

2004-2005  
DIVISION I  
ATHLETICS  
CERTIFICATION  
SELF-STUDY  
INSTRUMENT

# Introduction to Self-Study Report

## Introduction to Self-Study Report

### Institutional Information

1. Type of Institution: Public
2. Year institution was founded: 1794
3. Special Affiliation? No
4. Coeducational? Yes
5. Total student enrollment (undergraduate and graduate combined) [using a full-time-equivalency (FTE) basis]: 6104
6. Number of Faculty [using a full-time-equivalency (FTE) basis]: 260
7. Highest level of academic degree offered: Masters
8. Institution's governing entity: The University of Tennessee Board of Trustees
9. a. Regional accreditation agency: Southern Association of Colleges and Schools
9. b. Date of most recent regional accreditation self-study: January 10, 2003
9. c. Current accreditation status: Reaccredited

### Athletics Information

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

Baseball	Ohio Valley Conference
Football	Ohio Valley Conference
Men's Basketball	Ohio Valley Conference
Men's Cross Country	Ohio Valley Conference
Men's Golf	Ohio Valley Conference
Men's Tennis	Ohio Valley Conference
Mixed Rifle	Ohio Valley Conference
Softball	Ohio Valley Conference
Women's Basketball	Ohio Valley Conference
Women's Cross Country	Ohio Valley Conference
Women's Rifle	Ohio Valley Conference
Women's Soccer	Ohio Valley Conference
Women's Tennis	Ohio Valley Conference
Women's Volleyball	Ohio Valley Conference

## Introduction to Self-Study Report

### 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.

There have been no NCAA major infractions.

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

1962 Affiliated with the NCAA - College Division  
 1969 UT Martin Women helped organize Tennessee College Women's Sports Federation (TCWSF)  
 1970 Mid South Conference - Men's Sports  
 1971 Charter member of the Gulf South Conference - (Men)  
 1971 Women's athletics program became a Charter Member of the Association of Intercollegiate Athletics for Women (IAAW)  
 1983 Women's athletics program affiliated with NCAA as a Division I member in basketball and Division II in other sports  
 1985 Women's Athletics Program changed entire program to NCAA Division II  
 1992 UT Martin NCAA affiliation for all sports changed to Division I  
 1992 Became a member of the Ohio Valley Conference  
 1994 Combined men and women's programs into one athletics department.  
 1999 Study Commission on the Role and Scope of Intercollegiate Athletics resulted in significant reductions in scholarships for football  
 2003 Several years of state budget reductions resulted in program reductions including the elimination of men's and women's track programs

## Previous Certification Self-Study

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

November 29, 1995 Orientation Visit by Mr. Garnett H. Purnell of the NCAA.

January 28-30, 1997 Peer Review Team on UT Martin campus.

October 2001 - NCAA Interim Report

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

In a letter from R. Gerald Turner dated August 18, 1997, the Committee on Athletics Certification notified Chancellor Margaret Perry that the University of Tennessee at Martin should be certified without conditions.

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

There have been no subsequent actions or changes in certification status.

## Introduction to Self-Study Report

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

New Chancellor - Dr. Phil Conn (July 1998)  
 New Athletics Director - Mr. Phil Dane (July 2000)  
 New Chancellor - Dr. Nick Dunagan (April 2001)  
 New Faculty Athletics Representative - Dr. Nell Gullett (June 2001)  
 New Assistant Athletics Director for Administration/SWA - Danelle Fabianich - (SWA since 2001, Assistant Athletics Director since 2005)

### 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:

Since the previous certification self-study there have been no significant changes in conference affiliation, admission standards, graduation rates, or changes in the mission statement. The athletics mission statement (see appendices) was revised in 2001, but it included no major differences from the previous statement.

The most significant change impacting the institution and the athletics program has been the reduction in the state's support for higher education. Ten years ago the State funded almost 70% of the total UT Martin budget. That percentage has dropped to 48% in 2005. This decrease in funding has resulted in dramatic increases in student fees (which increase athletic scholarship costs) and significant expenditure budget decreases across campus. As a result of this dramatic fiscal change, the institution was forced to revisit previous decisions related to expanding athletic participation opportunities. This self-study includes several references to a Study Commission on the Role and Funding of Intercollegiate Athletics. This study commission reviewed athletics from many perspectives during the 1999 calendar year and made several recommendations. All recommendations were approved by the Chancellor. The most significant recommendation reduced the number of football scholarships by 25% to help address gender equity initiatives. However, decreases in state funding continued for the next four years, and the institution ultimately dropped men's and women's indoor and outdoor track from its sports inventory. In June, 2004 the UT Board of Trustees approved a \$27 increase in the athletic portion of the student activity fee to fund improvements in the athletic training program and to fund several gender equity initiatives, including the addition of women's equestrian in 2006. Women's equestrian was chosen instead of other sports options because it offers the best opportunity for more female participants at a lower cost. In addition, equestrian strongly compliments the UT Martin Agriculture and Natural Resources academic program.

## Certification Self-Study Information

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

The self-study plan includes the composition of the various sub-committees which include members from many different campus constituencies, the UT Martin Athletics, and the University of Tennessee Board of Trustees. In addition to the broad-based membership of the self-study committees, the Equity and Welfare Subcommittee relied heavily upon work previously conducted by an ad hoc committee appointed by the Chancellor in 2004 to develop a new Gender Equity Plan. That committee also included membership from various stakeholders across campus, including student-athletes. The self-study committees sought input from many other individuals across campus as they completed their sections of the self-study, and this input is referenced in the various sections of the self-study. In particular, all members of all subcommittees were invited to participate in a focus group session with Student-Athlete Advisory Committee members. During the month of November the self-study will be available to the entire

## Introduction to Self-Study Report

campus community and the self-study steering committee for review and feedback. Any feedback received before the peer review team visit will be considered as revisions to any plans for improvement.

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

##### PLAN FOR COMPLETING THE SELF-STUDY FOR COMPLIANCE CERTIFICATION

###### 1. Goals for the Compliance Certification Self-Study:

The University of Tennessee at Martin is embarking upon this self-study of its athletics programs to be in compliance with National Collegiate Athletic Association Bylaw Article 22. We intend and are committed to conduct an intensive and extensive examination and analysis of our athletics program following the guidelines in the NCAA 2004-2005 Division I Certification Handbook and Self-Study Instrument.

The self-study process is to be conducted in an atmosphere open to scrutiny in all its phases. Interim and final reports will be readily accessible to persons interested in the findings of the self-study. The University community will be informed through the campus media to afford an opportunity for input from the faculty, students, administration, and others.

Broad representation of the University community is reflected in the membership of the Steering Committee and is to be reflected in persons added later to subcommittees as the self-study progresses.

Thorough study of the athletics department's compliance with regard to our own stated philosophy, policies and procedures as well as the philosophy, policies, and rules of the Association will be a primary goal.

Violations of rules and policies discovered during the self-study will be promptly reported and corrective action taken. Inadequacies in the program's policies revealed by the self-study will be reported in the self-study document along with plans for improvement.

Our ultimate goals will be to ensure that our institution is in compliance and to have our athletics program certified.

###### 2. The Function and Composition of the Steering Committee and Subcommittees:

Chancellor Nick Dunagan has appointed the following individuals to conduct the Compliance Certification Self-Study and she will also serve as a member of the steering committee:

###### a. Chair of the Self-Study Committee:

The steering committee chair has been authorized, "to direct the study according to NCAA self-study materials and the Athletics Certification Handbook." Chancellor Dunagan has expressed a willingness to be available to discuss with the chair any pertinent decisions to be made. He has appointed Dr. Nell Gullett, Faculty Athletics Representative/Professor of Accounting, Finance, Economics, as chair of the self-study steering committee.

###### b. The Steering Committee and Subcommittees:

Members of the steering committee and subcommittees have been selected in accordance with the recommendations of the NCAA Athletics Certification Handbook and have been charged with conduct of the self-study in accordance with the NCAA Athletics Certification Handbook and the 2004-2005 Self-Study Instrument - Division I Athletics Certification. Members of the steering committee and its subcommittees represent the diversity of The University of Tennessee at Martin both inside and outside of the athletics program. Students, faculty members, administrators, members of The University of Tennessee Board of Trustees, and alumni are members of the steering committee.

Members of these committees may, through necessity, be replaced, and additional members added.

###### (1). Steering Committee members:

Dr. Nell Gullett Faculty Athletics Representative  
Dr. Margrethe Ahlschwede Professor of English  
Mr. Phil Bright Director of Human Resources  
Dr. George Daniel Director of Student Academic Success Center

## Introduction to Self-Study Report

Ms. Edie Gibson Executive Assistant Chancellor's Office  
Mr. Steve Vantrease Director, Boling University Center  
Mr. Charley Deal Director Alumni Relations  
Mr. Richard Shadden Professor of Agriculture and Natural Resources  
Dr. Bob Lemaster Associate Professor Engineering and President -Elect of Faculty Senate  
Dr. Bob Hartshorn Professor of Educational Studies  
Dr. Nick Dunagan Chancellor  
Mr. Phil Dane Athletics Director  
Ms. Danelle Fabianich Assistant Athletic Director for Administration and Senior Woman Administrator  
Mr. Will Lewis Student Athlete Advisory Committee President

Ex Officio:

Mrs. Barbara Castleman The University of Tennessee Board of Trustees  
Mr. Jerry Jackson The University of Tennessee Board of Trustees  
Ms. Dee Pritchett President Elect of Skyhawk Club

(2.)The Chairs of Subcommittees and members of Subcommittees:

(a) Governance and Commitment to Rules Compliance Subcommittee

Dr. Bob Hartshorn - Chair Professor of Educational Studies  
Mr. Phil Bright Director of Human Resources  
Dr. Jerald Ogg Dean Humanities and Fine Arts  
Mr. Gary Mansfield Academic Support Specialist III, Chemistry  
Dr. James Butler Associate Professor Agricultural and Natural Resources  
Dr. Susan Vickerstaff Associate Professor and Chair of Sociology, Anthropology, Social Work, and Criminal Justice  
Angelina Gracian \* Student-Athlete, Cross Country

(b.)Academic Integrity Subcommittee

Mr. Richard Shadden — Chair Professor of Agriculture and Natural Resources  
Dr. Bob Lemaster Associate Professor Engineering  
Dr. Nancy Warren Professor and Chair of Nursing  
Dr. Mark Simpson Assistant Professor Geology, Geography, and Physics  
Ms. Anna H. Clark \*\* Instructor, English Department  
Dr. George Daniel Director of Student Academic Success Center  
Mr. Will Lewis Student Athlete from Steering committee

(c) Commitment to Equity Subcommittee

## Introduction to Self-Study Report

Dr. Margrethe Ahlschwede- Chair Professor of English  
Mr. David McBeth Professor of Visual and Theatre Arts  
Dr. Kathy Evans Associated Professor Educational Studies  
Dr. John Schommer Associate Professor Mathematics and  
Statistics  
Dr. Jennifer Levy Staff Psychologist Counseling and Career Services  
Ms. Nancy Yarbrough Director of Budget and Management Reporting  
Finance and Administration  
Ms. Jamie Hollins \*Student Athlete Volleyball

\* These student-athletes are nonvoting consulting members of the subcommittee.

\*\* These subcommittee members are not members of the Steering Committee and were added to the subcommittees to broaden representation.

### (3.) Responsibilities of committee chairs and committees:

#### (a) Steering Committee Chair's Responsibilities:

- Oversee the self-study
- Preside at steering committee meetings.
- Stay in contact with subcommittee chairs and monitor progress of subcommittees
- Keep steering committee and University community informed as to the progress of the self-study by newsletter, e-mail, speaking at meetings and other means of communication.
- Maintain records of self-study: all reports, minutes, and findings.
- Prepare for peer-review team's visit.

#### (b) Steering Committee's Responsibilities:

- Serve in an oversight capacity to ensure that all information requested in the Self-Study Instrument is included in the reports of the subcommittees and steering committee.
- Ensure that reports of the subcommittees and the steering committee are developed with input from campus constituent groups and with involvement from all steering committee members.
- Review reports of UT Martin's previous self-studies.
- Maintain written record of: dates and individuals attending meetings of the committee and subcommittees; individuals responsible for writing portions of the self-study report; and committee and subcommittee members asked to comment on steering committee or subcommittee draft reports.
- Produce and distribute the final self-study report.

#### (c) Subcommittee Chairs' Responsibilities:

- Oversee the activities of the subcommittee and completion of the subcommittee's report. Ensure that campus-wide participation is reflected in the report.
- Arrange the date, time, and place of subcommittee meetings and preside at the meetings.
- Appoint a non-athletics department member of the subcommittee to take minutes of meetings and prepare reports for the steering committee.
- Assign responsibilities for collecting organizing, and analyzing data required by the Self-Study Instrument.
- Maintain records of the subcommittee, i.e., minutes, support documents, data, draft reports, reports.
- Present subcommittee's reports to the steering committee.

#### (d) Subcommittees' Responsibilities:

- Conduct the self-study in specific area assigned to each subcommittee in accordance with Operating Principles and specific Self-Study Items in Self-Study Instrument.
- Organize and analyze data collected in the process of self-study.
- Keep complete records of the subcommittee's activities.
- Draft a report using findings of the self-study and include a plan for improvement.

## Introduction to Self-Study Report

3. The Individual responsible for fielding questions from institutional personnel and forwarding them to the NCAA staff member and coordinating preparations for the evaluation visit will be Phil Dane Director of Athletics. Edie Gibson, the NCAA Institutional Liaison, will coordinate preparation for the evaluating visit.

4. Individuals responsible for writing the self-study report:

a. Chairs of the subcommittees will be responsible for writing subcommittee reports.

b. Dr. Nell Gullett., Chair of the Steering Committee will be responsible for writing and editing the final self-study document written by the subcommittees.

5. Outline and Schedule for Completing the Self-Study if submission date is October 28, 2006

October 2004 Appointment by Chancellor of chair and steering committee members and chairs and members of subcommittees.

December 16, 2004 Submission of a tentative written plan for completing the self-study to NCAA Headquarters.

December 22, 2004 Orientation Teleconference with NCAA Representative, James Bandy

January 2005 First meeting of the steering committee.

January 2005 Monthly meeting of the steering committee.

February 2005 Monthly meeting of the steering committee.

March 2005 Monthly meeting of the steering committee.

April 2005 Monthly meeting of the steering committee.

May 2005 Completion of data collection by subcommittees

May 2005 Monthly meeting of the steering committee.

May 15, 2005 Rough Draft from subcommittees to Dr. Gullett

June 2005 Monthly meeting of the steering committee.

August 2005 Monthly meeting of the steering committee.

September 2005 Completion of initial drafts of subcommittee reports.

October 2005 Editing, final compilation of self-study report

October 28, 2005 Self-Study Report Due Date

November 2005 Steering Committee Meeting to review report

November 2005 Publication of self-study report and opportunity for campus feedback

November 2005 Review by NCAA Staff Liaison and Identification of peer review team

December 2005 Preliminary issues and initial review by CAC Board

January 2006 UT Martin response to preliminary issues by NCAA

identified staff liaison and CAC

February 2006 Evaluation visit by peer review team.

preliminary issues and initial review by Committee

of Athletic Certification Board.

March 2006 Final CAC review and certification Decision.

6. Plans to Involve the Ohio Valley Conference Office:

Jon Steinbrecher, Ohio Valley Conference Commissioner, agreed to participate in the self-study in any way he can. He is willing to read and comment on drafts of the report. He wishes to be notified of meeting times of the Steering Committee so that he can attend if possible.

