

2007-2008  
DIVISION I  
ATHLETICS  
CERTIFICATION  
SELF-STUDY  
INSTRUMENT

# Introduction to Self-Study Report

## Introduction to Self-Study Report

### Institutional Information

1. Type of Institution: Public
2. Year institution was founded: 1899
3. Special Affiliation? No
4. Coeducational? Yes
5. Total student enrollment (undergraduate and graduate combined) [using a full-time-equivalency (FTE) basis]: 28000
6. Number of Faculty [using a full-time-equivalency (FTE) basis]: 975
7. Highest level of academic degree offered: Ph.D.
8. Institution's governing entity: The Texas State University System Board of Regents
9. a. Regional accreditation agency: Southern Association of Colleges and Schools
9. b. Date of most recent regional accreditation self-study: 1999
9. c. Current accreditation status: Accredited

### Athletics Information

1. Subdivision status of athletics program (Academic Year 2008): I-FCS
2. Conference affiliation(s) or independent status (Academic Year 2008):

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

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Women's Volleyball      Southland Conference

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

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

### 4. Date of NCAA major infractions case(s) (if any) since previous certification self-study and impact (if any) on the areas of the certification program. If this is the institution's first time to complete a certification self-study, respond to the question based on the last 10 years.

On December 11, 2004, Texas State University-San Marcos appeared before the Division I Committee on Infractions to address allegations of NCAA violations in its athletic program. The violations that were addressed fell into two categories, the first one involved widespread abuse by student-athletes of the system for obtaining textbooks during the academic years 1997-1998 through 2000-2001. The second series of violations was found to have occurred in the institution's football program during the summer and fall of 2003. The violations involved coaching members who required the "voluntary" summer athletic-related activities and the football program exceeding practice hour limitations in the fall. The probationary period began on March 10, 2005.

Due to these major infractions Texas State University-San Marcos was placed on probation for three years. During the probation period the university was required to submit an annual report to the NCAA indicating the progress made by the athletic department regarding the tracking of financial aid and countable hours of all student-athletes. The probationary status expired on March 9, 2008 and the university received notification on March 20, 2008 that its full rights and privileges had been restored.

### 5. Other significant events (with dates) in the history of intercollegiate athletics program since previous certification self-study. If this is the institution's first time to complete a certification self-study, respond to the question based on the last 10 years.

September 2004

The Athletic Academic Center (AAC) moved organizationally to University College in the Division of Academic Affairs. The move reflects a conscious decision to emphasize the "academic" in the AAC's title and includes giving the Assistant Athletic Director for Academic and Student Support Services, who oversees the AAC, a dual reporting line, both to the Dean of University College and Associate Athletic Director for Internal Operations.

July 2005

Athletics moved from the Office of the Vice President of Student Affairs to the Office of the President. As a result, the Director of Athletics became a member of the President's Cabinet.

## Previous Certification Self-Study

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

The original orientation visit took place in February 1998 and first peer-review evaluation visit took place in April 1999. There was no interim self-study report.

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

Certification-status decision of "accredited" rendered by the NCAA Committee on Athletics Certification on December 2, 1999.

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

There were no subsequent actions or changes in certification status.

**4. Changes in key senior-level positions, institutional or athletics program, (if any) since the institution's previous certification self-study. If this is the institution's first time to complete a certification self-study, respond to the question based on the last 10 years.**

January 2000

Dr. C. Van Wyatt hired as Vice President for Information Technology

July 2001

Dr. Jim Wacker retires as Director of Athletics

July 2001

Mr. Greg LaFleur hired as Director of Athletics

August 2002

Dr. Denise Trauth named President of Texas State University-San Marcos

January 2004

Mr. Greg LaFleur removed as Director of Athletics

January 2004

Ms. Dana Craft reassigned from Associate Athletics Director/ Senior Woman Administrator

March 2004

Dr. Larry Teis promoted to Director of Athletics

July 2004

Dr. Robert Gratz named Special Assistant to the President

July 2004

Dr. Perry Moore hired as Provost and Vice President for Academic Affairs

August 2004

Ms. Tracy Shoemake hired as Associate Athletics Director for Internal Operations/ Senior Woman Administrator

August 2004

Mr. Don Coryell hired as Associate Athletics Director for External Operations

October 2005

Dr. Joanne Smith promoted to Vice President for Student Affairs

May 2006

Ms. Rebecca Prince promoted to Vice President for University Advancement

**5. Significant changes impacting the institution and/or athletics program, if any (e.g., conference affiliation, sports sponsored, changes in admissions standards, significant changes in graduation rates, changes in mission statement of the athletics program, changes in fiscal stability/condition of the athletics program), since the institution's previous certification self-study. If this is the institution's first time to complete a certification self-study, respond to the question based on the last 10 years.**

Fall 1999

Sport sponsorship change: Women's Soccer added

Fall 2001

Sport sponsorship change: Women's Golf added

September 2003

Texas State University- San Marcos changes name from Southwest Texas State University

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July 2005

Athletics moved from the Office of the Vice President of Student Affairs to the Office of the President. As a result the Director of Athletics became a member of the President's Cabinet.

### Certification Self-Study Information

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

Texas State began the self-study process in the spring of 2007, well before the August 23, 2007 NCAA orientation videoconference. Nearly all members of the steering committee and subcommittees participated in the videoconference.

Texas State ensured broad-based participation in the certification self-study process in various ways. Steering committee and subcommittee members were appointed with diverse representation from the university including administrators, faculty, staff, students, and athletics staff. Community members were also appointed to subcommittees. The construction of the committees provided a balance between athletic department staff members and other key groups on campus and the community.

The athletics certification self-study process was reported on in the local and campus newspapers, as well as the university website. Presentations about the NCAA athletics certification process were made to various groups throughout the 2007-2008 academic year. A listing of the various groups and dates are included within the timeline in the institution's written plan for conducting the self-study.

Each subcommittee established its own schedule of meetings and project completion dates. The steering committee met multiple times to review subcommittee progress and to provide guidance. The steering committee worked with the subcommittee chairs in finalizing the report. In addition to meeting with campus groups, an open forum was held to solicit feedback and input on the draft report.

Through the various channels of communication and participation, Texas State has ensured broad-based input into the NCAA athletics certification self-study report.

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

Texas State University-San Marcos  
NCAA Athletics Certification Self-Study Plan

Texas State University-San Marcos is a public, student-centered, doctoral granting institution dedicated to excellence in serving the educational needs of the diverse population of Texas and the world beyond. We value a diversity of people and ideas, a spirit of inclusiveness, a global perspective, and a sense of community as essential conditions for campus life.

#### I. Goals for the Self-Study:

As an NCAA Division I (FCS football) institution, the men's and women's athletic programs are a strong component of the university's campus life and community identity. The goal of the self-study was to thoroughly assess our policies and practices in order to ensure the programs are operating successfully and in full compliance with NCAA policies, as well as a manner in accordance with the university's mission and values. In addition, the self-study illuminated ways to improve our programs if necessary and make certain all conduct and decisions are made in an equitable, transparent, and beneficial manner for the students, campus, and community-at-large.

#### II. Prior Certification Review Status and Recommendations:

In 1999 Texas State (then Southwest Texas State University) was certified with no conditions. This was the first and most recent self-study and review with the NCAA. All internal recommendations from the self-study report have been implemented or remain ongoing and in progress.

## Introduction to Self-Study Report

### III. Steering Committee and Subcommittees' Structure, Participants, Roles and Expectations:

The steering committee and subcommittees (Governance and Commitment to Rules Compliance; Academic Integrity; Equity and Student-Athlete Well-Being) represent a diverse group of faculty, staff, administrators, and students. Committee membership reflected a broad-based approach to participation and ensures a balance of athletics staff and non-athletics staff, student-athletes, community members, faculty, and administrators. All committee members understood the time commitment this process will require and were provided ready access to the contact persons and information necessary to participate fully in the self-study certification.

The president, faculty athletics representative, director of athletics, and the senior woman administrator are all members of the steering committee. The chair of the steering committee, Dr. Debbie Thorne, works in an area separate from the athletics division. She was appointed to her position by President Trauth, is a member of the senior management team, and works in a capacity that ensures ready access to all information related to the NCAA self-study. The chairs of the three subcommittees are members of the steering committee.

The steering committee is responsible for monitoring the self-study certification process and approving the final self-study report for submission to the peer-review team. This committee will manage data collection and documentation, meetings, and committee and NCAA communications. The steering committee will educate and gather input from the broader campus community about the NCAA recertification process and requirements.

Each subcommittee was responsible for collecting and organizing data, gaining input from appropriate campus groups, communicating regularly through meetings and reports, maintaining written records of meetings and individuals in attendance, assigning individuals responsible for writing reports, and reviewing drafts and approving final reports. Subcommittees were accountable to the steering committee.

#### A. Steering Committee

Dr. Debbie Thorne, Associate Vice President for Academic Affairs; Professor of Marketing (Steering Committee Chair and Chief Report Writer)

Ms. Jennifer Beck, Director for Retention Management and Planning

Ms. Debra Boughton, Assistant Athletics Director for Business Affairs

Dr. Susan Day, Professor and Chair, Department of Sociology

Ms. Holly Eastes, Designated Campus Liaison

Mr. Roel Elizalde, Student-Athlete

Mr. Chris Elrod, Assistant Athletics Director; Director of the Athletic Academic Center

Mr. Dionicio Flores, Texas State University System Board of Regents

Dr. Paul Gowens, Faculty Athletics Representative; Professor, Department of Finance and Economics

Dr. Bob Gratz, Special Assistant to the President

Dr. Michael Heintze, Associate Vice President for Enrollment Management and Marketing

Mr. Scott Lazenby, Assistant Athletics Director for Compliance

Dr. Oren Renick, Professor, Department of Health Administration

Dr. Barbara Sanders, Professor and Chair, Department of Physical Therapy

Ms. Tracy Shoemake, Associate Director of Athletics for Internal Affairs; Senior Woman Administrator

Dr. Larry Teis, Director of Athletics

Dr. Denise Trauth, President

#### B. Self-Study Subcommittees

##### 1. Governance and Commitment to Rules Compliance

Dr. Paul Gowens, Faculty Athletics Representative and Professor, Department of Finance and Economics (Subcommittee Chair)

Ms. Karen Chisum, Assistant Athletics Director; Head Coach, Volleyball

Dr. Yvonne Eixmann, Director, Audit and Compliance

Dr. Theodore Hindson, Associate Professor, Department of Political Science

Dr. Jay Jamieson, Professor, Department of Criminal Justice

Mr. Nathan R. Langford, Student-Athlete

Mr. Scott Lazenby, Assistant Athletics Director for Compliance

Mr. John Navarrette, District Manager, CenturyTel San Marcos

Dr. Dennis Smart, Associate Professor, Department of Management

Ms. Kristina Viniar, Student-Athlete

##### 2. Academic Integrity

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Dr. Michael Heintze, Associate Vice President for Enrollment Management and Marketing (Subcommittee Chair)  
Mr. Tyler Barnes-Wolf, Student-Athlete  
Dr. Ron Brown, Dean, University College  
Mr. Travis Bush, Associate Head Coach, Football  
Dr. Susan Day, Professor and Chair, Department of Sociology  
Dr. Carol Dochen, Director, Student Learning Assistance Center  
Mr. Chris Elrod, Assistant Athletics Director; Director of the Athletic Academic Center  
Dr. Tom Gustafson, Assistant Professor, Department of Health, Physical Education and Recreation  
Ms. Yvette Morales, Director and Academic Advisor, College of Liberal Arts Advising Center  
Ms. Christina Racanelli, Student-Athlete  
Ms. Susan Rolls, NCAA Athletics Certification Officer, University College  
Dr. Barbara Sanders, Professor and Chair, Department of Physical Therapy  
Ms. Peggy Stansberry, Associate Director of Processing and Evaluations, Office of Undergraduate Admissions

### 3. Equity and Student-Athlete Well-Being

Ms. Jennifer Beck, Director for Retention Management and Planning (Subcommittee Chair)  
Ms. Melanie Aranda, Associated Student Government Representative  
Ms. Debra Boughton, Assistant Athletics Director for Business Affairs  
Ms. Brittany Collins, Student-Athlete  
Mr. Roel Elizalde, Student-Athlete  
Ms. Linda Gilcrease, community member  
Mr. Patrick Henry, Assistant Coach, Women's Basketball  
Mr. Vincent Morton, Student Ombudsman, Associate Dean of Students  
Dr. Oren Renick, Professor, Department of Health Administration  
Dr. Greg Snodgrass, Assistant Vice President for Student Affairs; Director, Counseling Center

### IV. Campus Liaison:

Due to transitions in university staffing, Dr. Debbie Thorne served as chair of the steering committee and the campus liaison during the self-study process. Ms. Holly Eastes is now the administrative assistant to Dr. Thorne and will coordinate and make arrangements for transportation and lodging for the self-study team during the evaluation visit. She will ensure staff and technical support, arrange and prepare meetings, and schedule appointments as required.

### V. Outside Consultant Involvement:

Texas State did not use an outside consultant.

### VI. Proposed Schedule for Self-Study Completion:

The following schedule allowed for ample time of review and edits on drafts, input from the community-at-large, and a process of quality control to ensure the final self-study report is in compliance with NCAA principles and criteria and the university's plans for the athletics program as well as its overall mission, vision and values.

May 1, 2008

Due date to NCAA

April 24, 2008

Steering committee approval

April 21, 2008

Public forum

April 1, 2008

Steering committee meeting

January - April 2008

Review of subcommittee draft reports

January 15, 2008

Meeting with Staff Council

December 6, 2007

Focus group with head coaches

December 6, 2007

Meeting with Council of Chairs

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December 4, 2007

Focus group with student-athletes

November 26, 2007

Meeting with Associated Student Government

November 21, 2007

Meeting with Faculty Senate

November 9, 2007

Steering committee meeting

October 11, 2007

Meeting with University Council

September 2007 ? March 2008

Subcommittee meetings, data collection, and report writing

August 23, 2007

Steering committee and subcommittee meetings and NCAA videoconference orientation

### VII. Self-study Report:

Texas State engaged in open dialogue and encouraged involvement among the University community, external constituents, boosters, and alumni, and allowed the media and the San Marcos community access to the self-study process. After the orientation videoconference, the university issued a news release announcing the beginning of the NCAA self-study process. President's Cabinet was kept fully informed via the Director of Athletics and President, who both served on the steering committee. Throughout the academic year, members of the steering committee meet with various groups to discuss progress and solicit input (see above).

The chief report writer was Dr. Debbie Thorne. After appropriate review by the steering committee, information was input into NCAA's Athletic Certification Web-Based System (ACS). Work-related needs for writing and editing the self-study, collecting data and producing report drafts included computer use, internet access, meeting space and audio-visual equipment use, duplicating and IT services, and staff support.

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

Texas State University- San Marcos

The current mission statement was approved by the Texas Higher Education Coordinating Board on Jan. 27, 2005.

#### Our Mission

Texas State University-San Marcos is a public, student-centered, doctoral granting institution dedicated to excellence in serving the educational needs of the diverse population of Texas and the world beyond.

#### Shared Values

In pursuing our mission as a premier institution, we, the faculty, staff and students of Texas State University-San Marcos, are guided by a shared collection of values. Specifically, we value:

An exceptional undergraduate experience as the heart of what we do;

Graduate education as a means of intellectual growth and professional development;

A diversity of people and ideas, a spirit of inclusiveness, a global perspective, and a sense of community as essential conditions for campus life;

The cultivation of character and the modeling of honesty, integrity, compassion, fairness, respect and ethical behavior, both in the classroom and beyond;

Engaged teaching and learning based in dialogue, student involvement and the free exchange of ideas;

Research, scholarship and creative activity as fundamental sources of new knowledge and as expressions of the human spirit;

A commitment to public service as a resource for personal, educational, cultural and economic development;

Thoughtful reflection, collaboration, planning and evaluation as essential for meeting the changing needs of those we serve.

## Introduction to Self-Study Report

### Texas State Department of Intercollegiate Athletics

The current mission, vision, values, and goals are reviewed and approved annually by President's Cabinet. The last approval date is January 2008.

#### Vision

The Department of Athletics will be nationally recognized as a leader through its commitment to excellence in education and personal development, success in athletic competition, equitable opportunities, and for serving as a stakeholder in University and community pride.

#### Mission

The Department of Athletics provides a competitive, diverse, equitable sports program, in compliance with the applicable rules and regulations, that creates opportunities for student-athletes to earn a degree, develop into ethical, well-rounded, civic-minded individuals, and achieve individual athletic potential. The Department of Athletics also strives to achieve, with character and integrity, a winning tradition that engenders University pride, positive community relations, institutional prestige, and quality sports entertainment.

The values the Department of Athletics embraces to achieve the mission include: honesty, integrity, loyalty, sportsmanship, and responsibility, as well as equity and respect for all students and staff regardless of ethnicity and/or gender.

#### Goals

1. Recruit, develop, retain, and contribute to the athletic, academic and life success of student-athletes.
2. Recruit, develop, support, and retain high quality, diverse staff.
3. Establish a tradition of winning programs, leading to the #1 ranked athletics program in the Southland Conference and national recognition.
4. Create institutional and community loyalty and support by promoting the highest levels of sportsmanship and integrity for all athletic constituents.
5. Support efforts for gender and minority equity.
6. Based upon the student government vote in February, 2008, begin the necessary steps to move to Division I Football Bowl Championship Series.

## Governance and Commitment to Rules Compliance

### Operating Principle

#### 1.1 Institutional Control, Presidential Authority and Shared Responsibilities

##### Self-Study Items

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

The Committee on Athletics Certification determined that the Department of Athletics must modify its mission statement to ensure that it contains all of the elements found in NCAA Division I Bylaw 23.2.1 (mission of the athletics program and the institution). Specifically, the department's mission statement should address the support of equitable opportunities for all students and staff, including women and minorities. The Committee mandated that if this action was not completed prior to June 1, 2000, the Committee would consider modifying the institution's certification status. This action was completed prior to the specified deadline.

No other "corrective actions", "conditions for certification" or "strategies for improvement" were imposed by the NCAA Division Committee on Athletics Certification in its first-cycle certification decision.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process for Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

In 1999, Texas State's (then SWT) internal self-study committee offered the following four recommendations related to Institutional Control, Presidential Authority and Shared Responsibilities (Operating Principle 1.1). Each recommendation is listed below, along with the university's action in response to the recommendation.

Recommendation 1: It is strongly recommended that the University designate a new NCAA Faculty Athletic Representative who is a full-time faculty member and has no formal affiliation with the Department of Athletics. The new faculty representative should assume responsibility beginning in Fiscal Year 2000.

Action: COMPLETE in 1999. Dr. Paul Gowens, Professor of Economics, was appointed NCAA Faculty Athletic Representative, effective with the beginning of the 1999-2000 academic year. He continues to serve in that capacity.

Recommendation 2: It is strongly recommended that the Athletic Advisory Council have a more active and formal advisory role with the Department of Athletics. The President of the University should provide the council a written charge that specifies the role and scope of its responsibilities by the end of Fiscal Year 1999. The council should be charged with holding regularly scheduled meetings and with disseminating meeting minutes to the university community beginning in Fiscal Year 2000.

Action: COMPLETE in 1999. The Athletic Advisory Council is a Presidential Council. Previously the Athletic Advisory Council reported to the Vice President for Student Affairs (VPSA). The written charge of the Athletic Advisory Council is as follows: Recommends to the Athletic Director policies and programs for intercollegiate athletics at Texas State University-San Marcos.

## Governance and Commitment to Rules Compliance

The Athletic Advisory Council is chaired by the Faculty Athletic Representative. It is composed of the president of the Bobcat Club, the director of alumni affairs, the associate dean of students, eight faculty members (including the chair), two student-athletes, and two students appointed by the Associated Student Government. Ex officio (or non-voting members) who frequently attend council meetings include the Assistant AD for Academic and Student Support Services, the Assistant AD for Compliance, the Associate AD for Internal Operations, and the Director of Athletics. Ordinarily, the council meets four times per year and schedules special meetings as necessary.

Within the past year, the Athletic Advisory Council has acted on a special scheduling request by the women's basketball program, approved the Academic Progress Rate Improvement Plan (developed by a separate committee) before it was forwarded for presidential approval, analyzed academic schedules to determine the feasibility of the football program conducting practice in the morning rather than the afternoon, and reviewed the process for developing student-athlete academic progress reports.

Recommendation 3: The Department of Athletics should review its mission statement relative to the department's involvement in local and statewide community relations. The department should consider revising the mission statement to better reflect its important role in public community relations. The mission statement review should be completed during Fiscal Year 2000. When the mission statement is next revised, the Department of Athletics should solicit greater involvement and participation of the broad university community in the revision process.

Action: COMPLETE in 1999. When the department revised its mission statement, it also added a vision statement that addresses most of the items mentioned above.

Recommendation 4: The Department of Athletics should complete and obtain approval of the Department of Athletics Policies and Procedures Manual from the VPSA by August 31, 1999.

Action: COMPLETE in 1999. The Department of Athletics obtained approval of the Department of Athletics Policies and Procedures Manual from the VPSA by the stated deadline. Since that time, the department has substantially improved and expanded its policies and procedures manual. Additionally, the manual is available both in printed form and electronic format. The online version is updated as appropriate making it possible to provide updated hard-copy of various policies and documents to individuals who do not have online access. Additionally, when new editions of the manual are printed they can be printed efficiently from the online version.

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

No additional changes are planned. However, it should be pointed out that numerous changes in this area have already been completed and tracked, resulting from the fact that on December 11, 2004, Texas State University-San Marcos appeared before the Division I Committee on Infractions to address allegations of NCAA violations in its athletics program (Infractions Case No. M214). On March 10, 2005, the NCAA Committee on Infractions imposed sanctions against Texas State University-San Marcos resulting from rules violations found during a comprehensive investigation of the university's football and textbook distribution programs, including public reprimand and censure and three years probation from March 10, 2005, through March 9, 2008.

Subsequently, President Denise Trauth implemented a number of organizational changes with the intent of strengthening oversight and accountability of its athletics program, including, dismissal of the head football coach and athletics director, reassignment of an Associate AD/Senior Woman Administrator who had oversight responsibility for compliance to a division outside the Department of Athletics, changing the reporting line of the Director of Athletics from the Vice President for Student Affairs to the President, and appointing the Director of Athletics to the President's Cabinet. These changes, and others, have been completed and tracked annually in the annual compliance reports to the NCAA that were required of Texas State University-San Marcos by the conditions set forth in the Infractions Report No. 231 issued to Texas State University-San Marcos (Case No. M214) by the NCAA Committee on Infractions on March 9, 2005. On December 10, 2007, Texas State University-San Marcos submitted its final report.

On March 10, 2008, President Denise Trauth submitted a letter, as required by Report No. 231, attesting to the corrective actions that had been implemented and monitored for effectiveness during the previous three years. On March 20, 2008, Mr. James Elworth, Assistant Director-NCAA Committee on Infractions, notified Texas State University-San Marcos that the probationary period had expired, that the institution's report had been accepted, and that the institution had been restored to the full rights and privileges of NCAA membership.

## Governance and Commitment to Rules Compliance

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

The Texas State University System Board of Regents is briefed regularly by President Denise Trauth regarding the institution's intercollegiate athletics program. However, the board is not involved directly in the day-to-day decision-making process of the intercollegiate athletics program. The Board of Regents does ratify any coaches' contract that is longer than one year in length, as it does for any other university employee. Additionally, President Trauth informs the board in advance of the hiring or dismissal of the Director of Athletics, head football coach, head men's basketball coach, and head women's basketball coach. Also, the board approves the annual athletics budget, changes in student service fees related to athletics, plans for renovation or construction of athletics facilities, and naming rights related to athletics facilities.

Recently, President Trauth appointed a President's Athletics Task Force to conduct a comprehensive feasibility study on moving the institution's football program from the Football Championship Subdivision (formerly Division I-AA) to the Football Bowl Subdivision (FBS) level of competition. Such a move would require Board of Regents approval.

An examination of minutes of Board of Regents meetings during the previous three years indicated the following specific actions:

The board authorized the expansion of the Jowers Center (part of the athletics complex) at a cost of \$1,500,000 with the source of funds being the Higher Education Assistance Fund (HEAF). Similarly, the board authorized the expansion of Strahan Coliseum at a cost of \$2,856,093 with the source of funds being private gifts to the Athletics Department, earned Athletics Department Income, and the Texas State University System Revenue Finance System Bonds.

The board authorized Texas State to install a Victory Ball in the south end of the Bobcat Stadium named in the honor of former Bobcat Head Football Coach and Director of Athletics, Bill Miller.

The board recognized financial contributions to the Athletics Program and to the Bobcat Athletic Foundation (recently renamed the Bobcat Club).

The board approved contracts for coaches in football and volleyball separately from other employment contracts. Contracts for other coaches were approved along with contracts for other university personnel.

In February 2008, the board approved an increase in the athletics fee paid by Texas State students and also approved renaming the athletics administration building the Darren Casey Athletics Administration Complex. Mr. Casey recently donated \$1.3 million to Texas State University-San Marcos with \$1 million to be used to advance Texas State's athletics program.

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

On November 26, 2007, the President's Cabinet endorsed the Final Report of the Athletics Strategic Planning Committee. The Associated Student Government also endorsed the report. The committee was appointed by President Trauth in May 2007 and included members representing current students, university employees, alumni, the local community, and region. The committee was charged with reviewing the department's strategic plan and assessing the feasibility of moving to the Football Bowl Subdivision (FBS).

The report made eight recommendations and is available online at the Department of Athletics' website. Those recommendations include maintaining academic success, facilities improvements, establishing competitive success in all programs, increasing attendance at athletic events and eventually moving the university's football program from the NCAA Football Championship Subdivision to the higher FBS.

On February 12 and 13, 2008, Texas State students voted to increase the fees they pay to support Bobcat athletics. Students voted 4,738 (79.6 percent) to 1,214 (20.4 percent) to authorize the university to increase their athletics fee by \$10 per semester credit hour in \$2 per year increments over five years. The Associated Student Government sponsored the student referendum. The Texas State University System Board of Regents approved the increase at its quarterly meeting on February 22, 2008.

## Governance and Commitment to Rules Compliance

In addition to such specific actions as serving on the Athletics Strategic Planning Committee and working with Associated Student Government to gain approval of an increase in the student athletic fee listed above, President Trauth is actively involved in a broad range of athletics decision-making:

The Director of Athletics is a member of the President's Cabinet which means athletics-related issues are regularly discussed at Cabinet meetings.

