

**2006-2007
DIVISION I
ATHLETICS
CERTIFICATION
SELF-STUDY
INSTRUMENT**

Introduction to Self-Study Report

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Institutional Information

1. Type of Institution: Public
2. Year institution was founded: 1895
3. Special Affiliation? No
4. Coeducational? Yes
5. Total student enrollment (undergraduate and graduate combined) [using a full-time-equivalency (FTE) basis]: 22959
6. Number of Faculty [using a full-time-equivalency (FTE) basis]: 1208
7. Highest level of academic degree offered: PhD
8. Institution's governing entity: University of Texas System Board of Regents
9. a. Regional accreditation agency: Southern Association of Colleges and Schools
9. b. Date of most recent regional accreditation self-study: 2006/2007
9. c. Current accreditation status: full accreditation

Athletics Information

1. Subdivision status of athletics program (Academic Year 2007): I-AAA
2. Conference affiliation(s) or independent status (Academic Year 2007):

Baseball	Southland Conference
Men's Basketball	Southland Conference
Men's Cross Country	Southland Conference
Men's Golf	Southland Conference
Men's Tennis	Southland Conference
Men's Track, Indoor	Southland Conference
Men's Track, Outdoor	Southland Conference
Softball	Southland Conference
Women's Basketball	Southland Conference
Women's Cross Country	Southland Conference
Women's Tennis	Southland Conference
Women's Track, Indoor	Southland Conference
Women's Track, Outdoor	Southland Conference
Women's Volleyball	Southland Conference

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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.

UT Arlington has never had a major infractions case or been sanction by the NCAA.

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

- 1959 - Becomes senior college as Arlington State College
- 1963 - Becomes charter member of Southland Conference - only continuous member in conference history
- 1967 - Becomes component of The University of Texas System as The university of Texas at Arlington
- 1970 - Becomes NCAA Division I member
- 1972 - Begins sponsoring intercollegiate athletics for women through AIAW
- 1983 - Moves womens programs from AIAW to NCAA
- 1985 - Drops I-AA football program
- 1996 - Addresses financial dilemma with the intercollegiate athletics program
- 1998 - Student body passes a referendum approving the first student Athletics Fee in state of Texas history
- 1999 - The Student Athletics Fee, the primary source of funding for Intercollegiate Athletics Program, is approved by the Texas Legislature and enacted by the Governor

Previous Certification Self-Study

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

First Cycle Orientation Visit - March 1996
First Cycle Evaluation Visit - February 10 - 13, 1997
Interim Self-Study Report - June 30, 2003

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

Certified (without conditions) - August 18, 1997

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:

President -
Robert Witt 1995-2003

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Charles Sorber (Interim) March 2003 - January 2004
James Spaniolo February 2004 - Present

Senior Woman Administrator
Janine Smith 1996-2001
Melinda Terry 2001-2004
Debie Contreras-Garcia September 2004-present

- 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:**

1996 - The University and Athletics Administration addressed a significant \$2.4 million deficit in the Intercollegiate Athletics Program. Fiscal responsibility was assured with changes in the leadership of the department (initially with a special assistant to the president and then a new Director of Athletics), a reduction in the funds allocated to several line items in the annual Athletics budget, a mandate to curtail spending, and a requirement to balance the annual budget each year (expenses not to exceed funded budget). Athletics has never demonstrated a deficit in the annual financial report in the eleven years since this financial situation was addressed. The implementation of the Student Athletics Fee was a critical factor in assuring the fiscal responsibility.

1998 (Student body referendum approval) and 1999 (state legislature and governor enactment) of and dedicated student athletics fee which fiscally stabilized and provided for the financial foundation and future of the intercollegiate athletics program.

2004 - Student referendum on sports sponsorship expansion. The student body overwhelmingly passed a referendum on sports sponsorship expansion which included a \$2 per semester credit hour increase in the student athletics fee contagion on the external community raising the start-up costs as determined and approved by the University President. The sports to be considered were the reinstatement of a I-AA football program and the addition of women's soccer and women's golf, all sports in which the Southland Conference sponsors a championship. In response to the results of this referendum, President Spaniolo made a decision to hire a consultant, Chuck Neinas of Neinas Sports Services in July 2004 to conduct a Sports Expansion feasibility Study. Mr. Neinas' report was received in October 2004. The conclusions of the report recommended priorities for the University Administration which included: (1) The construction of a much needed Special Events Center for indoor sports and other University events; (2) The addition of sports of women's golf and women's soccer as funding becomes available and according to a implementation plan recommended by the director of athletics and approved by the President; (3) A fresh, comprehensive look at the reinstatement of a I-AA football program after the Special Events Center is constructed.

January 2007 - Athletics Council approval of a new Intercollegiate Athletics Vision Statement, Mission Statement, Purpose and Conduct of the Athletics Program and Objectives of the Strategic Plan for Intercollegiate Athletics.

Certification Self-Study Information

1. Steering Committee Chair: Dr. Michael Moore
2. Chief report writer/editor of self-study report: Dr. Michael Moore
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.

Preparation of the Self-Study involved a large, representative body of campus representatives (see below). Representatives from Intercollegiate Athletics, the faculty, the staff, student-body (both student-athletes and otherwise), and alumni were included in the study preparation. All members of the Self-Study team were briefed on the process during the Spring 2006 semester. Team members were assigned to various committees (see below) and asked to complete their work during the Fall 2006 and Spring 2007 semesters. Regular reports and updates were provided to the Athletics Council. The subcommittee reports were review by subcommittee members prior to

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submission. The Final Self-Study report was shared with the Athletics Council and posted on the Intercollegiate Athletics web page for review and public comment.

Effective October 10, 2006

THE UNIVERSITY OF TEXAS AT ARLINGTON
NCAA DIVISION I SECOND CYCLE ATHLETICS CERTIFICATION
SELF-STUDY ORGANIZATIONAL CHART

Chair - Dr. Michael Moore, Senior Vice Provost/Associate Professor, Department of Political Science

Governance and Commitment to Rules Compliance

- Chair - Dr. Barry McKeown, Associate Dean, College of Education and Chair/Professor, Department of Kinesiology
- Dr. John Bacon, Professor, Department of Biology / Faculty Senate representative
- Joe Biedron, Athletics Development Director
- Jamie Buxkemper, student-athlete, women's basketball
- Sandra Donaldson, transcript evaluator, Office of Admissions
- Allison Gray, alumnus and vice president of the UTA Athletics Alumni Club
- Danny Griffin, alumnus and member of the UTA Athletics Alumni Club Advisory Board
- R.J. Harris, student-athlete, baseball
- Gina Kalb, student-athlete, women's volleyball
- Wyl Parker, assistant vice president for management services
- Dr. Bill Reeves, senior associate athletics director / compliance coordinator
- Erin Findley-Clute, assistant women's volleyball coach
- Jay Rees, head men's golf coach
- Amanda Swofford, student-athlete, women's softball
- Chris Woodyard, director of scholarships, Office of Financial Aid
- Jeff Wolfskill, assistant bursar

Academic Integrity Committee

- Chair - Dr. David Gray, associate dean, College of Business Administration
- Maryann Abanobi, student-athlete, women's basketball
- Dr. R.C. Baker, professor and chair, Department of Information Systems
- Mishael Berger, assistant men's and women's track and field coach, assistant academic advisor
- Dr. Eric Bolsterili - assistant dean, College of Liberal Arts, faculty, Department of History
- Erik Cartmill, student-athlete, baseball
- Ozie Hood, student-athlete, men's track and field
- Debbie Garcia, academics and life skills coordinator and senior woman administrator, Athletics
- Robert Gunnip, associate registrar
- Janette Keen, counseling specialist, University Advising Center and Student Success Programs
- Dr. Donald Kyle, chair/professor, Department of History
- Dr. Roger Mellgren, professor and former chair, Department of Psychology
- Jinni Touchstone, alumnus and secretary of the UTA Athletics Alumni Club
- Christian Wassmer, head men's and women's tennis coach

Equity and Welfare Committee

- Chair - Dr. Karin McCallum, faculty athletics representative and professor/former chair, Department of Communication

Gender Equity subcommittee

- Chair - Vanessa Montgomery, School of Nursing, Administrative Assistant MSN Program
- Jeff Burrow, alumnus and president-elect of the UTA Athletics Alumni Club
- Derrick Daniels, assistant women's basketball coach
- Debbie Garcia, academics and life skills coordinator and senior woman administrator, Athletics
- Debbie Hedrick, head women's softball coach
- Lisa Hooks, student development specialist, Department of Marketing
- Dani Johnson, student-athlete, women's volleyball
- Dr. Cathleen Jordan, professor, School of Social Work
- Terry Lehmann, head athletic trainer
- Alisa Miller-Davis, alumnus and president of the UTA Athletics Alumni Club

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- John Mocek, associate athletics director for finance and administration
- Bill Pettitt, assistant athletics director for sports information and marketing
- Jake Schmidt, student-athlete, men's track and field
- Kevin Varrichio, student-athlete, mens' golf
- Jerrye Washington, associate registrar
- Kyle White, assistant men's and women's track and field coach

Minority Opportunities and Issues subcommittee

- Chair - Ms. Cynthia Bing, Associate Director, Counseling and Career Services
- Diego Benitez - assistant men's and women's tennis coach
- Reggie Brown, assistant men's basketball coach
- Elsa Corral, administrative assistant, Office of the President
- Renda Churman, assistant women's basketball coach
- Kandace Council, student-athlete and member, Southland Conference SAAC
- Dr. Rebecca Deen, associate professor, Department of Political Science
- Dr. Alejandro "Alex" del Carmen, associate professor, Department of Criminology and Criminal Justice
- Elizabeth Fuentes, student-athlete, women's softball
- Debbie Garcia, academics and life skills coordinator and senior woman administrator, Athletics
- Fred Henry - assistant dean of students and director, Multi-Cultural Services
- Klara Jagosova, student-athlete, women's tennis
- Doug Kuykendall, director, Department of Campus Recreation
- Cliff Odom, alumnus and member of the UTA Athletics Alumni Club Advisory Board
- Tiffeny Riles, student-athlete, women's basketball

Student-Athlete Welfare Subcommittee

- Chair - Frank Calhoon, assistant director / interim director, Student Health Services
- Marissa Brown, student-athlete, women's tennis
- Pete Carlon - director of athletics
- Debbie Garcia, academics and life skills coordinator and senior woman administrator, Athletics
- Colin Garner, student-athlete, baseball
- Darrell Holloway, academic advisor, Honors College
- Dr. Keith Burgess-Jackson, associate professor, Department of Philosophy
- Dr. Frank Lamas, vice president for student affairs
- Dr. Martha Mann, associate professor, Department of Psychology
- Jenn Markiewicz or Gina Giamannco, assistant athletic trainers
- Coby Morrison, student-athlete, men's track and field
- Janet Nascembini - university financial reports manager
- D.J Nelson, student-athlete, women's softball
- Mark Permenter, director, Office of University Publications
- Angela Perry, assistant women's softball coach
- Durl Rather, assistant director or Sharon Carey, associate director, Department of Campus Recreation
- Zack Reeves, student-athlete and member of the President's Student Advisory Committee
- Scott Sexton, alumnus and treasurer of the UTA Athletics Alumni Club
- Darin Thomas, associate head baseball coach
- Zac Sanders, Student Congress President

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

Institution's written plan is inserted below.

NCAA DIVISION I ATHLETICS CERTIFICATION PROCESS - 2006-07
THE UNIVERSITY OF TEXAS AT ARLINGTON
WRITTEN PLAN FOR CONDUCTING THE SELF-STUDY

A. Objectives Related to the Self-Study

1. Self-Study Goals

To demonstrate compliance with NCAA Division I Athletics Certification criteria and to evaluate the overall effectiveness of the Department of Intercollegiate Athletics.

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The extent to which UT Arlington complies with NCAA Athletics Certification criteria and operating principles will be determined. The Self-Study will assess the degree to which UT Arlington intercollegiate athletics has achieved excellence in providing a high-quality academic / educational experience for its student-athletes, will evaluate the institution's record of compliance with NCAA regulations and its commitment to institutional control of intercollegiate athletics, and provide an opportunity to educate individuals on campus and in the community about the program's purpose and goals / objectives, the many challenges that the Athletics program faces, and the role which Athletics plays in supporting the institution's mission.

To develop recommendations and initiate steps for sustained excellence in the 21st century.

Specific recommendations for improvement will be made by each of the Athletics Self-Study subcommittees (Governance and Commitment to Rules Compliance, Academic Integrity and Equity and Student Athlete Well Being which will be divided further into subcommittees for Gender Issues, Minority Issues and Student-Athlete Welfare). Responsibility for action will be assigned to specific University authorities. It is anticipated that possible actions will be taken during the course of the Self-Study as well as after the completion of this Self-Study project. New initiatives will be suggested to enhance the effectiveness of UT Arlington Intercollegiate Athletics in serving its student-athletes, the University, the alumni and the supportive community.

a. Institution's goals for the process clearly stated? Yes, as noted above.

b. Goals consistent with the overall goals of certification?

The goals of the UT Arlington Intercollegiate Athletics Self-Study are consistent with the goals of the NCAA Division I Athletics Certification process and should address all the criteria of the NCAA Athletics Certification Self-Study. These goals also are consistent with the University's goals for reaffirmation of accreditation by its credentialing body, The Southern Association of Colleges and Schools. This self-study of the intercollegiate athletics program should provide the University and the Athletics Department with the benefits suggested by the NCAA. These benefits could include self-awareness, affirmation of mission and purpose, an indication of opportunities for improvement and achievements worthy of praise, demonstrated compliance with NCAA regulations, a commitment to institutional control of intercollegiate athletics, an increase in campus and public confidence in the institution's intercollegiate athletics program and finally, achievement of re-certification of the intercollegiate athletics program by the NCAA.

2. First Cycle Institutional Plans for Improvement

a. Actions from the first cycle related to currently legislated operating principles

Governance and Commitment to Rules Compliance

The peer review team concurred with the institution's recommendation to continue the compliance-oversight committee and increase its responsibilities. The composition and expanded role of this committee needs to be written and incorporated as policy, approved by institutional officials, and included as an immediate revision of the policy and procedures manual.

Institutional Response: Since the major, comprehensive System-wide compliance initiative began in 1998 by the University of Texas System, UT Arlington Athletics has consistently demonstrated a leadership role in development of oversight internal compliance controls, high risk area monitoring plans and programs, a quarterly reporting system, and especially, the development and implementation of an Intercollegiate Athletics Compliance Committee which consists of Departmental administrators, faculty from almost each College or School within the institution, students, and persons outside the Department who serve in critical and sensitive areas which impact departmental operations such as Admissions, Financial Aid, Student Health Services, Business and Accounting Services, the Registrar's Office and Facilities Management. The Director of Athletics has made several presentations, some at the national level, on the composition and oversight responsibilities of this compliance committee and the University of Texas System has been recognized and honored for this compliance program. The composition, duties and responsibilities of the Intercollegiate Athletics Compliance Committee can be noted in the attached appropriate pages of the Institution's Handbook of Operating Procedures where these regulations are addressed.

The peer review team recommends that the institution rewrite its set of policies and procedures for rules compliance to include a more detailed accounting of each individual's specific role and responsibility in the process.

Institutional Response: This was immediately completed by May, 1997.

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The peer-review team recommends that the institution's written policies for rules compliance assign primary responsibility for fact finding and remedial action in cases of alleged or self-reported violations to institutional authorities outside the Department of Athletics.

Institutional Response: As a component of the comprehensive University of Texas System compliance initiative in 1998 and formal process and procedure for reporting all suspected, alleged or actual incidents of non-compliance was implemented. Since that implementation, all incidents of non-compliance are reported to the NCAA through the Southland Conference, to the President of the institution, to the Director of Assurance Services who oversees institutional compliance and finally, to the Compliance Officer for the University of Texas System who reports to the Board of Regents.

The peer review team suggests that rules compliance education extend to all department staff members and representatives of athletics interests (e.g., boosters).

Institutional Response: Rules compliance education is an integral component of the overall compliance initiative implemented by the University in 1998. This rules education for Athletics staff, student-athletes and boosters is monitored on a monthly basis by the Intercollegiate Athletics Compliance Committee. The University's Internal Audit Office audits one of three identified high risk areas in Athletics each year, usually financial aid, student-athlete eligibility or student-athlete recruiting. The recent audit reports have noted rules education for boosters by means of a special rules education for boosters brochure which is updated and mailed to Maverick Club members each year as well as discussed with them during periodic luncheon meetings.

The peer review team suggest that the completion of a student-athlete handbook should be a priority action item for the Department of Athletics by the end of the current semester.

Institutional Response: The first student-athlete handbook was completed for dissemination before the beginning of fall semester classes in 1997. A comprehensive student-athlete handbook has been subsequently updated and provided to student-athletes before their first official practice each year to date.

The peer review team suggests that a policy and procedures manual needs to be a dynamic and flexible document that keeps pace with the needs of the department and revision of its contents should be ongoing rather than every even numbered year.

Institutional Response: The institution agrees with this suggestion and actually happens to be in the process of completing this year's updating of the Department Policy and Procedures Manual. This will be completed for the Self-Study and before the Peer Review Team visit.

Equity and Student Athlete Well Being

The peer review team concurs with the institution's recommendation to consider a means of increasing the number of Hispanic student-athletes.

Institutional Response: The coaching staff is annually encouraged to recruit at high schools which have a large Hispanic population. The percentage of Hispanic student-athletes participating in the Intercollegiate Athletics program annually mirrors the percentage of Hispanic undergraduate students enrolled at the institution. The Department also encourages the recruitment of Hispanic student team managers and athletic training students.

The peer review team recommends that the plan for gender-equity and minority issues be rewritten to include wording that indicates the commitment to and implementation of the plan and not simply that a plan has been suggested. To be effective, the plan should require an annual report to evaluate all student-athletes, as well as staff, gender equity and minority issues.

Institutional Response: By providing requested information in required annual Federal and NCAA reports and surveys as well in the summary findings provided in annual Unit Effectiveness Planning reports for the University, the Department is satisfying the recommendation for annual reporting the status of gender equity and minority issues as related to both the student-athletes and Athletics staff.

Gender equity has been assured in the following manner each year:

At least 50% of the Department's scholarship allocation will be awarded to female student-athletes. Last year for example, over \$125,000 more in Athletics financial aid was awarded to student-athletes participating in women's sports.

At least 50% of the Department's total sports maintenance and operations budget will be allocated to women's sports. Last year, the M&O budgeted expenditures for women's sports was higher than the M & O expenditures for men's sports.

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The Department continues to guarantee equal access to comparable facilities and team travel benefits are comparable for both men's and women's programs.

Roster management with men's sports programs is utilized to annually strive for substantial proportionality with regard to student-athlete participation.

As noted in our Department's Unit Effectiveness Plan, the goals for cultural diversity are to have the student-athlete population similar in diversity to that of the undergraduate student population of the University.

Gender equity is maintained on the coaching staff by assuring that at least 50% of full-time coaches are employed for women's sports. Further, for each administrative position that becomes available, the Department seeks to interview female candidates. The most recent addition to the Athletics Administrative Staff was a female who is serving as the Athletics Marketing and Promotions Coordinator.

The goals for cultural diversity among staff members are to employ minorities in percentages equal to or greater than the University faculty and staff. In the past year, the minority population of the Athletics staff has increased significantly with the additions of two African-American coaches (from two on staff to three), the increase of one Hispanic staff member (from two to three), and the addition of one minority staff member of Arab descent). Additionally, for each administrative position that becomes available, the Department will seek to interview minority candidates. Currently, our senior woman administrator / assistant athletics director for academic and student services is a Hispanic female.

The Committee on Athletics Certification also recommended that the institution develop and implement mechanisms for evaluation of the institution's athletics academic support program by an appropriate authority external to the athletics department.

Institutional Response: This annual evaluation of the Department's academic support programs is accomplished on an annual basis by a Academic Integrity subcommittee of the Intercollegiate Athletics Compliance Committee / Athletics Council which is comprised primarily by faculty representatives from the various Colleges and Schools within the University. This subcommittee makes recommendations to the Athletics Council and the Director of Athletics who is responsible for implementation of approved recommendations.

