appropriate institutional authorities if its minority-issues plan was modified or not carried out fully? **Currently Yes**
3. Has the institution demonstrated that it is committed to, and has progressed toward fair and equitable treatment of all minority student-athletes and athletics department personnel? **Currently Yes**

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4. Has the institution formally adopted a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which expands opportunities and support for minority student-athletes and athletics personnel? **Currently Yes**
5. Has the institution developed a plan that includes measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables? **Currently Yes**

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Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals / Officers Responsible for Implementation	Specific Timetable for Completing the Work
Institutional and Athletics Department Commitment	Athletics Department statements/policies regarding its commitment to diversity are not in written form.	Develop a specific policy regarding diversity and state it in a public document.	Review current department policies and develop a statement on the Athletics Department's commitment to minority issues.	Athletic Director and appropriate University officials.	In time to publish in the 2007-08 academic year Student-Athlete Handbook.
Evaluation	Written policies on the evaluation of the commitment to minority equity need to be periodically reviewed.	Implement a periodic review of written statements pertaining to minority equity.	Implement a periodic review of written statements pertaining to minority equity and implementation of updates as needed.	Athletic Director and appropriate University officials.	Beginning 2007-08 academic year, every two years thereafter, and as needed for changes in national policies.
Organization and Structure	Organization and structure provide ample opportunity to enhance diversity.	Continue to make known all opportunities available to athletes, staff and coaches to increase/enhance diversity awareness.	Provide information in Student-Athlete Handbook.	Associate AD for Administration/Compliance.	Review annually.
Enrollment	The enrollment of minority student-athletes is slightly below the enrollment of the total minority student population at the university level.	Maintain levels of minority participation in athletics at percentages comparable to those in total undergraduate population.	Monitor levels of minority participation; make a concerted effort to recruit student-athletes from traditionally underrepresented minority groups.	Associate AD for Administration/Compliance, and Coaches.	Review annually.
			Draft and send a yearly memo to ethnic centers around the state. Include in the memo NCAA requirements for participation in intercollegiate athletics..	Associate AD for Administration/Compliance and Coaches.	Annually beginning in 2006-07.

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Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals / Officers Responsible for Implementation	Specific Timetable for Completing the Work
Comparison of Populations.	The overall participation of minority student-athletes at UNM is high in comparison to other similar intercollegiate programs, but varies widely from sport to sport.	Maintain minority participation levels that take account of unique New Mexico demographics and national benchmarks in each sport.	The Athletic Director will address coaches at their annual year-opening meeting, encouraging them to recruit qualified student-athletes from traditionally underrepresented minority groups and to seek minority athletes if all other factors are equal between recruits.	Athletic Director and Coaches.	Review annually.
Participation in Governance and Decision-Making.	Minority perspectives must be represented in the working of the Student-Athlete Advisory Committee.	To ensure that minority issues are identified and addressed via the SAAC, ensure that minority student-athletes are elected to the SAAC yearly.	If SAAC membership lacks minority representation, the committee should appoint additional minority student-athletes to serve on the SAAC on a voluntary basis.	Advisor, SAAC President, and other SAAC officers.	Annually following SAAC elections.
Employment Opportunities	The University needs to be more aware of qualified minority candidates that may be able to fill vacant coaching/administrator positions when they arise.	Enhance the system for identifying qualified minority candidates to fill vacant positions.	Develop and maintain a database of administrators/coaches at historically Black colleges/universities and other minority administrators. Review the database names when hiring opportunity is presented.	Athletic Director and Human Resources Administrator.	Develop for academic year beginning 2007-08 and update on a regular basis.
Programs and Activities.	Student-athletes need to be aware of the many enhancement programs sponsored by the University to support the diverse needs of students from all cultural backgrounds.	Continue to make known the wide variety of programs available to all student-athletes.	Highlight the programs in the Student-Athlete Handbook. Have mentors/coaches discuss available options with students on an individual, as-needed basis.	Associate AD for Administration/ Compliance, Mentors, and Coaches.	Annually and in on-going fashion.

Equity and Student-Athlete Welfare

Operating Principle

3.3 Student-Athlete Welfare

Self-Study Items

1. List all "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 Operating Principle 3.3 (Student-Athlete Welfare). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

(a) "Develop and implement a strategy for the continuous monitoring and evaluation of the University's gender-equity, minority opportunities and student-athlete welfare plans for improvement as recommended by the institution in its self-study."

