Operating Principle

4.1 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 4.1 (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.

No corrective actions or strategies for improvement were imposed by the NCAA Division I Committee on Athletics.

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

UCF Athletics developed a stand-alone Gender Equity Plan in December 1993 and revised it in 1994 and 1995 as additional needs were identified.

In 2000, the Chancellor of the Florida State University System issued a directive for universities to formally review their gender equity activities during the 1996-2000 period. UCF Athletics complied and forwarded its report to the Chancellor. UCF's Gender Equity Plan was updated after the Chancellor-directed review was completed. The UCFAA prepared similar reviews and reports annually in 2001, 2002, and 2003. The UCFAA included in these reports substantial detail on the status of the Gender Equity Plan goals and introduced new goals. The annual updates constitute the UCF Athletics Gender Equity Plan for the period 1996-2003.

In October 2004, The Florida Board of Education notified UCF that the yearly Gender Equity Progress reports would be replaced by the Equity Accountability Plan updates that include the gender equity progress report data and are submitted annually to the Board by the institution's Title IX coordinator.

The UCFAA complied with the Florida Board of Education's request for an Equity Accountability Plan in place of the Gender Equity Progress Report, but also completed the Gender Equity Progress Report for 2003-2004 and used it as a source for additional equity data.

Following is a paraphrased summary of the plan for addressing gender equity issues that UCF developed and implemented during its first cycle certification process. The following includes responses regarding the status of the goals identified at that time.

All plan elements appear below. Each element was completed, so the responses to (d) and (e) in the instructions for this item are that the plan element was completed.

Gender Equity Plan—1995

PLAN ELEMENT I
a.
Original plan: UCF Athletics will achieve proportionality between men's and women's sports.

b.
Actions taken
1. UCF Athletics will restrict the number of football participants.
2. UCF Athletics will consider the option of dropping a men's sport.
3. UCF Athletics will consider adding a women's sport.
4. UCF Athletics will add other women's sports as campus interests indicate.

UCF Athletics implemented a review process for use when considering the addition of other women's sports that would more accurately accommodate the interests and abilities of the underrepresented population and would help ensure an appropriate level of success for a new sport. This review process includes:

Accommodation of interests and abilities—survey Florida high school sports programs and tally the number of participants by sport.

Evaluation of fiscal responsibility—assess costs to maintain a sport, such as recruiting locations, locations of sites for team travel, facility construction and operations, equipment, salaries, etc.

Assessment of community support for fund-raising and fan base.

Review of success of club sports on the UCF campus.

Survey of athletics programs at similar regional institutions to determine which women's sports are receiving consideration for inclusion in the future.

5. UCFAA will expand scholarship support to the NCAA maximum in all women's sports.

c.
Dates of actions
1. Beginning Fall 2001, UCF Athletics capped the maximum number of participants in football and all other men's sports.
2. In 1994, UCF Athletics discontinued the men's track and field program.
4. Based on the review's results, UCFAA plans to add an appropriate women's sport as early as Fall 2005 or after the softball facilities that are currently under construction and the rowing facility that is planned are completed. The date will be determined by June 2005.
5. Effective Fall 1997, UCFAA began funding to the maximum scholarship support for all sports.

PLAN ELEMENT II

a.
Original plan: UCF Athletics will assess staffing standards for women's and men's sports programs.
b. Actions taken

1. If coaching qualifications between men's and women's sports differ, UCF Athletics will establish comparable educational and experiential requirements for men's and women's head coaches.

2. UCF Athletics will use a common formula based on participation and/or productivity factors to determine the number of support staff such as assistant coaches, clerical workers, and sports information personnel for men's and women's sports.

c. Dates of actions

1. Beginning summer 1995 to present, UCFAA established comparable educational and experiential requirements for men's and women's head coaches.

2. Ongoing from June 1995 to present, UCFAA provides similar numbers of support staff for sports that have men's and women's teams, such as golf, tennis, soccer, basketball, and baseball & softball. UCFAA individually reviews and establishes budget parameters for sports that do not have both men's and women's teams, such as football, rowing, track & field, and volleyball.

PLAN ELEMENT III

a. Original plan: UCF Athletics will review compensation and benefits for all coaches.

b. Actions taken

1. UCF Athletics will compare the salaries and benefits of women coaches with the salaries and benefits of men coaches in similar sports.

2. UCF Athletics will increase salaries and/or benefits in women's sports to accomplish parity.

c. Dates of actions

1. Ongoing since 1995, UCF Athletics uses several coaching salary surveys to compare salaries of coaches, including the Division I-A Athletic Directors' Annual Compensation survey, conference surveys, and the Florida State University System survey.

2. In July 2003, the UCFAA established a minimum base salary and a standard benefits package for all full-time coaches. As funds permit, the UCFAA has increased coaching salaries to a level closer to the Division I-A average. The UCFAA also considers additional increases when coaching and other performance factors exceed the satisfactory level. Effective July 2003, all head coaches are provided a dealer car as a benefit.

PLAN ELEMENT IV

a. Original plan: UCF Athletics will evaluate budgets and facilities for all sports.

b. Actions taken

1. UCF Athletics will increase operating budgets for women's sports by restructuring the common cost allocation to a basis of participation rather than the number of sports which will increase funding by 5% in fiscal year 1994-1995.
2. UCF Athletics will inventory its men's and women's sports facilities for equal access, availability and similarity of attributes.

3. UCF Athletics will incorporate additional services for primary care in the training facility.

c. Dates of actions

1. Revised budgeting plan was implemented during 1995-1998 fiscal years. From 2002 to present, UCF Athletics restructured its budgeting process to a zero-based system that also considers participation numbers.

2. Monitoring has been ongoing from 1995 to present. During 2003 and 2004, UCF Athletics increased office space for women's basketball and volleyball and provided locker rooms for women's tennis and rowing.

3. In summer 2003, UCFAA completed construction of a multi-purpose facility that includes the primary location of sports medicine, strength and conditioning, and equipment operations for all sports. Since the construction of the new facility, all student-athletes have increased access to services and equipment. UCFAA encourages student-athletes to attend workshops offered at the training facility concerning eating disorders, nutrition, etc. UCFAA plans to add a nutritionist to the sports medicine staff in 2005-06.

PLAN ELEMENT V

a. Original plan: UCF Athletics will market and promote women's athletics.

b. Actions taken

1. UCF Athletics will identify sponsors for women's athletics events.

2. UCF Athletics will expand women's athletics public relations programs in the UCF community and in the Central Florida community.

c. Dates of action

1. Ongoing from 1995 to present, sponsors for women's athletics events include: area hotel—women's basketball tournament; soft drink company—prizes and promotional items for women's soccer, basketball and volleyball games; wineries—wine tasting fundraiser for women's basketball.

2. Ongoing from 2002 to present, UCF's Devos Sport Business Management Program promotes women's basketball, volleyball, and softball to the community through student projects and related activities.

Beginning in 1995 and expanding services to the present, sports marketing staff markets women's sports to youth groups, elementary schools, Girl Scouts, and the YMCA by providing them with schedule cards for all women's sports and a season ticket brochure for women's basketball. The UCFAA promotes all home sporting events through the Central Florida Future newspaper, email, websites, flyers, and the Citrus Bowl video board (effective 2003) during UCF home football games.

The UCF student station, WNFC, currently covers all home sporting events. In 2003-2004, radio station 660 AM aired 6 women's basketball games. Ongoing from 1995 to present, an agreement with Sunshine Network was expanded to provide annual TV coverage for 2 women's sporting events.

Ongoing from 1995 to present, UCF Athletics produces media guides for each sport which are used to recruit student-athletes and inform the media. Sports Information staff provide coverage at home games, and travel with
women's basketball, volleyball, softball, and soccer. Staff also travel to the majority of post-season competitions for women's sports.

Ongoing from 1992 to present, the National Consortium for Academics and Sports staff coordinate a variety of student-athlete outreach activities in the UCF and Central Florida communities.

PLAN ELEMENT VI

a. Original plan: UCF Athletics will assess academic support services for men and women student-athletes.

b. Actions taken

1. UCF Athletics will determine levels of academic support for men and women student-athletes. The evaluation of academic services revealed that academic support for student-athletes is need-based, varies by sport, and can fluctuate within the year.

2. UCF Athletics will adjust the level of academic support for women student-athletes if it is not equivalent to that of men student-athletes.

Student-athletes with the most critical needs receive academic support regardless of gender or sport.

c. Dates of actions

1. Assessed in Fall 1994.

2. Ongoing from Fall 1995 to present.

PLAN ELEMENT VII

a. Original plan: UCF Athletics will monitor its sports offerings for student-athletes.

b. Actions taken

1. UCF Athletics will project participation for the 1998-99 academic year, assuming current enrollment ratios remain the same.

2. Based on participation estimates, UCFAA plans to have 6-7 men's sports and 9-10 women's sports.

c. Dates of actions

1. In 1998-99, undergraduate student enrollment was 55.0% female, and 46% of student-athlete participants were female.

In 2003-04, undergraduate student enrollment was 54.9% female, and 54.2% of student-athlete participants were female.

2. With the addition of rowing in 1996 and softball in 2000, the UCFAA sponsors 10 women's sports and 7 men's sports.
3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 4.1 (Gender Issues) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

The Gender Equity Plan for the University of Central Florida has been in place for many years, and it conforms to the guidelines established by the former Board of Regents for the State University System of Florida. Through 2003, the State University System required annual updates in November of each year. Since 2004, the updates are required in January of each year. Each year, the UCFAA reports on the recommendations made until they are completed.

A ten-year history of these updates and the corresponding corrective actions plans and accomplishments are available in the resource room.

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 4.1 (Gender Issues). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion.

Not applicable.

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

The Board of Trustees of the University of Central Florida is responsible for determining policy. Athletics issues that come before the Board include the Gender Equity Report, which is a part of the Equity Accountability Plan Update. That Equity Accountability Plan reviews issues related to students and employees and includes statistics compiled by race. On May 13, 2004, the UCF Board of Trustees approved the April 30, 2004, Equity Accountability Plan Update.

UCF President John C. Hitt gives priority to the implementation of the operating principles for gender equity and minority participation, and the university's organizational structure reflects that priority. The UCFAA and the Director of Athletics report directly to the UCF President. The Director of Athletics is also an officer of the UCFAA board, as is the UCF President.

Within the UCFAA, there are Associate and Assistant Directors of Athletics whose responsibilities include promoting gender equity and minority participation. Specifically, the Associate Director of Athletics and Senior Woman Administrator oversees the plans and guidelines that focus on gender equity.

Through the year through 2003, The Florida Board of Education mandated a Gender Equity Plan and annual updates in November of each year, and the Federal EADA requirements provided important data in October of each year. In 2004, the Florida Board of Education revised its requirements for the Equity Accountability Plan Updates to include the Gender Equity Plan annual updates. Since the 2004 change, the goals of the Equity Accountability Plan updates pertain to both the gender and minority issues on which principles 4.1 and 4.2 focus.

Other significant members of the administrative team include the Assistant Director of Athletics-Compliance and the coaches. Each coach is responsible for recruitment, expenditure of program funds, and fair treatment. The participation of all of these team members and others is key to meeting the expectations of operating principles 4.1 and 4.2.

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

ATHLETICS FINANCIAL ASSISTANCE
One of the equations for determining gender equity is the comparison of percentage of scholarship funding for women’s sports with the participation rate of women student-athletes. UCF Athletics used this data to develop its gender equity programming.

In 2001-2002, softball became the UCF Athletics’ 10th women’s intercollegiate sport, and all women’s sports were fully funded for financial aid to NCAA maximum levels. Despite the addition of women’s softball, UCF Athletics had a 10.3% disparity between scholarship expenditures and women student-athlete participants. UCF Athletics adjusted its reporting procedures in the fall of 2002 to ensure that it consistently met all men’s sports squad size caps.

UCF Athletics realized substantial increases in scholarship funding for women’s sports in 2002-2003 and 2003-2004 (72.7%), but realized only mild increases in the percentage of scholarship funding for women’s sports. The disparity between the percent of scholarship dollars to women student-athletes remains at 10.3% because the football coaching staff was transformed and the football student-athletes required more academic help. Other factors contributing to this disparity include some attrition in women’s sports participation, increased walk-ons (to maximums per caps placed in 2002) for men’s sports, and increased 5th year grant-in-aid participants for men’s sports.

All sports are currently fully funded for scholarships per NCAA limits.

In response to this disparity, UCF Athletics asked the coaches of women’s sports to set goals to increase the number of walk-ons for their sports; to avoid attrition; and to give more administrative scrutiny to the recruiting process. Additionally, UCF Athletics asked its compliance staff to consistently monitor roster management.

ACCOMMODATION OF INTERESTS AND ABILITIES

In 2001-2002, UCF Athletics added softball as the 10th women’s intercollegiate sport as a part of its efforts to comply with gender equity by comparing the percentage of female enrollment at the institution to the percentage of women student-athletes. Adding softball changed the disparity of participation to enrollment from 11.6% in 2000-2001 to 1.4% in 2001-2002. Other factors that contributed to the reduction in disparity were that UCF Athletics adjusted its reporting procedures in December of 2000 to ensure the consistent compliance with squad size caps for men’s sports, and UCF experienced a 1% decrease in women’s enrollment.

In 2002-2003 and 2003-2004, women’s participation continued to grow to the extent that UCF Athletics reached compliance within 1% in this measurement. UCF Athletics is currently preparing for future participation rates by considering changes in the caps for men’s sports participation and/or the development of more women’s sports programs.

EQUIPMENT AND SUPPLIES

The Equipment and Supplies component of gender equity looks for equity in the quantity and quality of equipment for men’s and women’s sports and the support provided to them. In 2002-2003, UCF Athletics established the Equipment Operations work unit to coordinate equipment operations for all sports. One full-time administrator was hired to oversee this work unit. Previously, the majority of equipment and supplies staff was assigned to football. The UCFAA expanded this work unit in 2003-2004 by hiring a second full-time administrator and continuing to develop and equitably delegate its student support staff.

SCHEDULING OF GAMES AND PRACTICE TIME

In 2000-2001, UCF Athletics changed its scheduling of games and practice times by establishing the facilities and operations work unit. Since the inception of this work unit, UCF Athletics has been transitioning all practice and game facilities to a central campus location and developing new facilities that will offer more opportunities for scheduling of practices and matches.

Since 2001, UCF Athletics has actively sought more opportunities for pre-season and post-season competition by actively and successfully bidding to host conference championships whenever it is appropriate. Since 2001, UCF Athletics hosted the following conference championships:

2002-2003
  Volleyball
  Women’s Basketball
  Track & Field

2003-04
TRAVEL AND PER DIEM ALLOWANCE

The goal of this component of gender equity is to increase travel and per diem allowances to address any disparities between men's and women's programs. Since 2000-2001, despite department-wide budget constraints, total dollars for women's sports travel increased by over $146,000—a 46% increase. The increase in the women's sports travel budget helped to narrow the gap between the overall men's sports travel budget and the women's sports travel budget by 4.9%.

TUTORS

The Office of Academic Services for Student-Athletes operates under the Division of Student Development and Enrollment Services. The UCFAA contributes to the Academic Services for Student-Athletes budget to ensure that sufficient tutorial support is available to student-athletes needing academic assistance. Additionally, the UCFAA lobbies university officials to obtain adequate levels of tutorial support. In 2002-2003, the UCFAA committed funds and space to provide a large study hall, and in 2003-2004, it added information technology staff support for the student-athlete computer lab.

In 2002-2003, UCF’s Athletics Fee Setting Committee recommended and the UCF Board of Trustees approved a student athletic fee increase, which includes funds for Academic Services for Student-Athletes.

With the continuing transition of athletics to a central location on campus, the UCFAA contributed over $285,000 in 2003-2004 to the Academic Services for Student-Athletes budget, which includes funds and space for staff offices, a large study hall for student-athletes, and information technology staff support for the student-athlete computer lab.

COACHES

The assignment and compensation component of gender equity calls for the review of the availability of coaches to aid in the total development of student-athletes and the review of women coaches' compensation compared men coaches.

The UCFAA addresses this goal primarily by increasing to NCAA maximums the full-time coaching opportunities for women's sports, enhancing the professional qualifications of women's sports coaches through professional development and/or recruiting of well-qualified replacements, and increasing the total compensation for coaches of women's sports.

Over the last 3 years, UCF Athletics concentrated efforts to improve salaries and staffing for its women's sports coaches. The UCFAA has increased to NCAA maximums the staffing for the sports of softball and women's rowing, increased salaries for women's sports head coaches by 41.4% and assistant coaches by 47.5%, and developed its fleet to increase leased vehicles to women's sports coaches to 11 in 2003-2004 and two upgraded vehicles.

LOCKER ROOMS, PRACTICE, AND COMPETITIVE FACILITIES

Over the past several years, UCF Athletics has worked toward development of a central campus location for all sports. This growth and change has had several positive impacts on the facilities for women's sports. During this period, the track/cross country building was completed in 2001, an on-campus erg room for rowing was acquired in 2002, an off-campus rowing site was purchased in 2002, batting cages for softball were completed in 2003, and locker rooms for rowing, women's soccer, and women's tennis were reassigned in 2003-2004.

When the UCFAA was privatized in 2003, it identified various other facilities projects and continues to review timelines for their completion.

MEDICAL AND TRAINING FACILITIES AND SERVICES

The UCFAA's growth and its incorporation have positively affected the facilities and staffing of sports medicine and strength & conditioning. The UCFAA opened the Wayne Densch Sports Complex in the summer of 2003—a complex that includes a 10,000 square foot strength and conditioning center for all sports, and a 5,500 square foot sports medicine center for all sports. This building is the primary location for both of these work units, though sports medicine also has a presence in other athletics facilities for more efficient treatment of athletic injuries.

The UCFAA increased the quantity and compensation of the sports medicine staff for all sports. Since 2000-2001, UCF Athletics increased its full-time sports medicine staff by 20%, which includes one assistant trainer paid through external sponsorship funding, and hired additional graduate and student assistants.
Additionally, the UCFAA's agreement with the Health Professions academic program provides approximately 20 student trainers per semester who are supervised by the Athletic Trainers and help provide additional Sports Medicine services. Moreover, the UCFAA increased the compensation for these positions by 46.5% since 2000-2001 (though because of new EADA reporting procedures, the figure now includes income from teaching on-campus).

The UCFAA also increased the quantity of staff and compensation in strength and conditioning for all sports. Since 2000-2001, strength and conditioning full-time staffing has increased by 50%, and compensation for these positions increased 54% over the same time period.

HOUSING AND DINING FACILITIES AND SERVICES

Housing and dining facilities and services considers the equitable treatment of male and female student-athletes' room and board scholarships. UCF offers on-campus housing for the general student population, but no special housing for student-athletes. The university's continued growth allows the UCFAA to continually expand and upgrade its housing options to meet the needs of current and future student residents.

PUBLICITY

The publicity component of gender equity considers the amount of exposure for women's sports. During the reporting period, the UCFAA increased its publicity for women's sports through the sports marketing and sports information areas. The UCFAA increased the quantity and quality of media guides, event broadcasts on TV and radio, advertising campaigns, and promotions specific to women's sports.

SUPPORT SERVICES

The UCFAA continues to grow since its incorporation in 2003 and needs to increase staff throughout the UCFAA. Over the last four reporting periods, the UCFAA added 21 full-time staff positions (not including sports medicine or strength and conditioning).

Another aspect of this component considers office and storage space for women's sports. During this time, the UCFAA allocated more offices and storage space to softball and rowing. As the UCFAA completes its move to a centralized campus location, more upgrades will occur to enhance this area of gender equity.

RECRUITMENT OF STUDENT-ATHLETES

The goal of this component of gender equity is to increase recruiting budgets to address any disparities between men's and women's programs. Since 2000-2001, despite department-wide budget constraints, total dollars for women's recruiting increased by over $35,000—a 42% increase. The budget increase for women reduced the gap between overall men's recruiting expenditures and women's recruiting expenditures by .7%.

The percentage of the increase in recruiting for women's sports was negatively impacted because UCF Athletics entered a new football conference in 2001-2002 and transformed the entire football staff in 2003.

7. Using the program areas for gender issues, please:

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

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

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

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

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

1. 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 area.
UCF conducts the same three "reviews" for each of the 13 elements:

1. UCF completes the EADA statistical report annually in October and submits it to the U.S. Department of Education in October and the NCAA in January.

2. UCF completes the Gender Equity Progress Report annually in November for the Florida Board of Education's Office of Equity and Access. In 2004, this report was incorporated into the Equity Accountability Plan Update.

3. UCF completes the Equity Accountability Plan Update in April and submits it to the UCF Board of Trustees for review at its regular public meeting. After the UCF Board of Trustees approves the Plan, UCF submits it to the Florida Board of Education's Office of Equity and Access. That office prepares it for review by the Florida Board of Education, and the Florida Board of Education submits it to the Florida Legislature.

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

Enhancement goal:
Increase student-athlete financial assistance for women's sports.

DATA FROM EADA REPORTS (football included):
2002-2003
$1,460,730—44.1%
percentage if women's financial assistance is fully utilized: 46.6

2003-2004
$1,737,947—43.9%
percentage if women's financial assistance is fully utilized: 45.4

Enhancement Goal:
Attain disparity of 1% or less with regard to the percentage of scholarship dollars expended for women's sports as compared to the percentage of women student-athlete participants.

DATA FROM EADA REPORTS:

ITEM: MEN'S SPORTS 2003-2004
DOLLAR AMOUNT: $2,218,673
PERCENTAGE: 56.1
UNDUPLICATED PARTICIPATION: 216
PERCENTAGE: 45.8

ITEM: WOMEN'S SPORTS 2003-2004
DOLLAR AMOUNT: $1,737,947
PERCENTAGE: 43.9
c. Identify areas of deficiency and comment on any trends.

In 2003-04, men’s sports had a greater need for summer school that affected the percentage. The dollar increase is attributed to the increase in tuition.

A 10.3% disparity occurred in 2003-2004 because men’s sports had a greater need for summer school, and that impacted the scholarship expenditures percentages.

The increase in women’s sports participants was primarily due to walk-ons in rowing and track/cross country.