The Committee on Athletics Certification recommended that the institution enhance the institution's "Commitment to Cultural Diversity Plan" to include more specific intended end results (including means by which the institution hopes to achieve the goals outlined in the plan) and timetables for completing the work.

Institutional Response: In addition to the previously mentioned goals and objectives, the Intercollegiate Athletics Compliance Committee / Athletics Council and Departmental administrators strive to annually collaborate with other University officials, especially those who administer the student enrollment services area, in efforts to improve the cultural diversity within the Department of Intercollegiate Athletics. The institution plans to further address the details of a comprehensive "Commitment to Cultural Diversity Plan" during the upcoming Self-Study process.

b. The institution previously identified all plans from the first-cycle self-study in its responses to the first cycle peer review team's report.

B. Major Components of the Self-Study

1. Appointment of the Steering Committee Chair

a. Dr. Michael Moore, Associate Provost and Associate Professor of Political Science, has been appointed by the President to be the steering committee chair and chair of the institution's self-study process. A letter of appointment can be provided.

b. As a member of the University's senior administration, Dr. Moore has direct access to the President of the University and has been given clear authority for all Self-Study related matters.

2. Appointment of the steering committee and subcommittees

a. All steering committee members and subcommittee members have been appointed by the President of the University. The list of appointees is attached.

b. The Faculty Athletics Representative, the Director of Athletics and the Senior Woman Administrator are all members of the steering committee.

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c. The composition of the steering committee and the subcommittees are such that there is a more than an adequate number to perform the required duties and responsibilities, that there will be assured broad-based participation, and that there is a balance between Athletics staff and student-athletes and representation from outside the Department with faculty, staff, students and alumni. All steering committee members and subcommittee members will be guaranteed access to information at all times. All appointees have indicated that their personal commitment of time and effort for participation in this self-study with their time endeavor. There are no Athletics staff members serving as subcommittee chairs and all subcommittee chairs are members of the steering committee.

3. Responsibilities of Steering Committee and Subcommittees

The general responsibilities of those appointed to participate and work with the upcoming Self-Study process as members of the steering committee or of a subcommittee were clearly communicated by the steering committee chair and the Director of Athletics at an inaugural Self-Study organizational meeting on May 9, 2006. A NCAA Division I Athletics Certification Handbook and a Division I Self-Study Instrument was provided to each member of the steering committee and to each subcommittee member. Additionally, each member of the steering committee and each subcommittee member was provided information on the timetable schedule for conducting the Self-Study and a composite contact information list of all Self-Study participant committee members.

Although a general overview of the Self-Study process was presented at this organizational meeting on May 9, 2006, the definitive responsibilities and duties of steering committee and subcommittees will be provided to all Self-Study participants during the NCAA Self-Study Orientation Teleconference on October 12, 2006 and at subsequent meetings.

Yes - Collecting and organizing data: Steering committee and subcommittee members will be well informed regarding sources, location and access to information and data which must be reviewed and evaluated.

Yes - Providing opportunities for input from appropriate campus groups: All Self-Study participants will have the opportunity to review campus and community input from respective institutional and community surveys administered by the Office of Research and Planning. Input will also be assessed and reviewed from such groups as the Student-Athlete Advisory Council, Student Congress and the Athletics Alumni Club Advisory Board.

Yes - Reviewing drafts and final reports: Subcommittee chairs will present drafts of their subcommittee's summary findings to the chair who will present these subcommittee reports to the entire steering committee for review and discussion before final reports are prepared.

Yes - Communicating regularly through open meetings and reports: The chair has submitted a tentative timetable for conducting the Athletics self-study. This calendar will be reviewed by the chair regularly in meetings. Minutes of all steering committee and subcommittee meetings will be kept and routinely copied and disseminated to committee members in a timely manner. Copies of all reports presented at committee meetings will also be provided to all committee members. When necessary, the chair or the Director of Athletics will send memoranda to committee members prompting reminders of responsibilities and actions. A page on the University or Athletics web site will be implemented and kept current to inform the University community, alumni and those interested in the general public regarding this athletics certification self-study process.

Yes - Maintaining a written record of dates of steering committee and subcommittee meetings and individuals in attendance. As mentioned previously, an accurate and detailed minutes of all proceedings including attendance will be kept at all meetings of the steering committee and of all meetings of subcommittees. The subcommittee chairs will be responsible for providing the steering committee chair with minutes or information reports from their respective subcommittee meetings and activities. The subcommittee chairs have the ultimate responsibility for providing their subcommittee reports to the steering committee chair, but he or she may assign this duty to another subcommittee member.

4. Institution liaison

a. Name and title of campus liaison

Yes - Dr. Bill Reeves
Associate Professor - Department of Kinesiology
Senior Associate Athletics Director / Compliance Coordinator

b. Liaison's general responsibilities clearly stated?

Yes - Through his review and study of the NCAA Division I Athletics Certification Handbook and Self-Study Instrument, by his familiarity with the NCAA provided checklist of responsibilities for the campus liaison, and in

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consideration of his 41 years of collegiate athletics administrative experience and his on-going communication with the University President, the Director of Athletics, the chair of the steering committee and the athletics certification resource contact at the NCAA, Dr. Reeves clearly understands and is aware of his duties as the campus liaison for this Athletics self-study.

5. Conference assistance / use of outside individuals or agencies.

a. Role of the conference office (if any) defined?

Yes - Ms. Cindy Johnson, associate commissioner for compliance for the Southland Conference will serve as a consultant or resource person for our Athletics self-study steering committee. She will provide the committee with expertise in the areas of NCAA rules compliance and institutional control. If approved, she will assist as appropriate during our peer review team visit.

b. Roles and responsibilities of outside consultant (s) defined? Approved by the CAC?

Presently, there are no plans to use any other outside consultants other than officials from the Southland Conference office who are assigned to the UT Arlington athletics certification process.

6. Outline and schedule

a. Timetable complete?

Yes - A tentative timetable has been developed and will be available upon request from the steering committee chair.

b. Dates / deadlines and process established for:

Dates of steering / subcommittee meetings?

Yes - The steering committee and all subcommittee members met on May 9, 2006 for an inaugural organizational meeting and will have their next meeting on October 12th for the self-study orientation teleconference. The steering committee chair will inform all steering committee and subcommittee members of the proposed schedule for future meetings after the meeting for the NCAA orientation teleconference on October 12. The chair and all committees will have to adhere to the timetable for all deadlines for report writing to meet the Self-Study completion date of May 15, 2007.

Data gathering?

Yes - The chair has developed a time schedule for data gathering which meets the deadlines for report preparation by the subcommittee chairs and final report writing by the Chief Report Writer. Procedures for access to information and data have also been approved.

Responding to self-study items?

Yes - The chair has assigned responsibilities for responding to each self-study item or for gathering requested informational statistical data to specific committee members of the steering committee or subcommittees or to other resource persons on the Athletics staff who are in a position to provide that information which is requested.

Opportunities for campus groups to review reports?

Yes - A page will be developed for the Athletics web site which will give updates on the self-study process and will provide interested persons in the University - faculty, staff or students, as well as alumni, community supporters or the general public, opportunities to review the various subcommittee reports as they are drafted, revised and completed.

Evaluating responses against the operating principles?

In preparing their reports, the subcommittees will have to evaluate whether the responses to the self-study items indicate compliance and / or commitment to the operating principles. The steering committee will have the opportunity to discuss any investigative findings and the preliminary drafts for the subcommittee reports. These discussions will be an integral component of the development of the self-study summary findings, the suggested plan for improvements and / or corrective measures and all other recommendations for the Committee on Athletics Certification's consideration.

Developing institution's plan for improvement?

Yes - The steering committee with the chair's guidance will adhere to the time schedule in place for preparing and submitting any plans for improvement.

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Steering committee's / subcommittees' review of draft report?

Yes - The chair will allow an ample period of time in the self-study schedule for the subcommittees and the steering committee to review the drafts of all reports.

Preparing the final report and submitting it to the NCAA?

Yes - The chair will arrange a committee work schedule which will prepare the final report for submission to the NCAA well in advance of the deadline submission date of May 15, 2007.

Conducting the peer review team visit?

Yes - The campus liaison with the support of the director of athletics will be responsible for preparing the itinerary and host activities for the peer review team visit during the fall semester of 2007.

Communicating work of the steering committee to institutional community and print media?

Yes - The assistant athletics director for sports information and media relations and the director for university publications are both engaged in this self-study process as members of one of the subcommittees. After the current transition is completed in the Office of the Vice President for Communications, one or more employees from that public affairs area may be appointed to one or more of the subcommittees. Together, these communication specialists can serve as liaisons to University Public Affairs to assure that appropriate media releases regarding this self-study process are provided to the media in a timely manner.

Other? - No response at this time.

17. Self-study report

a. Name and title of the chief report writer listed?

Yes - Dr. Michael Moore
Associate Provost
Associate Professor, Department of Political Science

Yes - Assistant Report Writer
Ms. Lorraine Palmer
Administrative Assistant
Department of Intercollegiate Athletics

b. Work related needs (e.g. - computer needs, internet access, secretarial assistance, reproducing copies) identified for collecting data and producing report drafts?

Yes - All work related needs will be provided to all committee members as requested. Secretarial assistance and copy reproduction privileges in the Department of Athletics will be made available to all committee members. The Provost's Office will also provide support as requested.

c. Specific plans or strategies outlined for communicating the work of the steering committee to the institutional community.

Yes - After consultation with the President and the Director of Athletics and upon receiving their approval, the chair of the Self-Study steering committee may, if requested, communicate or release specific self-study findings and recommendations to the campus community and the general public. This communication and release of information to the electronic or print media, the campus community (students, faculty and staff) and the general public will be done with the assistance of the Director of Public Affairs and / or the Assistant Athletics Director for Sports Information and Media Relations. These self-study findings and recommendations may also be presented for public review on the Athletics web site page designed specifically for presenting Athletics self-study reports and information.

5. Please provide the institution's mission, philosophy and goals statement and the athletics program's mission, philosophy and goals statement. Also, indicate the dates of formal approval for the latest versions.

UNIVERSITY MISSION STATEMENT
APPROVED January 29, 2004.

Introduction to Self-Study Report

The University of Texas at Arlington is a comprehensive research, teaching, and public service institution whose mission is the advancement of knowledge and the pursuit of excellence. The University is committed to the promotion of lifelong learning through its academic and continuing education programs and to the formation of good citizenship through its community service learning programs. The diverse student body shares a wide range of cultural values and the University community fosters unity of purpose and cultivates mutual respect.

As a University, we affirm our commitment to the following objectives:

The University is committed to comprehensive programs of academic research. This research effort requires attracting and retaining scholars who promote a culture of intellectual curiosity, rigorous inquiry, and high academic standards among their fellow faculty and the students they teach.

The University prepares students for full, productive lives and informed and active citizenship. To that end, we have developed undergraduate and graduate curricula and classroom practices that engage students actively in the learning process. Outside the classroom a wide range of student organizations and activities contribute to the learning environment. Our service learning program offers students the opportunity to supplement their academic study with internships in a variety of community settings, testing their skills and aptitudes and challenging their values. State-of-the-art teaching technologies, distance education, and off-site instruction afford access to off-campus as well as traditional students. Non-degree certificate and continuing education programs offer practical, aesthetic, and intellectually stimulating opportunities for community learners, for individual courses or a sustained program of study.

The mission of a university can be achieved only when its students, faculty, staff, and administrators value and promote free expression in an atmosphere of tolerance, responsibility, and trust. The University regards these attributes as prerequisites for any community of learners and vigilantly strives to maintain them.

Mindful of its role as a resource to the community, locally, nationally, and internationally, the University continually seeks partnerships with public and private concerns in order to advance the economic, social, and cultural welfare of its constituencies. We serve the needs of the North Texas community by sponsoring public lectures and academic symposia, as well as artistic, musical, and dramatic productions.

ATHLETIC DEPARTMENT STATEMENT OF PHILOSOPHY ADOPTED January 2007

Vision Statement (Purpose, Method, End Statement): The University of Texas at Arlington is committed to developing and supporting a comprehensive NCAA Division I Intercollegiate Athletics program which provides fair and equitable participation opportunities and resources for men, women and ethnic minorities to compete annually for conference team championships and achieve regional, state and national recognition. The Department of Intercollegiate Athletics will support and enhance the student-athlete pursuit of excellence in scholarly and academic endeavors including the achievement of a degree from the institution in a timely manner.

Mission Statement: The University of Texas at Arlington supports a comprehensive NCAA Division I Intercollegiate Athletics program which provides fair and equitable participation opportunities and resources for men, women and ethnic minorities such that the sponsored sports teams and individual student-athletes can compete annually for conference championships and achieve national recognition whenever possible. The University and the Intercollegiate Athletics staff supports every student-athlete in his or her pursuit of academic achievement, personal and professional growth and successful life skills. The Intercollegiate Athletics program will operate in an environment of integrity and in compliance with NCAA, Southland Conference and University regulations, policies and procedures.

Purpose and Conduct of Athletic Program

The University of Texas at Arlington is committed to the belief that a successful intercollegiate athletics program contributes substantially to a comprehensive collegiate environment. A primary goal of the Athletic Department is to have its student-athletes achieve in both their academic and athletic endeavors and to become knowledgeable and productive citizens. These characteristics go hand-in-hand with the primary mission of The University of Texas at Arlington. The intercollegiate athletic program is an integral part of the public image projected by the University and a major contributor to the development of a sense of pride and esprit de corps within the University community. Consequently, the University should develop and maintain a quality NCAA Division I intercollegiate athletics program for both men and women.

Introduction to Self-Study Report

A goal of the UT Arlington Department of Intercollegiate Athletics is to have a successful, high quality NCAA Division I program involving a broad range of sports with a large number of students involved directly or indirectly.

The University is committed to conducting its athletic program in a manner which strictly conforms to the NCAA's definition of amateurism. The amateur student-athlete shall be one who is engaged in a particular sport for the educational, physical, mental and social benefits and who understands that participation in that sport is an avocation.

The health and safety of each student-athlete shall receive the highest priority. Every coach and staff member shall work to assure the physical well-being of each student-athlete. The medical policies outlined in this manual are designed to insure that the Department of Intercollegiate Athletics meets this responsibility.

The intercollegiate athletics staff shall encourage each student-athlete to reach his/her academic potential. Game schedules and practices shall be prepared so that there will be minimal conflict with the student's class attendance and class preparation.

Objectives of Strategic Plan

1. Support the image of the UT Arlington as a major university through intercollegiate athletics competition against high profile NCAA Division I institutions and by winning conference team championships.
2. Enhance the University's image by assisting the institution in reaching its potential as a focal point of public interest, support and activity.
3. Contribute significantly to the ability of the University to compete successfully in the market for undergraduate students who seek a traditional full-time student, on campus experience.
4. Be a positive force in the University's development of both internal and external communities which have a strong and productive identity with the University.
5. Be an integral component of a university development strategy to generate additional non-institutional funding support from external resources.
6. Provide opportunities for student-athlete academic and athletics success with a primary goal of having each student-athlete who participates in the program achieve a degree from the institution in a timely manner.

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.

There was no corrective action, condition or strategy imposed in the first cycle certification decisions.

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.

The institution has completed changes in institutional control since the first-cycle certification decision. The institution has changed the membership composition and responsibilities of the Intercollegiate Athletics Compliance Committee/Athletics Council as recommended by the first-cycle peer review team.

MEMBERSHIP

A. The Intercollegiate Athletics Compliance Committee/Athletics Council shall consist of 20 members selected as follows:

1. Five faculty members, each selected from a different College or School
2. Three students, to include the Student Congress President (or designee); the chair of the Student-Athlete Advisory Committee; and the representative to the Southland Conference Student-Athlete Advisory Committee.
3. A representative from the Office of the Registrar
4. A representative from the Office of Financial Aid
5. A representative from the Office of Admissions
6. A representative from the Office of Finance and Administration
7. A representative from the University's Accounting and Business Services
8. A representative from the Division of Student Affairs
9. A representative of the Alumni of the institution who is not employed by the University
10. Five other university faculty or staff members appointed by the President

All Committee/Council members shall be appointed on an annual basis by the President. The term of each member's appointment will be for one year - September 1 through August 31. Each member serves at the discretion of the President and is eligible for reappointment. Eight voting members must be present to conduct business.

Governance and Commitment to Rules Compliance

B. The Director of Athletics, the Senior Associate Athletics Director/Compliance Coordinator, the Associate Athletics Director for Finance and Administration, the Assistant Athletics Director for Academic and Student Services/Senior Woman Administrator and the Executive Director of Institutional Compliance shall serve as ex-officio members as resource personnel.

C. The Faculty Athletics Representative shall serve as the chair and the Director of Athletics shall serve as the associate chair of the Committee/Council.

RESPONSIBILITIES

The responsibilities of the Intercollegiate Athletics Compliance Committee/Athletics Council are as follows:

A. To advise the University administration regarding the long-term and short-term objectives of the University's intercollegiate athletics programs and policies;

B. To provide the University with representation in the various appropriate state, regional, and national intercollegiate athletics organizations, conferences, and associations;

C. To provide monitoring oversight for compliance related activities of the department and the intercollegiate athletics program;

D. To provide advice and counsel on matters related to academic standards for student-athletes, awarding of athletics scholarships and eligibility of student-athletes

E. To make recommendations to the President regarding:

1. Issues, concerns and policies related to the academic progress of student-athletes

2. Athletics department operating policies and procedures

3. Institutional policies and procedures that affect intercollegiate athletics

4. Guidelines and philosophy in the scheduling of athletics contests or events and the administration of home athletics events

F. When requested, to provide counsel to the Faculty Athletics Representative and the Director of Athletics relative to recommending letter awards to participants in the various sports

STRUCTURE

The Intercollegiate Athletics Compliance Committee/Athletics Council shall consist of the following standing subcommittees. Membership on each subcommittee shall be determined by the chair of the Committee/Council.

A. Governance, Institutional Control and Commitment to Rules Compliance Subcommittee. The subcommittee shall monitor the certification of student-athletes, coaches recruiting records, review playing and practice records, receive reports of rules violations, review rules education of coaches, athletes and boosters, and other compliance related matters. This subcommittee will also assure compliance with the NCAA Division I Operating Principles related to governance, institutional control and commitment to rules compliance which are required for NCAA athletics program certification.

B. Academic Integrity Subcommittee. This subcommittee shall monitor student-athlete absences due to team scheduling, sports scheduling, athletics graduation rates, admission procedures, academic support services, and academic progress and performance related to student-athletes. This subcommittee will also assure compliance with the NCAA Division I Operating Principles related to academic integrity which are required for NCAA athletics program certification.

C. Fiscal Integrity Subcommittee. This subcommittee shall monitor departmental responses to audits, paid visits to prospective athletes, outside athletic-related income and benefits of athletic staff, and other fiscal matters related to the operation of intercollegiate athletics.

D. Student Welfare, Gender Issues, and Minority Issues Subcommittee. This subcommittee shall conduct exit interviews, monitor the ratio of ethnic minority student-athletes in each sport, analyze gender and ethnic makeup of the athletics staff, monitor the progress of the Intercollegiate Athletics program with regard to the established five year gender equity and minority opportunities plans, monitor the sportsmanship and ethical conduct of students and

Governance and Commitment to Rules Compliance

staff during athletics competition, may serve on appeals committees for student-athlete grievances and transfer requests, and address other matters related to the welfare of student-athletes. This subcommittee will also assure compliance with the NCAA Division I Operating Principles related to equity and welfare which are required for NCAA athletics program certification.

REPORTING

The Committee/Council reports directly to the President of the University and reports compliance related information through the Institutional Compliance Officer.

Many of these changes were initially approved by the Intercollegiate Athletics Compliance Committee/Athletics Council on January 23, 2007.

Revisions have been recently completed by the Intercollegiate Athletics Compliance Committee/Athletics Council. The revisions were submitted to the University President, who approved them on February 28, 2007.

- 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.**

There have been no additional plans for improvements/recommendations relating to Operational Principle 1.1 developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

- 4. Describe how the institution's governing board decisions are consistent with those of other on-campus units. Based upon the institution's experience in the last three years, list the decisions (if any) related to intercollegiate athletics in which the institution's governing board or individual board members have been significantly involved.**

As is the case with other campus units, the Board of Regents of the UT System exercises no direct control over the Department of Intercollegiate Athletics. The Board does act upon the recommendations of the University President on major decisions such as personnel, budgets and other significant matters such as adding or deleting a sport. Individual board members have not been significantly involved in athletics department decisions.