(b) There is no evidence that the institution (Athletic Council) implemented the action (develop an instrument and administer to sample all student-athletes). However, during each spring semester, the Athletic Council meets with the departing athletes to identify problems. Also, some sport supervisors meet with departing athletes to gain information from them.

(c) Not completed.

(d) A formal plan for monitoring and evaluating student-athlete welfare was never developed.

2. 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 as they relate to Operating Principle 3.3 (Student-Athlete Welfare). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

During its first cycle Self-Study, the University identified the following issues for improvement relating to Operating Principle 3.3.

Issue 1

(a) Develop a plan for the continuous monitoring and evaluation of gender and minority equity and student-athlete welfare using the NCAA criteria for self-study.

(b) Formal improvement plans were developed and implemented for gender and minority equity; however, a formal plan to continuously monitor and evaluate student-athlete welfare was not developed by the institution.

(c) No information.

Issue 2

(a) Develop a systematic procedure for monitoring student-athlete life throughout their time at UNM.

(b) Informal processes exist to monitor student-athlete life, but a systematic procedure has not been developed. During the self-study, the subcommittee developed a plan for improvement to address issues that relate to operating principle 3.3 and to establish systematic procedures to monitor student-athlete welfare. Refer to Student-Athlete Welfare Plan for Improvement.

(c) No information.

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3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 3.3 (Student-Athlete Welfare) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

The University of New Mexico implemented the SAAC program and the Life Skills program.

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

The University of New Mexico has organized its recruitment and orientation procedures to foster the well-being of its student-athletes and make their continuing welfare a priority for the University.

Coaches and the recruitment process are the first point of contact with the University for many student-athletes. UNM coaches take seriously the charge to recruit students that will be successful in the UNM environment. In addition to sport-specific information, coaches provide information and guidance concerning eligibility, recruiting, admissions and housing. The University routinely reviews this information with its recruiters.

Once student-athletes are admitted, academic advisors assist them in registering for the proper classes. Advisors assist student-athletes with any issues they may have, whether academic, social, or personal. Academic advisors receive professional development and training on student issues on an annual basis.

Coaches usually have a pre-season meeting with their teams to outline their expectations. Athletes are issued a Student-Athlete Handbook at this time, covering a wide range of topics pertaining to student-athlete welfare. Content for the Student-Athlete Handbook is reviewed annually.

UNM structures its student-athlete services to provide an appropriate network of, and access to, support personnel. At the beginning of each year during the compliance meeting, the students are informed that they can go either to their coaches or their respective sport supervisors if they experience any problem. Sport supervisors maintain confidential and open door policies. Athletes are also informed that they can go in confidence to the compliance officer with any concerns or problems they may have relating to school, financial aid, eligibility, outside scholarships, housing or personal issues. Each sport has an assigned liaison from the Athletic Council, and student-athletes are encouraged to speak with them or the NCAA faculty representative if they would prefer to discuss an issue with someone outside of the Athletics Department.

Medical issues for student-athletes are commonly addressed via the training room. Each sport has an assigned trainer who typically gets to know each student quite well. Trainers are directed to bring any issues they notice to the attention of the appropriate coach or sport supervisors. For example, if a trainer suspects a student may have a problem with an eating disorder, the coach is informed. Usually, the coach will then speak with the student-athlete and make a referral to a doctor or therapist to address the issue.

By policy, UNM employs at least one female physician in its training room staff. All trainers and doctors work hard to create trust with the student-athletes. Other staff who deal routinely with student-athlete welfare include weight room staff who work regularly with the athletes, and a nurse who has taken a very active role in the training room and getting to know all of the student-athletes.

The effectiveness of UNM's student-athlete welfare activities is a key component of senior exit interviews.

5. Describe the institution's educational enhancement programs (e.g., education regarding career guidance counseling; personal counseling; health and safety; alcohol and other drug guidelines [see the NCAA Sports Medicine Handbook, Guideline No.1-E]; non-academic components of life skills programs) available to student-athletes. Describe practices/procedures in place to encourage and assure student-athletes' access to these programs.

The University has a wide array of educational enhancement programs that are made known to student-athletes in writing and through various athletic personnel with whom they interact routinely. There are nine service programs available to students from diverse backgrounds: African American Student Services; American Indian Student Services; El Centro de la Raza (Hispanic Student Services); International Student Association; Muslim Student Association; United Campus Ministry; the Women's Resource Center; Lesbian, Gay, Bisexual, Transgender, Queer

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and Questioning Alliance; and Accessibility Services. One of the primary goals of these student service centers is to provide academic and cultural support to students from these groups.