President Trauth is significantly involved in the search and interview process for candidates for the positions of Director of Athletics, head football coach, head men's basketball coach, and head women's basketball coach. She is less involved with the search process for other athletics-related searches, relying on the recommendations of the Director of Athletics and the search committees involved.

President Trauth is actively involved in the process of deciding when not to renew contracts for the Director of Athletics, the head football coach, the head men's basketball coach, and the head women's basketball coach.

President Trauth serves on the Southland Conference Board of Directors, is actively involved in conference-related issues, and meets at least annually with other SLC-member institution Presidents to discuss and vote on various conference issues.

President Trauth communicates with and meets with the Mr. Scott Lazenby, Assistant Athletics Director for Compliance, and Dr. Paul Gowens, Faculty Athletics Representative, both formally and informally to discuss various athletics issues, particularly APR matters and selected compliance issues.

President Trauth is actively involved with Dr. Larry Teis, Director of Athletics, in structuring coaches' contracts and in approving bonuses for coaches and athletics-related staff.

President Trauth approves the Department of Athletics budget, and discusses with Dr. Teis staff salary increases, and one-time funds needs.

President Trauth and Dr. Teis regularly discuss facilities renovations, upgrades, and expansions.

President Trauth reviews audit reports related to the operation of the Athletics Department.

President Trauth is actively involved in Athletics Department strategic planning and fund-raising/solicitation.

- 6. Describe the process by which the institution makes major decisions regarding intercollegiate athletics. If the institution has different processes for making various major decisions regarding intercollegiate athletics, describe the process for making each major decision. For each process, describe the role and authority of the institution's governing board, the president or chancellor, the athletics board or committee (if one exists), the faculty athletics representative(s), the director of athletics, and any other appropriate campus constituencies (e.g., faculty, students, institutional personnel involved in rules-compliance activities) in the process.**

At Texas State University, broad policy formulation for intercollegiate athletics is vested in the Board of Regents, while operational control is the responsibility of the President. To assure effective implementation of policies, administration of a successful athletics program, and compliance with institutional, conference, and NCAA rules, operational responsibility is delegated to the director of athletics who is a member of the President's Cabinet. The Director of Athletics, the Senior Woman Administrator, and the Faculty Athletic Representative are regular attendees at the Southland Conference meeting and consult with each other prior to voting on Conference legislation.

#### Role of President's Cabinet:

Recommendations for major changes in policy, operational procedures and/or personnel originate from a variety of sources. Normally, recommendations flow from the Director of Athletics to the President of the University, and ultimately, to the Board of Regents. The Directory of Athletics reports directly to the President and therefore, is a member of the President's Cabinet. The President's Cabinet serves as the primary advisory group to the President and provides information to the President on significant issues, concerns, and activities. Thus, this arrangement allows for more direct and immediate communication and feedback relative to intercollegiate athletic issues.

#### Role of Athletic Advisory Council:

The Athletic Advisory Council serves in an advisory capacity to the President in the formulation of policy governing the university's compliance with rules and regulations of the NCAA and the Southland Conference, the monitoring

## Governance and Commitment to Rules Compliance

of the academic progress of student-athletes as well as the establishment of an appeals board for student-athletes who wish to appeal the denial of a transfer request.

The NCAA Faculty Athletic Representative is the Chair of the Athletic Advisory Council, and in that capacity is the liaison between the University, the Southland Conference, and the NCAA. Input from faculty and other individuals regarding athletic policies and programs is received through the Athletic Advisory Council.

The President and Director of Athletics are involved in the appointment of Athletic Advisory Council members from among the faculty and staff. Two students are appointed by Associated Student Government and two student athletes are recommended by the Associate Director of Internal Affairs from the membership of the Student Athlete Advisory Committee. The President of the Bobcat Club is traditionally invited to be a member. The Council makes recommendations to the Director of Athletics and/or the President of the University. The Council ordinarily meets four times per year, but may be convened at any time to provide input regarding issues or problems that develop within the athletics program.

### Role of Director of Athletics and Executive Staff:

All intercollegiate athletics staff members, with the exception of the Assistant Athletic Director for Academics and Student Services who reports to the Dean of the University College, report directly or indirectly to the Director of Athletics and are held accountable for the management and control of their programs. To assure immediate oversight and control of intercollegiate athletics, the Director of Athletics meets weekly with executive staff. The Athletics Executive Staff includes:

#### Director of Athletics

Associate Director of Athletics for Internal Operations/Senior Woman Administrator  
Associate Athletic Director for External Operations  
Assistant Athletic Director for Development  
Assistant Athletic Director for Business Operations

A more complete description/overview of athletic department administration, including the 2007-2008 Athletic Personnel Organization chart is located in the Texas State Intercollegiate Athletics Policies and Procedures Manual.

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

Current members of the President's Cabinet include:

Dr. Denise Trauth, President  
Dr. Robert D. Gratz, Special Assistant to the President  
Dr. Perry D. Moore, Provost and Vice President for Academic Affairs  
Mr. William A. Nance, Vice President for Finance and Support Services  
Dr. Michelle Pope, Presidential Fellow  
Ms. Rebecca Prince, Vice President for University Advancement  
Dr. Joanne Smith, Vice President for Student Affairs  
Dr. Larry Teis, Director of Athletics  
Dr. C. Van Wyatt, Vice President for Information Technology

Current members of the Athletics Advisory Council include:

Dr. Paul Gowens, Chair, Professor of Economics and FAR  
Ms. Melanie Aranda, Student Representative, Associated Student Government  
Dr. Byron Augustin, Professor of Geography  
Ms. Betty Banks, President, Bobcat Club  
Ms. Dorothy Evans, Director, Alumni Affairs  
Mr. Ugochukwa Eziefule, Student Representative, Associated Student Government  
Dr. Thomas Gustafson, Assistant Professor of Health, Physical Education, and Recreation  
Dr. Ted Hindson, Associate Professor of Political Science  
Dr. J. D. Jamieson, Professor of Criminal Justice  
Mr. Richard Lopez, Student Representative, Associated Student Government  
Mr. Vincent Morton, Associate Dean of Students  
Dr. Oren Renick, Professor, Department of Health Administration  
Dr. Barbara Sanders, Professor and Chair, Department of Physical Therapy  
Dr. Debbie Thorne, Associate Vice President for Academic Affairs  
Student Athlete (male), TBN  
Student Athlete (female), TBN

## Governance and Commitment to Rules Compliance

Dr. Robert Gratz, Special Assistant to the President, Ex officio (non-voting)  
Ms. Tracy Shoemake, Senior Woman Administrator, Ex officio (non-voting)  
Dr. Larry Teis, Director of Athletics, Ex officio (non-voting)

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

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

### Evaluation

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

# Governance and Commitment to Rules Compliance

## Operating Principle

### 1.2 Rules Compliance

#### Self-Study Items

1. List all "corrective actions", "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 1.2 (Rules Compliance). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

There were no "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in our first-cycle certification in relation to Operating Principle 1.2 (Rules Compliance).

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process for Operating Principle 1.2 (Rules Compliance). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

In 1999, Texas State's (then SWT) internal self-study committee offered the following two recommendations related to Rules Compliance (Operating Principle 1.2). Each recommendation is listed below, along with the university's action in response to the recommendation.

Recommendation 1: The Compliance Coordinator should develop an annual compliance report to be submitted to the Director of Athletics and Athletic Advisory Council. The report should document all compliance educational efforts, violations, and issues for the fiscal year. The Director of Athletics should disseminate the report to the VPSA, the President of the University and appropriate members of the community. The first report should be completed for the Fiscal Year 2000.

Action: COMPLETE in 2000. The Assistant Athletic Director for Compliance develops an annual compliance report each summer and submits it to the Director of Athletics and the President of Texas State. The report is also submitted to the Faculty Athletics Representative and the Athletic Advisory Council. The report documents all educational efforts, monitoring efforts, compliance issues and violation reports over the previous academic year. In 2005 the report was no longer submitted to the Vice President for Student Affairs due to the Director of Athletics reporting line changing to the President.

Recommendation 2: The Department of Athletics should develop a plan for more systematic dissemination of compliance educational information to athletic boosters. The plan should include the use of (1) a dissemination calendar to ensure regular dissemination of compliance information to boosters, (2) easy to read pamphlets or brochures which highlight compliance rules for boosters, and (3) strategies for disseminating information to community boosters beyond the regular Bobcat Club members. This plan should be completed in Fiscal Year 2000.

Action: COMPLETE in 2000. A compliance educational calendar is completed prior to each academic year and details the subjects that will be covered each month in educational information that is disseminated to coaches, student-athletes, staff members and boosters. Monthly e-newsletters with NCAA rules and regulations information is sent out each month to all Bobcat Club members. The "Guide to NCAA Rules and Regulations for Athletic Boosters" is mailed out to all Bobcat Club members, T-Association members, season ticket holders and individuals who have donated funds to individual sports. The compliance section of the athletic department website also includes detailed NCAA rules and regulations for boosters.

## Governance and Commitment to Rules Compliance

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

Since 2000, the institution has increased the staffing in athletic certification from two part-time employees to two full-time employees. Staff in the Athletic Academic Center has increased from one full-time staff member and two interns to four full-time staff members. This has tremendously decreased the length of time it takes to complete student-athlete certification and has greatly reduced the chance of error in regards to certifying student-athlete eligibility.

The compliance section of the athletic department website has also been improved during this time. In the past, the site consisted of one page with minimal NCAA educational information. Today, the site is divided into separate pages for student-athletes, coaches and administrators, boosters and prospective student-athletes and includes detailed NCAA information for each group.

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

In an effort to focus its support directly on student-athletes, Texas State made modifications to its primary athletic booster organization in May 2007. The Bobcat Athletic Foundation was renamed the Texas State Bobcat Club, and it will serve to raise revenue for the General Athletic Scholarship Fund to supplement scholarships based on student athletic fees. The Bobcat Club is overseen by the Assistant Athletics Director for Development who also serves as the Executive Director of the Bobcat Club and reports directly to the Director of Athletics.

In addition to the educational efforts put forth by the athletics compliance staff, the institution's booster and support groups (Bobcat Club & individual sport booster clubs) are monitored and maintained by the athletic department. All gifts and donations are deposited within accounts in the athletic department and maintained by the Athletic Business Office. All Bobcat Club and individual sport booster club expenditures are monitored by compliance staff.

The athletic department also has a written policy which states that funds will not be accepted by the department from outside organizations that fundraise independently from the department. Therefore, all fundraisers (revenue and expense) must be run through departmental accounts.

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

Although the President is ultimately responsible, the Director of Athletics oversees and ensures rules compliance in daily operations. The Director of Athletics reports directly to the President and is a member of the President's Cabinet that includes all vice-presidents of the university.

The Faculty Athletics Representative is Chair of the Athletic Advisory Council and reports to the President. The council functions to recommend policies and programs for intercollegiate athletics. The Faculty Athletics Representative also participates in the investigation of potential violations.

The Assistant Athletics Director for Compliance (also referred to as compliance coordinator) reports to the Associate Athletics Director of Internal Operations and meets with the President on an annual basis. The AAD-Compliance is responsible for maintaining compliance documentation, overseeing rules compliance education, and investigating and reporting, if necessary, violations. The education program includes individual assistance in preparation for the coaches' certification exams, four compliance meetings for student-athletes during the year, educational meetings with each individual sport coaching staff twice each long semester and once in the summer,

## Governance and Commitment to Rules Compliance

new staff compliance orientation meetings, and an annual compliance meeting with all athletics staff other than coaches.

Compliance information is distributed in football game programs, the alumni magazine, the athletics website and media guides. There is also an NCAA Compliance Assistant on the internet to assist staff members in rules-compliance via a database for storing information and generating forms; modules include financial aid, eligibility and recruiting information.

Head coaches report to various sport administrators and assistant coaches report to a head coach.

The department utilizes the NCAA Compliance Assistant Internet software that is designed to assist staff members in rules-compliance efforts. The software provides a database in which to store student-athletic information and from which to generate NCAA-required forms and other reports. The modules include the Financial Aid/Squad List, Eligibility Information and Recruiting Information. Head coaches are responsible for updating the squad lists.

Initial eligibility certification is a joint effort by the Director of Athletics, the Associate Athletics Director of Internal Operations, Assistant Athletics Director for Compliance, Compliance, Assistant Athletics Director for Academic and Student Services, Director of Admissions, the NCAA Athletic Certification Officer and the Assistant Athletic Certification Officer. Ongoing eligibility is monitored by the Dean of University College through the deans and faculty, and the Athletic Academic Center including the Athletic Certification Officer and Assistant Athletic Certification Officer.

When a potential violation is reported, the Assistant Athletics Director for Compliance, the Associate Athletics Director for Internal Operations and the Faculty Athletics Representative will review the information and conduct an investigation to determine if a violation has occurred. When the findings are determined, these individuals will formulate an action plan to share with the Director of Athletics. When approved, appropriate reporting will be made to the Southland Conference and the NCAA if necessary. The compliance coordinator will prepare a written report and will inform all parties of NCAA findings, if any, and will implement any required corrective action. During this process, the Athletic Director will keep the President informed of the investigation and its outcome.

The Associate Athletics Director For Internal Operations is responsible for obtaining all approvals for financial aid. Head coaches submit athletic grant-in-aid requests to the Assistant Athletics Director-Compliance who then forwards them to the Associate Athletics Director who obtains approval from the Director of Financial Aid. Approved awards are submitted to the Scholarship Coordinator in the Office of Student Financial Aid who then processes athletics scholarships in accordance with university, NCAA and Southland Conference regulations.

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

Texas State ensures that rules compliance is a central element in personnel matters inside the athletics department, and is committed to conducting the intercollegiate sports program in accordance with the official rules and regulations of the NCAA and the Southland Conference.

The department of athletics hires all new coaches, professional staff, non-student and student staff, and non-regular workers in accordance with the University guidelines set for the in UPPS No. 04.04.03-Staff Employment. Upon acceptance of employment, all new athletics personnel receive an official letter from the Assistant Director of Athletics for Business Operations which emphasizes and documents the importance of rules compliance and periodic performance evaluations by supervisors which also attend to the importance of continuing vigilance in rules compliance matters (see Texas State Intercollegiate Athletics Policies and Procedures Manual). Job descriptions are found in Guidelines Oriented Job Analysis (GOJA) documents for athletics staff and include responsibility for rules compliance.

## Governance and Commitment to Rules Compliance

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

Texas State ensures that rules compliance is a central element in personnel matters for involved and associated individuals outside the athletics department, and again, is committed to conducting the intercollegiate sports program in accordance with the official rules and regulations of the NCAA and the Southland Conference.

Senior athletics department personnel, including the Associate Director for Internal Affairs/Senior Women Administrator, the Assistant AD for Compliance, and the Assistant AD for Academics and Student Services work with key personnel in other university departments on a daily basis to ensure adherence to NCAA rules.

In the university's admissions office, close relationships are maintained with the Director of Admissions, the Associate Director, and the Head Undergraduate Admissions processor to make sure that all admissions issues are properly addressed. Senior athletics personnel interact on a daily basis with officials in the university's financial aid office and the University Bookstore to ensure compliance with all NCAA rules pertaining to student athletes (see Texas State Intercollegiate Athletics Policies and Procedures Manual).

The university's Director of Admissions and the Director of Financial Aid have language included in their job descriptions and annual evaluations regarding adherence to NCAA rules. Other staff members in the admissions and financial aid office who are involved with athletics compliance are evaluated on the performance of their compliance responsibilities, however their job descriptions currently do not include language on NCAA compliance. Each admission and financial aid staff member will have language included in their job description regarding adherence to NCAA rules no later than August 1, 2008 (see plan for improvement).

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

	Yes	No
Initial-eligibility.	X	
Continuing-eligibility certification	X	
Transfer-eligibility certification	X	
Financial aid administration	X	
Recruiting	X	
Camps and clinics	X	
Investigations and self-reporting of rules violations	X	
Rules education	X	
Extra benefits	X	
Playing and practice seasons	X	
Student-athlete employment	X	

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

The Assistant Athletics Director for Compliance (also referred to as compliance coordinator) reports to the Associate Athletics Director for Internal Operations and meets with the President of Texas State on an annual basis. The compliance coordinator is responsible for maintaining compliance documentation, overseeing rules compliance education, and investigating and reporting, if necessary, violations.

## Governance and Commitment to Rules Compliance

The compliance coordinator oversees and implements a variety of education and training efforts, including individual assistance in preparation for the coaches' certification exams, four compliance meetings for student-athletes during the year, educational meetings with each individual sport coaching staff twice each long semester and once in the summer, new staff compliance orientation meetings, and an annual compliance meeting with all athletics staff other than coaches.

Compliance information is found in football game programs, the alumni magazine, the athletics website, and media guides. There is also an NCAA Compliance Assistant on the internet to assist staff members in rules-compliance via a database for storing information and generating forms. Modules include financial aid, eligibility and recruiting information.

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

The university's audit and compliance office is responsible for conducting the required rules-compliance evaluation. This office reports directly to the Board of Regents through the Director, System Audits and Analysis, at the Texas State University System. The department utilizes the Association of College and University Auditors (ACUA) rules compliance audit program in conducting the audits. Some areas of compliance are audited each year on a rotating basis, with all areas being reviewed every four years. Therefore, the most recently completed audit occurred in spring 2007, although an audit was ongoing when the self-study was submitted in spring 2008.

In addition, the Southland Conference office hires an outside team to audit each member university's athletic program every four years. The last audit visit occurred in January 2008 and the final report was pending at the time the self-study was submitted.

The athletics department provides responses and action plans to resolve findings from any audit report, and these are tracked until resolved. The audit reports are submitted to the President and copies are provided to the Board of Regents as well as several state agencies and the Governor's Office.

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

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

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

## Governance and Commitment to Rules Compliance

Except for a review of job descriptions, annual evaluations, and contracts/letters of appointment for non-athletics staff involved in compliance (noted in plan for improvement), no additional corrective actions are planned.

Numerous changes in the compliance area have been implemented and tracked since the 1999 self-study, resulting from the fact that on December 11, 2004, Texas State University-San Marcos appeared before the Division I Committee on Infractions to address allegations of NCAA violations in its athletics program (Infractions Case No. M214). On March 10, 2005, the NCAA Committee on Infractions imposed sanctions against Texas State University-San Marcos resulting from rules violations found during a comprehensive investigation of the University's football and textbook distribution programs, including public reprimand and censure and three years probation from March 10, 2005, through March 9, 2008.

Changes related specifically to the compliance area that have been implemented since that time include:

Changed the purchasing process at the bookstore for student-athletes to include the presence of either the Assistant Athletic Director for Compliance or the Internal Operations Coordinator at the bookstore when student-athletes purchase books and implemented a policy whereby lists of required books for each class in which a student-athlete is enrolled are developed and matched against student-athlete purchases.

Added an educational component on bookstore purchasing policies to the coaches' annual orientation session.

Reassigned responsibilities for bookstore monitoring from the Associate Athletics for Internal Operations to the Assistant Athletic Director for Compliance and Assistant Athletic Director for Business.

Developed an annual educational session for coaches concerning their responsibility to report their knowledge of possible NCAA violations to the Assistant Athletic Director for Compliance.

Established a policy whereby the Assistant Athletic Director for Compliance meets in person at least every other month throughout the academic year with the university's head football coach, his staff, the strength and conditioning coach and the director of football operations in order for them to review all upcoming activities by the football staff (e.g., golf outings, conditioning programs, overweight training activities, etc.) to ensure all potential NCAA issues have been discussed. The university has also implemented a policy that the Assistant Athletic Director for Compliance will meet with the head coaches of all sports every other month.

The Assistant Athletic Director for Compliance developed a one-page handout on NCAA recruiting and extra benefit legislation to be distributed to area hotels. Further, the university sponsored an in-person meeting and invited these and other vendors who interact with the athletics department to ensure that they understand applicable NCAA and university legislation.

The university has reinforced to its head coaches in all sports that any expenditure of funds from the coach's personal business account that will be used for any facet of the university's sport or athletics programs must be approved prior to expenditure by the Director of Athletics, the Assistant Director of Athletics for Business, or the Assistant Director of Athletics for Compliance. Further, any fundraising activity undertaken by the coaching staff or conducted on its behalf must receive prior approval by the Director of Athletics or Assistant Athletic Director for Compliance.

With regard to summer workouts, the Assistant Athletic Director for Compliance monitors (i) the nature of the activities that are occurring; (ii) communication between the strength and conditioning coach and the football staff; and (iii) length of the workouts at least three times during the summer.

Implemented a policy whereby any outside financial aid received by student-athletes has to be approved by both the Assistant Director of Financial Aid and the Assistant Athletic Director for Compliance before it is released to the student-athlete.

Implemented a policy whereby the institution's squad lists are now monitored and evaluated by four different people. In the Athletic Department, the Internal Operations Coordinator and the Assistant Athletic Director for Compliance work together to update and complete each team's squad list. Two staff members in the Financial Aid Office verify that the information in the institution's squad list is correct and sign the squad lists at the conclusion of each academic year prior to their submission to the Southland Conference.

Playing and practice education sessions are conducted at the beginning of each semester with all student-athletes, coaches, trainers and staff with a particular emphasis placed on student-athletes and staff to report any discrepancies they might have with practice schedules and times to the Assistant Athletic Director for Compliance.

All practice reports are required to be submitted at the end of each month to the Assistant Athletic Director for Compliance. The reports are reviewed by the Assistant Athletic Director for Compliance for discrepancies with NCAA rules and regulations.

## Governance and Commitment to Rules Compliance

The Assistant Athletic Director for Compliance makes periodic spot checks at team practices throughout the year.

Designated the Assistant Director of Athletics to administer a compliance program that uses a variety of approaches, including monthly newsletters; electronic mail and written correspondence; staff meetings with Athletics Department personnel; individual sport coaches meetings; booster newsletters; the Athletic Department website; pamphlets and other written materials; NCAA posters on Drug Testing and Gambling; and meetings with university bookstore personnel, admissions personnel, and financial aid personnel. Special emphasis is placed on the following groups: coaches, administrators and athletics staff, representatives of Texas State's athletics interests, current Texas State student-athletes, prospective student-athletes, and other university departments and personnel.

These changes in compliance have been detailed in the annual reports to the NCAA required of Texas State University-San Marcos by the conditions set forth in the Infractions Report (No. 231) issued to Texas State University-San Marcos (Case No. M214) by the NCAA Committee on Infractions on March 9, 2005.

The institution believes that these changes have significantly strengthened its rules-compliance program. However, it is anticipated that the Assistant Athletic Director for Compliance will receive additional staff to ensure effective and efficient administration of the rules-compliance program.

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

- List of athletics booster organizations and their officers.
- Description of athletics booster group policies and procedures (e.g., constitution and bylaws).
- Documentation required by the institution to maintain compliance with NCAA rules (e.g., compliance manual, recruiting logs, eligibility files).
- Documentation generated as a result of conference involvement with the institution in reviewing compliance efforts.
- Documentation related to secondary rules violations for the last three years and the institutional response to those violations.
- Conference manual.
- Planning documents related to athletics (if any).
- Job descriptions for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Contracts or letters of appointment for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Personnel evaluation criteria for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Philosophy statements and other applicable sections of policy manuals for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Documentation related to the evaluation of the institution's rules-compliance program by an authority outside of athletics at least once every four years.
- (Rules Compliance) Policies and Procedures.

### Evaluation

1. Does the institution demonstrate that it has in place a set of written policies and procedures that assign specific responsibilities in the areas of rules compliance, including assignment of direct accountability for rules compliance to the individual the president or chancellor assigns overall responsibility for the athletics program? **Currently Yes**

## Governance and Commitment to Rules Compliance

2. Does the institution demonstrate that in critical and sensitive areas, institutional compliance procedures provide for the regular participation of persons outside of the athletics department? **Currently Yes**
3. Does the institution demonstrate that rules compliance is the subject of an ongoing educational effort? **Currently Yes**
4. Does the institution demonstrate that a clear and unambiguous commitment to rules compliance is a central element in all personnel matters for individuals involved in the intercollegiate athletics program? **Currently Yes**
5. Does the institution demonstrate that at least once every four years, its rules-compliance program is the subject of evaluation by an authority outside of the athletics department? **Currently Yes**

## Governance and Commitment to Rules Compliance

Elements	Goals	Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals / Officers Responsible for Implementation	Specific Timetable for Completing the Work
Rules compliance information in job descriptions, annual evaluations, and contracts/letters of appointment for individuals outside the athletics department who are involved in rules compliance activities.	Ensure that all job descriptions, annual evaluations, and contracts/letters of appointment include expectations for rules compliance for non-athletics staff involved in rules compliance activities.	Review and update as necessary the job descriptions, annual evaluations, and contracts/letters of appointment for those non-athletics staff involved in rules compliance. An addendum to existing documents will suffice.	Director of Athletics and Assistant AD for Business Operations.	Beginning April 2008 and completed August 2008.

# Academic Integrity

## Operating Principle

### 2.1 Academic Standards

#### Self-Study Items

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

There were no "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in our first-cycle certification in relation to Operating Principle 2.1 (Academic Standards).

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 2.1 (Academic Standards). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

In 1999, Texas State's (then SWT) internal self-study committee offered the following seven recommendations related to Academic Integrity Operating Principles 2 (Admissions and Graduation), 3 (Academic Authority), and 5 (Scheduling), which correspond to the current Operating Principle 2.1. Each recommendation is listed below, along with the university's action in response to the recommendation.

Recommendation 1: In order to attain and maintain a similar academic profile of student-athletes to non student-athletes, the subcommittee recommends that the Office of Admissions continue to consult with coaches, encouraging them to recruit student-athletes who can compete academically with the rising academic qualifications of SWT students in general. Further, the Office of Admissions needs to keep the Athletic Director, coaches, and the Academic Athletic Center staff informed about SWT admissions policies and the academic profiles of students being admitted to SWT.

Action: COMPLETE in 2000. The Associate Athletic Director for Internal Operations ensures that communication between Admissions and Athletics is constant, open, and transparent. This position serves as the formal liaison between Athletics and Admissions. There are frequent discussions about academic standards and student-athletes during the recruitment process, especially those with marginal academic records.

Recommendation 2: Currently, the Athletic Admit Program (AAP) operates under a draft policy. We recommend that this policy, along with the Special Talents program umbrella under which it operates, be finalized and published.