The inequity of the scholarship budget decreased because the UCFAA increased scholarship dollars to women's sports and women’s sports had additional walk-ons.

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

The UCFAA will place caps on the squad size of men's sports.

The UCFAA will encourage walk-on players for women's sports.

Women’s sports will be fully funded for scholarships per NCAA limits.

The UCFAA will develop policies that ensure provision of equitable summer school opportunities for men and women student-athletes.

The UCFAA will identify and implement appropriate women's sports and fund scholarships for them to NCAA maximums.
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 area.

      UCF conducts the same three "reviews" for each of the 13 elements:

      1. UCF completes the EADA statistical report annually in October and submits it to the U.S. Department of Education in October and the NCAA in January.

      2. UCF completes the Gender Equity Progress Report annually in November for the Florida Board of Education's Office of Equity and Access. In 2004, this report was incorporated into the Equity Accountability Plan Update.

      3. UCF completes the Equity Accountability Plan Update in April and submits it to the UCF Board of Trustees for review at its regular public meeting. After the UCF Board of Trustees approves the Plan, UCF submits it to the Florida Board of Education's Office of Equity and Access. That office prepares it for review by the Florida Board of Education, and the Florida Board of Education submits it to the Florida Legislature.

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

      **Enhancement Goal:**
      The UCFAA will increase women student-athletes' participation rates until they are proportionate with undergraduate women's enrollment.

      **Women's Totals (Source—EADA Reports):**

      2002-2003
      Enrollment 13,179 (55.3%)
      Participation 225 (51.6%)
      3.7% difference—unduplicated number of women student-athletes

      2003-2004
      Enrollment 14,179 (54.9%)
      Participation 256 (54.2%)
      .7% difference—unduplicated number of women student-athletes

      **DATA FROM EADA REPORTS**
      **ITEM: MEN'S SPORTS 2003-2004**
      ENROLLMENT: 11,640
      PERCENTAGE: 45.1
      PARTICIPATION: 216
      PERCENTAGE: 45.8
ITEM: WOMEN'S SPORTS 2003-2004
ENROLLMENT: 4,179
PERCENTAGE: 54.9
PARTICIPATION: 256
PERCENTAGE: 54.2

ITEM: MEN'S SPORTS 2002-2003
ENROLLMENT: 10,653
PERCENTAGE: 44.7
PARTICIPATION: 211
PERCENTAGE: 48.6

ITEM: WOMEN'S SPORTS 2002-2003
ENROLLMENT: 13,179
PERCENTAGE: 55.3
PARTICIPATION: 225
PERCENTAGE: 51.4

ITEM: MEN'S SPORTS 2001-2002
ENROLLMENT: 9,900
PERCENTAGE: 45.0
PARTICIPATION: 185
PERCENTAGE: 46.7

ITEM: WOMEN'S SPORTS 2001-2002
ENROLLMENT: 12,100
PERCENTAGE: 55.0
PARTICIPATION: 211
PERCENTAGE: 53.3

Enhancement Goal:
The UCFAA will identify appropriate women's sports to add to its future offerings.
The UCFAA is currently reviewing data that will assist it in accommodating the interests and abilities of women student-athletes.

c. Identify areas of deficiency and comment on any trends.
The increase in women's sports participants in basketball, rowing, and track/cross country includes 5th year grants-in-aid and medical red-shirted athletes per NCAA interpretation. The increase in these participation rates is due primarily to additional walk-ons.

d. Explain how the institution's future plan for gender issues addresses this area.
Current plans include adding at least one women's sport in 2005, and considering women's bowling and various women's field sports.
The UCFAA will cap the squad size of men's sports.
The UCFAA will encourage walk-ons for women's sports.
The UCFAA will fully fund women's sports scholarships per NCAA limits.
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 area.

UCF conducts the same three "reviews" for each of the 13 elements:

1. UCF completes the EADA statistical report annually in October and submits it to the U.S. Department of Education in October and the NCAA in January.

2. UCF completes the Gender Equity Progress Report annually in November for the Florida Board of Education's Office of Equity and Access. In 2004, this report was incorporated into the Equity Accountability Plan Update.

3. UCF completes the Equity Accountability Plan Update in April and submits it to the UCF Board of Trustees for review at its regular public meeting. After the UCF Board of Trustees approves the Plan, UCF submits it to the Florida Board of Education's Office of Equity and Access. That office prepares it for review by the Florida Board of Education, and the Florida Board of Education submits it to the Florida Legislature.

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

In response to the identified need for an increase in equipment and supplies support for women's sports, UCF established a second full-time assistant equipment manager for all sports who is responsible for the purchase, inventory, cleaning, repair, and replacement of equipment.

Prior to this enhancement, the majority of equipment-related support staff was assigned to football.

DATA FROM EADA REPORTS

ITEM: MEN'S SPORTS 2003-2004
DOLLARS SPENT: $272,003
PERCENT OF TOTAL: 65.9

ITEM: WOMEN'S SPORTS 2003-2004
DOLLARS SPENT: $140,877
PERCENT OF TOTAL: 34.1

ITEM: MEN'S SPORTS 2002-2003
DOLLARS SPENT: $238,786
PERCENT OF TOTAL: 50.5

ITEM: WOMEN'S SPORTS 2002-2003
DOLLARS SPENT: $233,749
PERCENT OF TOTAL: 49.5

ITEM: MEN'S SPORTS 2001-2002
c. Identify areas of deficiency and comment on any trends.

- Dollars for women’s sports are decreasing in proportion to men’s sports.
- The equipment and supplies allocation looks different because the UCFAA complied with changes in the reporting of 2003-2004 EADA data.
- The UCFAA replaced some boats after a 2002-2003 season women’s rowing accident.
- The transition of football coaching staff changed equipment needs for football in 2003-04.

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

- The UCFAA completes an annual evaluation of equipment and supply needs and sets goals accordingly.

### 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.

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

UCF conducts the same three “reviews” for each of the 13 elements:

1. UCF completes the EADA statistical report annually in October and submits it to the U.S. Department of Education in October and the NCAA in January.

2. UCF completes the Gender Equity Progress Report annually in November for the Florida Board of Education’s Office of Equity and Access. In 2004, this report was incorporated into the Equity Accountability Plan Update.

3. UCF completes the Equity Accountability Plan Update in April and submits it to the UCF Board of Trustees for review at its regular public meeting. After the UCF Board of Trustees approves the Plan, UCF submits it to the Florida Board of Education’s Office of Equity and Access. That office prepares it for review by the Florida Board of Education, and the Florida Board of Education submits it to the Florida Legislature.

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

The UCFAA has set two goals for the scheduling of games and practice time. They are:

1. Provide more opportunities for scheduling of practices and matches.
2. Provide more opportunities for pre-season and post-season competition.

Additionally, the UCFAA seeks opportunities to host conference championships when feasible.
Moreover, the UCFAA is constructing additional athletics facilities that will provide more opportunities for scheduling practices and matches.

ITEM: MEN'S SPORTS 2003-2004  
CONFERENCE CHAMPIONSHIP EVENTS HOSTED: N/A

ITEM: WOMEN'S SPORTS 2003-2004  
CONFERENCE CHAMPIONSHIP EVENTS HOSTED: Track & Field, Volleyball

ITEM: MEN'S SPORTS 2002-2003  
CONFERENCE CHAMPIONSHIP EVENTS HOSTED: N/A

ITEM: WOMEN'S SPORTS 2002-2003  
CONFERENCE CHAMPIONSHIP EVENTS HOSTED: Basketball, Track & Field, Volleyball

ITEM: MEN'S SPORTS 2001-2002  
CONFERENCE CHAMPIONSHIP EVENTS HOSTED: Basketball

ITEM: WOMEN'S SPORTS 2001-2002  
CONFERENCE CHAMPIONSHIP EVENTS HOSTED: Soccer

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

No deficiencies or trends were identified.

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

The UCFAA conducts annual evaluations of games scheduling, practice times, and facilities and sets goals accordingly.

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 area.

UCF conducts the same three "reviews" for each of the 13 elements:

1. UCF completes the EADA statistical report annually in October and submits it to the U.S. Department of Education in October and the NCAA in January.

2. UCF completes the Gender Equity Progress Report annually in November for the Florida Board of Education's Office of Equity and Access. In 2004, this report was incorporated into the Equity Accountability Plan Update.
3. UCF completes the Equity Accountability Plan Update in April and submits it to the UCF Board of Trustees for review at its regular public meeting. After the UCF Board of Trustees approves the Plan, UCF submits it to the Florida Board of Education's Office of Equity and Access. That office prepares it for review by the Florida Board of Education, and the Florida Board of Education submits it to the Florida Legislature.

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

The UCFAA increased the total dollars for women's sports travel and increased the amount of travel for postseason play.

DATA FROM EADA REPORTS

ITEM: MEN'S SPORTS 2003-2004
TEAM TRAVEL EXPENSES: $682,134
PERCENTAGE: 59.4

ITEM: WOMEN'S SPORTS 2003-2004
TEAM TRAVEL EXPENSES: $465,210
PERCENTAGE: 40.6

ITEM: MEN'S SPORTS 2002-2003
TEAM TRAVEL EXPENSES: $672,889
PERCENTAGE: 63.0

ITEM: WOMEN'S SPORTS 2002-2003
TEAM TRAVEL EXPENSES: $395,590
PERCENTAGE: 37.0

ITEM: MEN'S SPORTS 2001-2002
TEAM TRAVEL EXPENSES: $691,295
PERCENTAGE: 63.6

ITEM: WOMEN'S SPORTS 2001-2002
TEAM TRAVEL EXPENSES: $395,826
PERCENTAGE: 36.4

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

Total dollars for women's sports travel increased by $69,620 (17.6%). This increase includes travel for post-season play.

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

The UCFAA will increase the travel and per diem allowances to address any disparities between men's and women's programs.

The UCFAA will conduct annual evaluations of travel and per diem allowances and will set goals accordingly.
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 area.

UCF conducts the same three "reviews" for each of the 13 elements:

1. UCF completes the EADA statistical report annually in October and submits it to the U.S. Department of Education in October and the NCAA in January.

2. UCF completes the Gender Equity Progress Report annually in November for the Florida Board of Education's Office of Equity and Access. In 2004, this report was incorporated into the Equity Accountability Plan Update.

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

The UCFAA contributes $285,036 to the office of Academic Services for Student Athletes, which includes funds and space for offices, staff, study hall, and information technology support for the student-athletes' computer lab.

The UCFAA lobbies to university officials for an adequate amount of tutors and other services for student-athletes.

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

The UCFAA has been proactive in demonstrating a commitment to the student-athlete. As budget allows, more opportunities have been provided to upgrade support to Academic Services for Student-Athletes. For example, the Athletics Fee Setting Committee recommended approval of a student athletic fee increase, effective 7/1/03, which includes funds for the Office of Academic Services for Student-Athletes.

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

The UCFAA will ensure that sufficient tutorial support is available to student-athletes needing academic assistance.

The UCFAA conducts an annual evaluation of academic support programs and sets goals accordingly.

Academic advisors evaluate student-athletes' academic needs and recommend tutors and other services when appropriate.

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 area.

UCF conducts the same three "reviews" for each of the 13 elements:

1. UCF completes the EADA statistical report annually in October and submits it to the U.S. Department of Education in October and the NCAA in January.

2. UCF completes the Gender Equity Progress Report annually in November for the Florida Board of Education’s Office of Equity and Access. In 2004, this report was incorporated into the Equity Accountability Plan Update.

3. UCF completes the Equity Accountability Plan Update in April and submits it to the UCF Board of Trustees for review at its regular public meeting. After the UCF Board of Trustees approves the Plan, UCF submits it to the Florida Board of Education’s Office of Equity and Access. That office prepares it for review by the Florida Board of Education, and the Florida Board of Education submits it to the Florida Legislature.

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

The UCFAA incorporated in July of 2003.
The student athletics fee was increased on 7/1/03.
The minimum salary for assistant coaches increased.
Head coaches’ salaries increased.
More courtesy vehicles were provided to women’s sports coaches:
Year 2002-2003 Number of courtesy vehicles: 7
Year 2003-2004 Number of courtesy vehicles: 11 (including 2 upgrades)

DATA FROM EADA REPORTS

ITEM: MEN’S SPORTS 2003-2004
NUMBER OF COACHES: 25
FTE: 22.2
HEAD COACH AVERAGE SALARY PER FTE: $76,632
ASST. COACH AVERAGE SALARY PER FTE: $42,920

ITEM: WOMEN’S SPORTS 2003-2004
NUMBER OF COACHES: 24
FTE: 22.3
HEAD COACH AVERAGE SALARY PER FTE: $58,621
ASST. COACH AVERAGE SALARY PER FTE: $31,460

ITEM: MEN’S SPORTS 2002-2003
NUMBER OF COACHES: 24
FTE: 22.0
HEAD COACH AVERAGE SALARY PER FTE: $68,132
ASST. COACH AVERAGE SALARY PER FTE: $42,214
ITEM: WOMEN’S SPORTS 2002-2003
NUMBER OF COACHES: 22
FTE: 21.0
HEAD COACH AVERAGE SALARY PER FTE: $45,892
ASST. COACH AVERAGE SALARY PER FTE: $23,901

ITEM: MEN’S SPORTS 2001-2002
NUMBER OF COACHES: 25
FTE: 22.3
HEAD COACH AVERAGE SALARY PER FTE: $63,425
ASST. COACH AVERAGE SALARY PER FTE: $38,950

ITEM: WOMEN’S SPORTS 2001-2002
NUMBER OF COACHES: 24
FTE: 22.7
HEAD COACH AVERAGE SALARY PER FTE: $41,449
ASST COACH AVERAGE SALARY PER FTE: $21,322

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

Due to changes in coaching needs, a decrease in coaching staff occurred from 2001-02 to 2002-03. This change was reviewed after the 2002-03 season, and needs were identified and addressed by budgeting for additional coaches.

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

The UCFAA conducts annual evaluations of staffing needs and coaching compensation and benefits and sets goals accordingly.

The UCFAA uses national salary surveys to identify compensation deficiencies.

The UCFAA seeks funding sources to address salary inequities.

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 area.

UCF conducts the same three "reviews" for each of the 13 elements:

1. UCF completes the EADA statistical report annually in October and submits it to the U.S. Department of Education in October and the NCAA in January.

2. UCF completes the Gender Equity Progress Report annually in November for the Florida Board of Education’s Office of Equity and Access. In 2004, this report was incorporated into the Equity Accountability Plan Update.

3. UCF completes the Equity Accountability Plan Update in April and submits it to the UCF Board of Trustees for review at its regular public meeting. After the UCF Board of Trustees approves the Plan, UCF submits it
b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this area.

The UCFAA continues phased construction of the softball complex.

The UCFAA completed the batting cage in 2003, the clubhouse in 2004, and the spectator seating, practice field, and field lights will be completed in 2005.

Construction of the rowing facility is in progress.

DATA FROM EADA REPORTS

ITEM: MEN'S SPORTS

FACILITIES CHANGES 2003-2004: Football locker rooms completed
FACILITIES CHANGES 2002-2003: n/a
FACILITIES CHANGES 2001-2002: n/a

ITEM: WOMEN'S SPORTS

FACILITIES CHANGES 2003-2004:
Rowing assigned to vacated football locker room
Rowing erg room relocated
Soccer assigned to arena locker room
Tennis assigned to vacated soccer locker room

FACILITIES CHANGES 2002-2003:
Land purchased for off-campus for a rowing practice and competition facility
Softball batting cages completed

FACILITIES CHANGES 2001-2002:
Rowing on-campus erg room purchased
Completion of soccer practice fields

The UCFAA is constructing new facilities that are in various stages of completion, but all of which will be completed by 2008.

No deficiencies by gender were identified.

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

The UCFAA will construct and/or replace locker rooms, practice, and competitive facilities for existing and new programs.

Locker room assignments are evaluated annually and adjustments according to needs are made.

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 area.
UCF conducts the same three "reviews" for each of the 13 elements:

1. UCF completes the EADA statistical report annually in October and submits it to the U.S. Department of Education in October and the NCAA in January.

2. UCF completes the Gender Equity Progress Report annually in November for the Florida Board of Education's Office of Equity and Access. In 2004, this report was incorporated into the Equity Accountability Plan Update.

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

The UCFAA achieved significant increases in budget allocations for sports medicine and strength and conditioning.

One sports medicine assistant trainer position is paid through external funding by a sponsor.

UCF's agreement with the health professions academic program provides approximately twenty student trainers per semester who are supervised by the athletic trainers and contribute to the expansion of sports medicine services.

ITEM: SPORTS MEDICINE ANNUAL BUDGET 2003-2004
SALARY BUDGET: $175,207
FTE: 5.0

ITEM: SPORTS MEDICINE ANNUAL BUDGET 2002-2003
SALARY BUDGET: $134,688
FTE: 5.0

ITEM: SPORTS MEDICINE ANNUAL BUDGET 2001-2002
SALARY BUDGET: $131,124
FTE: 5.0

ITEM: STRENGTH AND CONDITIONING ANNUAL BUDGET 2003-2004
SALARY BUDGET: $258,804
FTE: 6.0

ITEM: STRENGTH AND CONDITIONING ANNUAL BUDGET 2002-2003
SALARY BUDGET: $139,856
FTE: 5.0
ITEM: STRENGTH AND CONDITIONING ANNUAL BUDGET 2001-2002

SALARY BUDGET: $118,855
FTE: 4.0

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

The new EADA reporting procedures require the UCFAA to include income from on-campus teaching by sports medicine staff.

The UCFAA hired a 1.0 FTE director of strength and conditioning at a higher salary, so the salary figure for strength and conditioning increased.

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

The UCFAA will expand medical and training facilities and services by increasing staffing of sports medicine and strength and conditioning units.

The UCFAA conducts an annual evaluation of its staffing needs and sets goals accordingly.

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 area.

UCF conducts the same three "reviews" for each of the 13 elements:

1. UCF completes the EADA statistical report annually in October and submits it to the U.S. Department of Education in October and the NCAA in January.

2. UCF completes the Gender Equity Progress Report annually in November for the Florida Board of Education's Office of Equity and Access. In 2004, this report was incorporated into the Equity Accountability Plan Update.

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

The UCFAA expanded on-campus housing and dining options as follows:

HOUSING:

Housing increased from 2,955 on-campus beds in 2001 to 3,789 on-campus beds in 2003-2004.

Greek housing increased from 400 on-campus beds in 2002-2003 to 422 on-campus beds in 2003-2004.

The LINK program for freshmen is a program designed to bring students together on-campus and throughout the community.
UCF reserves 85% of its on-campus housing for freshmen.

The UCFAA does not provide special housing for student-athletes, but on-campus housing is available to all students.

DINING:
Dining services added additional seating, more meal plan options, installment payment options, and extended hours in 2003-2004.

In the spring of 2004, UCF Dining Services began offering convenience store items in its Real Food Express location.

In the spring of 2004, the Rosen College of Hospitality Management opened a food court featuring six restaurants.

NOTES:
Full scholarship student-athletes receive on-campus housing or a stipend for off-campus housing.

Full scholarship student-athletes receive a meal plan or stipend to cover board.

No special housing services are provided for student-athletes per NCAA regulations; housing for student-athletes is not separated from that of overall student population.

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

Campus wide expansion of dining and housing services is underway to better serve the entire student population.

No deficiencies were noted.

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

The UCFAA will provide equitable housing and dining facilities and services to men's and women's sports.

The UCFAA will conduct annual evaluations of housing and dining needs and set goals accordingly.

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 area.

UCF conducts the same three "reviews" for each of the 13 elements:

1. UCF completes the EADA statistical report annually in October and submits it to the U.S. Department of Education in October and the NCAA in January.

2. UCF completes the Gender Equity Progress Report annually in November for the Florida Board of Education's Office of Equity and Access. In 2004, this report was incorporated into the Equity Accountability Plan Update.
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b. Provide data demonstrating the institution’s status/commitment, including resource allocation, across this area.

The Sports Marketing and Sports Information units provide publicity for the UCFAA. Budget constraints dictate the size of staff and extensiveness of publications and promotions.

The following areas of coverage are provided by Sports Marketing:

Promotions
Over the last 3 years, UCF Athletics promoted all home sporting events through the Central Florida Future newspaper, email, Web site, flyers, residence halls, and e-newsletters.

Budget
During the last 3 years, UCF Athletics allocated 60% of its budget for football and 40% of its budget for all other sports. Beginning with the 2003-04 football season, the sports marketing staff promoted other UCFAA sporting events through the video board at the UCF home football games.

TV/Radio broadcasts
The student station, WNSC, covers all home sporting events. Radio station 740 AM covers all football, all men’s basketball, and 10 baseball contests. Starting in 2003-04, radio station 660 AM aired 6 women’s basketball contests. Television coverage included the Sunshine Network’s coverage of 2 football, 2 men’s basketball, 1-2 women’s basketball, and 1-2 baseball contests. ESPN networks covered 1-2 football games in each of the 3 years reported.

The following areas of coverage are provided by Sports Information:

ITEM: MEN’S SPORTS 2003-2004
NUMBER OF MEDIA GUIDES: 7,800
COST: $36,535
PERCENT OF BUDGET: 60.2
STAFFING FOR SPORTS: 5FT/2PT or student

ITEM: WOMEN’S SPORTS 2003-2004
NUMBER OF MEDIA GUIDES: 4,100
COST: $24,138
PERCENT OF BUDGET: 39.8
STAFFING FOR SPORTS: 7 FT/2 PT or student

ITEM: MEN’S SPORTS 2002-2003
NUMBER OF MEDIA GUIDES: 8,000
COST: $35,848
PERCENT OF BUDGET: 60.3
STAFFING FOR SPORTS: 6 FT/1 PT or student

ITEM: WOMEN’S SPORTS 2002-2003
NUMBER OF MEDIA GUIDES: 4,000
COST: $23,620
The DeVos Sport Business Management program promotes women's basketball, volleyball, and softball to the community through student projects and related activities.

Sports marketing staff markets to youth in elementary schools, the Girl Scouts, and the YMCA.

Sports Information provides posters and schedule cards for all women's sports and prepares a season ticket brochure.

The UCFAA promotes all home sporting events through the Central Florida Future newspaper, via e-mail, on the UCF Web site, in flyers, and on the Citrus Bowl video board during home football games.