The UNM Student Handbook, titled Pathfinder, is UNM's published compendium of student services. The Handbook informs students about the existence and location of the above offices, and provides financial assistance information, a listing of student activities and organizations, and a comprehensive overview of all cultural/minority resources and services on campus (28 in all).

The College Enrichment Center provides guidance and counseling support to students in all areas relevant to their persistence and success on campus, including overall adjustment, academic advising, career selection, and financial aid advisement. Particular emphasis is given to assisting students from backgrounds that are currently underrepresented at the University.

Student Support Services serves low-income, first generation, and disabled students with basic college requirements. The goal is to retain and graduate participants and assist students in pursuit of graduate or professional school. Services include academic advisement, peer mentoring, tutoring, social and cultural activities and learning communities.

The School of Engineering has a variety of diversity programs designed for minority students which are open to all engineering, math, and science students. The program activities are designed to increase minority student retention, professional development and graduation.

The Career Services office provides comprehensive services and resources to assist students in exploring career options, gaining career-related experience while in college, and pursuing career objectives upon graduation. Career counseling and testing are available for students who are undecided about an academic major or appropriate career options. Workshops are available on Internet job search techniques, resume writing and interview preparation. Their library is full of employer literature, books on occupational information, directories of companies and graduate schools, job listings and more.

The University offers students counseling for little or no fee through AGORA Crisis Center; Counseling and Therapy Services (CATS); Peer Health Programs; Addiction and Substance Abuse Programs; Department of Psychology Clinic; Manzanita Center; Psychiatric Emergency Services; and Self-Help, online behavioral support for young adults. The Center for Academic Program Support (CAPS) provides tutoring, a writing lab, workshops, study groups and exam review sessions. Accessibility Services offers an educational diagnostic evaluation in the areas of intellectual expectancy, academic achievement and auditory and visual processing abilities. Full diagnostic evaluations are designed specifically for students with possible learning disabilities. The center provides testing accommodations, tutoring, counseling, advisement and academic support to students with disabilities.

The Student Health Center assists students in maintaining optimal health. Services include primary medical care; walk-in clinic; pharmacy; women's and men's health; allergy and immunization; medical specialty clinics; physical therapy; lab and x-ray; travel health clinic; Counseling and Therapy Services (CATS); a peer education program which offers a variety of programs in areas such as human sexuality, nutrition/fitness, stress/time management; peer consulting services; and a student health advisory committee.

The Student Activities Center offers 16 different "Leader Hints" brochures on topics such as time management, goal setting, stress management and motivation.

In addition to these resources for all students, the Athletics Department maintains a Life Skills Program. Its goals and objectives are to provide academic, educational and cultural support systems; to facilitate the professional, social and personal growth of all student-athletes; to support and encourage positive, responsible lifestyles; to ensure sufficient opportunities to positively contribute to both local and University communities; and to strive for equity and diversity that will allow student-athletes to foresee their occupation of choice through successful completion of a degree program. All student-athletes are required to attend scheduled seminars. The seminar topics are determined by coaches, members of the Student-Athlete Advisory Committee and the Life Skills Coordinator and cover a wide range of topics such as study skills, time management, stress management, sexual responsibility, drug and alcohol use, community outreach, sportsmanship and career development.

The Athletics Department has a registered dietician on staff to provide information for student-athletes and answer any questions concerning nutritional needs and how they relate to athletic performance.

At the beginning of every academic year (or at the beginning of the second semester for mid-year transfers), every student-athlete is required to attend a meeting organized by the Compliance Officer in the Athletics Department. The purpose is to review the NCAA's alcohol, tobacco and drug policy and to view the NCAA's drug-education and testing video. Time is allowed for questions from student-athletes. In addition, every year at every team's first meeting, the coach reviews that individual team's drug and alcohol policy.

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To ensure that student-athletes have access to all of these programs, the University provides student-athletes with a handbook that lists academic requirements, mentors and tutorial services, academic advisement services, counseling services, career counseling and placement services and cultural resources. Information is also provided on health issues such as eating disorders and all of the programs offered through the Student Health Center. Information on UNM's sexual and racial harassment policies is also provided.

Student-athletes are also advised of these programs and services through their academic advisors, coaching and training staff and the team's Faculty Liaison from the Athletic Council. In addition, most of the programs and services listed above maintain websites that are accessible to students 24 hours a day.