Action: COMPLETE in 2001. The Athletic Admit Program, now referred to as the Special Talent Program, is included in the Texas State Undergraduate Catalog and is referenced in the athletic department's policies and procedures manual.

If incoming students do not meet "assured admission" standards, their files are sent for "reviewed admission" under Texas State's Predictor of Academic Success (PAS) program. If the student is then PAS eligible, and spaces are available, he or she will be admitted. It is important to note that only if the student does not meet PAS is he or she then considered for the Special Talent Program. This applies to all students, including student-athletes.

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A paragraph on Special Talent admissions reads as follows: "Students who do not meet the regular admissions requirements of the university and are not admitted through PAS can be admitted through the university's Special Talent Program by special request of the Director of Athletics. Coaches who choose to use a Special Talent for a prospective student-athlete must write a formal request to the Director of Athletics. Upon receipt of this request, the Director of Athletics will provide a written memo to the Associate Vice President for Enrollment requesting that the student-athlete be admitted."

Recommendation 3: We recommend that in the final and official Athletic Admit Program (AAP) policy, the Assistant Athletic Director for Academic and Student Support Services be included in the process of selecting AAP students.

Action: COMPLETE. Since the last time Texas State went through certification, the process for selecting Special Talent student-athletes (formerly AAP) has been revamped to include several high level staff members. As students are identified for recruitment, their academic credentials are reviewed and analyzed by the Admissions Office and the Athletic Department. Coaches are notified of the results of these evaluations and a student's potential admissibility. Before a prospective student-athlete can be approved for a national letter of intent and/or to receive a scholarship, the Associate Athletic Director for Internal Operations will consult the Sports Administrator and the Assistant Athletic Director for Academics and Student Support Services. Once approved by the Associate AD for Internal Operations, the prospective student-athlete is then approved by the Director of Athletics. The final approval for admission to the university rests with the Assistant Vice President for Enrollment Management/Director of Undergraduate Admissions. To further enhance the process the initial evaluation of academic credentials will now be handled by the NCAA Certification Officers in 2008. A list of Special Talent student-athletes will be provided to the Assistant AD for Academic and Student Support Services as well as other senior staff members.

Recommendation 4: In order for the Academic Athletic Center to be successful in assisting student-athletes to graduate at higher rates, it will need additional resources. The Center currently is under-staffed with only a full-time director who is assisted by two interns. Additional full-time professional staff are needed. In addition, the technology available at the Center is outdated.

Action: SIGNIFICANT IMPROVEMENT in 2004 and ONGOING. This recommendation has seen significant action, including structural changes and increased funding support.

The Athletic Academic Center (AAC) has moved organizationally to University College in the Division of Academic Affairs. That move reflects a conscious decision by the university to emphasize the "academic" in the AAC's title. The emphasis on academics includes giving the Assistant Athletic Director for Academic and Student Support Services, who oversees the AAC, a dual reporting line, both to the Dean of University College and Associate Athletic Director for Internal Operations.

Previously the AAC was staffed by one full-time staff member, interns and part-time student employees. Since 2005, three additional full-time staff persons have been hired in the AAC as primary contacts to student-athletes for assigned supplemental academic advising about eligibility and scheduling as well as acting as liaisons between student-athletes and faculty. These staff members also communicate with coaches about the student-athletes whom they mentor and advise. Currently, the AAC contracts with licensed psychologists to have student-athletes, who seem to have learning difficulties, tested for learning disabilities. This testing has permanent funding in the AAC's budget.

Not only has the AAC moved to the building occupied by the University College, but it has also acquired larger quarters. In addition, the number of computers in its lab has more than doubled (to 23), and two satellite student study lounges (in Strahan and the Athletic Complex) and have been added. The move to the new undergraduate building in 2012 will almost triple the current space, as 6000 square feet is planned.

Communication with college advising centers has also been formalized and streamlined. Members of the AAC staff meet with their primary contact in each center before each registration period to discuss particular student issues, as well as policy changes and eligibility questions.

The staff of the AAC has also made several additional improvements to its programming. The freshman enrichment program, a cornerstone of the program in the 1999 report, had been allowed to languish, but it has been reinvigorated in the last three years. Seminars for first year student-athletes cover test-taking, study skills, learning styles, and academic integrity, to name a few subjects covered. New student orientation now involves breakout sessions covering information germane to student-athletes as students and as athletes. Requests for student-athletes' grade reports now go directly to professors in a web-based format, replacing paper work carried by student-athletes to professors with requests for completion.

The tutoring program has been completely overhauled and restructured. A pool of tutors is now hired and trained by the Student Learning Assistance Center (SLAC) and assigned by SLAC to the AAC. In addition, the AAC funds

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Supplemental Instruction (SI) in courses taken in a typical first and second semester schedule (e.g., Phil 1305, Comm 1310, Math 1315, Geo 1310, and Pol Sci 2310). The Supplemental Instruction (SI) funded by the AAC is available to all Texas State students, as well as all student athletes, enrolled in the SI-supported sections of these designated courses. This coordination with SLAC demonstrates the rational use of campus resources, stretching relatively meager resources, and further integrating student-athletes and Athletics with the rest of the university.

In summary, the Athletic Academic Center and other aspects of academic support for student-athletes are important to both the athletic and the academic programs at Texas State. They are also of significant interest to student-athletes and their parents. As a result of their importance to students, parents, and the university mission, academic facilities have been improved and expanded. There are now two study lounges in addition to the AAC. The AAC has been modernized, made more attractive, and equipped with new computers. The permanent staff has increased. Relations with other parts of the university community continue to improve, and it seems fair to say that student-athlete success, both on the field and in the classroom, is very important to the Texas State community, as evidenced by these many positive changes.

Recommendation 5: The Committee makes recommendations for change in the Athletic Department, although it must be emphasized that we have every reason to believe that coaches have acted in good faith compliance with NCAA regulations related to practice and scheduling. We do, however, have a concern about Southland Conference scheduling of conference games and about hardships placed on students who are required by competitions to be absent from classes and exams. As a result, we recommend the Athletic Department develop a written policy covering all sports programs describing a philosophy about and practices designed to insure minimum interference with class time and examination periods.

Action: COMPLETE in 2000. This recommendation is reflected in two places in the athletic department's policies and procedures manual, including a statement that "All team travel departure and return dates must comply with NCAA rules and regulations stipulated in Bylaw 16.8.1.2.1—Departure/Return Expense Restrictions." The manual contains the following lengthy statement about the rights and obligations of head coaches with reference to playing and practice.

"434.2g Playing and Practice:

All head coaches will be required to complete the Southland Conference "Playing and Practice Season Declaration Form" prior to the beginning of each academic year. The Director of Compliance will be responsible for issuing the forms and obtaining all required signatures. The playing and practice season is defined by the set number of days allowable for countable athletically-related activities and practice for each sport. All coaches must designate their season according to NCAA rules and regulations for his or her sport and not exceed the NCAA allowable length for each sport. All coaches are responsible for the limits of countable athletically-related activities for the playing and practice season located in NCAA Bylaw 17. The Assistant Athletics Director for Compliance will issue a "Texas State University Practice Report" to all head coaches at the beginning of each academic year. Completed forms should be returned to the Director for Compliance at the end of each month. A current student-athlete must sign the form to verify athletically-related activity time is recorded correctly. (Note: Actual times for athletically-related activities are to be recorded on the "Texas State University Practice Report." For example, practice should be recorded as 3:00 p.m. to 5:30 p.m.). The Director for Compliance will periodically "spot check" practices in each sport throughout the academic year."

Recommendation 6: That our Athletic Director, Vice President for Student Affairs, and President exercise what influence they have to reduce the hardships placed on student-athletes in certain sports by influencing the Southland Conference scheduling.

Action: COMPLETE in 2000 and ONGOING. The Athletic Director, Faculty Athletics Representative, and Associate AD/Senior Women's Administrator meet regularly with conference officials to explore opportunities for addressing and reducing scheduling conflicts and hardships.

Recommendation 7: That an effort be made to rectify the lack of a university policy on class attendance for students. The committee believes that a policy regarding the conditions under which students might be guaranteed the right to make-up missed exams and other grade-related activities when absent for university-certified activities (which might be subsumed under a general university policy on attendance) be pursued. In fact, several committee members volunteered to be part of a task force asked to derive such a policy and move it through the appropriate university channels for ratification.

Action: COMPLETE in 2006 AND ONGOING. University Policy and Procedure Statement (UPPS) 02.06.03 provides guidelines for instructors when students are unable to attend classes because of involvement in official university functions. Thus, a policy now exists that encourages faculty members to provide the possibility of completing work missed because of athletic events. Implemented in spring 2006, its mechanics (e.g., web posting

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of scheduled athletic competitions) are still being modified to become more user-friendly to professors and student-athletes. The policy will be assessed in 2009.

In addition to this policy, guidance from the Athletics Advisory Council is sought on a case-by-case basis. For example, in 2007, the council considered the opportunity for the women's basketball team to play Texas A & M University in College Station during the weekend before fall semester finals. The council approved, with the caveat that a tutor travel with the team.

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

No additional plans have been reported. Current efforts to focus on the improvement of the Athletic Advising Center are reported in the next section, Operating Principle 2.2.

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

Student-athletes at Texas State must meet the same admission requirements as non-athletes. Freshman applicants are considered for admission based on completion of required high school courses, class rank, and SAT or ACT test scores. Transfer applicants must have a minimum grade point average of 2.25 on 30 or more transferable hours. International applicants must demonstrate above average academic achievement and must satisfy English language proficiency requirements.

Admission requirements are fully described in the 2006-08 Texas State University Undergraduate Catalog. A copy of the catalog is available in the Office of Undergraduate Admissions office or online at <http://www.txstate.edu/academicaffairs/CATALOG/UGCAT06-08/toc06-08.htm>. Texas State uses the ApplyTexas application at [www.applytexas.org](http://www.applytexas.org) and accepts applications via mail, fax or electronic means.

The admissions office conducts preliminary reviews of prospective athletes at the request of the athletic department. On an informal basis, preliminary reviews are also done for other applicants. For prospective athletes, the athletic department will submit unofficial copies of transcripts to designated staff in the admissions office. High school transcripts will be reviewed to determine eligibility. If the prospective student-athlete has transfer credit, an evaluator performs a manual evaluation and calculates an unofficial GPA. If the prospective athlete meets admission requirements the athletic department will consider recruiting the athlete to Texas State.

If the athletic department has notified admissions that a student is a prospective athlete, a notation is made in the student's file. Once all admission credentials are received, student-athlete files are reviewed using the same criteria as non-athletes, including the Predicted Academic Success (PAS) option available to students who do not meet the stated admission requirements.

Should a student-athlete not be approved for admission, the athletic department is informed and notification is not sent to the applicant until the athletic department determines if this is a student who should be considered for the Special Talent Program. In other cases, the athletic department will either have the student work with an admissions counselor to determine what they need to do to meet requirements or the athletic department will not recruit the potential student-athlete.

Admission requirements are recommended by the university's Admissions Standards Committee, reviewed by the Enrollment Management Council and forwarded to the President's Cabinet and Board of Regents for approval.

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5. Compare and explain any differences in the admissions profiles of student-athletes who received athletics grants-in-aid with the profiles of students in general by submitting the following information for the three most recent academic years: average standardized test scores for freshman student-athlete who received athletics aid (by gender, by racial or ethnic group, and according to the eight sport groups listed in the NCAA Division I Graduation Rates Disclosure Form) and for all entering freshmen students (by gender and by racial or ethnic group). [Note: Use the supplied charts (Standardized Test Scores, by Gender, Standardized Test Scores, by Racial or Ethnic Group and GPA and Test Scores, by Sport Group) and the graduation- rates disclosure form methodology to compile these data.

Average standardized test scores of freshman student-athletes are similar to those of entering freshmen when scores are compared by racial or ethnic group, with differences of less than 100 points noted for freshman student-athletes who are black, Hispanic, or white. There are too few freshmen student-athletes of American Indian/Alaskan, Asian/Pacific Islander or other racial/ethnic backgrounds are enrolled for comparison with entering freshmen.

The average standardized test score of female freshman student-athletes is just over 40 points lower than the average score for female freshmen, but among males, the difference is greater. In the most recent entering class, the average standardized test score for male freshman student-athletes is 135 points lower than the average score for male entering freshmen.

The average core course GPAs for freshman student-athletes do not differ significantly by sport group, although female freshman student-athletes have higher high school ranks overall than do male freshman student-athletes.

Average SAT, class rank and/or core course GPA scores alone do not adequately predict the success of the student in the classroom. Texas State has a comprehensive academic monitoring and advising unit, the Athletic Academic Center (AAC), which monitors student-athletes closely on degree completion, class attendance, tutoring needs, and related advising. As a result, though incoming scores are somewhat lower, student-athletes graduate at a rate comparable, and in most cases higher, than the university's overall rate.

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

Texas State utilizes individual review processes to admit students who do not meet stated requirements for "assured admission" but whose academic records show academic promise and demonstrate potential for academic success at Texas State. This process is referred to as "reviewed admission" and is available to all applicants, including student-athletes.

In publications, reviewed admission is described as follows:

"If you rank in the top 75 percent of your high school graduating class, and your class rank and test scores place you near the assured admission requirements, you may be eligible for Predicted Academic Success (PAS) review...This individualized review of your complete file provides insights about you as a person in and out of the classroom."

Predicted Academic Success (PAS) is a freshman admission category for both non-athletes and student-athletes whose high school rank and test scores are close to the assured admission requirements. As part of application processing, these students are assigned a predictor that indicates their likelihood of achieving a 2.0 grade point average or better during their first semester at Texas State based on their ACT and/or SAT test score and class rank. Students who fall within a specific class rank and predictor are automatically admitted or denied. Others are given a more detailed review which is conducted by admission counselors, assistant and associate directors and the director. This includes a review of the applicant's curriculum, extracurricular activities and essay. Sub-components for further consideration include first generation, low socio-economic status and English as a second language. A limited number of students are offered admission via PAS. The goal is to select the group of students who show the best potential for academic success at Texas State. Some of this group may be selected for a Predicted Academic Success Contract which is Texas State's version of a provisional program. Students who rank in the fourth quarter of their high school class are not eligible for the PAS review or PAS contract.

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The PAS contract is a one-semester conditional admission offered only for fall semester entry. Students must complete a minimum of 10 hours, enroll in specified courses and achieve a 2.0 grade point average to be eligible to return for the following semester. The PAS contract admission option was utilized during the target years but has been largely discontinued after the fall 2006 semester. Student-athletes are usually not offered the PAS contract because of the special conditions it imposes. The rigors of participation in competitive sports may place the student at extraordinary risk should he/she not achieve the contract minimums in one semester. Alternatively, the Athletic Department has the option of requesting a Special Talent admit.

Under the Special Talent admission option, student-athletes and other special talent performance and visual arts students who do not meet general or PAS admission requirements may be admitted if the appropriate Texas State department is offering the prospective student a scholarship and promises in writing to provide the academic support to help the student achieve academic success. The special talent option is not eligible to fourth quarter freshman applicants or transfers with less than a 2.0 GPA.

The Special Talent Program describes additional requirements for student-athletes considered for special talent admission. Student-athletes must meet minimum NCAA academic requirements to be considered. Admission is limited to 30 student-athletes per year. The request for consideration originates with the coach and is based on a thorough evaluation by the coach of the student-athlete's ability to succeed academically coupled with a commitment by the coach to provide a scholarship and necessary support for the academic success of the student-athlete. The Director of Athletics must approve all Special Talent requests. The request is then directed to the Associate Vice-President for Enrollment Management & Marketing who delegates the Director of Undergraduate Admissions to process.

Beginning in Summer II 2007 the university established the Emerging Stars program as an alternative to the former PAS contract. This pilot program focuses on success and retention and offers a subgroup of PAS students the opportunity to get a head start on their collegiate studies while receiving extensive support services. Because it does not have a conditional component, it is a viable program for student athletes.

Other freshman applicants who do not meet admission requirements and who are not approved for admission through the PAS review may be offered the Guaranteed Admission Program (GAP). GAP offers students the opportunity to begin their studies at Angelo State University, a former member of the Texas State University System. Students who successfully fulfill the requirements of the program may then enroll at Texas State University after their freshman year. This program was in effect for the target years but has been discontinued effective September 1, 2007. This program was not offered to student-athletes.

International students, including student-athletes, who meet academic requirements for admission but do not have the required level of English proficiency, may be eligible for the Texas State Intensive English Bridge program. The bridge program allows students to begin their academic study while completing their English proficiency requirements in the Texas State Intensive English program. Acceptance into full-time academic study is contingent upon satisfying Texas State's English proficiency requirements, successfully completing the intensive English program and completing the Texas State credit courses with a grade of C or above.

Any applicant who has not been approved for admission may appeal the decision by submitting a formal letter of appeal. Appeals are reviewed by a committee comprised of an associate director, an assistant director and a counselor from the admissions office. The committee looks for new information in the appeal that may not have been considered in previous reviews. The committee may decide to admit the student, uphold the decision to deny, or offer a contract for conditional admission. Contracts are for one semester only, specify a required GPA and hours to be completed and may specify courses or other requirements.

On occasion, the Associate Vice-President for Enrollment Management & Marketing may direct the admissions office to offer admission to an applicant. These administrative admits are rare and the student usually enter under a conditional one-semester contract.

7. Compare and explain any differences between the percentage of freshman student-athletes receiving athletics aid who were admitted through any of the processes described in Self-Study Item Number 6 above and the percentage of freshman students generally who were so admitted. Provide these comparative data for the three most recent academic years. For the student-athlete data, information should be displayed for each of the sport groups, organized by year, and listed in the NCAA Division I Graduation-Rates Supplemental Form. [Use the supplied chart (Special-Admissions Information to compile these data.)]

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Texas State University offers several admission programs for students who do not meet general freshman admissions requirements:

- Predicted Academic Success (PAS), described above in response to Self-Study Item Number 6.
- PAS Contract, described above in response to Self-Study Item Number 6; this program is being replaced by Emerging Stars.
- Early Admission, for students who are concurrently enrolled in high school.
- ESL/Bridge, for International students who meet the established admission requirements but do not yet have the required level of English proficiency.
- General Educational Development (GED), for students with a GED diploma, who are 18 to 20 years old, whose high school class has graduated, and with an SAT I total score of 1180+ or an ACT of 26+.
- Individual Approval, for students who have been out of high school for three or more years and who have a high school diploma or GED equivalent.
- Special Administrative Admission, for students who are admitted on a conditional contract as requested by University administration.
- Special Student Admission, for non-degree seeking students who have been out of high school for three or more years and who have a high school diploma or GED equivalent.
- Special Talent, for student-athletes and other special talent performance and visual arts students (described in more detail above in response to Self-Study Item Number 6).

Freshman student-athletes and entering freshman students in general are reported as "special admits" for the purposes of this report if their basis of admission to Texas State University falls into one of the above categories. The proportion of freshman student-athletes admitted through a special admission category is higher than the proportion of other entering freshman students admitted through special admission categories. However, it is important to note that all student-athletes have met NCAA qualifications.

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

The names and titles of persons who have ultimate responsibility for initial eligibility and transfer eligibility are:

Scott Lazenby, Assistant Athletic Director-Compliance  
 Susan M. Rolls, NCAA Athletic Certification Officer  
 Carol Workman, Assistant Athletic Certification Officer (by direction of Susan M. Rolls)

All of the information below is included in the athletic department's policy and procedures manual.

The Certification Officers take the following actions to certify initial eligibility of the student-athlete:

1. Obtain the student-athlete's 48C from the NCAA Eligibility Center.
2. Review the amateur status and academic status of the student-athlete.
3. Receive and sign Form \_\_\_-10a if the student-athlete is an international student (for 2007, the form is entitled 07-10a).
4. Add the student-athlete to the eligibility declaration form.
5. Sign the eligibility declaration form.
6. Send the signed eligibility declaration form to the Scott Lazenby, Assistant Athletic Director-Compliance.

The Certification Officers take the following actions to certify transfer eligibility of the student-athlete:

1. Evaluate the academic coursework of a transfer student-athlete prior to his or her arrival at Texas State. This process is outlined in items a, b & c below.
  - a. Scott Lazenby, Assistant Athletic Director-Compliance, sends an email to the Certification Officers outlining the parameters that will be required of a student-athlete to be eligible upon arrival to Texas State. Attached to this email are the student-athlete's transcripts from his or her previous institutions. These transcripts have been evaluated by the Office of Admissions to determine which courses will transfer to Texas State.
  - b. Review the transfer coursework to determine if the student-athlete's intended major/minor at Texas State accepts a sufficient number of the student-athlete's completed coursework.
    - i. Academic advisors are contacted if there is a question as to how a course could be applied to towards major, minor or support coursework requirements.
    - ii. The Associate Dean of University College is contacted if there is a question regarding substitutions for the core curriculum.
  - c. Send a detailed email to Scott Lazenby, Assistant Athletic Director-Compliance that states what the student-athlete needs to be eligible upon arrival to Texas State.

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5. Verify, upon the student-athlete's arrival to Texas State, that the student-athlete has met the requirements outlined by the process in items a, b & c above.
6. Add the student-athlete to the eligibility declaration form.
7. Sign the eligibility declaration form.
8. Send the signed eligibility declaration form to Scott Lazenby, Assistant Athletic Director-Compliance.

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

The names and titles of persons who have ultimate responsibility for continuing eligibility are:

Susan M. Rolls, NCAA Athletic Certification Officer  
 Carol Workman, Assistant Athletic Certification Officer (by direction of Susan M. Rolls)

The Certification Officers take the following actions to certify student-athletes' continuing eligibility:

1. At the end of each semester, review the student-athlete's transcript and, if applicable, the student-athlete's degree audit. The transcript is used to verify GPA. The degree audit is used to verify coursework taken in the semester being reviewed does apply to the student-athlete's declared degree program.
2. Add the student-athlete to the eligibility declaration form.
3. Sign the eligibility declaration form.
4. Send the signed eligibility declaration form to Scott Lazenby, Assistant Athletic Director-Compliance.

The Certification Officers certify the student-athletes' continuing eligibility by dates set by Scott Lazenby, Assistant Athletic Director-Compliance. For example, in the academic year of 2007-2008, the following dates were set:

Baseball: October 1 & January 15  
 Men's Basketball: September 15 & December 20  
 Football: August 15 & February 15  
 Men's Golf: September 3 & January 15  
 Men's Indoor Track: October 1 & December 20  
 Men's Outdoor Track: October 1 & January 7  
 Men's Cross Country: August 29 & February 1  
 Women's Basketball: September 15 & December 20  
 Women's Golf: September 3 & January 15  
 Softball: September 5 & January 15  
 Soccer: August 15 & February 1  
 Tennis: September 10 & January 15  
 Women's Indoor Track: October 1 & December 20  
 Women's Outdoor Track: October 1 & January 7  
 Women's Cross Country: August 29 & February 1  
 Volleyball: August 15 & February 1

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

Student-athlete six-year graduation rates (as measured by the federal graduation rate standard) at Texas State exceed graduation rates of all freshmen for the past three entering freshman cohorts. Forty-eight (48) percent of the student-athletes entering in 1997-98 graduated compared to 46 percent of general freshmen. A year later, 65 percent of the 1998-99 student-athletes graduated compared to 48 percent of general freshmen. For the 1999-2000

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cohort, 71 percent of student-athletes graduated compared to 52 percent of freshmen. There is a strong positive trend.

Male student-athletes graduated at a lower rate (30 percent) than did male freshmen (39 percent) in the 1997-98 cohort, but that trend has reversed for the past two cohorts. For 1998-99, 66 percent of male student-athletes graduated compared to 45 percent of male freshmen, and for 1999-00, 67 percent of male student-athletes graduated compared to 45 percent of male freshmen.

Black student-athletes graduated at a lower rate (24 percent) than did black freshmen (46 percent) in the 1997-98 cohort, but that trend has also reversed for the past two cohorts. For 1998-99, 67 percent of black student-athletes graduated compared to 59 percent of black freshmen, and for 1999-00, 63 percent of black student-athletes graduated compared to 54 percent of black freshmen.

Student-athletes on the baseball team graduated at a lower rate than male freshmen for the two most recent cohorts; however, the graduation rate for baseball athletes is based on a small number of five or fewer student-athletes in each cohort. Baseball student-athletes in the 1998-99 cohort graduated at a rate of 40 percent compared to 45 percent of male freshmen, and in the 1999-00 cohort, 25 percent of baseball student-athletes graduated compared to 45 percent of male freshmen. Although the federal graduation rate is lower, the NCAA graduation success rate (GSR) for baseball is 63 percent.

Student-athletes on the men's track/cross country team graduated at a lower rate than male freshmen in the 1997-98 and 1998-99 cohorts (18 percent of student athletes compared to 39 percent of male freshmen in 1997-98 and 33 percent of student-athletes compared to 45 percent of male freshmen in 1998-99). However, for the 1999-00 cohort, 100 percent of men's track/cross country student-athletes graduated compared to 45 percent of male freshmen. Although the federal graduation rate is lower, the NCAA graduation success rate (GSR) for men's track/cross country is 59 percent.

Student-athletes on men's other sports teams graduated at a lower rate than male freshmen in the 1999-00 cohort; however, the graduation rate for men's other sports athletes is based on a small number of five or fewer student-athletes. Men's other sports student-athletes in the 1998-99 cohort graduated at a rate of 67 percent compared to 45 percent of male freshmen; there were no student-athletes in the 1997-98 men's other sports cohort. Although the federal graduation rate is lower, the NCAA graduation success rate (GSR) for men's other sports is 73 percent.

Student-athletes on the women's basketball team consistently graduate at a slightly lower rate than female freshmen. For the 1997-98 cohort, 50 percent of student-athletes graduated compared to 51 percent of female freshmen; for the 1998-99 cohort, 50 percent of student-athletes graduated compared to 51 percent of female freshmen; and for the 1999-00 cohort, 50 percent of student-athletes graduated compared to 57 percent of female freshmen. Although the federal graduation rate is lower, the NCAA graduation success rate (GSR) for women's basketball is 79 percent.

The trend over this period is positive with the few exceptions listed above. However, the NCAA graduation success rates (GSR) are strong. The relatively recent improvements to athletic academic services should produce increasingly favorable reports in the future.

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

Academic standards and policies provided below are contained in Texas State's Undergraduate Catalog. All standards, policies and exceptions that apply to the general student body also apply to student-athletes.

#### Honor Code

The Texas State Honor Code applies to all members of the university community, including the students, faculty, and administration. These principles require all members of this community to be conscientious, respectful, and honest.