The UCF student radio and TV stations, WUCF and WNSC, cover all home games.

Radio station 660 AM aired six women's basketball games.

An agreement with the Sunshine Network provides TV coverage for two women's sporting events.

Sports Information staff provide coverage at home events and travel with women's basketball, volleyball, softball, and soccer. Staff also travel to the majority of post-season competitions for women's sports.

Sports Information produces media guides for each sport for the media and for recruiting.

The National Consortium for Academics and Sports staff coordinate a variety of student-athlete outreach activities at UCF and in the community.

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

None identified.

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

The UCFAA will increase the exposure of women's sports.

The UCFAA conducts an annual evaluation of staffing and publication needs and sets goals accordingly.


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

UCF conducts the same three "reviews" for each of the 13 elements:

1. UCF completes the EADA statistical report annually in October and submits it to the U.S. Department of Education in October and the NCAA in January.
2. UCF completes the Gender Equity Progress Report annually in November for the Florida Board of Education's Office of Equity and Access. In 2004, this report was incorporated into the Equity Accountability Plan Update.

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

In general, these staffing increases concern critical support areas of compliance, business operations, equipment operations, and facilities operations.

In 2003-04, The UCFAA increased administrative and support staff by 4.0 FTE by adding a director of football operations, a senior secretary for football, a coordinator for information technology, and a director of video operations.

In 2002-03, UCF Athletics increased administrative and support staff by 5.0 FTE.

In 2001-02, UCF Athletics increased administrative and support staff by 4.0 FTE.

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

The UCFAA increases administrative and support staff as funding allows.

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

The UCFAA will increase support staff for coaches to allow them more time for coaching functions, availability to student-athletes, and fundraising.

The UCFAA conducts an annual evaluation of staffing needs and sets goals accordingly.

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 area.

UCF conducts the same three "reviews" for each of the 13 elements:

1. UCF completes the EADA statistical report annually in October and submits it to the U.S. Department of Education in October and the NCAA in January.

2. UCF completes the Gender Equity Progress Report annually in November for the Florida Board of Education's Office of Equity and Access. In 2004, this report was incorporated into the Equity Accountability Plan Update.

3. UCF completes the Equity Accountability Plan Update in April and submits it to the UCF Board of Trustees for review at its regular public meeting. After the UCF Board of Trustees approves the Plan, UCF submits it...
b. Provide data demonstrating the institution’s status/commitment, including resource allocation, across this area.

DATA FROM EADA REPORTS

ITEM: MEN’S SPORTS
DOLLAR AMOUNT 2003-2004: $202,250
PERCENTAGE 2003-2004: 62.9
DOLLAR AMOUNT 2002-2003: $166,728
PERCENTAGE 2002-2003: 61.9
DOLLAR AMOUNT 2001-2002: $165,042
PERCENTAGE 2001-2002: 65.7

ITEM: WOMEN’S SPORTS
DOLLAR AMOUNT 2003-2004: $119,086
PERCENTAGE 2003-2004: 37.1
DOLLAR AMOUNT 2002-2003: $102,513
PERCENTAGE: 38.1
DOLLAR AMOUNT 2001-2002: $86,244
PERCENTAGE: 34.3

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

The actual dollar amount of recruitment funding for women’s sports increased by $16,573 in 2003-2004, but the percentage declined because men’s basketball had to replace senior players and football had to replace its entire coaching staff.

All sports are fully funded for scholarships per NCAA limits.

Recruiting budgets for women’s sports increased when funds were available.

All sports subscribe to publications or recruiting Web sites to assist in the identification of possible recruits.

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

The UCFAA will increase the recruiting budget for women’s sports where needed.

The UCFAA conducts annual evaluations of recruiting needs and sets goals accordingly.

8. 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.

Operating Principle 4.1 Gender Issues

PLAN FOR IMPROVEMENT 2005-2010

1. ATHLETICS FINANCIAL ASSISTANCE

Issue:
The number of men and women student-athletes participating in athletics programs is different, but an equal percentage of women and men student-athletes will receive scholarships.

Goal:
The disparity between the percentage of men and women student-athletes receiving scholarships will be less than 1%.

Step 1:
The UCFAA decided to not add more scholarship opportunities for men.

Responsibility:
Director of Athletics and Senior Woman Administrator

Timetable:
Completed and will be continuously monitored.

Step 2:
The UCFAA maintains full funding of women's sports scholarships within NCAA limits.

Responsibility:
Director of Athletics and Senior Woman Administrator

Timetable:
Completed and will be continuously monitored.

Step 3:
The UCFAA encourages each women's sport to use its maximum amount of budgeted scholarship dollars.

Responsibility:
Director of Athletics and Senior Woman Administrator

Timetable:
Completed and will be continuously monitored.

Step 4:
The UCFAA will develop policies that ensure provision of equitable summer school opportunities for men and women student-athletes.

Responsibility:
Director of Athletics, Senior Woman Administrator, Senior Associate to the Director of Athletics

Timetable:
An informal policy is in place. A written formal policy will be adopted by January 1, 2006.

Step 5:
The UCFAA will identify and implement appropriate women's sports and will fund scholarships for them to NCAA maximums.

Responsibility:
Director of Athletics and Senior Woman Administrator
Timetable: The process in ongoing. One women’s sport will be added in the fall of 2005, another will be added in the fall of 2007, and another will be added in the fall of 2009. The process will continue until the goal is reached.

2. ACCOMMODATION OF INTERESTS AND ABILITIES

Issue: The UCFAA works towards athletics program participation by women and men equal to the proportion of women and men in the general student population. When proportions are not maintained naturally, the UCFAA expands programs for the underrepresented gender.

Goal: The UCFAA will increase the unduplicated participation rates of women student-athletes until they are proportionate with the enrollment of women in the general student population.

Step 1: The UCFAA will continue to encourage walk-on student-athletes for women’s sports.
Responsibility: Director of Athletics
Timetable: Continuing and will be continuously monitored.

Step 2: The UCFAA will review the participation rates in women’s sports at Florida high schools and community colleges.
Responsibility: Director of Athletics
Timetable: Ongoing on an annual basis.

3. EQUIPMENT AND SUPPLIES

Issue: The UCFAA seeks to maintain equity among men’s and women’s sports in the quality, quantity, suitability, availability, and maintenance and replacement of equipment and supplies.

Goal: The UCFAA will increase equipment and supplies support for women’s sports.

Step 1: The UCFAA will expand the development of the equipment operations work unit for all sports.
Responsibility: Director of Athletics
Timetable: Ongoing to meet the standards of the new conference for the 2005-06 academic year. Operating budgets will be increased to meet those standards. As new athletic facilities are completed, they will include equipment rooms for the various sports.

Step 2: The UCFAA will increase the equipment and supplies budget for women's sports to address disparities between men's and women's programs.
Responsibility: Director of Athletics
Timetable: A new position was added in 2004 and additional positions will be staffed as new sports are added.
Step 3:
The UCFAA will have equitable policies for men's and women's sports equipment in the areas of procurement, quality, maintenance, and replacement.

Responsibility:
Director of Athletics

Timetable:
Operating budgets will be increased to meet the new conference standards for the 2005-06 academic year.

Step 4:
The UCFAA will identify equipment room staffing for women's sports to address any disparities between men's and women's programs.

Responsibility:
Director of Athletics

Timetable:
Policies are in place now. They will be monitored on an ongoing basis.

4. SCHEDULING OF GAMES AND PRACTICE TIME

Issue:
The UCFAA seeks equity for its men's and women's teams in the number, length, day of the week, and start time of games and practices and the availability of pre-season and post-season opportunities.

Goal:
The UCFAA will provide equal opportunities to men's and women's teams to schedule practice and home matches and attend pre- and post-season home and away competitions.

Step 1:
The UCFAA will review its scheduling policies to ensure equitable scheduling of men's and women's practices and games.

Responsibility:
Director of Athletics

Timetable:
Most sports are done. The process will be ongoing until completion of the new athletic facilities in the fall of 2007.

Step 2:
The UCFAA will continue to review its budgeting policies so that men's and women's sports have similar opportunities to compete in pre-and post-season competitions.

Responsibility:
Director of Athletics

Timetable:
Similar opportunities are in place now. Continuous monitoring will be conducted to ensure that opportunities continue in the future.

Step 3:
The UCFAA seeks opportunities for hosting conference championships whenever feasible.

Responsibility:
Director of Athletics

Timetable:
Currently being done and will be continuously monitored to ensure such opportunities are being sought.
Step 4:
The UCFAA is constructing new athletics facilities that will provide more scheduling options for practices and matches.

Responsibility:
Director of Athletics

Timetable:
Equitable opportunities are in place for those sports that meet Conference USA standards. New or improved facilities are being constructed or improved to meet Conference USA standards and will be completed within the 2007-2010 time frame.

5. TRAVEL AND PER DIEM ALLOWANCE

Issue:
The UCFAA seeks equity for men’s and women’s sports in modes of transportation, housing furnished during travel, length of stay before and after competition, dining arrangements while traveling, and per diem.

Goal:
The UCFAA will increase the budget for per diem allowances when disparities exist between men's and women's sports.

Step 1:
The UCFAA will increase the travel budget for women’s sports.

Responsibility:
Director of Athletics

Timetable:
Currently done to meet the travel requirements of Conference USA beginning in the fall of 2005. Continuous monitoring will take place to ensure equity.

Step 2:
The UCFAA will review travel policies to ensure that men's and women's sports teams receive similar transportation, housing, dining, per diem, and length of travel.

Responsibility:
Director of Athletics

Timetable:
Completed and will be continuously monitored.

Step 3:
The UCFAA will review its scheduling policies to ensure equitable travel to regional and national competitions.

Responsibility:
Director of Athletics

Timetable:
Completed and will be continuously monitored.

6. TUTORS

Issue:
The UCFAA is concerned with providing tutors for its student-athletes. It seeks to provide student-athletes with easy access to and procedures for obtaining tutor services; trained, qualified, experienced, and professional tutors; and reasonable tutor-pupil loads
Goal:
The UCFAA will ensure that sufficient tutorial support is available to student-athletes in all sports.

Step 1:
The UCFAA will review the qualifications, compensation, and availability of tutors for men's and women's sports.

Responsibility:
Director of Athletics and Director of Academic Services for Student-Athletes

Timetable:
Completed and will be continuously monitored. Space has been significantly improved and will expand even further with the completion of the new facilities in the fall of 2007.

Step 2:
The UCFAA will evaluate tutoring conditions such as available space, number of student-athletes per tutor, etc., for men and women student-athletes.

Responsibility:
Director of Athletics and Director of Academic Services for Student-Athletes

Timetable:
Completed and will be continuously monitored.

Step 3:
The UCFAA will evaluate its allocation of staff to women's sports.

Responsibility:
Director of Athletics and Director of Academic Services for Student-Athletes

Timetable:
Completed and will be continuously monitored.

Step 4:
The UCFAA will increase its budgetary support as appropriate for additional equipment, facilities, and staff for the Office of Academic Services for Student-Athletes.

Responsibility:
Director of Athletics and Director of Academic Services for Student-Athletes

Timetable:
Completed and will be continuously monitored.

7. COACHES

Issue:
The UCFAA is concerned with the availability, assignment, and compensation of its coaches. Specific areas of concerns are compensation rates, contract duration, contract renewal conditions, experience, coaching duties, and working conditions.

Goal:
The UCFAA will evaluate the availability, assignment, and compensation of coaches in all sports and will appropriately address any disparities between men's and women's programs.

Step 1:
The UCFAA will compare the staffing of all coaches—full-time, part-time, and graduate assistants, to the limits allowable by the NCAA.

Responsibility:
Director of Athletics
Timetable:
Completed and will be continuously monitored.

Step 2:
Staffing for women's sports will be at the maximum limits allowed by the NCAA.

Responsibility:
Director of Athletics

Timetable:
Completed and will be continuously monitored.

Step 3:
The UCFAA will compare the professional development opportunities for men and women coaches and will decrease any inequities between them.

Responsibility:
Director of Athletics

Timetable:
Ongoing. Professional development needs are identified through the performance appraisal process. UCFAA currently offers one, expenses-paid professional development opportunity per year per coach, for an on- or off-campus course or workshop.

Step 4:
The UCFAA will compare its coaches' salaries to the market averages found in the Division I-A Athletics Directors Compensation Survey and will address any salary inequities.

Responsibility:
Director of Athletics

Timetable:
This comparison is done annually and salary increases are addressed in the five-year financial plan.

Step 5:
The UCFAA will compare its men's and women's coaching conditions and will address any disparities.

Responsibility:
Director of Athletics

Timetable:
This comparison is ongoing and continuously monitored.

8. LOCKER ROOMS

Issue:
The UCFAA is concerned about the quality, availability, exclusivity, maintenance, and preparation of practice and competition facilities and the exclusivity of locker rooms.

Goal:
The UCFAA will evaluate all of its athletics facilities and appropriately address disparities between men's and women's facilities.

Step 1:
The UCFAA will compare the quality, maintenance, and availability of practice facilities for men's and women's sports and will address any disparities among them.

Responsibility:
Director of Athletics
Timetable:
This comparison is ongoing and continuously monitored. All sports will have either new or significantly improved facilities by the fall of 2010 to ensure equity.

Step 2:
The UCFAA will compare the quality, maintenance, proximity, and availability of locker rooms for men’s and women’s sports and will address any disparities among them.

Responsibility:
Director of Athletics

Timetable:
The comparison is ongoing and continuously monitored. Many sports currently have equitable locker rooms. Equitable locker rooms will be available for all sports with the completion of the new or significantly improved facilities by the fall of 2010.

Step 3:
The UCFAA is constructing a women’s softball complex and an off-campus rowing facility.

Responsibility:
Director of Athletics

Timetable:
The women’s softball complex will be completed by spring 2006 and the women’s rowing complex will be completed by the fall of 2006.

9. MEDICAL AND TRAINING FACILITIES AND SERVICES

Issue:
The UCFAA is concerned about the availability of medical personnel for its student-athletes, the availability and qualifications of its athletics trainers, and health, accident, and injury insurance coverage.

Goal:
The UCFAA will expand its services to student-athletes by increasing staffing in the Sports Medicine and Strength and Conditioning units.

Step 1:
The UCFAA will evaluate the men’s and women’s Sports Medicine and Strength and Conditioning facilities and appropriately address any disparities between them.

Responsibility:
Director of Athletics

Timetable:
This evaluation is ongoing and continuously monitored. In the Wayne Densch Athletic Complex there is equity in the availability of sports medicine and strength and conditioning. As new sports facilities are completed, each will have satellite sports medicine and strength and conditioning space. The facilities plan will be completed by fall 2010.

Step 2:
The UCFAA will evaluate the amount and qualifications of its Sports Medicine and Strength and Conditioning staff for all sports and will appropriately address any disparities between them.

Responsibility:
Director of Athletics

Timetable:
The evaluation is ongoing and continuously monitored. By the completion of the facilities plan by fall 2010, NATA-recommended staff levels will be reached. As new women’s sports are added in 2005, 2007, and 2009, the appropriate levels will be met.
Step 3:
The UCFAA will compare the compensation of its men’s and women’s athletics training staff to the market averages in the Division I-A Athletics Directors Compensation Survey and will address any disparities among them.

Responsibility:
Director of Athletics

Timetable:
This comparison is done annually and salary increases are addressed in the five-year financial plan.

Step 4:
The UCFAA will expand its Sports Medicine services by further developing its relationship with the UCF Health Professions academic program that provides student trainers whom the staff Athletics Trainers supervise.

Responsibility:
Director of Athletics

Timetable:
The program is currently meeting the needs by providing twenty student trainers. That number will be expanded as need expands.

10. HOUSING AND DINING FACILITIES AND SERVICES

Issue:
The UCFAA is concerned about the housing, special housing, and dining arrangements for its student-athletes.

Goal:
The UCFAA will provide equitable housing and dining facilities for men’s and women’s sports.

Step 1:
The UCFAA does not provide exclusive housing or dining facilities for any student-athletes. UCF’s student-athlete housing is the same as the housing for the general student population.

Responsibility:
The NCAA regulations restrict the university from providing special housing for student-athletes.

Timetable:
Although the university does not provide exclusive housing or dining facilities for student-athletes, UCF is adding dormitory space for 2,000 beds and dining and parking facilities on the north side of the campus in close proximity to the athletic and competition facilities. The first unit of 500 beds will be occupied in the fall of 2005, and all 2,000 beds will be occupied by the fall of 2007.

11. PUBLICITY

Issue:
The UCFAA is concerned about the availability and quality of its sports information and marketing personnel, access to publicity resources, and the quantity and quality of publications and promotions.

Goal:
The UCFAA will evaluate the staffing of sports information and sports marketing personnel assigned to men’s and women’s sports and will address any disparities between them. It will also evaluate the publicity of men’s and women’s sports and address any disparities between them.

Step 1:
The UCFAA will compare the sports information and sports marketing support it provides to men’s and women’s sports.
Responsibility:
Director of Athletics

Timetable:
The comparison has been completed and will be monitored continuously.

Step 2:
The UCFAA will increase the quantity and quality of publications it provides for women's sports.

Responsibility:
Director of Athletics

Timetable:
Deficiencies have been identified and are being addressed. This is an ongoing process that will be continuously monitored.

Step 3:
The UCFAA will increase its marketing efforts for women's sports.

Responsibility:
Director of Athletics

Timetable:
The university will join Conference USA in the fall of 2005. The conference has a significant marketing budget. A sales director will be hired in April 2005 and a game day promotions director will be hired to begin in the fall of 2005.

12. SUPPORT SERVICES

Issue:
The UCFAA is concerned about administrative, secretarial, and clerical support and adequate office space.

Goal:
The UCFAA will evaluate its administrative and support services staffing levels to ensure that men's and women's sports receive equitable support.

Step 1:
The UCFAA will allocate support personnel directly to men's and women's sports.

Responsibility:
Director of Athletics

Timetable:
Following is the timetable for hiring administrative and support services personnel who will support both men's and women's sports:

1. Senior Associate Director of Athletics—April 2005
2. Deputy Director of Athletics—June 2005
3. Administrative Assistant to the Director of Athletics—fall 2005
4. Director of Basketball Operations—fall 2006

Step 2:
The UCFAA will review the qualifications of its support staff and will provide professional development opportunities where appropriate.
Responsibility:
Director of Athletics

Timetable:
Ongoing and monitored continuously. Professional development needs are identified through the performance appraisal process. UCFAA currently offers paid professional development opportunities for support personnel.

Step 3:
The UCFAA will compare the resources it provides to support staff and will address any inequities.

Responsibility:
Director of Athletics

Timetable:
Ongoing and monitored continuously. A new administration building for administrative and support services staff will be completed by the end of 2007.

Step 4:
Using appropriate national and local compensation surveys, the UCFAA will compare the salaries of its administrative, secretarial, and clerical staff to market averages and will address any compensation disparities.

Responsibility:
Director of Athletics

Timetable:
This comparison is done annually and salary increases are addressed in the five-year financial plan.

13. RECRUITMENT OF STUDENT-ATHLETES

Issue:
The UCFAA is concerned about the ability of its professional staff to recruit talented men and women student-athletes.

Goal:
The UCFAA will evaluate its recruiting opportunities, funds, and other resources for men’s and women’s sports and address any disparities.

Step 1:
The UCFAA will compare the amount of personnel available for recruiting in men’s and women’s sports.

Responsibility:
Director of Athletics

Timetable:
This goal is currently met. Monies are in the budget for each sport to hire the maximum number of coaches allowable by the NCAA, thus monies are available to have the maximum number of coaches for recruiting. The goal will be continuously monitored.

Step 2:
The UCFAA will increase the recruiting budget for women’s sports if disparities exist between men’s and women’s programs.

Responsibility:
Director of Athletics

Timetable:
This goal is being addressed in the current budgeting cycle.
Step 3:
The UCFAA will identify recruiting resources and materials for recruiters and will ensure that men's and women's sports recruiters receive equitable resources and materials.

Responsibility:
Director of Athletics

Timetable:
UCFAA currently uses what the NCAA allows for all sports. This goal will be continuously monitored.

Step 4:
The UCFAA subscribes to recruiting publications and Web sites to assist recruiters with identifying potential recruits.

Responsibility:
Director of Athletics

Timetable:
The UCFAA currently subscribes to the appropriate recruiting publications and Web sites and will continue to do so.

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

The UCFAA planned for gender equity by establishing goals. First, the UCF Athletics participated in a comprehensive Title IX review by the U.S. Department of Education’s Office for Civil Rights in 1991. At that time, the Office of Civil Rights made several findings that required periodic monitoring. In 1993, the university completed its period of monitoring and began annually reviewing its compliance with regular federal and state guidelines.

The State University System maintained an Access and Equity Committee through 1999, which actively reviewed the Gender Equity Plan updates from each of its nine universities. Comments and suggestions from this committee led to improvements in corrective action strategies. UCF needed few amendments to its reports. These early versions of the Gender Equity Plan included campus participation and observation from colleagues statewide.

Institutional approval preceded the presentation of the report each year. Approvers included the Title IX Coordinator and the UCF President. The current plan, which spans the next five years, includes those approvals and policy statements and expands on them. The entire Equity, Welfare, and Sportsmanship subcommittee will comment and provide recommendations for improvements, and the entire Steering Committee will review the plan. In this manner, representation from student-athletes, coaches, the Board of Trustees, administrators, and members of the public is guaranteed.