- 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.**

During the last three years the University President has been significantly involved in all major decisions involving Intercollegiate athletics. He is involved in the search process and appointment of head coaches and administrative support staff. He is involved in major budget matters and facility projects. He has approved the restructuring of the athletic oversight committee. He is involved in major personnel matters and conducts an annual meeting with all department personnel regarding compliance with institutional, Southland Conference and NCAA rules. He receives a weekly e-mail update and a monthly face-to-face meeting update from the Director of Athletics on all important department matters. The President is readily available at other times on an as needed basis.

- 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.**

The Director of Athletics has an open door and is accessible to all department personnel, student-athletes, members of the student body, alumni and friends of the department. Most policy decision initiate in the Director of Athletics' office and suggestions from all of the above constituencies are considered for most significant decisions, input is provided by the department's administrative support staff, the faculty athletic representative and the Intercollegiate Athletics Compliance Committee/Athletics Council. For those decisions directly affecting student-athletes, the Student-Athlete Advisory Committee is consulted.

Governance and Commitment to Rules Compliance

7. Please provide the composition of the athletics board or committee (including titles and positions).

The President

The President of the University is responsible to the Board of Regents of The University of Texas System and is the chief executive officer over all departments within the University. An organizational chart is included on page F-1. The President shall appoint the Director of Athletics and the members of the Athletics Council / Intercollegiate Athletics Compliance Committee. The President shall certify that the University is in compliance with the rules and regulations of the NCAA.

Athletics Council / Intercollegiate Athletics Compliance Committee

The Athletics Council / Intercollegiate Athletics Compliance Committee is appointed by the President and reports directly to him. This oversight group monitors the intercollegiate athletics compliance program and serves to advise the President on athletics-related matters.

The Athletics Council / Intercollegiate Athletics Compliance Committee shall consist of 20 members as follows:

1. Five faculty members, each selected from a different college or school. One of these faculty members is appointed by the President to serve as the Faculty Athletics Representative.
2. Three students to include the Student Congress President (or designee), the chair of the Student-Athlete Advisory Committee and the representative to the Southland Conference Student-Athlete Advisory Committee
3. Representative from the Office of the Registrar
4. Representative from the Office of Financial Aid
5. Representative from the Office of Admissions
6. Representative from the Office of Finance and Administration
7. Representative from the University's Business and Accounting Services
8. Representative from the Division of Student Affairs
9. Representative of the Alumni of the Institution who is not employed by the University
10. Five other university faculty or staff members appointed by the President

All Committee / Council members shall be appointed on an annual basis by the President. The term of each member's appointment will be for one year - September 1 through August 31.

Each member may serve an unlimited number of terms at the discretion of the President.

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**

Governance and Commitment to Rules Compliance

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

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 1.2 (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.

The peer-review team did not list corrective actions, conditions for certification, or strategies for improvement in its first-cycle certification decision.

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 1.2 (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) an explanation for any partial or noncompletion of such required actions. 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.

The institution has completed responses to two peer-review team recommendations made in its first-cycle certification decision.

RESPONSE TO RECOMMENDATION #1.

The institution has prepared a description of the responsibilities of each individual with primary responsibilities in rules compliance.

A. The Director of Athletics. The Director of Athletics clearly states that the Athletics Department demands that all athletics staff members comply with the rules and regulations of the Southland Conference and the NCAA. Further, Part VIII of the Head Coaches Contract and Part VII of the Assistant Coaches contract state that violation of those rules would result in disciplinary action.

B. The Compliance Coordinator is appointed by and reports to the President with advisory responsibilities to the Director of Athletics. The general purpose of this position is to assist the athletics staff in complying with the rules and regulations of the Southland Conference and the National Collegiate Athletic Association. Specific duties to accomplish this purpose include:

1. In addition to the certification officer, certifies initial and continuing eligibility of student-athletes.
2. In addition to the Director of Scholarships, certifies financial aid to student-athletes.
3. Approves recruitment procedures.
4. Assists the Director of Athletics in the preparation of a comprehensive rules education program for student-athletes, coaches and other University employees.
5. Monitors the play and practice hours of each individual student-athlete and every intercollegiate sports team.

C. Head Coaches and Assistant Coaches. Each head coach and assistant coach must pass the coaches certification exam. Each head coach is advised by the University President and the Director of Athletics that strict compliance with Southland Conference and NCAA rules is a primary responsibility and rules violations will not be tolerated.

Governance and Commitment to Rules Compliance

D. Associate Registrar (Eligibility Certification Officer):

1. Verify that freshman athletes have been certified by the NCAA Clearinghouse.
2. Certify that each student-athlete has completed at least 6 hours during the previous long term.
3. Certify that each student-athlete has completed 18 hours during the previous two long terms.
4. Certify that each student-athlete has completed 24 hours during the previous calendar year.
5. Certify that the student-athlete has a grade point average of 1.8 after one year, 1.9 after two years and 2.0 after three or four years. Note: The required grade point average must be earned at the beginning of each long term starting in the student's second, third and fourth year of enrollment.
6. Certify that the student-athlete is enrolled in a minimum of 12 hours. The student-athlete may be enrolled for less than 12 hours during his/her final semester if enrolled in sufficient hours to complete a baccalaureate degree.
7. Certify that the student-athlete has completed 40% of his/her degree after two years, 60% after three years and 80% after four years.
8. Be aware and comply with all NCAA and outland Conference rules and regulations related to the performance of the above duties.

On an annual basis, the President will issue an appointment letter directing the Associate Registrar to make every effort to be aware of and comply with all NCAA and Southland Conference rules and regulations related to the performance of the above duties and responsibilities.

E. Financial Aid Liaison:

The financial aid liaison is the Director of Scholarships who reports to the Director of Financial Aid. The primary liaison responsibilities of this position include the following:

1. Provide financial aid to student-athletes in compliance with all policies that apply to the general student population.
2. Review and sign off on Squad Lists for each sport with respect to financial aid.
3. Prevent the award of countable aid that is not approved by the athletics compliance coordinator.
4. Oversee the actual disbursement of athletics scholarship funds.
5. Assure that disbursements are reconciled with the award described on the Grant-In-Aid document.
6. Serve as a member of Intercollegiate Athletics Compliance Committee.
7. Serve as a member of the Transfer Appeals Committee.
8. Be aware and comply with all NCAA and Southland Conference rules and regulations related to the performance of the above duties.
9. Prevent the awarding of financial aid to any athlete that is greater than the cost of attendance.

On an annual basis, the President will issue an appointment letter directing the Financial Aid Liaison to make every effort to be aware of and comply with all NCAA and Southland Conference rules and regulations related to the performance of the above duties and responsibilities.

F. Admissions Officer:

The admissions liaison is the Athletics Department primary contact in the Undergraduate Admissions and Records Office. The primary responsibilities include:

1. Receives a list of all prospective student-athletes and the admission records of those students.
2. Admits those student-athletes who meet the admission requirements of the University.
3. Evaluates the transcripts of transfer student-athletes to determine transferable hours and assigns appropriate course numbers to them.
4. Evaluates unofficial transcripts only for the purpose of providing information regarding the advisability of recruiting student-athletes.

Governance and Commitment to Rules Compliance

5. Admits those student-athletes who meet the NCAA requirements for freshmen eligibility providing the student-athletes has a minimum SAT test score of 820 or ACT cumulative score of 68. NOTE: This authority is given by the University President.

6. Sends official documents which are needed for eligibility certification to the NCAA Clearinghouse.

7. Works only with the two athletics Academic Advisors and the Compliance Officer. No athletic coaches may contact the Office of Admissions regarding the admission of a student-athlete.

8. Be aware and comply with all NCAA and Southland Conference rules and regulations related to the performance of the above duties.

On an annual basis, the President will issue an appointment letter directing the Admissions Liaison to make every effort to be aware of and comply with all NCAA and Southland Conference rules and regulations related to the performance of the above duties and responsibilities.

G. The Athletics Development Officer:

The primary compliance responsibilities:

1. Assure that all athletics booster club funds are deposited and expended in the same manner as for all other institutional departments.

2. Assure that compliance rules for booster club members are included on the department's website.

3. Assure that a booster club compliance brochure is mailed to all booster club members.

H. Athletics Academic Advisor:

1. Responsible for degree plan evaluation for all student-athletes and uses this information to enroll them each semester. Student-athletes are required to meet with a majors advisor once they have declared a major interest and then all student-athletes meet with an athletics academic advisor for scheduling and enrollment.

2. Oversees the academic progress of student-athletes through comprehensive grade checks, advising sessions with students and implementation of an academic plan for at-risk students.

3. Oversees the operation of study hall and reports study hall hours completed for the coaching staff. Also makes referrals for campus services including but not limited to tutoring, counseling, career services, testing/assessment and financial aid.

4. UT Arlington requires all incoming freshman to enroll in a College Adjustment (EDUC 1131) course in their first semester. The athletics academic advisor teaches this course and presents information on a variety of topics including alcohol education, drug testing, leadership and goal setting.

5. Staff advisor for the Student-Athlete Advisory Committee.

6. Meet with prospective student-athletes when they are on campus and work as liaison to the admissions office to assist signees with their applications and initial enrollment. Meet with each new student during the summer prior to enrollment because UT Arlington requires on campus orientation for all new students.

7. Assist students in their pursuit of additional scholarship money, ie. academic, need-based or post eligibility/post graduate monies.

8. Provide leadership in organizing the end of the year academic and athletic awards banquet.

9. Provide leadership in organizing events during Academic Excellence Week and for National Student-Athlete Day.

10. The academic services staff is responsible for all nominations for academic honors including those awarded by the conference, the NCAA and the institution.

11. Be aware and comply with all NCAA and Southland Conference rules and regulations related to the performance of the above duties.

On an annual basis, the President will issue an appointment letter directing the Athletics Academic Advisor to make every effort to be aware of and comply with all NCAA and Southland Conference rules and regulations related to the performance of the above duties and responsibilities.

I. Associate Athletics Director for Finance and Administration:

Governance and Commitment to Rules Compliance

1. Assures rules compliance in the area of athletic department camps and clinics.
2. Compiles with institutional policies in collecting fees and expending funds for camps and clinics.

RESPONSE TO RECOMMENDATION #2.

The institution has prepared a policy for fact finding of any alleged or suspected rules violations.

Reporting and investigating rules violations.

Every staff member of the UTA Athletics Department is required to report any alleged or suspected rules violation to the Compliance Coordinator. Upon determination of a rules violation, the Compliance Coordinator will inform the Faculty Athletics Representative, the Director of Athletics and the Southland Conference Compliance Officer of the violation.

The UTA Compliance Coordinator will request the counsel of the Southland Conference Compliance Officer as to whether the possible violation should be investigated internally or externally. If internally, the Compliance Coordinator will work with the Faculty Athletics Representative to determine all pertinent information and provide a written report to the Southland Conference. If externally, the Southland Conference Compliance Officer will be asked to do the investigation.

Copies of all documents and information pertinent to the investigation will be provided to the Faculty Athletics Representative and the Director of Athletics.

Self-imposed penalties will be determined by the Director of Athletics, the Faculty Athletics Representative and the Compliance Coordinator in consultation with the Southland Conference Compliance Officer.

The University President will receive a written report on the investigation and disposition of all completed secondary violations and will be informed immediately of major violations.

All violations are to be reported at the next scheduled monthly meeting of the Intercollegiate Athletics Compliance Committee/Athletics Council.

3. Describe any additional plans for improvement/recommendations relating to Operating Principle 1.2 (Rules Compliance) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

There have been no additional plans for improvements/recommendations relating to Operating Principle 1.2 developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

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.

The booster club for intercollegiate athletics at UTA is the Maverick Club. The Maverick Club has no board of directors as all funds are deposited within the University and are subject to the same institutional business and accounting service policies as all other University departments.

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.

Governance and Commitment to Rules Compliance

The Office of Institutional Compliance is responsible for the institution's rules compliance. The Executive Director reports to the University President. Other positions and lines of reporting include:

- Faculty Athletics Representative reports to University President
- Director of Athletics reports to University President
- Compliance Coordinator reports to University President and Director of Athletics
- Assistant Coaches report to respective head coach
- Maverick Club Director reports to Director of Athletics
- Senior Woman Administrator reports to Director of Athletics
- Associate Athletic Director reports to Director of Athletics
- Sports Information Director reports to Director of Athletics
- Head Athletics Trainer reports to Director of Athletics
- Head Academic Advisor reports to Director of Athletics
- Associate Registrar reports to Director of Admissions, Records and Registration
- Transcript Evaluator II reports to Associate Director of Admission Services
- Director of Scholarships reports to Director of Financial Aid

6. Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals inside the athletics department. Specifically, the institution must provide evidence that all individuals inside the athletics department who are involved or associated with athletics have statements regarding the importance of rules compliance in all of the following documents: contracts or letters of appointment, performance evaluations and job descriptions.

Rules compliance for all staff members is stressed in the Policy and Procedure Manual of the Athletics Department. All head and assistant coaches have the requirement for strict rules compliance in their contracts.

A review of the staff of each sport is conducted with each head and assistant coach at the conclusion of their competitive season. Rules compliance is covered in this appraisal. Also a formal performance evaluation is required for all University employees in which employees are rated on a numerical scale. Athletics Department coaches are given additional ratings on such items as compliance with NCAA, Southland Conference and institutional rules, the performance of student-athletes, and concerns for the health and safety of student-athletes.

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. Specifically, the institution must provide evidence that all individuals outside the athletics department who are involved or associated with athletics have statements regarding the importance of rules compliance in all of the following documents: contracts or letters of appointment, performance evaluations and job descriptions.

Beginning August 1, 2007, individuals outside the Athletics Department who are involved in rules compliance activities will receive an annual letter from the University President regarding their responsibilities. This letter will include a statement that each individual is responsible for compliance with NCAA rules in the areas in which they are involved.

8. Please indicate by clicking "yes" or "no" by the areas below, whether the institution has written policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance.

Governance and Commitment to Rules Compliance

	Yes	No
Initial-eligibility certification.	X	
Continuing-eligibility certification.	X	
Transfer-eligibility certification.	X	
Financial aid administration.	X	
Recruiting.	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	

9. Describe the institution's rules-education efforts for all individuals associated with the athletics department, including student-athletes, coaches, other athletics department staff members, other institutional staff members and representatives of the institution's athletics interests.

The Athletics Department rules education efforts program includes different approaches to different groups.

For student-athletes, a meeting is conducted annually for each sports team. These meetings cover those items which most directly affect student-athletes. Also, the Student-Athlete Advisory Committee meets monthly during the academic year where recently approved and recently proposed legislative items are discussed.

For coaches and athletic staff, monthly meetings are conducted and rules education is on the agenda of each meeting. Also, periodic memos and emails are sent to coaches on topics of current interest.

Each of the other staff members outside of the Athletics Department who are involved in rules compliance are also members of the Intercollegiate Athletics Compliance Committee/Athletics Council. Meetings of this committee are conducted from six to ten times annually and rules education is on the agenda for each meeting.

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. Also, provide the date of the institution's most recent rules-compliance evaluation.

A rules compliance evaluation was included in a compliance review conducted by the Southland Conference Compliance Officer. The compliance review was completed on January 25, 2007

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.

Governance and Commitment to Rules Compliance

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

As part of the on-going rules compliance efforts, documentation related to rules compliance will be reviewed and revised during the Fall 2007 semester by Dr. William Reeves, Senior Assistant Athletic Director.

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.
- 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.
- (Rules Compliance) Policies and Procedures.

Governance and Commitment to Rules Compliance

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 four years, its rules-compliance program is the subject of evaluation by an authority outside of the athletics department? **Currently Yes**

Academic Integrity

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.

The peer review team did not list corrective actions, conditions for certification, or strategies for improvements in its first-cycle certification decision.

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) an explanation for any partial or noncompletion of such required actions. 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.

Not applicable. See previous response.

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.

There have been no additional plans for improvement in the area of Operating Principle 2.1 since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

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.

All students at UT Arlington submit an application known as the Texas Common Application. For Freshman, those graduating in the top 25% of their high school are automatically admitted. Students graduating in the second quarter must have an SAT of 1050 or higher. Students in the third quarter must have an SAT of 1150 or higher. Students in the fourth quarter are reviewed on an individual basis. A limited number of students are admitted to our probationary admission group known as the Gateway program. Details about institutional admission policy can be found at www.uta.edu/admissions.

Students transferring to UT Arlington with fewer than 30 hours are evaluated using the freshman admission criteria. Students transferring with more than 30 hours must have an overall GPA of 2.25.

Academic Integrity

Student-athletes follow the same procedures, generally, as all other applicants to the University. The athletics academics advisors work with an admissions office liaison to assist new students in the application process. At no time are coaches allowed to contact admissions officers regarding new student applications or to request that a student be admitted to the university. The athletics advisors will work with incoming students to request admissions materials and to supply the additional documentation (ie. letter of financial support required for international students) required for their admission. This may include assisting students in registering for the THEA or any other placement exams that will affect a student-athletes registration.

Student-athlete who are denied a regular admission may be admitted through a special admissions program. These students must be in the top three quarters of their high school graduating class and must meet the NCAA requirements for immediate eligibility. In meeting the requirements for NCAA eligibility, they must have at least a 770 SAT or 63 cumulative ACT in order to be considered a special admissions candidate. A student-athlete meeting this profile may be considered for admissions through a request form the Compliance Coordinator to the Associate Vice President for Student Enrollment Services. No sport can have more than 12% of their athletes on special admission scholarships at any one time.

5. Compare and explain any differences in 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-athlete 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 (Standardized Test Scores, by Gender, Standardized Test Scores, by Racial or Ethnic Group and GPA and Test Scores, by Sport Group) and the graduation- rates disclosure form methodology to compile these data.

As a general rule, the SAT scores for student-athletes are lower than those of the general student body for all ethnicities and both genders. The differences between the student body and student-athletes, is not dramatic, but it is noticeable. The points are worth noting:

- 1) In some cases, the number of student athletes in a particular ethnic category is small meaning that conclusions should be cautionary.
- 2) At UT Arlington, we find that entering GPA is actually a better predictor of academic success than SAT scores.
- 3) Despite having lower entering SAT scores, student-athletes graduate at a higher rate than members of the student body. This lends further support to the notion that SAT is not always the best predictor of success at UT Arlington.

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.

Student-athlete who are denied a regular admission may be admitted through a special admissions program. These students must be in the top three quarters of their high school graduating class and must meet the NCAA requirements for immediate eligibility. In meeting the requirements for NCAA eligibility, they must have at least a 770 SAT or 63 cumulative ACT in order to be considered a special admissions candidate. A student-athlete meeting this profile may be considered for admissions through a request form the Compliance Coordinator to the Associate Vice President for Student Enrollment Services. No sport can have more than 12% of their athletes on special admission scholarships at any one time.

Academic Integrity

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 Self- Study Item Number 6 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 (Special-Admissions Information to compile these data.)

The percent of student athletes admitted through special admission procedures tracks very closely with the overall university special admission rate. For 2003, 4% of the overall student body was admitted through special procedures compared to 5% for student-athletes. For 2004, the overall student body special admission rate was 7% and the student-athlete rate was identical. In 2005, the percents were 7% and 9% respectively. These different admission rates are so small as to be considered insignificant.

8. List the step-by-step sequence of actions taken by particular individuals on your institution's campus to certify initial-eligibility and transfer-eligibility for student-athletes. Provide name(s) (including title(s)) of who has ultimate responsibility in determining student-athletes' initial and transfer eligibility.

Freshman Initial Eligibility:

All coaches are instructed to supply the Athletics Academic Advisor with the Social Security Number or Clearinghouse ID number of prospective student-athletes so that they can be added to the Institutional Request List (IRL). If a student is not registered with the Clearinghouse the coaches are made aware of it and are asked to instruct the prospect on how to register. The Athletics Academic Advisor keeps an ongoing record of who is / is not registered with the Clearinghouse and what their certification status is. This status includes missing transcripts, test scores or other records as needed.