#### Minimum Academic Standards

All students must meet minimum academic standards in work completed at Texas State. Those who fail to do so are placed on academic probation or academic suspension, as appropriate. In determining whether a student is placed on probation or suspension, only grades earned at Texas State are considered.

## Academic Integrity

### Academic Probation

Academic probation is an emphatic warning that the quality of the student's work has not met Texas State's minimum academic standards and that the quality must improve during the probationary semester in order for the student to continue at Texas State. A student will be placed on academic probation at the end of the fall or spring semester in which the Texas State GPA is less than 2.00. A student will be removed from academic probation at the end of any long semester or summer term if the Texas State GPA is 2.00 or higher.

Students placed on academic probation must raise their Texas State GPA during the first probationary semester. If the student raises the Texas State GPA at the end of the first probationary semester, but it is still less than 2.00, the student may continue for a second probationary semester. If the Texas State GPA is still less than 2.00 at the end of the second probationary semester, the student will be placed on first academic suspension.

### Policies Governing First Academic Suspension

A first academic suspension will be for the first long semester following placement on academic suspension. Appeals for reinstatement, based on extenuating circumstances, may be made prior to the Monday of registration week to the student's college dean or designee, who will render a decision on the matter. A student suspended from one college of Texas State may not be reinstated by the dean of another undergraduate college. Deans may, at their discretion, impose conditions regarding course load limits, work load limits, counseling, etc. If the dean denies reinstatement, the student may then appeal to the Suspension Appeals Committee. If reinstatement is allowed, the suspension notation will remain on the student's transcript.

Unless other special conditions are imposed by the dean or the Suspension Appeals Committee, students granted reinstatement and re-admitted on academic probation, must raise their Texas State GPA at the end of the first probationary semester or be placed on academic suspension. If students raise their Texas State GPA at the end of the first probationary semester, but it remains below 2.00, they may continue their studies for a second probationary semester.

In addition to any special conditions imposed by the dean or the Suspension Appeals Committee, students must meet the conditions under "Academic Probation" explained above. At the end of the second probationary semester, if the Texas State GPA is less than 2.00, the student will be placed on second academic suspension. Students who are placed on first academic suspension from Texas State at the end of the spring semester will be reinstated by the registrar on academic probation for the following fall semester if they (1) attend both summer terms at Texas State, (2) pass nine semester hours, and (3) earn a 2.00 GPA on all work attempted in both terms or the student will be removed from probation if the Texas State GPA is 2.00 or greater at the end of the second summer term.

### Readmission Following a First Academic Suspension

At the end of the one semester period for a first academic suspension, students are automatically reinstated and may register for the subsequent semester. Following an absence from Texas State of one year or more, students may apply for readmission to Texas State. Students who re-enter Texas State following an academic suspension do so on academic probation. If the Texas State GPA is not raised at the end of the first probationary semester, or is less than 2.00 at the end of the second probationary semester, the student will be placed on second academic suspension.

### Policies Governing Second Academic Suspension

Students who fail to meet the minimum academic standards defined above will be placed on academic suspension for a second time, for a period of two calendar years. If there are extenuating circumstances, students may appeal prior to the Monday of registration week to the appropriate college dean for reinstatement. If reinstatement is denied, students may then appeal to the Suspension Appeals Committee. If the appeal is approved, students may return to Texas State on academic probation, subject to special conditions imposed by the dean or the Suspension Appeals Committee regarding course load limits, work load limits, counseling, etc. If reinstatement is allowed, students may apply for re-admission to Texas State. The suspension notation will remain on the student's transcript. In addition to any special conditions imposed by the dean or the Suspension Appeals Committee, students must meet the conditions under "Academic Probation" explained previously. At the end of the second probationary semester, if the Texas State GPA is less than 2.00, the student will be placed on academic suspension.

In addition to the standards and policies that apply to all students, the following information is contained in the Student-Athlete Handbook and department's policies and procedures manual.

### Student-Athlete Satisfactory Progress

At the beginning of each semester, each student-athlete's transcript is reviewed to make sure that minimum academic progress requirements are being met for continuing eligibility. In addition to meeting the minimum academic standards required of all Texas State students, student-athletes must also satisfy the academic progress requirements of the National Collegiate Athletic Association in order to remain eligible for any athletics-related financial aid and for practice and participation in sports.

## Academic Integrity

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

The Southland Conference strives to schedule all conference games and competition between member institutions to minimize missed class time. Non-conference events are scheduled in consultation with coaching staff and the designated sport administrator and other senior athletics staff.

The process described below includes a combination of front-end and back-end assessments to ensure that missed class time is not excessive for any particular sport. The following procedures are in place to monitor missed class time for student-athletes:

Travel itineraries and travel schedules are reviewed by the Associate Athletic Director for Internal Operations prior to implementation to monitor for missed class due to travel. The Associate Athletic Director is responsible for ensuring that class time is not missed due to unnecessary travel time. In cases where the team's proposed travel schedule unjustifiably results in missed class time, the Associate Athletic Director will work the head coach to adjust travel plans accordingly.

During the advising, schedule-building, and registration periods in each semester, the Athletic Academic Center advisors work closely with college advisors to ensure student-athlete's course schedules will minimize the amount of class missed. Texas State's Registrar affords student-athletes priority registration allowing student-athletes to register early providing the student-athlete flexibility in scheduling.

The Athletic Academic Center (AAC) checks the class attendance of student-athletes using the web-based progress reporting system, through staff members personally checking class attendance, and through routine correspondence with university faculty. When a student-athlete misses a class, attendance information is shared with the head coach for that sport and with the Athletic Academic Center advisor responsible for that student-athlete.

In cases where a student-athlete's attendance negatively impacts academic performance in a course, the Associate Athletic Director for Internal Operations is notified by the appropriate advisor in the AAC. The Associate Athletic Director works closely with the head coach and the AAC advisor to remediate the situation.

Thus, Texas State is committed to maintaining a culture where class attendance is expected, monitored, and remediated when needed.

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

The process described above in self-study item 12 includes a combination of front-end and back-end assessments to ensure that missed class time is not excessive for any particular sport. Thus, Texas State strives to maintain a culture where class attendance is expected, monitored, and remediated when needed.

Student-athletes are encouraged in a variety of ways to attend the classes for which they are registered. All orientations, including those conducted during campus visits, for student-athletes focus on their responsibilities as students first and athletes second. Coaches as well as team captains serve as key leaders and role models for reinforcing these expectations.

Head coaches are responsible for the class attendance of their student-athletes and provide verbal instructions on this expectation. Assistant coaches often perform visual inspections of classrooms where student-athletes should be in attendance. Head coaches have numerous methods for working with student athletes who miss an excessive amount of class. Examples of such methods include additional study hall time, holding student-athletes out of competition, taking away complimentary tickets, and requiring student-athletes living off-campus to return to on-campus housing.

The Athletic Academic Center (AAC) checks the class attendance of student-athletes using the web-based progress reporting system, through staff members personally checking class attendance, and through routine correspondence with university faculty. When a student-athlete misses a class, attendance information is shared with the head coach for that sport and with the Athletic Academic Center advisor responsible for that student-athlete.

In cases where a student-athlete's attendance negatively impacts academic performance in a course, the Associate Athletic Director for Internal Operations is notified by the appropriate advisor in the AAC. The Associate Athletic Director works closely with the head coach and the AAC advisor to remediate the situation.

## Academic Integrity

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

All student-athlete orientations, including those conducted on campus visits, include a discussion on Texas State's policies and procedures with respect to participating in athletics competition and practices. Specifically, student-athletes are instructed on the importance of communicating with faculty about travel absences. Head coaches as well as team captains also reinforce this expectation.

Before the first day of class in each semester, student-athletes are provided with letters to present to each faculty member that detail the travel schedule for that student-athlete. This letter includes the day and time of the team's departure for each event as well as the day and time of the team's return from the event occurring in the semester. This letter is generated by the student-athlete's advisor in the Athletic Academic Center. Student-athletes are required to present this letter to each faculty member at the earliest available time and to discuss any issues or complications that may arise due to the travel schedule.

University Policy and Procedure Statement (UPPS) 02.06.03 Excused Absences provides guidelines for students to receive excused absences from instructors when students are unable to attend classes because of involvement in official university functions. While this policy is currently in effect, the method of notification (web page) associated with the policy is being refined so that it is more compatible with student-athlete travel schedules. Therefore, the Athletic Academic Center continues to utilize the travel letters detailed above as its source of notification for Texas State faculty and staff.

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

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

### Evaluation

1. Does the institution demonstrate that it admits only student-athletes who have reasonable expectations of obtaining academic degrees? If the academic profile of entering student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student-body groups, is the contrast analyzed and explained by appropriate institutional authorities? **Currently Yes**
2. Does the institution demonstrate that it admits only student-athletes who have reasonable expectations of obtaining academic degrees? If the graduation rate of student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student-body groups, is this disparity analyzed, explained and addressed (through specific plans for improvement) by appropriate institutional authorities? **Currently Yes**

## Academic Integrity

3. Does the institution demonstrate that academic standards and policies applicable to student-athletes are consistent with those adopted by the institution for the student body in general or the NCAA's standards, whichever are higher? **Currently Yes**
4. Does the institution demonstrate that the responsibility for admission, certification of academic standing and evaluation of academic performance of student-athletes is vested in the same agencies that have authority in these matters for students generally? **Currently Yes**
5. Does the institution demonstrate that written policies related to scheduling are established in all sports to minimize student-athletes' conflicts with class time and/or final examination periods due to participation in intercollegiate athletics, consistent with the provisions of Constitution 3.2.4.13? **Currently Yes**

## Academic Integrity

Elements	Goals	Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Missed class time for student-athletes.	Ensure UPPS 02.06.03 Excused Absences is aligned with conference and NCAA policy and effective for student-athletes.	Analyze missed class data, including any reported problems, and modify UPPS as appropriate.	Assistant AD for Academic and Student Support Services (Director of AAC) and Associate AD for Internal Operations.	Beginning in fall 2009 and every year thereafter.
Graduation rates for student-athletes.	Ensure graduation rates of student-athletes continue to surpass those of the general student population.	Analyze graduation rates, with particular attention to sports where rates are not comparable to rates in general student population.	Assistant AD for Academic and Student Support Services (Director of AAC) and Associate AD for Internal Operations.	Beginning summer 2008 and annually thereafter.

## Academic Integrity

### Operating Principle

#### 2.2 Academic Support

##### Self-Study Items

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

There were no "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in our first-cycle certification in relation to Operating Principle 2.2 (Academic Support).

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 2.2 (Academic Support). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

In 1999, Texas State's (then SWT) internal self-study committee offered one recommendation relative to Academic Integrity Operating Principle 4 (Admissions Support).

Recommendation 1: The Athletic Academic Center is seriously understaffed. Currently it has one full-time director and two full-time interns, as well as several student workers, to staff a facility that stays open between seventy and eighty hours a week. The interns "turn-over" each fall and the new interns must be trained by the director. Student workers may turn over, of course, even more often. The committee recommends that the AAC be given—at the least — a full time administrative assistant and an additional full-time and continuing professional staff member. In addition, as soon as is practicable, the committee recommends that new computers be purchased for the AAC.

Action: SIGNIFICANT IMPROVEMENT in 2004 and ONGOING: This recommendation has seen significant action, including structural changes and increased funding support.

The Athletic Academic Center (AAC) has moved organizationally to University College in the Division of Academic Affairs. That move reflects a conscious decision by the university to emphasize the "academic" in the AAC's title. The emphasis on academics includes giving the Assistant Athletic Director for Academic and Student Support Services, who oversees the AAC, a dual reporting line, both to the Dean of University College and Associate Athletic Director for Internal Operations.

Previously the AAC was staffed by one full-time staff member, interns and part-time student employees. Since 2005, three additional full-time staff persons have been hired in the AAC as primary contacts to student-athletes for assigned supplemental academic advising about eligibility and scheduling as well as acting as liaisons between student-athletes and faculty. These staff members also communicate with coaches about the student-athletes whom they mentor and advise. Currently, the AAC contracts with licensed psychologists to have student-athletes, who seem to have learning difficulties, tested for learning disabilities. This testing has permanent funding in the AAC's budget.

Not only has the AAC moved to the building occupied by the University College, but it has also acquired larger quarters. In addition, the number of computers in its lab has more than doubled (to 23) and two satellite student study lounges (in Strahan and the End Zone Complex) have been added. The move to the new undergraduate building in 2012 will almost triple the current space, as 6000 square feet is planned.

## Academic Integrity

Communication with college advising centers has also been formalized and streamlined. Members of the AAC staff meet with their primary contact in each center before each registration period to discuss particular student issues, as well as policy changes and eligibility questions.

The staff of the AAC has also made several additional improvements to its programming. The freshman enrichment program, a cornerstone of the program in the 1999 report, had been allowed to languish, but it has been reinvigorated in the last three years. Seminars for first year student-athletes cover test-taking, study skills, learning styles, and academic integrity, to name a few subjects covered. New student orientation now involves breakout sessions covering information germane to student-athletes as students and as athletes. Requests for student-athletes' grade reports now go directly to professors in a web-based format, replacing paper work carried by student-athletes to professors with requests for completion.

The tutoring program has been completely overhauled and restructured. A pool of tutors is now hired and trained by the Student Learning Assistance Center (SLAC) and assigned by SLAC to the AAC. In addition, the AAC funds Supplemental Instruction (SI) in courses taken in a typical first and second semester schedule (e.g., Phil 1305, Comm 1310, Math 1315, Geo 1310, and Pol Sci 2310). The Supplemental Instruction (SI) funded by the AAC is available to all Texas State students, as well as all student-athletes, enrolled in the SI-supported sections of these designated courses. This coordination with SLAC demonstrates the rational use of campus resources, stretching relatively meager resources, and further integrating student-athletes and Athletics with the rest of the university.

In summary, the Athletic Academic Center and other aspects of academic support for student-athletes are important to both the athletic and the academic programs at Texas State. They are also of significant interest to student-athletes and their parents. As a result of their importance to students, parents, and the university mission, academic facilities have been improved and expanded. There are now two study lounges in addition to the AAC. The AAC has been modernized, made more attractive, and equipped with new computers. The permanent staff has increased. Relations with other parts of the university community continue to improve, and it seems fair to say that student-athlete success, both on the field and in the classroom, is very important to the Texas State community, as evidenced by these many positive changes.

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

The first major goal of the athletics department and the AAC is hiring one or more learning specialists for student-athletes with learning disabilities. While the AAC staff works closely with the Office of Disability Services (ODS) to assist student-athletes with diagnosed learning disabilities, the ODS does not offer learning assistance. The AAC needs reading and writing specialists to provide specialized tutoring to student-athletes who have learning disabilities. Starting in fall 2008, the AAC will employ a half-time graduate assistant who will serve as a learning specialist.

A second goal of the athletics department and the AAC is providing additional space for the center. In 2012, Texas State will open a new undergraduate academic building in which the AAC will have approximately 6000 square feet, almost tripling the amount of space in the current center. In addition, the Student Learning Assistance Center (SLAC) will be in the same building, thereby adding convenience and synergy to the activities of the AAC.

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

The Athletic Academic Center (AAC) is a member of Texas State's SASP team (Student Academic Support Providers). The SASP consists of offices across campus united to share resources, participate in campus-wide training programs, advocate for the academic success of all students, and give students the opportunity to make informed choices about these services. These offices include the AAC, Collaborative Learning Community, Math Lab, Office of Disability Services, Student Learning Assistance Center, Student Support Services, and Writing Center.

Athletic Academic Center Structure:

The Athletic Academic Center is a component of University College at Texas State University. Accordingly, the Assistant AD/Director of the AAC has a direct reporting line to the Dean of University College. The AAC has three other full-time staff members including an Associate Director and two Student Development Specialists, all reporting

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to the director. Furthermore, the director of the AAC also maintains a dual reporting line to the Athletics Department through the Associate Athletic Director for Internal Operations. The AAC offers a comprehensive academic support program for student-athletes at Texas State. These programs are further described in Operating Principle 2.2, Question #5.

College (Departmental) Advising vs. Athletic Academic Center Advising:

Prior to each advising/registration period, the Associate Director of the AAC coordinates with each campus Academic Advising Center on the timeframe for academic advising for student-athletes and provides each Center a list of student athletes with majors in their College. All student-athletes are strongly encouraged to be advised in the college in which they are pursuing their degree. It is the role of the AAC to ensure that the schedule recommended by the academic advisor meets all NCAA, conference, and institutional eligibility requirements.

Registration Process:

Student-athletes are allowed to participate in priority registration if they have followed procedures and have been cleared through all of the appropriate offices on campus. A staff member of the Athletic Academic Center (AAC) will hold a team meeting one month prior to registration and will provide every student-athlete with a checklist and "Student-Athlete Pre-Registration Approval Form." The registration process should be interactive and all student-athletes should think about and write down their schedules and conflicts prior to meeting with anyone regarding their registration. Student-athletes are strongly urged to have alternative course selections in the event that a schedule and/or time conflict occurs. This process ensures and indicates that the student-athlete is an active and interested part of their education goal and processes.

Student-athletes then make an appointment with their college academic advisor and complete the "Student-Athlete Pre-Registration Approval Form." This form will not be accepted unless signed by a college advisor.

After meeting with a college advisor and completing the "Student-Athlete Pre-Registration Approval Form," the student-athlete makes an appointment with an AAC staff member to review his or her classes and times. If a change needs to be made, the student-athlete will be encouraged to go back to their college advisor to discuss the possible change and other course alternatives. In addition, the student-athlete will be made aware of any other holds that are listed on his or her record that will prevent him or her from registering on time.

Once the "Student-Athlete Pre-Registration Approval Form" has been completed and approved by both the college advisor and an AAC staff member, the student-athlete will be cleared to register on the priority registration date.

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

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

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

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

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

All student-athletes are strongly encouraged to seek academic advising through their academic college. Afterwards, students meet with their AAC advisor to review their current eligibility status, schedules, and NCAA and institutional eligibility requirements. Staff at the AAC reviews the student's proposed schedule to ensure that no conflicts exist with practice and/or travel demands. Staff in athletics certification may revise the student's proposed schedule to insure continuing eligibility requirements will be met.

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

Student-athletes officially listed on their respective sports' squad lists are eligible for these services regardless of sport or scholarship status. These policies are found in the Student-Athlete Handbook and policies and procedures manual for the athletics department.

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

Recruiting process: Athletic Department policy requires that each prospective student-athlete meet with a member of the AAC during his or her official visit. During this visit, the prospect is informed of the services offered by the AAC and Texas State University and the means by which they are accessed.

New Student Orientation/Student Athlete Sessions: During New Student Orientation, members of the AAC conduct a Student Athlete breakout session. During this session, the academic support services offered by the AAC and Texas State University and the means by which they are accessed are reviewed.

Beginning of the semester team meetings: Before the first day of class each long semester, a team meeting is conducted where the academic support services offered by the AAC and Texas State University and the means by which they are accessed are reviewed. Those student-athletes prescribed supervised study hours are informed of this and the requirements necessary to comply.

Coaching staff members: Coaches are regularly informed of the academic support services offered by the AAC and Texas State University and the means by which they are accessed. Weekly meetings and numerous informal meetings are held with coaches by AAC professionals where these services and their utilization by and impact on student athletes are reviewed.

Bulletin Board postings: The AAC maintains a bulletin board in the Computer Lab that contains up to date information on the services offered by the AAC and Texas State University.

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

A subset of the subcommittee on academic integrity conducted a review of Texas State's academic support services for student-athletes, which is submitted with this self-study report. The review covered academic advising, tutoring, success skills, study hall, freshman/transfer orientation, academic progress monitoring and reporting, assistance for special academic needs, and other areas. In addition, the university's internal audit department, along with Southland Conference auditors, provide periodic assessment of academic support services.

The subcommittee recommends that, in the future, the Athletic Advisory Council be responsible for conducting the review every three years. The council includes multiple faculty members, along with the Faculty Athletics Representative.

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

The Dean of the University College provides oversight and approval for AAC services as well as those in other academic support departments, such as the Student Learning Assistance Center. In addition, the Athletic Advisory Council includes multiple faculty members and provides guidance and monitoring of academic services for student-athletes.

## 2. Tutoring Availability; procedures and criteria for obtaining assistance; assignment, qualifications, training, experience, etc.; compensation, rate of pay, pupil loads, qualifications, experience, other terms and conditions of employment.

### a. The specific academic support services offered to student-athletes (if any).

The AAC operates drop-in learning labs that cover general education subject areas (such as math, English, history) and upper-division courses as necessitated by student-athlete requests and scheduling demands. One-to-one tutoring is also provided for those student-athletes requiring more personalized and

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intensive assistance. Tutors at the AAC are hired, trained, and assigned to the AAC by the Student Learning Assistance Center's (SLAC) Learning Lab Coordinator.

In addition to AAC's services, Texas State offers a variety of tutoring options, including those in SLAC, the Writing Center, the Math Lab, Collaborative Learning Center, and department-specific services.

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

Student-athletes officially listed on their respective sports' squad lists are eligible for these services regardless of sport or scholarship status.

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

Recruiting process  
New Student Orientation/Student-Athlete Sessions  
Beginning of the semester team meetings  
Coaching staff members  
Bulletin board postings

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

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The subcommittee recommends that, in the future, the Athletic Advisory Council be responsible for conducting the review every three years. The council includes multiple faculty members, along with the Faculty Athletics Representative.

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

The Dean of the University College provides oversight and approval for AAC services as well as those in other academic support departments, such as the Student Learning Assistance Center. In addition, the Athletic Advisory Council includes multiple faculty members and provides guidance and monitoring of academic services for student-athletes.

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

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

The AAC conducts a number of seminars and programs designed to aid student-athletes. These seminars cover topics such as test preparation and testing strategies; note-taking, text reading and study skills; learning styles assessments; and academic integrity and plagiarism issues.

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

Student-athletes officially listed on their respective sports' squad lists are eligible for these services regardless of sport or scholarship status.

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

## Academic Integrity

Recruiting process  
 New Student Orientation/Student-Athlete Sessions  
 Beginning of the semester team meetings  
 Coaching staff members  
 Bulletin board postings

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

A subset of the subcommittee on academic integrity conducted a review of Texas State's academic support services for student-athletes, which is submitted with this self-study report. The review covered academic advising, tutoring, success skills, study hall, freshman/transfer orientation, academic progress monitoring and reporting, assistance for special academic needs, and other areas. In addition, the university's internal audit department, along with Southland Conference auditors, provide periodic assessment of academic support services.

The subcommittee recommends that, in the future, the Athletic Advisory Council be responsible for conducting the review every three years. The council includes multiple faculty members, along with the Faculty Athletics Representative.

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

The Dean of the University College provides oversight and approval for AAC services as well as those in other academic support departments, such as the Student Learning Assistance Center. In addition, the Athletic Advisory Council includes multiple faculty members and provides guidance and monitoring of academic services for student-athletes.

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

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

Student-athletes are required to log a prescribed number of hours in a supervised study environment at the AAC which is open Monday through Thursday 7:30am-9:30pm, Friday 7:30am-5pm, and Sunday 5-8pm. Students swipe their student IDs in/out of the web-based study hall timekeeping system developed by the university and collective hours are reported to coaches via Excel spreadsheets each Monday. Furthermore, those who are deficient in the number of hours for mandatory attendance are reported to the Associate Athletic Director for Internal Operations.

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

Student-athletes officially listed on their respective sports' squad lists are eligible for these services regardless of sport or scholarship status.

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

Recruiting process  
 New Student Orientation/Student-Athlete Sessions  
 Beginning of the semester team meetings  
 Coaching staff members  
 Bulletin board postings

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

A subset of the subcommittee on academic integrity conducted a review of Texas State's academic support services for student-athletes, which is submitted with this self-study report. The review covered academic advising, tutoring, success skills, study hall, freshman/transfer orientation, academic progress monitoring and reporting, assistance for special academic needs, and other areas. In addition, the

## Academic Integrity

university's internal audit department, along with Southland Conference auditors, provide periodic assessment of academic support services.

The subcommittee recommends that, in the future, the Athletic Advisory Council be responsible for conducting the review every three years. The council includes multiple faculty members, along with the Faculty Athletics Representative.

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

The Dean of the University College provides oversight and approval for AAC services as well as those in other academic support departments, such as the Student Learning Assistance Center. In addition, the Athletic Advisory Council includes multiple faculty members and provides guidance and monitoring of academic services for student-athletes.

### 5. Freshman/transfer orientation Availability, attendance requirements.

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

Student-athletes attend the university's New Student Orientation and Paws Preview, where they are also required to attend a student-athlete session. In this session, the advising, schedule-building, and registration processes are explained and advising transcripts are reviewed, practice times and schedules are distributed, and general expectations for student-athletes are detailed. There is also a question/answer session for student-athletes and parents. The following are present at the student athlete session: Director of the AAC, Associate Director of the AAC, Student Development Specialists, the Internal Operations Coordinator, and a member of the Sports Medicine Staff.

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

Freshmen and transfer student-athletes are required to attend the university's entire orientation session and Paws Preview, in addition to a student-athlete session.

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

Through the university's admissions office, student-athletes are notified about the orientation requirements. Further, the Internal Operations Coordinator and coaches also inform student-athletes.

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

A subset of the subcommittee on academic integrity conducted a review of Texas State's academic support services for student-athletes, which is submitted with this self-study report. The review covered academic advising, tutoring, success skills, study hall, freshman/transfer orientation, academic progress monitoring and reporting, assistance for special academic needs, and other areas. In addition, the university's internal audit department, along with Southland Conference auditors, provide periodic assessment of academic support services.

The subcommittee recommends that, in the future, the Athletic Advisory Council be responsible for conducting the review every three years. The council includes multiple faculty members, along with the Faculty Athletics Representative.

In addition to these review mechanisms, the university has a number of standing committees that monitor freshmen and transfer orientation. These are the Orientation Planning Committee and Paws Preview Steering Committee, both of which include academic membership.

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

## Academic Integrity

The Dean of the University College provides oversight and approval for AAC services as well as those in other academic support departments, such as the Student Learning Assistance Center. In addition, the Athletic Advisory Council includes multiple faculty members and provides guidance and monitoring of academic services for student-athletes. Finally, freshmen and transfer orientations are reviewed and approved by Associate Vice-President for Enrollment Management and Marketing, Dean of the University College, the Associate Director of the LBJ Student Center, and others.