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


b. Equity in Athletics Disclosure Act survey forms and worksheets—3 Years' worth of reports are available for review—2001-2002, 2002-2003, and 2003-2004. (Please note: For purposes of confidentiality, 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**
**Plan Date Range:** 2005-06 thru 2009-10

<table>
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<tr>
<th>Elements</th>
<th>Measureable Goals</th>
<th>Steps to Achieve Goals</th>
<th>Individuals/Officers Responsible for Implementation</th>
<th>Specific Timetable for Completing the Work</th>
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</thead>
<tbody>
<tr>
<td>Athletics Financial Assistance—</td>
<td>The disparity between the percentage of men and women student-athletes receiving scholarships will be less than 1%.</td>
<td>The UCFAA decided not to add more scholarship opportunities for men.</td>
<td>The Director of Athletics and Senior Woman Administrator are responsible for implementing this step.</td>
<td>Completed and will be continuously monitored.</td>
</tr>
<tr>
<td>The number of men and women student-athletes participating in athletics program is different, but an equal percentage of women and men student-athletes will receive scholarships.</td>
<td></td>
<td>The UCFAA maintains full funding of women's sports scholarships within NCAA limits.</td>
<td>The Director of Athletics and the Senior Woman Administrator are responsible for implementing this step.</td>
<td>Completed and will be continuously monitored.</td>
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<tr>
<td>The UCFAA encourages each women's sport to use its maximum amount of budgeted scholarship dollars.</td>
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<td></td>
<td>The Director of Athletics and Senior Woman Administrator are responsible for implementing this step.</td>
<td>Completed and will be continuously monitored.</td>
</tr>
<tr>
<td>The UCFAA will develop policies that ensure provision of equitable summer school opportunities for men and women student-athletes.</td>
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<td></td>
<td>The Director of Athletics, Senior Woman Administrator, and Senior Associate to the Director of Athletics are responsible for implementing this step.</td>
<td>An informal policy is in place. A written formal policy will be adopted by January 1, 2006.</td>
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<td>Issues in the Self-Study</td>
<td>The UCFAA will identify and implement appropriate women's sports and fund scholarships for them to NCAA maximums.</td>
<td>The UCFAA will increase the unduplicated participation rates of women student-athletes until they are proportionate to the enrollment of women in the general student population.</td>
<td>The Director of Athletics and Senior Woman Administrator are responsible for implementing this step.</td>
<td>The process is ongoing. One women's sport will be added in the fall of 2005, another will be added in the fall of 2007, another will be added in the fall of 2009, and the process will continue until the goal is reached.</td>
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<td>Accommodation of Interests and Abilities—The UCFAA works towards athletics program participation by women and men equal to the proportion of women to men in the general student population. When proportions are not maintained naturally, the UCFAA sets goals to expand programs for the underrepresented gender.</td>
<td>The UCFAA will increase the unduplicated participation rates of women student-athletes until they are proportionate to the enrollment of women in the general student population. The UCFAA will also identify and add more women's sports teams.</td>
<td>The UCFAA will encourage walk-on student-athletes for women's sports.</td>
<td>The Director of Athletics is responsible for implementing this step.</td>
<td>Completed and will be continuously monitored.</td>
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<td>Equipment and Supplies—The UCFAA seeks to attain equity among men's and women's sports in the quality, quantity, suitability, availability, and maintenance and replacement of equipment and supplies.</td>
<td>The UCFAA will increase equipment and supplies support for women's sports.</td>
<td>Expand the equipment operations work unit for all sports, which includes purchasing, inventory, cleaning, repair, and replacement.</td>
<td>The Director of Athletics is responsible for implementing this step.</td>
<td>Ongoing to meet the standards of the new conference for 2005-06 academic year. Operating budgets will be increased to meet those standards. As new athletic facilities are completed, they will include equipment rooms for the various sports.</td>
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<td>The UCFAA will review equipment room staffing to identify any disparities between men's and women's programs.</td>
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<td>The Director of Athletics is responsible for implementing this step.</td>
<td>A new position was added in 2004 and additional positions will be staffed as new sports are added.</td>
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<td>The UCFAA will increase the equipment and supplies budget for women's sports to address disparities between men's and women's programs.</td>
<td>The UCFAA will increase the equipment and supplies budget for women's sports to address disparities between men's and women's programs.</td>
<td>The Director of Athletics is responsible for implementing this step.</td>
<td>Operating budgets will be increased to meet the new conference standards for the 2005-06 academic year.</td>
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<td>The UCFAA will have equitable policies for men's and women's sports equipment in the areas of procurement, quality, maintenance, and replacement.</td>
<td>The UCFAA will have equitable policies for men's and women's sports equipment in the areas of procurement, quality, maintenance, and replacement.</td>
<td>The Director of Athletics is responsible for implementing this step.</td>
<td>Policies are in place now. They will be monitored on an ongoing basis.</td>
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<td>Scheduling of Games and Practice Time—The UCFAA seeks equity for its men's and women's teams in the number, length, day of the week, and start time of games and practices and the availability of pre-season and post-season opportunities.</td>
<td>The UCFAA will provide equal opportunities to men's and women's teams to schedule practice and home matches and attend pre-season and post-season home and away competitions.</td>
<td>The UCFAA will review its scheduling policies to ensure equitable scheduling of men's and women's sports.</td>
<td>The Director of Athletics is responsible for implementing this step.</td>
<td>Most sports are done. The process will be ongoing until completion of the new athletic facilities in the fall of 2007.</td>
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<td>The UCFAA will continue to review its budgeting policies so that men's and women's sports have similar opportunities to compete in pre- and post-season competitions.</td>
<td>The Director of Athletics is responsible for implementing this step.</td>
<td>Similar opportunities are in place now. Continuous monitoring will be conducted to ensure that opportunities continue in the future.</td>
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<td>The UCFAA seeks opportunities for hosting conference championships whenever feasible.</td>
<td>The Director of Athletics is responsible for implementing this step.</td>
<td>Equitable opportunities are in place for those sports that meet Conference USA standards. New or improved facilities are being constructed or improved to meet Conference USA standards and will be completed within the 2007-2010 timeframe.</td>
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<td>The UCFAA is constructing new athletics facilities that will provide more scheduling options for practices and matches.</td>
<td>The Director of Athletics is responsible for implementing this step.</td>
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<td>Travel and Per Diem Allowance—The UCFAA seeks equity for men's and women's sports in modes of transportation, housing furnished during travel, length of stay before and after competition, dining arrangements while traveling, and per diem.</td>
<td>The UCFAA will increase the budget for per diem allowances for women's sports when disparities exist between men's and women's sports.</td>
<td>The UCFAA will increase the travel budget for women's sports.</td>
<td>The Director of Athletics is responsible for implementing this step.</td>
<td>Currently being done to meet the travel requirements of Conference US beginning in the fall of 2005. Continuous monitoring will take place to ensure equity.</td>
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<td>Completed and will be continuously monitored.</td>
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<td>The UCFAA will review its scheduling policies to ensure equitable travel to regional and national competitions. The Director of Athletics is responsible for implementing this step.</td>
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<td></td>
<td>Tutors—The UCFAA is committed to providing tutors for its student-athletes. It seeks to provide student-athletes with easy access to and procedures for obtaining tutor services with trained, qualified, experienced, and professional tutors. The UCFAA will ensure that sufficient tutorial support is available to student-athletes in all sports. Additionally, the UCFAA will supplement the budget for staffing, facilities, and operations in the Office of Academic Services for Student-Athletes. The UCFAA provides space for staff offices, a large study hall, and a computer lab, and the services of an information technology support staff member for the computer lab. The UCFAA will review the qualifications, compensation, and availability of tutors for men's and women's sports. The Director of Athletics and the Director of Academic Services for Student-Athletes are responsible for implementing this step.</td>
<td>Completed and will be continuously monitored. Space has been significantly improved and will expand even further with the completion of the new facilities in the fall of 2007.</td>
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<td>The UCFAA will evaluate tutoring conditions such as available space, number of student-athletes per tutor, etc., for men and women student-athletes. The Director of Athletics and the Director of Academic Services for Student-Athletes are responsible for implementing this step.</td>
<td>Completed and will be continuously monitored.</td>
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<td>Issues in the Self-Study</td>
<td>The UCFAA will evaluate its allocation of staff to women's sports.</td>
<td>The Director of Athletics and the Director of Academic Services for Student-Athletes are responsible for implementing this step.</td>
<td>Completed and will be continuously monitored.</td>
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<td>The UCFAA will increase its budgetary support as appropriate for additional equipment, facilities, and staff for the Office of Academic Services for Student-Athletes.</td>
<td>The Director of Athletics and the Director of Academic Services for Student-Athletes are responsible for implementing this step.</td>
<td>Completed and will be continuously monitored.</td>
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<td>The UCFAA will compare the staffing of all coaches—full-time, part-time, and graduate assistants, to the limits allowable by the NCAA.</td>
<td>The Director of Athletics is responsible for implementing this step.</td>
<td>Completed and will be continuously monitored.</td>
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<td>Coaches—the UCFAA is concerned with the availability, assignment, and compensation of its coaches. Specific areas of concern are compensation rates, contract duration, contract renewal conditions, experience, coaching duties, and working conditions.</td>
<td>The UCFAA will compare the professional development opportunities for men and women coaches and will decrease any inequities between them.</td>
<td>The Director of Athletics is responsible for implementing this step.</td>
<td>Ongoing. Professional development needs are identified through the performance appraisal process. UCFAA currently offers one expenses paid professional development opportunity per year per coach for an on- or off-campus course or workshop.</td>
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<td>Staffing for women's sports will be at the maximum limits allowed by the NCAA.</td>
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<td>The UCFAA will compare the professional development opportunities for men and women coaches and will decrease any inequities between them.</td>
<td>The Director of Athletics is responsible for implementing this step.</td>
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<td>Issues in the Self-Study</td>
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<td>The UCFAA will compare its coaches' salaries to the market averages found in the Division I-A Athletics Directors Compensation Survey and will address any salary inequities.</td>
<td>The Director of Athletics is responsible for implementing this step.</td>
<td>This comparison is done annually and salary increases are addressed and in the five-year financial plan.</td>
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<td></td>
<td>The UCFAA will compare its men's and women's coaching conditions and will address any disparities.</td>
<td>The Director of Athletics is responsible for implementing this step.</td>
<td>This comparison is ongoing and continuously monitored.</td>
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<tr>
<td>Locker Rooms, Practice and Competitive Facilities—The UCFAA is concerned about the quality, availability, exclusivity, maintenance, and preparation of practice and competition facilities and the exclusivity of locker rooms.</td>
<td>The UCFAA will evaluate all of its athletics facilities and appropriately address disparities between men's and women's facilities.</td>
<td>The UCFAA will compare the quality, maintenance, and availability of practice facilities for men's and women's sports and will address any disparities among them.</td>
<td>The Director of Athletics is responsible for implementing this step.</td>
<td>This comparison is ongoing and continuously monitored. All sports will have either new or significantly improved facilities by the fall of 2010, thus ensuring equity.</td>
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<td>The UCFAA will compare the quality, maintenance, proximity, and availability of locker rooms for men's and women's sports and address any disparities among them.</td>
<td>The UCFAA will compare the quality, maintenance, proximity, and availability of locker rooms for men's and women's sports and address any disparities among them.</td>
<td>The Director of Athletics is responsible for implementing this step.</td>
<td>This comparison is ongoing and continuously monitored. Many sports currently have equitable locker rooms. Equitable locker rooms will be available for all sports with the completion of the new or significantly improved facilities by the fall of 2010.</td>
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<td>The UCFAA is constructing a women's softball complex and an off-campus rowing facility.</td>
<td>The UCFAA is constructing a women's softball complex and an off-campus rowing facility.</td>
<td>The Director of Athletics is responsible for implementing this step.</td>
<td>The women's softball complex will be completed by spring 2006 and the women's rowing complex will be completed by the fall of 2006.</td>
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<td>Medical and Training Facilities and</td>
<td>The UCFAA will</td>
<td>The UCFAA will</td>
<td>The Director of Athletics is responsible for</td>
<td>This evaluation is ongoing and continuously monitored. In the Wayne Densh Athletic Complex there is equity in the availability of sports medicine and strength and conditioning. As new sports facilities are completed, each will have satellite sports medicine and strength and conditioning space. The facilities plan will be completed by fall 2010.</td>
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<td>Services—The UCFAA is concerned about</td>
<td>expand its services</td>
<td>evaluate the men's and</td>
<td>implementing this step.</td>
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<td>the availability of medical personnel</td>
<td>to student-athletes</td>
<td>women's Sports Medicine</td>
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<td>for its student-athletes, the availability and qualifications of its athletics trainers, and health, accident, and injury insurance coverage.</td>
<td>by increasing staffing in the Sports Medicine and Strength and Conditioning units.</td>
<td>and Strength and Conditioning facilities and appropriately address any disparities among them.</td>
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<td>The UCFAA will</td>
<td>The Director of Athletics is responsible for implementing this step.</td>
<td>This evaluation is ongoing and continuously monitored. By the completion of the facilities plan by fall 2010, NATA-recommended staffing levels will be reached. As new women's sports are added in 2005, 2007, and 2009, the appropriate staffing levels will be met.</td>
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<td>evaluate the amount and qualifications of its Sports Medicine and Strength and Conditioning staff for all sports and will appropriately address any disparities among them.</td>
<td>The evaluation is ongoing and continuously monitored. By the completion of the facilities plan by fall 2010, NATA-recommended staffing levels will be reached. As new women's sports are added in 2005, 2007, and 2009, the appropriate staffing levels will be met.</td>
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<td>The UCFAA will</td>
<td>The Director of Athletics is responsible for implementing this step.</td>
<td>This comparison is done annually and salary increases are addressed in the five-year financial plan.</td>
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<td>compare the compensation of its men's and women's athletics training staff to the market averages in the Division I-A Athletics Directors Compensation Survey and will address any disparities among them.</td>
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Medical and Training Facilities and Services—The UCFAA is concerned about the availability of medical personnel for its student-athletes, the availability and qualifications of its athletics trainers, and health, accident, and injury insurance coverage.
## Equity, Welfare and Sportsmanship

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<tr>
<th>Elements</th>
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<tr>
<td>Issues in the Self-Study</td>
<td>The UCFAA will enhance its Sports Medicine services by expanding its relationship with the UCF Health Professions academic program that provides student trainers who are supervised by staff Athletics Trainers.</td>
<td>The Director of Athletics is responsible for implementing this step.</td>
<td>The program is currently meeting the needs by providing twenty student trainers. That number will be expanded as need expands.</td>
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<tr>
<td>Housing and Dining Facilities and Services—The UCFAA is concerned about the housing, special housing, and dining arrangements for its student-athletes.</td>
<td>The UCFAA will provide equitable housing and dining facilities to men's and women's sports.</td>
<td>The UCFAA does not provide exclusive housing or dining facilities for any student-athletes. UCF's student-athlete housing is the same as the housing for the general student population.</td>
<td>Although the university does not provide exclusive housing or dining facilities for student-athletes, UCF is adding dormitory space for 2,000 beds and dining and parking facilities on the north side of the campus in close proximity to athletic and competition facilities. The first unit of 500 beds will be occupied in the fall of 2005, and all 2,000 beds will be occupied by the fall of 2007.</td>
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<td>Publicity—The UCFAA is concerned about the availability and quality of its sports information and marketing personnel, access to publicity resources, and the quantity and quality of publications and promotions.</td>
<td>The UCFAA will evaluate the staffing of sports information and sports marketing personnel assigned to men's and women's sports and will address any disparities between them. It will also evaluate the publicity of men’s and women's sports and address any disparities between them.</td>
<td>The UCFAA will compare the sports information and sports marketing support it provides to men's and women's sports.</td>
<td>The comparison has been completed and will be monitored continuously.</td>
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<td>The UCFAA will increase the quantity and quality of publications it provides for women's sports.</td>
<td>The Director of Athletics is responsible for implementing this step.</td>
<td>Deficiencies have been identified and are being addressed. This is an ongoing process that will be continuously monitored.</td>
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<td>Issues in the Self-Study</td>
<td>The UCFAA will increase its marketing efforts for women's sports.</td>
<td>The Director of Athletics is responsible for implementing this step.</td>
<td>The university will join Conference USA in the fall of 2005. The conference has a significant marketing budget. A sales director will be hired in April 2005 and a game day promotions director will be hired to begin in the fall of 2005.</td>
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<td>Support Services—The UCFAA is concerned about administrative, secretarial, and clerical support and adequate office space.</td>
<td>The UCFAA will evaluate its administrative and support services staffing levels to ensure that men's and women's sports receive equitable support.</td>
<td>The UCFAA will allocate support personnel directly to men's and women's sports.</td>
<td>The Director of Athletics is responsible for implementing this step.</td>
<td>Following is the timetable for hiring administrative and support services personnel who will support both men's and women's sports:</td>
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<td>1. Senior Associate to the Director of Athletics — April 2005</td>
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<td>2. Deputy Director of Athletics—June 2005</td>
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<td>3. Administrative Assistant to the Director of Athletics—fall 2005</td>
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<td>4. Director of Basketball Operations—fall 2006</td>
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<td>Ongoing and monitored continuously. Professional development needs are identified through the performance appraisal process. UCFAA currently offers paid professional development opportunities for support personnel.</td>
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<td>Issues in the Self-Study</td>
<td>The UCFAA will compare the resources it provides to support staff and will address any inequities.</td>
<td>The Director of Athletics is responsible for implementing this step.</td>
<td>Ongoing and monitored continuously. A new administration building for administrative and support services staff will be completed by the end of 2007.</td>
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<td>Using appropriate national and local compensation surveys, the UCFAA will compare the salaries of its administrative, secretarial, and clerical staff to market averages and will address any compensation disparities.</td>
<td>The Director of Athletics is responsible for implementing this step.</td>
<td>This comparison is done annually and salary increases are addressed in the five-year financial plan.</td>
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<td>Recruitment of Student-Athletes—The UCFAA is concerned that coaching staff have equitable opportunities to recruit talented men and women student-athletes, and it seeks to ensure that prospective student-athletes have a positive experience when they visit campus.</td>
<td>The UCFAA will evaluate its recruiting opportunities, funds, and other resources for men's and women's sports and address any disparities.</td>
<td>The Director of Athletics is responsible for implementing this step.</td>
<td>This goal is currently met. Monies are in the budget for each sport to hire the maximum number of coaches allowable by the NCAA, thus monies are available to have the maximum number of coaches for recruiting. The goal will be continuously monitored.</td>
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<td>The UCFAA will compare the amount of personnel available for recruiting in men's and women's sports.</td>
<td>The Director of Athletics is responsible for implementing this step.</td>
<td>This goal is being addressed in the current budgeting cycle.</td>
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<td>The UCFAA will increase the recruiting budget for women's sports if disparities exist between men's and women's programs.</td>
<td>The Director of Athletics is responsible for implementing this step.</td>
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<td>Issues in the Self-Study</td>
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<td>The UCFAA will identify recruiting resources and materials for recruiters and will ensure that men's and women's sports recruiters receive equitable resources and materials.</td>
<td>The Director of Athletics is responsible for implementing this step.</td>
<td>The UCFAA currently uses what the NCAA allows for all sports. This goal will be continuously monitored.</td>
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<td>The UCFAA subscribes to recruiting publications and Web sites to assist recruiters with identifying potential recruits.</td>
<td>The Director of Athletics is responsible for implementing this step.</td>
<td>The UCFAA currently subscribes to the appropriate recruiting publications and Web sites and will continue to do so.</td>
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Operating Principle

4.2 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 4.2 (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.

No corrective actions or strategies for improvement were imposed by the NCAA Division I Committee on Athletics.

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

UCF Athletics completed its original plan in 1995 for the first NCAA certification process—"Plan for Equitable Opportunities for Minority Student-Athletes and Minority Staff Members, University of Central Florida, 1995." The subcommittee reviewing this principle arranged into one document the university's actions, the dates of the actions, and actions not taken or not completed (with explanations)—"Plan Elements and Accomplishments, Minority Issues Subcommittee, 2004." The document begins with a catalogue of all planned actions (summarized from the plan itself) and a list of the results as outlined in the instructions for this item.

All plan elements appear below. Each element was completed, so the responses to (d) and (e) in the instructions for this item are that the plan element was completed.

PLAN ELEMENT I

a. Original plan: Provide equitable opportunities for minority student-athletes and UCF Athletics staff members.

b. Actions taken

1. The 1995 Plan was the commitment document.

2. UCF Athletics includes the commitment statement in its Mission and Guiding Principles: "to ensure equitable ethnic and gender opportunities among its coaches, staff, and student-athletes, consistent with the university's diversity mission"


4. UCF Athletics included the commitment statement in its 2001 Strategic Plan. Goal #8 of this plan was to "create a positive and dynamic work environment which empowers employees to grow professionally and continue to strive for excellence, creating a model for fair, progressive employment practices, contracts and benefits."

(UCF Strategic Plan, July 11, 2001)

The Strategic Plan also included the university's commitment to employment diversity, and it listed the Office of Equal Opportunity and Affirmative Action Programs in its support relationships.

6. UCF Athletics included the commitment in its institutional effectiveness goals and made available for this analysis data pertaining to the goals for 2001-02, 2002-03, and 2003-04.

The 2001-02 report lists an objective of graduating student-athletes at a rate at least 1% better than undergraduate students. It mentions that graduation data are available by race, but sets no goals related to race.

The 2002-03 and 2003-04 goals are similar, the data used shows the graduation rate for the entire program, and there is no goal for equity by race.

c. Dates of actions

1. 4/95
2. 8/2/02
3. 9/22/04
4. 7/11/01
5. 3/7/02, undated 3/03, 4/14/04

PLAN ELEMENT II

a. Original plan: Form a UCF Athletics diversity team.

b. Actions taken

1. UCF Athletics worked with the UCF Office of Diversity Initiatives to ensure that major goals of the Diversity Plan had relevance to and application for minorities in athletics. Attachment 1 to the original 1995 Plan for Equitable Opportunities for Minority Student-Athletes and Minority Staff Members includes the Diversity Plan itself.

2. The programs of the National Consortium for Academics and Sports (including 220 universities nationwide) included a number of UCFAA programs that demonstrated a commitment to diversity. Student-athletes made appearances in the community to promote drug-free living; the Storybook Knights read to classes and donated the books; and the Human Rights Leadership Conference included workshops on diversity education. The UCFAA Website does not highlight any of those programs, but they are documented on the NCAS Website's summary of 2002-03 accomplishments.


c. Dates of actions
1. 4/95

2. Fall 2003

PLAN ELEMENT III

a. Original plan: Adopt a diversity statement for the UCF Athletics.

b. Actions taken

1. UCF Athletics adopted the university-wide diversity plan and stated the UCF Athletics’ commitment from the 1985 plan.

2. UCF Athletics reiterated the commitment statement in its Interim Status Report in 2001.

3. A tab on UCF Athletics Website links to the UCF Athletics Mission Statement, and the Mission Statement contains the statement of commitment to equity for minority student-athletes and staff members.