Transfer-eligibility:

Transfers are added to the IRL through the same procedure as freshmen. The Compliance Officer receives archived Eligibility Reports for transfer students who were qualifiers out of high school. If a transfer was NOT a qualifier upon graduation from high school, the Compliance Officer verifies that they have or will receive an Associates degree prior to their enrollment at UT Arlington. Once a student is admitted the Athletics Academics Advisor works with the student and the advising staff on campus to obtain a degree plan documenting the student's progress toward their degree. Upon receipt of this degree plan, the Compliance Officer completes an Eligibility Verification Form which is forwarded to the Certifying Officer in the Registrar's Office. The Eligibility Verification form documents the NCAA Bylaw under which the transfer is eligible. For instance, when certifying a transfer from a four year institution, the Compliance Officer requests and must receive a full-release from the initial institution per Bylaw 14.5.5.2.10 This documentation provides the Certifying Officer the regulations that prohibit or enable a student-athlete to be declared eligible.

9. List the step-by-step sequence of actions taken by particular individuals on your institution's campus to certify student-athletes' continuing eligibility. Provide name(s) (including title(s)) of who has ultimate responsibility in determining student-athlete's continuing eligibility.

The following steps are taken to certify continuing eligibility.

1. Verification that the student-athlete has passed a minimum of six hours in the preceding long semester.
2. Verification that the student-athlete has the appropriate g.p.a., as specified by the NCAA, for his/her academic classification (i.e., freshman, sophomore, etc.)
3. Verification that the student-athlete has completed 24 credit hours during the past year.
4. Verification that the student-athlete has completed the appropriate percentage of the degree plan per their academic classification requirement (e.g., Junior, Senior, 5th year student).

Dr. William Reeves, Senior Associate Athletic Director and Compliance Officer completes these verification steps. Once verified, the eligibility certification is reviewed and approved by Associate Registrar Robert Gunnip.

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.

There are no deficiencies in the graduation rates of student-athletes when compared to the general student body. In fact, the Athletic Department is very proud of the fact that their graduation rate exceeds, by a significant margin, the graduation rate of the general student body. For example, using the 1996-97 Freshman Four-Class Average, student-athletes had a 43% graduation rate compared to just 31% for the entire student body. This general pattern can be observed in any academic year and also holds when making comparisons based on gender.

- 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.

The academic standards and policies of the university may be found at in the Undergraduate Catalog at <http://www.uta.edu/catalog/general/academicreg>. These policies are comprehensive and typical for a university of our nature. There are no exceptions to university standards and policies for student-athletes.

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

Policies affecting missed class time are discussed with the coaching staff and are presented to the student-athletes at annual orientation meetings. Students are reminded that they are not to miss class at any time for practice sessions and that they must present their excused absence policy to each instructor at the beginning of the semester. Periodically, the Director of Athletics or Compliance Officer meets with the head coaches to discuss the next year's travel schedule. This allows the administrative staff to monitor and discuss scheduling and the impact it has on missed class time. Excused absence statements are signed by the Senior Vice Provost and are then distributed to Department Heads and all relevant instructors. Additionally, the Senior Woman Administrator and Faculty Athletic Representative are involved in the scheduling of conference competitions at Southland Conference Advisory Council meetings.

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

To date, no sport has had excessive missed classed time.

- 14.** 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.

The institution's policies and procedures regarding the scheduling of athletics competition and practices is communicated to student-athletes via the following:

1. Team Orientations, which take place each fall before the first practice.
2. The Student-Athlete Handbook
3. Briefings by coaching staff
4. Advising sessions with academic advisor in the Intercollegiate Athletic Department

Academic Integrity

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

- A copy of the institution's most recent catalog and/or bulletin.
- 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, and final certification reports, verification of standardized test scores, NCAA student-athlete statements, institutional transcripts, transfer documentation).
- Information from exit interviews of student-athletes.
- Athletics department manual and/or policies and procedures.
- 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**

Academic Integrity

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.

The peer-review team did not list corrective actions, conditions for certification, or strategies for improvement in its first-cycle certification decision.

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) an explanation for any partial or noncompletion of such required actions. 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.

Not applicable. See previous response.

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.

There have been no additional plans for improvement/recommendations in the area of Operating Principle 2.2 since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

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).

Student-athletes receive academic support from two-primary sources. First, student-athletes who are undeclared or on academic probation receive support from the academic advisors in the athletics department. More details on these advisors are described below. Second, students who are pre-majors or who have been admitted into a major are advised by the major advisor, in addition to the advisors in the athletic department.

Athletic Department Advisors:

The Athletic Department employees two academic advisors. Mishael Bertand-Berger serves as a part-time academic advisor and also as Assistant Track Coach. She is responsible for advising the softball, volleyball, and golf teams. Bertand-Berger reports to Ms. Debbie Contreres-Garcia, Assistant Athletic Director for Academics and Student Welfare. Contreres-Garcia reports to both the Director of Athletics and to the Director of Undergraduate Advising. Contreres-Garcia is responsible for advising all the remaining teams.

In addition to these formal positions, student-athletes may take advantage of any and all advising services offered to the general population.

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

Academic Integrity

- 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.

Student athletes are advised on a one to one basis with their Departmental / Major advisor and are then required to set an appointment with an Athletics Department advisor. Upon meeting with their athletics advisor, a tentative schedule is created and the student is advised about any placement tests, special course approvals or holds that would prevent the student from being registered in the selected courses. Once all pre-registration matters are resolved, the student is registered by the athletic academic support staff. Athletic advisors are aware of general graduation requirements for all degree programs at the university, and when necessary, can make appropriate referrals to career counselors and major advisors to assist student in the degree program selection process. Athletic advisors specifically discuss academic eligibility requirements that will affect the student each semester. Student athletes do have priority registration at the University and all student athletes are registered during the graduating seniors registration period.

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

All student athletes may use these services.

c. The mechanisms by which student-athletes are made aware of these services.

Student athletes are made aware of these services at their annual orientation meeting, via the student athlete handbook and through advising sessions with their academic advisor.

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

The policies in this area are reviewed by the Student Welfare and Academic Integrity Subcommittees of the Athletics Council. These committees contain membership external to the Athletics Department. Additionally, the Athletics Department evaluates these programs as part of the University's bi-annual Unit Effectiveness Plan process.

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

The Athletic Director meets regularly with the President to apprise him of new polices and procedures and to report on progress for existing programs. Additionally, the Senior Vice Provost serves as a member of the Athletics Council and receives updates on these programs.

Academic Integrity

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.

All student-athletes (both scholarship and non-scholarship) are encouraged to utilize the Athletics Tutoring Program. Students are made aware of this program at the annual orientation session, through the student athlete handbook and through individual appointments with academic counselors. The Athletics department has a partnership with the Students Obtaining Academic Readiness (SOAR) program on campus. This tutoring program is external to the athletics department.

Any student athlete wishing to obtain a tutor must make this request through an athletics academic advisor. This is done, in part, to make sure that other issues related to the students academic progress are addressed and to determine if other forms of academic assistance are more appropriate. These services include:

- * Referrals to the professor and/or a teaching assistant
- * Supplemental Instruction (SI) - another program offered by the SOAR office that includes group study sessions held by a tutor assigned to a specific professor and course
- * Referrals to a specific clinic or lab on campus (i.e. Writing Center, Modern Languages lab, Physics lab, Chemistry Lab, etc.)

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

All student athletes may use these services.

c. The mechanisms by which student-athletes are made aware of these services.

Student athletes are made aware of these services at their annual orientation meeting, via the student athlete handbook and through advising sessions with their academic advisor.

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

The policies in this area are reviewed by the Student Welfare and Academic Integrity Subcommittees of the Athletics Council. These committees contain membership external to the Athletics Department. Additionally, the Athletics Department evaluates these programs as part of the University's bi-annual Unit Effectiveness Plan process.

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

The Athletic Director meets regularly with the President to apprise him of new polices and procedures and to report on progress for existing programs. Additionally, the Senior Vice Provost serves as a member of the Athletics Council and receives updates on these programs.

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

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

All freshman student athletes are required to enroll in EDUC 1131 College Adjustment their first semester at UT Arlington. Through this course, students are provided information on how to improve their study skills, time management and test taking strategies. Students spend several weeks performing in class exercises to improve in these areas as well as developing long term strategies for goal setting and motivation. Students requiring additional or more personal attention in these areas meet with an athletics

Academic Integrity

academic advisor to set up an appointment in the counseling center on campus. They may be required to attend a clinic or seminar on one or more of the following subjects:

- * Time Management
- * Test Taking and Relaxation Strategies
- * Goal Setting and Motivation
- * Academic Success Strategies (note taking, study skills and reading improvement)

Transfer students are made aware of success skills programs through personal orientation sessions held within one week of their arrival on campus. Since all student athlete registration runs through the athletics academic advisors, transfers are usually made aware of this information their first day on campus.

All first-time and at risk students are required to schedule an academic update meeting with their athletics advisor 4 weeks into the semester and this information is discussed again.

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

All student athletes may use these services.

c. The mechanisms by which student-athletes are made aware of these services.

Student athletes are made aware of these services at their annual orientation meeting, via the student athlete handbook and through advising sessions with their academic advisor.

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

The policies in this area are reviewed by the Student Welfare and Academic Integrity Subcommittees of the Athletics Council. These committees contain membership external to the Athletics Department. Additionally, the Athletics Department evaluates these programs as part of the University's bi-annual Unit Effectiveness Plan process.

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

The Athletic Director meets regularly with the President to apprise him of new policies and procedures and to report on progress for existing programs. Additionally, the Senior Vice Provost serves as a member of the Athletics Council and receives updates on these programs.

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

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

Completion of study hall hours is required for all first-time and at-risk students (as identified by a counselor, a coach, an administrator or an admissions officer) and / or any student that the Head Coach would like to add. These students are required to attend a minimum of 6 hours of study hall per week. Students can complete their hours anytime Monday - Friday from 8:00 am — 5:00 pm and on Monday - Thursday from 6:30 pm - 9:30 pm. Special accommodations are made to expand study hall hours to accommodate students who are traveling or who are enrolled in evening classes. Students sign a study hall contract at the start of the year and are required to check in and check out with the study hall monitor. The study hall room is located in the Athletics Department offices, across the hall from the main athletics advising office. The lab is equipped with 6 desktop computers, a printer and a wireless hub for students using laptops.

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

All student athletes may use these services.

c. The mechanisms by which student-athletes are made aware of these services.

Academic Integrity

Student athletes are made aware of these services at their annual orientation meeting, via the student athlete handbook and through advising sessions with their academic advisor.

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

The policies in this area are reviewed by the Student Welfare and Academic Integrity Subcommittees of the Athletics Council. These committees contain membership external to the Athletics Department. Additionally, the Athletics Department evaluates these programs as part of the University's bi-annual Unit Effectiveness Plan process.

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

The Athletic Director meets regularly with the President to apprise him of new policies and procedures and to report on progress for existing programs. Additionally, the Senior Vice Provost serves as a member of the Athletics Council and receives updates on these programs.

5. Freshman/transfer orientation Availability, attendance requirements.

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

According to University policy, all incoming freshmen are required to attend a two day orientation session called MOAR (Maverick Orientation Advising and Registration). Students have several opportunities to attend MOAR each summer but cannot attend orientation until they have been admitted to the university. Incoming students are made aware of MOAR first by the athletics department through an initial mailing that encourages them to apply early in order to have the most opportunities to attend orientation and to be able to register for classes. The university provides information about orientation in conjunction with admissions letters. Once a student has registered for orientation, they are required to contact an athletics department advisor to ensure that someone will be available to assist them with registration for classes. Transfer students are no longer required to attend orientation.

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

All student athletes may use these services.

- c.** The mechanisms by which student-athletes are made aware of these services.

Student athletes are made aware of these services at their annual orientation meeting, via the student athlete handbook and through advising sessions with their academic advisor.

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

The policies in this area are reviewed by the Student Welfare and Academic Integrity Subcommittees of the Athletics Council. These committees contain membership external to the Athletics Department. Additionally, the Athletics Department evaluates these programs as part of the University's bi-annual Unit Effectiveness Plan process.

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

The Athletic Director meets regularly with the President to apprise him of new policies and procedures and to report on progress for existing programs. Additionally, the Senior Vice Provost serves as a member of the Athletics Council and receives updates on these programs..

Academic Integrity

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.

Periodic grade reports are made by athletics department academic advisors for all student-athletes. At the end of the sixth week of the semester a grade report form is sent out for every course for every student athlete. As these reports are returned they are logged and then filed in the student-athletes academic file. Grade reports request information such as absences, estimated grade, missing assignments, and attitude/behavior. Professors are also asked to make recommendations for academic improvement. Any grade report that is returned with excessive absences, discipline issue or a grade of C or lower is discussed with the student's head coach (or designated assistant). Either the coach or the academic advisor will then discuss the report with the student. All grades are logged into a spreadsheet that is continuously updated and given to the coaches. Additional grade reports are sent out for students who are then identified as having difficulties with a class. These additional reports may be paper based or email based if the professor agrees to share information through email.

Attendance checks are performed as part of the grade check. Coaches are asked to identify any students who they believe may be missing class so that additional checks can be performed. The Athletics Council recently approved an attendance check document that they believe is concise enough to be used at regular intervals throughout the semester. This form has proven to be very useful and easy for professors to respond to.

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

All student athletes may use these services.

c. The mechanisms by which student-athletes are made aware of these services.

Student athletes are made aware of these services at their annual orientation meeting, via the student athlete handbook and through advising sessions with their academic advisor.

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

The policies in this area are reviewed by the Student Welfare and Academic Integrity Subcommittees of the Athletics Council. These committees contain membership external to the Athletics Department. Additionally, the Athletics Department evaluates these programs as part of the University's bi-annual Unit Effectiveness Plan process.

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

The Athletic Director meets regularly with the President to apprise him of new policies and procedures and to report on progress for existing programs. Additionally, the Senior Vice Provost serves as a member of the Athletics Council and receives updates on these programs.

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.

In accordance with University policy, a student-athlete requesting special accommodations as the result of a learning disability must register with the Office for Student's with Disabilities. OUST will then process the student and counsel them as to what support services are available. The athletic academic advisors are available to make referrals for tutoring, supplemental instruction and to serve as exam proctors in the event that special testing accommodations are allowed.

Academic Integrity

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

All student athletes may use these services.

c. The mechanisms by which student-athletes are made aware of these services.

Student athletes are made aware of these services at their annual orientation meeting, via the student athlete handbook and through advising sessions with their academic advisor.

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

The policies in this area are reviewed by the Student Welfare and Academic Integrity Subcommittees of the Athletics Council. These committees contain membership external to the Athletics Department. Additionally, the Athletics Department evaluates these programs as part of the University's bi-annual Unit Effectiveness Plan process.

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

The Athletic Director meets regularly with the President to apprise him of new polices and procedures and to report on progress for existing programs. Additionally, the Senior Vice Provost serves as a member of the Athletics Council and receives updates on these programs.

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

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

The Texas Success Initiative (TSI) requires that all students enrolling at a state institution must complete assessment of academic skills in reading, writing and math skills. It also requires a student to register in the appropriate developmental courses if necessary. There are several ways that a student may qualify for exemption from the Texas Higher Education Assessment (THEA) which is the primary testing tool for the TSI.

Other institutional placement exams do exist that may prohibit a student from enrolling in a specific course ie. Math placement exam, calculus readiness test. If additional testing is required, the student will be made aware of this by either their departmental advisor or by the athletics academic advisor.

Additional testing issues will be referred to the office of Assessment Services.

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

All student athletes may use these services.

c. The mechanisms by which student-athletes are made aware of these services.

Student athletes are made aware of these services at their annual orientation meeting, via the student athlete handbook and through advising sessions with their academic advisor.

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

The policies in this area are reviewed by the Student Welfare and Academic Integrity Subcommittees of the Athletics Council. These committees contain membership external to the Athletics Department. Additionally, the Athletics Department evaluates these programs as part of the University's bi-annual Unit Effectiveness Plan process.

Academic Integrity

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

The Athletic Director meets regularly with the President to apprise him of new policies and procedures and to report on progress for existing programs. Additionally, the Senior Vice Provost serves as a member of the Athletics Council and receives updates on these programs.

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

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

There is currently no mentoring program in place in the athletics department. Student-athletes may take advantage of mentoring programs, such as HOSTS, that are open to all UT Arlington students.

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

All student-athletes may use programs for the general student body.

- c. The mechanisms by which student-athletes are made aware of these services.

Information related to mentoring is made available to all students via the University web page.

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

Not applicable. There is no mentoring program housed in Intercollegiate Athletics.

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

Not applicable - program is not housed in Intercollegiate Athletics.

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

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

At-risk students are required to schedule monthly academic update meetings with their athletic academic advisor. They are required to register with the SOAR tutoring office within the first 2 weeks of the semester and must report all tutoring hours to their coach and counselor. At-risk students receive additional grade checks and attendance checks.

In addition to the academic counseling offered by each major department, at-risk students may be referred to the University Advising Center for support. UAC counselors and athletics academic advisors may make referrals to the Counseling and Career Services Center which offers academic success seminars in addition to career counseling.

The SOAR office can also serve as a useful tool for students who are on probation or at risk of being dismissed. This office offers a variety of tutoring and academic assistance programs including specialized programs for students in developmental courses and students who receive federal financial aid.

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

All student athletes may use these services.

- c. The mechanisms by which student-athletes are made aware of these services.

Academic Integrity

Student athletes are made aware of these services at their annual orientation meeting, via the student athlete handbook and through advising sessions with their academic advisor.

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

The policies in this area are reviewed by the Student Welfare and Academic Integrity Subcommittees of the Athletics Council. These committees contain membership external to the Athletics Department. Additionally, the Athletics Department evaluates these programs as part of the University's bi-annual Unit Effectiveness Plan process.

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

The Athletic Director meets regularly with the President to apprise him of new polices and procedures and to report on progress for existing programs. Additionally, the Senior Vice Provost serves as a member of the Athletics Council and receives updates on these programs.

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

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

UT Arlington is a longtime provider of a 5th year scholarship program. At the conclusion of their athletic eligibility, students who are 12 courses or less from graduation are encouraged to make a request for short term aid. This scholarship pays tuition and fees plus a stipend for books to assist students in their degree completion. To qualify for the 5th year program students are required to maintain a minimum cumulative GPA of 2.0 All students who are on 5th year aid receive continued access to academic support services offered by the athletics department.

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

All student athletes may use these services. Non-scholarship athletes are eligible to apply for these funds, however, they are not guaranteed funding.

- c.** The mechanisms by which student-athletes are made aware of these services.

Student athletes are made aware of these services at their annual orientation meeting, via the student athlete handbook and through advising sessions with their academic advisor.

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

The policies in this area are reviewed by the Student Welfare and Academic Integrity Subcommittees of the Athletics Council. These committees contain membership external to the Athletics Department. Additionally, the Athletics Department evaluates these programs as part of the University's bi-annual Unit Effectiveness Plan process.

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

The Athletic Director meets regularly with the President to apprise him of new polices and procedures and to report on progress for existing programs. Additionally, the Senior Vice Provost serves as a member of the Athletics Council and receives updates on these programs.

- 6.** Please submit a copy of the report from the academic support services review to your NCAA staff liaison with the submission of your self-study report.

Academic Integrity

The report will be submitted to the NCAA staff liaison.

7. Describe relevant corrective actions planned or implemented from the academic support services review.

There are no relevant correction actions planned as a result of the academic support services review.