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

#### **a.** The specific academic support services offered to student-athletes (if any).

The AAC operates a web-based Student-Athlete Progress Reporting System. On two occasions each semester, an e-mail is sent to all faculty who are the instructor of record for classes in which student athletes are enrolled. This e-mail provides a secure link to a website that has a list of each student-athlete in the course. The instructor answers a series of questions related to each student athlete's progress and can also leave comments or concerns. Reports are exported into an Excel spreadsheet and shared with the student-athlete, coaching staff members, and the Associate Athletic Director for Internal Operations.

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

Student-athletes officially listed on their respective sports' squad lists will be monitored, regardless of sport or scholarship status.

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

Recruiting process  
New Student Orientation/Student-Athlete Sessions  
Beginning of the semester team meetings  
Coaching staff members  
Advisement by AAC staff members

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

A subset of the subcommittee on academic integrity conducted a review of Texas State's academic support services for student-athletes, which is submitted with this self-study report. The review covered academic advising, tutoring, success skills, study hall, freshman/transfer orientation, academic progress monitoring and reporting, assistance for special academic needs, and other areas. In addition, the university's internal audit department, along with Southland Conference auditors, provide periodic assessment of academic support services.

The subcommittee recommends that, in the future, the Athletic Advisory Council be responsible for conducting the review every three years. The council includes multiple faculty members, along with the Faculty Athletics Representative.

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

The Dean of the University College provides oversight and approval for AAC services as well as those in other academic support departments, such as the Student Learning Assistance Center. In addition, the Athletic Advisory Council includes multiple faculty members and provides guidance and monitoring of academic services for student-athletes.

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

#### **a.** The specific academic support services offered to student-athletes (if any).

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The AAC is provided with funding dedicated to testing student-athletes suspected of having a learning disability. These student-athletes either self-identify their desire for testing or are referred to the Office of Disability Services (ODS) or the AAC by university faculty or staff. Beginning in fall 2008, the AAC will employ a half-time graduate student who will serve as a learning specialist to assist students.

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

Student-athletes officially listed on their respective sports' squad lists are eligible for these services regardless of sport or scholarship status.

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

Recruiting process  
 New Student Orientation/Student-Athlete Sessions  
 Beginning of the semester team meetings  
 Coaching staff members  
 Advisement by AAC staff members

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

A subset of the subcommittee on academic integrity conducted a review of Texas State's academic support services for student-athletes, which is submitted with this self-study report. The review covered academic advising, tutoring, success skills, study hall, freshman/transfer orientation, academic progress monitoring and reporting, assistance for special academic needs, and other areas. In addition, the university's internal audit department, along with Southland Conference auditors, provide periodic assessment of academic support services.

The subcommittee recommends that, in the future, the Athletic Advisory Council be responsible for conducting the review every three years. The council includes multiple faculty members, along with the Faculty Athletics Representative.

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

The Dean of the University College provides oversight and approval for AAC services as well as those in other academic support departments, such as the Student Learning Assistance Center. In addition, the Athletic Advisory Council includes multiple faculty members and provides guidance and monitoring of academic services for student-athletes.

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

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

Student-athletes at Texas State are subject to state law and university policy that indicates the need and appropriateness of certain testing programs. The Texas Success Initiative Program mandates testing for students entering a Texas public institution of higher learning in the areas of mathematics, reading, and writing. Those with a qualifying TAKS, SAT, or ACT score are exempted from this testing protocol. Students not achieving an acceptable score are mandated to enroll in developmental math, reading, and/or writing courses.

Professionals in the AAC utilize the results from the TSIP testing and the Texas State math testing in order to assess the academic readiness of incoming student-athletes. The AAC may also facilitate testing and evaluation services for student-athletes who self-identify or when an university official indicates the services are needed.

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

## Academic Integrity

Student-athletes officially listed on their respective sports' squad lists are eligible for these services regardless of sport or scholarship status.

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

Recruiting process  
 New Student Orientation/Student-Athlete Sessions  
 Beginning of the semester team meetings  
 Coaching staff members  
 Advisement by AAC staff members

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

A subset of the subcommittee on academic integrity conducted a review of Texas State's academic support services for student-athletes, which is submitted with this self-study report. The review covered academic advising, tutoring, success skills, study hall, freshman/transfer orientation, academic progress monitoring and reporting, assistance for special academic needs, and other areas. In addition, the university's internal audit department, along with Southland Conference auditors, provide periodic assessment of academic support services.

The subcommittee recommends that, in the future, the Athletic Advisory Council be responsible for conducting the review every three years. The council includes multiple faculty members, along with the Faculty Athletics Representative.

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

The Dean of the University College provides oversight and approval for AAC services as well as those in other academic support departments, such as the Student Learning Assistance Center. In addition, the Athletic Advisory Council includes multiple faculty members and provides guidance and monitoring of academic services for student-athletes.

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

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

The AAC is involved with every aspect of a student-athlete's academic life while at Texas State. This relationship begins during the recruiting process, followed by new student orientation and continuing on with the Academic Mentoring Program. The Academic Mentoring Program is designed as a mentor program to assist freshman, transfer and at-risk student-athletes. Each student on the mentoring program is assigned a mentor in the AAC with whom they meet with on a weekly basis throughout the semester. The meetings include a discussion of academic progress and problems and any non-academic issues of concern. In some meetings, coaching staff members are present. Notes are maintained and shared with coaching staff members and other university officials when necessary. The mentoring program also requires that each student-athlete complete at least six hours of study time each week in the AAC.

Beginning in fall 2008, the AAC will begin a new mentoring program that utilizes the services of university faculty and staff members who volunteer to serve as student-athlete mentors. These mentors will conduct weekly meetings with assigned student-athletes. During this meeting, mentors will focus on a number of issues facing the student-athlete, mainly centering on acclimation and academic preparedness issues. Mentors will document the content of each meeting and forward this information to the student-athlete's assigned academic contact in the AAC.

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

Student-athletes officially listed on their respective sports' squad lists are eligible for these services regardless of sport or scholarship status.

## Academic Integrity

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

Recruiting process  
 New Student Orientation/Student-Athlete Sessions  
 Beginning of the semester team meetings  
 Coaching staff members  
 Advisement by AAC staff members

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

A subset of the subcommittee on academic integrity conducted a review of Texas State's academic support services for student-athletes, which is submitted with this self-study report. The review covered academic advising, tutoring, success skills, study hall, freshman/transfer orientation, academic progress monitoring and reporting, assistance for special academic needs, and other areas. In addition, the university's internal audit department, along with Southland Conference auditors, provide periodic assessment of academic support services.

The subcommittee recommends that, in the future, the Athletic Advisory Council be responsible for conducting the review every three years. The council includes multiple faculty members, along with the Faculty Athletics Representative.

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

The Dean of the University College provides oversight and approval for AAC services as well as those in other academic support departments, such as the Student Learning Assistance Center. In addition, the Athletic Advisory Council includes multiple faculty members and provides guidance and monitoring of academic services for student-athletes.

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

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

First-semester and at-risk student athletes are required to meet with their academic contact in the AAC on a weekly basis for academic and non-academic mentoring. In some meetings, coaching staff members are present. Notes are maintained and shared with coaching staff members and other university personnel when necessary.

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

Student-athletes officially listed on their respective sports' squad lists are eligible for these services regardless of sport or scholarship status.

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

Recruiting process  
 New Student Orientation/Student-Athlete Sessions  
 Beginning of the semester team meetings  
 Coaching staff members  
 Advisement by AAC staff members

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

A subset of the subcommittee on academic integrity conducted a review of Texas State's academic support services for student-athletes, which is submitted with this self-study report. The review covered academic advising, tutoring, success skills, study hall, freshman/transfer orientation, academic progress

## Academic Integrity

monitoring and reporting, assistance for special academic needs, and other areas. In addition, the university's internal audit department, along with Southland Conference auditors, provide periodic assessment of academic support services.

The subcommittee recommends that, in the future, the Athletic Advisory Council be responsible for conducting the review every three years. The council includes multiple faculty members, along with the Faculty Athletics Representative.

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

The Dean of the University College provides oversight and approval for AAC services as well as those in other academic support departments, such as the Student Learning Assistance Center. In addition, the Athletic Advisory Council includes multiple faculty members and provides guidance and monitoring of academic services for student-athletes.

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

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

Texas State's athletic department provides funding for student-athletes who have exhausted their eligibility but have yet to graduate. The amount of funding received is proportional to the amount of athletically-related aid the student-athlete received in his or her last season of eligibility. Student-athletes must apply for this funding. All services of the institution are available for these students.

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

Student-athletes who received athletic aid are eligible.

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

Recruiting process  
New Student Orientation/Student-Athlete Sessions  
Beginning of the semester team meetings  
Coaching staff members  
Advisement by AAC staff members

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

A subset of the subcommittee on academic integrity conducted a review of Texas State's academic support services for student-athletes, which is submitted with this self-study report. The review covered academic advising, tutoring, success skills, study hall, freshman/transfer orientation, academic progress monitoring and reporting, assistance for special academic needs, and other areas. In addition, the university's internal audit department, along with Southland Conference auditors, provide periodic assessment of academic support services.

The subcommittee recommends that, in the future, the Athletic Advisory Council be responsible for conducting the review every three years. The council includes multiple faculty members, along with the Faculty Athletics Representative.

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

The Dean of the University College provides oversight and approval for AAC services as well as those in other academic support departments, such as the Student Learning Assistance Center. In addition, the

## Academic Integrity

Athletic Advisory Council includes multiple faculty members and provides guidance and monitoring of academic services for student-athletes.

### 12. Computer support services

#### a. The specific academic support services offered to student-athletes (if any).

The AAC maintains and manages a large computer lab and two smaller, satellite computer labs restricted for use by Texas State student-athletes. The primary lab is located in the AAC while the two satellite labs are located in the End Zone Complex and Jowers, facilities that also include practice/competition sites, locker rooms, meeting rooms, and easy access for student-athletes. Software is routinely updated to meet university specifications. Furthermore, the AAC also has notebook computers available for student-athlete use while traveling to athletic competitions.

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

Student-athletes officially listed on their respective sports' squad lists are eligible for these services regardless of sport or scholarship status.

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

Recruiting process  
 New Student Orientation/Student-Athlete Sessions  
 Beginning of the semester team meetings  
 Coaching staff members  
 Advisement by AAC staff members

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

A subset of the subcommittee on academic integrity conducted a review of Texas State's academic support services for student-athletes, which is submitted with this self-study report. The review covered academic advising, tutoring, success skills, study hall, freshman/transfer orientation, academic progress monitoring and reporting, assistance for special academic needs, and other areas. In addition, the university's internal audit department, along with Southland Conference auditors, provide periodic assessment of academic support services.

The subcommittee recommends that, in the future, the Athletic Advisory Council be responsible for conducting the review every three years. The council includes multiple faculty members, along with the Faculty Athletics Representative.

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

The Dean of the University College provides oversight and approval for AAC services as well as those in other academic support departments, such as the Student Learning Assistance Center. In addition, the Athletic Advisory Council includes multiple faculty members and provides guidance and monitoring of academic services for student-athletes.

### 6. Please submit a copy of the report from the academic support services review to your NCAA staff liaison with the submission of your self-study report. [ Please use the file upload link contained within this question on the athletics certification system (ACS) database to submit a copy of your most recent academic support services review.]

The report is attached.

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

## Academic Integrity

The review team made five general recommendations for the continuous improvement of academic support services. There were no deficiencies that warranted immediate action. As with any service, however, it is important to enhance, upgrade, and continue to make progress. The following recommendations are part of the plan for improvement for Operating Principle 2.2.

- 1) Examine the need for more tutors and tutor availability when student-athletes are in the AAC.
- 2) Determine resources for providing expanded academic services for student-athletes traveling for competition.
- 3) Evaluate Academic Mentoring Program, including new component that links university faculty and staff to student-athletes for mentoring.
- 4) Integrate technologies like e-mail, a web site, and the Learning Management System (TRACS/Sakai) to support enhanced communication and availability of instructional solutions for student-athletes.
- 5) Ensure the Athletic Advisory Council conducts a formal review of academic support services for student-athletes every three years; the next review should occur in mid-2011.

### Evaluation

1. Does the institution demonstrate that adequate academic support services are available for student-athletes? **Currently Yes**
2. Does the institution demonstrate that student-athletes are encouraged and assisted in reaching attainable academic goals of their own choosing? **Currently Yes**
3. Does the institution demonstrate that, when it is determined that student-athletes have special academic needs, these needs are addressed? **Currently Yes**
4. Does the institution demonstrate that the support services are approved and reviewed periodically by academic authorities outside the department of intercollegiate athletics? **Currently Yes**
5. Does the institution demonstrate that there is a commitment to the fair treatment of student-athletes, particularly in their academic role as students? **Currently Yes**

## Academic Integrity

Elements	Goals	Steps		
Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Tutoring services for student-athletes.	Ensure tutor availability, qualifications, and effectiveness of tutoring services for student-athletes.	Monitor student-athlete needs relative to tutor availability and expertise.	Assistant AD for Academic and Student Support Services (Director of AAC).	Beginning fall 2008 and continuously thereafter.
Academic resources for student-athletes traveling for competition.	Ensure academic resources for student-athletes while traveling for competition.	Evaluate services and support provided to student-athletes while traveling for competition, including laptops and support personnel.	Assistant AD for Academic and Student Support Services (Director of AAC).	Added four additional laptop computers in spring 2008; continue to monitor and enhance.
Mentoring student-athletes.	Ensure mentor availability, frequent interactions, and effectiveness of mentoring program.	Evaluate Academic Mentoring Program, including new component that links university faculty and staff to student-athletes for mentoring.	Assistant AD for Academic and Student Support Services (Director of AAC).	Beginning fall 2008 for Academic Mentoring Program and beginning spring 2009 for new component; continuously thereafter.
Academic support services for student-athletes.	Ensure communication, awareness, and access to academic support services.	Integrate technologies (e.g., e-mail, website, TRACS/Sakai) to enhance communication and availability of instructional solutions for student-athletes.	Assistant AD for Academic and Student Support Services (Director of AAC).	Beginning fall 2008 and continuously thereafter.
Review of academic support services by academic officials outside athletics.	Ensure the review of academic support services occurs at least every three years.	Incorporate review of academic support services into the charge and operations of the Athletic Advisory Council.	President of Texas State and Director of Athletics.	Beginning fall 2008.

## Academic Integrity

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

#### PART I-A: Standardized test Scores, by Gender

		Gender							
		Male Students		Male Student-Athletes		Female Students		Female Student-Athletes	
		Score	# o f Students	Score	# o f Students	Score	# o f Students	Score	# o f Students
Average Standardized Test Score	Academic Year								
	2006-2007	1075	1344	940	32	1042	1878	1000	38
	2005-2006	1095	1311	958	42	1053	1839	1035	34
	2004-2005	1091	1204	987	40	1060	1658	1020	37

Name of person completing this chart: Susan Thompson

Title: Research Analyst, Office of Institutional Research

## Academic Integrity

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

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

Racial or Ethnic Group - All Entering Freshman Students													
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other	
Academic Year		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2006-2007	1057	18	1074	59	973	179	1001	783	1082	2176	989	7
	2005-2006	1081	19	1120	51	972	140	1011	693	1094	2241	1125	6
	2004-2005	1136	18	1061	40	990	128	1016	542	1093	2123	1027	11
Racial or Ethnic Group - All Entering Freshman Student-Athletes on Aid													
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other	
Academic Year		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2006-2007	830	1	990	1	893	26	1057	6	1021	34	945	2
	2005-2006			1160	1	892	20	963	15	1058	37	920	3
	2004-2005					929	15	944	7	1038	52	887	3

Name of person completing this chart: Susan Thompson

Title: Research Analyst, Office of Institutional Research

# Academic Integrity

## FOR FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID

### PART II: GPA and Test Scores, by Sport Group

		Sport Group															
		Football		Men's Basketball		Baseball		Men's Track/Cross Country		Men's Other Sports and Mixed Sports		Women's Basketball		Women's Track/Cross Country		Women's Other Sports	
Academic Year		Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students
Average Core Course GPA	2006-2007	2.84	15	3.07	3	3.47	4	3	8	2.96	2	3.85	3	3.53	19	3.37	16
	2005-2006	3.04	13	3.22	5	3.32	7	3.22	14	3.36	3	3.8	5	3.57	8	3.73	21
	2004-2005	3.05	14	3.46	2	3.63	9	3.22	13	2.79	2	3.86	3	3.35	14	3.54	20
Academic Year		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2006-2007	904	15	845	3	1100	4	926	8	1025	2	957	3	1009	19	996	16
	2005-2006	899	13	940	5	1020	7	966	14	1060	3	1024	5	988	8	1056	21
	2004-2005	928	14	940	2	1037	9	1013	13	1050	2	1117	3	988	14	1027	20

Name of person completing this chart: Susan Thompson

Title: Research Analyst, Office of Institutional Research

## Academic Integrity

### SPECIAL-ADMISSIONS INFORMATION

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

			Sport Group (Freshman)								
	Year	All Freshman Students	All Freshman Student-Athletes on Athletics Aid **	Baseball	M e n ' s Basketball	Football	Men's Track/Cross Country	Men's Other Sports and Mixed Sports	W o m e n ' s Basketball	Women's Track/Cross Country	Women's Other Sports
% of Special Admits	2006-2007	23%	49%	25%	67%	87%	63%	50%	0%	32%	44%
	2005-2006	18%	47%	71%	80%	85%	50%	0%	20%	25%	29%
	2004-2005	14%	44%	33%	50%	71%	31%	100%	0%	43%	40%

Name of person completing this chart: Susan Thompson

Title: Research Analyst, Office of Institutional Research

## Equity and Student-Athlete Well-Being

### Operating Principle

#### 3.1 Gender Issues

#### Self-Study Items

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

There were no "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in our first-cycle certification in relation to Operating Principle 3.1 (Gender Issues).

2. Report on the implementation of the plan to address gender-equity issues developed by the institution during its first-cycle certification process. Specifically, include: (a) the original plan, (b) the action(s) taken by the institution, (c) the date(s) of the action(s), (d) an explanation for any partial or noncompletion of such required actions. The committee will not accept the following explanations for partial completion or noncompletion: 1) the institution did not possess sufficient funds to implement the plan, and 2) The institution has had personnel changes since the original development of the plan. [Please note: Within gender-equity written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution's written plan. If an institution has already submitted a plan to the committee that includes specific hiring numbers, the committee will not hold the institution accountable for achieving those specific numerical targets. Rather, the committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.]

In 1999, Texas State's (then SWT) internal self-study committee offered the following seven recommendations related to current Operating Principle 3.1, Gender Issues. Each recommendation is listed below, along with the university's action in response to the recommendation.

Recommendation 1: Add Women's Soccer

Action: COMPLETE in 1999. The Gender Equity Plan put in place in 1999 was a five-year plan that has since expired. Currently Texas State is operating under a university strategic plan that is updated, monitored and evaluated annually by the athletic department staff, the athletic advisory council, the president and the president's cabinet. This strategic plan includes all 13 program areas for gender equity.

Recommendation 2: Add Women's Golf

Action: COMPLETE in 2000. The Gender Equity Plan put in place in 1999 was a five-year plan that has since expired. Currently Texas State is operating under a university strategic plan that is updated, monitored and evaluated annually by the athletic department staff, the athletic advisory council, the president and the president's cabinet. This strategic plan includes all 13 program areas for gender equity.

Recommendation 3: Limit Football squad size to 110 players

Action: COMPLETE. Squad sizes have averaged 110 over the past three years. Specific numbers are no longer a component of the Gender Equity Plan, however all male sports are asked to minimize walk-on participation.

## Equity and Student-Athlete Well-Being

Recommendation 4: Produce Annual Gender Equity Report (GER)

Action: COMPLETE. The Gender Equity Report has been replaced by the reporting requirements of the Equity in Athletics Disclosure Act (EADA). Texas State is in full compliance. In addition, the Department of Athletics produces and presents an annual report to the university's Equity and Access Committee.

Recommendation 5: Student Athlete Exit should include assessment of gender equity issues

Action: COMPLETE in 2000. Gender issues are addressed in the student-athlete exit interview questionnaire.

Recommendation 6: Completion of athletics facilities project that includes locker rooms, meeting rooms and office space for women's track, tennis, soccer, softball, basketball and volleyball.

Action: PARTIALLY COMPLETE in 2004 and ONGOING. The projects are complete, with the exception of tennis (in progress; will complete in 2008) and soccer (in the strategic plan).

Recommendation 7: Ensure equitable scheduling which allows both men's & women's basketball teams to play during primetime.

Action: COMPLETE. The Southland Conference modified scheduling of women's and men's basketball so they are rarely playing on the same day in the same venue. Therefore, this issue has been resolved.

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

No other plans were stated.

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

Texas State's athletics program reports directly to the President through the Director of Athletics. The mission of the department is "to provide a competitive, diverse, equitable sports program in compliance with applicable rules and regulations that creates opportunities for student-athletes to earn a degree, develop into ethical, well-rounded, civic-minded individuals, and achieve individual athletic potential."

In addition to the mission, the department also has a separate Commitment to Gender Equity statement that "seeks to provide a mix of athletic programs that affords ample opportunity for female participation such that female participation in athletics is reflective of both composition of the Texas State student-athlete population and the university's overall female population."

The Director of Athletics, in concert with the Associate Athletics Director/Senior Woman Administrator and other sport administrators, are responsible for daily oversight of all sports programs. Each administrator, in particular those that oversee women's sports, regularly monitor services and activities to ensure equitable treatment of female student-athletes and staff. Therefore, matters concerning gender equity are monitored, evaluated and addressed on a continuing basis. Executive staff considers gender equity implication in all decisions. The Department of Athletics is required to meet with the University Equity and Access committee to discuss yearly personnel changes, new hires, and student-athlete minority ratios.

The department's strategic plan includes goals that facilitate a positive working environment, recruit and develop a diverse staff and monitor gender and minority equity. Specific strategies include: 1) monitor the the Gender Equity plan during all candidate searches when appropriate, 2) monitor, review, and modify policies and practices regarding gender equity annually or biannually as necessary; programs areas included but are not limited to athletic scholarships, accommodation of interests and abilities, equipment and supplies, scheduling of games and practice times, travel and per diem allowances, academic services, coaching, athletic facilities, athletic training, housing and dining facilities, media relations, support services and recruiting, and 3) analyze EADA report annually. Recent activities related to gender issues included a survey of interest and abilities and equalizing travel and per diem allowances.

Finally, in the department's policies and procedures manual, Section 2.6k, Hiring Practices states: "Texas State University—San Marcos is an equal opportunity employer. Texas State is committed to increasing the number of women and minorities in administrative and professional positions. Managerial positions are advertised

## Equity and Student-Athlete Well-Being

on the NCAA employment website, NACWAA employment website and any other applicable employment venues. The Black Coaches Association is solicited for any head coaching vacancy in the sports in which an active list of candidates is maintained (currently football, men's basketball and women's basketball). "

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

#### 1) Athletics Participation

The only significant change was in volleyball where there were only 14 participants in 2007 as compared to 22 in 2006 and 20 in 2005. However, from 2006 to 2007, the number of women participating grew from 143 to 152. Participation over past three years has remained relatively stable. Participation in men's teams has averaged 230 whereas participation in women's teams has averaged 148.

#### 2) Head Coaches for Women's Golf

In 2005 and 2006 the head coach for women's golf was female and the head coach hired in 2007 is male. The gender change does not affect the quality of coaching.

#### 3) Assistant Coaches for Women's Teams

From 2006 to 2007, three male assistant coaches for women's teams left the university and were replaced by two female assistant coaches, with one search still ongoing. The gender change does not affect the quality of coaching.

#### 4) Head Coach Salaries

From 2005 to 2006, the average institutional salary for head coaches for men's teams increased approximately 2.3% and women's teams approximately 3.7%. From 2006 to 2007, the average institutional salary for head coaches for men's teams increased by approximately 12.4% while salaries for head coaches for women's teams increased approximately 4.6%. Thus, the increase for men's teams was 2/3 more than for women's teams.

#### 5) Assistant Coaches Salaries

From 2005 through 2006, the average institutional salary for assistant coaches for men's teams increased approximately 8.4% and women's teams approximately 7%. From 2006 to 2007, salaries for assistant coaches for women's teams increased by approximately 15.2% while salaries for assistant coaches for men's teams increased approximately 9.7%. Thus, the increase for women's teams was 1/3 more than for men's teams.

#### 6) Athletically-Related Student Aid

The percentage of aid has remained relatively constant over the three-year period, at 55% for males and 45% for females.

#### 7) Revenues for Teams

From 2005 to 2006, revenue for men's sports increased approximately 100.4% while women's revenues decreased approximately 4.7% for the same period. From 2006 to 2007, revenue for men's sports decreased approximately 23.3% while women's revenues increased approximately 89.8% for the same period. A key factor was hosting three Division I-AA playoff games for football in fall 2005.

#### 8) Recruiting Expenses

Recruiting expenses increased \$12,843 for women's sports from 2005 to 2006 and decreased \$12,163 from 2006 to 2007. Recruiting expenses increased \$25,605 for men's sports from 2005 to 2006 and decreased \$2,825 from 2006 to 2007.

#### 9) Team Operating Expenses

From 2005 to 2006, men's operating expenses increased \$332,051 while women's expenses increased \$47,899. A key factor was hosting three Division I-AA playoff games for football. From 2006 to 2007, team operating expenses for women's sports increased \$66,034 while team operating expenses for men's sports decreased \$221,289.

#### 10) Expenses

From 2005 to 2006, team expenses for women's sports increased \$155,703 while team expenses for men's sports increased \$736,810. A key factor was hosting three Division I-AA playoff games for football. From 2006 to 2007, team expenses for women's sports increased \$277,652 while team expenses for men's sports decreased \$52,219.

The subcommittee's review did not identify any meaningful discrepancies.

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

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

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

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

##### a. Describe how the institution has ensured a complete study of each of the 13 areas.

Based on the following multi-step process, this subcommittee has ensured a thorough and insightful study of gender issues. The following process applies to all areas of self-study item 8. In order to complete a comprehensive study of Operating Principle 3.1, a specific working group for that area was established.

Firstly, the subcommittee reviewed policies and procedures related to gender issues located in the Athletic Department Policies and Procedures Manual and the Student-Athlete Handbook. The following reports were reviewed: Equity in Athletics Disclosure, financial expenditures on travel, medical expenses and athletic training, scholarships, exit interviews, and graduation. The following plans and documents were reviewed: department marketing, educational workshops, sports media guides, and facility scheduling. Finally, the methods of communication to disseminate this information with student-athletes and coaches were also reviewed.