6. Describe the institution's process for conducting the student-athlete exit interviews required by NCAA Constitution 6.3.2 and the means by which this information is used to better the student-athlete experience. Describe other avenues available to student-athletes to provide input.

UNM conducts student-athlete exit interviews and provides avenues for input in a variety of ways. Some sport administrators meet with students who have completed eligibility. The process is formalized with all student-athletes being instructed through their coaches to meet with the appropriate associate director and standard written questions are asked as part of the process. Information gathered is referred to the appropriate personnel for discussion and eventual resolution.

The Athletic Council, a faculty-based committee of the UNM Faculty Senate, conducts information discussions with some of the graduating student-athletes each year during the spring semester. This process has identified problems affecting student-athletes and has resulted in recommended remedies. Examples of the types of problems include creating an absence policy in the training room and the issuing of equipment.

Another way for student-athletes to provide input is the faculty liaison program established by the Athletic Council. Each team has an assigned faculty member. Student-athletes use this mechanism to voice concerns and to discuss problems with the faculty members on an ad hoc basis.

The Student-Athlete Advisory Committee is also a vehicle by which student-athletes can provide input into the process of improving the student-athlete experience. Each team has a representative on the committee, but meetings are open to any student-athlete who would like to attend. One seat on the Athletic Council has been assigned to one of the members of the Student-Athlete Advisory Committee.

The Senior Woman Administrator has an "open door" policy that she informs all student-athletes about in the compliance meeting held at the beginning of each academic year. Many student-athletes take advantage of this resource to be able to voice concerns and problems that are resolved in a timely manner.

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

The University of New Mexico maintains separate appeals procedures for financial aid, transfer, and general grievances.

FINANCIAL AID. Joseph Gonzales, Financial Aid Manager in charge of athletic awards, oversees the administration of the financial aid grievance procedure at UNM. The procedure is communicated to student-athletes and staff through the UNM Student-Athlete Handbook and can be summarized as follows.

Students wishing to appeal a financial aid decision are directed to Joseph Gonzales, Financial Aid Manager in charge of athletic awards, to discuss the process and get it started. The formal process begins with a written statement from the student-athlete requesting a hearing, after which dates are agreed upon.

At least five business days in advance of the hearing, the student-athlete provides a written statement to the Financial Aid Office detailing the situation (e.g., why he or she feels the grant-in-aid should be reinstated, what occurred, what was understood from the coaches through the year, etc.). The Athletics Department also provides at this time a written justification for the action in question.

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Three business days before the hearing, the Financial Aid Office provides the following to the appeals committee: (a) the written materials from the student and the Athletics Department, (b) the student-athlete's profile (as prepared by the Financial Aid Office) and (c) the student's unofficial transcript.

The hearing itself is conducted by a three-person appeal committee comprised of student services staff. Athletics Department representatives may include the compliance officer and coaches; the student may bring anyone he or she wishes for support, help, guidance, etc., but only the student may address the committee. The Chair of the committee makes introductions and describes the hearing process. Following the introductions, the student presents his or her information, followed by a presentation from the Athletics Department. Committee members may ask questions at that point. Following the presentation and questions, the student and Athletic Department representatives leave the room and the committee makes its decision. The Financial Aid Office notifies both parties by phone and in writing of the decision. The committee's decision is final and cannot be appealed.

TRANSFERS. Transfer requests are overseen by Breda Bova, UNM's Faculty Athletics Representative. The procedure is outlined in the Student-Athlete Handbook and can be summarized as follows.

The student-athlete informs his or her coach of their desire to transfer. The coach (and sometimes the Athletic Director) decides if a release will be granted, and the coach informs the student-athlete of the decision. If the student-athlete is released, a form must be sent to the other school before the student-athlete can talk to the other coach.

If a release is not granted, the student-athlete has a right to a hearing and contacts Breda Bova, FAR. A hearing date is set for the student-athlete and coach to present their respective positions to an appeals committee comprised of non-Athletics Department personnel. A decision is made and the student-athlete and coach are informed in writing. The committee's decision is final and cannot be appealed.

In addition to this procedure, there are specific MWC intra-conference transfer policies to which UNM student-athletes must adhere.

OTHER: All other grievance procedures are found in the University Business Policies and Procedures Manual (<http://www.unm.edu/~ubppm/>). Sexual and racial harassment written policies and procedures are found in the Student-Athlete Handbook, as well as Pathfinder, the UNM Student Handbook. The sexual assault policy is outlined in Pathfinder. These policies are communicated to coaches and Athletic Departments staff at the annual Athletics Department meeting.