(UCF Athletics Website, September 29, 2004 http://www.ucfathletics.com)

4. UCF Athletics focused on staff employment. The annual Affirmative Action Plan Update captured this information in the standard format that is acceptable to the U.S. Department of Labor, Office of Federal Contract Compliance.

5. UCF Athletics focused on student-athlete recruiting. The dimensions of diversity include far more than ethnic minority status, but ethnicity is cited as a basis for non-discrimination in the original 1995 Plan. The UCFAA reiterates this commitment in its Mission Statement and its updates.

c. Dates of actions

1. 4/95

2. 11/00

3. UCF Athletics Website, 09/04

4. Annually by June 30 since 1981

5. 04/95, 8/2/02, 9/22/04

PLAN ELEMENT IV

a. Original plan: Maintain the proportion of minority student-athletes.

b. Actions taken

1. The proportion documented for the report, using fall 1993 data, was 34%. This represents ethnic minority student-
athletes as a proportion of all student-athletes. The representation of minority students in the total undergraduate population was 20.9% in fall 1993.

2. Using fall 2003 data, minorities are 21.3% of the student-athlete population. Minority students are 30.6% of the university's total undergraduate population.

c. Dates of actions

1. 4/95

2. Fall 2003 Student Data Course File

PLAN ELEMENT V

a. Original plan: Evaluate the process for recruiting student-athletes. Consider increasing or modifying the recruiting area for sports that are underrepresented by minority athletes.

b. Actions taken

1. Director of Athletics Steve Orsini has included the commitment to minority student-athlete representation in ongoing discussions with coaches. Each coach is mindful of the benefits to the university and to student-athletes of having the squad include more than one racial and/or ethnic group.

2. The UCFAA considered the 1995 Plan's proposed strategy of "increasing or modifying the recruitment area" to foster diversity. However, coaches indicated that there were few travel restrictions (budget permitting). Therefore, recruiting was not a barrier to increasing representation by sport. The barrier is the actual representation of ethnicities and minorities in the pool of potential student-athletes in some sports.

3. The UCFAA's outreach efforts extend from a long-term program for improving the diversity of high-school athletes. The National Consortium for Academics and Sports named several of those programmatic efforts in its report.


UCF Athletics did not include outreach efforts in its reports that focused on minority representation.

c. Dates of actions

1. Through present

2. Through present

3. Fall 2003

PLAN ELEMENT VI

a. Original plan: Continue in-service education for coaches regarding UCF programs available to minority students.

b. Actions taken
1. The subcommittee on Academic Integrity reported on the programs available to minority students as it compiled the list of resources available to all students. Coaches refer students to such resources.

2. UCF Athletics included the Minority Academic Support Services office among the resource offices listed in the university's 2001 Strategic Plan. The Minority Academic Support Services office educates coaches on the support programs available for minority students, such as the summer bridge program to assist with entrance to the first year; monitoring of academic status and improvement of academic warning or probationary statuses; and recognition programs for academic achievement.

c. Dates of actions
1. 9/04
2. 7/1/01 No dates were recorded for discussions or meetings.

PLAN ELEMENT VII

a. Original plan: Use information provided on the Student-Athlete Exit Interview as a tool to evaluate sports and the department.

b. Actions taken
1. UCF Athletics has modified the Student-Athlete Exit Interview in the last 10 years, and determined that the 2003-04 form is the best indicator of students' feelings about minority issues. The form indicates that "Name" is optional, but "permanent address" and "telephone" are not listed as optional. The form asks specifically if the student-athlete has experienced or witnessed any racism on the part of anyone in the UCFAA. Student-Athletes can check Yes or No and explain their Yes answers. The administrators of each group of sports tally the answers and exchange reports (not including names or other identifying information) in staff meetings. Student-athletes did not report racism when they completed the forms in May 2004.

c. Dates of actions
1. Annually in May, including May 2004

PLAN ELEMENT VIII

a. Original plan: Continue to evaluate employment in the EEO-6 categories of Executive/Administrative/Managerial, Professional Non-Faculty, and Secretarial/Clerical.

b. Actions taken
1. The Equal Opportunity and Affirmative Action Programs office performs this function for all university departments including departments under administrative oversight by the UCFAA. Beginning in July 2003, The UCFAA, as a private direct support organization, began transferring employment of several positions, including coaches and associate or assistant coaches. Because of this change, the Equal Opportunity and Affirmative Action Programs office no longer compares these candidate pools with appropriate availability pools to determine whether appropriate race and gender representation is achieved.

c. Dates of actions
1. Annually by June 30 since 1981

PLAN ELEMENT IX-A

a. Original plan: Monitor the 1995 plan to continue the hiring and promotion of minorities in the flexible work schedules category.

b. Actions taken

1. Supervisors evaluate requests for flexible schedules on a case-by-case basis and consider the needs of the program and the size of the staff. Larger program units may include the opportunity for non-traditional schedules such as early start times or late ending times. Currently, one minority staff member is in such an arrangement with two non-minority colleagues.

Professional positions associated with a sport (coaches at all levels, trainers) observe a schedule dictated by the needs of the sport. Individual supervisors sanction their staff’s work schedule flexibility.

c. Dates of actions

1. Continuous through present

PLAN ELEMENT IX-B

a. Original plan: Monitor the 1995 plan to continue the hiring and promotion of minorities in the financial support for training workshops category.

b. Actions taken

1. The UCFAA provides financial support for training workshops within the budget of the sport or unit for professionals such as sports information personnel, coaches, and assistant coaches. The UCFAA develops its budget with the intent of funding one professional conference per year.

The university budgets allow executive, administrative, managerial, and secretarial-clerical employees to travel and register for workshops or conferences.

c. Dates of actions

1. Continuously through present

PLAN ELEMENT IX-C

a. Original plan: Monitor the 1995 plan to continue the hiring and promotion of minorities in the promotion and outplacement category.

b. Actions taken

1. The subcommittee responsible for this operating principle could not reliably trace minority promotions for this report. The current university personnel system retains assistant coaches in that classification even when they receive salary increases to compensate for greater responsibility. This report certifies that such raises are awarded, but cannot provide a chart that shows that classifications changed to a higher level.
Contrary to the wording in the original plan, the subcommittee reviewing this principle does not consider outplacement an effective element of a plan to increase the opportunities for minority employees. Outplacement may apply to the employees' future careers (provision of letters of reference, for example) but it does not assist the university. The university practiced outplacement, but this subcommittee does not endorse outplacement as effective for this self-study's stated purpose. The outplacement element is not repeated in the 2005 stand-alone plan.

c. Dates of actions
1. Greater responsibility has been assigned ("promotion") continuously through present.

PLAN ELEMENT IX-D

a. Original plan: Monitor the 1995 plan to continue the hiring and promotion of minorities in the recruiting through diverse search committees category.

b. Actions taken
1. The Office of Equal Opportunity and Affirmative Action monitored this element for each and every search at the Director, Associate, or Assistant Director; Head, Associate, or Assistant Coach; and professional levels, but modified its monitoring on July 1, 2003, when the first employees were hired by the UCFAA. At that time, the Office of Equal Opportunity and Affirmative Action limited its monitoring to those searches for employees hired by the university. UCF requires the use of search committees, but the policy does not apply to positions hired by the UCFAA. However, the Director of Athletics has indicated that the UCFAA should follow the university model whenever possible, so the UCFAA does hire for some positions using a search committee.

c. Dates of actions
1. Continuously 1995-present, as proposed appointments were presented for pre-hire review by the Office of Equal Opportunity and Affirmative Action programs.

PLAN ELEMENT IX-E

a. Original plan: Monitor the 1995 plan to continue the hiring and promotion of minorities in the support for equal opportunity and affirmative action programs category.

b. Actions Taken
1. Equal Opportunity and Affirmative Action hiring principles were comprehensive until the formation of the UCFAA. At that time, that body created its own policies. Many are duplicates or closely aligned with university hiring policies. In that sense, this report can confirm support for equal opportunity and affirmative action programs. The UCFAA removed on July 1, 2003, the element of pre-hire review of coaching appointments, but the Director of Athletics has indicated that the UCFAA should follow the university's hiring procedures whenever possible.

c. Dates of actions
1. Continuously through July 2003, when some monitoring ceased

PLAN ELEMENT IX-F
a. Original plan: Monitor the 1995 plan to continue the hiring and promotion of minorities in the in-service education on cross-cultural issues category.

b. Actions taken

1. The National Consortium for Academics and Sports concentrates more on programs for the student-athlete than in-service education for coaches.

2. The Office of Diversity Initiatives offers several programs annually that address cross-cultural issues. The most basic, “ABC's of Diversity,” explores communication and mis-communication between men and women and among racial and ethnic groups, religions, or other groups. More advanced workshops are offered to the campus community. None are targeted for student-athletes or athletics personnel; they are designed for any staff member who chooses to enroll.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 4.2 (Minority Issues) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

No additional plans were prepared.

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 4.2 (Minority Issues). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion.

Not applicable.

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

The Board of Trustees of the University of Central Florida is responsible for determining policy. Athletics issues that come before the Board include the Gender Equity Report, which is a part of the Equity Accountability Plan Update. That Equity Accountability Plan reviews issues related to students and employees and includes statistics compiled by race. On May 13, 2004, the UCF Board of Trustees approved the April 30, 2004, Equity Accountability Plan Update.

UCF President John C. Hitt gives priority to the implementation of the operating principles for gender equity and minority participation, and the university’s organizational structure reflects that priority. The UCFAA and the Director of Athletics report directly to the UCF President. The Director of Athletics is also an officer of the UCFAA board, as is the UCF President.

Within the UCFAA, there are Associate and Assistant Directors of Athletics whose responsibilities include promoting gender equity and minority participation. Specifically, the Associate Director of Athletics and Senior Woman Administrator oversees the plans and guidelines that focus on gender equity.

Through the year through 2003, The Florida Board of Education mandated a Gender Equity Plan and annual updates in November of each year, and the Federal EADA requirements provided important data in October of each year. In 2004, the Florida Board of Education revised its requirements for the Equity Accountability Plan Updates to include the Gender Equity Plan annual updates. Since the 2004 change, the goals of the Equity Accountability Plan update pertain to both the gender and minority issues on which principles 4.1 and 4.2 focus.

Other significant members of the administrative team include the Assistant Director of Athletics-Compliance and the coaches. Each coach is responsible for recruitment, expenditure of program funds, and fair treatment. The
participation of all of these team members and others is key to meeting the expectations of operating principles 4.1 and 4.2.

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

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

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

9. Using the program areas for minority issues please:

   a. Describe how the institution has ensured a complete study of each of these areas,
   b. Provide data demonstrating the institution's commitment across each of the areas,
   c. Identify areas of deficiency and comment on any trends, and
   d. Explain how the institution's future plan for minority issues addresses each of the areas.

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

   a. Describe how the institution has ensured a complete study of this area.
   
   Items a-d above are referred to as Reviews, Data, Deficiencies/Trends, and Plan. Reviews are identical and consist of the following four annual reviews for each of the 8 elements:
   
   UCFAA report of Graduation Rates by Race
   
   Institutional Effectiveness goals
   
   Pre-hire monitoring of administrative and professional hires
Equity Accountability Plan Update in April

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

The 1985 Plan for Equitable Opportunities for Minority Student-Athletes and Minority Staff Members is the original document that addresses the issue of diversity.

The UCFAA Mission Statement
The UCFAA Strategic Plan
The UCFAA's Institutional Effectiveness Goals

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

The UCFAA has monitored the concepts of the 1985 Plan, so the lack of a stand-alone report cannot be considered a major deficiency. It also tracked but did not analyze the racial and ethnic representation of student-athletes.

The UCFAA monitors institutional effectiveness annually and incorporates its findings into a report on institutional effectiveness from the UCF President's Division.

In 1999, then-Director of Athletics Steve Sloan proposed a pre-approved waiver of posting requirements for coaching positions vacated at crucial times of the year. In that document, he pledged to maintain racial and ethnic representation at a certain level within each sport. That level was the accepted affirmative action standard of meeting or exceeding availability in the appropriate applicant pool.

The UCFAA defined the pools by sport and prepared data to demonstrate appropriate representation by sport. [The UCFAA did not analyze sports with only one or two coaches. Statistically, any attempt to implement a system based on proportionate representation would be akin to a quota system]. This system is no longer in use.

The proposal and its chart are not included in the data section above because they only define one point in the 10-year history. The Affirmative Action Plan monitoring replicates an employment profile annually and is considered most reliable. Corrective actions necessarily include goals and timetables.

The hiring of several coaches by the independent UCFAA diluted the university's ability to monitor the Affirmative Action Plan in 2003-04, (year one). The statistical reporting is accurate, but the Office of Equal Opportunity and Affirmative Action programs guides the process through collaboration, not monitoring.

There were no ethnic minority head coaches in years one, two, or three. African-American assistant coaches and other professionals were represented, but Hispanics were not (one professional in one year). Neither Asian/Pacific Islander nor American Indian/Alaskan Native was populated, but the availability in the Central Florida recruiting area demonstrates that there is no statistical finding of underrepresentation.

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

The Office of Equal Opportunity and Affirmative Action added three targeted actions to its regular search guidelines. In addition to recruiting through publications such as NCAA News, the UCFAA relies extensively on personal knowledge and contacts. The UCFAA will review three sources of this type for well-prepared athletics administrators and head coaches for each vacancy.

i. NCAA Leadership Institute for Ethnic Minority Females

ii. NCAA Leadership Institute for Ethnic Minority Males

iii. NCAA Coaches Academy

NCAA.org maintains the resumes of participants often for two or three years. Each screening committee will conduct that review, contact potential candidates to determine their interest, and report the results in its minutes.
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 area.

   Items a-d above are referred to as Reviews, Data, Deficiencies/Trends, and Plan. Reviews are identical and consist of the following four annual reviews for each of the 8 elements:

   - Athletic Department report of Graduation Rates by Race
   - Institutional Effectiveness goals
   - Pre-hire monitoring of administrative and professional hires
   - Equity Accountability Plan Update in April

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

   a. The 1985 Plan for Equitable Opportunities for Minority Student-Athletes and Minority Staff Members is the original document addressing the issue of diversity. The UCFAA conducted no specific reviews of commitments within the Plan in the past 10 years. The UCFAA did address the issues periodically with students, in ongoing coaches' meetings, and in other communications. Director of Athletics Steve Orsini has created an understanding in the UCFAA that diversity on each team is important. The head coaches are mindful of this, but have also responded that selection of recruits is based on skills for the position(s) they have available.

   b. Institutional Effectiveness Goals are monitored annually.

   c. Before the incorporation of the UCFAA, the Office of Equal Opportunity and Affirmative Action programs reviewed Department of Athletics employment data each time an administrative or professional hire was proposed by the department. The Equal Opportunity and Affirmative Action Programs Office receives such files from all departments on campus prior to issuance of employment contracts. The Office of Equal Opportunity and Affirmative Action programs reviews each file for procedural compliance with federal and state statutes and guidelines, and the salary is considered in light of salary equity guidelines. The Director of Equal Opportunity and Affirmative Actions programs discusses with the hiring official any requested hires that do not advance the affirmative action goals of the institution and may decline the request.

   d. The Office of Equal Opportunity and Affirmative Action Programs prepares the Equity Accountability Plan Update annually in April. The office transmits the report to the UCF Board of Trustees for review at its regular public meeting. When the Update is approved, the university submits it to the Florida Board of Education Office of Equity and Access. That office prepares it for review by the Florida Board of Education, and that office transmits it to the Florida Legislature.

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

   Procedural compliance has been achieved. Item d above is the most current; it received approval from the University of Central Florida Board of Trustees in March 2004.

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

   The University has committed to a facilities program that ranks projects in priority order. In August 2004, a project not on that list began construction. Built from donation funding, it did not usurp construction dollars allocated by the UCFAA. In December 2004, the feasibility review of another project not on that list began. No implications based on race were identified in these two recently-planned actions.
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 area.

   Items a-d above are referred to as Reviews, Data, Deficiencies/Trends, and Plan. Reviews are identical and consist of the following four annual reviews for each of the 8 elements:

   - Athletic Department report of Graduation Rates by Race
   - Institutional Effectiveness goals
   - Pre-hire monitoring of administrative and professional hires
   - Equity Accountability Plan Update in April

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

   The organizational structure of the Athletics program ensures that issues of diversity are communicated from administration to the coaches and students. The Director of Athletics has the overall responsibility for the enhancement of diversity. The organizational structure includes reporting relationships in which only the Director of Athletics or the Associate Director of Athletics supervise the coaching staff. In this manner, policy statements can be translated to current practices with consistency.

   The policies were enumerated in Item 2 above (Evaluation), a-d. Each statement reflects the commitment of the UCFAA to the values of diversity. Activities within the program follow those commitments. Academic success is valued for all students, and the interests of minority students are met within a structure that addresses their needs. The enhancement of diversity includes the retention of minority student-athletes. An Assistant Director of Athletics is assigned full-time to compliance issues.

   Not only must the students take the appropriate number of hours, they must attend regularly, participate in study halls as directed, remain in close touch with their academic advisor, and complete their work while traveling with the team. Retention enhances diversity by maintaining representative proportions, by race, in progression and graduation.

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

   No deficiencies were noted in the data provided by students.

   Occasional discussions of cultural miscommunications have been documented. The plan for this section calls for the UCFAA to schedule one or more training sessions with the Office of Diversity Initiatives to ensure that each administrator and coach (at all levels) is sensitized to working with all students.

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

   The UCFAA will include in each administrator's and coach's performance appraisal each year an element that reflects "meeting affirmative action responsibilities." That phrase is currently a part of the standard Administrative & Professional Performance Appraisal. The UCFAA will confirm each year that only those participating in training can receive a rating of Above Satisfactory or Outstanding in that element.

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 area.

   Items a-d above are referred to as Reviews, Data, Deficiencies/Trends, and Plan. Reviews are identical and consist of the following four annual reviews for each of the 8 elements:

   - Athletic Department report of Graduation Rates by Race
   - Institutional Effectiveness goals
Pre-hire monitoring of administrative and professional hires
Equity Accountability Plan Update in April

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

The goals for the institution are to become more inclusive and diverse. That statement is Goal #4 of the five articulated statements.

Specifically, proportions are examined annually in the Equity Accountability Plan Update. For each of the four ethnic minority groups (Asian and Native American are combined), a goal for improvement can be set at any of the four levels measured. The first level is First Time in College enrollment: if the FTIC enrollment does not meet or exceed the pool of graduating high school students in Florida, by race, a goal is set for that group. The same action is taken for graduate students. The third and fourth measures are graduation rates. In 2004, goals were set only for one category in the graduate student section. The only section pertinent to this report, undergraduate students, showed no deficiencies in minority enrollment.

Student/athlete representation by race is not revealed in the Part B chart. That chart provides only numbers. Representation necessarily requires discussion of proportions.

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

The three-year analysis showed the following status for each ethnic minority group:

American Indian/Alaskan Native, Asian/Pacific Islander: a representation approximating 1%, with an enrollment approximating 5%.

Black: athletic participation exceeds enrollment representation.

Hispanic: athletic participation lags approximately 4% behind enrollment.

This is within the "safe harbor" formerly thought to guide Title IX compliance for gender, but since disregarded in court decisions.

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

The UCFAA will remind coaches of the university goal to become more inclusive and diverse as they discuss recruitment of student-athletes.

5. **Comparison of Populations** Examination of the student population and comparison of the percentage of minority student-athletes in all sports, by sport, to ensure that there are no signs of discrimination revealed through the recruitment practices of the institution.

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

Items a-d above are referred to as Reviews, Data, Deficiencies/Trends, and Plan. Reviews are identical and consist of the following four annual reviews for each of the 8 elements:

Athletic Department report of Graduation Rates by Race
Institutional Effectiveness goals
Pre-hire monitoring of administrative and professional hires
Equity Accountability Plan Update in April

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

The format for this report included numeric indicators of students by race by sport, but internal amendments of the chart were needed to compare percentage representation. This is not reflected in the chart for Part C; only numeric indicators are presented.
This chart considers four men’s sports to be of specific interest, but only two women’s sports. Also, it collapses several sports into “Men’s Other Sports.” Because of this reporting format, no responsibility can be assigned for the “Other Sports” categories. Fortunately, Black and Hispanic representation has not diminished. “Other” ethnicities do not have enough of a population to draw from to establish a goal.

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

Black athletes’ representation has increased on a three-year trend in all sports except the “Women's Other Sports” category. Hispanic students in Baseball, Football, and “Women’s Other Sports” experienced a slight decline (one or two students over three years).

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

The UCFAA will remind coaches of the university goal to become more inclusive and diverse as they discuss recruitment of student-athletes.

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

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

Items a-d above are referred to as Reviews, Data, Deficiencies/Trends, and Plan. Reviews are identical and consist of the following four annual reviews for each of the 8 elements:

- Athletic Department report of Graduation Rates by Race
- Institutional Effectiveness goals
- Pre-hire monitoring of administrative and professional hires
- Equity Accountability Plan Update in April

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

Captains of athletic teams form the Student-Athlete Advisory Committee. They meet regularly with the administration of the UCFAA, including coaches. Usually they are selected by their peers as captains. A tabulation of the captains for 2003-04 indicated that 5 were Black, 5 were Hispanic, and 28 were white. That was an increase of 3 Hispanics over 2002-03 and 2001-02.

Minority student-athletes are welcomed in the governance and decision-making process of the UCFAA and can be shown to have a meaningful role in the Student-Athlete Advisory Committee.

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

The trend analysis showed an increase in Hispanic captains and status quo for those of other ethnicities. The total number of captains differs annually by sport and by the student-athletes expressed opinions (voting for the number of captains).

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

No deficiencies were identified, so the plan for this area is to continue encouraging student-athletes to select leaders from the diverse pool available on the team.

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 area.

Items a-d above are referred to as Reviews, Data, Deficiencies/Trends, and Plan. Reviews are identical and consist of the following four annual reviews for each of the 8 elements:

Athletic Department report of Graduation Rates by Race
Institutional Effectiveness goals
Pre-hire monitoring of administrative and professional hires
Equity Accountability Plan Update in April

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

The Fall 2004 data were gathered to include UCFAA employees as well as university employees. By race, the findings are: no ethnic minority Senior Administrators; no ethnic minority head coaches; among Assistant Coaches, the only race represented is black.