7. Guidelines for Writing and Editing the Self-Study Report:

a. Format:

(1) Each self-study item will be addressed in a thorough and concise manner in the same order in which they appear in the Self-Study Instrument.

(2) The report will be organized in the same manner and follow the same order as the Self-Study Instrument. The topic areas will be divided into two parts: The first part will focus on data and descriptive issues and the second will focus on an

## Introduction to Self-Study Report

evaluation of this institution's athletics program and plans for improvement.

b. Work related needs:

(1) Space for meetings and archives of reference materials will be compiled by the department of Intercollegiate athletics and made available as much as possible.

(2) Secretarial assistance, copying, paper, word processing equipment, and distribution of drafts and reports will be provided by the athletics department.

c. Process for reviewing subcommittee and steering committee reports:

(1) When subcommittees have completed drafts of their findings and evaluations, copies will be made and forwarded to the steering committee for review and editing. They will then be returned to the subcommittees for any further review and action that might be necessary.

(2) Final drafts will then be received from the subcommittees by the steering committee to be used in compiling the self- study report.

8. Plans for communicating the work of the steering committee to the University Community:

a. It will be the responsibility of the steering committee chair to report the work of the committee to the University community. Reports, while the self-study is in progress, will be made orally and in writing to the athletics board.

b. Other methods that may be used to inform and receive feed back from the University community include: Newsletters, e-mail, a list serve on the internet where the self-study document might be posted, news releases, copies of drafts of the report sent to departments for circulation among the faculty and staff.

## 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.

During the decade of the 1990s the UT Martin Department of Intercollegiate Athletics program underwent a variety of systematic evaluations. In May 1991, contingent to its acceptance into the Ohio Valley conference, UT Martin completed a five-year NCAA-required institutional self-study to justify the change from Division II to Division I. (Prior to this time UTM had been a founding member of the Division II Gulf South Conference.) During the 1992-1993 academic year UTM moved its athletics program to Division I. Shortly thereafter, in 1994, the University combined both the men's and women's athletics programs under one administration and one department in order to strengthen and give continuity to the direction and monitoring of all programs for student-athletes. In the fall of 1996 UTM submitted to the NCAA a Cycle I Athletics Certification Self-Study. After a campus visit in January of 1997 no corrective actions, conditions for certification, or strategies for improvement were imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle decision relating to Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). This operating principle was examined again as a part of the Interim Certification Report, submitted in the fall of 2001, and asserted that the institution was once again in compliance with Operating Principle 1.1.

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

No corrective actions have been taken with regard to Operating Principle 1.1 (Presidential Authority and Shared Responsibilities) since the first cycle decision was rendered by the Committee on Athletics Certification.

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 plans for improvement relating to Operating Principle 1.1 (Presidential Authority and Shared Responsibilities) have been taken since the first cycle decision was rendered by the Committee on Athletics Certification.

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

## Governance and Commitment to Rules Compliance

On June 26, 2002 the Board of Trustees approved the Chancellor's recommendation to add the NCAA Rules Compliance Oversight Committee as a subcommittee of the Athletics Board. In June of 2004, the Board of Trustees approved the Chancellor's recommendation to increase the athletic portion of the student activity fee by \$27 per semester to fund specific gender equity improvements and to fund needs in the athletic training 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.

During the recent years the Chancellor has been involved with a number of changes that have impacted the operation of the Department of Intercollegiate Athletics. In the years 2000-2003, due to UT system-wide budgetary concerns, each department on the Martin campus was directed by the Chancellor to find ways to reduce its budget. A major decision to eliminate the men's track program effective with the 2000-2001 academic year and the women's track program effective with the 2003-2004 academic year was proposed by the Department of Intercollegiate Athletics and approved by the Chancellor.

Recently, the administrative structure of the Department has been altered in the following ways. Danelle Fabianich was appointed as the new Senior Woman Administrator in June of 2001, and in July of 2005 she was chosen to be the Assistant Athletic Director for Administration. Likewise, in July 2005 Randy Barnes was selected to become the Assistant Athletic Director for Development. Each of these administrative personnel changes had to be approved by the Chancellor.

Finally, the Chancellor has been involved with the decision to add women's equestrian as a varsity sport starting in 2006-07.

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

There is no single path that must be followed regarding major decisions in the Department of Intercollegiate Athletics at The University of Tennessee at Martin. Recent history points to a variety of courses that have been followed. The UT Martin Athletics Board advises the Chancellor on major issues facing the athletics program. The Board's stated purpose is "to advise the UT Martin Chancellor, UT President, and UT Board of Trustees on the status and projected needs of intercollegiate athletics at UT Martin; to expand the base of financial and public support among several constituencies, including trustees, UT System administration, alumni, faculty, staff, legislators, students, and the general public, particularly in the State of Tennessee; and to review periodically and advise the Chancellor and Office of Intercollegiate Athletics on matters such as personnel, budget, ticket policies, student fees, schedules, conference memberships, recruitment policies, facilities, and public relations." (Faculty Handbook, 1.4.1.4) In addition to a variety of standing committees having the responsibility for the study of problems and issues of continuing concern, the Board also convenes temporary committees for special assignment as conditions suggest. (The University of Tennessee at Martin Intercollegiate Athletics Handbook, pp. 8-9)

With the arrival of a new Chancellor in 1999 and a new Athletics Director in 2000, extensive assessment of the athletics program took place. In 1999 the path to change started at the Chancellor's doorstep. Shortly after arriving at UT Martin, the Chancellor commissioned a thorough study of the health and future of athletics at UT Martin, especially the role that football should have. As a result of this broad-based study, the committee recommended that football should continue but with a reduced number of scholarships. As would be expected, this new level of funding for football impacted all other aspects of the athletics program. The committee also addressed the need for better facilities for football. The new Football Operations Building is a direct result of the committee's report to the Chancellor. This was a prime example of the participation of the campus community along with representatives from the larger UT Martin family working together to study the program and make recommendations concerning the future of the athletics program at UT Martin.

In the years prior to 2004, the path taken when considering the feasibility of adding an equestrian team was fueled by student interest that caught the attention of the Department of Intercollegiate Athletics. As stated in the Intercollegiate Athletics Handbook, "the athletic interests and abilities of UT Martin students are periodically evaluated to ensure that an appropriate compliment of sports is offered." (The University of Tennessee at Martin Intercollegiate Athletics Handbook, p. 4).

## Governance and Commitment to Rules Compliance

Understandably, the path to change frequently is proposed by the Athletics Director. A prime example has been the restructuring of the Department of Intercollegiate Athletics. To more effectively administer the Department, the Director has sought to redistribute responsibilities and workload by suggesting that two new Assistant Athletics Directors be appointed to join with the current Assistant Director for Compliance. The Chancellor was involved and concurred with the new path for administrating the Athletics Department.

On a more routine basis, the Skyhawk Club Board of Directors, which includes members of the athletics staff as well as off-campus Skyhawk Club members, meets twice each year to advise the Chancellor and the Athletics Director on new paths involving fund-raising issues and initiatives. As has been noted earlier, the Skyhawk Club was a key player in working with the UT Martin Athletics Board, the Chancellor, the Athletics Director, faculty, students, and alumni in the construction of the new Football Operations Building. In each of these cases, the UT Martin Athletics Board was the key player in guiding the discussion and easing the journey along the road to change.

Note that the stated purpose of the Athletics Board is "to advise." Its advice is directed both to the UT Board of Trustees as well as to the UT Martin campus (Chancellor and Athletics Director). Although the Athletics Board does not make policy, it is instrumental in facilitating this process through its relationship with all UT Martin athletics stakeholders. At this campus the Chair of the Athletics Board has always been the Faculty Athletics Representative (FAR). Appointed by the Chancellor, the FAR is the University's official representative to the NCAA and to the OVC. Utilizing this campus structure, one person is at the same time the representative of UT Martin athletics to the UT Board of Trustees, the UT Martin Chancellor, the UT Martin Athletics Director, the NCAA, and the OVC. This structure promotes the rapid flow of information, brings continuity to the promotion of UT Martin athletics, and discourages misunderstanding among the various stakeholders.

The Athletics Director is charged with the responsibility of administering the affairs of the Athletics Department and reports directly to the Chancellor. Semi-annually he is responsible for bringing a state-of-athletics report to the Athletics Board along with any other current issues facing athletics. He then works closely with the Athletics Board to find solutions to problems that have been identified, which are then communicated to the Chancellor. The Chancellor approves all major decisions after obtaining input from the Athletics Board.

The UT Martin Faculty Handbook states that the "Chancellor is the chief executive officer of the campus administration and management subject to the general supervision of the President and coordinative relationships with the Vice Presidents. The Chancellor directs instructional, research, service, student, development, finance and business, and athletics programs on the campus within general policies established by the President and the Board of Trustees." (UTM Faculty Handbook, 1.5.1) In this capacity the Chancellor has the responsibility for hiring the Director of Athletics and for delegating to him the responsibility of administering all athletics programs.

Athletics fiscal matters are managed by the Athletics Director but are subject to the approval of the Chancellor. In February, the Athletics Director meets with the Chancellor for the annual planning and budget hearing. A review of the achievements of the past year and a review of the proposed plan of action for the coming year, especially the proposed budget, constitute the meeting. It is the Chancellor, in consultation with the Vice Chancellor for Business and Finance, who ultimately approves the athletic budget.

All fiscal aspects of the athletics program are conducted in accordance with the same financial controls and policies and procedures that govern all other University of Tennessee at Martin departments <<http://www.utm.edu/departments/finadmin/index.php>>. The budget process followed is:

? The Vice Chancellor for Finance and Administration distributes budget instructions to each member of the Chancellor's staff, of which the Athletic Director is a member.

? Each member of the Chancellor's staff develops his/her budget request using whatever process he/she decides is most appropriate based upon the budget forecast for a particular year. A process for determining an annual Athletics Department budget is in place with coaches' input being a part of the process.

? Budget hearings are scheduled for each member of the Chancellor's staff with the Chancellor, the Vice Chancellor for Finance and Administration, and the Director of Budgeting and Payroll.

? Based upon follow-up consultations with the Chancellor's executive staff, the Chancellor approves final budget allocations.

? All budget allocations and salary increases are verified by the Budgeting and Payroll staff and submitted to the University of Tennessee Vice President for Business and Finance for Board of Trustee approval.

Article III, Section 12 of The University of Tennessee Charter & Bylaws, <<https://san4.dii.utk.edu/pls/portal30/docs/folder/BOT/HTML/bylaws.html>>, states that The Board of Trustees, acts as the steward of athletics at the University of Tennessee and at UTM. "Intercollegiate athletics, like all other programs offered by the University, are subject to

## Governance and Commitment to Rules Compliance

the governance of the Board of Trustees. The Board of Trustees has established an Athletics Board for each campus of the University which offers intercollegiate athletics programs. These Boards shall serve in an advisory capacity with respect to intercollegiate athletics. Members of the Board of Trustees shall be appointed to the Athletics Boards in the same manner as Trustees are appointed to standing committees. Trustee members of the Athletics Boards, together with the University administration, shall maintain a liaison between the University's intercollegiate athletics programs and the Board of Trustees. Any change in the structure or function of the Athletics Boards shall be subject to the approval of the Board of Trustees."

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

The composition of the Athletics Board provides for input from a broad array of stakeholders. "The UT Martin Athletics Board shall be composed of two representatives of the UT Board of Trustees, UT President, UT Executive Vice President, and UT Martin Chancellor, Executive Vice Chancellor for Finance and Administration, Vice Chancellor for University Advancement, Director of University Relations, Faculty Senate President, Director of Intercollegiate Athletics, Senior Woman Administrator for Intercollegiate Athletics, Development Committee Chair, Alumni Council President, Weakley County Alumni Chapter President, Skyhawk Club President, Student Government Association President, Cheerleader representative, and Undergraduate Alumni Council representative. A UT Martin faculty member appointed by the Chancellor shall be chair. In addition to the chair, there shall be four faculty members appointed for three-year terms with at least one member rotating off each year, one Employee Relations Council representative, one administrative staff representative, one alumni representative, and two each men's and women's player representatives." (The University of Tennessee at Martin Intercollegiate Athletics Handbook, p. 8). In 1997, upon the request of the Chancellor, the constitution of the Athletics Board was amended to state at least five members must be minorities, one faculty member, two student-athletes (male and female), one minority alumnus, and an administrative staff person.

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

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

### Evaluation

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

## Governance and Commitment to Rules Compliance

Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Edit element to input the issue.	Edit element to input the goal.	Edit step to input the step to achieve goal.	Edit step to input responsibility.	Edit step to input step's timetable.
Edit element to input the issue.	Edit element to input the goal.	Edit step to input the step to achieve goal.	Edit step to input responsibility.	Edit step to input step's timetable.

# Governance and Commitment to Rules Compliance

## Operating Principle

### 1.2 Rules Compliance

#### Self-Study Items

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

After visiting the campus in January of 1997, the Cycle I Peer Review Committee issued four "strategies for improvement" concerning Operating Principle 1.2 (Rules Compliance). Within twelve months each of them had been addressed by either applying an immediate remedy or by outlining plans for a remedy in subsequent years. The four recommendations were:

- The institution should develop and implement a plan to ensure that representatives of its athletics interest receive pertinent rules-education information on a periodic basis.
- The institution should distribute copies of its written policies and procedures that assign specific rules-compliance responsibilities to a wide array of key personnel.
- The institution should develop and implement a formalized and consistent rules-education effort to those having rules compliance responsibilities both inside and outside the Athletics Department.
- The institution should provide evidence that its rules-compliance program is subject to periodic evaluation by an authority

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process for Operating Principle 1.3 (Rules Compliance). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

Response to recommendation No. 1

The quarterly newsletter, "Skyhawk Talk," starting with the Spring 1997 edition, has contained appropriate rules-education information for individuals outside the university with athletic interests.

Response to recommendation No. 2

Copies of the UTM Athletics Department Compliance Procedures Manual were distributed to a large array of individuals inside and outside the Department of Intercollegiate Athletics. Since the time of this initial response, a comprehensive presentation of all policies involving rules compliance (The University of Tennessee at Martin Department of Athletics Policies and Procedures Manual For Athletic Compliance) has been written and made available to anyone who is interested, through the UT Martin Athletics web page <<http://www.utmsports.com/compliance.cfm>>. Furthermore, a rules-education calendar that schedules specific events to educate and inform Athletics Department staff members, coaches, student-athletes, university administrators, and individuals with athletic interests regarding appropriate compliance matters is provided annually.

Response to recommendation No. 3

In addition to what has been stated above, the task of educating those individuals at The University of Tennessee at Martin with a need to know pertaining to NCAA rules and regulations is being accomplished by inter-department seminars, memoranda to provide NCAA staff interpretations, and NCAA manuals or guides provided to the University staff with specific areas of responsibility.

Response to No. 4

In the fall of 1997 the Chancellor established a Compliance Oversight Committee to provide periodic evaluation of

## Governance and Commitment to Rules Compliance

the rules-compliance program. It consisted of individuals who held positions outside the Athletics Department. Periodically the Associate Commissioner of the OVC was asked to conduct a rules-compliance audit and reported his findings to the Athletic Director, Chancellor, and the Ohio Valley Conference Commissioner.

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

In the NCAA Interim Certification Report, submitted by UTM in the fall of 2001, an area of weakness in the rules compliance program was cited. This centered around the inactivity of the Compliance Oversight Committee that had been created in the fall of 1997. This committee consisted of a number of individuals who held positions outside the Athletics Department. Its inactivity was attributed to a number of extenuating circumstances delineated in the Interim Report. It was recommended that the Committee be revitalized and take a more active part to provide assurance that the rules compliance program would operate smoothly.