The Office of Equal Opportunity investigates incidences and answers questions related to these policies. Student-athletes may report an incident to their supervisor or coach, the University Dispute Resolution Coordinator, or the Office of Equal Opportunity.

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

The University of New Mexico is committed to providing equal educational opportunity and forbids unlawful discrimination on the basis of race, color, religion, national origin, physical and mental handicap, age, sex, sexual preference, ancestry or medical condition. In keeping with this policy of equal educational opportunity, the University is committed to creating and maintaining an atmosphere free from all forms of harassment. This statement is found in the UNM Student-Athlete Handbook.

Programmatic support for students with diverse sexual orientations includes the UNM Lesbian Gay Bisexual Transgender Queer and Questioning Alliance, a chartered student organization with a faculty advisor. The Alliance's charter is "to create a safe and welcoming space for lesbians, gay men, bisexuals, and transgender persons [and] to combat homophobia, hatred, violence and ignorance on campus." The UNM Health Center also offers counseling and peer education programs for all students.

In the Athletics Department itself, "Diversity" and "It Takes a Team! Making Sports Safe for Lesbian, Gay, Bisexual and Transgender Athletes" are topics scheduled for the 2005-06 Life Skills program. In addition, the Department will be conducting a "Diversity Training Seminar" for the first time in 2005-06, with mandatory attendance for all staff.

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- 9. Identify the mechanisms in place to ensure the health and safety of student-athletes and the administrator (s) responsible for the institutional awareness of health, safety (including travel) and sports medicine policies. Describe the process by which these policies and guidelines are disseminated within the athletics department, who receives this information and how these issues are addressed within the athletics department. [Note: The institution may want to refer to the equitable medical care section of the NCAA Sports Medicine Handbook Guideline No. 1-A as a guide in responding to this self-study item.]**

The mechanisms in place to ensure the health and safety of student-athletes are described in the UNM Student-Athlete Handbook in the section entitled "Athletic Training Room and Medical Policies." These mechanisms include team physicians with primary responsibility for the health of all student-athletes on each team; and primary care, women's health, men's health, specialty services, allergy and immunization, physical therapy, and counseling and therapy services coordinated through the UNM Student Health Center. The contents and policies of the handbook are approved by the Athletic Director; head coaches are responsible for covering the contents of the Handbook with their student-athletes.

Each athlete is given a medical packet as part of their pre-participation medical exam conducted by the team physician. It includes the following: insurance information, acceptance of risk form, travel information form and an explanation of expenses covered and not covered. Additionally, the student-athlete is required to read and sign the following documents: informed consent and release of legal liability statement, release of medical information form, release of liability form, financial aid agreement, and a drug testing program and procedures form.

Five full-time certified athletic trainers and nine graduate assistant athletic trainers are available at all times for the athletes, with one always on-call 24 hours a day. All training room staff are made aware of OSHA standards of blood-borne pathogens. UNM maintains a contract with the UNM Hospital to provide physicians and a nurse who work in the training rooms, and the physicians are also on a rotating "on-call" basis if needed by the athletes. Four athletic training rooms available for the student-athletes depending on sport and location, and are open from 7 a.m. until the last practice is completed. Each room has an emergency care action plan. The Deputy Athletic Director oversees the training rooms.

Proper issue and fitting of equipment according to sport-specific guidelines and rules is the responsibility of each sport's head coach. Equipment managers inspect equipment for safety and replace items that have worn out and can no longer be used safely. Some coaches also inspect the equipment. Head coaches are responsible to plan for practice, games and travel, including for proper supervision and medical coverage. Inspection of the facilities for safety is also the responsibility of the head coach.

- 10. Describe the institution's emergency medical plan for practices and games. [Note: The institution may want to refer to the emergency care section of the NCAA Sports Medicine Handbook Guideline No. 1-A as a guide in responding to this self-study item.]**

Each scheduled practice or contest of an institution-sponsored intercollegiate athletic event at the University of New Mexico includes an emergency medical plan.

Emergency medical personnel that are routinely available include the following: (1) a certified athletic trainer, generally available at every practice and competition and always present in the training room; (2) physicians at the Tow Diehm facility M-F from 1-5 p.m., on-call on weekends, and either present or on-call for every competition.