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

In the central Florida area, availability does not confirm support for a goal of American Indian/Alaskan Native or Asian/Pacific Islander. The NCAA website does not confirm significant availability of Black or Hispanic coaches in any sport. Continuing recruitment efforts are needed to correct this long-standing trend.

d. Explain how the institution’s future plan for minority issues addresses this area.

The UCFAA will ensure that searches for Assistant and Head Coaches include outreach to those coaches participating in NCAA programs to groom ethnic minority candidates. Those with appropriate credentials and records to lead a sport at UCF will be actively recruited in the same mode as other candidates are identified and recruited.

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 area.

Items a-d above are referred to as Reviews, Data, Deficiencies/Trends, and Plan. Reviews are identical and consist of the following four annual reviews for each of the 8 elements:

Athletic Department report of Graduation Rates by Race
Institutional Effectiveness goals
Pre-hire monitoring of administrative and professional hires
Equity Accountability Plan Update in April

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

Specific unmet needs were not identified by any minority student-athletes. Successful academic progress is their chief academic concern. Crafting their schedule to allow time for study as well as practice was mentioned; tutoring; and academic assistance during road trips were named as priorities. None of those is specifically affiliated with minority status; they are the concerns of minority students.

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

No deficiencies were identified.

d. Explain how the institution's future plan for minority issues addresses this area.
Continue academic support at no less than the current level. Those elements include placement of the student-athlete in classes at the proper level for previous achievements; limiting their schedule (within guidelines) during competition season; providing opportunities for dedicated study time and tutoring; and maintaining opportunities for testing or meeting academic deadlines while on road trips.

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

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

I. Institutional and Athletics Department Commitment
   A. Issues
      The UCFAA will improve ethnic minority representation in athletic administration and among head coaches. The university will improve minority student-athlete representation on each team to include diversity in all sports.
   B. Measurable Goals
      The UCFAA will add at least one minority administrator and at least two minority head coaches to the athletics program by 2010. All sports will have minority representation annually by 2015.
   C. Steps to Achieve Goals
      Step 1:
      The UCFAA will develop highly-competitive packages to entice successful ethnic minority coaches and athletics administrators [assistant director of athletics and above]. These packages will include fiscal as well as non-fiscal incentives.
      Step 2:
      In addition to the "sunshine factor" the UCFAA can include agreements regarding support for pursuit of outside contracts, flexibility in professional development opportunities, salary, and other incentives.
      Step 3:
      Regarding the second goal, no enticements can be used for minority student-athletes, so the institutional commitment in this area is to strengthen outreach programs to potential feeder schools and sources of athletes.
   D. Individual Officers Responsible for Implementation
      The Director of Athletics and head coaches are responsible for implementing all steps.
   E. Specific Timetable for Completing Work
      No interim goals are set for the accomplishments in hiring or student-athlete recruitment, since that might turn individual vacancies into quota situations. The diversity in employment will be accomplished by 2010. By 2015, the three-year record of student participation will reflect diversity in all sports for the previous three years.
II. Evaluation

A. Issues

The UCFAA used two systems to compile the NCAA Certification Report, and their differing definitions required resolution. Gender records were used in the EADA report; participation and graduation rates by race were used for minority participation. When those issues are resolved, consistency in reporting may be achieved. No other measures pose a concern.

B. Measurable Goals

Systematize the reporting of student-athletes by race and gender so that responses to queries regarding each will be consistent.

C. Steps to Achieve Goals

Step 1:
Reconcile the two reports in use at this time.

D. Individual Officers Responsible for Implementation

The Director of Athletics or his designee is responsible for implementing this step.

E. Specific Timetable for Completing Work

Each report is in mid-cycle at this time, and the federal report designers must be consulted regarding any changes. The timetable is set as December 2008 to allow for this coordination.

III. Organization and Structure

A. Issues

The organization and structure of the athletics programs includes a structural dichotomy between the Athletics Department and the UCFAA. The latter is a private organization not bound by the university’s Affirmative Action Plan, although it is bound by non-discrimination statutes. The structure within the two entities is hierarchical and posed no problems during this re-certification evaluation process. The Director of Athletics maintains supervision over the administrators and head coaches regardless of the funding source.

B. Measurable Goals

All administrators and coaches will be evaluated on their specific efforts to achieve diversity among the administrative staff or within teams.

C. Steps to Achieve Goals

Step 1:
A specific definition for the statement on the current performance appraisal format will be communicated with all administrators and coaches. “Support for affirmative action goals” will be defined as specific efforts to achieve diversity among the administrative staff or within teams as appropriate to the position.

D. Individual Officers Responsible for Implementation

The Director of Athletics and head coaches are responsible for implementing this step.
E. Specific Timetable for Completing Work

Annually, based on the calendar year.

IV. Enrollment

A. Issues

Enrollment of minority student-athletes was appropriate, as depicted on Chart C.

B. Measurable Goals

The UCFAA will maintain a minority student-athlete enrollment level that meets or exceeds the undergraduate student enrollment level of minority students.

C. Steps to Achieve Goals

Step 1:
The long-term outreach that is planned to improve the minority representation in targeted sports will assist in achieving this goal. One step is to involve ethnic minority faculty, staff, and alumni in athletic recruitment initiatives.

Step 2:
The UCFAA will develop relationships with feeder high schools and work with students prior to the year in which they might be recruited.

D. Individual Officers Responsible for Implementation

Following the lead of the Director of Athletics, head coaches, the Alumni Association, and the Black Faculty and Staff Association are responsible for implementing these steps.

E. Specific Timetable for Completing Work

The plan for accomplishing the outreach will be completed by May 2006. Since this is an enhancement activity, not a corrective strategy, the timetable allows for development of networks and contacts. Those individual relationships are preferred for most effective recruitment.

V. Comparison of Populations

A. Issues

The comparison of populations indicated no underrepresentation of minority student-athletes. Improvements within specific sports are listed as part of the institutional commitment.

B. Measurable Goals

The comparison of populations will be monitored in April 2008 to ensure that improvements have occurred. The years 2011-12, 2012-2013, and 2013-14 have been established as years that must display goal achievement. Monitoring at the half-way mark should highlight the goal of having recruited minority student-athletes to at least one-half of the teams now showing no diversity.

C. Steps to Achieve Goals
Step 1
Conduct a monitoring review using the same formats as the NCAA Recertification.

D. Individual Officers Responsible for Implementation

The Director of Equal Opportunity and Affirmative Action in cooperation with the Department of Athletics is responsible for the implementation of this step.

E. Specific Timetable for Completing Work

This step will be completed by April, 2007, for inclusion in the Florida Educational Equity Act review process.

VI. Participation in Governance and Decision-Making

A. Issues

The UCFAA will ensure that diversity is considered in the selection of captains for each sport. The captains form the Student Athletic Advisory Committee, which is the athletes' primary form of participation in governance and decision-making. In the relationship of decision-making to the community at large, the UCFAA will seek to involve partners in the community who are members of historically black fraternities and sororities and other ethnically-representative clubs and organizations.

B. Measurable Goals

Representation among the captains will be achieved at a rate of 90% of the ethnic minority representation among student-athletes for that reporting year. Since ethnicity is not recorded among boosters or other supporters, no measurement of community participation can be developed.

C. Steps to Achieve Goals

Step 1
Each coach will be mindful of the benefits of diversity in governance when selecting captains.

Step 2
If captains are elected by the team, the team members will be educated on the benefits of diversity prior to the selection.

Step 3
To involve more community members, the Golden Knights Club will seek to involve local ministers in ethnically-identifiable churches and presidents of ethnically-identified panhellenic organizations. Further contacts will be developed after that major outreach.

D. Individual Officers Responsible for Implementation

The head coaches of each sport are responsible for providing this education to their teams, and they are responsible for utilizing these concepts in their decisions. The Director of the Golden Knights Club is responsible for the outreach program.

E. Specific Timetable for Completing Work

These steps will be completed annually as captains are selected. The outreach effort shall accomplish its first significant program by May 2006.
VII. Employment Opportunities

A. Issues

Employment in athletics positions is funded through two different sources. If funded by the University of Central Florida, it is guided by the Affirmative Action Plan, which was approved by the U.S. Department of Labor's Office of Federal Contract Compliance in 1981. Steve Orsini, Director of Athletics, has indicated that those positions funded by the UCFAA (incumbents are not UCF employees) will follow the search and screen guidelines utilized by the university. The UCFAA is a private entity not responsible for implementation of an affirmative action plan. However, its responsibility for non-discrimination can be supplemented by this Plan for Improvement under the NCAA Certification Review.

B. Measurable Goals

The UCFAA will hire at least one ethnic minority administrator and at least two head coaches.

C. Steps to Achieve Goals

Step 1
The recruitment efforts for such searches will be expanded to include several targeted sources whose members can be reached through advertisements. They are: professional athletic programs; premier high school programs; historically black and Hispanic colleges and universities.

Step 2
Each search committee will screen resumes from the NCAA Leadership Institutes for Ethnic Minority Females and Ethnic Minority Males.

Step 3
If a selection is made from the pools defined above, an exemption from posting will be approved and the hire may take place immediately.

D. Individual Officers Responsible for Implementation

The Director of Athletics is responsible for implementing these steps.

E. Specific Timetable for Completing Work

These steps will be completed by December 2010.

VIII. Programs and Activities

A. Issues

Programs and activities have been designed to improve the representation of minority student-athletes in the University of Central Florida's athletics programs.

B. Measurable Goals

The representation of minority student-athletes at UCF shall remain at least at the same level within the athletics program, when measured annually. Representation of minority student-athletes on teams without such representation shall be achieved within five years from the Fall 2009 EADA report addressing 2008-09 participants.

C. Steps to Achieve Goals
Step 1
The UCFAA will identify appropriate high-school for the development and recruitment of talented student-athletes.

Step 2
A network of racially and ethnically diverse individuals who are active with high school athletes will be developed to encourage the feeder-pool relationship.

Step 3
Athletes, coaches, and network members will be invited to camps, visitation days, and other games in an effort to interest them in college preparation in general and UCF in particular.

Step 4
UCF student-athletes will be organized to offer mentoring to students in feeder schools.

Step 5
In order to foster retention, the university will offer coaches varying sessions on diversity and leadership training that focuses on sports.

Step 6
Training for student-athletes on the importance of diversity in sports, studies, and career will be presented annually.

D. Individual Officers Responsible for Implementation

Steps 1-3: The head coaches for each sport will each identify four feeder schools in Central Florida and the members of the network to encourage linkage with UCF. Each head coach will plan the linkage activities, with assistance from the Golden Knights Club.

Step 4: The mentoring efforts will be coordinated by Volunteer UCF.

Step 5: The Director of Athletics will direct the attendance at diversity and leadership training for administrators and coaches at all levels. Selections of training might be national, state, or local, in addition to available campus programs. The services of the National Consortium for Academics and Sports will be used for this training.

Step 6: Training for students will be specified by the head coach of each sport.

E. Specific Timetable for Completing Work

Steps 1-4: The feeder schools will be identified by May 2006. The network will be developed by May 2007. A transition year of involvement will occur in 2006-07, with the regular program (including mentoring) in place for 2007-08.

Steps 5-6: Training programs will be evaluated on a calendar year basis, with 2005 being considered a transitional year. The 2006 calendar year will include full implementation.

11. 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 for addressing minority issues for the future of the intercollegiate athletics program began with the 1995 Plan for Increasing Opportunities for Minority Student-Athletes and Minority Staff Members. Monitoring under the Florida Educational Equity Act guidelines was relied on for the analyses.

The Florida Educational Equity Act format requires an annual assessment of programs for students and employees. Within that assessment, disparities by race are identified. Corrective actions and timelines are required. Approval by the institution precedes review by the Florida Board of Education's staff Office of Equity and Accountability. That office requests supplemental information or changes and then presents the 11 state universities' reports to the Florida Board of Education for approval. Board precedes transmittal to the Florida Legislature as required by statute.

Institutional approval has preceded the presentation of the report each year since before the 1995 Plan was developed for the NCAA process. It included the approval of the Director of Equal Opportunity and Affirmative Action Programs and President John C. Hitt. This current plan (spanning the next five years) includes those approvals and policy statements and expands on them. The entire Equity, Welfare and Sportsmanship
subcommittee will comment and provide improvements, and the entire Steering Committee will review the plan. In this manner, representation from student-athletes, coaches, the Board of Trustees, administrators, and members of the public is guaranteed.

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**
<table>
<thead>
<tr>
<th>Elements</th>
<th>Measureable Goals</th>
<th>Steps to Achieve Goals</th>
<th>Individuals/Officers Responsible for Implementation</th>
<th>Specific Timetable for Completing the Work</th>
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<tr>
<td>Institutional and Athletics Department Commitment—The UCFAA will improve ethnic minority representation in athletic administration and among head coaches. The university will improve minority student-athlete representation on each team to include diversity in all sports.</td>
<td>The UCFAA will add at least one minority administrator and at least two minority head coaches to the athletics program by 2010. All sports will have minority representation annually by 2015.</td>
<td>The UCFAA will develop highly-competitive packages to entice successful ethnic minority coaches and athletics administrators [assistant director of athletics and above]. These packages will include fiscal as well as non-fiscal incentives.</td>
<td>The Director of Athletics and head coaches are responsible for implementing all steps.</td>
<td>No interim goals are set for the accomplishments in hiring or student-athlete recruitment, since that might turn individual vacancies into quota situations. The diversity in employment will be accomplished by 2010. By 2015, the three-year record of student participation will reflect diversity in all sports for the previous three years.</td>
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<td>In addition to the &quot;sunshine factor&quot; the UCFAA can include agreements regarding support for pursuit of outside contracts, flexibility in professional development opportunities, salary, and other incentives.</td>
<td>The Director of Athletics and head coaches are responsible for implementing all steps.</td>
<td>No interim goals are set for the accomplishments in hiring or student-athlete recruitment, since that might turn individual vacancies into quota situations. The diversity in employment will be accomplished by 2010. By 2015, the three-year record of student participation will reflect diversity in all sports for the previous three years.</td>
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<td>Regarding the second goal, no enticements can be used for minority student-athletes, so the institutional commitment in this area is to strengthen outreach programs to potential feeder schools and sources of athletes.</td>
<td>The Director of Athletics and head coaches are responsible for implementing all steps.</td>
<td>The Director of Athletics and head coaches are responsible for implementing all steps.</td>
<td>No interim goals are set for the accomplishments in hiring or student-athlete recruitment, since that might turn individual vacancies into quota situations. The diversity in employment will be accomplished by 2010. By 2015, the three-year record of student participation will reflect diversity in all sports for the previous three years.</td>
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<td>Evaluation—The UCFAA used two systems to</td>
<td>Systematize the reporting of student-athletes by race and gender so</td>
<td>Reconcile the two reports in use at this</td>
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<td>compile the NCAA Certification Report, and</td>
<td>that responses to queries regarding each will be consistent.</td>
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<td>their differing definitions required</td>
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<td>The Director of Athletics or his</td>
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<td>resolution. Gender records were used in the</td>
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<td>rates by race were used for minority</td>
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<td>participation. When those issues are</td>
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<td>and the federal report designers must</td>
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<td>resolved, consistency in reporting may be</td>
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<td>be consulted regarding any changes. The</td>
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<td>allow for this coordination.</td>
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<td>Organization and Structure—The organization</td>
<td>All administrators and coaches will be evaluated on their specific</td>
<td>A specific definition for the statement</td>
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<td>and structure of the athletics programs</td>
<td>efforts to achieve diversity among the administrative staff or within</td>
<td>on the current performance appraisal</td>
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<td>includes a structural dichotomy between the</td>
<td>teams.</td>
<td>format will be communicated with all</td>
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<td>Athletics Department and the UCFAA. The</td>
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<td>administrators and coaches. &quot;Support</td>
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<td>latter is a private organization not bound</td>
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<td>for affirmative action goals&quot; will be</td>
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<td>by the university's Affirmative Action Plan,</td>
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<td>although it is bound by non-discrimination</td>
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<td>diversity among the administrative staff</td>
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<td>statutes. The structure within the two</td>
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<td>entities is hierarchical and posed no</td>
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<td>problems during this re-certification</td>
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<td>The Director of Athletics and head</td>
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<td>evaluation process. The Director of Athletics</td>
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<td>coaches are responsible for implementing</td>
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<td>maintains supervision over the administrators</td>
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<td>and head coaches regardless of the funding</td>
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<td>Annually, based on the calendar year.</td>
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<td>source.</td>
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<td>Enrollment—Enrollment of minority student-</td>
<td>The UCFAA will maintain a minority student-athlete enrollment level</td>
<td>The long-term outreach that is planned</td>
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<td>athletes was appropriate.</td>
<td>that meets or exceeds the undergraduate student enrollment level of</td>
<td>to improve the minority representation</td>
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<td>minority students.</td>
<td>in targeted sports will assist in</td>
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<td>achieving this goal. One step is to</td>
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<td>involve ethnic minority faculty, staff,</td>
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<td>and alumni in athletic recruitment</td>
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<td>initiatives.</td>
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<td>The Director of Athletics, head coaches,</td>
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<td>Alumni Association, and Black Faculty</td>
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<td>and Staff Association are responsible</td>
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<td>for implementing these steps.</td>
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<td>The plan for accomplishing the outreach</td>
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<td>will be completed by May 2006. Since</td>
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<td>this is an enhancement activity, not a</td>
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<td>corrective strategy, the timetable</td>
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<td>allows for development of networks and</td>
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<td>contacts. Those individual relationships</td>
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<td>are preferred for most effective</td>
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<td>recruitment.</td>
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</table>
### Comparison of Populations

The comparison of populations indicated no underrepresentation of minority student-athletes. Improvements within specific sports are listed as part of the institutional commitment.

#### Steps

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<tr>
<td>Comparison of Populations</td>
<td>The comparison of populations will be monitored in April 2008 to ensure that improvements have occurred. The years 2011-12, 2012-2013, and 2013-14 have been established as years that must display goal achievement. Monitoring at the half-way mark should highlight the goal of having recruited minority student-athletes to at least one-half of the teams now showing no diversity.</td>
<td>Conduct a monitoring review using the same formats as the NCAA Recertification.</td>
<td>The Director of Equal Opportunity and Affirmative Action in cooperation with the Department of Athletics is responsible for the implementation of this step.</td>
<td>This step will be completed by April, 2007, for inclusion in the Florida Educational Equity Act review process.</td>
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<td>Participation in Governance and Decision-Making — The UCFAA will ensure that diversity is considered in the selection of captains for each sport. The captains form the Student Athletic Advisory Committee, which is the athletes’ primary form of participation in governance and decision-making. In the relationship of decision-making to the community at large, the UCFAA will seek to involve partners in the community who are members of historically black fraternities and sororities and other ethnically-representative clubs and organizations.</td>
<td>Representation among the captains will be achieved at a rate of 90% of the ethnic minority representation among student-athletes for that reporting year. Since ethnicity is not recorded among boosters or other supporters, no measurement of community participation can be developed.</td>
<td>Each coach will be mindful of the benefits of diversity in governance when selecting captains.</td>
<td>The head coaches of each sport are responsible for providing this education to their teams, and they are responsible for utilizing these concepts in their decisions. The Director of the Golden Knights Club is responsible for the outreach program.</td>
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<td>Issues in the Self-Study</td>
<td>The representation of minority student-athletes at UCF shall remain at least at the same level within the athletics program, when measured annually. Representation of minority student-athletes on teams without such representation shall be achieved within five years from the Fall 2009 EADA report addressing 2008-09 participants.</td>
<td>The UCFAA will establish high-school feeder pools for the development and recruitment of talented student-athletes.</td>
<td>Steps 1-3: The head coaches for each sport will each identify four feeder schools in Central Florida and the members of the network to encourage linkage with UCF. Each head coach will plan the linkage activities, with assistance from the Golden Knights Club.</td>
<td>Steps 1-4: The feeder schools will be identified by May, 2005. The network will be developed by May 2006. A transition year of involvement will occur in 2005-06, with the regular program (including mentoring) in place for 2006-07.</td>
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<td>Programs and Activities—Programs and activities have been designed to improve the representation of minority student-athletes in the University of Central Florida's athletics programs.</td>
<td>A network of racially and ethnically diverse individuals who are active with high school athletes will be developed to encourage the feeder-pool relationship.</td>
<td>Steps 1-3: The head coaches for each sport will each identify four feeder schools in Central Florida and the members of the network to encourage linkage with UCF. Each head coach will plan the linkage activities, with assistance from the Golden Knights Club.</td>
<td>Steps 1-4: The feeder schools will be identified by May, 2005. The network will be developed by May 2006. A transition year of involvement will occur in 2005-06, with the regular program (including mentoring) in place for 2006-07.</td>
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<td>Athletes, coaches, and network members will be invited to camps, visitation days, and other games in an effort to interest them in college preparation in general and UCF in particular.</td>
<td>Steps 1-3: The head coaches for each sport will each identify four feeder schools in Central Florida and the members of the network to encourage linkage with UCF. Each head coach will plan the linkage activities, with assistance from the Golden Knights Club.</td>
<td>Steps 1-4: The feeder schools will be identified by May, 2005. The network will be developed by May 2006. A transition year of involvement will occur in 2005-06, with the regular program (including mentoring) in place for 2006-07.</td>
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<td>Issues in the Self-Study</td>
<td>UCF student-athletes will be organized to offer mentoring to students in feeder schools.</td>
<td>Step 4: The mentoring efforts will be coordinated by Volunteer UCF.</td>
<td>Steps 1-4: The feeder schools will be identified by May, 2005. The network will be developed by May 2006. A transition year of involvement will occur in 2005-06, with the regular program (including mentoring) in place for 2006-07.</td>
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<td>Measureable Goals</td>
<td>In order to foster retention, the university will offer coaches varying sessions on diversity and leadership training that focuses on sports.</td>
<td>The Director of Athletics will direct the attendance at diversity and leadership training for administrators and coaches at all levels. Selections of training might be national, state, or local, in addition to available campus programs.</td>
<td>Steps 5-6: Training programs will be evaluated on a calendar year basis, with 2005 being considered a transitional year. The 2006 calendar year will include full implementation.</td>
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<td>Training for student-athletes on the importance of diversity in sports, studies, and career will be presented annually.</td>
<td>Step 6: Training for students will be specified by the head coach of each sport.</td>
<td>Steps 5-6: Training programs will be evaluated on a calendar year basis, with 2005 being considered a transitional year. The 2006 calendar year will include full implementation.</td>
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Operating Principle

4.3 Student-Athlete Welfare

Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 4.3 (Student-Athlete Welfare). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

No corrective actions or strategies for improvement were imposed by the NCAA Division I Committee on Athletics Certification.