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 Yes**
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**

Academic Integrity

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	1113	919	982	21	1038	981	973	21
	2004-2005	1100	946	960	21	1038	954	1001	31
	2005-2006	1103	909	997	26	1019	852	949	21

Name of person completing this chart: William Reeves
 Title: Sr. Associate Athletic Director

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	
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	1135	6	1074	272	974	225	1027	304	1113	936	1077	157
	2004-2005	1126	9	1082	315	955	266	1007	334	1121	886	1075	99
	2005-2006	1026	14	1047	305	944	167	1017	312	1100	880	1135	83
Racial or Ethnic Group - All Entering Freshman Student-Athletes on Aid													
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other	
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	935	8	1110	1	996	28	916	5
	2004-2005		0	1150	1	886	11	1005	4	1014	33	930	3
	2005-2006		0		0	900	19	840	2	1065	23	853	3

Name of person completing this chart: William Reeves

Title: Sr. Associate Athletic Director

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	# o f Students	Core GPA	# o f Students	Core GPA	# of Students	Core GPA	# o f Students	Core GPA	# of Students
Average Core Course GPA	2003-2004		0	3.15	4	3.49	7	2.72	3	3.34	7	3.23	3	3.31	10	3.46	7
	2004-2005		0	2.93	5	3.45	6	3.41	6	3.35	2	3.68	5	3.51	8	3.94	10
	2005-2006		0	3.04	3	3.37	10	3.39	10	3.52	3	3.6	7	3.52	7	3.93	7
Academic Year		Score	# of Students	Score	# of Students	Score	# of Students	Score	# o f Students	Score	# o f Students	Score	# of Students	Score	# o f Students	Score	# of Students
Average Standardized Test Score	2003-2004		0	1035	4	997	7	880	3	981	7	976	3	983	10	958	8
	2004-2005		0	820	5	1003	6	993	6	1017	4	942	5	986	8	1023	18
	2005-2006		0	946	3	1096	10	876	10	1120	3	895	7	948	7	1001	7

Name of person completing this chart: William Reeves

Title: Sr. Associate Athletics Director

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	2002-2003	3%	5%	14%	0%	%	0%	0%	0%	0%	13%
	2003-2004	7%	7%	17%	40%	%	0%	0%	0%	13%	0%
	2004-2005	7%	9%	0%	0%	%	10%	0%	29%	0%	14%

Name of person completing this chart: William Reeves

Title: Senior Associate Athletic Direcot

Equity and Student-Athlete Well-Being

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.

The peer review team recommended that the plan for gender-equity be rewritten to include the wording that indicates the commitment to and implementation of the plan and not simply that a plan has been suggested. To be effective, the plan should require an annual report to evaluate all student-athletes, as well as staff, gender-equity and minority issues.

Response of the Institution to the Peer Review Team Recommendations during the First Cycle

1. The UT Arlington Athletics Department has made an unequivocal Commitment to gender equity and to cultural diversity:

A. Gender equity will be assured in the following manner:

(1) 50% (plus or minus a deviation of 3%) of the department's scholarship allocation will be awarded to female student-athletes.

(2) 50% (plus or minus a deviation of 3%) of the department's total sports budgets will be allocated for women's sports.

(3) The department will continue to guarantee equal access to comparable facilities and team travel for both men and women.

(4) Each fall, the Compliance Oversight Committee (now the Athletics Council /Intercollegiate Athletics Compliance Committee) will determine compliance with this plan. If the goals are not reached, the Compliance Oversight Committee will make recommendations on steps to achieve compliance.

B. Gender equity will be maintained on the coaching staff by assuring that at least 50% of full-time coaches will be for women's sports. Further, for each administrative position that becomes available, the department will seek to interview female applicants.

Dates of action:

The Athletics Department plan was adopted in 1997. Monitoring of the plan takes place on an annual basis. Evidence of the monitoring can be found in our Unit Effectiveness Plans which establishes goals for our units and presents evidence on how those goals are met. Copies of the Unit Effectiveness Plans are available upon request.

An explanation for any partial or non-completion of such required actions:

Not applicable. The plan has been fully implemented.

Equity and Student-Athlete Well-Being

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) an explanation for any partial or noncompletion of such required actions. The committee will not accept the following explanations for partial completion or noncompletion: 1) the institution did not possess sufficient funds to implement the plan, and 2) The institution has had personnel changes since the original development of the plan. [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.]

See response to previous question.

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.

The plan: Roster Management

Actions Taken: In an effort to be in further compliance with Title IX standards, the Department of Intercollegiate Athletics developed roster management guidelines for its men's programs which were implemented for AY 2003-04 and beyond.

Concurrent with the implementation of the roster management plan, we are encouraging unlimited walk-on participants for all women's sports programs. It is projected that after the implementation of these roster management guidelines, the intercollegiate athletics program will have a participation substantial proportionality rating of +/- 1%. While roster management has had a significant impact on participation numbers, the standard of 1/-1% has not been met. The Department of Intercollegiate Athletics continues to try to create an environment that encourages walk-ons while affording them opportunities for success both athletically and academically.

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.

Institutional Commitment

The institution is organized to support the equitable treatment of all student athletes and athletics department personnel.

The 2006 -2010 Strategic Plan for the University of Texas at Arlington includes the university's commitment to promote a diverse community.

Priority VII — Promote a culturally diverse and inclusive university community.

Goal 1 Value diversity at all levels on campus.

Objective 1: Increase the cultural diversity among administrator's faculty and staff.

Objective 2: Increase the cultural diversity among undergraduate and graduate students

Objective 3: Improve the retention of faculty, staff and students from under-represented groups.

Status of Women and Minorities Committee

The President appoints members of the university community to address issues related to the status of women and minorities at UT- Arlington.

Responsibilities of committee:

Equity and Student-Athlete Well-Being

* To study all areas of the University structure — faculty, staff, and student — that indicate possible problems of discrimination because of sex/race and to advise the President of its findings and cooperate with him in finding ways in which such discrimination can be avoided or eliminated.

* To serve as a hearing committee for individual or group complaints of discrimination because of sex/race from faculty, staff, and students and to report to the President those cases which, in the committee's judgment, are indicative of discrimination.

The Office of Equal Opportunity and Affirmative Action Programs
This office reports directly to the president.

* Institutes proactive strategies for affirmative action and equal opportunity

* Provides education regarding rights through diversity training.

* Monitors compliance with the law and UTA policy

Evidence that matters concerning minority issues are monitored, evaluated and addressed on a continuing basis.

The Office of Equal Opportunity and Affirmative Action Programs
Complaints regarding faculty, staff, students and applicants for employment are investigated by the Office of Equal Opportunity and Affirmative Action. Complaints are investigated within 60 days and if a policy violation is found, sanctions are imposed.

Athletics Department

The athletics department conducts exit interviews with departing staff and student-athletes. This information is used to identify minority issues and to guide the department in developing strategies to support them.

On an annual basis, the Compliance oversight Committee will review the status of and make recommendations regarding the department's compliance with the Cultural Diversity Plan. This evaluation will be developed into an annual report which shall be submitted to the President.

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

Review of Equity in Athletics Disclosure Act Survey Form
For Years 2004, 2005, and 2006

The variety of men's and women's teams has remained the same for the review period.

Revenues Detail:

Revenues from Ticket Sales overall dropped slightly (10%) from 2004 to 2005, but held almost constant 2005 to 2006. There is a trend in the source of the ticket sales based on gender. Sales originating from women's teams were up 250% in 2005 from 2004 to 35.2 % of total revenue; while men's teams dropped by 30% to 64.8% of total for 2005. Conference basketball schedule change away from men's and women's double headers in 2005 is the major reason for the 2005 change.

Revenues from Student Fees were not allocated to specific teams for 2005 and 2006 so no analysis is possible.

Guarantees held almost constant across the three year self study period in total and in proportion to gender.

Contributions dipped 12% overall in 2005 and were up 15.6% in 2006. In 2005, men's team contributions were up 14.8% to 32.8% of total with increases of \$5000+ in each basketball, baseball and golf. In the same year, women experienced a drop of 3.2% primarily due to a very large one-time contribution to women's basketball in 2004. In

Equity and Student-Athlete Well-Being

2006, contributions to men's teams were significantly higher again, up 11.8% to 44.4% of total for 2006. This was due to \$10,000+ to each baseball and golf. Women's contributions remained constant.

There is no Third Party Support reported for any of the three years.

Direct State or Other Governmental Support was not reported for 2004 or 2006. The 2005 amount was not allocated to a specific team.

Direct Institutional Support increased 28% between 2004 and 2005 and held in 2006. Gender allocation maintained its proportionality.

Indirect Facilities and Administrative Support was not allocated to a specific team/gender for any of the three years under review.

NCAA/Conference Contributions increased in 2005 and dropped slightly in 2006. Data is not provided based on gender to determine any trend.

No revenues from Broadcast, Television, Radio or Internet Rights are reported for the three years.

Revenue from Program Sales, Concessions, Novelty Sales, and Parking are only reported for 2004 and were not related to a specific team.

Royalties, Advertisements and Sponsorships have experienced a dramatic overall increase. Over a 300% increase was reported in 2005. No team or gender based data is available for 2004 or 2005 to review. A 14.5% overall increase followed in 2006 and team/gender based data is documented. Gender representation is relatively equitable as men's teams contributed 15.7%; women's teams contributed 12.1%; and 72.2% of the revenue was not allocated to any specific team.

Sports Camps Revenues held constant over the three year reporting period. Proportions based on gender have changed. In 2004, men's teams (basketball) represented only 15% of the revenue; women's teams (basketball, softball, volleyball) representing 85% of the total revenue. 2005 and 2006 reflects more proportionality in revenue based on gender with men's teams at 44% and 55% respectively; and women's teams at 56% and 45% respectively for the two years. It should be noted that no softball camp was held in 2005 and 2006. Variability of revenues is primarily due to differing marketing efforts of the camps.

Endowment and Investment Income has not changed significantly over the three year period. No gender/teams based data is provided for 2004. It is to be noted that 2005 and 2006 show a significant portion of the revenue originating from men's teams and none originating from women's teams. Historically, endowments have originated from men's teams with approximately two-thirds coming from baseball.

Total Revenues showed an increase of 6% in 2005 and an 8.5% increase in 2006. Reported revenues based on gender showed a change. In 2004 men's team revenues accounted for 30.8% and women's team 32%, with 37.2% non-team specific. The next two years numbers were significantly different with men's teams representing 8.2% in 2005 and 8.4% in 2006; while women's teams represented 4% in 2005 and 3.2% in 2006. This disparity is due to a difference in required reporting for the report based on a change in how revenue was defined, 2004 numbers are therefore inflated in comparison to 2005 and 2006.

Total Athletic Student Aid increased 20% in 2005 and increased 3.4% in 2006. In all three years women received a higher portion of total aid than did men and a higher dollar amount per individual. Specifically, in 2004 men received 47% of aid while women received 53% of aid; in 2005 men received 41% of aid with a 1 percent increase in the number receiving aid and women received 50.1% of the aid with an increase of 7% in the number of individual women receiving aid; in 2006 men received 39.7% of total aid with a 2% increase in number of men receiving aid and women received 49.3% of total aid. Aid not related to a specific team was 9% in 2005 and 11% in 2006. Overall, the difference in aid favors women by 6% in 2004, by 9.1% in 2005 and by 9.6% in 2006. This difference is due to NCAA scholarship limitations that favor women.

Guarantees paid to visiting teams show slight changes over the three year review period. In 2004, men incurred 85% of the guarantees and women 15%. A 2% change in the proportions occurred in 2005 with men incurring 87% and women dropping to 13%. A change of 1% was reported for 2006 with men incurring 86% and women up to 14%. This disparity between men's and women's guarantees on the whole is due to market price to bring in outside teams for the different genders. The small changes from year to year simply reflect the market.

Coaching Salaries, Benefits, and Bonuses Paid by the University and Related Entities have increased over the three year review period. 2005 saw a 31% increase over 2004 and 2006 a 3.3% increase over 2005. There is no reported coaching compensation or benefit from a third party for any of the three years. Proportions allocated to coaching by gender of the team show no difference of 1% or more. Women's team coaches were consistently

Equity and Student-Athlete Well-Being

allocated more than 50% of coaching expenses while men were allocated just less than 50%. Number of part time coaches for men's teams increased by 2 representing 1 FTE in 2006 and women's team part time coaches increase by 1 representing .5 FTE.

Support Staff/Administrative Salaries, Benefits and Bonuses Paid by the University and Related Entities have increased over the three year review period. 2005 saw a 57.7% increase over 2004 and 2006 numbers indicate a 3.3% increase over 2005. No monies were related to a specific team in 2004 and 2005. In 2006, monies were allocated to Men's and Women's Basketball at less than 1% of the total Support Staff/Administrative monies.

No severance payments are noted for the three year review period.

Recruiting expenses increased over the three year period, they were up 3.2% in 2005 and 7.7% in 2006. A slight change in proportions allocated by gender of 1.2% is noted in 2005. Men moved from 49.7% of funds in 2004 up to 50.9% in 2005; while women moved from 50.3% in 2004 down to 49.1% in 2005. Change in gender allocation was less than 1% in 2006. This small change is based on geographic dispersion of recruiting efforts and the number of positions open on teams.

Team travel experienced an 11.5% increase in 2005 and a 20.5% increase in 2006. 2005 numbers indicate a change of 1.4% in allocation of team travel monies based on gender; men's team travel comprising 52% of the travel budget and women 48%. The difference in gender is reflective of the number of people traveling. 2006 reflects a 7.8% change, men's team travel up to 59.8% while women's team travel fell to 40.2% of total team travel expenditures. The 2006 differences are based scheduling differences, contractual agreements, types of trips and increased cost to travel.

Equipment, Uniforms and Supplies have fluctuated over the three year review period. 2005 demonstrated a 131% increase in total expenditures and 2006 a 32% decrease in total expenditures. Gender proportions also varied, in 2004 all expenses were related to a specific team with men's teams receiving 52% of the total budget and women's teams receiving 48% of the total budget. In 2005 and 2006 expenses not related to a team appeared and a gender shift is also evident. 49.3% of expenses were not related to a specific team in 2005 with men's teams receiving 31% of the total amount and women's teams receiving 19.7% of the total. This represents a significant difference based on gender. In 2006, 30.2% of expenses were not related to a specific team, men's teams received 42.5%, up 11.5%; and women's teams received 27.2% of the total for the year, up 7.5%. Again a significant difference based on gender and it increased disproportionately across gender. On the whole, when comparing gender differences it must be noted that more must be purchased for men as there are more male athletes and the per item prices are higher for men than women, this major reason for disparity. Additionally, specific needs of teams change from year to year causing fluctuation.

Game Expenses fluctuated over the three year review period. 2005 saw a 47% decrease in Game-day expenses and 2006 a 66% increase in game expenses. Change in game expenses for men did not change significantly as a percent of total in 2005, they did increase 1.8% of total game expenses in 2006. Women's teams saw a 12.3% increase of total game-day expenses in 2005 with a decrease of 4.1 % in 2006. Women's basketball conference schedule change away from a double header with men in 2005 caused the change in 2005. Game Expenses not related to a specific team changed over the three year period, with 29.8% of total in 2004, 17.5% of total in 2005, and 19.8% of total in 2006. Departmental allocation of game expenses were handled differently over the three year period, shifting some to administration expenses and away from a specific team budget.

Fund Raising, Marketing and Promotion expenses dropped 52.5% in 2005 then rose back to the 2004 level in 2006. In 2004, men's teams represented 31.5% of the expenses while women's teams 11.5%, with 57% unallocated to a team. Both men and women experienced a drop in 2005, men's teams dropping 15.5% of total to 16% and women's teams dropping to 0%. In 2006, all fund raising, marketing and promotion expenses were unallocated to a specific team. Hiring of development personnel and a change in the marketing and promotion approaches and allocation of expenditures were implemented.

Sports Camp expenses increase 17% in 2005 and were down 61% in 2006. In 2005, men's teams saw a 7.5% increase in the portion of total expenses and a 6.5% decrease in 2006. In 2005, women's team camp expenses dropped 7.5% of total camp expenses and increase 6.5% in 2006. In all three years women's team camps were funded at or over 61% of total camp expenses, while men's camps received a high of 38.5% of total in 2005.

Direct Facilities, Maintenance, and Rental expenses dropped 37% in 2005 and jumped 140% in 2006. In 2004, women received the over half of the monies at 57% of total, while men received 17% and unallocated was at 26%. More equitable portions were evident in 2005 with men's teams at 28% of total and women's teams at 27% of total while unallocated to a specific team rose to 45%. In 2006, women's team portion of total dropped 9% to 18%, men's team portion of total dropped 5% to 23%, unallocated to a specific team rose to 59%. This variability is primarily based on accounting reporting differences as instructed by the university and the UT-System.

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Spirit Group expenses had a significant increase from 2004 to 2005 of 360%. It held almost constant from 2005 to 2006, increasing only 3.8%. No expenses are related to a specific team or gender for analysis.

Indirect Facilities and Administrative Support Total Expenses changed dramatically over the three year review period. No expenses are related to a specific team or gender for analysis.

Medical Expenses and Medical Insurance Total Expenses changed dramatically over the three year review period. No expenses are related to a specific team or gender for analysis.

Membership and Dues Expenses were reported as \$0 in 2004. Expenditures of this type were reported for 2005 and 2006, with a 2% increase reported in 2006. The greatest portion of these expenditures was not allocated to a specific team or gender: 86% in 2005 and 79% in 2006. Men's teams received 6.3% of total expenditures in 2005 and increased 5.7% to 12% of total in 2006. Women's teams received 7.4% of total in 2005 and increased only 1.6% to 9% of total in 2006. Men's membership fees are higher and possible additional fees, i.e. late fees; may have been required.

Other Operating Expenses decreased 61.4% in 2005 and decreased 35.7% in 2006. In 2004, the gender proportions were almost equal as men were at 18% of total for the year and women were at 18.5% of total for the year, with 63.5% not allocated to a specific team/gender. In 2005, there was an increase of 3.1% for men placing them at 21.1% of total. In the same year, women's team expenses dropped 2.9% to 15.6% of total for the year, unallocated percentage of total holding almost constant. In 2006, men's team expenses dropped 4.8% to 16.3% of total for the year, while women's dropped 7.6% to 8% of total, unallocated increased 12.4% over 2005 to 75.7% of the total for 2006. Change in department's allocation of expenses away from specific team budgets toward administrative has been occurring over the three year self study period.

Total Operating Expenses increased 14.2% in 2005 and 12.5% in 2006. There were slight changes in gender proportionality over the three year review period. In 2004, women's teams comprised 38% of the total operating expenses and men 35.5%. Both dropped in 2005, women's teams dropped by 3.5% to hold at 34.5% of total for the year and men dropped by 2.5% to 33% of total for the year. Even with the different rate of change, women's teams were still funded at a higher rate/proportion than the men's teams. Expenses unallocated to a specific team increased 6% in 2005. In 2006, unallocated to a specific team increased 4.2% to 36.7% of total for the year, men's teams decreased 1.3% to 31.7% of total operating expenses for the year and women's teams decreased 3% to 31.5% for the year. While women's team portion dropped at a slightly greater rate over the three year review period, it should be noted that in 2006, the end of the review period, the difference in total operating expenses based on gender allocation was not significant at only a .2% difference between men and women.

Athletic Participation over the three year review period experienced slight changes. A 25% decrease in number of overall participants from 2004 to 2005 does not reflect reality as the 2005 number of participants was an unduplicated count and the 2004 number of participants was not unduplicated. In 2004, the unduplicated number of participants was 173 more appropriately compared to the unduplicated number of participants in 2005 reflects a 16% increase in participation. 2006 experienced a decrease of 3.5% in the number of participants. Using unduplicated participant numbers, there was a 1.8% change in proportions in 2005 with men increasing to 56.7% and women dropping to 43.3% of participants. A 1% change in the opposite direction occurred in 2006 with men decreasing to 55.7% and women increasing to 44.3% of all participants for the year.

Coaching Staff gender representation has held reasonably steady over the three year review period. There have been no changes in gender representation or number of the head coaching staff. Head Coaches - Men's Teams have maintained stable over the three year review period with 5 head coaches; 3 full-time and 2 part-time head coaches all are men. Head Coaches - Women's Teams have maintained stable over the three year review period with 5 head coaches; 3 full-time female coaches and 2 part-time male coaches.

Assistant Coaches - Men's Teams have increase by one assistant each of the three years. In 2004, all assistant coaches for men's teams were male. The additional assistant coach hired in 2005 was a female part-time coach allocated to Track and Field/X Country. The additional assistant coach hired in 2006 was a male part-time coach was allocated to Baseball.

Assistant Coaches - Women's Teams increased by one assistant in 2005 and held for 2006. In 2004, women's teams were coached by one male full-time assistant and 4 male part-time assistants; 4 female full-time assistants and 1 female part-time assistant. The additional assistant coach hired in 2005 was a female full-time assistant allocated to basketball and one of the full-time positions was filled by a female rather than a male. In 2006, one of the full-time assistant positions was filled by a male rather than a female.