In the winter of 2002 the UT Martin Athletics Board approved a recommended change in its constitution to address this concern. Specifically, the Executive Committee of the Athletics Board approved the addition of a standing committee to the Athletics Board for NCAA Rules Compliance Oversight. In the February 21 meeting of the Athletics Board, the chair of the Board, presented to the Board proposed revisions of The Constitution of the University of Tennessee at Martin Athletics Board. The revisions included: the addition of the Committee on NCAA Rules Compliance Oversight, corrections in titles of permanent standing committee chairs which are determined by position, and committee membership changes to better reflect the committee's purpose. The Vice Chancellor for Business and Finance proposed that the Registrar, who is a member of the new standing Committee on NCAA Rules Compliance Oversight, also be added to the membership of the Athletics Board as an ex officio member. Because the faculty coordinators of the reading, writing, and math laboratories are members of the Committee on Faculty and Staff Relations, it was suggested that they also be added to the membership of the Athletics Board as ex officio members. The Faculty Senate President suggested the addition of the Faculty Senate President-Elect to the Executive Committee and to the Athletics Board as an ex officio member. New faculty members added to the Board will also be added to the Committee on NCAA Rules Compliance Oversight because its composition states that all faculty members on the Athletics Board will serve on this committee.

#### Committee on NCAA Rules Compliance Oversight

Purpose: To oversee on a regular basis the rules compliance efforts of the UT Martin Office of Intercollegiate Athletics.

#### Composition:

Five Faculty Members from the Athletics Board  
 President, UTM Faculty Senate  
 President-Elect, UTM Faculty Senate  
 Faculty Coordinators of the reading, writing, and mathematics laboratories  
 Registrar  
 Faculty Athletics Representative, Chair

Reporting Channel: Chair of the Athletics Board to the Board

As stated in The University of Tennessee Charter & Bylaws, the Athletics Board Constitution revisions had to receive approval by the UT Board of Trustees before it could take effect.

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

The Skyhawk Club is UT Martin's official organization for generating private financial support to the UT Martin athletic program. Skyhawk Club members are represented by a Board of Directors. The Board of Directors consists of fifteen (15) members taken from the athletics staff as well as from the ranks of off-campus Skyhawk Club members. The members will be recommended by the Assistant Director for Development and approved by the Chancellor for three (3) year terms, with five (5) appointed each year. The President of the UT Martin Alumni Association, the Faculty Athletic Representative, the Assistant Athletic Director for Development, the Senior Woman

## Governance and Commitment to Rules Compliance

Administrator, and the Director of Athletics will serve as voting members. This Board meets twice each year to advise the Chancellor and the Director of Athletics on matters involving fund-raising issues and initiatives.

All funds are managed through the Assistant Athletic Director for Development in accordance with the University's official policies and procedures and approved Skyhawk Club guidelines. Gifts to athletics are handled in the same manner as other gifts to the University. The solicitation and expenditure of external funds is closely monitored to assure compliance with NCAA, State, and University rules and regulations. Contributions through the Skyhawk Club help expand scholarship opportunities for student-athletes, maintain and improve physical facilities, provide academic support programming, and many other resources necessary to help the UTM teams compete in the Ohio Valley Conference. (Skyhawk Club By-Laws and Membership, The University of Tennessee at Martin Intercollegiate Athletics Handbook, pp 10-12).

The most visible fund raising activity undertaken in recent years has been the campaign to raise external funds to build a new Football Operations Building. No state monies were used in its construction; all funds were in the form of private gifts and gifts-in-kind. All gifts were handled according to University policies and were processed through the Skyhawk Club and placed into a university account for this purpose. All expenditures had to be authorized by the University of Tennessee System architect, not the Athletics Department. As with all University accounts, these funds were subject to independent audits.

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.

All key personnel charged with responsibility for the conduct of the athletics program either report directly to the Chancellor or to an office that in turn reports to the Chancellor. The Faculty Athletics Representative (FAR) is appointed by and reports to the Chancellor on matters related to athletics and is a representative to the NCAA and the Ohio Valley Conference meetings and conventions. The Assistant Athletic Director for Compliance and Administration, the Assistant Athletic Director for Administration/Senior Woman Administrator, and the Assistant Athletic Director for Development all report to the Director of Athletics. The Registrar, Director of Admissions, and Director of Student Financial Assistance all report to the Vice Chancellor for Student Affairs. The Internal Auditor reports to the Vice Chancellor for Business and Finance, with supporting responsibilities to the University of Tennessee Executive Director of Internal Audit. The Executive Director of the Skyhawk Club reports activities to the Director of Athletics for rules compliance purposes. The Skyhawk Club reports through the Development Office for fund-raising and other matters regarding University athletic policy and philosophy.

The University of Tennessee at Martin Department of Athletics Policies and Procedures Manual for Athletic Compliance <<http://www.utmsports.com/compliance.cfm>> incorporates all of the policies that affect the operation of the Athletics Department. The responsibilities of each individual and group affiliated with the conduct of the athletics program are delineated therein. A summary of the institutional operating procedures for Administration, Recruiting, Freshman Eligibility, Transfer Eligibility, Continuing Eligibility, Financial Aid, Rules Education, Violations, and Sports Camps & Clinics is found on pages 5-14 in The University of Tennessee at Martin Department of Athletics Policies and Procedures Manual For Athletic Compliance. The role, responsibilities, and reporting lines for the Faculty Athletics Representative, the Director of Athletics, the Compliance Coordinator, Coaches, Registrar, Financial Aid Officer, Admissions Director, and Internal Auditor are explained in the following attachments:

- Attachment 16 Coach's Certification of Non-Recruitment
- Attachment 17 Coach's Declaration Form
- Attachment 41 Processing of NCAA Infractions Case
- Attachment 42 Recruiting Procedures Checklist with 19 Appendices
- Attachment 43 Freshman Eligibility Procedures Checklist with 10 Appendices
- Attachment 44 Transfer Eligibility Procedures Checklist with 10 Appendices
- Attachment 45 Continuing Eligibility Procedures Checklist with 10 Appendices
- Attachment 46 Financial and Procedures Checklist with 11 Appendices
- Attachment 47 Rules Education Procedures Checklist with 11 Appendices
- Attachment 48 Sport Camps and Clinics Procedures Checklist with 7 Appendices

## Governance and Commitment to Rules Compliance

All fiscal aspects of the athletics program are conducted in accordance with the same financial controls and policies and procedures that govern all other University of Tennessee at Martin departments <<http://www.utm.edu/departments/finadmin/>>. The process for approving athletics expenditures is no different from the process for other departments. The University of Tennessee Fiscal Policies and Procedures Statements <<http://audit.tennessee.edu/default.htm>> are applied uniformly to all expenditures regardless of the funding source. All expenditures approved by the Athletics Director are subjected to the same degree of pre-audit by the Office of Business Affairs as any other department.

The University of Tennessee at Martin Scholarship Committee awards all institutional aid to include Grant-In-Aid to student-athletes and prospective student-athletes. The Director of Financial Aid is designated by the University Scholarship Committee as the approval authority for Grant-In-Aid awards. (The University of Tennessee at Martin Department of Athletics Policies and Procedures Manual for Athletic Compliance Appendix 2). The Director of Financial Aid has supervisory authority for all institutional aid including Grant-In-Aid awarded to all enrolled University of Tennessee at Martin students. (The University of Tennessee at Martin Department of Athletics Policies and Procedures Manual for Athletic Compliance, Attachment 47, Appendix 10.)

The control of all monies associated with Institutional Sport Camps and Clinics is administered by the office of the Director of Campus Events & Service Learning and the Office of Business Affairs. Disbursement of funds to all participants (coaches, players, housing, food service, etc.) is under the direction of the office of the Director of Campus Events & Service Learning.

The University of Tennessee Office of Internal Audit prepares a yearly audit of all athletic expenditures which is completed in collaboration with the Office of Finance & Administration and the Athletics Business Office. This audit is submitted for review to the State Audit. The Division of State Audit under the Comptroller of the Treasury for the State of Tennessee is responsible for performing annual audits prescribed by NCAA By-law 6.2.3.1. While the University of Tennessee receives support from the State, the Division of State of Audit has a reporting channel to the Comptroller that ensures an adequate degree of independence. <<http://audit.tennessee.edu/default.htm>>. Additionally, the UT System internal auditors review the expenditures and administration of the NCAA Special Assistance Fund and the Student Athlete Opportunity Fund to ensure compliance with NCAA rules and regulations. The results of this audit are submitted to the Ohio Valley Conference for inclusion in the conference's yearly report to the NCAA.

The Director of Athletics and the Faculty Athletics Representative have the direct responsibilities in the area of rules compliance on the UT Martin campus. The independent responsibility for this area has been assigned to the NCAA Rules Compliance Oversight Committee, a subcommittee of the Athletics Board. The Assistant Athletic Director for Compliance is the compliance officer and works in consultation with the Oversight Committee, the Registrar, the admissions officer, and the Faculty Athletics Representative (FAR) to report and oversee the eligibility of all incoming freshman and transfer students and their continuing eligibility and progress towards a degree. The Registrar monitors the grades of the athletes and reports back to the Assistant Athletic Director for Compliance and the Faculty Athletics Representative. Mid-year eligibility decisions are made by the Assistant Athletic Director for Compliance in terms of progress towards a degree and academic standing. These procedures are outlined in the University's compliance manual and overseen by the Registrar, the Assistant Athletic Director for Compliance and the Faculty Athletics Representative.

The procedures for dealing with an alleged or voluntary discovery of a violation of NCAA rules are detailed in Attachments 41 and 47 (Appendix 7) of The University of Tennessee at Martin Department of Athletics Policies and Procedures Manual For Athletic Compliance. An alleged violation reported to the NCAA from any source outside the University will be processed under the provisions of NCAA By-Law 32 of the NCAA Manual. The NCAA enforcement staff will conduct a preliminary review of the allegation and advise the University of its intentions of future actions. Depending on the preliminary review, the NCAA Enforcement Staff will place the matter in either the major or minor infractions category. Attachment 41 provides a flow chart of the NCAA process for disposing of infraction cases. The University response and/or cooperation will be provided by the appropriate units and affected student-athletes. Following final action by the NCAA, the Chancellor's Office will direct all internal actions to be accomplished within the University staff. The OVC Commissioner's office will be kept completely abreast of all communications between the University and the NCAA Enforcement staff. Any media releases by the office of University Relations would be in coordination with the OVC commissioner's office.

Violations discovered internally to the University will be reported immediately (telephonically) to the NCAA. At the advice of the NCAA the necessary written correspondence will be forwarded to NCAA headquarters providing the full details of the violation. The units to be advised that a violation has occurred are as follows (not in specific order): Office of the Chancellor, Faculty Athletics Representative, Director of Athletics, Sports Information Director, Coach or coaches as appropriate, Student-Athlete, or athletes as appropriate, Unit head where violation occurred if appropriate. The OVC Commissioner will be notified in the same time frame as the NCAA.

## Governance and Commitment to Rules Compliance

An internal investigation will be conducted to obtain all the facts surrounding the violation. Appropriate statements from individuals involved will be obtained in order to validate or invalidate the violation. The conduct of the investigation will remain internal to the university until the NCAA has had the opportunity to review the facts of the matter and render a decision. Following a decision by the NCAA as to the validity of the violation and any associated penalties directed to the validity of the violation and any associated penalties directed to the University and any members of the athletics department staff or others, the Chancellor's Office in coordination with the Director, will direct University Relations to disseminate information as appropriate to the normal media outlets (The University of Tennessee at Martin Department of Athletics Policies and Procedures Manual For Athletic Compliance, p. 13).

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

A plan for educating the staff of the UT Martin Department of Intercollegiate Athletics pertaining to NCAA rules and regulations is outlined in Attachment 47 (Rules Education Procedures Checklist) of The University of Tennessee at Martin Department of Athletics Policies and Procedures Manual For Athletic Compliance, particularly in Appendices 1 - 5, 7, 8, and 11. Various aspects of this plan are addressed at regularly scheduled staff meetings. Specific rules interpretations are directed to the Assistant Director for Compliance throughout the year. In addition, NCAA manuals and OVC Handbooks are provided to all head coaches and professional staff. All coaches must pass annually an examination devised by the NCAA, and administered by the FAR, concerning their knowledge of the recruitment practices and policies. No coach is permitted to recruit student-athletes until this examination has been passed. All athletics personnel have a clause in their contracts stating that they are subject to dismissal for known rules violations.

Other responsibilities incumbent on individuals inside the athletics department are found in Attachments 42-46 and 48 of The University of Tennessee at Martin Department of Athletics Policies and Procedures Manual For Athletic Compliance.

Attachment 42 Recruiting Procedures Checklist, specifically Attachment 2-8, and 11-19  
 Attachment 43 Freshman Eligibility Procedures Checklist, specifically Appendices 1, 2, 5, 6, 7, and 8  
 Attachment 44 Transfer Eligibility Procedures Checklist, specifically Appendices 1, 2, 3, 4, 5, 6, 7, and 9  
 Attachment 45 Continuing eligibility Procedures Checklist, specifically Appendices 1 and 3  
 Attachment 46 Financial and Procedures Checklist, specifically Attachment 1, 2, 4, 8, 9, 10, and 11  
 Attachment 48 Sport Camps and Clinics Procedures Checklist, specifically Appendices 1, 2, 3, 4, 6, and 7

Rules education is also provided to student-athletes. At the beginning of fall semester, a department-wide meeting is conducted during the first week of classes. This is a mandatory meeting for all student-athletes. The purpose of this meeting is to inform the student-athletes of various matters that will help ensure their physical, emotional, and psychological well being while a student-athlete at UT Martin. Every student-athlete receives The University of Tennessee at Martin Intercollegiate Athletics Handbook. Each student-athlete must affirm that to the best of his/her knowledge the athletic program as well as his/her own actions are in compliance with appropriate NCAA, conference, and University regulations. The Student-Athlete Statement is reviewed by the Assistant Athletic Director for Compliance with all student-athletes on the first day of classes and prior to any competitions.

As can be seen from the extensive listing of responsibilities placed on members of the athletics department and student-athletes, rules compliance is aggressively promoted and enforced at UTM.

The director of athletics maintains a list of Governing Values that is provided to finalists who are seeking to fill a position. In addition, this list of Governing Values is distributed to the athletics staff at least once every year. It includes the following statement relative to rules compliance.

Compliance integrity — The NCAA manual is full of rules, and all coaches are expected to comply with the letter and spirit of those rules, especially rules related to student-athlete welfare. Any willful major violation of NCAA rules will result in immediate termination.

### 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.

A comprehensive description of the actions of individuals not on the staff of the athletics department at The University of Tennessee at Martin, pertaining to NCAA rules and regulations, is provided in Attachments 42-48 in The University of Tennessee at Martin Department of Athletics Policies and Procedures Manual for Athletic Compliance.