Secondly, to explore current opinions and perceptions within the department, surveys were distributed to student-athletes, head coaches, and athletic department senior administrative staff. These surveys explored a variety of student-athlete well-being issues.

Thirdly, based on the survey responses, focus groups were conducted with student-athletes and coaches. Individual interviews were also conducted with the athletic director, associate athletic directors (2), athletic staff for compliance, athletic training, and athletic advising center (3). Fourthly, following these activities, additional documents were requested for review by the subcommittee.

In addition to the subcommittee's review, the athletics department has a variety of ongoing activities to review and assess the areas of self-study item 6. These include student-athlete exit interviews, queries to the Student-Athlete Advisory Council, regular staff discussions, internal audit reports, conference audit reports, input from the Athletic Advisory Council, and ad-hoc mechanisms.

The Equity in Athletics Disclosure Act reports for 2004-2005, 2005-2006, and 2006-2007 were specifically used to assess the scholarship dollars awarded to men and women student-athletes.

##### b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

Using data collected from the institution's last three EADA reports, men represented 60% of participating student-athletes and received 55% of the athletic financial assistance. Women represented 40% of participating student-athletes and received 45% of the athletic financial assistance. While minor differences exist, there are non-discriminatory explanations, including the fact that there are more non-scholarship student-athletes in men's sports.

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

The committee found no deficiencies in this area.

- d.** Explain how the institution's future plan for gender issues addresses each of the 13 areas.

The department's gender issues plan indicates it will continue to provide full complement of athletic scholarships as allowed per NCAA.

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

- a.** Describe how the institution has ensured a complete study of each of the 13 areas.

The subcommittee implemented the multi-step process described above in part "a" for 1. Athletics Scholarships.

The primary sources used to assess the accommodation of interests and ability of female student-athletes at Texas State were Equity in Athletics Disclosure Act reports for 2004-2005, 2005-2006, and 2006-2007, participation counts from squad lists, and results from a 2003 survey.

- b.** Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

For the time period examined in this self-study, the university added two women's sports, including women's soccer (1999) and women's golf (2000). Today, the university offers sixteen (16) intercollegiate sports - seven (7) for men and nine (9) for women.

Texas State's undergraduate enrollment is approximately 54% female and 46% male. Male athletics participation is 60% and female athletics participation is 40%. As a whole, participation for men's teams is higher than that of women's teams.

In 2003, a survey of students was conducted to assess interests and abilities. The results were utilized, in conjunction with other data points, to determine that Texas State was offering the appropriate mix of sports for men and women. Texas State offers every female sport for which the Southland Conference offers championship competition.

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

Despite female athletics participation rates not being substantially proportionate to female undergraduate enrollment, the committee concludes that Texas State is accommodating the interests and abilities of women with the current sport offerings and found no deficiencies in this area.

The committee reaches this conclusion for several reasons. First, based on the university's history of sport offerings, including the addition of women's soccer and golf, there is a continuing practice of program expansion which is demonstrably responsive to the developing interests and abilities of the underrepresented gender. Second, Texas State offers every female sport for which the Southland Conference offers championship competition.

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- d.** Explain how the institution's future plan for gender issues addresses each of the 13 areas.

Although the interests and abilities of women at the university are met by current programs, this situation must be carefully monitored. Texas State will continue to encourage walk-on participation for female sports and will hold tryouts for each team. Periodic interests and abilities surveys will be administered and results will be reviewed. The athletic department will continue to research possibilities of adding additional sports. This is noted in the improvement plan for gender issues.

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

- a.** Describe how the institution has ensured a complete study of each of the 13 areas.

The subcommittee implemented the multi-step process described above in part "a" for 1. Athletics Scholarships.

The primary sources used to assess issues related to equipment and supplies for student-athletes include the Equity in Athletics Disclosure Act reports for 2004-2005, 2005-2006, and 2006-2007 and the subcommittee's interview, survey and focus group results with coaches, student-athletes, and administrators.

- b.** Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

Overall, men's and women's teams are provided all equipment and apparel necessary to practice and compete and the quality of the equipment and apparel is good.

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

In limited instances, student-athletes noted the need for additional apparel for their sport as well as additional laundering needs. The subcommittee found no deficiencies in this area.

- d.** Explain how the institution's future plan for gender issues addresses each of the 13 areas.

Texas State will continue to provide comparable quality apparel and safe equipment to all student-athletes, as noted in the improvement plan for gender issues.

- 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 each of the 13 areas.

The subcommittee implemented the multi-step process described above in part "a" for 1. Athletics Scholarships.

The primary sources used to assess issues related to scheduling games and practice times were the subcommittee's interviews, surveys and focus group results with coaches, student-athletes, and administrators.

- b.** Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

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All men's and women's teams are scheduled to compete in the maximum number of regular season events allowed under NCAA rules. All men's and women's teams or individuals who qualified for post-season events are allowed to compete. Practice times are handled by the Assistant Athletic Director for Facilities with input from the coaches and are considered equitable.

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

The subcommittee identified no systematic deficiencies in this area. Shared facilities is a reality for all sports, although participants in focus groups specifically mentioned that women's soccer and women's tennis share facilities with others (i.e., club sports, physical education classes, public). Since neither tennis nor soccer has a men's program, the women's team is the only varsity sport using the facility.

- d.** Explain how the institution's future plan for gender issues addresses each of the 13 areas.

As noted in the improvement plan for gender issues, Texas State will continue to provide equivalent opportunities for men's and women's teams in all aspects of competition and practice times including the number of contests, practice opportunities, time of day for practices and competitions, and pre-season and post-season competition.

**5. Travel and Per Diem Allowance.** Modes of transportation; housing furnished during travel; length of stay before and after competitive events; dining arrangements and per diem.

- a.** Describe how the institution has ensured a complete study of each of the 13 areas.

The subcommittee implemented the multi-step process described above in part "a" for 1. Athletics Scholarships.

The primary source used to assess the travel and per diem awarded to men and women student-athletes were the Equity in Athletics Disclosure Act reports for 2004-2005, 2005-2006, and 2006-2007. Head coaches and student-athletes were questioned on transportation and travel issues through the subcommittee's surveys and focus groups as well as information obtained via exit interviews and the post season survey.

- b.** Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

Overall, the department provides equal per diem and modes of travel for both men's and women's teams. For out-of-town travel, two student-athletes are assigned to each hotel room and the per diem amount is consistent. The travel expenditures for 2006-2007 listed below are an example of how travel and per diem are equitable throughout the three-year period.

WOMEN'S BASKETBALL—\$ 79,624

MEN'S BASKETBALL—\$ 64,217

WOMEN'S TRACK—\$ 48,354

MEN'S TRACK—\$ 33,678

WOMEN'S TENNIS—\$ 15,818

WOMEN'S GOLF—\$ 16,455

MEN'S GOLF—\$ 18,881

BASEBALL—\$ 103,130

SOFTBALL—\$ 71,589

FOOTBALL—\$ 202,281

SOCCER—\$ 46,209

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VOLLEYBALL—\$ 42,883

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

The subcommittee did not note any deficiencies, as there are equitable amounts of per diem and modes of travel for both genders.

**d.** Explain how the institution's future plan for gender issues addresses each of the 13 areas.

As noted in the improvement plan for gender issues, the department will continue to provide equitable modes of transportation and housing during travel, length of stay before and after competitions, dining and per diem allowances.

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

**a.** Describe how the institution has ensured a complete study of each of the 13 areas.

The subcommittee implemented the multi-step process described above in part "a" for 1. Athletics Scholarships.

The primary sources used to assess issues related to tutoring assistance were the subcommittee's interviews, surveys and focus group results with coaches, student-athletes, and administrators.

**b.** Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

The university has provided support and funding to significantly improve the Athletic Academic Center, including additional staff resources. The tutoring program now incorporates the Student Learning Assistance Center (SLAC) to provide stronger services. The student-athlete mentoring program has been enhanced, along with development of more programming for at-risk students.

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

The committee found no deficiencies in this area.

**d.** Explain how the institution's future plan for gender issues addresses each of the 13 areas.

The department will continue to provide equitable tutoring for all student-athletes and will review and modify this assistance as needed. This is noted in the improvement plan for gender issues.

**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.

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**a.** Describe how the institution has ensured a complete study of each of the 13 areas.

The subcommittee implemented the multi-step process described above in part "a" for 1. Athletics Scholarships.

The primary sources used to assess gender issues relative to coaches to include the Equity in Athletics Disclosure Act reports for 2004-2005, 2005-2006, and 2006-2007 and interviews with coaches, student-athletes, and administrators.

**b.** Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

Salaries for head coaches of women's teams are still behind those of men's teams, although they are relatively consistent with salaries in the Southland Conference. In FY07, based on the average institutional salary per person, head coaches for men's teams made approximately \$28,000 more than head coaches for women's teams.

Since the last self-study, coaches have been hired for women's golf and women's soccer, a softball assistant coach was added, and assistant coaches in soccer and volleyball received salary increases.

The women's golf head coach went from an assistant position to full-time head coach position in both salary and responsibility. Additional graduate assistant positions were allocated to track and field and the head coach for women's softball was provided with a courtesy vehicle.

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

The committee found no systematic deficiencies, although there are opportunities to enhance salaries.

**d.** Explain how the institution's future plan for gender issues addresses each of the 13 areas.

The department will continue to monitor salaries for head and assistant coaches of women's sports, including an analysis of salaries against market trends and a review of standardized evaluation forms. This is noted in the improvement plan for gender issues.

**8. Locker Rooms, Practice and Competitive Facilities.** Quality, availability, and exclusivity of practice and competitive facilities; quality and availability of locker rooms; maintenance and preparation of practice and competitive facilities.

**a.** Describe how the institution has ensured a complete study of each of the 13 areas.

The subcommittee implemented the multi-step process described above in part "a" for 1. Athletics Scholarships.

The primary sources used to assess issues related to locker rooms and practice and competitive facilities were the subcommittee's interviews, surveys and focus group results with coaches, student-athletes, and administrators. The subcommittee was also aware of the condition and location of locker rooms and competitive/practice facilities.

**b.** Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

Locker rooms, practice and competitive sites, and related areas have been constructed or improved for women's track, softball, basketball, volleyball and tennis (in progress). Since the last self-study, a new weight room was built in End Zone Complex and is utilized for football and track and field. There is also updated equipment in the Strahan and Jowers weight rooms, which are used by men's and women's

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basketball, volleyball, and other teams. The university also improved office space for all coaches and staff members. However, women's soccer and tennis do not yet have facilities that meet full expectations. In 2008, the tennis facilities will be complete.

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

The subcommittee noted the need for better facilities for women's tennis and soccer, but also noted other improvements made for women's and men's teams since the last self-study.

- d.** Explain how the institution's future plan for gender issues addresses each of the 13 areas.

The department will complete a building study to address facilities renovations and needs, especially for women's soccer, and start fund-raising by 2009. The improvement plan for gender issues incorporates this commitment.

**9. Medical and Training Facilities and Services.** Availability of medical personnel; availability and quality of weight training, and conditioning facilities; availability and qualifications of athletics trainers; health, accident, and injury insurance coverage.

- a.** Describe how the institution has ensured a complete study of each of the 13 areas.

The subcommittee implemented the multi-step process described above in part "a" for 1. Athletics Scholarships.

The primary sources used to assess issues related to medical and training services were the subcommittee's interviews, surveys and focus group results with coaches, student-athletes, and administrators.

- b.** Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

Team physicians are available to all student-athletes regardless of sport or gender. Texas State employs eight athletic trainers (one head trainer with no teaching responsibilities, two full-time trainers with teaching responsibilities and five graduate assistants), and all are licensed by the State of Texas and certified by the NATABOC. Numerous student trainers from the athletic training program assist with every sport at the direction of a certified athletic trainer. During the focus groups, some concern of proximity to medical staff during practices and competition was expressed, especially by tennis and soccer.

The institution has two part-time rehabilitation specialists. The institution also added an additional full-time strength and conditioning coach in 2005 bringing the number to three. Each strength and conditioning coach has approximately 130 student-athletes divided among the sports programs. They are assisted by part-time graduate students and undergraduate students.

The department maintains insurance coverage for all student-athletes, regardless of sport or gender, for any medical condition that results from participation in intercollegiate athletics. This insurance is secondary to the student-athlete's primary insurance coverage. All non-scholarship student-athletes are required to have personal medical insurance.

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

Football has a full-time athletic trainer who has no teaching responsibilities and manages the training services for 100 student-athletes. No other sport has a dedicated full-time athletic trainer who has no teaching responsibilities.

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- d.** Explain how the institution's future plan for gender issues addresses each of the 13 areas.

Texas State will continue to provide high-quality services to all students, taking particular care that students have full access to gender-specific medical services. The institution will also continue to provide consistent athletics strength training for all sport programs, regardless of gender. This commitment is reiterated in the improvement plan for gender issues.

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

- a.** Describe how the institution has ensured a complete study of each of the 13 areas.

The subcommittee implemented the multi-step process described above in part "a" for 1. Athletics Scholarships.

The primary sources used to assess issues related to tutoring assistance were the subcommittee's interviews, surveys and focus group results with coaches, student-athletes, and administrators.

- b.** Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

On-campus housing and dining service is available to all student-athletes with no preference to a gender or a particular team. Extra-long beds are an option for any student-athlete.

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

The committee found no deficiencies in this area.

- d.** Explain how the institution's future plan for gender issues addresses each of the 13 areas.

The department will continue to provide equivalent housing and dining facilities for all student-athletes receiving scholarships. This commitment is reiterated in the improvement plan for gender issues.

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

- a.** Describe how the institution has ensured a complete study of each of the 13 areas.

The subcommittee implemented the multi-step process described above in part "a" for 1. Athletics Scholarships.

The primary sources used to assess issues related to publicity and sports information were the subcommittee's interviews, surveys and focus group results with coaches, student-athletes, and administrators. The subcommittee also read an overview of athletics marketing for 2007-2008 written by the Director of Marketing and Promotions and viewed actual publicity materials produced by the department.

- b.** Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

A separate media guide is prepared for each sport and size of the guide is equal for like sports. Pocket schedule cards are created for all sports except track/cross country, tennis, and men's and women's golf. A

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schedule poster is created to promote tennis and golf, baseball and softball, and men's and women's basketball. A individualized poster is created for football, soccer, and volleyball. A poster is not printed for track/cross country. These posters are distributed to area businesses and on campus.

Men's and women's basketball, volleyball, football, baseball and softball games are broadcast via the Internet. In-game promotional activities are planned for home football, basketball, volleyball, soccer, baseball and softball contests. Other promotional events are used to drive attendance. The department's website provides complete information on all sports, including team rosters, coaching staff, competition dates and results, press releases, and other types of information.

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

The subcommittee noted that opportunities for publicity and sports information are relatively comparable for both genders, but there is an opportunity to elevate marketing efforts for women's sports.

- d. Explain how the institution's future plan for gender issues addresses each of the 13 areas.**

As mentioned in the improvement plan for gender issues, the department will enhance marketing efforts for women's sports in the regional area to equal marketing efforts for men's sports.

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

- a. Describe how the institution has ensured a complete study of each of the 13 areas.**

The subcommittee implemented the multi-step process described above in part "a" for 1. Athletics Scholarships.

The primary sources used to assess issues related to support services were the subcommittee's interviews, surveys and focus group results with coaches, student-athletes, and administrators. The subcommittee was also aware of the specific location of coaches' offices and related space.

- b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.**

Administrative support for men's and women's teams is provided under the direction of the Athletics Director and Sports Administrators. Offices are located in Strahan Coliseum, the Jowers Complex and the End Zone Complex. Men's and women's basketball and volleyball share office space in Strahan Coliseum and the support of one secretarial/clerical staff person. Baseball, softball, tennis, soccer and men's and women's golf share office space in the Jowers Complex. Football and men's and women's track and field share office space in the End Zone Complex. Football has a full-time secretarial/clerical staff person. No other sport has full-time dedicated secretarial support.

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

Overall, support services and office space are relatively consistent and the subcommittee noted no systematic deficiencies.

- d. Explain how the institution's future plan for gender issues addresses each of the 13 areas.**

As noted in the improvement plan for gender issues, Texas State will continue to provide equitable support services for men's and women's sports and monitor the quality of these support services annually.

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**13. Recruitment of Student-Athletes.** Equal opportunities for professional personnel to recruit; availability of financial and other resources for recruitment; equivalent benefits, opportunities, and treatment of prospective athletes.

**a.** Describe how the institution has ensured a complete study of each of the 13 areas.

The subcommittee implemented the multi-step process described above in part "a" for 1. Athletics Scholarships.

The primary sources used to assess issues related to recruitment of student-athletes were the Equity in Athletics Disclosure Act reports for 2004-2005, 2005-2006, and 2006-2007 and the subcommittee's interviews, surveys and focus group results with coaches, student-athletes, and administrators.

**b.** Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

Coaches of all sports are actively engaged in recruiting prospective student-athletes. Official and unofficial visits for prospective student-athletes are available for all sports. Resources available to coaches for purposes of recruiting include courtesy cars and cell phones. All head and assistant coaches are provided a cell phone through the university's media rights holder/partner and have access to gifts-in-kind for hotel room nights and meals related to recruiting.

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

The subcommittee noted that opportunities for the recruitment of student-athletes are comparable for both genders. Coaches indicated a desire for increased recruiting budgets.

**d.** Explain how the institution's future plan for gender issues addresses each of the 13 areas.

The department will continue to monitor and provide equal opportunities to recruit student-athletes among men's and women's sports.

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

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

The plan included with the self-study report addresses all 13 program areas for gender issues, includes a mechanism to monitor the institution's status in those program areas, extends at least five years into the future, and will be active at all times.

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

## Equity and Student-Athlete Well-Being

Texas State is committed to gender equity in its athletics programs. Currently, athletics is operating under a university strategic plan that is updated, monitored and evaluated annually by the athletic department staff, the Athletic Advisory Council, the President and the President's Cabinet. This strategic plan, which was updated in January 2008, includes all 13 program areas for gender equity.

Via broad-based participation in the self-study process, members of the subcommittee, steering committee, coaches, student-athletes, athletics staff, and others provided insights and suggestions on the 13 program areas. The steering committee, of which President Trauth and Board of Regent Don Flores are members, approved the plan submitted with the self-study report.

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

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

### Evaluation

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

## Equity and Student-Athlete Well-Being

**Plan Date Range:** 2008-09 thru 2013-14

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Athletics Scholarships.	Women's sports teams are fully funded for athletic scholarships.	Continue to provide full complement of athletic scholarships as allow per NCAA.	Review squad lists.	Director of Athletics and Associate Athletic Director for Internal Operations.	Beginning in fall 2008 and then annually monitor the number of scholarships for men's and women's teams.
Accommodation of Interests and Abilities.	Participation ratio is not proportional for women's athletics teams vs. men's athletics teams.	Encourage walk-on participation. Research possibilities of adding additional sport based on response in 2008-09 survey to students at institution.	Hold walk-on tryouts for each team.	Sport Administrators and Coaches.	Beginning in fall 2008 and then annually monitor participation numbers on men's and women's teams.
			Implement feasibility study and utilize survey results.	Athletics Advisory Council, Director of Athletics, and the President of Texas State.	Beginning spring 2009, perform survey biannually to determine if accommodations for interests and abilities are met.
Equipment and supplies.	Apparel is comparable for men's sports vs. women's sports.	Continue to provide comparable quality apparel to women's and men's teams.	Biannual review of uniform quality for all sports.	Sport Administrators and Coaches.	Beginning in spring 2009 with biannual review thereafter.
Scheduling of Games and Practice Time.	No issues identified within program area evaluation. Maintenance plan included.	Provide equivalent opportunities for men's and women's teams in all aspects of competition and practice times including: number of contests, practice opportunities and time of day for each and preseason and postseason competition.	Request practice schedules to be developed and submitted by all coaches in accordance with established policies to facilitate review by athletics staff and to adjust as necessary.	Director of Athletics, Head Coaches, Facilities Director, Sports Information Director, and Sport Administrators.	Beginning fall 2008 and annually thereafter.
Travel and Per Diem Allowance.	No issues identified within program area evaluation. Maintenance plan included.	Provide equitable modes of transportation and housing during travel, length of stay before and after competitions, dining and per diem allowances.	Continue to review and modify as needed the written policies, procedures and criteria for travel arrangements and per diem allowances.	Director of Athletics, Senior Woman Administrator, and Assistant Athletic Director for Business.	Beginning in fall 2008 and ongoing thereafter.

## Equity and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Tutors.	No issues identified within program area evaluation. Maintenance plan included.	Provide equitable tutoring for all student-athletes.	Continue annual review and modify as needed.	Associate Director of Athletics for Internal Operations, Assistant Director of Athletics for Academic and Student Support Services, and Dean of University College.	Beginning in fall 2008 and annually thereafter.
Coaches.	No issues identified within program area evaluation. Maintenance plan included.	Continue to monitor salaries for head and assistant coaches of women's sports.	Review standardized evaluation forms. Analyze salaries against market trends.	Director of Athletics, Assistant Athletic Director for Business, and university's Human Resources office.	Beginning in fall 2008 and reviewed annually thereafter.
Locker Rooms, Practice and Competitive Facilities.	Soccer team has no locker facility.	Complete building study and facility project.	Address specific needs in the master plan for facilities renovation.	Athletics Director and Assistant Athletic Director for Facilities and Operations.	Complete feasibility study in 2008 and start fundraising for project by 2009.
Medical and Training Facilities and Services.	No issues identified within medical services and strength and conditioning programs. Maintenance plan included.	Continue to provide high-quality services to all students, taking particular care that students have full access to gender-specific medical services. Continue to provide consistent athletics strength training for all sport programs, regardless of gender.	Continue to hire graduate assistant trainers and full-time staff trainers who have experience in dealing with female student-athletes.	Associate Director of Athletics for Internal Operations and Head Athletics Trainer.	Hire trainers as needed to replace current staff.
			Monitor assignments for strength coaches for male and female sports for workload equivalence.	Associate Director of Athletics for Internal Operations and Head Coaches.	Beginning in fall 2008 and ongoing thereafter.
			Continue to hire strength coaches with equal experience working with male and female students.	Associate Director of Athletics for Internal Operations.	Beginning in fall 2008 and ongoing thereafter.

## Equity and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Housing and Dining Facilities and Services.	No issues identified within program area evaluation. Maintenance plan included.	Provide equivalent housing and dining facilities for all student-athletes receiving scholarships.	Continue to monitor housing and dining options for student-athletes on scholarship.	Associate Director of Athletics for Internal Operations, Head Athletic Trainer and Director of Athletics.	Beginning in fall 2008 and ongoing thereafter.
Publicity.	Publicity is comparable for men's sports vs. women's sports.	Enhance marketing of women's sports in regional area to equal efforts of marketing for men's sports.	Increase billboard campaign focusing on women's athletics.	Associate Athletic Director for External Operations and Director of Marketing and Promotions.	Beginning in fall 2008 for volleyball, softball, and women's soccer.
			Increase coaches' radio show opportunities for women's teams by sharing airtime during football coach's show and halftime broadcasts of football and men's and women's basketball.	Associate Athletic Director for External Operations and Director of Marketing and Promotions.	Beginning in fall 2008.
			Develop media library for all women's sports for use on athletics website and television spots.	Associate Athletic Director for External Operations and Director of Marketing and Promotions.	Beginning in fall 2008.
			Add promotional videos pieces to Daktronic facility boards for softball and volleyball.	Associate Athletic Director for External Operations and Director of Marketing and Promotions.	Beginning in spring 2008, with completion in fall 2008.
Support Services.	No issues identified within program area evaluation. Maintenance plan included.	Provide equivalent support services for men's and women's sports and continue to monitor the quality of these support services.	Continue to evaluate needs of coaches.	Director of Athletics and Assistant Athletic Director for Business.	Beginning in fall 2008 and annually thereafter.

## Equity and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Recruitment of Student-Athletes.	No issues identified within program area evaluation. Maintenance plan included.	Continue to provide equal opportunities to recruit student-athletes among men's and women's sports.	Continue to monitor the opportunities of coaches and other personnel to recruit.	Administrators with sport oversight responsibilities, Assistant Athletic Director for Business, and Athletics Director.	Beginning in fall 2008 and annually thereafter.
			Continue to monitor whether financial and other recruiting resources are adequate for men's and women's programs.	Administrators with sport oversight responsibilities, Assistant Athletic Director for Business, and Athletics Director.	Beginning fall 2008 and annually thereafter.
			Continue to monitor prospective student-athletes for men's and women's programs to ensure their treatment during campus visits is equivalent.	Administrators with sport oversight responsibilities, Assistant Athletic Director for Business, and Athletics Director.	Beginning fall 2008 and annually thereafter.

## Equity and Student-Athlete Well-Being

### Operating Principle

#### 3.2 Minority Issues

#### Self-Study Items

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

There were no "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in our first-cycle certification in relation to Operating Principle 3.2 (Minority Issues).

2. Report on the implementation of the plan to address minority issues developed by the institution during its first-cycle certification process. Specifically, include: (a) the original plan, (b) the action(s) taken by the institution, (c) the date(s) of the action(s), (d) an explanation for any partial or noncompletion of such required actions. The committee will not accept the following explanations for partial completion or noncompletion: 1) the institution did not possess sufficient funds to implement the plan, and 2) the institution has had personnel changes since the original development of the plan. [Please note: Within minority issues written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution's written plan. If an institution has already submitted a plan to the committee that includes specific hiring numbers, the committee will not hold the institution accountable for achieving those specific numerical targets. Rather, the committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.]

In 1999, Texas State's (then SWT) internal self-study committee offered the following ten recommendations related to current Operating Principle 3.2, Minority Issues. Each recommendation is listed below, along with the university's action in response to the recommendation.

Recommendation 1: Continue to emphasize and promote the recruitment and hiring of qualified minority applicants throughout the department.

Action: COMPLETE in 1999. The promotion and recruitment of minority candidates is established by policy statements and strategic planning goals of the Texas State University System, the institution, and the department. The department's strategic plan identifies five specific strategies which should be followed in filling coaching and administrative vacancies in order to ensure the minority candidates are identified and considered. It is also clearly stated in the Athletics Department Policies and Procedures Manual that the department is committed to increasing the number of minorities in coaching and professional positions. All positions are posted with the NCAA to take advantage of the NCAA women and minority enhancement programs. Membership with the Black Coaches Association is used to help identify candidates.