In review of Operating Expenses by gender in 2004, men received 51.9% and women 48.1%. While this appears to be disproportionate, based on number of athletes participating of each gender it is not. Per capita expenses for men

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versus per capita expenses for women had less than a 1% difference in 2004. 2005 showed a 2.5% change in proportions based on gender; up to 54.4% allocated to men and dropping to 45.6% allocated to women. Again, it appears disproportionate but the per capita expenses better represent the allocation based on gender. In 2005, women's per capita expenses were up 48.8% from 2004 and men's were up 37% from 2004. The difference in the increase greatly favored the women athletes and teams. In 2006, there was a 4.4% change in proportions based on gender. Men's teams increased up to 58.8% of total operating expenses for the year and women dropped to 41.2% of expenses for the same time period. In reviewing per capita expenses we now see disparity based on a different rate of change. Men's 2006 per capita expenses increase 38.5%; women's increased only 11%. This results in male athletes receiving 13.7% more on a per capita basis than women athletes in 2006. The disparity in per capita expenses based on gender in 2006 is primarily due to schedule differences and required travel, and post-season play.

Revenues based on gender and Expenses based on gender have been previously addressed.

Athletically Related Student Aid allocated based on gender changed 2% between 2004 and 2005. Men's teams dropped to 45.1% of total aid and women's teams increased to 54.9% of total aid for 2005. Changes in proportions for 2006 were less than 1%.

Recruiting expenses have been previously addressed.

Review of average coaching salaries for the three year period begins in 2004 with less than a 1% difference in the average salary of the head coaches for a men's team versus a women's team; and the average salary of an assistant coach 11.8% greater for a men's team assistant coach than a women's team assistant. Overall, salaries saw a dramatic increase in 2005 as previously noted. Average salaries changed at differing rates resulting in the average head coach of a men's team earning 6.7% more than the average for a women's team head coach and some correction in the differential in assistant coach's salaries occurred resulting in men's team assistants earning 9% more than women's team assistants on average. In 2006, small changes are reported in average salaries. Women's team head coach's average salary was up 8% while men's team head coach's were up just 3.8%, resulting in men's team head coach's average salary at 2.5% more than the women's team head coach average. Change in assistant coach's salaries in 2006 results in the average salary difference to be less than 1% between men's teams and women's teams. Overall, these differences are due to professional qualifications and experience of the respective coaches. Corrections of the differences are the results in performance of teams and coaches.

6. Using the 13 program areas for gender issues, please:

- a. Describe how the institution has ensured a complete study of each of the 13 areas;
- b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas;
- c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future; and
- d. Explain how the institution's future plan for gender issues addresses each of the 13 areas.

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

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

- a. Describe how the institution has ensured a complete study of this program area.

The subcommittee on Gender Equity reviewed this policy area in preparation of the Self-Study. Relevant Intercollegiate Athletics and University personnel were interviewed and documents reviewed.

- b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.

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For the reporting year 2005-2006, the following data indicate the institution's commitment in this area. Female student-athletes receive a slightly large share of the scholarship dollars:

% of scholarship dollars:

Male - 44.6% of dollars or \$767,000

Female - 55.4% of dollars or \$953,000

Total Athletic Student Aid increased 20% in 2005 and increased 3.4% in 2006. In all three years women received a higher portion of total aid than did men and a higher dollar amount per individual. Specifically, in 2004 men received 47% of aid while women received 53% of aid; in 2005 men received 41% of aid with a 1 percent increase in the number receiving aid and women received 50.1% of the aid with an increase of 7% in the number of individual women receiving aid; in 2006 men received 39.7% of total aid with a 2% increase in number of men receiving aid and women received 49.3% of total aid. Aid not related to a specific team was 9% in 2005 and 11% in 2006. Overall, the difference in aid favors women by 6% in 2004, by 9.1% in 2005 and by 9.6% in 2006. This difference is due to NCAA scholarship limitations that favor women.

c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

See submitted gender equity plan.

d. Explain how the institution's future plan for gender issues addresses this program area.

See submitted gender equity plan.

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 this program area.

The subcommittee on Gender Equity reviewed this policy area in preparation of the Self-Study. Relevant Intercollegiate Athletics and University personnel were interviewed and documents reviewed.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.

For the Year 2005 - 2006:

Participation Numbers:

Male = 55.7% or 108 student-athletes

Female = 44.3% or 86 student-athletes

Athletic Participation over the three year review period experienced slight changes. A 25% decrease in number of overall participants from 2004 to 2005 does not reflect reality as the 2005 number of participants was an unduplicated count and the 2004 number of participants was not unduplicated. In 2004, the unduplicated number of participants was 173 more appropriately compared to the unduplicated number of participants in 2005 reflects a 16% increase in participation. 2006 experienced a decrease of 3.5% in the number of participants. Using unduplicated participant numbers, there was a 1.8% change in proportions in 2005 with men increasing to 56.7% and women dropping to 43.3% of participants. A 1% change in the opposite direction occurred in 2006 with men decreasing to 55.7% and women increasing to 44.3% of all participants for the year.

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- c.** Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

See submitted gender equity plan.

- d.** Explain how the institution's future plan for gender issues addresses this program area.

See submitted gender equity plan.

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 this program area.

The subcommittee on Gender Equity reviewed this policy area in preparation of the Self-Study. Relevant Intercollegiate Athletics and University personnel were interviewed and documents reviewed.

- b.** Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.

For the year 2005-2006:

Equipment Dollars

Male = 60% or \$133,900

Female = 40% or 85,700

Note: Total Operating Expenses for the same year are:

Male = \$2,082,000

Female = \$2,068,000

Equipment, Uniforms and Supplies have fluctuated over the three year review period. 2005 demonstrated a 131% increase in total expenditures and 2006 a 32% decrease in total expenditures. Gender proportions also varied, in 2004 all expenses were related to a specific team with men's teams receiving 52% of the total budget and women's teams receiving 48% of the total budget. In 2005 and 2006 expenses not related to a team appeared and a gender shift is also evident. 49.3% of expenses were not related to a specific team in 2005 with men's teams receiving 31% of the total amount and women's teams receiving 19.7% of the total. This represents a significant difference based on gender. In 2006, 30.2% of expenses were not related to a specific team, men's teams received 42.5%, up 11.5%; and women's teams received 27.2% of the total for the year, up 7.5%. Again a significant difference based on gender and it increased disproportionately across gender. On the whole, when comparing gender differences it must be noted that more must be purchased for men as there are more male athletes and the per item prices are higher for men than women, this major reason for disparity. Additionally, specific needs of teams change from year to year causing fluctuation.

- c.** Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

See submitted gender equity plan.

- d.** Explain how the institution's future plan for gender issues addresses this program area.

See submitted gender equity plan.

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

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- a.** Describe how the institution has ensured a complete study of this program area.

The subcommittee on Gender Equity reviewed this policy area in preparation of the Self-Study. Relevant Intercollegiate Athletics and University personnel were interviewed and documents reviewed.

- b.** Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.

The Assistant Athletic Director for Facilities and Operations meets with all coaches to determine their facility needs and to arrange the appropriate schedule. Men's basketball, women's basketball and women's volleyball share the same game and practice facilities. The Assistant AD works with the staff of Texas Hall (game facility) and Campus Recreation (practice facilities) to schedule shared time and access. The men's and women's tennis teams share the same coach who provides equal access. The men's and women's track teams also share the same coaching staff and, therefore, have shared and equal access. Baseball and softball have separate facilities so there is no conflict.

There are no observable differences between genders in this policy area.

- c.** Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

See submitted gender equity plan.

- d.** Explain how the institution's future plan for gender issues addresses this program area.

See submitted gender equity plan.

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 this program area.

The subcommittee on Gender Equity reviewed this policy area in preparation of the Self-Study. Relevant Intercollegiate Athletics and University personnel were interviewed and documents reviewed.

- b.** Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.

The same travel policy applies to all sports, regardless of gender. The Head Coach determines whether a per diem will be issued or a single bill for all expenses. Modes of transportation, housing during travel, and length of stay before and after competitive events does not vary by gender.

Team travel experienced an 11.5% increase in 2005 and a 20.5% increase in 2006. 2005 numbers indicate a change of 1.4% in allocation of team travel monies based on gender; men's team travel comprising 52% of the travel budget and women 48%. The difference in gender is reflective of the number of people traveling. 2006 reflects a 7.8% change, men's team travel up to 59.8% while women's team travel fell to 40.2% of total team travel expenditures. The 2006 differences are based scheduling differences, contractual agreements, types of trips and increased cost to travel

- c.** Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

See submitted gender equity plan.

- d.** Explain how the institution's future plan for gender issues addresses this program area.

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See submitted gender equity plan.

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 this program area.

The subcommittee on Gender Equity reviewed this policy area in preparation of the Self-Study. Relevant Intercollegiate Athletics and University personnel were interviewed and documents reviewed.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.

All student-athletes, regardless of gender, have access to the same tutoring services. Procedures and criteria for obtaining assistance are described elsewhere in this report.

c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

See submitted gender equity plan.

d. Explain how the institution's future plan for gender issues addresses this program area.

See submitted gender equity plan.

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 this program area.

The subcommittee on Gender Equity reviewed this policy area in preparation of the Self-Study. Relevant Intercollegiate Athletics and University personnel were interviewed and documents reviewed.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.

Coaching Staff gender representation has held reasonably steady over the three year review period. There have been no changes in gender representation or number of the head coaching staff. Head Coaches - Men's Teams have maintained stable over the three year review period with 5 head coaches; 3 full-time and 2 part-time head coaches all are men. Head Coaches - Women's Teams have maintained stable over the three year review period with 5 head coaches; 3 full-time female coaches and 2 part-time male coaches.

Assistant Coaches - Men's Teams have increased by one assistant each of the three years. In 2004, all assistant coaches for men's teams were male. The additional assistant coach hired in 2005 was a female part-time coach allocated to Track and Field/X Country. The additional assistant coach hired in 2006 was a male part-time coach was allocated to Baseball.

Assistant Coaches - Women's Teams increased by one assistant in 2005 and held for 2006. In 2004, women's teams were coached by one male full-time assistant and 4 male part-time assistants; 4 female full-time assistants and 1 female part-time assistant. The additional assistant coach hired in 2005 was a

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female full-time assistant allocated to basketball and one of the full-time positions was filled by a female rather than a male. In 2006, one of the full-time assistant positions was filled by a male rather than a female.

Review of average coaching salaries for the three year period begins in 2004 with less than a 1% difference in the average salary of the head coaches for a men's team versus a women's team; and the average salary of an assistant coach 11.8% greater for a men's team assistant coach than a women's team assistant. Overall, salaries saw a dramatic increase in 2005 as previously noted. Average salaries changed at differing rates resulting in the average head coach of a men's team earning 6.7% more than the average for a women's team head coach and some correction in the differential in assistant coach s salaries occurred resulting in men's team assistants earning 9% more than women's team assistants on average. In 2006, small changes are reported in average salaries. Women's team head coach's average salary was up 8% while men's team head coach's were up just 3.8%, resulting in men's team head coach's average salary at 2.5% more than the women's team head coach average. Change in assistant coach's salaries in 2006 results in the average salary difference to be less than 1% between men's teams and women's teams. Overall, these differences are due to professional qualifications and experience of the respective coaches. Corrections of the differences are the results in performance of teams and coaches.

Coaching Salaries, Benefits, and Bonuses Paid by the University and Related Entities have increased over the three year review period. 2005 saw a 31% increase over 2004 and 2006 a 3.3% increase over 2005. There is no reported coaching compensation or benefit from a third party for any of the three years. Proportions allocated to coaching by gender of the team show no difference of 1% or more. Women s team coaches were consistently allocated more than 50% of coaching expenses while men were allocated just less than 50%. Number of part time coaches for men s teams increased by 2 representing 1 FTE in 2006 and women s team part time coaches increase by 1 representing .5 FTE.

- c.** Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

See submitted gender equity plan.

- d.** Explain how the institution's future plan for gender issues addresses this program area.

See submitted gender equity plan.

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 this program area.

The subcommittee on Gender Equity reviewed this policy area in preparation of the Self-Study. Relevant Intercollegiate Athletics and University personnel were interviewed and documents reviewed.

- b.** Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.

The quality and access to practice and competitive facilities is the same for all sports. The Intercollegiate Athletics Department has designated two individuals who have the responsibility to coordinate with Campus Recreation for access to practice and game facilities. Renovation to locker facilities has been similar for both men and women. For example, the recent renovation of Texas Hall included renovation of all locker room facilities - men's and women's. There are no observable differences in this area based on gender.

- c.** Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

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See submitted gender equity plan.

- d. Explain how the institution's future plan for gender issues addresses this program area.

See gender equity plan.

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 this program area.

The subcommittee on Gender Equity reviewed this policy area in preparation of the Self-Study. Relevant Intercollegiate Athletics and University personnel were interviewed and documents reviewed.

- b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.

Male and female students have access to the same medical personnel, weight training and conditioning facilities and health, accident, and injury insurance coverage. Qualifications of athletic trainers is similar for all sports. There are no observable differences in this area based on gender.

- c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

See submitted gender equity plan.

- d. Explain how the institution's future plan for gender issues addresses this program area.

See submitted gender equity plan.

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 this program area.

The subcommittee on Gender Equity reviewed this policy area in preparation of the Self-Study. Relevant Intercollegiate Athletics and University personnel were interviewed and documents reviewed.

- b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.

Male and female student-athletes have access to the same housing and dining arrangements. There are no observable differences in this area based on gender.

- c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

See submitted gender equity plan.

- d. Explain how the institution's future plan for gender issues addresses this program area.

See submitted gender equity plan.

Equity and Student-Athlete Well-Being

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 this program area.

The subcommittee on Gender Equity reviewed this policy area in preparation of the Self-Study. Relevant Intercollegiate Athletics and University personnel were interviewed and documents reviewed.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.

Publicity resources are shared equally across all teams. The Assistant Athletic Director for Media Relations and Sports Information supervises three Sports Information Directors and two work study students. The Sports Information Directors are assigned to all the teams on an as needed basis. Coverage and access to the sports information personnel does not vary by gender. All teams also have their own media guide and other promotional materials. The quality of the materials is similar for all sports.

c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

See submitted gender equity plan.

d. Explain how the institution's future plan for gender issues addresses this program area.

See submitted gender equity plan.

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

a. Describe how the institution has ensured a complete study of this program area.

The subcommittee on Gender Equity reviewed this policy area in preparation of the Self-Study. Relevant Intercollegiate Athletics and University personnel were interviewed and documents reviewed.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.

Administrative staff is shared across all sports and coaches have similar offices, regardless of gender or support.

Support Staff/Administrative Salaries, Benefits and Bonuses Paid by the University and Related Entities have increased over the three year review period. 2005 saw a 57.7% increase over 2004 and 2006 numbers indicate a 3.3% increase over 2005.

There are no observable differences in this area based on gender.

c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

See submitted gender equity plan.

d. Explain how the institution's future plan for gender issues addresses this program area.

See submitted gender equity plan.

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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 this program area.

The subcommittee on Gender Equity reviewed this policy area in preparation of the Self-Study. Relevant Intercollegiate Athletics and University personnel were interviewed and documents reviewed.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.

Recruiting expenses increased over the three year period, they were up 3.2% in 2005 and 7.7% in 2006. A slight change in proportions allocated by gender of 1.2% is noted in 2005. Men moved from 49.7% of funds in 2004 up to 50.9% in 2005; while women moved from 50.3% in 2004 down to 49.1% in 2005. Change in gender allocation was less than 1% in 2006. This small change is based on geographic dispersion of recruiting efforts and the number of positions open on teams.

c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

See submitted gender equity plan.

d. Explain how the institution's future plan for gender issues addresses this program area.

See submitted gender equity plan.

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.]

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 the submitted plan.

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

The plan was developed with input from a broad cross-section of the University (see membership listing of members of Gender Equity Subcommittee earlier in this document). Once drafted, the plan was reviewed and approved by the Athletic Director, the Senior Womens Administrator, and the Senior Vice Provost. In addition, the plan, as is the case with the entire self-study, was reviewed by the Athletics Council and made available for public review.

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

Equity and Student-Athlete Well-Being

- 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 Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Athletics Scholarships.	Parity in scholarship allocation between men and women.	Dollars allocated to men and women shall be, at a minimum equal with a goal of having higher dollar amounts for women.	Continue current allocation process.	Athletic Director.	Ongoing.
Accommodation of Interests and Abilities.	Parity in number of male and female participants	Increase the number of female athletes to a level equal to the number of male athletes.	<ol style="list-style-type: none"> 1. Encourage walk-on athletes in female sports 2. Roster management of male sports. 3. Study the feasibility of expanding female sports offering to include women's golf and women's soccer. 	Athletic Director	Walk-on policy and roster management policy is an on-going effort in effect immediately. The feasibility study for sports expansion to be completed by 2010.
Equipment and Supplies.	Provide similar operating budgets for men's and women's sports	Total operating budget for men's and women's sports should be equal.	Continue to monitor operating budgets for men's and women's sports adjusting for headcount in each sport (per person expenditure should be examined).	Athletic Director and Athletic Marketing and Development Officer.	Immediately and reviewed annually.
Scheduling of Games and Practice Time.	Equal access to practice and competition facilities.	Provide equal access to practice and competition facilities.	Continue to monitor equal access that is already in place.	Athletic Director and the Assistant Athletic Director for Facilities and Operations	Immediate and ongoing.
Travel and Per Diem Allowance.	Parity in travel and per diem allowance.	Continue to provide parity in travel and per diem allowance for men's and women's sports, especially when adjusted for headcount.	Continue current policy of providing identical travel arrangements and per diem allowance for men's and women's teams.	Athletic Director and the Assistant Athletic Director for Finance and Administration.	Immediate and ongoing.
Tutors.	Equal access to academic support services.	Continue to provide equal access to academic support services for both men's and women's student-athletes.	Continue to monitor current policy of equal access to academic advising and other support services.	Athletic Director and Assistance Athletic Director for Academic and Student Services.	Immediate and ongoing.

Equity and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Coaches.	Coaching parity for men's and women's sports.	Qualifications and salary pool for men's and women's sports should be similar. Additionally, the distribution of coaching staff along gender lines should be evenly divided.	<ol style="list-style-type: none"> 1. Continue current policy of equal salary pool for men's and women's coaches. 2. Continue current policy of equal qualifications for men's and women's coaches. 3. Look for ways to increase the number of female coaches. 	Athletic Director.	Immediate and on-going policy related to the salary pool and qualifications. Increase the number of female coaches by 2012.
Locker Rooms, Practice and Competitive Facilities.	Parity in quality of practice and competition facilities for men's and women's sports.	Continue to provide equal access to practice and competition facilities. Continue to provide facilities of equal quality.	Continue current practice of equal access and equal quality of facilities. Regularly review the quality of practice and competition facilities.	Athletic Director and the Vice President for Facilities and Operations.	Immediate and ongoing.
Medical and Training Facilities and Services.	Equal access to medial and training facilities for male and female athletes.	Continue to provide gender neutral access to training and medical facilities.	Continue to monitor current policy of equal access.	Athletic Director and Head Athletic Trainer	Immediate and ongoing
Housing and Dining Facilities and Services.	Equal access and support for housing and dining services.	Continue policy of providing equal housing and dinning assistnace for male and female athletes.	Monitor existing policy of providing equal housing support to all scholarship athletes, regardless of gender.	Athletic Director and Assistant Athletic Director for Facilities and Operations.	Immediate and ongoing.
Publicity.	Equal access and quality of publicity resources.	Continue policy of equal access to sports information directors, regardless of gender. Continue policy of similar quality of printed materials.	Monitor existing policy of shared access to Sports Information Directors. Review printed materials to verify similar quality.	Athletics Director and Assistant Athletic Director for Media Relations and Sports Information.	Immediate and ongoing.
Support Services.	Provide equal access to administrative support services for all sports.	Continue current policy of equal access to administrative support services and office space.	Monitor existing policy of equal access.	Senior Associate Athletic Director	Immediate and ongoing.

Equity and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Recruitment of Student-Athletes.	Equal budget for recruiting and equal opportunity for coaches from all sports to recruit potential athletes.	Continue policy of equal support for recruiting efforts, regardless of gender.	Monitor current policy of equal support for recruiting.	Athletic Director and Assistant Athletic Director for Finance and Administration.	Immediate and ongoing.

Equity and Student-Athlete Well-Being

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.