## Governance and Commitment to Rules Compliance

Attachment 42 Recruiting Procedures Checklist, specifically Attachment 2, 7, 11, 17, 18, and 19  
 Attachment 43 Freshman Eligibility Procedures Checklist, specifically Appendices 1, 3, 4, and 7  
 Attachment 44 Transfer Eligibility Procedures Checklist, specifically Appendices 1, 2, 3, 4, 5, 6, and 10  
 Attachment 45 Continuing eligibility Procedures Checklist, specifically Appendices 1, 2, 4, 6, 7, 9, and 10  
 Attachment 46 Financial and Procedures Checklist, specifically Attachment 1, 2, 3, 4, 5, 6, 10, and 11  
 Attachment 47 Rules Education Procedures Checklist, specifically Attachment 1, 2, 4, 6, 7, 9, and 11  
 Attachment 48 Sport Camps and Clinics Procedures Checklist, specifically Appendices 1, 3, 4, 5, and 7

The University of Tennessee at Martin Department of Athletics Policies and Procedures Manual For Athletic Compliance delineates the responsibilities of a number of individuals and offices outside the Athletics Department for all of the UTM Athletics policies. Some of the key offices and individuals charged with these responsibilities are cited below:

? High school seniors' test scores, GPA, etc. must be reviewed by the Admissions Office and transcripts must be evaluated by the Registrar's Office before they can enter the University.

? All freshman prospects must be registered with the NCAA Clearinghouse to determine their initial freshman eligibility status.

? The Registrar, the Director of Admissions, and the FAR are responsible for maintaining procedures for admitting and certifying in-coming freshmen student athletes.

? The Registrar, Director of Admissions and the FAR attend NCAA video conferences on NCAA rules and Clearinghouse Up-dates each year.

? The Registrar, FAR, and the Athletics Director are the certification authority for eligibility decisions regarding athletics competition. The Athletics Director verifies the Sports Eligibility Lists, forwards them to the Registrar's office for approval by both the Registrar and the FAR. After approval the lists are sent to the OVC.

? The Athletics Director, Registrar, FAR, and the Assistant Athletics Director for Compliance maintain procedures to certify continuing eligibility to include verifying courses completed are applicable to a specific degree program, satisfactory progress, academic standing, and grade point average. The Athletics Director, the FAR, and the Registrar are the certifying authorities for declaring student-athletes eligible for competition.

? The Director of Financial Aid monitors each student-athlete's eligibility for institutional financial aid. "The Director of Financial Aid has supervisory authority for all institutional aid, including Grant-In-Aid awarded to all enrolled University of Tennessee at Martin students."

During the years since the NCAA Cycle I Certification Self-Study Tennessee-Martin has made every effort to delineate and disseminate the substance and importance of rules compliance to those stakeholders who are not a part of the Athletics Department but who need to know what is legal and appropriate in working with the Athletics Department to make UT Martin athletics the best it can be.

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

All policies and procedures pertaining to rules compliance of individuals or groups with an interest in UTM athletics have been addressed in the previous discussions.

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

The most recent rules-compliance program evaluation was conducted in the summer of 2005 by the Office of the Commissioner of the Ohio Valley Conference. Prior to that, in the spring of 2001, a thorough evaluation was conducted, again by the Office of the Commissioner of the Ohio Valley Conference.

### 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.

## Governance and Commitment to Rules Compliance

The Director of Intercollegiate Athletics and the Faculty Athletics Representative have direct responsibilities in the areas of rules compliance. However, independent responsibility for this area is assigned to the NCAA Rules Compliance Oversight Committee of the UT Martin Athletics Board. This committee has met on several occasions over the last three years, and minutes are available to verify this committee's activity. Specifically, this committee reviews any rules violations and reviews new rules that are being implemented, such as the Academic Progress Rate legislation.

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

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

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

In the OVC Compliance Review of the UTM Athletics Department conducted in the Spring of 2001, one minor infraction concerning the Baseball Boosters Club was noted. Apparently, some funds received through concessions at games had not been run through the proper University account. With this notification, the Athletics Director has taken the appropriate steps to rectify this lack of accounting of funds.

Based on the exit interview for the 2005 evaluation, there are no anticipated plans for corrective actions that will need to be taken. When the report is received, all recommendations will be undertaken.

**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.

## Governance and Commitment to Rules Compliance

- Contracts or letters of appointment for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Personnel evaluation criteria for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Philosophy statements and other applicable sections of policy manuals for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Documentation related to the evaluation of the institution's rules-compliance program by an authority outside of athletics at least once every four years.

### Evaluation

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

# 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 concerning Operating Principle 2.1 (Academic Standards) in its first-cycle certification decision.

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

In an April 1997 report to Ms. Diane E. Dickman, Compliance Representative, The National Collegiate Athletic Association, 6201 College Boulevard, Overland Park, KS 66211-2422 from Chancellor Dr. Margaret Perry, attention was drawn, for the second time, to four recommendations coming from the self-study and to the fact these were not being recognized by the peer-review team for action. A request was made by Chancellor Perry for these recommendations to be given consideration by that team in their response to the university concerning required actions. Consequently, the university's certification letter from the NCAA dated August 18, 1997, does hold the university accountable for implementing the four recommended "strategies for improvement" identified by the university during the NCAA Certification Academic Integrity Self-Study. The four strategies for improvement were addressed by the university and four corrective actions were noted. In each case, the (a) original "strategy for improvement;" (b) the actions taken; (c) the dates of the actions; and (d) completion of required actions are noted.

The recommendations are as follows, including responses for corrections to problems and concerns identified in the self-study. Note that the prefix (SS) indicates the recommendation came from the self-study conducted by the university.

(SS1)Recommendation No. 1 and Strategy for Improvement: The conflict of scheduling between football practice, volleyball practice, and cross-country practice, and Freshmen Studies week activities has been a long time problem for freshmen student-athletes who are practicing and cannot take advantage of benefits that full participation in Freshman Studies week presents. We feel that some form of orientation program should be made available to these students-athletes. We recommend that the Systems Quality Enhancement (SQE) group be assigned the task of developing a working program for the student-athletes. A Systems Quality Enhancement group is now studying all aspects of Freshman Studies and will complete the study by the end of December 1996.

Action:

A special group of Freshmen Studies was developed for athletics that takes into account and works with the timetable for athletic activities in the scheduling of Freshmen Studies events. This provides, in particular, for student-

## Academic Integrity

athletes involved in those sports in the Fall Semester that have problems meeting with typical Freshmen Studies groups due to athletic practices, events, etc., the opportunity to benefit from this program.

A memorandum dated June 13, 1997, from Mr. Benny Hollis, Director of Athletics, to Dr. Margaret Perry, Chancellor, reflects the original outline developed for student-athletes' participation in the Freshmen Studies Program. The original outline as proposed and implemented was as follows:

### 1997 Fall Freshmen Studies Program Essentials for UTM Student-Athletes

I. How to study effectively  
Monday — Thursday

II. Academic advising, registration, and paying fees (1-5 Tuesday)

- a. ID cards
- b. Car registration
- c. Math placement Test
- d. Foreign language placement test
- e. Public safety
- f. Alcohol education
- g. Campus recreation

III. Comp Tests (Friday 3 hours)

IV. Vacant time slots to attend as many other sessions as possible.

V. Cross Country

VI. Volleyball

The program for incoming freshmen continues at present but has undergone several partial revisions to improve the program. Since its inception, this program has been adjusted, modified, and otherwise tweaked almost on an annual basis in an effort to improve it. The name has been changed to Freshmen Experience and was increased in length from a week at the beginning of the semester at its initial inception to a semester- long course meeting once per week. The most recent changes, which are to be implemented Fall 2005, are to increase the class meetings from one to two hours per week throughout the semester and to have a greater uniformity in the subjects presented to the groups. Subjects to be presented are designed to further enhance the chances for succeeding in college. With an increase in time and work has come an increase in credit from one to two hours. Also, the grading system has been changed from pass/fail to a traditional letter grading system. This change was also implemented Fall Semester 2005.

Likewise, changes have been incorporated for improving the program for the group that serves student-athletes involved in fall sports. This group has been successfully led by Dr. Kay Durden for several years; however, Dr. Durden retired at the end of Spring Semester 2005. As her replacement, two faculty have been named to lead groups for freshmen student-athletes involved in fall sports. Dr. Michelle Arant will lead a group for football players, and Dr. Desiree McCollough will lead a group for volleyball and soccer players. Furthermore, since that announcement was made, a more comprehensive revision of the total academic support program for student-athletes has been developed. The specifics of this program are included in a document entitled Academic Support Program for UT Martin Intercollegiate Athletics. It will be referenced again later in this self-study report and is available for review. The document relates to this issue in that it addresses the need for continuity and improvement in advising student-athletes. Specifically, Dr. Arant and Dr. McCollough are designated in the document to also serve as athletics support advisors (in addition to the regular academic faculty advisor assigned for each student from the academic unit housing the student's major) for football and soccer/volleyball respectively throughout the tenure of these student-athletes at the university.

It should also be noted that two committees serving athletics can and do act as resources to provide input for making improvements in the Freshmen Studies program as well as other activities and endeavors that impact student-athletes. One is the Faculty and Staff Relations Committee of the Athletics Board and the other is the Student-Athlete Advisory Committee. Both provide ongoing advice and input to the Athletics Board and/or the Office of Intercollegiate Athletics on a multitude of issues concerning various activities across campus.

Responsible Individuals or Offices:

Director of Learning Support Services and Director of Athletics

Timetable:

June 13, 1997 to present time

## Academic Integrity

(SS2)Recommendation No.2 and Strategy for Improvement: The committee on Faculty and Staff Relations of the Athletics Board be expanded to include additional academic faculty members, the coordinators of the reading, writing and math laboratories, men's and women's player representatives and the director of athletics. This committee would be responsible for monitoring academic issues affecting the student-athletes and making recommendations to the athletics administration. The chair of the UT Martin Athletics Board is currently preparing a proposal for UT Board of Trustee approval which will include the suggestions in this recommendation.

### Action:

All processes from the strategy were followed for adding the suggested members to the committee. Minutes from meetings of the Faculty and Staff Relations Committee of the Athletics Board for the years 2001- 2005 reflect the wisdom of this action. The minutes show the individuals added have been actively involved in proposing, discussing and implementing plans for better serving student-athletes in the reading, writing and math labs; providing more timely registration for student-athletes to include new student-athletes attending Student Orientation and Registration (SOAR) sessions; improving academic advising for student-athletes; better scheduling of courses to accommodate students who have time constraints such as student-athletes; finding better ways to assist "at risk" student-athletes; lessening the impact of the scheduling of athletic events on study time and academic performance; and consideration of other pertinent issues that should enhance the chances of academic success for student-athletes. The Staff and Faculty Relations Committee is a standing committee of the Athletics Board. Their efforts are on-going as they attempt to address academic issues that affect student-athletes.

### Responsible Individuals or Offices:

Chair of the University of Tennessee at Martin Athletics Board and Chair of the Committee on Faculty and Staff Relations of the Athletics Board

### Timetable:

August 10, 1997, to present time

(SS3)Recommendation No.3 and Strategy for Improvement: The Faculty and Staff Relations Committee of the Athletics Board, mentioned above in recommendation 2, be charged with studying the ways of improving student-athletic and faculty communications, especially, when student-athletes must miss classes because of athletic competition or travel to and from sites of competition. The committee should also be concerned with scheduling which causes undue absences during the season of competition.

### Action:

Again, the minutes of the meetings of the Faculty and Staff Relations Committee of the Athletics Board reflect that the committee has tackled the issue of missed classes due to athletic competitions with attention given to adjusting schedules in some instances to reduce absences. Minutes also show that issues such as late notification of absences by student-athletes and concerns over excessive absences were addressed and resolved through communication with faculty. Similarly, issues dealing with registration of student-athletes and scheduling of classes to accommodate practice schedules received considerable attention. These minutes are available for perusal by the review team.

Similarly, the Student Athlete Advisory Committee, made up of two players from each team sport, has been helpful. It has served successfully as a conduit to provide student-athlete input in seeking solutions to problems. The council meets periodically to exchange information and to address problems, issues, and concerns. The reports from these meetings are forwarded to the administration for perusal and for addressing problems.

Interviews with six coaches, three with men's athletics and three with women's athletics, revealed all have a system for insuring athletes are attending class and succeeding academically. Likewise, each has a specified plan for dealing with students who are not meeting academic objectives.

The measure of the effectiveness of any efforts in the academic arena is ultimately measured by academic performance. As has been mentioned previously, the University of Tennessee at Martin student-athletes had the highest GPA in the Ohio Valley Conference for the past two years. Students are ultimately responsible for their grades but the efforts of each coach in closely monitoring the student-athletes regarding grades and class attendance as well as the effectiveness of efforts to provide for a good academic environment and support for student-athletes by the university administration and faculty have surely been contributing factors.

### Responsible Individuals or Offices:

Chair of the Faculty and Staff Relations Committee of the Athletics Board

### Timetable:

August 10,1997, to present time

## Academic Integrity

(SS4)Recommendation No.4 and Strategy for Improvement: The data collected for the attachments used in this study are useful data and should be available to all on a regular basis. We suggest that these data be routinely collected by the Office of Institutional Research and made available along with its yearly statistics.

Action: March 1997

All data is now trended, aggregated, and made available on the UTM Web Page. This data also includes graduation rates of student-athletes.

Responsible Individuals or Offices:

Assistant Athletic Director for Compliance

Timetable:

March 1997 to present time

### 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.

For the past several years, early registration for student-athletes has been a subject of discussion in several forums to include, in more recent years, the Faculty and Staff Relations Committee of the Athletics Board. The basic resistance to arriving at a solution has been the belief that this would be showing favoritism to one group of students. Minutes of the committee meetings from October 15, 2002, January 30, 2003, and January 28, 2004, reflect discussion on this subject. The committee has expressed support for early registration for student-athletes but feel the privilege should be extended to any student who serves as an ambassador for the university. The matter is now being considered by the Registration Committee. The Faculty and Staff Relations Committee is awaiting a report. Similarly the minutes of February 24, 2004, reflect a potential resolution of the problem associated with the registration of incoming freshmen student-athletes who are unable to attend a SOAR session, particularly those who live some distance away, resulting in the student not being able to register for needed courses or having a class schedule that is not amenable to athletic practice schedules. One of the original reasons for SOAR from the perspective of the university was to gain assurance that students were in fact coming to UT Martin. Student-athletes who have signed a scholarship have made that commitment to come to UT Martin. There are other benefits for a student-athlete who attends a SOAR session; however, attendance is not necessary to give the university assurance the student-athlete will register. Judy Rayburn, Director of Admissions, will consider on a case-by-case basis requests to advise/register by phone new students who are unable to attend a SOAR session due to an extreme hardship. Mr. Phil Dane, Director of Athletics, will make the request on behalf of the student-athlete.

The implementation of this initiative has been essentially on a test basis, and the results appear to be limited and questionable. The Academic Integrity Subcommittee feels a process for accomplishing the intent of assuring adequate class scheduling for student-athletes who encounter great difficulty in attending one of the scheduled SOAR sessions is a worthy endeavor, and the process should be solidified. Thus, the Subcommittee recommends this be formally addressed through appropriate channels for a final resolution and development of a formal policy on this issue.

### 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.

After certification by the NCAA Clearinghouse, student-athletes are required to complete the same admission procedures and requirements as all other full-time beginning or transfer students. The Office of Admissions has the sole responsibility for determining the admission decision for every entering freshmen or transfer student. The 2004-05 Undergraduate and Graduate Catalog (pages 20-25) lists prescribed steps for applying for admission that must be followed by all full-time entering students and the admission types and criteria listed. Upon completion of the admissions file, the Director of Admissions or her designee determines the type of admission for each student. Each full-time undergraduate student applying for admission is determined to be "Regular Admission," "Conditional Admission," "Transfer Admission," or "Denied Admission" based upon careful assessment of the student's

## Academic Integrity

admission information within the criteria for the three types of admission. The athletics department plays no role in the admissions process for student-athletes and abides by the admissions decisions rendered by the Director of Admissions or her designee.