Emergency plans include planned access to a medical facility, including a plan for communication and transportation between the athletics site and the medical facility for prompt medical services. Athletic training staff have cell phones to use in emergency situations. All necessary emergency equipment is at the site or quickly accessible. Equipment is in good operating condition, and personnel are trained in advance to use it properly.

Additional emergency information about the student-athlete is available both at campus and while traveling for use by medical personnel. Each sport is responsible to have insurance and whatever additional information is needed when traveling with an athletic team. For competitions at UNM, each visiting team is issued a letter containing a list of equipment provided, map, medical facilities used, training room facilities, and phone numbers of staff members and doctors, to assist them in the event of any medical emergency.

All UNM coaches are informed of the NCAA lightning policy and procedures. A member of the UNM's sports medicine staff is delegated the authority to cancel or modify a workout for health and safety reasons (i.e., environmental changes), as he or she deems appropriate.

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- 11.** Describe the institution's written emergency plan for the athletics program and specific coverage for out-of-season workouts, strength training and skills sessions. [Note: The institution may want to refer to the emergency care section of the NCAA Sports Medicine Handbook Guideline No. 1-A as a guide in responding to this self-study item.]

Each out-of-season scheduled volunteer workout of an institution-sponsored sport includes an emergency plan developed by the sports medicine department. The plan is the shared responsibility of the Athletics Department, administrators, coaches and medical personnel.

Emergency medical personnel that are routinely available include the following: (1) a certified athletic trainer, generally available at every practice and competition and always present in the training room; (2) physicians at the Tow Diehm facility M-F from 1-5 p.m., on-call on weekends, and either present or on-call for every competition.

Emergency plans include planned access to a physician for prompt medical evaluation, and planned access to a medical facility, including a plan for communication and transportation between the athletics site and the medical facility for prompt medical services. Certified athletic trainers are available at each workout. Athletic training staff have cell phones to use in emergency situations. All necessary emergency equipment is at the site or quickly accessible. Equipment is in good operating condition, and personnel are trained in advance to use it properly.

Additional emergency information about the student-athlete is available; medical records are kept in the stadium training room.

Information on the NCAA lightning policy and procedures is shared with medical personnel and coaches. A member of the UNM's sports medicine staff is delegated the authority to cancel or modify a workout for health and safety reasons (i.e., environmental changes), as he or she deems appropriate.

- 12.** Using the program areas for student-athlete welfare issues 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.

1. Evaluation Periodic review of athletics department activities for consistency with goals and objectives set forth in the institution's and athletics department's written commitments to student-athlete welfare, including the evaluation of the effectiveness of mechanisms to ensure the health and safety of student-athletes.

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

The Head Athletic Trainer meets regularly with the Deputy Athletic Director to discuss health and safety issues, and is in constant touch with the team physicians and nurse.

Health and safety topics are included in student-athlete exit interviews with sport supervisors and the Athletic Council.

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

At the beginning of each year a compliance meeting is held for the student-athletes. Students must meet with their academic advisors prior to registration, where they are provided a Student-Athlete Handbook with information pertaining to health and safety issues.

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There are four athletic training rooms available for the student-athletes, staffed by five full-time certified athletic trainers and nine graduate assistant athletic trainers. The training room is open from 7 a.m. until the last practice is completed, and an on-call athletic trainer and physician are available at all times.

The training room has a contract with the UNM Hospital to provide physicians and a nurse. Physicians are at the Tow Diehm Facility Monday through Friday from 1 p.m. - 5 p.m. A dietitian is also available to the athletes. Each athletic training room has a set of guidelines for emergency care action plan.

Each athlete receives a medical exam each year.

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

UNM will address topics of student-athlete health and safety in the following ways:

- * There will be an annual orientation meeting regarding policies and procedures for the health and safety of athletes for all athletic training personnel (including GA's), coaches, and student-athletes.
- * All athletic training personnel (including GA's), the team physician, and the nurse will have periodic staff meetings to discuss issues and to provide consistency of care.
- * All treatment and rehabilitation information will be located in one place to which all athletic trainers have access.
- * All athletes will be treated equally in the athletic training room. There will be a policy of first come-first served.
- * All athletes will be treated equally in the weight training room. There will not be preferential treatment for athletes in certain sports. Rules will be imposed equally.
- * Official travel policies will be made known to all personnel.

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.

Topics related to student-athlete welfare policies are discussed in the exit interview with sport supervisors and the Athletic Council.

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

Written summaries of the exit interviews with the Athletic Council are available. Written summaries of the exit interviews with some of the sport supervisors are available, but not those of football, men's basketball and men's and women's track.