Senior administrators reported during the self-study process that they regularly remind staff about the importance of recruiting minority staff. This is supported by other administrative staff though a few, in response to interviews, suggest it could be communicated more strongly. All proposed hires are reviewed by the University Access and Equity Office and the Human Resources office prior to approval. The department also submits annual reports on its diversity to the University Access and Equity Committee which show an increase in minority hires during the study period.

Recommendation 2: Assess annually the educational, athletic, and social opportunities for minority student-athletes.

## Equity and Student-Athlete Well-Being

Action: COMPLETE in 2000. Each year, student-athletes complete either a post-season survey (entitled Student-Athlete Program Evaluation) or exit survey (entitled Student-Athlete Exit Interview Questionnaire). In the post-season survey the students are asked questions about services provided to minority and female student-athletes and they are asked to list suggestions for improving the program for female and minority student-athletes. The survey data are compiled by the university's institutional research office and reviewed by athletics compliance staff and each sport administrator. Areas of concern are addressed with coaches and administrative staff. In the past four years while a few isolated campus incidents have been reported, no significant trends or problems related to minority issues have been identified.

The department provides a broad range of educational and social programs either through the Life Skills, mentorship activities, or through collaboration with other divisions, in particular Student Affairs and the Common Experience Program. All student-athletes are made aware of educational and social programs through e-mail announcements, the Athletic Academic Center, and other postings. All freshman student athletes go through the Paws Preview Orientation program immediately prior to the beginning of their first fall semester of classes. This program is comprised of a variety of programs designed to facilitate academic and social student success.

Recommendation 3: Appoint an African-American faculty or staff member to the Athletic Advisory Council.

Action: COMPLETE in 2000. Dedicated membership slots have been granted to representatives from the Coalition of Black Faculty and Staff as well as the Hispanic Policy Network.

Recommendation 4: Establish a Minorities Subcommittee for SWAT (Southwest Athletics Together).

Action: DIFFERENT ACTION TAKEN. This recommendation is no longer relevant because SWAT was renamed and reorganized to be in line with the NCAA SAAC (Student Athletic Advisory Council). Currently there are no subcommittees and all issues are discussed with the full SAAC membership.

Recommendation 5: Add minority/diversity issues component to the Student-Athlete Exit Interview.

Action: COMPLETE in 2000. Diversity issues are addressed in the student-athlete exit interview questionnaire.

Recommendation 6: Incorporate the University's Office of Multicultural Student Affairs in the Student-Athlete Orientation Program.

Action: COMPLETE from 2000-2005 and ONGOING. The department holds an orientation meeting for all student-athletes at the beginning of each academic year and the Multicultural Student Affairs Office was invited to participate in this program from 2000 to 2005. In 2005 when the university implemented the Paws Preview orientation program which included a diversity component coordinated by the Multicultural Student Affairs Office, the athletic department scaled back its programming because it was repetitive. However, since only freshmen attend Paws Preview, transfer students have missed the diversity component. The diversity training will be reinstated into the student-athlete orientation.

Recommendation 7: Implement the diversity component in the NCAA Life Skill Program.

Action: COMPLETE in 2000 AND ONGOING. The Life Skills Program utilizes campus programming to address diversity issues. There are many multicultural/diversity programs offered throughout the school year and student-athletes are made aware of these programs.

Recommendation 8: Designate one full staff meeting every academic year that will focus on and include a presentation from Texas State's Multicultural Student Affairs Program.

Action: PARTIALLY COMPLETE in 2000 and DIFFERENT ACTION TAKEN. During the last ten years, Texas State has increased its programming on diversity and related areas. Drawing on these resources, the athletics department supports diversity training for staff through the university's Professional Development program and the Office of Equity and Access.

Recommendation 9: Appoint a departmental staff member to the Division of Student Affairs Diversity Team.

Action: COMPLETE in 2000. This item was implemented in 2000 until 2005, when Athletics was removed from the Division of Student Affairs to a direct presidential reporting line.

Recommendation 10: Provide departmental diversity training.

Action: COMPLETE in 2000 and DIFFERENT ACTION TAKEN. The department supports diversity training through the university's professional development program and the Office of Equity and Access. All university staff are required to attend training on equal employment opportunity every two years and are encouraged to attend

## Equity and Student-Athlete Well-Being

diversity-related programs. Staff are also provided funding to attend professional conferences which may include seminars on diversity issues.

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

In its strategic plan, the department explains its commitment to ensuring minority equity. Included in the plan are specific strategies to increase the diversity of department staff, monitor minority participation in athletics, and monitor minority student-athlete graduation and retention rates.

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

The Athletic Department reports directly to the President of Texas State and has significant interactions with the Special Assistant to the President and divisional vice-presidents, especially those in Academic Affairs and Student Affairs. The university's strategic plan (through 2012) includes a specific institutional goal to promote and increase a more diverse student body, faculty, and staff. Goal 5 of the plan reads: Enrich our learning and working environment by attracting and supporting a more diverse faculty, staff, and student body.

Athletics is operating under a university strategic plan that is updated, monitored and evaluated annually by the athletic department staff, the Athletic Advisory Council, the President of Texas State and the President's Cabinet. This strategic plan includes all 8 program areas for minority issues. In addition to these plans, the department files and publicly presents an annual report on staffing and hires to the University's Access and Equity Committee, which monitors the institution's progress on diversity-related goals.

All athletic department position searches follow hiring guidelines and procedures established by the University's Office of Access and Equity and all hires are approved by that office. The procedures are reaffirmed in the department's policies manual and staff meetings.

Finally, the university's Athletics Advisory Council, appointed by the president, assists in the formulation of policy for intercollegiate athletics and reviews all aspects of the intercollegiate athletics program. The Faculty Athletics Representative chairs this committee and plays a critical role in oversight.

- 5. For the three most recent academic years, provide the racial or ethnic composition for (a) full-time senior administrative athletics department staff members (i.e., assistant athletics directors up through the athletics director level); (b) 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); (c) full- and part-time head coaches; (d) full- and part-time assistant coaches (including graduate assistant and volunteer coaches); (e) faculty-based athletics board or committee (e.g., faculty senate subcommittee on athletics, faculty athletics committee) members; and (f) other advisory or policy-making group (e.g., governing board for athletics, student-athlete advisory committee) members (if any). Analyze and comment on any trends over the three-year period. [Note: Use the supplied chart (Racial or Ethnic Composition) to compile the data requested in this self-study item.]**

For the purposes of this study and the corresponding charts, the years under review are 2004-2005, 2005-2006, and 2006-2007. See Chart on Racial and Ethnic Composition for Athletics and Selected Institutional Personnel.

Department of Athletics

Overall, the department's minority composition for staff has steadily increased over the three-year period. Minority composition includes: 2004-2005 (12 percent), 2005-2006 (16 percent), and 2006-2007 (20 percent).

Senior Administrators: Minority composition of senior administrators is 0 percent over the past three years.

## Equity and Student-Athlete Well-Being

Other Professional Staff: Minority composition of professional staff increased over the three-year period so that in 2006-2007, 4 of 16 (25 percent) of other professional staff are considered racial or ethnic minorities.

Head Coaches: The number of minority head coaches increased from 1 of 11 to 2 of 11 (18 percent) during the three-year period.

Assistant Coaches: The number of minority assistant coaches remained relatively consistent over the three year period. Of the 21 assistant coaches in 2006-2007, 5 are considered racial or ethnic minorities (nearly 24 percent).

### Athletics Advisory Council

The racial or ethnic composition of the Athletics Advisory Council is included in the chart and indicates a steady representation from racial or ethnic minority groups over the three-year period. Dedicated membership slots have been granted to representatives from the Coalition of Black Faculty and Staff as well as the Hispanic Policy Network to ensure participation.

### Student-Athlete Advisory Council

The racial or ethnic composition of the Student-Athlete Advisory Council (SAAC) is included in the chart under the category of "Other Advisory or Policy-Making Group Members." Overall, SAAC's minority composition is as follows: 2006-2007 (24 percent); 2005-2006 (33 percent), and 2004-2005 (35 percent). Throughout the study period, minority student-athlete participation in this group has decreased. The plan for improvement for minority issues (in this self-study) includes a priority on selecting diverse representation on the SAAC.

- 6. For the three most recent academic years, provide the racial or ethnic composition for student-athletes who received athletics aid and for students generally. [Note: Use the supplied chart (Racial or Ethnic Composition on Page 34) to compile the data requested in this self-study item.]**

For the purposes of this study and the corresponding charts, the years under review are 2004-2005, 2005-2006, and 2006-2007. Please see chart on Racial or Ethnic Composition for Students Generally and Student-Athletes on Athletics Aid.

During the 2004-05, 2005-06 and 2006-07 academic years, the university has averaged 30.5 percent enrollment of minorities. During that same period, the enrollment for minorities competing on grants-in-aid in intercollegiate athletics is 43 percent.

- 7. For the three most recent academic years, provide the racial or ethnic composition of student-athletes who received athletics aid by the eight sport groups listed in the NCAA Graduation-Rates Disclosure Form. Also, for those sports not at the varsity level for three years, indicate the year in which the sport was recognized by the institution as a varsity sport. [Note: Use the supplied chart (Racial or Ethnic Composition on Page 35) to compile the data requested in this self-study item.]**

For the purposes of this study and the corresponding charts, the years under review are 2004-2005, 2005-2006, and 2006-2007. Please see chart on Racial or Ethnic Composition for Men's and Women's Sports Teams.

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

- a. Describe how the institution has ensured a complete study of each of the eight areas specifically during the time frame of the self-study process;
- b. Provide data demonstrating the institution's commitment across each of the eight areas;
- c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority issues plan for the future; and
- d. Explain how the institution's written, stand-alone plan for minority issues addresses each of the eight areas.

## Equity and Student-Athlete Well-Being

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

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

Based on the following multi-step process, this subcommittee has ensured a thorough and insightful study of minority issues. The following process applies to all areas of self-study item 8. In order to complete a comprehensive study of Operating Principle 3.2, a specific working group for that area was established.

Firstly, the subcommittee reviewed policies and procedures related to minority issues located in the Athletic Department Policies and Procedures Manual and the Student-Athlete Handbook. The following reports were reviewed: Equity in Athletics Disclosure, financial expenditures on travel, medical expenses and athletic training, scholarships, exit interviews, and graduation. The following plans and documents were reviewed: department marketing, educational workshops, sports media guides, and facility scheduling. Finally, the methods of communication to disseminate this information with student-athletes and coaches were also reviewed.

Secondly, to explore current opinions and perceptions within the department, surveys were distributed to student-athletes, head coaches, and athletic department senior administrative staff. These surveys explored a variety of student-athlete well-being issues.

Thirdly, based on the survey responses, focus groups were conducted with student-athletes and coaches. Individual interviews were also conducted with the athletic director, associate athletic directors (2), athletic staff for compliance, athletic training, and athletic advising center (3). The business manager for the athletic department served on this subcommittee gave suggestions on appropriate staff with whom to discuss particular issues.

Fourthly, following these activities, additional documents were requested for review by the subcommittee, including the exit interview summaries for each team, grievance policy details including appeal board membership Student-Athlete Advisory Council members and agendas, and educational opportunities offered through the Athletic Academic Center and those by other departments on campus which support the development of student-athletes.

Finally, in addition to the subcommittee's review, the athletics department has a variety of ongoing activities to review and assess the areas of self-study item 8. These include student-athlete exit interviews, queries to the Student-Athlete Advisory Council, regular staff discussions, internal audit reports, conference audit reports, input from the Athletic Advisory Council, and ad-hoc mechanisms.

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

The university's strategic plan (through 2012) includes a specific institutional goal to promote and increase a more diverse student body, faculty, and staff. Goal 5 of the plan reads: Enrich our learning and working environment by attracting and supporting a more diverse faculty, staff, and student body. The department's strategic plan incorporates this goal, includes strategies related to diversity, and is reviewed annually by university administration. The university's Office of Equity and Access ensures Texas State is always building towards a quality and diverse community.

In addition to supporting the institution's diversity goals, the Director of Athletics must provide an annual report which details progress. The department also files an annual report on staffing and hires to the University's Access and Equity Committee, which monitors the institution's progress on diversity-related goals.

All department position searches follow hiring guidelines and procedures established by the University's Office of Access and Equity and all hires are approved by that office. The procedures are reaffirmed in the department's policies manual and staff meetings.

## Equity and Student-Athlete Well-Being

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

The subcommittee found no deficiencies in this area.

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

The university and department will maintain a strong commitment to diversity, as noted in the improvement plan for minority issues.

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

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

Please see the multi-step process described above in part "a" for 1. Institutional and Athletics Department Commitment.

- b.** Provide data demonstrating the institution's commitment across each of the eight areas.

The university's strategic plan (through 2012) includes a specific institutional goal to promote and increase a more diverse student body, faculty, and staff and the department's strategic plan incorporates this goal. The department's plan, as well as its progress, are reviewed annually by university administration and the university's Access and Equity Committee. In addition, exit surveys and post-season surveys distributed to student-athletes provide an opportunity for comment on the commitment to diversity.

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

The subcommittee found no deficiencies in this area.

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

The department and university will continue to monitor activities for consistency with the goals set forth in written commitments to diversity, including those in the improvement plan for minority issues.

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

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

Please see the multi-step process described above in part "a" for 1. Institutional and Athletics Department Commitment.

- b.** Provide data demonstrating the institution's commitment across each of the eight areas.

## Equity and Student-Athlete Well-Being

Texas State's athletics program reports directly to the President through the Director of Athletics. The mission of the department is "to provide a competitive, diverse, equitable sports program in compliance with applicable rules and regulations that creates opportunities for student-athletes to earn a degree, develop into ethical, well-rounded, civic-minded individuals, and achieve individual athletic potential." the department's stated values include "equity and respect for all students and staff regardless of ethnicity and/or gender."

The Director of Athletics, in concert with the Associate Athletic Director/Senior Woman Administrator and other sport administrators, are responsible for daily oversight of all sports programs. Each administrator regularly monitors services and activities to ensure equitable treatment of minority student-athletes and staff. Therefore, minority issues are monitored, evaluated and addressed on a continuing basis. Executive staff considers diversity implications in all decisions. The Department of Athletics is required to meet with the University Equity and Access committee to discuss yearly personnel changes, new hires, and student-athlete minority ratios.

The department's strategic plan includes these related goals: 1) provide opportunities for staff development and training 2) facilitate a positive working environment for the current staff and 3) recruit and develop a diverse staff.

Finally, in the department's policies and procedures manual, Section 2.6k, Hiring Practices states: "Texas State University—San Marcos is an equal opportunity employer. Texas State is committed to increasing the number of women and minorities in administrative and professional positions. Managerial positions are advertised on the NCAA employment website, NACWAA employment website and any other applicable employment venues. The Black Coaches Association is solicited for any head coaching vacancy in the sports in which an active list of candidates is maintained (currently football, men's basketball and women's basketball)."

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

The subcommittee found no deficiencies.

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

As mentioned in the improvement plan for minority issues, the department will maintain an organizational structure that promotes equity and diversity within athletics.

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

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

Please see the multi-step process described above in part "a" for 1. Institutional and Athletics Department Commitment.

Key resources for this section included data used for self-study item #6 in the Minority Issues operating principle, including the chart on racial and ethnic composition, and the university's strategic goals.

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

The commitment of Texas State and the athletic department to promoting diversity is clearly demonstrated in written institutional and departmental goals, policies and procedures, hiring practices, staff monitoring, and continued proportional and actual growth in enrollment of minority students. The department monitors minority participation and graduation and retention rates. Minority participation rates and graduation rates of student-athletes significantly exceed the rates of the general student population.

## Equity and Student-Athlete Well-Being

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

The subcommittee found no deficiencies.

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

The department will continue to monitor student-athlete minority population in relationship to the university's student population. This commitment is reiterated in the improvement plan for minority issues.

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

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

Please see the multi-step process described above in part "a" for 1. Institutional and Athletics Department Commitment.

Key resources for this section included data used for self-study items #6 and #7 in this report and the university's strategic plan.

- b.** Provide data demonstrating the institution's commitment across each of the eight areas.

During the three years of study, minority student-athletes represented, on average, over 43 percent of the student-athlete population. The specific numbers include 2004-2005 (43 percent), 2005-2006 (45 percent), and 2006-2007 (42 percent).

The greatest level of participation for minority student-athletes is in the sports of football and men's and women's basketball. However, every sport includes minority participation.

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

The subcommittee found no deficiencies in this area. Further, according to those student-athletes and coaches interviewed and surveyed, students who have concerns related to minority issues are encouraged to communicate with their coaches. Minority student-athletes are encouraged to take leadership roles on their teams and in the department, including participation on the Student-Athlete Advisory Council. Minority student-athletes are well represented in team leadership and program areas.

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

Consistent with the university's non-discrimination policies, coaches of all sports will continue to recruit prospective student-athletes regardless of race, color, religion, national origin or sexual preference, and who are qualified to participate in intercollegiate athletics. This commitment is also found in the improvement plan for minority issues.

## Equity and Student-Athlete Well-Being

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

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

Please see the multi-step process described above in part "a" for 1. Institutional and Athletics Department Commitment.

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

According to student-athletes and coaches interviewed and surveyed, students who have concerns related to minority issues are encouraged to communicate with their coaches and minority student-athletes are encouraged to take leadership roles on their teams and in the department. A review of specific sports indicates that minority student-athletes are well represented in team leadership and on the student-athlete advisory committee (SAAC).

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

The subcommittee found no deficiencies in this area.

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

As noted in the improvement plan for minority issues, the department will continue to maintain priority on selecting diverse representation on the SAAC.

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

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

Please see the multi-step process described above in part "a" for 1. Institutional and Athletics Department Commitment.

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

The department's policy and procedures manual includes a section on Personnel (section 2.6) that incorporates a clear statement on the importance of increasing the number of women and minorities in administrative and professional positions. This statement is aligned with Texas State's goal for equal employment opportunities and diversity.

Managerial positions in the department are advertised on the NCAA employment website and National Association of Collegiate Women Athletics Administrators (NACWAA) employment website and inquiries are sent to the Black Coaches Association when coaching vacancies arise.

The department has clear and specific goals and strategies in place to increase employment opportunities for minorities. These specific strategies are a part of the Department's strategic plan for which the Athletic Director is held accountable by the President. Minority hires averaged 31 percent during the study period (FY05=29%, FY06=25%, FY07=39%) with a significant increase over the past year.

## Equity and Student-Athlete Well-Being

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

The subcommittee found no systematic deficiencies and notes that, in surveys and focus groups, staff members expressed a belief that promoting minority opportunities is valued in the department. They also indicated a desire to have executive staff take a stronger stance and communicate more often the need to increase employee diversity in athletics.

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

As noted in the improvement plan for minority issues, the department will continue to monitor the number of minority and female coaches and staff members within the athletics department.

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

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

Please see the multi-step process described above in part "a" for 1. Institutional and Athletics Department Commitment.

- b.** Provide data demonstrating the institution's commitment across each of the eight areas.

The department provides a wide array of programs and activities to benefit all student-athletes, regardless of gender or ethnicity. In addition, the department has several initiatives that specifically dealt with minority issues. For example, through a NCAA grant, the Student Affairs Wellness Team was able to attract national speakers to campus. The topics were Personal Responsibility (2005- Keim), Diversity (2006-Carlos), and Gender Violence Prevention and Education (2007-Katz). All student-athletes were highly encouraged to attend. In addition many coaches and administrators attended these programs.

Staff in athletics and the university have provided workshops specifically for minority student-athletes. Based on feedback from faculty members, a program on "Perception is Reality" was presented to enhance male student-athletes' understanding of stereotypes, positive image, and communication skills.

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

The subcommittee found no deficiencies, but also notes that while the value of minority issues programming is widely acknowledged in the department, it needs more explicit attention.

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

The department will continue to communicate current programs available to all minority students and request feedback from student-athletes on the types of issues affecting them. This commitment is reiterated in the improvement plan for minority issues.

## Equity and Student-Athlete Well-Being

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

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

The plan included with the self-study report addresses all 8 program areas for minority issues, includes a mechanism to monitor the institution's status in those program areas, extends at least five years into the future, and will be active at all times.

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

Texas State is committed to diversity and equity in its athletics programs. Currently, athletics is operating under a university strategic plan that is updated, monitored and evaluated annually by the athletic department staff, the Athletic Advisory Council, the President and the President's Cabinet. This strategic plan, which was updated in January 2008, includes all 8 program areas for minority issues.

Via broad-based participation in the self-study process, members of the subcommittee, steering committee, coaches, student-athletes, athletics staff, and others provided insights and suggestions on the 8 program areas. The steering committee, of which President Trauth and Board of Regent Don Flores are members, approved the plan submitted with the self-study report.

### 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**

## Equity and Student-Athlete Well-Being

**Plan Date Range:** 2008-09 thru 2013-14

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Institutional and Athletics Department Commitment.	The department's commitment to diversity has broad-based approval.	Maintain strong commitment to diversity.	Review of written department policies on diversity by broad-based campus group and Office of Equity and Access.	Director of Athletics, Assistant Athletic Director for Business, and university's Office of Equity and Access.	Beginning fall 2008 and annually thereafter.
Evaluation.	The department collects and reviews data related to its commitment to diversity.	Continue to monitor the department's activities for consistency with the developed goals and objective set forth in the institution's and department's written commitments to diversity.	Review written goals and objectives related to the commitment to diversity as part of the executive staff's strategic planning process.	Athletics Executive Staff and Office of Equity and Access.	Beginning fall 2008 and annually thereafter.
			Collect data designed to assess progress toward achieving the athletics department's written goals and objectives that support the department's commitment to diversity.	Athletics Executive Staff and Office of Equity and Access.	Beginning fall 2008 and annually thereafter.
Organization and Structure.	Maintain organization structure to promote equity and diversity within athletics department.	Continue to use the current structures and organization to promote equity and diversity.	Monitor and review the institution's structure and organization for promoting diversity in athletics.	President of Texas State and Director of Athletics.	Beginning fall 2008 and annually thereafter.
Enrollment.	Overall student-athlete minority population is higher than the general minority student population.	Continue to monitor student-athlete minority population in relationship to the university's student population.	Work with admissions department and the Dean of Student's Office to determine annual enrollment numbers for minority students.	Associate Director of Athletics for Internal Operations and Assistant Director of Athletics for Compliance.	Beginning fall 2008 and ongoing each year subsequent.

## Equity and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
Comparison of Populations.	No issues identified within program area evaluation. Maintenance plan included.	Monitor sports program populations.	Continue annual review of student-athlete populations.	Director of Athletics and Associate Director of Athletics for Internal Operations.	Beginning in fall 2008 and ongoing thereafter.
Participation in Governance and Decision-Making.	Develop leadership opportunities for minority student-athletes.	Maintain priority on selecting diverse representation on the SAAC.	Continue to encourage minority participation for serving on SAAC.	Associate Director of Athletics for Internal Operations and SAAC Liaison.	Beginning fall 2008 and annually thereafter.
Employment Opportunities.	No issues identified within program area evaluation. Maintenance plan included.	Continue to monitor the number of minority and female coaches and staff members within the athletics department.	Continue to consult with the Office of Equity and Access to develop strategies to successfully identify and recruit applicants from diverse groups.	Director of Athletics, Assistant Athletic Director for Business and Office of Equity and Access.	Beginning in fall 2008 and reviewed annually thereafter.
Programs and Activities.	No significant issues identified within program area evaluation. Maintenance plan included.	Continue to communicate current programs available to all minority students and request feedback from student-athletes on the types of issues affecting them.	Annually survey all student-athlete through exit interviews to provide feedback to the department regarding the needs and issues affecting minority student-athletes.	Associate Athletics Director for Internal Operations, Assistant Athletic Director for Compliance, and Assistant Athletic Director for Academics.	Beginning fall 2008 and ongoing each year subsequent.

## Equity and Student-Athlete Well-Being

### Operating Principle

#### 3.3 Student-Athlete Well-Being

##### Self-Study Items

1. List all "corrective actions", "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 3.3 (Student-Athlete Well-Being). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

There were no "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in our first-cycle certification in relation to Operating Principle 3.3 (Student-Athlete Well-Being).

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 3.3 (Student-Athlete Well-Being). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

There were no additional plans for improvements/recommendations to Operating Principle 3.3 (Student-Athlete Well-Being).

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

There are no additional plans.

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

The Department of Athletics reports directly to the President of Texas State and has significant interactions with the Special Assistant to the President and divisional Vice-Presidents, especially those in Academic Affairs and Student Affairs. The department's strategic plan, which includes strategies related to student-athlete welfare, is reviewed annually by university administration.

The university's Athletics Advisory Council, appointed by the President, assists in the formulation of policy for intercollegiate athletics and reviews all aspects of the intercollegiate athletics program. The Faculty Athletics Representative chairs this committee and plays a critical role in oversight.

The Senior Woman Administrator (SWA) oversees a variety of initiatives related to well-being issues for student-athletes. The SWA works closely with the Division of Student Affairs and the Athletic Academic Center, housed in Academic Affairs, to meet the needs of the department. The Student-Athlete Advisory Council as well as the

## Equity and Student-Athlete Well-Being

Athletic Advisory Council mentioned above are diverse boards who assist with supporting and monitoring the welfare of student-athletes.

Routinely the Assistant Athletic Director for Facilities and Game Operations collaborates with the university's Office of Environmental, Health, Safety and Risk Management to review practice and competition facilities for hazards and to develop appropriate exit procedures in the event of an emergency.

Student-athlete welfare is monitored by each sport administrator and staff members having daily responsibility for strength and conditioning, athletic training, and academic support, all of which directly affect student-athlete welfare. Compliance and athletic training staff annually assess student-athletes' experiences and subsequent reports are reviewed by senior administration and sport supervisors. In addition the academic success of the student-athlete is monitored.

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

The staff in the Athletic Academic Center (AAC) along with the senior women administrator provide information to student-athletes related to institutional resources. The campus resources listed below provide services to the campus as well as specialized sessions for student-athletes throughout the year.

Texas State mandates in its core curriculum requirements that University Seminar (US 1100) be taken. Every fall, the university restricts the enrollment in two sections of this course to student-athletes. Topics covered in this course include NCAA and institutional eligibility requirements, transitioning from high school to college, diversity on campus issues, career services on campus, personal values and self-assessment, academic integrity, and the Texas State Honor Code.

Career Services provides comprehensive services to assist student-athletes in the areas of career exploration and decision-making, experiential education, job preparation, and job placement. Coaches and staff are also encouraged to mentor student-athletes showing an interest in an athletic career (administration or coaching).