1A. Original "corrective action," "condition or strategy" imposed.

Strategies for Improvement (as noted in the Summary of Actions taken by the NCAA Division I Committee on Athletics Certification during the First Cycle)

Enhance the institution's "Commitment to Cultural Diversity Plan" to include more specific intended end results (including means by which the institution hopes to achieve the goals outlined in the plan) and timetables for completing the work.

Peer Review Team Recommendations from the First Cycle

The peer review team concurs with the institution's recommendation to consider a means of increasing the number of Hispanic student-athletes.

1B. Action(s) taken by the institution

Response of the Institution to the Peer Review Team Recommendations during the First Cycle

1. UT Arlington will take special steps to encourage and increase the number of Hispanic student-athletes.

A. Encourage the coaching staff to recruit at high schools that have a large Hispanic population.

B. Encourage the recruitment of Hispanic team managers and athletic training students.

2. The UT Arlington Athletics Department has made an unequivocal commitment to cultural diversity:

A. The goals for cultural diversity are to have a student-athlete population similar in diversity to that of the University. Each fall, the Compliance Oversight Committee (now the Athletics Council / Intercollegiate Athletics Compliance Committee) will determine compliance with this plan. If the goals are not reached, the Compliance Oversight Committee will make recommendations on steps to achieve compliance.

B. The goals for cultural diversity among staff members are to employ minorities in percentages equal to or greater than the University faculty and staff. Further, for each administrative position that becomes available, the department will seek to interview minority candidates.

1C. Dates of action

The Athletics Department plan was adopted in 1997. Monitoring of the plan takes place on an annual basis. Evidence of the monitoring can be found in our Unit Effectiveness Plans which establishes goals for our units and presents evidence on how those goals are met. Copies of the Unit Effectiveness Plans are available upon request.

1D. An explanation for any partial or non-completion of such required actions

Not applicable. The plan has been fully implemented.

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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) an explanation for any partial or noncompletion of such required actions. The committee will not accept the following explanations for partial completion or noncompletion: 1) the institution did not possess sufficient funds to implement the plan, and 2) The institution has had personnel changes since the original development of the plan. [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 nonnumeric hiring goals.]

See answer to number 1.

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.

No additional plans.

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.

Institutional Commitment

The institution is organized to support the equitable treatment of all student athletes and athletics department personnel.

The 2006-2010 Strategic Plan for the University of Texas at Arlington includes the university's commitment to promote a diverse community.

Priority VII - Promote a culturally diverse and inclusive university community.

Goal 1 Value diversity at all levels on campus.

Objective 1: Increase the cultural diversity among administrator's faculty and staff.

Objective 2: Increase the cultural diversity among undergraduate and graduate students

Objective 3: Improve the retention of faculty, staff and students from under-represented groups.

Status of Women and Minorities Committee:

The President appoints members of the university community to address issues related to the status of women and minorities at UT- Arlington.

Responsibilities of committee:

* To study all areas of the University structure - faculty, staff, and student - that indicate possible problems of discrimination because of sex/race and to advise the President of its findings and cooperate with him in finding ways in which such discrimination can be avoided or eliminated.

* To serve as a hearing committee for individual or group complaints of discrimination because of sex/race from faculty, staff, and students and to report to the President those cases which, in the committee's judgment, are indicative of discrimination.

Equity and Student-Athlete Well-Being

The Office of Equal Opportunity and Affirmative Action Programs:
This office reports directly to the president.

- * Institutes proactive strategies for affirmative action and equal opportunity
- * Provides education regarding rights through diversity training.
- * Monitors compliance with the law and UTA policy

Evidence that matters concerning minority issues are monitored, evaluated and addressed on a continuing basis.

The Office of Equal Opportunity and Affirmative Action Programs
Complaints regarding faculty, staff, students and applicants for employment are investigated by the Office of Equal Opportunity and Affirmative Action. Complaints are investigated within 60 days and if a policy violation is found, sanctions are imposed.

Athletics Department:

The athletics department conducts exit interviews with departing staff and student-athletes. This information is used to identify minority issues and to guide the department in developing strategies to support them.

On an annual basis, the Compliance oversight Committee will review the status of and make recommendations regarding the department's compliance with the Cultural Diversity Plan. This evaluation will be developed into an annual report which shall be submitted to the President.

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). Analyze and comment on any trends over the three-year period. [Note: Use the supplied chart (Racial or Ethnic Composition) to compile the data requested in this self-study item.]

General Remarks:

The data acquired related to the racial and ethnic composition of instructional personnel, individuals participating in specific sports teams, and all student athletes. The latter was compared to the racial and ethnic make-up of all students at the University of Texas at Arlington. It should also be noted that the data was presented for each of the past 3 years (2003-06) while controlling for racial and ethnic backgrounds.

When considering the interpretation of the data, it should be noted that most frequencies relevant to the racial and ethnic background of instructional personnel and individuals participating in sports, were rather small. Thus, it is not statistically sound to make generalizations or comment on patterns given the limited size of each corresponding value.

However, comments can be made about the small changes that have taken place in each of the corresponding categories.

Racial and Ethnic Background of Instructional Personnel:

Overall, most of the instructional personnel is made up of Caucasians. However, there are specific areas in which minorities seem to have a larger presence. That is, African Americans seem to be most represented among faculty and "other professional" categories. There seems to be a somewhat consistent trend among the number of African Americans making up the institutional personnel. Hispanics seem to have less of a presence than their African American counterparts but also seem to have larger representation among faculty. The data for African Americans seem to be consistent when compared to previous years. As for Caucasians, these have the most significant

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representation in the "other professional" category. It should be noted that their presence among the institutional personnel seems to be consistent for the past 3 years. There were no American Indians included in the data set.

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 (Racial or Ethnic Composition) to compile the data requested in this self-study item.]

The data requested are provided in the table.

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 NCAA 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 (Racial or Ethnic Composition) to compile the data requested in this self-study item.]

The data requested are provided in the table.

8. Using the eight program areas for minority issues please:

- a. Describe how the institution has ensured a complete study of each of the eight areas;
- b. Provide data demonstrating the institution's commitment across each of the eight areas;
- c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future; and
- d. Explain how the institution's future plan for minority issues addresses each of the eight 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 this program area.

The committee on the Status of Minority Issues assigned each of the self study items and the eight program areas to a subcommittee for review. The most recent Commitment to Equity Plan was developed in 2003.

- b. Provide data demonstrating the institution's commitment across this program area.

The Commitment to Equity Plan was developed in 2003.

- c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future.

Refer to the plan.

- d. Explain how the institution's future plan for minority issues address this program area.

See attached plan.

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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 this program area.

The committee on the Status of Minority Issues assigned each of the self study items and the eight program areas to a subcommittee for review.

b. Provide data demonstrating the institution's commitment across this program area.

The Intercollegiate Athletics Compliance Committee/Athletics Council reviews the Athletics Department's diversity plan on an annual basis.

c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future.

Refer to the plan.

d. Explain how the institution's future plan for minority issues address this program area.

See attached plan.

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 this program area.

The committee on the Status of Minority Issues assigned each of the self study items and the eight program areas to a subcommittee for review.

b. Provide data demonstrating the institution's commitment across this program area.

Programs that enhance diversity

Efforts made to ensure that the Athletics Department both complies with and creates an environment that enhances diversity are contained primarily in the Commitment to Cultural Diversity Plan. Specifically, the department encourages the recruitment and application of minority candidates for open positions. We continue to seek opportunities to retain professionals and students from diverse populations through exit interviews.

The Athletics Department publicizes and encourages participation in organizations that affect diversity on campus including:

- * Staff Advisory Council
- * Intercollegiate Athletics Compliance Committee
- * Student Athlete Advisory Committee
- * Staff meetings
- * Orientation sessions and Rules Education

Compliance with the University's Affirmative Action policies will ensure continued enhancement of the Athletics Department staff and study body.

Activities that enhance diversity

All freshman student-athletes are required to enroll in Educ 1131, a college adjustment course in the fall. Part of the curriculum for this class includes a two part session on multiculturalism. In this program, all

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students are required to do a reflective exercise on their own cultural experiences as well as share a cultural symbol with the class.

Students and staff are encouraged to participate in programs offered by the Office of Multicultural Services and International Students Office.

One activity that enhances diversity is participation in community service projects. Department wide initiatives include an Annual Student Athlete Canned Food Drive, support of the Special Olympics of Texas, and partnering with local elementary school literacy programs. Other activities that teams have participated in include the Memory Walk for Alzheimer's research, American Cancer Society Relay for Life, Cook's Children's Hospital fundraising and outreach, and Love Luggage for foster children in Texas.

The department's academic services unit operates for the benefit of all student-athletes, but is particularly helpful for minority students. These services include an extensive tutoring program that is funded by the department as well as a study hall/computer lab exclusively for the student-athletes. Many of these students are required to attend additional counseling/advising sessions with the athletics academic advisors. During these sessions, advisors are able to make specific referrals and recommendations to offices on campus that can assist minority students with specific needs, such as career counseling, group study, time management, and even financial aid questions.

The diversity of the department and its organizational structure is enhanced by the addition of new employees who reflect the demographics of the sports teams themselves. Hiring of minority coaches and staff may increase recruitment of minority athletes as well as foster longstanding relationships between the students and the department.

The involvement of the Senior Woman Administrator in weekly Administrative Staff meetings helps facilitate the implementation of policies and procedures that promote diversity. Students are afforded participation in this process through appointments to various committees, including the President's Roundtable (formerly the President's Student Advisory Council), the Intercollegiate Athletics Compliance Committee, the Student Athlete Advisory Committee, and the Southland Conference Student Athlete Advisory Committee.

The Athletics Academic Advisor has met with junior and senior student athletes at a local high school with a significant minority population. The purpose of these meetings is to hold an informational seminar on transitioning to college life and how to prepare for life as a college student athlete.

c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future.

Refer to the plan.

d. Explain how the institution's future plan for minority issues address this program area.

See attached plan.

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 this program area.

The committee on the Status of Minority Issues assigned each of the self study items and the eight program areas to a subcommittee for review.

b. Provide data demonstrating the institution's commitment across this program area.

The goal of the Athletics Department is to have a student athlete population similar in diversity to that of the university.

The department continues to develop strategies to enhance the enrollment of minority student athletes.

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Encourage athletic coaches to recruit athletes from high school with a significant minority population

Efforts to increase the presence of more minority coaches and staff serve to support the recruitment of minority student athletes

c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future.

Refer to the plan.

d. Explain how the institution's future plan for minority issues address this program area.

See attached plan.

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 this program area.

The committee on the Status of Minority Issues assigned each of the self study items and the eight program areas to a subcommittee for review.

b. Provide data demonstrating the institution's commitment across this program area.

Comparison of Student Athletes and UTA Students:

It is difficult to compare the data relevant to the racial and ethnic compositions of all students currently attending UTA with student athletes. The difficulty in making this comparison is largely due to the fact that the overall figures for UTA students are sizeable in comparison with the small data sets relevant to student athletes. However, some generalities can be made when comparing the data. With regards to Caucasians, it is clear that the overall population of Caucasian students at UTA has increased for the past 3 years. This has also been the case among Caucasian student athletes with the exception of last year where a small decrease took place. With regards to African Americans, an increase has taken place among students at UTA for the past 3 years. This has been consistent with the African American student athletic population. Regarding Hispanics, a decrease of Hispanic students took place last year when compared to previous years; however, similar figures have remained among Hispanic student athletes. Asian students on campus have also experienced a small decrease; this is consistent with the decrease of Asian student athletes. With regards to American Indians, an increase has taken place among students of American Indian decent. A comparison could not be made as there were no American Indian athletes reported.

c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future.

Refer to the plan.

d. Explain how the institution's future plan for minority issues address this program area.

See attached plan.

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.

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a. Describe how the institution has ensured a complete study of this program area.

The committee on the Status of Minority Issues assigned each of the self study items and the eight program areas to a subcommittee for review.

b. Provide data demonstrating the institution's commitment across this program area.

Participation in Governance and Decision Making

The following chart reflects the ethnic composition of the Student Athlete Advisory Committee (SAAC) for academic years 2003-04, 2004-05 and 2005-06:

2003-2004

- Black 6 (32%)
- Alien/Other 3 (16%)
- Asian 1(1%)
- Hispanic 1 (1%)
- White 8 (42%)

2004-2005

- Black 5 (25%)
- Alien/Other5 (25%)
- Asian 0
- Hispanic 0
- White 10 (50%)

2005-2006

- Black 5 (19%)
- Alien/Other 4 (15%)
- Asian 0
- Hispanic 0
- White 18 (67%)

Please note that in recent years, SAAC has expanded its membership to encourage student athlete participation beyond the required two representatives. This has, in turn, improved participation by certain teams.

The SAAC is charged with the responsibility of serving as the student-athlete voice in the decision making process. This is achieved in a variety of ways. Coaches and representatives are advised that they must be given an opportunity to discuss agenda items with the team at large and reps are asked to provide feedback on controversial or policy making items. The SAAC has used a contact list similar to a list-serve to have further discussion on some items.

All SAAC agendas include a period of discussion over current departmental, SLC and NCAA legislative items, and, while representatives are always provided printed materials to cover this information, they are often asked to provide a vote on proposed legislation. This vote is then discussed by the Administrative Staff and the SWA to guide discussion at a later date.

Examples of this process include:

- Revisions to the Student Athlete Drug Testing Policy
- Approval of the Scholarship, Transfer and Grievance Appeals processes
- Adoption of a standard Senior Ring program
- Adoption of a Social Networking Code of Conduct with penalties for -violations
- Prospective Student Athlete Recruiting Policy and Exit Interview

Leadership opportunities for minority student athletes:

Student Athlete Advisory Committee (SAAC)

Consists of at least two representatives from each sport (Men's and Women's Tennis combined). All students are selected after consultation with respective coaches but all students are encouraged to participate (this has led to an increase in participation in the last two years). This group meets at least every other month to discuss current issues and topics.

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The Executive Committee is made up of the Chairperson, the Southland Conference SAAC representative and the President's Roundtable (PSAC) representative. The purpose of the SAAC is to provide student-athletes the opportunity to communicate more effectively with UTA athletic administration, coaches, and staff. It enables student-athletes to provide recommendations for the improvement of academic, athletic and social experiences. The committee encourages unity, common purpose and camaraderie between teams and among all student-athletes. The SAAC is considered the student lead on all community service initiatives and on the development and implementation of all student athlete initiatives and new policies that impact student-athlete welfare.

President's Roundtable formerly Presidential Student Advisory Council (PSAC)

The Intercollegiate Athletics Department appoints one person to this committee to serve a two-year term. This individual has an opportunity at the beginning of each SAAC meeting to share

Southland Conference SAAC

This committee consists of one representative from each Southland Conference institution. They have a minimum of one teleconference and one in-person retreat each year. They are presented with NCAA legislative proposals and share other leadership opportunities.

Intercollegiate Athletics Compliance Committee (IACC)

Both the Chair of the SAAC and the SLC SAAC representative are appointed to this committee.

c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future.

Refer to the plan.

d. Explain how the institution's future plan for minority issues address this program area.

See attached plan.

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 this program area.

The committee on the Status of Minority Issues assigned each of the self study items and the eight program areas to a subcommittee for review.

b. Provide data demonstrating the institution's commitment across this program area.

Goals for minority employment

The Department of Intercollegiate Athletics has developed goals specific to minority employment. These are:

* Through attrition and new employment, work toward developing an athletics staff that more accurately reflects the cultural diversity of the Dallas-Arlington-Fort Worth community and the UT-Arlington student body.

* The goal for cultural diversity among staff is to employ minorities in percentages equal to or greater than University faculty and staff.

* For each administrative, support staff and/or coaching position that becomes available, the department will seek to interview minority applicants.

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* Develop job posting and hiring practices that encourage more minority applicants and increase their success rate in obtaining positions.

Promotion of minority coaches and administrators

Through attrition or new employment positions, there may be opportunities for minority staff to be promoted. The University states that all employees, including women and minorities, are encouraged to take advantage of the opportunity to apply for these open positions. These opportunities may include lateral transfer or promotion with or without change in work location.

Hiring of minority coaches and administrators

In addition to the goals outlined above, the University recruits and posts positions in various ways. The University has established a web site where employment opportunities are posted along with information specific to the University's selection process. The University may participate in job fairs in the community as well. UT-Arlington also recruits with the assistance of the Texas Workforce Commission and the Higher Education web site. The University also uses the Chronicle of Higher Education, and Athletics posts with the Black Coaches Association.

c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future.

Refer to the plan.

d. Explain how the institution's future plan for minority issues address this program area.

See attached plan.

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 this program area.

The committee on the Status of Minority Issues assigned each of the self study items and the eight program areas to a subcommittee for review.

b. Provide data demonstrating the institution's commitment across this program area.

Programs

The Department of Intercollegiate Athletics has the following programs in place:

* Tutoring Service - All student athletes, scholarship and non-scholarship, receive this free.

* Study Hall Program - Study Hall requirements are based on a student's academic standing. Requirements are designed to provide additional support for academically "at risk" students.

* At-Risk Categories - This program provides additional academic counseling for those student athletes identified needing more assistance. This also includes career counseling as well.

The Department has been very supportive of programs developed within the Department of Student Affairs. They encourage student athletes to take part in outreach programs such as Academic Integrity Week and National Hazing Prevention Week.

The Office of Multicultural Services

Provides Academic Student Services to assist students with the transition to college by providing peer tutoring and monitoring for participants. The program focuses on retention and encourages students to reach their highest academic potential.

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c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future.

Refer to the plan.

d. Explain how the institution's future plan for minority issues address this program area.

See attached plan.

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 the 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.

The plan is attached.

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.

The plan was developed with input from a broad cross-section of the University (see membership listing of members of Minority Opportunities and Issues Subcommittee earlier in this document). Once drafted, the plan was reviewed and approved by the Athletic Director, the Senior Womens Administrator, and the Senior Vice Provost. In addition, the plan, as is the case with the entire self-study, was reviewed by the Athletics Council and made available for public review.

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**
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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Plan Date Range: 2007-08 thru 2012-13

Elements		Goals	Steps		
Program Area	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.	Enhance the institution's commitment to the Cultural Diversity Plan	Ensure broad based participation form campus community.	Rewrite the Gender and Equity Plan to include "commitment to" and "implementation of the plan"	Athletcis Cerfication group and University administration	April 23
Evaluation.	Identify a specific reporting structure and an evaluation process of compliance with the Minority Issues operating principles.	Identify operating principles for minority issues. Establish an annual deadline for review of the findings.	Provide exit interview for all student athletes and staff. Evaluate data on an annual basis.	Student welfare subcommittee.	Review on an annual basis August 1.
Organization and Structure.	Revise appointment to the Athletics Council.	Enhance minority representation on the Council.	Athletic director will create an appointment procedure.	Selected members of the Athletics Council.	Effective immediately.
Enrollment.	Enhance representation of minority student athletes.	Continue to maintain a student athlete enrollment profile similar to that of the University.	Encourage coaches to recruit athletes from high schools with a significant population. Continue to enhance the representation of minoirity coaches and staff.	Athletics department administration and coaching staff	Already in progress.
Comparison of Populations.	Certain minority groups are underrepresented in the athletic student population and staff.	Increase the representation of minority athletes and staff specifically including Asians, American Indians, and Hispanics.	Continue to develop recruiting strategies that target minority students. Continue to solicit minority candidates for employment opportunities.	Athletics department administration and athletics coaches.	Fall 2008.
Participation in Governance and Decision-Making.	Develop leadership opportunities for minority coaches and staff.	Professional development opportunities for minority coaches and staff.	Identify and provide funding for leadership development activities.	Athletics department administration and Assistant Athletics Director of Business Affairs.	Fall 2008.

Equity and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Employment Opportunities.	Certain minority groups are underrepresented.	Increase the representation of minority coaches.	<p>Continue to solicit minority candidates for employment opportunities.</p> <p>Continue to post vacancies with respective professional organizations that target minority applicants.</p>	Athletics department administration in conjunction with the Office of Employee Services.	Fall 2008
Programs and Activities.	<p>Encourage minority student athletes to become involved with leadership opportunities outside their department.</p> <p>Expand Life Skills Training program beyond the first year.</p>	<p>Place priority on selecting minority athletes to serve in leadership positions.</p> <p>Create a more structured life skills program.</p>	<p>Minority student athletes will be invited to the Leadership Center Meet and Greet.</p> <p>Director of Multicultural Affairs will work with Athletics staff to identify student athletes as prospective mentors.</p> <p>Identify programs that address diversity issues.</p>	<p>Athletes academic advising staff and Director of Multicultural Affairs.</p> <p>Athletics department academic advising staff.</p>	Fall 2008.