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

Since no improvements or recommendations were identified by the NCAA Division I Committee on Athletics Certification, UCF currently has no plans to list or review.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 4.3 (Student-Athlete Welfare) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

No additional plans were prepared.

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 4.3 (Student-Athlete Welfare). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion.

Not applicable.

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

The UCFAA uses several methods to evaluate the treatment of student-athletes: exit interviews, the Student-Athlete Advisory Committee, and the Director of Athletics' Team Captains Meeting.

Exit interviews are the major mechanism for evaluating the treatment of student-athletes and gaining insight into their thoughts and experiences. Each senior student-athlete who exhausts his or her eligibility is required to
complete the written exit interview instrument before being awarded a senior ring. Student-athletes who have exhausted their eligibility and are not seniors are encouraged to complete the exit interview, but cannot be compelled to do so since they will not receive the senior ring.

Additionally, the UCFAA gives a scaled-down version of the exit interview to all returning student-athletes at its annual meeting. Administering the interview at this meeting allows for broad participation and valuable insight into how student-athletes believe they are being treated.

In May of 2004, the UCFAA implemented a policy requiring all student-athletes to complete a program evaluation at the end of each year. This written questionnaire is given to each individual athlete at the year-end mandatory meeting. No coaching staff is present, and the student-athlete can submit his or her response anonymously. The only documentation kept is a record showing that one questionnaire was completed by each student-athlete. The student-athletes are encouraged to respond openly and honestly about the quality and quantity of the UCFAA services and programs that they participated in during the academic year. They are asked to provide thoughtful input on a wide range of topics from the coaching staff to compliance issues, sports medicine, travel, academic services for student-athletes, and the UCF campus community in general. This input is compiled and presented to the UCFAA Sports Oversight Committee and is analyzed to develop appropriate action plans to address issues or concerns. This committee also ensures that mandated action takes place to enhance the overall experience of the student-athlete at UCF.

(A copy of the student-athlete interview questionnaire is available for review in the resource room).

The Student-Athlete Advisory Committee is another mechanism for student-athletes to comment on their management. The Student-Athlete Advisory Committee provides a forum for student-athletes to address their concerns and treatment. The issues that are brought to the Student-Athlete Advisory Committee are reported back to the UCFAA for consideration and action. The Student-Athlete Advisory Committee meets monthly and is composed of representatives of each sports team.

The Director of Athletics’ Captains Meeting provides a forum for team captains to meet with the Director of Athletics to raise issues and address problems that are affecting student-athletes.

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

The REACH Peer Health Education Program, a component of the UCF Alcohol and Other Drug programming office, provides a variety of college health-related educational programs each semester. Specific programs are offered in the areas of alcohol and other drugs, sexual health, and body image. REACH also provides an orientation session for all new student-athletes. The Wellness Center, the Counseling Center, and Career Services and Experiential Learning also provide services and programs to which student-athletes have access.

Additionally, the SABRE Centre is host to the Southeastern Region Office of the National Consortium for Academics and Sports. The National Consortium for Academics and Sports regional director coordinates community outreach activities for student-athletes and assists in the development and presentation of some life skills seminars.

The UCFAA encourages student-athletes to participate in and help create programs that are interesting and of value to them. Members of the Student-Athlete Advisory Committee suggest activities that they believe their teammates would enjoy and attend. The Director of Athletics supports the Student-Athlete Advisory Committee by asking that each member make his or her teammates aware of available life skills programs. The SABRE Centre and Academic Services for Student-Athletes staff also encourage student-athletes to take advantage of all CHAMPS/Life Skills opportunities. Selected life skills programs are also part of the UCF Link First Year Experience Program. When students, including student-athletes, participate in a LINK event, they earn “Link Loot” that is redeemable later in the year for prizes and other incentives.

7. 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.
UCF implemented a revised policy that requires any student-athlete leaving the university to complete a written exit interview questionnaire. The questionnaire seeks an overview of the student-athlete’s experience at UCF and covers student-athlete services, staff, and activities. Student-athletes complete the questionnaire with no coaching staff present, and they are encouraged to be honest in their responses and to make suggestions for improvement.

The UCFAA interviews a sample of student-athletes whose eligibility is exhausted and requires all seniors who exhaust their eligibility to complete an exit interview to receive a senior ring. If the student-athlete has exhausted his or her eligibility and is not a graduating senior, there is no mechanism to compel him or her to complete the exit interview.

When a student-athlete raises an issue that warrants attention during the written exit interview, the staff member with oversight of the student-athlete’s sport conducts an oral follow-up with the student-athlete.

The staff member then gives the information to the Sports Oversight Committee, which is comprised of the Director of Athletics, all of the UCFAA senior administrators, and a coach from each team. This group evaluates the information, looks for patterns or trends, and develops a plan of action. One committee member implements the corrective action and reports progress back to the Sports Oversight Committee. The committee keeps records and reports of its activities.

8. 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.

A. Procedures

Athletic Grants-in-Aid Renewals/Grievance Procedures

NCAA rules allow for the reduction or cancellation of financial aid if a student-athlete becomes ineligible for athletics participation.

In addition, the coaching staff is allowed to use their discretion in these decisions. Coaches must document all reasons for a change in a grant and hold ongoing discussions with the student-athlete about the possibility of a reduction or cancellation of aid.

Policy on Student Financial Aid Appeals

The UCFAA requires student-athletes to adhere to appeal procedures governing non-renewal or reduction of athletic grants-in-aid as follows:

a. The student-athlete contacts the Executive Director of Student Financial Assistance in writing to inform UCF that he or she is appealing the Department of Athletics’ decision to reduce or cancel the athletic scholarship.

b. The student-athlete submits the appeal to the Executive Director of Student Financial Assistance within ten business days of the student-athlete being notified of the reduction or cancellation of athletic aid.

c. The Executive Director of Student Financial Assistance explains to the student-athlete the procedures governing the hearing of the appeal and the student-athlete’s options and obligations. The UCF Scholarship Committee then reviews the student-athlete’s appeal and renders a decision to reinstate the scholarship or uphold the Department of Athletics’ reduction or non-renewal of the scholarship.
Transfer Issues

A UCF student-athlete may contact a coaching staff member at another four-year institution only after permission has been granted by UCF’s Director of Athletics. Should the Director of Athletics not grant permission to contact another four-year institution or not allow a UCF student-athlete to use the NCAA’s one-time transfer exception per Bylaw 14.5.5.2.10, the student-athlete may appeal the decision to the Transfer Review Subcommittee.

The student-athlete must contact the chair of this committee (the University Registrar) within 14 days of a written decision by the Director of Athletics to request a hearing before the subcommittee. The chair will appoint one non-UCFAA staff member from the Athletics Compliance Committee to hear the student-athlete's appeal. The Faculty Athletics Representative is also a standing member of this committee. An Athletics Compliance Office staff member will also be appointed to the committee as a resource for NCAA rules interpretation.

UCFAA Student-Athlete Grievance Procedure

Since no official policy existed prior to this self-study, the Director of Athletics and the members of the compliance team drafted the proposed set of procedures that follow. The coaching staff and the rest of the UCFAA staff will also review the proposed procedures before they will be implemented.

The following proposed procedure allows the student-athlete maximum access to all levels of the university to address a grievance or concern. In the past, the Director of Athletics was the sole reviewer of grievances involving head coaches.

Proposed Student-Athlete Grievance Procedure:

If a student-athlete’s grievance is not adequately addressed in the UCF Golden Rule Grievance Procedure or UCF Discrimination Policy, the following UCFAA Student-Athlete Grievance Procedure will be used.

a. The student-athlete presents the grievance in writing to his or her head coach for resolution. The letter to the head coach needs to clearly articulate the grievance the student-athlete has with the UCFAA staff member.

b. The head coach resolves the grievance and informs his or her sport oversight administrator of the issue and the proposed resolution. The head coach must respond to the grievance within three working days of receiving the written grievance from the student-athlete. The coach documents the proposed resolution in writing and submits it to the sport oversight administrator and the student-athlete.

c. If the grievance is not resolved to the satisfaction of the student-athlete, the student-athlete can request that the issue be formally reviewed and addressed by the UCFAA Grievance Committee. The committee consists of the head coach, the sport oversight administrator, and a student-athlete. The griever must provide his or her request to the committee in writing within three working days of receiving the written response from the head coach.

d. The UCFAA Grievance Committee reviews the issues and recommends a resolution to the Director of Athletics within three days of receiving the request from the student-athlete. The Director of Athletics informs the student-athlete of the decision in writing within three working days of receiving the recommendation from the UCFAA Grievance Committee.

e. If the student-athlete is not satisfied with the Director of Athletics' decision, he or she may appeal within three working days to the Faculty Athletics Representative.

The Faculty Athletics Representative reviews the written facts of the case and may ask to meet with the UCFAA Grievance Committee. The Faculty Athletics Representative makes a final decision and communicates it to all parties within three days of reviewing the information and facts or within three days of conducting the meeting.

f. After the Faculty Athletics Representative gives the student-athlete an oral decision, he or she will confirm the decision in writing no more than five days later.
Rights of Student-Athletes Involved in Institutional and NCAA Investigations

The University of Central Florida, the UCFAA, coaches, student-athletes, and associated groups strive to provide a competitive athletics environment of the highest integrity. Abiding by the UCFAA policies, university regulations, conference rules, and NCAA regulations is the responsibility of the student-athlete, the coaches, and all persons associated with the UCF athletics program.

The Athletics Compliance Office has the authority to investigate all allegations of violations of conference rules and NCAA regulations. This office will investigate, to the extent necessary, any alleged violation, and, the Athletics Compliance office may, as part of its investigation, conduct interviews with student-athletes, coaches, and other parties who may have been involved in the alleged violation(s) or may have knowledge of the alleged violation(s).

The rights described below are intended to aid the student-athlete in understanding investigation procedures. The intent of any investigation is to determine if a violation occurred, if the student-athlete was involved in committing a violation, as well as the extent of knowledge or involvement in committing a violation by other student-athletes, coaches, university officials, and persons associated with the UCF athletics program.

Gathering of Information

In the initial stages of investigation, the Athletics Compliance Office may contact several individuals including student-athletes in an attempt to learn more about the alleged violation. Should a student-athlete be contacted concerning an alleged violation, he/she will be:

1. Informed of the reason for the contact.
2. Provided an explanation of NCAA Bylaw 10.1-Unethical Conduct, which, among other items, states that unethical conduct includes "refusal to furnish information relevant to an investigation of a possible violation of NCAA regulations when requested, and knowingly furnishing the NCAA or the institution false or misleading information concerning their involvement in or knowledge of matters relevant to a possible violation of an NCAA regulation."
3. Informed that should the nature of internal investigation warrant legal counsel, the student-athlete has the right to have an advisor/counselor present during any internal investigation interview. An attorney may attend an internal investigation interview with the student-athlete as an observer and to provide advice to the student-athlete; however, the attorney may not actively participate in the interview process on behalf of the student-athlete via directly questioning or cross-examining witnesses or in any other manner, except when an attorney representing the university had directly questioned or cross-examined a witness or party to the internal investigation.
4. Provided with an explanation of how information is being gathered and how this information will be used should further investigation (institutional investigation and NCAA investigation) be appropriate.

When the initial gathering of information suggests that a student-athlete was involved in violations of conference rules or NCAA regulations, the student-athlete may be declared ineligible for participation in NCAA competition pending the outcome of the internal investigation and subsequent NCAA investigation.

Internal (Institutional) Investigation

Prior to an internal investigation interview, a representative of the Athletics Compliance Office should inform any student-athlete who is alleged to have committed a violation of conference rules or NCAA regulations of the following:

1. The reason for the internal investigation and an explanation of the purpose and procedures of the internal investigation interview.
2. An explanation of NCAA Bylaw 10.1-Unethical Conduct, which, among other items, states that unethical conduct
includes "refusal to furnish information relevant to an investigation of a possible violation of NCAA regulations when requested, and knowingly furnishing the NCAA or the institution false or misleading information concerning their involvement in or knowledge of matters relevant to a possible violation of an NCAA regulation."

3. The student-athlete's right to have an advisor/counselor present during any internal investigation interview. An attorney may attend an internal investigation interview with the student-athlete as an observer and to provide advice to the student-athlete; however, the attorney may not actively participate in the interview process on behalf of the student-athlete via directly questioning or cross-examining witnesses or in any other manner, except when an attorney representing the university had directly questioned or cross-examined a witness or party to the internal investigation.

4. The specific violations of conference rules and/or NCAA regulations allegedly committed by the student-athlete.

5. Possible consequences if it should be determined that the student-athlete did commit violations of conference rules and/or NCAA regulations (i.e. ineligible to participate in identified number of athletic events, restitution, loss of scholarship, ineligible to participate in athletics at NCAA institution).

6. The opportunity to review information contained in the institution's report of the interview and to make additions or corrections. During the interview, the person(s) conducting the interview will take notes or tape record (with the appropriate permission granted) as to what happened during the interview and questions that were asked.

B. Individuals Designated for Oversight

The Executive Director of Student Financial Assistance is the designee for financial aid grievances and appeals.

The University Registrar is the designee for transfer grievances or appeals.

The Director of Athletics and the Athletics Compliance Office representative are the designees for internal grievances or appeals.

C. Methods of Communicating Policies and Procedures to Student-Athletes

The UCFAA communicates policies in a variety of ways—on the UCFAA Website, at the fall UCFAA all-staff meeting, in monthly staff meetings and monthly memos, in files in the UCFAA administrative offices.

The UCFAA informs student-athletes of the policies at mandatory meetings at the beginning and end of the academic year. Recently, the UCFAA implemented a student-athlete newsletter that is distributed twice a semester, and it also communicates with student-athletes via email.

Each team has a representative who sits on the Student-Athlete Advisory Committee. The SAAC aids information flow from the teams to the staff and vice-versa. The SAAC meets regularly throughout the semester and provides policy information on a regular basis.

The UCFAA publishes the Student-Athlete Grievance procedure in the student-athlete handbook, which is distributed to and discussed with every athlete during orientation to the athletic program.

Student-athletes have brought forward few grievances through formal procedures; the UCFAA handles most grievances informally. The UCFAA implemented the formal grievance procedure about one year ago, but no formal grievance or appeal have yet been filed. In the future, if a grievance or appeal is filed, this policy provides for consistency in processing.
9. Describe the institution’s educational and support programs in the area of sexual orientation. Also, describe the institution’s structure and/or policies that ensure the provision of a safe environment for all students, including student-athletes with diverse sexual orientations.

The UCFAA encourages student-athletes to use the services and participate in the programs of the Counseling Center, the Office of Diversity Initiatives, the ALLIES Program, and the variety of related organizations sponsored through the Office of Student Involvement.

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

The University of Central Florida is committed to protecting the health of and providing a safe environment for its student-athletes.

UCFAA policies and procedures include but are not limited to the following:

- eating disorders
- domestic violence
- concussion
- drug testing
- smoke/wildfire
- sideline behavior
- lightning
- insurance
- OSHA
- physical exams
- emergency plans
- physical clearance
- SAAP guidelines
- walk-on process
- catastrophic injury
- clinical
- prospective student-athlete
- notice of privacy

The chain of command for the health and safety of student-athletes is as follows:

- Associate Athletic Trainer, Jennifer Scallin Perez
- Director of Sports Medicine and Head Athletic Trainer, Jeffery Allen
- Associate Director of Athletics and Senior Woman Administrator, Mary Kaufman
- Director of Athletics, Steve Orsini

**PHYSICAL CLEARANCE:**

The UCFAA requires all student-athletes to complete an annual pre-participation physical examination, read and sign a drug testing consent form, and complete a student-athlete orientation session with the Athletics Compliance Office before receiving equipment, attending any practice, strength and conditioning sessions, or competing in any intercollegiate athletic competitions or events.

The UCFAA will not permit a student-athlete to participate, nor will it provide insurance coverage for any student-athlete who has not completed the pre-participation physical examination procedure.

**TRAINING AND MEDICAL CARE:**
All UCF student-athletes have access to NATABOC-certified athletic trainers on staff at the university as well as the university's medical consultants and athletic training facilities.

The athletic training staff remains in constant communication with the strength and conditioning staff, equipment staff, and grounds/facilities staff to ensure that all student-athletes are provided proper equipment, strength, conditioning, and flexibility instruction, and safe playing surfaces.

LIGHTNING AND EMERGENCIES:
The UCFAA has venue-specific lightning and emergency plans.

STUDENT-ATHLETE ASSISTANCE PROGRAM GUIDELINES (SAAP):
SAAP provides confidential assistance to student-athletes that includes referrals for substance abuse, eating disorders, sexual assault, and mental illnesses (complete program under development).

TRAVEL:
A more user-friendly travel policy was revised in August of 2004.

Each sport designates a travel coordinator. The coordinator completes a sports scheduling form for the entire season and submits it for approval through the UCFAA chain of command, which includes the Assistant Director of Athletics for Facilities and Operations, the Assistant Director of Athletics-Compliance, the Director of Academic Services for Student-Athletes, the Assistant Director of Athletics for Business, the sports administrator responsible for the sport submitting the request, and the Director of Athletics. This extensive travel request review process ensures initial compliance with the travel policy and evaluates time away from class (a maximum of four days), which can impact the welfare of student-athletes. Once the travel request is approved by all parties, travel can be coordinated and competition contracts can be signed.

INSURANCE:
The UCFAA self-insures for student-athlete injuries. The insurance covers student-athletes during competition and travel and currently budgets $200,000 for insurance.

In addition, the UCFAA also has a leased and non-owned vehicle policy that insures rental vehicles.

Only full-time UCFAA staff members or trained and approved non-student volunteers may drive vehicles that transport student-athletes. The UCFAA completes background checks for all UCFAA staff members and volunteers who transport student-athletes.

The UCFAA requires student-athletes who request release from team travel to visit parents or guardians to follow a set of approval procedures for release from team travel.

Based on assessed needs of student-athletes, an academic advisor may travel with the team to assist student-athletes in their academic work.

Coaching staff communicate travel policies to student-athletes.

The UCFAA identified no issues or problems associated with student-athlete travel, and feedback from student-athlete exit interviews indicates a high level of satisfaction with UCFAA travel policies.

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

The NCAA Guideline 1c, "Emergency Care and Coverage," dictates that universities will provide the following at all athletics events:
- qualified personnel
- physician access
- medical facility access
- emergency equipment
an inclement weather policy
appropriate certification and training for athletic personnel

The UCFAA designates certified athletic trainers for all athletic events, in-season workouts, out-of-season workouts, strength training sessions, and skills sessions.

The UCFAA Emergency Action Plan also provides for phone access to ambulance, police, fire, poison control, UCF Police, UCF Student Health Services, and all training facilities in case prompt medical treatment or advice is needed.

The UCF Sports Medicine Policy and Procedure Manual identifies the UCF team physicians. The manual outlines the appropriate use of team physicians in an emergency.

The UCFAA Emergency Action Plan also describes the minimum available medical supplies and equipment required for athletic events.

The UCFAA has a written inclement weather policy that includes lightning.

Emergency plans for each individual sport and athletic facility that include emergency phone numbers, entrance, exit, and access routes, and emergency phone locations, are available in each athletic training room. The UCFAA expects every full-time staff member, graduate assistant, and athletic training student to be aware of this plan. All athletic trainers, graduate assistants, and athletic training students are certified in CPR, First Aid, AED use, and prevention of disease transmission as outlined by OSHA.

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

The UCFAA has an array of policies and procedures that govern the health and safety of student-athletes.

The Head Athletic Trainer, Jeffrey Allen, authorizes and maintains these policies and procedures.

The Head Athletic Trainer reviews existing policies annually, assigns staff responsibility for implementation, and reviews implementation bi-monthly.

The UCFAA holds an annual week-long retreat during which policies and procedures are covered with all staff, graduate trainers, and students. Students receive policies during their physical examinations and through the UCF Student-Athlete Handbook.

UCFAA staff receive hard copies of all policies and electronic copies of most policies, some policies are included in the UCF Intercollegiate Athletics Handbook, and some specific policies are on the Sports Medicine Department’s Web site.

The UCFAA may update policies and procedures based on recommendations from the NCAA, NATA-BOC, or UCF administration.

13. Using the program areas for student-athlete welfare issues please:

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

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

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

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

The UCFAA uses exit interviews, the Student-Athlete Advisory Committee, and the Director of Athletics Team Captains Meeting to evaluate the treatment of student-athletes.

The UCFAA considers the exit interviews the best mechanism for evaluating the treatment of student-athletes and gaining insight into their thoughts and experiences.

Additionally, the UCFAA gives a scaled down version of the exit interview to all returning student-athletes at the UCFAA's annual meeting. Administering the interview at this meeting allows for broad participation and valuable insight into how student-athletes believe they are being treated.

All student-athletes complete a program evaluation at the year-end mandatory meeting. No coaching staff is present and the responses are anonymous. The UCFAA documents only that one questionnaire was completed by each student-athlete.

Student-Athletes can also comment on their management through the Student-Athlete Advisory Committee. The Student-Athlete Advisory Committee provides a forum for student-athletes to address their concerns, their treatment, and their handling. The Student-Athlete Advisory Committee reports these issues to the UCFAA for consideration and action. The Student-Athlete Advisory Committee meets monthly and is composed of representatives of each team.

The Director of Athletics also holds a Captains Meeting for team captains to raise concerns and address issues and problems that affect student-athletes.