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

See table profiles shown as Attachment No.1 to this report, Standardized Test Scores by Gender, by Race or Ethnic Group, and by Sport Group.

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

From the catalog (2004-2005):

A limited number of applicants who do not meet regular admission requirements will be considered for admission with Conditional Admission status. The transcripts of these applicants will be reviewed to assess their course-taking patterns. Applicants will be asked to submit letters of recommendation to address leadership qualities, extracurricular activities, community service, work history, and other traits that will be considered in the application process.

Students admitted with Conditional Admission status must take placement tests prior to freshman registration and will be placed in specific developmental courses if appropriate. See page 30, Mandatory Placement, University of Tennessee at Martin Catalog, 2005-2006.

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

See accompanying chart shown as Attachment No. 2 (Academic Integrity: Self-Study Item No. 7 for Operating Principle 2.1, Special Admissions Information) to this report as well as the following comments.

The number and percentage of freshman student-athletes receiving athletics aid and who were admitted through special exception provisions for the last three most recent academic years was 1 of 58 or 1.7% (Fall 2002), 8 of 55 or 14.5% (Fall 2003), and 5 of 58 or 8.6% (Fall 2004). This compares to all entering freshman admitted through special exception provisions of 13.1% (Fall 2002), 9.6% (Fall 2003), and 8.3% (Fall 2004). In only one of the three years (Fall 2003) did the percentage of freshmen student-athletes receiving athletics aid and who were admitted through special exception provisions exceed that for the general student body. An average of the percentages for the last three years shows that there is a larger percentage of general student body freshmen admitted under special exception provisions ( 10.3% average) than student-athletes receiving aid who were admitted through special exception provisions (8.3% average).

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

## Academic Integrity

Mr. William Kaler, Assistant Athletic Director for Compliance, is responsible for starting the certification process for all transfer student-athletes following admission to the university. After the Registrar's Office has evaluated previous college credit and determines continuing eligibility, the athletics department prepares an eligibility list. If the student has not received an AA/AS degree from a junior college, the Registrar, Brandy Cartmell, determines if the student was a qualifier. The registrar and faculty athletics representative, Nell Gullett, check eligibility lists to determine the following:

- a. If the student-athlete has met requirements to transfer and is in good academic standing.
- b. If the student-athlete is entering a third or subsequent year has designated a major in a degree program.
- c. If the student-athlete entered college on or after August 1, 1992, meets "25/50/75" (3rd, 4th, and 5th year) percent of degree requirements; and the student-athlete is enrolled in at least 12 semester hours.
- d. If the student-athlete entered college on or after August 1, 2003, meets "40/60/80" (3rd, 4th, and 5th year) percent of degree requirements; and the student-athlete is enrolled in at least 12 semester hours.

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

The Registrar, Brandy Cartmell, is responsible for obtaining a progress report for each student athlete beginning with his or her second year of participation. The Athletics Department prepares an eligibility list. The registrar and faculty athletics representative, Nell Gullett, check eligibility lists to determine that each student-athlete meets the following requirements:

- a. That the student-athlete is in good academic standing (per institutional standards as listed in the UT Martin Catalog), has earned 24 semester hours of degree credit with at least 18 hours during the regular academic year since beginning the previous Fall semester.
- b. If the student-athlete is entering third or subsequent year has designated a major in a degree program.
- c. If the student-athlete entered college on or after August 1, 1992, meets "25/50/75" percent of degree requirements, and is enrolled in at least 12 semester hours.
- d. If the student-athlete entered college on or after August 1, 2003, meets "40/60/80" percent of degree requirements, and is enrolled in at least 12 semester hours.

As a means to help ensure student-athletes maintain enrollment in a sufficient number of hours throughout the semester in order to maintain eligibility, a hold is placed on student-athletes in Banner, the web based computerized registration and student record system, to ensure student-athletes are unable to drop a course without clearing this drop through the Registrar, Brandy Cartmell.

#### NCAA INITIAL ELIGIBILITY

- a. Admissions Office admits student.
- b. Athletics Department receives a form 48C and forwards to Registrar.
- c. Athletics Department prepares eligibility list.
- d. Registrar and Faculty Athletics Representative check eligibility list to determine that:
  1. Athletics has received form 48C for each first-time student athlete.
  2. Information is recorded correctly on roster.
  3. Student-athlete is enrolled in at least 12 semester hours.
  4. Student-athlete is eligible.

#### NCAA CONTINUING ELIGIBILITY

- a. Registrar keeps progress report for each student-athlete beginning with his or her third year of participation.
- b. Athletics department prepares eligibility list.
- c. Registrar and faculty athletics representative check eligibility list to determine that each student-athlete:
  1. Is in good academic standing (has 2.00 GPA)
  2. Has earned 24 semester hours of degree credit.
  3. If entering third or subsequent year has designated a major in a degree program.
  4. If entered college on or after August 1, 1992, meets "25/50/75" percent degree requirements.
  5. If entered college on or after August 1, 2003, meets "40/60/80" percent degree requirements.
  6. Is enrolled in at least 12 semester hours.
  7. Has earned 6 semester hours toward their degree during last full-time term.
  8. Is eligible.

#### NCAA TRANSFER ATHLETE

- a. Admissions Office admits transfer student.
- b. Registrar's Office evaluates previous college credit and determines continuing eligibility.

## Academic Integrity

- c. Athletics department prepares eligibility list.
- d. If student has not received an AA/AS degree from a junior college, Registrar and Athletics Department determines if student is a qualifier.
- e. Registrar and faculty athletics representative check eligibility list to determine if student-athlete:
  1. Has met requirements to transfer.
  2. Is in good academic standing.
  3. If entering third or subsequent year has designated a major in a degree program.
  4. If entered college on or after August 1, 1992, meets "25/50/75" percent of degree requirements.
  5. If entered college on or after August 1, 2003, meets "40/60/80" percent of degree requirements.
  6. Is enrolled in at least 12 semester hours.
  7. Has earned 6 semester hours toward their degree during last full-time term.
  8. Is eligible.

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

### Athletics Program Philosophy of UT Martin

The following statement reflects the philosophy of the Athletics Program at UT Martin:

The University of Tennessee at Martin provides quality undergraduate education in a traditional collegiate atmosphere. The University offers a wide range of opportunities which enrich and enhance the students' educational experiences, both inside and outside the formal academic program. Athletics programs are an integral part of the educational program and student life. The educational success and physical and emotional welfare of our female and male student-athletes are of primary concern.

As we review graduation rates, we also remind all interested persons that the stated philosophy of the Athletics Program underscores the entire Athletics program.

### Student-Athletes Generally

Based on the four-year class average as listed in the NCAA Graduation Rates Reports for 2002, 2003, and 2004 (See Attachment), the graduation rate for UT Martin student-athletes is comparable to the graduation rate for all students.

### Student-Athletes of Particular Sports Teams

According to the NCAA Graduation Rates Reports, student-athletes on particular sports teams exceed the graduation rate in some areas and need improvement in others. Baseball, for example, has excellent percentage rates and men's basketball needs improvement. Explanations for lower graduation rates in men's basketball and cross country track include:

- (1) Graduation rates are distorted due to the low denominator (average of 2 to 4 entering freshmen added annually over the 4-year periods studied) and the very significant negative impact of individual attrition via the numerator of the graduation ratio.
- (2) Limited playing time or participation for freshmen while they learn the coach's system.
- (3) The persistent effort to earn playing time decreases over time as new and/or perceived better players are annually added to the roster.

### Baseball (Men) All Men Students

2004 36 percent 37 percent  
 2003 43 percent 34 percent  
 2002 50 percent 34 percent

### Basketball (Men) All Men Students

## Academic Integrity

2004 17 percent 37 percent  
 2003 23 percent 34 percent  
 2002 22 percent 34 percent

### Cross Country/Track (Men) All Men Students

2004 22 percent 37 percent  
 2003 N/A  
 2002 17 percent 34 percent

### Football (Men) All Men Students

2004 31 percent 37 percent  
 2003 28 percent 34 percent  
 2002 29 percent 34 percent

The graduation rate for football is within a reasonable range as compared to the graduation rate for all men students. Furthermore, there was an upward turn in 2004 from the previous two years. There is, however, need for improvement. From interviewing Coach Matt Griffin, head football coach, it is evident he and his staff are giving much attention to academic performance with the goal of graduating student-athletes in four years. He provided documentation of a detailed process used by his coaching staff to monitor and track the academic performance of student-athletes on a regular basis throughout each semester.

### Other Men/All Sports All Men

2004 36 percent 37 percent  
 2003 26 percent 34 percent  
 2002 22 percent 34 percent

Trend analysis indicates that the increased emphasis placed on academic performance by the Director of Intercollegiate Athletics is having the desired affect of increasing the graduation rate of students in the Other Men/ All Sports category.

### Student-Athletes by Gender

#### Women

According to the NCAA Graduation Rates Reports, UT Martin women student athletes show a 43 percent graduation rate, a percent significantly higher than the all-women students' rate of 38 percent. The specific breakdown is as follows:

#### Women Student Athletes All Women Students

2004 43 percent 38 percent  
 2003 44 percent 36 percent  
 2002 47 percent 34 percent

#### Men

According to the NCAA Graduation Rates Reports, UT Martin men student-athletes could do better, but the numbers show that the range of difference is of no great magnitude and falls within six to seven percentage points of the graduation rate of all men students. Again, it is important to note there was an upward turn in 2004 from the previous two years.

#### Men Student Athletes Men Students

2004 31 percent 37 percent  
 2003 27 percent 34 percent  
 2002 27 percent 34 percent

### Student-athletes by Ethnicity

#### Black Men Student Athletes All Black Men Students

2004 26 percent 36 percent  
 2003 37 percent 35 percent  
 2002 33 percent 31 percent

## Academic Integrity

In two out of the three years (2003 and 2002), the black student-athletes were above the graduation rate for all black men students.

### White Men Student Athletes All White Men

2004 29 percent 38 percent  
 2003 24 percent 35 percent  
 2002 24 percent 34 percent

Explanations for white men student athletes' lower graduation rate include limited playing time or participation for most freshmen while they learn the coach's system and their persistent effort to earn playing time decreases over time as new and/or perceived better players are annually added to the roster.

### Student-athlete Subgroups (i.e., ethnicity) within Particular Sports Teams 2004

White Men Student Athletes All Men  
 Baseball 36 percent 38 percent  
 Basketball 25 percent 38 percent  
 Cross Country/Track N/A  
 Football 28 percent 38 percent  
 Others 36 percent 38 percent

### 2003

White Men Student Athletes All White Men  
 Baseball 36 percent 38 percent  
 Basketball N/A  
 Cross Country/Track N/A  
 Football 28 percent 38 percent  
 All Others 26 percent 35 percent

### 2002

White Men Student Athletes All White Men  
 Baseball 50 percent 34 percent  
 Basketball 30 percent 34 percent  
 Cross Country/Track 17 percent 34 percent  
 Football 20 percent 34 percent  
 Others 22 percent 34 percent

Another factor to consider as information is shared about graduation rates is the overall number achieved by UT Martin on the NCAA Division I 2003-04 Academic Progress Rate (APR) report. UT Martin scored an overall of 945 points on the Division I 2003-04 Academic Progress Rate that was made available on April 15, 2005. That score is based on a point system giving credit for those student-athletes who are academically eligible for participation and for retention. The score of 945 is above the "magic number" of 925 required by the NCAA. The breakdown is as follows:

Baseball 928  
 Men's Basketball 979  
 Men's Cross Country 967  
 Football 889  
 Men's Golf 1000  
 Men's Tennis 1000

Women's Basketball 980  
 Women's Cross/C 1000  
 Women's Rifle 1000  
 Softball 952  
 Women's Soccer 971  
 Women's Tennis 1000  
 Women's Volleyball 1000  
 Mixed Rifle 1000

Analysis of factors contributing to the APR for football suggests the lower number may be due to causes similar to those determined to contribute to the lower graduation rates of some men student-athletes. Again, limited playing

## Academic Integrity

time or participation for freshmen or transfers while they learn the coach's system and their persistent effort to earn playing time decreases over time as new and/or perceived better players are annually added to the roster. Also, since the total number of students involved in football is much greater than for other sports the total number of student-athletes from football who do not meet requirements is greater.

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

The requirements for undergraduate admission are stipulated on Page 21 and following of the 2004-2005 UT Martin Undergraduate and Graduate Catalog. The general academic and matriculation requirements for the Bachelor's degree are outlined on page 33 and following of the 2004-2005 UT Martin Undergraduate and Graduate Catalog. The Student-Athlete Handbook highlights the additional requirements of admission and matriculation as mandated by the NCAA. These requirements are also listed in the University's NCAA Compliance Manual.

To summarize these requirements, all students must be admitted with an ACT score of 20 or above and a cumulative high school GPA of 2.4 on a 4.0 scale or an ACT of 17 with a minimum cumulative high school GPA of 2.75. For students below these requirements, it is possible to have a conditional admission on a case-by-case basis after a thorough review of letters of recommendation highlighting other aspects of a student's profile.

Matriculation is maintained by any student who has a GPA of 2.0 or better on a 4.0 scale for all courses he or she has attempted. The academic standards for admitting and matriculating the student-athletes are the same as that for the general student body. There are no exceptions.

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

### REPEAT QUESTION

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Matriculation is maintained by any student who has a GPA of 2.0 or better on a 4.0 scale for all courses he or she has attempted. The academic standards for admitting and matriculating the student-athletes are the same as that for the general student body. There are no exceptions.

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

The attendance policy is stipulated in the athletic handbook on page 25. The University Catalog states that "classroom attendance is an integral part of the education experience, therefore, it is the responsibility of the student to attend class." The individual faculty members set their own policy regarding attendance and these policies are indicated in the syllabus for each class given at the beginning of the semester. Sometimes attendance is not taken by faculty members at all, so it is sometimes difficult for the institution to monitor missed class time per se. The policy for student-athletes established by the athletic department is more strict than the policy some faculty have.

## Academic Integrity

Missed class time is monitored differently depending on the sport. For instance, in football, each player meets with his position coach in an "IPD" or Individual Player Development meeting once a week, in which the coach personally checks to see if he is attending class, doing his work and performing well in assignments and exams. The position coaches will also attend the classes of any player who may not be going to class regularly. Volleyball and softball coaches require a summary of class activities that are turned in to the coaches periodically. Both men's and women's basketball sponsor study sessions and the coaches take an active interest in monitoring attendance.

Recently an Academic Coordinator has been hired to keep track of athlete's progress in the classroom and also to schedule help sessions and tutoring in math and writing for the "at risk" student-athletes. The Coordinator produces progress reports for all athletes as a guide to determining academic progress and to monitor attendance. In addition to the coaches, the Coordinator provides a second level of monitoring on athletes' attendance. The monitoring process has been tightened somewhat over the past year and with the addition of the Academic Coordinator has become more consistent across the athletic department. It is felt that this two-tiered approach to the monitoring of student-athletes has worked to produce much better academic results in almost every sport at UT Martin. For example, the athletic department finished second in the OVC in the Ohio Valley Conference Institutional Academic Award and the women's basketball and softball teams finished first in their respective team academic awards.