Equity and Student-Athlete Well-Being

Operating Principle

3.3 Student-Athlete Well-Being

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 Well-Being). 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.

There was no corrective action, condition or strategy imposed in the first cycle certification process.

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 Well-Being). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) an explanation for any partial or noncompletion of such required actions. 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.

There were no plans for improvement required.

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

There have been no formal plans for improvement in this area since the first-cycle certification decision.

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

The University's Handbook of Operating procedure establishes the Intercollegiate Athletics Compliance/Athletics Council (described in detail elsewhere in this report). The Council consists of 20 members. Among the duties of the Council are the following:

- * provide monitoring oversight for compliance related activities of the department and the intercollegiate athletics program;
- * to provide advice and counsel on matters related to academic standards for student-athletes, awarding scholarships and eligibility of student-athletes.
- * to advise the President on issues, concerns and policies related to academic progress of student-athletes.

In addition to the Handbook of Operating procedure, student-athletes are informed of their "rights" at the first team meeting each fall. These "rights" include the right to:

- * practice under safe conditions
- * be supported in your academic endeavors
- * never be required to miss a class in order to practice (with the exceptions of practices on road trips)
- * never practice more than 20 hours a week or 4 hours in a day
- * have one day a week free from athletic obligation

Equity and Student-Athlete Well-Being

- * appeal decision regarding removal of athletic scholarships
- * appeal decisions regarding requests for releases to other institutions
- * be treated fairly

This list of student-athlete rights empowers our students by giving them a framework of what we consider to be fair treatment. Student-athletes are able to voice their concerns when giving their exit interviews. Each year the department randomly selects senior student-athletes to interview. During an exit interview students can express concerns over coaching behaviors, academic services, housing, medical treatment and a variety of other issues relevant to their careers at UTA. There is also an appeals process for students who have grievances against the department. In the Fall of 2002, students will be given guidelines for filing grievances with the department in their student handbooks.

Another opportunity for student-athletes to express concerns and to make recommendations concerning policies at UTA is through their Student-Athlete Advisory Committee. The SAAC is comprised of two representatives from each athletic team who meet regularly to discuss various topics including policies and current legislation. The Athletic Director's commitment to this group is obvious and whenever possible he attends these meetings to discuss legislation and policy with them.

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]; 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.

Student athletes are made aware of institutional and athletics department educational and life skills enhancement programs in several ways. These programs are discussed at annual orientation meetings, through the Educ 1131 course and at individual academic meetings, and through the Student-Athlete Handbook. The major services offered to students by the office of Counseling, Advising, Assessment, and Career Services (CAACS) include personal/academic/career counseling, advising, assessment, career services and student success programs. Referrals to this office are made by all academic advisors on campus. CAACS offers several seminars as well as individual counseling sessions covering a wide variety of topics including:

-Personal health: personal counseling as well as group sessions, stress management, relationship problems, high social anxiety, depression

-Academic success: Improving Your Study Skills, Reducing Test Anxiety and Improving Your Memory

-Career counseling: In the EDUC 1131 course that is required of all entering freshmen, students are provided information on how to improve their study skills, time management and test taking strategies. Students spend several weeks performing in class exercises to improve in these areas as well as developing long term strategies for goal setting and motivation. In this class, particular attention is paid to health and safety (as taught by a member of the UT Arlington Police Department), drug education (street drugs and banned substances and departmental, institutional and NCAA policies and procedures), alcohol use and underage drinking. Alcohol and underage drinking are taught with the assistance of peer educators/leaders utilizing a train the trainer model (similar to the TIPS program). This program began in 2001 when UTA was awarded a grant by the Texas Department of Transportation and the MADD foundation. Part of the program involves educating student-athletes on the law as it relates to underage drinking (departmental, institutional and state law) as well as discussing other alcohol related issues including binge drinking, dating behaviors and relationship violence.

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.

Each year, senior student-athletes are randomly selected and asked to sit through an exit interview. Athletes are selected from all teams and several faculty and staff members conduct the interviews. Last year, four members of the athletic department and two representatives of the admissions office conducted them. The interviews are confidential and are used to determine patterns of inappropriate behavior by coaches or staff members and also to determine effectiveness in areas such as medical care, academic services, and campus services.

Equity and Student-Athlete Well-Being

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 grievance and appeals procedures are included in the student-athlete handbook that are distributed in the fall semester and are discussed at each team's orientation session prior to the first official practice of the year. The following appeals committees exist:

* Scholarship Appeals Committee: Student-athletes are given the right to appeal a reduction in or nonrenewal of athletic-related financial aid. The student must be notified by July 1 of each academic year if such a decision is made and must be given the opportunity to appeal. The student-athlete has 10 calendar days to notify the Chair of the Scholarship Appeals Committee of his/her intent to appeal. The Scholarship Appeals Committee, comprised of the Director of Financial Aid, the Associate Director of Financial Aid, and the Assistant Director of Financial Aid is the same for student-athletes as for the general student population.

* Transfer Appeals Committee: Student-athletes are given the opportunity to appeal a decision denying his/her permission for immediate eligibility upon transferring to another institution. The student-athlete will be notified in writing within ten calendar days when a transfer request is denied. The student-athlete will have ten calendar days to notify the Chair of the Transfer Appeals Committee of his/her intent to appeal. The Transfer Appeals Committee is comprised of the Faculty Athletic Representative who serves as Chair, the Director of Scholarships, a representative from the Admissions Office, a representative from the Student Affairs Division and the Chair of the Student-Athletic Advisory Committee.

* Grievance Appeals Committee: A student-athlete who wishes to file a grievance against an athletics staff member or the Department of Intercollegiate Athletics shall be granted a hearing with the Grievance Appeals Committee. The Grievance Appeals Committee is comprised of the Faculty Athletics Representative who serves as the Chair, the Senior Woman Administrator, the Senior Associate Athletics Director/Compliance Coordinator, a representative from the Student Affairs Division and the chair of the Student-Athlete Advisory Committee. Grievance may pertain to accusations of sexual harassment, verbal and/or physical abuse, violations of the Student-Athlete Code of Conduct or Sport Specific Team Rules, the ethical conduct of an athletics staff member, deference to individual sanctions or suspensions, or any other matter which may not be addressed by any other appellate group.

* Drug Testing Appeals Committee: Prior to the imposition of any sanction and after the finding of any positive result of a test, the student shall be given the opportunity for a hearing before a four member appeals committee to challenge the accuracy of the test result and otherwise present his or her defense. This committee shall consist of the Director of Athletics, the Team Physician, the Head Athletic Trainer and the student-athlete's head coach. If the Drug Testing Appeals Committee rules in favor of the student, all records or the challenged test results shall be destroyed and no future action of the University will be based upon it.

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.

* Housing addresses sexual orientation issues with resident students and in the training of Resident Assistants. For the last few years, RAs have been taught appropriate listening skills and communication techniques as well as guidelines for creating a more sensitive climate for GLBT (Gay, Lesbian, Bisexual, Transgender) students. Many RAs have created programming by inviting guest speakers to the residence halls. Hall directors are trained about appropriate language and information about issues specific to GLBT students. Inappropriate actions (e.g., use of derogatory and discriminatory language) are corrected.

Housing also conducted a training session in January with the RAs on preventing hate crimes on college campuses and learning how to speak up. Part of the training also included a Diversity Gallery installation mounted in the University Center Gallery. This art show included a collection of statistics, facts, articles, images and quotes addressing diversity, discrimination, and the history of progress toward acceptance for the GLBT student.

* The UT Arlington Police Department is committed to unbiased policing in its encounters with any person(s). This office also reports crime statistics and the reporting of hate crimes by category. The Police Department publishes

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policies regarding the prevention and awareness of sex offenses and appropriate reporting and responses to sex offenses in the Campus Safety brochure. General crime prevention programs and information on date rape and workplace violence are provided as well as safety tips.

* The Vice President for Administration and Campus Operations insures that all of our policies, procedures and programs are in place to ensure a safe environment for the entire University community.

* Environmental Health and Safety's response also focuses its efforts on the entire University community.

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, travel and sports medicine policies. Describe the process by which these policies and guidelines are approved and communicated to athletics department staff and student-athletes. In addition, describe the process by which these policies are periodically evaluated to ensure continued effectiveness.

The physical well being and health care of UTA athletes is one the main priorities of the Athletic Department at the University of Texas at Arlington. It is a direct responsibility of the athletic trainers with guidance from the team physician and other consulted physicians to provide the best in health care for our student-athletes.

To the best of their ability, the athletic trainers will provide each UTA athlete with opportunities for immediate first aid care and follow-up therapy or treatment of all injuries sustained at scheduled practice or games. Necessary referrals to the appropriate physicians or medical services will also be made as approved by the athletic trainers. The athletic trainers will initiate immediate communication with parents with regard to any type of serious injury that is sustained by any student-athlete.

The Athletic Department also maintains the following policies:

Physical Examinations: comprehensive physical examinations are required of all student-athletes each year. No athlete will be allowed to participate in any practice supervised by our coaching staff until that athlete has successfully passed a thorough examination and has been released for athletic participation by one of the team physicians.

Insurance: Student-athletes who are on the roster of any sport, will have medical insurance for any injury that occurs during games, organized practice sessions or during travel to or from athletic events.

Illness and Injury: It is the responsibility of each athlete to report athletic injuries to an athletic trainer. The athletic trainers are responsible for evaluating, treating and, if need be, referring all athletic injuries to medical consultants and providers.

Training Room: The training rooms at Maverick Stadium and Texas Hall are for evaluation, treatment and rehabilitation of injuries. Both men and women will be treated equally in all matters of health care, treatment of injuries and access to the training room.

Medications: If a student-athlete requires a prescription medication for an athletically related injury, they must obtain a referral in advance. The department is not permitted to pa for personal prescriptions. The training room does have a limited supply of over-the-counter medications for use at practice and competition.

Drug Testing Program: Each student-athlete's welfare is important to the Athletic Department and the NCAA. Because of that concern, a condition of team membership is that all student-athletes must make themselves available for random, year-round drug testing by representatives of the NCAA and The University of Texas at Arlington. All samples collected are collected on campus, and all testing is conducted via urinalysis, which will be analyzed at certified, off-campus laboratories.

10. Describe the institution's written emergency medical plan for practices and games. Describe the process by which these policies and guidelines are approved and communicated to athletics department staff and student-athletes. In addition, describe the process by which these policies are periodically evaluated to ensure continued effectiveness.

The emergency medical plan consists of three major elements: (1) emergency personnel, (2) emergency communication, and (3) emergency equipment. The plan is communicated to athletes and staff via staff meetings and team orientations. The plan is regularly evaluated which a specific post-mortem following each instance the plan is utilized.

Equity and Student-Athlete Well-Being

EMERGENCY PERSONNEL

The emergency team consists of a number of healthcare providers including physicians, certified athletic trainers, athletic training students, coaches, managers, and possibly bystanders. There are four basic roles within the emergency team. The first and most important role is the immediate care of the athlete. The most qualified individual on the scene of the emergency should provide acute care.

The second role, equipment retrieval may be done by anyone on the emergency team who is familiar with the types and location of the specific equipment needed.

The third role, EMS activation, may be necessary in situations where emergency transportation is not already present at the sporting event. This should be done as soon as the situation is deemed an emergency or life-threatening event.

The fourth role of the team should be directing EMS to the scene. One member of the emergency team should be responsible for meeting emergency medical personnel as they arrive at the scene of the practice or contest.

ACTIVATION OF THE EMERGENCY MEDICAL SYSTEM

A team physician may or may not be present at every organized practice or competition. The type and degree of sports medicine coverage for an athletic event may vary widely based on such factors as; the sport or activity, the setting, and the type of training or competition. Certification in cardiopulmonary resuscitation (CPR), training in first aid, prevention of disease transmission and emergency plan review is required for all athletics personnel associated with practices, competitions, skill instructions, and strength and conditioning.

- 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. Describe the process by which these policies and guidelines are approved and communicated to athletics department staff and student-athletes. In addition, describe the process by which these policies are periodically evaluated to ensure continued effectiveness.

The out-of-season plan is the same as described in the previous question.

- 12.** Using the four program areas for student-athlete well-being issues please:

- a. Describe how the institution has ensured a complete study of each of the four areas;
- b. Provide data demonstrating the institution's commitment across each of the four areas for all student-athletes; and
- c. Explain how the institution will address these topics in the future for the well-being 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 has ensured a complete study of this program area.

The subcommittee on Student-Athlete Well-Being reviewed this policy area in preparation of the Self-Study. Relevant Intercollegiate Athletics personnel were interviewed. Documents from the Intercollegiate Athletics Department were also examined.

- b. Provide data demonstrating the institution's commitment to this program area for all student-athletes.

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The Intercollegiate Athletics Department has a number of avenues available for both input into student-athlete welfare and evaluation of existing programs. The following examples are offered as evidence of on-going evaluation:

1. Unit Effectiveness Plan (UEP). The University requires all units to complete a bi-annual UEP. The UEP requires the unit to establish measurable goals and objectives and provide an assessment of efforts to meet those goals and objectives. Goals related to student-athlete welfare are included on the UEP.
2. Annual Performance Review - The annual performance review of the coaching staff places a significant weight on student-athlete well-being.
3. Student Athletic Council (SAC) - The SAC provides an avenue for student input into policy formation and evaluation/review.
4. Exit Interviews - As described elsewhere in this report, exit interviews are conducted with sampled seniors. These exit interviews provide an opportunity for evaluation and feedback on departmental policies.

- c.** Explain how the institution will address this topic in the future for the well-being of all student-athletes.

The institution will continue to make use of the procedures described in the previous answer. In addition, the University compliance review program and external audits will provide an on-going assessment of departmental policies.

- 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 has ensured a complete study of this program area.

The subcommittee on Student-Athlete Well-Being reviewed this policy area in preparation of the Self-Study. Relevant Intercollegiate Athletics personnel were interviewed. Documents from the Intercollegiate Athletics Department were also examined.

- b.** Provide data demonstrating the institution's commitment to this program area for all student-athletes.

The policies, organization, and activities of the athletics program in the area of student-welfare are reviewed using the same procedures described in the previous answer (see answer to Evaluation). Additionally, the Athletics Council meets monthly during the academic year and reviews departmental policies, including those in the area of student-athlete well-being. Members of the Athletics Council are asked to report any suspected violations of departmental policy.

Every four years, the Southland Conference conducts an audit of departmental policies in several areas, including student-athlete well-being. The most recent audit was completed in Spring 2007.

At the University level, compliance reports are submitted quarterly and the Office of Assurance Services (Audit) completes audits of recruiting, financial aid, and eligibility on a three year rotating cycle (one area each year).

- c.** Explain how the institution will address this topic in the future for the well-being of all student-athletes.

The institution will continue to make use of the procedures described in the previous answer. It is our belief that this multi-layered approach currently serves us well.

- 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 has ensured a complete study of this program area.

Equity and Student-Athlete Well-Being

The subcommittee on Student-Athlete Well-Being reviewed this policy area in preparation of the Self-Study. Relevant Intercollegiate Athletics personnel were interviewed. Documents from the Intercollegiate Athletics Department were also examined.

b. Provide data demonstrating the institution's commitment to this program area for all student-athletes.

Student-athletes are provided a number of avenues for participation in governance and decision-making. Consider the following:

- * Student Athletic Council (SAC) - Two student-athletes from each sport serve on the SAC as voting members. All student-athletes are welcome to attend all meetings of the SAC.
- * Southland Conference SAC - One member of the SAC is elected to serve on the Southland Conference SAC.
- * Athletics Council - Two representatives from the SAC serve on the Athletics Council.
- * President's Roundtable - One representative from Athletics sits on the President's Roundtable (a representative group of student leaders).
- * Search Committees - Previous student-athletes frequently serve on search committees for coaching vacancies.

Finally, it should be understood the Athletics Director, the Senior Associate Athletics Director and the Senior women's administrator all have open door policies and are available to counsel students related to individual problems and departmental concerns.

c. Explain how the institution will address this topic in the future for the well-being of all student-athletes.

The institution will continue to make use of the procedures described in the previous answer. It is our belief that this multi-layered approach currently serves us well.

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

a. Describe how the institution has ensured a complete study of this program area.

The subcommittee on Student-Athlete Well-Being reviewed this policy area in preparation of the Self-Study. Relevant Intercollegiate Athletics personnel were interviewed. Documents from the Intercollegiate Athletics Department were also examined.

b. Provide data demonstrating the institution's commitment to this program area for all student-athletes.

As described elsewhere in this report, the Athletics Department makes available the Champs Life Skills program to student-athletes. Student-athletes are also active in charitable events and community service programs. It is worth noting that many of these events and programs are started at the initiation of student-athletes.

The Athletics Department is also active in determining what programs and enhancements are desired by the student-athletes. This is done through surveys and the use of exit interviews. For example, a recent study related to a needs-assessment of the study hall resulted in an upgrade of the computers and the addition of a wireless hub.

c. Explain how the institution will address this topic in the future for the well-being of all student-athletes.

The Athletics Department will continue to request student input related to program needs (avenues for input are described above). The Department will also continue to identify areas in need of improvement and solicit student advice and counsel.

Equity and Student-Athlete Well-Being

Evaluation

1. Does the institution provide evidence that the well-being of student-athletes and the fairness of their treatment is monitored, evaluated and addressed on a continuing basis? **Currently Yes**
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 Well-Being

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	0	0	0	0	0	0	0	0	0	.4	.4	0	7	7	6	0	0	0
Other Professional Athletics Dept. Staff	F	0	0	0	0	0	0	2	2	2	.6	.6	1	15	14	14	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	2	3	2	1	1	0
Head Coaches	F	0	0	0	0	0	0	1	1	1	0	0	0	6	6	7	1	1	1
	P	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Assistant Coaches	F	0	0	0	0	0	0	2	1	1	0	0	0	9	10	8	1	1	2
	P	0	0	0	0	0	0	0	0	0	0	0	1	4	5	3	2	2	0
Totals (for Athletics Dept. Personnel)	F	0	0	0	0	0	0	5	4	4	1	1	1	37	37	35	2	2	3
	P	0	0	0	0	0	0	0	0	0	0	0	1	6	8	5	3	3	0
Faculty-Based Athletics Board or Committee Members		0	0	0	0	0	0	2	2	2	1	1	1	19	16	17	0	1	0
Other Advisory or Policy-Making Group Members		0	0	0	0	0	1	5	5	5	0	0	1	18	19	8	4	5	3

Name of person completing this chart: Cynthia Bing

Title: Director of Counseling Services

Equity and Student-Athlete Well-Being

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	52	83	97	1351	1516	1595	1423	1888	2512	1551	1716	1693	5246	7002	7101	809	1163	704
Student-Athletes	0	0	0	2	3	1	49	37	37	10	7	7	93	111	107	23	26	29

Name of person completing this chart: Cynthia Bing

Title: Director of Counseling Services

Equity and Student-Athlete Well-Being

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		0	0	0	1	0	0	2	1	0	2	1	2	28	35	30	1	0	1
Men's Basketball		0	0	0	0	0	0	12	8	7	0	0	0	1	3	4	0	0	0
Football		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Men's Track / Cross Country		0	0	0	0	0	0	7	3	3	2	0	0	11	13	10	5	6	7
Men's Other Sports and Mixed Sports		0	0	0	0	1	0	0	0	0	1	0	0	10	8	11	7	8	7
Women's Basketball		0	0	0	0	0	0	14	13	14	0	0	0	1	1	1	0	0	0
Women's Track / Cross Country		0	0	0	1	1	0	13	7	7	2	3	2	11	16	15	3	3	5
Women's Other Sports		0	0	0	0	0	1	0	0	0	1	2	1	30	29	23	6	6	7
Total		0	0	0	2	2	1	48	32	31	8	6	5	92	105	94	22	23	27

Name of person completing this chart: Cynthia Bing

Title: Director of Counseling Services