The Counseling Center is an accredited facility and provides personal counseling for student-athletes. The director of the Counseling Center has been working with the department for many years to develop relationships with coaches and administrators to ensure the issues of student-athletes are being fully addressed. The center director also regularly teaches a section of US 1100 that student-athletes may take to fulfill the course requirement.

The Student Learning Assistance Center (SLAC) provides sessions on academic-related topic such as note taking, study skills, test preparation and academic integrity. The office has been a partner with the AAC throughout the study's review cycle.

Through a NCAA grant, the Student Affairs Wellness Team was able to attract national speakers to campus. The topics were Personal Responsibility (2005- Keim), Diversity (2006-Carlos), and Gender Violence Prevention and Education (2007-Katz). Student-athletes were highly encouraged to attend. In addition many coaches and administrators attended these programs.

The Alcohol and Drug Resource Center (ADRC) provides campus-wide training and information on drug and alcohol use. In addition services are provided to support discipline cases as well as coordinate community service programs. The ADRC provides basic alcohol training to all new freshmen student-athletes as part of the university wide orientation program for all new freshmen.

The AAC is a member of the NCAA CHAMPS/Life Skills Programs. All professional staff members of the AAC participate in Life Skills programming. Accordingly, the AAC conducts a number of seminars and workshops for first-year student-athletes that focus on the academic and social adjustment to the university setting. Workshops for specific teams have also been conducted. Seminar and workshop topics have included: Adjusting to the Demands of College seminar, Perception is Reality seminar, Teambuilding with Ropes Course, Teambuilding with Personality Assessment, Learning Styles workshop, Time Management, Academic Integrity, Note-Taking Skills, Study Skills, and Exam Preparation.

The AAC sponsors a number of events designed to assist and enhance the career development of student-athletes. Representative events include the Professional Development Evening sponsored by Planto Roe and the Texas

## Equity and Student-Athlete Well-Being

State Student-Athlete Career Fair. During the course of the Professional Development Evening, student-athletes participated in a panel discussion with a number of professionals in fields representing the disciplines in which graduating seniors were studying. This discussion focused on how these professionals successfully transitioned from college graduate to working professional in their fields. The second part of the evening focused on dining etiquette in a business setting. Student-athletes were given an etiquette lesson over a four-course meal, as they shared table conversation with the professionals. As another example, the women's basketball team developed an "Elite Eight" luncheon so that female student-athletes could learn more about careers from eight accomplished women.

Student-athletes are engaged in community and university service projects via their teams, SAAC, and/or other clubs and organizations on campus. Every athletic team participates in various community service activities throughout each year. For example, every fall semester, the football team assists new freshmen with moving into the residence halls. During the holiday season, SAAC collects non-perishable items which benefits the San Marcos Food Shelter. Many student-athletes also participate in "Reading with the 'Cats," a reading incentive program for local elementary students.

Student-athletes are encouraged to participate in these educational enhancement programs, as well as others, through notification by e-mail, SAAC meetings, team announcements and bulletin board. In addition, AAC staff, coaches and administrators work individually with student-athletes to ensure that resources are effectively accessed and utilized. As with many services, the AAC and athletics department are working to make these opportunities more widely known.

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

The Assistant AD for Compliance is responsible for conducting several surveys and/or interviews to elicit the opinions of student-athletes as they complete a season or leave the institution. This information is submitted to the Senior Woman Administrator, Director of Athletics and sport administrators. The information is then discussed and acted upon as necessary to improve student-athlete well-being. Texas State uses several instruments to ensure student-athletes provide feedback about the institution's commitment to their academic success and the institution's mechanisms for monitoring and supporting student-athlete well-being.

#### Post Season Survey:

At the end of each sport season, the compliance staff will survey the respective student-athletes about their experiences. The results are then tabulated by the university's Office of Institutional Research. The compliance staff will then review the findings with the senior women administrator, sports administrator and coaches and when necessary, other offices. The post season survey is entitled Student-Athlete Program Evaluation and includes questions related to athletic facilities, practice, equipment, team travel, coaching staff, athletic training, strength and conditioning, academic support, compliance, sports information, and marketing.

#### Exit Interview:

In addition, student-athletes who will no longer be participating due to graduation, completed eligibility, voluntary resignation, or dismissal, are asked to complete an exit interview survey. A similar process to the one listed above for analysis and review with athletic staff is taken. The exit survey is entitled Student-Athlete Exit Interview Questionnaire and includes questions related to athletic academic support, team travel, facilities and equipment, other department services, compliance, gender and minority issues, sports betting, and other areas. Sport administrators then conduct in-person interviews with a sample of student-athletes whose eligibility has expired.

#### Athletic Training End of Eligibility Release:

The athletic training staff also provides an annual review process to assist student-athletes with diagnosis and treatment of injuries which occurred during the academic year while representing the institution.

#### General Areas for Input:

Student-athletes are also able to provide input about their experiences through the captains selected by each team, the Student Athletic Advisory Council, and a variety of student groups on campus including the Associated Student Government. Student-athletes may also participate in surveys related to housing, food services, academic services, and a variety of other campus resources.

## Equity and Student-Athlete Well-Being

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

The student-athlete grievance policy is available in the Athletic Department Policy and Procedure Manual and the Student-Athlete Handbook (Section - Behavioral/Ethical Code of Conduct). The student-athlete has 72 hours to file a grievance in writing to the athletic director. When possible, the grievance process is managed by the coaches and sport administrator. However, the athletic director will provide final decisions when necessary.

Financial Aid and Scholarship Appeal of Non-Renewal or Reduction:

The process for an appeal of a non-renewal or reduction in scholarships is primarily managed through the Office of Financial Aid and Scholarships (OFAS). Once the Athletic Department has made a decision related to scholarship and notified the OFAS, the student athlete receives information on the appeal process. The OFAS staff chairs the appeals committee. The Financial Aid Advisory and Scholarships Awards Committee is managed by the Division of Academic Affairs. After the appeal session a decision is made in a timely manner and the student-athlete notified. Student-athletes are provided information about this process through the Student-Athlete Handbook (Section - Financial Aid).

Release to Transfer Requests:

The process to request a release to transfer is managed primarily through the coach and student-athlete. However, should a coach not release a student, the grievance process is available and the sports administrator works to provide resolution. In the event this does not happen, the athletic director would then provide final decision. The primary reason for denying a transfer release is when the student-athlete intends to participate at another Southland Conference institution.

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

Texas State supports several programs related to building a safe environment for all students, including student-athletes, with diverse sexual orientations. For example, within the university's anti-discrimination clause, sexual orientation has been listed as a category since 2003. The university's Office of Equity and Access ensures Texas State is always building towards a quality and diverse community.

Through the Division of Student Affairs and the offices of Multicultural Student Affairs, Student Health Center and the Counseling Center, the efforts supporting the student GLBTQ community are addressed. The offices provide educational training four times a year and bi-annual meetings through the Allies Training Program. The Allies Program also partners with the Mentoring Program to match faculty, staff or peer mentors with GLBTQ students. Several members of the athletics staff serve as Allies. Finally, the LAMBDA student organization sponsors meetings and events and facilitates a peer network to support students.

9. Identify the mechanisms in place to ensure the health and safety of student-athletes and the administrator (s) responsible for the institutional awareness of health, safety, travel and sports medicine policies. Describe the process by which these policies and guidelines are approved and communicated to athletics department staff and student-athletes. In addition, describe the process by which these policies are periodically evaluated to ensure continued effectiveness.

In compliance with NCAA guidelines on sports medicine, the department has policies and procedures in place to ensure the health and safety of student-athletes. Ultimately, the Head Athletic Trainer and Associate Athletics Director of Internal Operations are responsible for communicating health, safety, travel and sports medicine policies. They oversee health and safety efforts and review medical plans for competition/practice to ensure a safe environment.

Representative policies from the department's policies and procedures manual include Special Assistance Fund, Health Care Policy, Emergency Procedures, Environmental Conditions, Drug Testing, and Game Operations:

## Equity and Student-Athlete Well-Being

Emergency/Weather. These policies, along with many others, are shared with coaches, athletic trainers, administrators, and other medical support staff via the policies and procedures manual and staff meetings.

In conjunction with these policies, the department also utilizes and communicates about the Athletic Training Education Program Operation Manual to ensure effective processes in athletic training and sports medicine. The manual includes details on health care responsibilities, emergency procedures for each sport, location of phones at each facility, safety guidelines, use of an automated external defibrillator (AED), lightning emergencies, infection control, and many other areas.

The Student-Athlete Handbook includes sections on health and safety issues. For example, the handbook addresses emergency procedures, drug testing, blood-borne pathogens, and exercise safety.

Finally, the university has a comprehensive health, safety, and risk management staff who perform a variety of services that assist the athletics department. These include auditing, training, preparing emergency response mechanisms, and analyzing and solving specific problems.

### Health:

In FY 2007, the department added two additional Graduate Assistant Athletic Trainers with split appointments with Athletics and the Department of Health, Physical Education, and Health (HPER). These additions allowed the Assistant Athletic Trainers to focus on two sports, instead of four, and created more coverage for all of the sport programs. In FY 2007, the department moved the Head Athletic Trainer to full-time with Athletics (the position previously had a dual reporting line with HPER). This move affords the Head Athletic Trainer more opportunities to provide oversight for staff and services.

Some coaches expressed the concern that they have scheduled practices and competitions without coverage by athletics training staff. Texas State's athletics training program is accredited, which places restrictions on the work of non-certified trainers without a certified trainer present.

In FY 2004, the department contracted its secondary insurance policy with NACDA (National Association of Collegiate Directors of Athletics) Insurance, a division of Summit America Insurance Services. This change offered more medical/travel insurance coverage to student-athletes while, at the same time, managed the high side risk of student-athlete injuries for the Department. In FY 2007, the Department hired a part-time insurance claims manager to file insurance claims, handle questions about payment and coverage.

To increase communication among department entities, each week the athletic training staff meets with the athletics business manager and insurance claims manager to discuss insurance and injury-related issues and processes. Each year of the policy with NACDA, the secondary insurance policy maximum medical benefit has been up to the NCAA catastrophic insurance limit.

Athletics is collaborating with faculty on campus for research to help student-athletes. In the spring semester of 2006, Dr. Gregg Marshall invited several football student-athletes to participate in the sleep lab to test each student athlete for sleep apnea. Fifteen student-athletes agreed to participate in the study and of the 15, six student-athletes showed signs of sleep apnea. Dr. Marshall received a \$13,500 donation from a former football player and since some of the affected student-athletes didn't have the insurance to cover the treatments, he convinced a respiratory-products company to donate equipment. The Special Assistance Fund also covered study costs. Positive results from treatment of sleep apnea could be improved grades, better athletic performance and better overall attitude. Of the 6 student-athletes that participated only a few completed the study, however, at least one of the student-athletes received the sleep device that allows for better breathing throughout the night. David Gish was the liaison with Dr. Marshall in this study.

### Safety (Team Travel):

In FY 2004, the Department entered into an agreement with a charter vendor to charter its teams (volleyball, soccer, men's basketball, women's basketball, baseball and softball) to all away contests. Previous to FY 2004, sport programs were using charter buses for some trips and a bus owned by the university for others. The move to one charter agreement allowed for all of the aforementioned programs to travel in an updated charter bus to every away contest. The charter vendor is governed by the rules and regulations of the Department of Transportation in regard to liability insurance, vehicle maintenance and driver safety and training. The football program also utilizes a charter vendor that is Department of Transportation certified, however, the program is not part of the department contract.

While ideally, all teams would travel in charter buses with professional drivers, in the mean time, effective November 2007, the following van policy was implemented for the Department. At this time, vans are used primarily by track, men's golf, women's golf and tennis for team travel:

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If vans are used, the number of passengers traveling in the van must not exceed capacity limits. For a 15-passenger van, the limit for the number of passengers is ten. Equipment and baggage should not be piled higher than seat level. Additionally, for trips that exceed 350 miles one-way, there must be two qualified and University approved drivers available to drive during the trip. Drivers should take breaks every three hours. Teams must spend an additional night if they are unable to return to San Marcos, Texas before midnight on the day of return. All passengers must wear seatbelts at all times while riding in the vans. At no time are student-athletes permitted to drive vehicles utilized for team travel.

This van policy was adapted from "Safety in Student Transportation," a joint project of the American Council on Education, NCAA and United Educators Insurance and communicated to the affected sport programs in November 2007. The teams rent vans from either Enterprise Rent-a-Car or Advantage Rent-a-Car. Both companies must meet rigorous safety standards in the areas of vehicle maintenance.

The department does not appear to have an emergency action plan in place for teams that travel to practices (men's and women's golf).

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

In compliance with NCAA guidelines on sports medicine, the department has a policy for effectively managing medical emergencies during practices and games. The core policy is in the department's Intercollegiate Athletics Policies and Procedures Manual - Emergency Procedures, Athletic Training Education Program Operation Manual, and the Student-Athlete Handbook, but other policies may apply, depending on the specific nature of the emergency situation. Examples include the role of athletic trainers and medical staff, insurance procedures, environmental conditions such as lightning and excessive heat/humidity, and media relations.

There are multiple components and participants in Texas State's emergency procedures. For all medical emergencies, athletic training staff and/or team physician serve as leaders of the emergency team and formulate the emergency plan. Emergency medical services (EMS) are activated in all life-threatening emergencies. For non life-threatening emergencies, student-athletes are managed at the professional discretion of the athletic training staff and/or team physician. Emergency Medical Technicians are present at all major team sport events. A key tenet is that decisions are to be made by the most qualified individual at the scene.

Depending on the situation, there will many potential members of the emergency team including team physician, staff athletic trainer, student-athletic trainer, Texas State police, coach, strength coach, department support staff, student support staff, or spectators. In all cases, the emergency team is focused the providing immediate care to the victim, retrieving equipment to assist in care, activating the EMS system when necessary, and directing EMS to the scene.

Typically when a medical emergency occurs, the initial responder will be a certified athletic trainer or a student-athletic trainer. In some cases a team physician may be present. The initial responder may also be a coach or other department staff. Any initial responder should be trained in cardiopulmonary resuscitation (CPR) and have knowledge of basic first aid, the prevention of disease transmission, and emergency policies.

Emergency procedures are written and evaluated as needed by the Head Athletic Trainer and Associate Athletic Director for Internal Operations, in conjunction with athletic training staff. The plan is also reviewed after each medical emergency.

Through the department's policy and procedures manual and staff meetings, emergency procedures are communicated to all head coaches, assistant coaches, athletic trainers, sport oversight administrators, and department staff, including event management staff. Student-athletes are informed via the Student-Athlete Handbook.

- 11.** Describe the institution's written emergency plan for the athletics program and specific coverage for out-of-season workouts, strength training and skills sessions. Describe the process by which these policies and guidelines are approved and communicated to athletics department staff and student-athletes. In addition, describe the process by which these policies are periodically evaluated to ensure continued effectiveness.

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In compliance with NCAA guidelines on sports medicine, the department has a policy for effectively managing medical emergencies during for out-of-season workouts, strength training and skills sessions. The core policy is in the department's Intercollegiate Athletics Policies and Procedures Manual - Emergency Procedures, Athletic Training Education Program Operation Manual, and the Student-Athlete Handbook, but other policies may apply, depending on the specific nature of the emergency situation. Examples include the role of athletic trainers and medical staff, insurance procedures, environmental conditions such as lightning and excessive heat/humidity, and media relations.

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

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

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

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

Based on the following multi-step process, this subcommittee has ensured a thorough and insightful study of student-athlete well-being. The following process applies to all four areas of self-study item 12.

Firstly, the subcommittee reviewed policies and procedures related to student well-being located in the Athletic Department Policies and Procedures Manual and the Student-Athlete Handbook. The following reports were reviewed: Equity in Athletics Disclosure, financial expenditures on travel, medical expenses and athletic training, scholarships, exit interviews, and graduation. The following plans and documents

## Equity and Student-Athlete Well-Being

were reviewed: department marketing, educational workshops, sports media guides, and facility scheduling. Finally, the methods of communication to disseminate this information with student-athletes and coaches were also reviewed.

Secondly, to explore current opinions and perceptions within the department, surveys were distributed to student-athletes, head coaches, and athletic department senior administrative staff. These surveys explored a variety of student-athlete well-being issues.

Thirdly, based on the survey responses, focus groups were conducted with student-athletes and coaches. Individual interviews were also conducted with the athletic director, associate athletic directors (2), athletic staff for compliance, athletic training, and athletic advising center (3). The business manager for the athletic department served on this subcommittee gave suggestions on appropriate staff with whom to discuss particular issues.

Fourthly, following these activities, additional documents were requested for review by the subcommittee, including the exit interview summaries for each team, grievance policy details including appeal board membership, emergency action plans, Student-Athlete Advisory Council members and agendas, and educational opportunities offered through the Athletic Academic Center and those by other departments on campus which support the development of student-athletes.

Finally, in addition to the subcommittee's review, the athletics department has a variety of ongoing activities to review and assess the four areas of self-study item 12. These include student-athlete exit interviews, queries to the Student-Athlete Advisory Council, regular staff discussions, internal audit reports, conference audit reports, input from the Athletic Advisory Council, and ad-hoc mechanisms.

### **b. Provide data demonstrating the institution's commitment across each of the four areas for all student-athletes.**

Questions related to health, safety, and other well-being issues are incorporated into exit surveys and post-season surveys. Student-athletes no longer participating due to graduation, dismissal from team, or completed eligibility are asked to complete an additional survey. The Assistant AD for Compliance processes the data with the assistance of the university Office of Institutional Research and then reviews the results for areas of concern. The data is then forwarded to the Associate AD for Internal Operations who is responsible for disseminating the information to the appropriate sports administrator. When necessary, the data are shared with the athletic director.

In addition to the survey mechanisms, rules and commitments to student-athlete welfare, such as sports medicine and emergency action plans, are formalized in the department's policies and procedures manual, the Student-Athlete Handbook, and Athletic Training Education Program Operation Manual. Such policies are reviewed on an annual basis.

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

The committee found no deficiencies in this area.

The University will continue to regularly solicit feedback from student-athletes and coaches to enhance the overall experience and well-being of student-athletes. SAAC also serves as an effective tool for student suggestions and recommendations.

Within its strategic planning document, the athletics department includes a goal to enhance student-athlete well-being. The opportunity for athletic staff to contribute to the development of the strategies to support the goal as well as through analysis of student-athlete survey input will assist in the improvement of the student-athlete experience. Annual review of student performance with Athletic Academic Center staff and University College staff as well as with other professionals throughout campus will continue to allow for student initiatives to be introduced. The institution will continue to monitor and take action where necessary to ensure equity among sports with respect to access to medical staff, strength coaches, equipment managers, and other mechanisms for ensuring health and safety of student-athletes.

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

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

The subcommittee implemented the multi-step process described above in part "a" for 1. Evaluation.

**b. Provide data demonstrating the institution's commitment across each of the four areas for all student-athletes.**

Texas State's Senior Womens Administrator (SWA) has primary responsibility for overseeing student-athlete well-being. The development and revision of the staff policy and procedure manual and annual updates to the Student-Athlete Handbook promote the importance of student-athletes to be considered for academic, career and professional development as well as for athletic performance.

In addition, there is clear commitment to academic excellence, facility improvement, quality athletic training, medical care and strength training, and support services (i.e. housing, food services). The increase in staff and services in the Athletic Academic Center, enhancement and expansion of facilities such as the End Zone complex, and improvement of the quality and choice of housing and food options provide examples of this commitment.

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

The committee found no deficiencies in this area.

The University will continue to regularly solicit feedback from student-athletes and coaches to enhance the overall experience and well-being of student-athletes. SAAC also serves as an effective tool for student suggestions and recommendations.

Within its strategic planning document, the athletics department includes a goal to enhance student-athlete well-being. The opportunity for athletic staff to contribute to the development of the strategies to support the goal as well as through analysis of student-athlete survey input will assist in the improvement of the student-athlete experience. Annual review of student performance with Athletic Academic Center staff and University College staff as well as with other professionals throughout campus will continue to allow for student initiatives to be introduced.

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

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

The subcommittee implemented the multi-step process described above in part "a" for 1. Evaluation.

**b. Provide data demonstrating the institution's commitment across each of the four areas for all student-athletes.**

The institution sponsors a Student-Athlete Advisory Council (SAAC) which supports the Southland Conference initiative of involvement. All coaches and administrators verbally acknowledge the importance of the organization, as it allows student-athlete participation in governance and decision-making. SAAC provided input to the department's drug testing policy and participates in new student-athlete orientation. SAAC also selects the letter awards that student-athletes receive upon completing each year of eligibility and made suggestions for improving the academic awards ceremony. At least once a year, SAAC has an open forum including the athletics director (AD), senior woman administrator (SWA), and faculty athletic representative, where students can ask questions. The AD and SWA regularly attend their meetings to update SAAC on current issues or events. Membership in SAAC is structured for succession planning and diversity, including gender, ethnicity, year of eligibility, etc...

As with many student organizations, there are opportunities for improving the initiative. For example, student leaders in the advisory council would like to see greater participation.

## Equity and Student-Athlete Well-Being

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

The committee found no deficiencies in this area.

The University will continue to regularly solicit feedback from student-athletes and coaches to enhance the overall experience and well-being of student-athletes. SAAC also serves as an effective tool for student suggestions and recommendations on managing and improving student-athlete well-being.

Within its strategic planning document, the athletics department includes a goal to enhance student-athlete well-being. The opportunity for athletic staff to contribute to the development of the strategies to support the goal as well as through analysis of student-athlete survey input will assist in the improvement of the student-athlete experience. Annual review of student performance with Athletic Academic Center staff and University College staff as well as with other professionals throughout campus will continue to allow for student initiatives to be introduced.

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

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

The subcommittee implemented the multi-step process described above in part "a" for 1. Evaluation.

- b.** Provide data demonstrating the institution's commitment across each of the four areas for all student-athletes.

Through the CHAMPS/Life Skills program, the Athletic Academic Center requires "Life Skills for Student-Athletes" and provides opportunities for individual student-athletes to select among a variety of programming options. In addition, all incoming freshmen are required to take US 1100, University Seminar. There are sections of US 1100 designed specifically for student-athletes, which reinforce life skills, time management, study skills, and other topics on making a successful college career.

The institution also provides a long menu of workshops for the general student body. Through community building programs such as Common Experience or specific workshops such as "professional image," the student-athlete has many opportunities for growth and personal development. Therefore, in addition to the workshops sponsored by the Athletic Academic Center or through a specific team, the institution provides hundreds of sessions through support services offices. From the focus groups with student-athletes the difficulty is finding the time, especially while in season to participate.

In 2006, the AAC redesigned the annual Oak Farms Dairy Academic Awards Ceremony, transitioning from a relatively informal program to a formal program that included dinner with the President's Cabinet. Furthermore, awards given to student-athletes were upgraded.

In 2008, the department sponsored the first annual Texas State Student-Athlete Career Fair. Junior and senior student-athletes were invited to talk with company representatives about post-graduate opportunities and the job application process.

In summary, the department and university are providing effective and plentiful programming to address the needs and issues affecting student-athletes.

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

The committee found no deficiencies in this area.

The university will continue to regularly solicit feedback from student-athletes and coaches to enhance the overall experience and well-being of student-athletes. SAAC also serves as an effective tool for student suggestions and recommendations on well-being issues, including programming related to hazing, health and safety, career guidance, diversity, and other areas.

## Equity and Student-Athlete Well-Being

### Evaluation

1. Does the institution provide evidence that the well-being of student-athletes and the fairness of their treatment is monitored, evaluated and addressed on a continuing basis? **Currently Yes**
2. Does the institution have established grievance or appeal procedures available to student-athletes in appropriate areas? **Currently Yes**
3. Does the institution provide evidence that the institution has in place programs that protect the health of and provide a safe environment for its student-athletes? **Currently Yes**

## Equity and Student-Athlete Well-Being

### RACIAL OR ETHNIC COMPOSITION ATHLETICS AND SELECTED INSTITUTIONAL PERSONNEL

	Year	Racial or Ethnic Group																	
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Senior Administrative Athletics Dept. Staff	F													7	6	6			
Other Professional Athletics Dept. Staff	F							2	2	0	2	1	0	10	11	9			
	P													2	3	3			
Head Coaches	F										2	1	1	9	10	10			
	P																		
Assistant Coaches	F				1	0	0	3	4	3	1	1	2	16	17	16			
	P																		
Totals (for Athletics Dept. Personnel)	F	0			1	0	1	5	6	3	5	3	3	42	44	41	0	0	
	P									0				2	3	3			
Faculty-Based Athletics Board or Committee Members								2	1	3	2	2	2	9	11	12			
Other Advisory or Policy-Making Group Members		0	0	0	0	0	0	1	3	4	2	0	3	13	8	13	1	1	0

Name of person completing this chart: Debra Boughton

Title: Assistant AD, Business Operations

## Equity and Student-Athlete Well-Being

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

	Racial or Ethnic Group																	
	Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
Year	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
All Students	170	159	157	611	627	601	1424	1379	1279	6016	5671	5396	19276	19055	19070	624	594	626
Student-Athletes	2	2	3	3	3	2	93	102	92	34	37	41	209	196	202	15	16	14

Name of person completing this chart: Richard Batey  
 Title: Research Analyst, Office of Institutional Research

## Equity and Student-Athlete Well-Being

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

Sports	Year	Racial or Ethnic Group																	
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Baseball		1	1	1	0	0	0	0	0	0	3	5	3	35	35	40	0	0	0
Men's Basketball		0	0	0	0	0	0	5	10	9	0	0	0	5	3	3	0	0	0
Football		0	0	0	0	0	0	48	52	46	5	5	5	35	33	38	1	2	3
Men's Track / Cross Country		1	1	0	1	1	0	7	7	9	8	11	15	20	21	19	4	4	2
Men's Other Sports and Mixed Sports		0	0	0	0	0	0	0	0	0	2	2	4	10	9	9	1	0	0
Women's Basketball		0	0	1	0	0	0	12	11	11	0	0	0	6	5	10	0	0	0
Women's Track / Cross Country		0	0	0	0	0	0	17	18	13	7	7	8	29	25	19	1	3	3
Women's Other Sports		0	0	1	2	2	2	4	4	4	9	7	6	69	65	64	8	7	6
Total		2	2	3	3	3	2	93	102	92	34	37	41	209	196	202	15	16	14

Name of person completing this chart: Richard Batey  
 Title: Research Analyst, Office of Institutional Research