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

As indicated in the response to item 12, according to the student-athlete handbook, there is a very strict policy towards attendance. Since attendance is an indicator of academic performance it is felt that the first place to look for a determination of the reasons for poor performance is attendance. The term "excessive" includes "any absence" that is not excused by the faculty for any particular class. According to page 25 of the handbook, if a student falls below a 2.0 cumulative GPA and class attendance is deemed to be poor, then the athletic department reserves the right to revoke or reduce the student-athlete's scholarship.

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

All student-athletes are required to attend a mandatory meeting at the first of every semester at which time the institution communicates the policies for scheduling of games and practices and how that is related to scheduling of courses and the notification of faculty for absences related to games. The notification of the faculty about the absences related to games and practices comes in the form of a letter drafted by the department (see page 26 of the Intercollegiate Athletics Handbook) and is hand-delivered to the faculty by the student-athlete. While, generally, this practice works, there are some instances where it might not be the most practical or efficient way to notify faculty. The spring sports season sometimes has unexpected rainouts and rescheduling of games and matches. It is true that the students, and sometimes even the coaches, do not know when games or matches will be rescheduled until very shortly before they are to be played. It is in this instance that faculty should understand the situation, but it would help the student's case if the athletics department drafted a memorandum or letter to faculty in the same consistent format that is utilized in the initial letter described on page 26 of the Intercollegiate Athletics Handbook. This letter could still be hand-delivered to the faculty by the student as he or she reminds faculty of his or her upcoming absence. In many cases this is done already by the individual coach, but it needs to be more consistently applied by all sports using the same format as the initial letter given at the start of the semester.

The policies for scheduling of games that affect the fall and spring semesters are governed mostly by the Ohio Valley Conference. Games falling during spring break, winter break, or after the semester is completed can be scheduled at the discretion of the athletics department and the coaches of the various sports. Practices and competitions are limited to 20 hours each week of the playing season of each sport during the time school is in session, per NCAA policy. It is also the policy of the university not to have a regularly scheduled athletic event scheduled 24 hours prior to or during the week of final examinations. However, in rare instances, when a conference or NCAA championship occurs, the student-athlete will work with his/her professors to make arrangements to take final examinations at another time. If a large segment of a class is involved, it might be necessary to reschedule the exam. The UT Martin Faculty Handbook states that, after consulting with the students, a faculty member may change the schedule of an exam provided the change has the approval of the chairperson of the department, the dean/director of the college/division, and the Vice Chancellor for Academic Affairs.

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

- A copy of the institution's most recent catalog.

## Academic Integrity

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

### Evaluation

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

# Academic Integrity

## Operating Principle

### 2.2 Academic Support

#### Self-Study Items

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

The response provided for this portion of the report is general in scope and provides a broad overview of the approach taken by the university in providing academic support. More detail is provided under the Items that follow under this operating principle.

a. The academic support provided to student-athletes is commensurate with that which is available to all students. Each student, to include student-athletes, is assigned an academic advisor to assist in guiding the student while at the university and in selecting and planning a course of study in order to meet degree requirements for the major chosen by the student. This advisor assignment is made through the department responsible for the student's major. One of the more comprehensive efforts in the area of academic support for students is provided by the Student Success Center which has been previously referenced in this report. The Director of the Center is Dr. George Daniel who operates under the Division of Academic Affairs and independent of the Office of Intercollegiate Athletics. There is, however, coordination with athletics through the office of Mr. William Kaler, Assistant Director of Athletics for Compliance and Stacie Evans, Athletics Academic Coordinator. Assistance is also provided through the center for unique services that might be needed by students such as specific course tutoring, computer lab services, career counseling and other special programs.

b. Six coaches and three administrators from athletics were interviewed to obtain their perspective concerning academic support for student-athletes at UT Martin. Three of the coaches were from men's sports (Mr. Matt Griffin - football, Mr. Victor Cates - baseball, and Mr. Brent Campbell - basketball) and three were from women's sports (Ms. Tara Tansil - basketball, Mr. Nathan Pifer - soccer, and Mr. Donley Canary - softball). Those from administration included the Assistant Director of Athletics for Compliance (Mr. William Kaler), the Assistant Athletics Director for Administration & Senior Woman Administrator (Ms. Danelle Fabianich), and the Director of Athletics (Mr. Phil Dane). Feedback from all these individuals provided evidence that support and/or assistance in the areas of academic goals and academic needs are taken very seriously and efforts to provide adequate assistance are ongoing and regularly evaluated for effectiveness.

Student-athletes may choose and continue in any academic major if they meet and maintain the necessary academic requirements; however, for some majors it is difficult for an athlete to meet the 40/60/80 rule for degree requirements. A major in nursing was one specifically mentioned as an example by a student-athlete at a forum held by self-study committee personnel to obtain feedback from student-athletes.

c. Students are tested upon entering the university to determine placement in courses based on proficiency measured by the tests. Also, assistance with course work is provided when needed through tutoring and special labs made available through the Student Success Center. Sometimes there is a breakdown in getting assistance to students when it is needed due to lack of communication. Coaches have systems for monitoring academic performance of student-athletes and for determining if and when assistance is needed, but there is a breakdown, in some instances, in getting feedback. Although students at the previously mentioned forum felt coaches were attentive to ensuring the needs of student-athletes in the area of academic support are met, several of the coaches interviewed feel like more support is needed in the form of academic advisors designated for and dedicated to specifically helping student-athletes. This would be in addition to the traditional academic advisor assigned through the department housing the major of the student. The responsibility of these athletic/academic advisors would be to more closely monitor the performance of student-athletes and to insure they are on track academically. They would

## Academic Integrity

be readily available to coordinate, direct, and guide student-athletes when any type assistance in the area of academic support is needed.

d. As indicated in item (a.) above, academic support services provided by the Student Success Center have undergone changes from time to time. The most recent proposal is contained in a document entitled Academic Support Program for UT Martin Intercollegiate Athletics (Effective Fall Semester, 2005) and is available for review. The minutes from the meetings of the Faculty and Staff Relations Committee of the Athletics Board referenced previously in this document reflect several discussions and recommended actions dealing with academic support services.

e. All students to include student-athletes are held to the same academic requirements and standards.

There were no "corrective actions" or "conditions for certification" imposed by the NCAA Division I Committee on Athletics Certification for Operating Principle 2.2 (Academic Support) in its first-cycle certification decision. However, the certification letter to the university dated August 18, 1997, holds the university accountable for implementing one "strategy for improvement" identified by the peer review team.

### Peer Review Team Recommended Strategy for Improvement

In the April 1997 report to Ms. Diane E. Dickman, Compliance Representative, The National Collegiate Athletic Association, 6201 College Boulevard, Overland Park, KS 66211-2422 from Dr. Margaret Perry, Chancellor, the peer-review team recommendation was noted in a portion of the report titled "Department of Intercollegiate Athletics Response to Academic Integrity". The recommendation is as follows and includes the response for the correction of the problem noted.

Recommendation No. 1 (relating to Operating Principle No. 4): The peer-review team recommends that the institution correct the weakness in academic support including a plan with budget and timetables for an adequate program. Written evidence of this should be submitted to the Committee on Athletics Certification within three months after the institution receives its final certification decision.

### Action:

Effective Fall 1997, the Office of Academic Affairs established a new campus wide center for student academic services. The center will bring under one coordinator three existing University programs; learning support, academic review, and advising and career search. Faculty will serve as advisor and staff the center which is open to all UTM students. Two academic advisors for the center will be funded by the Department of Intercollegiate Athletics to serve UTM student-athletes. Additionally, the Assistant Athletics Director of Compliance and Administrative will serve as a liaison between the Department of Intercollegiate Athletics and the center. The center will also coordinate specific course tutoring for both male and female student-athletes upon request by the coach or athlete in consultation with the academic advisor. In this new system, student-athletes will be advised, tracked, and assisted at a central location where all services are available.

Student-athletes will be informed of the availability of the center for student academic services during the student-athlete orientation program early after their arrival at the University. In addition to receiving individual advising from both their academic advisors and the designated faculty advisor in the center, student-athletes receive a handbook which lists specific services offered to all students by the University. Through this handbook and through the information from their advisors, student-athletes gain knowledge about the University's computer labs and about other special programs which may assist them in their studies. It should also be noted that each student-athlete receives a copy of the current University Catalog, a comprehensive volume which also gives information about available University labs and services.

### Responsible Individuals or Offices:

Director of Learning Support Services and Assistant Athletics Director of Compliance and Administration.

### Timetable:

August 10, 1997

## Academic Integrity

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

Refer to the University Response under Operating Principle 2.2 Academic Support, Item 1. Also, refer to the document, Academic Support Program for UT Martin Intercollegiate Athletics, referenced under University Response for Item 3 that follows on page 24

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.

Refer to the Academic Support Program for UT Martin for Intercollegiate Athletics (Effective Fall Semester, 2005)

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

Each college within the university provides support to each student, to include student-athletes, through departments within that college. Academic advisors are faculty within the department and are normally assigned to each student based on the student's major and commensurate with the expertise of the faculty advisor. The faculty advisor not only serves as an academic advisor but typically serves as a mentor and counselor as well. If a student needs special assistance or guidance other than academic help, then typically the student will be directed to the proper location or office for that assistance by the academic advisor if the need cannot be met by the advisor.

With regard to academic advising, as a minimum, a student must see his/her advisor to have a computer registration hold removed before the student can register for classes. The intent is to ensure some advising and counseling will be accomplished.

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.

Academic Advising for student-athletes is provided by faculty in their academic majors using the same policies and procedures used for all students at UT Martin. Faculty assigned to the academic majors advises student-athletes of the same academic major on course selection, class scheduling, degree

## Academic Integrity

program assistance, and registration is scheduled based on earned academic hours and not athletic status. Personnel in the Athletics-Administration and the Student Success Center review student-athletes' schedules to ensure they are complying with NCAA satisfactory academic progress requirements. The student-athlete has ultimate responsibility for satisfactorily completing academic requirements. Student-Athletes are made aware of academic advising services through the same general campus communications provided by Academic Records (Registrar) that are used by all students. Personnel in Athletics-Administration remind the student-athletes to see an academic advisor as soon as possible in order to register at the earliest possible time for the given cohort of earned academic hours in which they fall. Academic advising communications provided by Academic Records are annually reviewed and evaluated by the Registrar as part of her continuous evaluation process which includes athletics as one cohort among all campus cohorts.

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

The academic advising policies for student-athletes are the same as for other students in their chosen major. The Assistant Athletic Director for Compliance and the Athletics Academic Coordinator will review the schedules of student-athletes to ensure (a) enough hours are taken and (b) the student-athlete is making adequate progress toward completion of his or her degree.

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

Students are made aware of the services from the Student Success Center through the modes of communication used for the general student population and by their coaches. Additionally, the Student Success Center staff provides academic support services information during the annual Student-Athlete Orientation Night at the beginning of the fall semester. Throughout the academic year, student-athletes are strongly encouraged by faculty, coaches, and staff to use the academic support services of the Student Success Center as needed.

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

Academic support services for students at UT Martin are coordinated, assessed, modified, and approved as part of the annual strategic planning process of the vision, mission, goals, and objectives of the Student Success Center and UT Martin.

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

The Director of the Student Success Center reports directly to the Vice Chancellor for Academic Affairs. The services provided by the Student Success Center are evaluated, modified, and approved by the Vice Chancellor for Academic Affairs through an annual evaluation process tied to the mission of UT Martin.

**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.**

Free individual and/or small group academic tutoring in a limited number of subjects is provided for all students through the Student Success Center, Hortense Parrish Writing Center, Math Lab, and Reading Skills Lab. Student-athletes have the same access and opportunity to free tutoring services provided to all students. Supplemental Instruction is provided for all students enrolled in courses where the faculty has requested the assistance. The Athletics Director has instructed student-athletes to enroll in course sections with Supplemental Instruction. Additionally, the Student Success Center provides names of students available for hire as individual tutors. The Athletics Director has a limited amount of funds

## Academic Integrity

available to hire individual tutors in upper division classes. Student-Athletes may petition the Athletics Director for an individual tutor.

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

UT Martin student-athletes have the same opportunities as all other enrolled students to avail themselves of University sponsored academic support services. The Athletics Director has a limited amount of funds available to hire individual tutors in upper division classes. Student-athletes may petition the Athletics Director for an individual tutor.

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

Student-athletes are made aware of tutoring services through the same general campus communications received by all students. Additionally, the Student Success Center provides information on tutoring services at the annual athletic orientation meeting. Throughout the academic year, student-athletes are strongly encouraged by faculty, coaches, and staff to use the academic support services of the Student Success Center.

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

Academic support services for students at UT Martin are coordinated, assessed, modified, and approved as part of the annual strategic planning process of the vision, mission, goals, and objectives of the Student Success Center and UT Martin.

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

The Director of the Student Success Center reports directly to the Vice Chancellor for Academic Affairs. The services provided by the Student Success Center are evaluated, modified, and approved by the Vice Chancellor for Academic Affairs through an annual evaluation process tied to the mission of UT Martin.

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

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

Student-athletes have the same opportunities and access to study skills, note and test taking, writing and grammar skills, and time management resources as all students on campus. Academic support services in these areas are provided through the Student Success Center, Hortense Parrish Writing Center, Math Lab, and Reading Skills Lab. Individuals and/or teams may request group or individual information/workshops on any of the aforementioned topics.

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

UT Martin student-athletes have the same opportunities as all other enrolled students to avail themselves of University sponsored academic support services. Student-athletes are not afforded special treatment.

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

Student-Athletes are made aware of these services through the same general campus communications used by all students. Additionally, the Athletics Director and/or coach may refer or request individuals and/or teams seek information and/or attend workshops on the aforementioned subjects. The Student Success Center staff provides academic support services information during the annual Student-Athlete Orientation Night at the beginning of the fall semester. Throughout the academic year, student-athletes are strongly encouraged by faculty, coaches, and staff to use the academic support services of the Student Success Center.

## Academic Integrity

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

Academic support services for students at UT Martin are coordinated, assessed, modified, and approved as part of the annual strategic planning process of the vision, mission, goals, and objectives of the Student Success Center and UT Martin.

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

The Director of the Student Success Center reports directly to the Vice Chancellor for Academic Affairs. The services provided by the Student Success Center are evaluated, modified, and approved by the Vice Chancellor for Academic Affairs through an annual evaluation process tied to the mission of UT Martin.

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

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

Student-athletes are assigned study hall duties by team coaches. Academic assistance is not provided by the University through study halls, but through the services of the Student Success Center, Hortense Parrish Writing Center, Math Lab, and the Reading Skills Lab. Student-athletes are made aware of study hall requirements by individual coaches.

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

Student-athletes are assigned study hall duties by team coaches.

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

Team coaches identify student-athletes they believe need to attend study hall.

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

Team study halls are administered and evaluated by the Athletics Department.

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

Team study halls are administered and evaluated by the Athletics Department.

#### **5. Freshman/Transfer orientation** Availability, attendance requirements.

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

Student-athletes are afforded the same opportunity to participate in freshman/transfer orientation as are all students. Team coaches strongly encourage student-athletes to participate in the earliest possible Summer Orientation and Registration (SOAR) in order to produce the most advantageous academic schedule possible. Students who are deemed by the Director of Admissions to fit particular qualifications may be academically advised via telephone and internet. Out-of-Season entering freshmen student-athletes are encouraged to enroll in a fall semester-long college transition course (GENS 101) in their academic major. In-Season sections of the same course are provided for the football team and the female athletes. Transfer student-athletes are academically advised by faculty in their academic major and/or by personnel in the Student Success Center. Additionally, transfer student-athletes are invited to participate in transfer student orientation sessions provided for all transfer students. Student-athletes are made aware of these services through the same general communications received by all students. Team coaches strongly

## Academic Integrity

encourage student-athletes to enroll in the college transition course (GENS 101) in their academic major or in-season section.