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

In May of 2004, the UCFAA began requiring student-athletes who leave the university to complete an exit questionnaire. This questionnaire elicits an overview of the student-athlete's experience at UCF and covers a wide range of services, staff, and activities. The student-athlete completes the questionnaire individually and with no coaching staff present. UCFAA staff encourage the student-athletes to be honest in their responses and to make suggestions for improvement.

The UCFAA requires that a sample of student-athletes be interviewed when their eligibility is exhausted. The UCFAA requires all seniors whose eligibility is exhausted to complete an exit interview in order to receive their senior rings. If the student-athlete's eligibility is exhausted and he or she is not a graduating senior, there is no mechanism to compel him or her to complete the exit interview.

When an issue has been raised in the written exit interview that warrants attention, the sports oversight staff member for that student-athlete's sport conducts an oral follow-up meeting.

The sport oversight staff member gives the oral interview information to the Sports Oversight Committee, which is comprised of the Director of Athletics, all UCFAA senior administrators, and a coach from each team. The Sports Oversight Committee looks for patterns, trends, and/or areas of concern. They then develop a plan of action and assign a member the responsibility to implement the corrective action and report progress back to the Sports Oversight Committee. The Committee keeps records and reports.

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

The UCFAA will consider the following for the future:

Administering to all student-athletes leaving the program the exit interview or some type of program assessment instrument.
Continuing the Student-Athlete Advisory Committee and Director of Athletics' Captains Meetings to gain insight into the student-athletes' positive and negative experiences.

Developing a mechanism for all student-athletes leaving the program to complete the exit interview or a similar instrument.

Giving the exit interview to all returning student-athletes at the annual department meeting.

Interviewing student-athletes who leave the program because they are dissatisfied, in conflict with coaches or the program, or asked to leave for violations of UCFAA rules, policies, or other infractions.

The UCFAA uses an exit questionnaire that was a quickly-implemented instrument that may not be appropriate for continued use. UCFAA staff will review the questions for consistency and validity and make modifications and improvements within the next year.

2. Organization and Structure Policies, and/or organization, and/or activities of the athletics program and its activities to help enhance student-athlete welfare.

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

      The UCFAA and appropriate university departments periodically review policies and procedures affecting grants-in-aid renewals, student financial aid appeals, transfer issues, UCFAA student-athlete grievance procedures, and the health and safety of student-athletes. These administrative reviews occur in response to changes in regulations outside of the UCFAA's purview and as part of the on-going management of the UCFAA activities.

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

      Athletic Grants-in-Aid Renewals—Grievance Procedures

      NCAA rules allow for the reduction or cancellation of financial aid if a student-athlete becomes ineligible for athletics participation.

      In addition, the coaching staff is allowed to use their discretion in these decisions. Coaches must document all reasons for a change in a grant and have ongoing discussions with the student-athlete about the possibility of a reduction or cancellation or aid.

      Student Financial Aid Appeals

      The UCFAA adheres to established procedures for appealing a reduction or cancellation of athletic grants-in-aid. The procedure follows:

      a. The student-athlete writes to the Director of Student Financial Assistance within ten business days of being notified of the reduction or cancellation in aid to inform the university that he or she is appealing the UCFAA's decision.

      b. The Director of Student Financial Assistance informs the student-athlete of the procedures governing the hearing and appeal and reviews the student-athlete's options and obligations.

      c. The UCF Scholarship Committee reviews the student-athlete's appeal and renders a decision.

      Transfer Issues

      A UCF student-athlete may contact a coaching staff member at another four-year institution only after permission has been granted by UCF's Director of Athletics. If the Director of Athletics does not give the
student-athlete permission to contact another four-year institution or does not allow a UCF student-athlete permission to use the NCAA's one-time transfer exception (per Bylaw 14.5.5.2.10), the student-athlete may appeal the decision to the Transfer Review Subcommittee.

To request a hearing before the Subcommittee, the student-athlete must contact the chair of the committee, the University Registrar, within 14 days of receiving the written decision by the Director of Athletics. The Faculty Athletics Representative is a standing member of this subcommittee, and the Chair appoints one UCFAA staff member and one non-athletics department staff member from the Athletics Compliance Committee to hear the student-athlete's appeal.

UCFAA Student-Athlete Grievance Procedure

In the past, the Director of Athletics, in consultation with the head coach, was the sole reviewer of grievances.

The Director of Athletics and the Athletics Compliance Office procedures for student-athlete grievances. The coaching staff and the rest of the UCFAA staff will review the drafted procedures before they will be implemented.

If a student-athlete has a grievance against a UCFAA staff member and the grievance is not adequately addressed in the UCF Golden Rule Grievance Procedure or the UCF Discrimination Policy, he or she can use the UCFAA Student-Athlete Grievance Policy and Procedure.

Rights of Student Athletes Involved in Institutional and NCAA Investigations

The University of Central Florida, the UCFAA, coaches, student-athletes, and associated groups strive to provide a competitive athletic environment of the highest integrity. The student-athlete must abide by UCFAA policies, university regulations, conference rules, and NCAA regulations.

The Athletics Compliance Office investigates all allegations of violations of conference rules and NCAA regulations. The Athletics Compliance Office investigates any allegation and interviews student-athletes, coaches, and other parties who may have been involved or have knowledge of the alleged offenses.

The Athletics Compliance Office conducts investigations according to NCAA procedures to determine whether a violation occurred and if other student-athletes, coaches, university officials, or persons associated with the UCF athletic program had knowledge of or were involved in the violation.

Health and Welfare of Student-Athletes

The UCFAA is committed to protecting the health of its student-athletes and providing them with a safe environment.

Every year, the UCFAA requires all student-athletes to complete a pre-participation physical examination, read and sign a drug testing consent form, and complete a student-athlete orientation session with the Athletics Compliance Office before that student-athlete is issued equipment and/or permitted to attend any practice, strength and conditioning sessions, and/or compete in any intercollegiate athletic events.

The UCFAA will not provide insurance for or permit a student-athlete to participate unless he or she has completed the pre-participation physical examination procedure.

Additionally, the UCFAA has a variety of policies and procedures pertaining to student-athlete health and welfare that include but are not limited to:

- Eating Disorders
- Domestic Violence
- Concussion
- Drug testing
- Smoke/wildfire
- Sideline
- Lightning
Training

Each student-athlete has equal access to NATA/BOC certified athletic trainers on staff, the university’s medical consultants, and the athletic training facilities.

The athletic training staff continually communicate with the strength and conditioning staff, equipment staff, and grounds and facilities staff to ensure that all student-athletes receive proper equipment, strength, conditioning, and flexibility instruction, and safe playing surfaces.

The UCFAA has venue-specific lightning and emergency plans.

SAAP provides student-athletes with confidential assistance that includes referrals for substance abuse, eating disorders, sexual assault, and mental illnesses (complete program under development).

The UCFAA revised its travel policy in August of 2004, and now designates one staff member in each sport as its travel coordinator.

The sport travel coordinator prepares a sports scheduling form for the entire season and submits it for approval through the UCFAA chain of command, which includes the Assistant Director of Athletics for Facilities and Operations, the Assistant Director of Athletics-Compliance, the Director of Academic Services for Student-Athletes, the Assistant Director of Athletics for Business, the Sport Administrator, and the Director of Athletics.

This extensive travel request review process ensures initial compliance with the travel policy and evaluates time away from class (a maximum of four days) that can impact the welfare of student-athletes. Once approved by all parties, the sport travel coordinator is free to begin coordinating travel and signing contracts for competitions.

The UCFAA budgets $200,000 annually for self-insurance for student-athlete injuries. The insurance covers student-athletes while competing and traveling.

Travel and Transportation

Additionally, the UCFAA also has a leased and non-owned vehicle policy that provides insurance for rental vehicles.

Only full-time UCFAA staff members or trained and approved non-student volunteers may drive vehicles that transport student-athletes.

UCFAA staff members and volunteers serving in this capacity submit to background checks. Student-athletes requesting release from team travel to visit parents or guardians receive a set of procedures to follow.

Based on assessed needs of student-athletes, an academic advisor may travel with the team to assist with academic work.

Coaches communicate UCFAA travel policies to student-athletes. UCFAA staff identified no issues or problems associated with student-athlete travel. Feedback data from student-athlete exit interviews indicate a high level of satisfaction with the UCFAA travel program.
Emergency Care and Coverage:
The NCAA Guideline 1c—Emergency Care and Coverage—dictates that for all athletic events universities will: have qualified persons available, access to a physician, access to a medical facility, emergency equipment, an inclement weather policy, disseminated knowledge of a plan, and appropriate certification and training for athletic personnel.

The UCFAA designates certified athletic trainers for all athletic events, in season workouts, out of season workouts, strength training sessions, and skills sessions.

The UCFAA Emergency Action Plan provides for phone access to ambulance, police, fire, poison control, UCF Police, UCF Student Health Services, and all training facilities if prompt medical treatment or advice is needed.

The UCFAA Sports Medicine Policy and Procedure Manual identifies team physicians and outlines emergency use of these team physicians. The Emergency Action Plan describes the minimum medical supplies and equipment required for athletic events.

The UCFAA has a written inclement weather plan that includes lightning. Each athletic facility has emergency plans that include phone numbers, exit and access routes, and emergency phone locations. The UCFAA expects full-time staff, graduate assistants, and athletic training students to be aware of this plan. All athletic trainers, graduate assistants and athletic training students are certified in CPR, First Aid, AED use, and prevention of disease transmission as outlined by OSHA.

The UCFAA has an array of policies that ensure the health and safety of student-athletes. The Head Athletic Trainer, Jeffery Allen, has authority over these policies and procedures. The Head Athletic Trainer reviews annually the existing policies and assigns staff responsibility for implementation. On a bi-monthly basis the Head Athletic Trainer meets with staff to review implementation.

The UCFAA has an annual week-long retreat during which policies and procedures are communicated to all staff, graduate trainers, and students. Additionally, the UCFAA may update policies and procedures based on recommendations of the NCAA, NATABOC, or UCF. All UCFAA staff receive copies of all policies in electronic and hard copy format. In addition, some policies are included in the UCF Intercollegiate Athletics Handbook. The UCFAA distributes specific policies to student-athletes at their physical examinations and through the UCF Student-Athlete Handbook. Other policies are on the Sports Medicine Department's Website.

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

The UCFAA will consider the following for the future:

Developing one formal presentation of policies for all student-athletes.

Distributing and discussing the policies at the time of formal presentation.

Giving policies to student-athletes again if the student-athlete is considering a grievance or appeal.

Developing a flow chart to help student-athletes fully understand procedures.

Identifying the Athletics Compliance Office as a resource for students who need information or guidance on following procedures.

Becoming more diligent about circulating grievance-related materials.

Developing a mental illness referral plan that includes emergency and non-urgent protocols, psychiatric and counseling referral sources, and mental health providers on- and off-campus.

Providing student-athletes with access to a sports psychologist.

Examining inclement weather travel policies at other institutions and adopting something similar for the UCFAA.

Certifying coaches in CPR and including in the written Emergency Action Plan a procedure for notifying visiting teams of emergency procedures.
Implementing periodic AED drills to maximize their potential in a catastrophic event.

3. Participation in Governance and Decision-Making  Involvement of student-athletes in the governance and decision-making processes of the athletics department (including the student-athlete advisory committee).
   a. Describe how the institution studies these topics as they apply to all student-athletes.

   Student-athletes participate in governance and decision-making by providing feedback to the UCFAA through the Student-Athlete Advisory Committee, the Director of Athletics’ Captains meetings, exit interviews with student-athletes, and end-of-year program evaluations. The UCFAA compiles this feedback and shares it with coaches and other UCFAA personnel and uses it in the development of policies and procedures affecting the health, welfare, and overall experience of student-athletes.

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

   The UCFAA uses several mechanisms to evaluate the treatment of student-athletes: exit interviews, the Student Athlete Advisory Committee, and the Director of Athletics’ Team Captains Meeting.

   Exit interviews are the primary mechanism for evaluating the treatment of student-athletes and gaining insight into their thoughts and experiences.

   The Student-Athlete Advisory Committee meets monthly and is composed of representatives of each team. The Student-Athlete Advisory Committee allows student-athletes to comment on their management. The Student-Athlete Advisory Committee reports the issues to the UCFAA for consideration and action.

   The Director of Athletics’ Captains meeting provides a forum for team captains to raise concerns and address problems that affect student-athletes.

   Additionally, the UCFAA gives a scaled down version of the exit interview to all returning student-athletes at the UCFAA annual meeting, where they can get broad participation.

   All student-athletes complete a program evaluation at the year-end mandatory meeting. No coaching staff is present and the student-athlete can submit his response anonymously. The UCFAA keeps only a record that one questionnaire was completed by each student-athlete.

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

   The UCFAA will consider the following for the future:

   Administering to all student-athletes the exit interview or some type of program assessment instrument.

   Continuing the Student-Athlete Advisory Committee and Director of Athletics’ Captains Meetings.

   Developing a mechanism for all student-athletes who leave the program to complete the exit interview or another similar instrument.

   Giving the exit interview to all returning student-athletes at the annual department meeting.

   Conducting interviews with student-athletes who leave the program because they are dissatisfied, in conflict with a coach or the program, or asked to leave for violations of UCFAA rules, policies, or other infractions.

   Reviewing the questionnaire, evaluating it for consistency and validity, and making modifications and improvements this year.

4. Programs and Activities  Establishment of programs that address the needs and issues affecting student-athletes.
a. Describe how the institution studies these topics as they apply to all student-athletes.

The UCFAA officials receive feedback regarding programs and activities from the Student-Athlete Advisory Committee, the Director of Athletics' Captains meetings, exit interviews with student-athletes, program-specific evaluations, and end-of-year program evaluations. This feedback is used in the improvement and development of programs provided by REACH Peer Education, the Wellness Center, the Career Resource Center, the Counseling Center, the Office of Diversity Initiatives, the LINK First Year Experience program, the SABRE Centre, and any other departments conducting programs for student-athletes.

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

Each semester, the REACH Peer Health Education Program, a component of the UCF Alcohol and Other Drug Programming Office, provides a variety of college health-related alcohol and other drug, sexual health, and body image educational programs. They also provide an orientation session for all new student-athletes.

Student-athletes also have access to the Wellness Center, the Career Resource Center, and the Counseling Center's services.

Additionally, the SABRE Centre is host to the Southeastern Region Office of the National Consortium for Academics and Sports. The National Consortium for Academics and Sports regional director coordinates community outreach activities for student-athletes and assists in the development and presentation of some life skills seminars.

The UCFAA encourages student-athletes to participate in programs by asking members of the Student Athlete Advisory Committee to offer suggestions for programs that their teammates would enjoy. The Director of Athletics also encourages the Student-Athlete Advisory Committee members to make their teammates aware of available life skills programming.

The SABRE Centre and Academic Services for Student-Athletes staff also inform and encourage student-athletes about the CHAMPS/Life Skills opportunities. Selected life skills programs are also part of the UCF Link First Year Experience Program. When students and student-athletes participate in a LINK event, they earn “Link Loot” that is redeemable later in the year for prizes and other incentives.

The UCFAA encourages student-athletes to participate in the programs offered by the Counseling Center, the Office of Diversity Initiatives, the ALLIES Program, and the variety of related programming offered by the Office of Student Involvement.

During the past two years, student-athletes have been offered at least two seminars each semester. The topics included alcohol use and abuse, responsible sexual behavior, sportsmanship, nutrition and eating disorders, gambling, financial responsibility and planning, dressing for success, and etiquette training.

In addition, including the Southeastern Office of the National Consortium for Academics and Sports under the SABRE Centre since February of 2004 has allowed student-athletes more opportunities for community outreach.

The Athletics Compliance Office has also sponsored seminars oriented toward NCAA rules compliance.

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

Despite staffing and budget restraints, the SABRE Centre is doing well. It provided three seminars in the spring 2005 semester, and student-athletes have also participated in five outreach activities. The addition of a full-time CHAMPS/Life Skills Coordinator and appropriate funding for seminars, activities, and speakers will more fully support UCF’s student-athletes.

The UCFAA will consider the following for the future:

Developing a more systematic assessment process for examining student-athletes' needs and assessing outcomes of their participation in programmatic interventions.
Expanding partnerships with departments that provide programs and services that enhance student success and well-being.

Increasing resources allocated to the SABRE Centre to provide additional programs and interventions for student-athletes.

Working more closely with the Wellness, Career and Counseling Centers, and the REACH/AOD Programming Office to increase its services, programs, and skill training specifically designed for student-athletes.

Training all UCFAA staff and coaches in awareness of gender and sexual orientation issues to increase the likelihood that staff members will have the knowledge and skills necessary to successfully foster and maintain a safe environment for all student-athletes and reinforce that discrimination is not tolerated.

Offering REACH Peer Education Program's workshop entitled "Heterophobia" to all student-athletes.

There may be gaps in the life skills programming for student-athletes. The current staff provide the wide variety of skill development training that is required by the NCAA and important to the overall academic and personal success of student-athletes, but some areas could be more adequately addressed and more consistently and efficiently delivered.

The addition of a full-time CHAMPS/Life Skills Coordinator will significantly improve the ability of the UCFAA to provide the comprehensive programming necessary to maximize the health and well-being of current and future student-athletes. The planned addition of several new sports programs will increase the need for a dedicated staff person for CHAMPS/Life Skills programming.

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

- Facilities schedule for practice and competition.
- Sports schedules.
- Sports marketing materials.
- Media guides.
- Institution's student-athlete handbook or, if no such handbook exists, institution's method(s) for conveying athletics policies and procedures to student-athletes.
- Written materials (e.g., forms) used to document student-athlete exit interviews.
- Institution's and/or athletics department written grievance and/or appeal procedures available to student-athletes in areas mandated by NCAA legislation and in other areas.

Evaluation

1. Does the institution demonstrate a commitment to the fair treatment of student-athletes, particularly in their academic role as students? Currently Yes

2. Does the institution provide evidence that the welfare of student-athletes and the fairness of their treatment is monitored, evaluated and addressed on a continuing basis? Currently Yes

3. Does the institution have established grievance or appeal procedures available to student-athletes in appropriate areas? Currently Yes

4. 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
Operating Principle

4.4 Sportsmanship and Ethical Conduct

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 4.4 (Sporting and Ethical Conduct). 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.

   Not applicable.

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 4.4 (Sporting and Ethical Conduct). 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.

   Not applicable.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 4.4 (Sporting and Ethical Conduct) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

   Not applicable.

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 4.4 (Sporting and Ethical Conduct). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion.

   Not applicable.

5. Explain how the institution is organized to further its efforts related to sporting and ethical conduct and provide evidence that matters concerning sporting and ethical conduct are monitored, evaluated and addressed on a continuing basis.

   Not applicable.

6. Provide the institution's written policies and procedures on sporting and ethical conduct.

   Not applicable.
7. Describe any sanctions that may be levied for inappropriate behavior by all individuals associated with the intercollegiate athletics program.
   
   Not applicable.

8. Describe the institution's method(s) for communicating the institution's sporting and ethical conduct policies and procedures to all individuals associated with the intercollegiate athletics program.
   
   Not applicable.

9. Describe the institution's educational activities/programs in the area of violence, abuse and harassment committed by student-athletes.
   
   Not applicable.

10. Describe educational activities related to sporting and ethical conduct for student-athletes, coaches, institutional staff members, boosters, support groups (e.g., alumni, cheerleaders) and all others associated with the intercollegiate athletics program.
    
   Not applicable.

11. Describe mechanisms the institution has in place to review and monitor the effectiveness of its sporting and ethical conduct policies and procedures. Also, provide a brief description of incidents that have been reviewed through these mechanisms in the last three years.
    
   Not applicable.

12. Describe specific incidents over the last three years that shed light on the institution's commitment to the values of sporting and ethical conduct (e.g., citations or sanctions from the conference office, sanctions or reprimands from the NCAA for conduct during its championships, awards received by the institution or its athletes for exemplary behavior in this area).
    
   Not applicable.

**Evaluation**

1. Does the institution demonstrate that in the area of intercollegiate athletics, it is committed to these fundamental values of sporting and ethical conduct? **Currently Yes**

2. Does the institution have established a set of written policies and procedures for this area? **Currently Yes**

3. Does the institution demonstrate that educational activities related to sporting and ethical conduct exist for individuals and groups associated with the intercollegiate athletics experience? **Currently Yes**

4. Does the institution provide evidence that the effectiveness of activities in this area are monitored, evaluated and addressed on a continuing basis? **Currently Yes**
### Racial or Ethnic Composition

**Athletics and Selected Institutional Personnel**

<table>
<thead>
<tr>
<th>Racial or Ethnic Group</th>
<th>Am. Ind./AN (N)</th>
<th>Asian/PI (N)</th>
<th>Black (N)</th>
<th>Hispanic (N)</th>
<th>White (N)</th>
<th>Other (N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
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<td>3</td>
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<td>2</td>
<td>3</td>
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<tr>
<td>Other Professional Athletics Dept. Staff</td>
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<tr>
<td>Head Coaches</td>
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<tr>
<td>Other Advisory or Policy-Making Group Members</td>
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</table>

Name of person completing this chart: **Amy Barnickel**
Title: **Report Writer**
### RACIAL OR ETHNIC COMPOSITION

STUDENTS GENERALLY AND STUDENT-ATHLETES ON ATHLETICS AID

<table>
<thead>
<tr>
<th>Racial or Ethnic Group</th>
<th>Am. Ind./AN (N)</th>
<th>Asian/PI (N)</th>
<th>Black (N)</th>
<th>Hispanic (N)</th>
<th>White (N)</th>
<th>Other (N)</th>
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<tbody>
<tr>
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<td>1</td>
<td>2</td>
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<tr>
<td><strong>All Students</strong></td>
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<td>200</td>
<td>2073</td>
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</table>

Name of person completing this chart:  Amy Barnickel
Title:  Report Writer
## Racial or Ethnic Composition
### Men's and Women's Sports Teams

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<th>Racial or Ethnic Group</th>
<th>Am. Ind./AN (N)</th>
<th>Asian/PI (N)</th>
<th>Black (N)</th>
<th>Hispanic (N)</th>
<th>White (N)</th>
<th>Other (N)</th>
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</table>

Name of person completing this chart: **Amy Barnickel**  
Title: **Report Writer**