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

UNM will address topics of student-athlete welfare policies in the following ways:

- * Annually, the exit interview summaries will be reviewed and discussed by the senior administrators and the Athletic Council.
- * Student-athletes participating in the exit interviews will have the option of meeting with the NCAA faculty representative instead of the sport supervisor.
- * Annually, all student-athletes will be asked to complete an anonymous survey.
- * The exit interviews with the sport supervisors will follow the same procedures to provide consistency.

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

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

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Annually, the SAAC advisor, the outgoing SAAC President and the incoming SAAC President review trends of the SAAC committees on both a conference and national level to ensure consistency of UNM's SAAC with peer institutions across the country. Through distribution of the Student-Athlete Handbook at the beginning of each academic year, the Athletic Department ensures that all student-athletes understand the importance of the SAAC and that each team nominates at least one member to participate in the SAAC. In addition, any issues identified in the exit interviews that pertain to student-athlete welfare are discussed during SAAC meetings to brainstorm possible solutions, where applicable.

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

The Student-Athlete Advisory Committee (SAAC) is the mechanism for student-athlete involvement in the governance and decision-making processes of the Athletics Department at UNM. Each University sponsored intercollegiate team elects representatives to be members of the committee. There is no limit to the number of representatives from each team who can be elected to the committee by their respective peers, ensuring equal opportunity for minority groups to be represented on the committee. The current (2004-05 academic year) SAAC consists of members from all sports representing each of the ethnic groups except Asian American/Pacific Islander. An all student-athlete listserv ensures that pertinent information from SAAC meetings is shared with all student-athletes.

Additionally, a student-athlete is chosen each year to serve on the Athletic Council. The Athletic Council is a standing committee of the Faculty Senate whose main mission is the close monitoring of the academic and business integrity of the athletics program at UNM and the close supervision of the welfare of student-athletes at UNM.

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

The University will continue to support the efforts of the Student-Athlete Advisory Committee. In a further effort to educate student-athletes about the existence of the committee and to encourage their participation, a description of the committee and an explanation of its mission statement will be presented at the annual meeting of all Athletics Department staff, including coaches, conducted at the start of each academic year.

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.

As the University makes improvements, modifications or additions to the programs and activities it offers to students, the Athletic Department updates the Student-Athlete Handbook to ensure that student-athletes are fully aware of all programs available to them. In addition, the Athletics Department administers surveys at the end of every Life Skills Program to determine student-athlete perceptions of the programs offered by the Life Skills Program. These surveys, as well as the exit interviews, provide student-athlete feedback to the Athletics Department on the programs offered and how well they address the needs and issues affecting student-athletes. The Athletics Department also publishes an Annual Report for both the SAAC and the Life Skills Program. These reports are distributed to the FAR, Athletic Director, Deputy Director, Associate AD for Administrative Compliance, and the Assistant AD for Academic Advisement.

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

The University has a wide array of educational enhancement programs that are made known to student-athletes in writing and through various athletic personnel with whom they interact routinely. There are nine service programs available to students from diverse backgrounds. The College Enrichment Center provides guidance and counseling support to students in all areas relevant to their persistence and eventual success on campus. Student Support Services serves low-income, first generation, and disabled students with basic college requirements. The University has eight departments which offer students counseling and behavioral support for little or no fee. The Athletics Department has set up a Life Skills

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program whose goals and objectives are to provide academic, educational, and cultural support systems; facilitate the professional, social, and personal growth of all student-athletes; support and encourage positive, responsible lifestyles; ensure sufficient opportunities to positively contribute to both local and University communities through community service projects; and strive for equity and diversity that will allow student-athletes to foresee their occupation of choice through successful completion of a degree program. All student-athletes are required to attend scheduled seminars.

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

The University will continue to educate student-athletes in writing and through various athletics personnel with whom they interact. The University will continue to support the Life Skills program and the personnel involved with the resources needed to provide a quality program to all student-athletes.