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

Student-athletes are afforded the same opportunity to participate in freshman/transfer orientation as are all students. Transfer student-athletes are invited to participate in transfer student orientation sessions provided for all transfer students.

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

Student-athletes are made aware of these services through the same general communications received by all students. Team coaches strongly encourage student-athletes to enroll in the college transition course (GENS 101) in their academic major or in-season section.

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

The college transition course is annually evaluated by the Student Success Center using Division of Academic Affairs protocols and the freshman/transfer orientation programs are annually evaluated by the Director of Admissions through the protocols of the Division of Student Affairs.

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

The Director of the Student Success Center reports directly to the Vice Chancellor for Academic Affairs. The services provided by the Student Success Center are evaluated, modified, and approved by the Vice Chancellor for Academic Affairs through an annual evaluation process tied to the mission of UT Martin.

**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.**

Responsibility for completing an academic program of study ultimately rests with the individual student-athlete. Academic progress is monitored through the academic advising process with faculty in the academic majors, through transcript evaluation in the Student Success Center, and through personnel in the Department of Intercollegiate Athletics. Team coaches monitor academic progress through procedures instituted by the Athletics Director. Student-athletes are made aware of these services through the same general campus communications provided for all students. Additionally, team coaches monitor academic progress within a semester through faculty responses on individual student-athletes' grade reports. Personnel within the Athletics-Administration monitor grade and attendance progress and provide policies regarding satisfactory academic progress and attendance requirements.

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

The full complement of services described in part 'a' are available to all student-athletes.

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

Student-athletes are made aware of these services through the same general campus communications provided for all students. Additionally, the Student-Athlete Orientation Night serves as forum for sharing information about academic support services. Finally, the Intercollegiate Athletics Handbook's section on Academic Support Services (pp. 27-29) describes academic progress monitoring and reporting activities.

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

## Academic Integrity

Personnel within the Department of Intercollegiate Athletics monitor grade and attendance progress and provide policies regarding satisfactory academic progress and attendance requirements. Department policies are subject to external review by the Faculty and Staff Relations subcommittee of the Athletics Board.

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

Personnel within the Department of Intercollegiate Athletics monitor grade and attendance progress and provide policies regarding satisfactory academic progress and attendance requirements. Department policies are subject to external review by the Faculty and Staff Relations subcommittee of the Athletics Board.

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

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

Student-athletes are afforded the same access and opportunities for the diagnosis and treatment of learning disabilities as all students. Individuals may present appropriate documentation for evaluation to the Office of Disability Services within the Student Success Center. Individuals with appropriately documented disabilities are provided services and related academic accommodations. Student-athletes are made aware of the access and opportunities for the diagnosis and treatment of learning disabilities through communications available to all students. Team coaches may refer student-athletes to the Office of Disability Services. The Office of Disability Services is annually evaluated through the evaluation procedures prescribed by the Division of Academic Affairs.

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

Student-athletes are afforded the same access and opportunities for the diagnosis and treatment of learning disabilities as all students.

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

Student-athletes are made aware of the access and opportunities for the diagnosis and treatment of learning disabilities through communications available to all students. Team coaches may refer student-athletes to the Office of Disability Services.

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

The Office of Disability Services is annually evaluated through the evaluation procedures prescribed by the Division of Academic Affairs.

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

The Office of Disability Services is annually evaluated through the evaluation procedures prescribed by the Division of Academic Affairs.

### **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 are provided the same provisions for testing and evaluation that are provided for all students. Admission decisions are made by the Office of Admissions using ACT scores and information

## Academic Integrity

from the Application for Admission. All students may request and take institutional placement tests in mathematics, reading, or foreign languages in order to select appropriate academic courses.

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

Student-athletes are provided the same provisions for testing and evaluation that are provided for all students.

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

Student-athletes are made aware of the provisions for testing and evaluation through the same general communications available to all students via the Office of Admissions.

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

Testing and academic placement are evaluated annually under protocols of the Division of Academic Affairs and the Division of Student Affairs.

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

Testing and academic placement are evaluated annually under protocols of the Division of Academic Affairs and the Division of Student Affairs.

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

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

Mentoring for student-athletes is provided by team coaches and for entering freshmen student-athletes by faculty who teach a two credit hour semester-long transition to college course (GENS 101). Faculty Mentors are identified and assigned sections of the course related to their teaching specialty that are provided for students to select based on their academic major.

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

Mentoring for all entering freshmen is provided by faculty who teach a two credit hour semester-long transition to college course (GENS 101).

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

Student-athletes are made aware of the mentoring opportunity through general communication methods to all students provided by the Office of Admissions and the Student Success Center.

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

The mentoring component of the semester-long transition course is annually evaluated by the Student Success Center as part of the evaluation protocols prescribed by the Division of Academic Affairs.

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

The mentoring component of the semester-long transition course is annually evaluated by the Student Success Center as part of the evaluation protocols prescribed by the Division of Academic Affairs.

## Academic Integrity

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

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

All students, including student-athletes, who are judged by the Director of Admissions to have the potential to succeed at UT Martin, but do not meet the standards for regular admission are categorized as Conditional Admits. The University provides students who are admitted as Conditional Admits with specific guidelines and requirements related to their attendance and academic performance at the University. The Conditional Admit program is administered through the Student Success Center and provides services and programs specifically designed to enhance the academic and social experience of students admitted as Conditional Admits.

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

All students, including student-athletes, who are judged by the Director of Admissions to have the potential to succeed at UT Martin, but do not meet the standards for regular admission are categorized as Conditional Admits.

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

Student-Athletes are made aware of the Conditional Admit program through the Office of Admissions.

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

The Conditional Admit program is annually evaluated by the Student Success Center using evaluation protocols prescribed by the Division of Academic Affairs.

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

The Conditional Admit program is annually evaluated by the Student Success Center using evaluation protocols prescribed by the Division of Academic Affairs.

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

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

Student-athletes who complete their athletic eligibility may petition the Athletics Director for post-eligibility scholarships, assistantships, and academic support. The Athletics Director has budgeted monies available to support post-eligibility academic opportunities for students deemed to meet standards and conditions prescribed by the Athletics Director.

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

The Athletic Supplemental Aid policy is provided in the University of Tennessee at Martin Intercollegiate Athletics Handbook (p. 23).

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

Student-athletes are made aware of post-eligibility availability of scholarships, assistantships, and academic support through the Department of Intercollegiate Athletics general meetings and individual progress report sessions.

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

## Academic Integrity

The post-eligibility program is administered and evaluated by the Athletics Director.

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

The post-eligibility program is administered and evaluated by the Athletics Director.

### Evaluation

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

## Academic Integrity

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

PART I-A: Standardized test Scores, by Gender

		Gender							
		Male Students		Male Student-Athletes		Female Students		Female Student-Athletes	
Academic Year		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2004-2005	89	481	86	31	88	572	92	20
	2003-2004	88	380	82	31	87	506	85	23
	2002-2003	86	420	84	27	84	590	94	24

Name of person completing this chart: Mr. William Kaler and Dr. George Daniel

Title: Ast. AD and Director of Student Success Center

## Academic Integrity

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

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

		Racial or Ethnic Group - All Entering Freshman Students												
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other		
Average Standardized Test Score	Academic Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	
		2004-2005	76	2	92	3	79	127	84	11	90	910		
		2003-2004	92	5	85	9	76	131	83	10	89	731		
		2002-2003	89	8	88	9	71	176	82	10	88	807		
		Racial or Ethnic Group - All Entering Freshman Student-Athletes on Aid												
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other		
Average Standardized Test Score	Academic Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	
		2004-2005					77	10			89	42		
		2003-2004					77	18			91	36		
		2002-2003					88	7			86	48		

Name of person completing this chart: Mr. William Kaler and Dr. George Daniel

Title: Ast. AD and Director of Student Success Center

# Academic Integrity

## FOR FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID

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

		Sport Group															
		Football		M e n ' s Basketball		Baseball		Men's Track/Cross Country		Men's Other Sports and Mixed Sports		W o m e n ' s Basketball		Women's Track/ Cross Country		W o m e n ' s Other Sports	
Academic Year		Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students
Average Core Course GPA	2004-2005	2.66	20	0	0	3.38	8	0	0	3.09	4	3.07	1	4	1	3.52	18
	2003-2004	2.84	22	2.96	1	3.85	2	0	0	3.19	5	3.42	4	2.54	1	3.51	18
	2002-2003	3.02	17	0	0	3.1	5	2.54	1	3.57	4	3.99	2	3.65	4	3.71	18
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	2004-2005	87	20	0	0	89	8	0	0	77	4	75	1	106	1	92	18
	2003-2004	78	22	79	1	102	2	0	0	88	5	75	4	73	1	89	18
	2002-2003	89	17	0	0	88	5	71	1	81	4	87	2	95	4	94	18

Name of person completing this chart: Mr. Willam Kaler and Dr. George Danile

Title: Ast. AD and Director of Student Success Center

## Academic Integrity

### SPECIAL-ADMISSIONS INFORMATION

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

			Sport Group (Freshman)								
	Year	All Freshman Students	All Freshman Student-Athletes on Athletics Aid **	Baseball	M e n ' s Basketball	Football	Men's Track/Cross Country	Men's Other Sports and Mixed Sports	W o m e n ' s Basketball	Women's Track/Cross Country	Women's Other Sports
% of Special Admits	2003-2004	8%	9%	0%	0%	60%	0%	0%	0%	0%	40%
	2002-2003	10%	15%	0%	0%	88%	0%	0%	0%	0%	12%
	2001-2002	13%	2%	0%	0%	100%	0%	0%	0%	0%	0%

Name of person completing this chart: Mr. William Kaler and Dr. George Daniel

Title: Ast. AD and Director of Student Success Center

## Equity and Student-Athlete Welfare

### Operating Principle

#### 3.1 Gender Issues

#### Self-Study Items

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

Several recommendations resulted from the self-study process that occurred ten years ago. The report of the peer review team that reviewed the self-study validated the study including its recommendations. The peer review team recommended to the NCAA Committee on Athletic Certification that UT Martin be certified but noted that the recommendations of the self-study were valid and that UT Martin should proceed to implement the recommendations.

The NCAA Committee on Athletic Certification agreed with the peer review team and in a letter to UT Martin Chancellor Margaret Perry dated August 18, 1997 (see appendices), reported that agreement, including its agreement with the recommendations formulated by the self-study team and endorsed by the peer review team.

The following text comes from the official Summary of Actions Taken by the NCAA Committee on Athletics Certification (see appendices) dated August 14, 1997:

"As a normal part of their evaluations, institutions and peer-review teams recommend strategies designed to improve the quality of athletics programs. The Committee on Athletics Certification then determines whether each recommendation should be included in the committee's certification decision.

"In this instance, the committee noted the series of recommended plans for improvement identified in the institution's self-study report, and in its April 9, 1997, response to the peer-review team's report and its June 19, 1997, supplemental report to the certification committee. The committee commended the institution for its thorough response to the team's report and for the supplemental report, and acknowledged that the institution already has addressed or is in the process of addressing each of the team's recommendations and suggestions. The committee received the self-study report and additional correspondence with the understanding that any plans for improvement outlined by the institution will be implemented according to the deadlines the institution has established but not later than the time of the institution's next certification self-study. In any event, the plans must be carried out sufficiently in advance of the institution's next self-study to permit a thorough evaluation of the effectiveness of those actions."

What follows provides the context for the 1997 gender equity study and provides more detail about the specific recommendations in the study.

The Athletics Certification Self-Study, 1996 (see appendices), included a section entitled, "Commitment to Equity." The Institutional Plan (pp. 146-154 of the 1996 Self-Study) described a plan to maximize scholarships in women's sports of volleyball, tennis, softball, and track over a five-year period, increasing allocations by over \$160,000. It recounted the hiring of a full-time female coach for track and cross country. Track and softball facilities have been renovated or constructed, and plans were to hire a coach for women's soccer in spring of 1997. In 1994, women's and men's athletic director positions were combined into one athletic director position, and two administrative positions were created: one for compliance and administration and assistant athletics director and the other, senior women's administrator.

In the three-year period preceding that report, male coaches outnumbered female coaches. Four females served as head coaches for women's sports, and nine males served as head coaches in the sports for men and remaining sports for women. Men's scholarships accounted for 72 percent of the total scholarships. At the time of the previous self-study, however, women's scholarships showed a 50.74 percent increase and men's a 19.7 percent increase (p. 100, 1996 Self-Study).

## Equity and Student-Athlete Welfare

Likewise, operating budgets for women's sports were 50 percent lower than those for men's sports. Salaries for female head coaches and female assistant coaches lagged behind salaries for men serving as head and assistant coaches. While courtesy cars were provided to some male coaches and the athletic director, none was provided for women coaches or women administrators.

The evaluation and plans for improvement in that report stated that while a commitment to gender equity existed, "additional effort . . . will be needed before complete gender equity is achieved." (p. 106, 1996 Self-Study)

Among recommendations in the report ten years ago:

"The Athletics Department should revise its written gender equity plan . . . to provide a time line indicating when financial equity will be phased in for each of the women's sports. The intended result is to provide a more equitable portion of resources, salaries, and budget for women's and non-revenue sports." (p. 107, 1996 Self-Study)

"A clear set of written policies that regulate publicity and coverage of athletic teams should be developed so that a more equitable system of media coverage for all women's and non-revenue sports can be effected." (p. 107, 1996 Self-Study)

The report recommended achievement of equity "with regard to courtesy cars" (p. 108, 1996 Self-Study); an examination of administrative positions "in order to determine whether the women's sports program is effectively served" (p. 108, 1996 Self-Study); examination of "all coaching salaries for women's sports" (p. 110, 1996 Self-Study); assurance that "softball track/cross country, volleyball, tennis baseball, golf and rifle are funded at a level commensurate with the university's mission and resources (p. 110, 1996 Self-Study); examination of "women's and men's tennis team schedules to determine what proportion of matches are covered only by a graduate assistant" (p. 110, 1996 Self-Study); that "the same per diem be provided all athletes without reducing operating budgets" (p. 110, 1996 Self-Study); that a written policy be developed as regards allocating resources for men's and women's sports coverage (p. 111, 1996 Self-Study); and "assure that capital and equipment needs for women's sports are assessed and met" (p. 111, 1996 Self-Study).

The plan of action ten years ago included revising the gender equity plan to address concerns brought up in the Commitment to Equity report including a time line for equity (p. 113, 1996 Self-Study) and, for sports information, to "develop a clear set of written policies. . .so that a more equitable system of media coverage for all women's and non-revenue sports can be effected" (p. 114, 1996 Self-Study). Similar plans for equity were recommended for courtesy cars; the Athletics Department administration (p. 115, 1996 Self-Study); and coaches salaries for women's sports; funding for recruitment; equality in representation of the head coach at men's and women's tennis competitions; per diem; appropriate number of coaches for cross-country, track, and volleyball (p. 118, 1996 Self-Study); and policies for equity in sports information and media coverage (p. 119, 1996 Self-Study).