Evaluation

1. Does the institution provide evidence that the welfare of student-athletes and the fairness of their treatment is monitored, evaluated and addressed on a continuing basis? **Currently No**
2. Does the institution have established grievance or appeal procedures available to student-athletes in appropriate areas? **Currently Yes**
3. Does the institution provide evidence that the institution has in place programs that protect the health of and provide a safe environment for its student-athletes? **Currently Yes**

Equity and Student-Athlete Welfare

Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Exit interview process not consistent among different sport supervisors and Athletic Council.	Revise procedures for administering exit interviews and implement a strategy to address issues identified by exit interviews.	Develop a consistent exit interview instrument with input from administrators and Athletic Council.	Sport supervisors and Athletic Council.	In time for 2006-07 interviews.
		Develop and implement a strategy for administering exit interviews to ensure all administrators are consistent and accountable for conducting reviews.	Sport supervisors and Athletic Council.	In time for 2006-07 interviews.
		The Athletic Council will establish the entity that will review exit interview responses and notify in writing appropriate individuals, including the AD, of deficiencies identified.	Athletic Council.	In time for 2006-07 interviews.
Student-athletes need additional opportunities to provide anonymous feedback.	Increase the solicitation of student-athlete feedback on issues pertaining to student-athlete welfare.	Develop a survey pertaining to student welfare issues that athletes can complete on an anonymous basis. Administer the survey annually.	Faculty Athletics Representative, with input and assistance from other individuals he/she deems appropriate.	2007-08.
Student-athletes do not perceive the treatment in the weight room to be equitable.	Treatment in and access to the weight room must be adequate for all student-athletes.	Install a comment box in the weight room, providing student-athletes the opportunity to anonymously voice concerns and praises on issues pertaining to the weight room and treatment of athletes.	Head Strength Trainer and Deputy Athletic Director.	Quarterly review of comments and determination of necessary changes.
Policies in the training room regarding sign-in and treatment need to be comparable for all student-athletes.	Implement monitoring policies to ensure all student-athletes are given the same considerations with respect to the training room, sign-in procedures and length of total visit.	Monitor the sign-in procedure to ensure that students who wish to be seen in the training room sign themselves in and that student-athletes are seen in the order of arrival, unless an emergency exists. Review the sign-in/sign-out times to determine length of visit and to review time taken for an individual to be seen by doctor or trainer.	Head Strength Trainer and Deputy Athletic Director.	Weekly review. Keep records for one year to identify trends/issues.

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RACIAL OR ETHNIC COMPOSITION ATHLETICS AND SELECTED INSTITUTIONAL PERSONNEL

	Year	Racial or Ethnic Group																	
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Senior Administrative Athletics Dept. Staff	F										3	3	3	10	10	10			
Other Professional Athletics Dept. Staff	F				1	1	1	2	1	1	16	16	16	19	20	20			
	P																		
Head Coaches	F							1	1		2	2	1	13	13	15			
	P																		
Assistant Coaches	F	1	1	1				5	5	5	6	5	5	19	20	21			
	P											1		2	1				
Totals (for Athletics Dept. Personnel)	F	1	1	1	1	1	1	8	7	6	27	26	25	61	63	66			
	P											1		2	1				
Faculty-Based Athletics Board or Committee Members					1	1	1	1	1	1	1	1	1	10	10	10			
Other Advisory or Policy-Making Group Members																			

Name of person completing this chart: Bill Richards

Title: Associate Athletic Director for Finance

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RACIAL OR ETHNIC COMPOSITION STUDENTS GENERALLY AND STUDENT-ATHLETES ON ATHLETICS AID

Year	Racial or Ethnic Group																	
	Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
All Students	840	799	700	472	470	449	396	363	340	4817	4430	4247	6723	6481	6475	880	741	479
Student-Athletes	5	7	4	6	5	4	73	69	77	38	33	40	226	196	178	15	19	24

Name of person completing this chart: Lois Griesbaum

Title: Data Manager

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RACIAL OR ETHNIC COMPOSITION MEN'S AND WOMEN'S SPORTS TEAMS

Sports Year		Racial or Ethnic Group																	
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Baseball		1			1		2				4	4	5	22	22	23	1	1	
Men's Basketball								7	7	10				6	5	2			1
Football		2	3	2	1	1		47	47	51	8	7	7	36	25	31	3	3	3
Men's Track / Cross Country								3	2	3	7	5	8	7	10	7	2	1	1
Men's Other Sports and Mixed Sports					1	3	2	2	2	3	2	2	5	43	31	22	3	8	10
Women's Basketball								4	2	1	1	1	2	11	12	12			
Women's Track / Cross Country		1	2	1				5	5	6	6	5	4	15	14	10	1		
Women's Other Sports		1	2	1	3	1		5	4	3	10	9	9	86	77	71	5	6	9
Total		5	7	4	6	5	4	73	69	77	38	33	40	226	196	178	15	19	24

Name of person completing this chart: Lois Griesbaum

Title: Data Manager