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

The plan that came out of the self-study ten years ago (specifics of which are enumerated under Self Study Item 1 and will not be repeated here) far exceeded UT Martin's financial ability to fully implement the recommendations. Therefore, in 2003 the Chancellor asked that a review of that plan be conducted and that the review serve as the basis for a revised plan that was more realistic and that included attainable goals consistent with the Athletics Department commitment to gender equity. The report from that review is titled The UT Martin Gender Equity Issues Review, Fall 2003 (see appendices). After receiving this report the Chancellor appointed another ad hoc committee to develop The University of Tennessee at Martin Gender Equity Plan for Intercollegiate Athletics. The Chancellor approved this plan on August 30, 2004 (see appendices).

On a day-to-day basis, the Athletics Director and the Assistant Athletic Director for Compliance are responsible for

## Equity and Student-Athlete Welfare

on-going monitoring and evaluation. In addition, the Committee on NCAA Rules Compliance Oversight, a subcommittee of the UT Martin Athletics Board, is charged with continual and periodic review.

### 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.

As described in Self Study items 3.1 and 3.2, the Department of Intercollegiate Athletics Gender Equity Plan (see appendices) of ten years ago was abandoned, and a revised plan, The University of Tennessee at Martin Gender Equity Plan for Intercollegiate Athletics (see appendices), was adopted in August of 2004. The opening paragraphs of The UT Martin Gender Equity Issues Review, Fall 2003, carry the commitment of the Director of Intercollegiate Athletics to "fully support the spirit and requirements of gender equity regulations as prescribed by the Office of Civil Rights. Female staff and coaches are hired whenever possible, but the most qualified person will be hired. Affirmative efforts are employed to identify female and minority candidates as prescribed by the UT Martin Affirmative Action Plan. Student-athlete gender equity is maintained with regard to coaching staff sizes, facilities, equipment, and team travel as prescribed by current OCR guidelines. Athletic scholarship funding is distributed in the same ratio as female to male student-athlete participation.

"The athletic interests and abilities of UT Martin students are periodically evaluated to ensure that an appropriate complement of UT Martin sports is offered. Until athletic participation rates reach the undergraduate enrollment ratio of men and women, consideration will be given to adding women's sports if regional competition can be scheduled and necessary facilities can be reasonably secured" (p. 1, 2003 Gender Equity Review).

The 2003 Gender Equity Review described the three-part test of the Office of Civil Rights to "determine an institutions' accommodation of interests and abilities of its students. An institution is only required to meet one part of the test to determine compliance" (p. 2).

The tests are: 1. ". . .the participation rates of men's and women's intercollegiate athletics program are compared to the institution's enrollment rates of fulltime undergraduate students to determine proportionality." 2. ". . . the institution is required to demonstrate a history and continuing practice of program expansion for the underrepresented sex." 3. ". . . the university must consider whether there is (a) unmet interest in a particular sport; (b) sufficient ability to sustain a team in the sport; and (c) a reasonable expectation of competition for the team."

The 2003 Gender Equity Review concluded that the university met none of the three tests (pp. 3-4).

Numerous charts and data were provided in the 2003 Gender Equity Review comparing full-time undergraduate student enrollments to athletic participation rates; percentage of Tennessee State Student Athletic Association schools offering sports for females by team, percentage of UT Martin female students enrolled in activity courses for credit, summaries of surveys to assess interests and abilities of incoming students.

The 2003 Gender Equity Review additionally concluded that UT Martin meets the criterion of travel and per diem allowance, Criterion 5 (p. 11); that it did not meet the criterion related to coach availability, assignments, and compensation, Criterion 7 (pp. 12-13); that the university does not meet the Criterion 11 related to sports information (pp. 16-18); that it does not meet Criterion 12 for Support services-administrative, secretarial and clerical and office space (pp. 18-19 2003 Gender Equity Review); and does not meet Criterion 12 related to recruitment (pp. 19-20).

The determinations of the 2003 Gender Equity Review prompted the Chancellor to appoint a committee to develop The University of Tennessee at Martin Gender Equity Plan for Intercollegiate Athletics, August 24, 2004 (2004 Gender Equity Plan). The document was presented to the UT Martin Chancellor and accepted to "supersede the gender equity plan included in the University's 1997 self-study document for NCAA Certification" (cover memo August 24, 2004, by Dr. Nell Gullett, Faculty Athletics Representative, and Phil Dane, Director of Athletics, to Chancellor Nick Dunagan). The cover memo points out in its last paragraph that the plan of action would not have been possible without funds generated from the \$27 student activity fee increase approved by the The University of Tennessee Board of Trustees in June of 2004.

The 2004 Gender Equity Plan describes the context in which it was prepared: the 1997 plan, the fact that there have been two chancellors since the 1997 plan was adopted, and budget reductions which made implementation of the 1997 study recommendations impossible (p. 1).

The 2004 Gender Equity Plan "was developed under the following considerations:

## Equity and Student-Athlete Welfare

"1. The university intends to pursue gender equity under Prong #2 (History and Continuing Practice of Program Expansion of the Office of Civil Rights 'Three Part Test') for nondiscriminatory participation until it may become possible to comply under Prong #3 (Fully and Effectively Accommodating the Interests of Women).

"2. . . . addition of scholarships and aggressive efforts to expand non-scholarships opportunities within existing sports . . . .

"3. . . .current intercollegiate sports offerings meet a significant majority of the interests of currently enrolled students.

"4. . . . data indicates that currently enrolled students are not as interested in competitive athletic competition as are their male counterparts

"5. . . .feeder programs from the Ohio Valley Conference sports inventory make track and golf the most likely sports to be added . . .However, the College of Agriculture and Applied Sciences has offered a club equestrian program for several years" and that program will be evaluated to determine what resources would be needed to elevate the program to varsity status.

"6. . . .this plan has been developed with the intent of becoming as competitive as possible in current sports before other sports are added" (pp. 1-3).

The 2004 Gender Equity Plan outlined issues, measurable goals, steps to achieve the goals, timetables and funding under six sub-topics (pp. 4-6):

1. commitment to periodically assess and ensure compliance with the five of thirteen measurable goals that were not met as evidenced by the review leading to the August 2004 plan;
2. accommodating interests and ability of female students;
3. equitable availability of coaches for female student-athletes;
4. sports information and media coverage made equitable;
5. administrative support made equitable; and
6. recruitment dollars made equitable.

Further, the plan would be funded by a portion of the proceeds from a \$27 increase in the student activity fee and, "if necessary, future reallocations within the intercollegiate athletics program" (p. 3).

#### 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.

In the first instance, UT Martin is committed to gender equity, starting with the Chancellor on through the Athletics Department and the Athletic Director. That this commitment does, in fact, exist in the Athletics Department is shown by the Department's own self-monitoring since the first-self study. This self-monitoring has resulted in:

1. the declaration of the self-study plan of ten years ago as unrealistic;
2. the UT Martin Gender Equity Issues Review, Fall 2003; and
3. the formation of a Committee on Athletics Minority Recruitment and Gender Equity Plan.
4. the development and approval by the Chancellor of a realistic replacement plan, The University of Tennessee at Martin Gender Equity Plan for Intercollegiate Athletics, August 24, 2004.

A complete review of the self-study of ten years ago, its abandonment, and replacement is detailed in responses to self-study items 3.1, 3.2, and 3.3. Briefly, the Department of Intercollegiate Athletics realized the self-study of ten years ago was unobtainable and in need of revision. A review was requested from outside the Department. The results of that review are reported in the UT Martin Gender Equity Issues Review, Fall 2003 (see appendices). That document served as the basis for the development of a new plan, The University of Tennessee at Martin Gender Equity Plan for Intercollegiate Athletics, August 24, 2004 (see appendices) by the Committee on Athletics Minority Recruitment and Gender Equity Plan. The revised plan includes goals and objectives in order for UTM to meet the test of gender equity under Prong #2 (History and Continuing Practice of Program Expansion of the Office of Civil Rights 'Three Part Test') for nondiscriminatory participation until it may become possible to comply under Prong #3 (Fully and Effectively Accommodating the Interests of Women). In a letter to Nell Gullett dated August 30, 2004, Chancellor Nick Dunagan approved the 2004 Gender Equity Plan.

## Equity and Student-Athlete Welfare

The following actions since the last self-study serve as further evidence that "matters concerning gender equity are monitored, evaluated and addressed on a continuing basis":

1. increased funding for recruitment of athletes in all women's sports and an accounting by the coaches of women's sports for the expenditure of those funds;
2. recruitment of three women as head coaches of women's sports: women's basketball, volleyball, and equestrian (which in 2005-06 will be a club sport and beginning in 2006-07 will become a varsity sport);
3. reorganization of support staff to more nearly equalize support staff among women's and men's sports;
4. the appointment of the Senior Woman Administrator as Assistant Athletics Director for Administration; and
5. hiring a woman in the administrative position of academic coordinator.

Further elaboration regarding these actions appear in appropriate sections throughout this report.

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

The EADA worksheets were reviewed for any major changes in trends and any evidence that the university is not committed to equity in funding. No such areas were noted, but since scholarships and travel are often mentioned in equity discussions, the following trends are included as a sample of the subcommittee's review. Self-study Item No. 6 includes a more detailed review of the thirteen program areas, and particularly scholarships.

#### Per Capita Scholarship Dollars - Men

2001-02 - \$7514

2002-03 - \$7537

2003-04 - \$8279

3 year increase of \$765

#### Per Capita Scholarship Dollars - Women

2001-02 - \$6323

2002-03 - \$6763

2003-04 - \$7853

3 year increase of \$1530

This demonstrates that while the per athlete scholarship dollars are not equal between men and women, the scholarship dollars for female student-athletes are increasing at a significantly faster rate than for male student-athletes.

It is more difficult to compare travel expenditures across all men's sports and women's sports because of sport differences rather than gender differences. For example, football involves large numbers of student athletes, therefore, travel expenditures will be significantly higher. Baseball has far more competitions which increases travel expenditures. Basketball teams often travel much further distances for away competitions. Football and baseball uniforms are more expensive than soccer or volleyball. However, it does appear in comparing men's and women's basketball, women's basketball team travel expenditures were greater than for men's in two of the three reported years.

#### Team Travel

##### Men's Basketball

2001-02 - \$42808

2002-03 - \$40056

2003-04 - \$30587

##### Women's Basketball

2001-02 - \$65128 (Includes summer tour trip to Europe)

2002-03 - \$39592

2003-04 - \$32495

## Equity and Student-Athlete Welfare

In summary, the athletics administration staff uses the EADA worksheets to monitor actual per capita operating expenditures to ensure that per capita spending is consistent with the commitment to equity.

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

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

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

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

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

The Chancellor requested a review of gender equity issues in the Department of Intercollegiate Athletics in 2003. His Executive Assistant, Edie Gibson, performed the review. Her report, UT Martin Gender Equity Issues Review Fall 2003 (see appendices), details her findings in all program areas, including athletic scholarships.

In response to that report, a committee was formed to develop a new gender equity plan addressing the areas of concern indicated in the Review. The new plan was approved by the Chancellor on August 30, 2004.

In The University of Tennessee at Martin Gender Equity Plan for Intercollegiate Athletics, August 2004, Item #2 addresses awareness of prevailing conditions that could lead to gender equity issues in scholarship awards and indicates action plans to circumvent such issues.

The Equity in Athletics Disclosure Act Report is also an instrument used by the Department of Intercollegiate Athletics to monitor resource allocation and gender equity issues in general.

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

The UT Martin Intercollegiate Athletics Gender Equity Issues plan reports the actions UT Martin will take, the time frame for those actions, the person(s) responsible for implementation, and the funding required. The plan states that 3 out-of-state tuition scholarships and two full in-state scholarships would be added to existing women's sports by 2005-2006 which would require \$40,000 additional funding. Actual scholarship funding for women's sports was increased by \$41,590, but in a slightly different allocation than the plan stated.

In addition to the data above the 2003 Gender Equity Review includes additional data and analysis related to this program area and is provided below (p. 2).

The equitable ratio between scholarships and percentage of female athletes has been erratic during the past three years. The University awarded athletic scholarships within a 1.6 percent variance between the male and female athletes in 2000, which grew to a 5 percent variance in 2001, and became an equitable distribution in 2002.

With the elimination of women's track and field teams, it is not unrealistic to anticipate (although too early to calculate) that the scholarship ratio will decline for women during the 2003 year. A plan to adjust for this discrepancy should be included as part of the Gender Equity Plan.

## Equity and Student-Athlete Welfare

Shown below is a percentage comparison of scholarship dollars versus participation over the three previous years

2000-01

Male \$ 745,849 57.8% 153 56.3%

Female \$ 543,917 42.2% 119 43.8%

Total \$1,289,766 100% 272 100%

2001-02

Male \$ 976,786 60.9% 161 55.9%

Female \$ 625,995 39.1% 127 44.1%

Total \$1,602,781 100% 288 100%

2002-03

Male \$ 979,856 61.7% 164 61.7%

Female \$ 608,686 38.3% 102 38.3%

Total \$1,588,542 100% 266 100%

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

The 2003 Gender Equity Review found no deficiencies in this program area.

Based on conversations with the Athletics Director, scholarship dollars are distributed to the head coaches of the various athletic programs as a portion of their total annual budget. The individual coaches determine how they distribute their scholarship dollars. During the student-athlete forum held by this subcommittee with members of the Student-Athlete Advisory Committee, there were no negative statements made regarding gender equity and athletic scholarships.

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

The 2004 Gender Equity Plan charges the NCAA Rules Compliance Oversight Committee, a subcommittee of the Athletics Board, with responsibility for ensuring that UT Martin maintains equity in this program area.

The 2004 Gender Equity Plan states that UT Martin and the Department of Intercollegiate Athletics will identify sports to add in an effort to achieve "full and effective accommodation of female interests." The Department has examined feeder programs from among Tennessee high schools to identify programs most likely to be of interest to potential female athletes and decided to elevate the club equestrian program to a varsity sport in 2006-07. A coach for this team was hired in 2005-06. Funding of \$65,000 has been allocated for staffing and scholarships for 2006-07. Additionally, funding to add two in-state scholarships for existing women's sports is planned for 2005-06.

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

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

The Chancellor requested a review of gender equity issues in the Department of Intercollegiate Athletics in 2003. His Executive Assistant, Edie Gibson, performed the review. Her report, UT Martin Gender Equity Issues Review Fall 2003 (see appendices), details her findings in all program areas, including accommodation of interests and abilities.

In response to that report, a committee was formed to develop a new gender equity plan addressing the areas of concern indicated in the Review. The new plan was approved by the Chancellor on August 30,

## Equity and Student-Athlete Welfare

2004.

Items 2-4 of The University of Tennessee at Martin Gender Equity Plan for Intercollegiate Athletics, August 2004, addresses accommodation of interests and abilities.

The Equity in Athletics Disclosure Act Report is also an instrument used by the Department of Intercollegiate Athletics to monitor resource allocation and gender equity issues in general.

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

During the forum with members of the Student-Athlete Advisory Committee and members of the self-study subcommittee responsible for gender equity, there was no expression of disapproval or displeasure from the student-athletes regarding accommodation of abilities and no indication that the underrepresented sex feels that UT Martin is not working hard to meet their needs. The annual NCAA Gender Equity Surveys present figures and data in support of the documentation that the Department of Intercollegiate Athletics continues to work actively to meet this requirement.

The UT Martin Intercollegiate Athletics Gender Equity Issues plan calls for continued assessment of female student interests in our inventory of women's sports. This can be done by examining female participation in intramural sports, female sports available at Tennessee high schools, and periodically surveying incoming female freshmen students.

In addition to the data above, the 2003 Gender Equity Review includes additional data and analysis related to this program area and is provided below (pp.4-6).

The Office of Civil Rights offers a three-part test to determine an institution's accommodation of interests and abilities of its students. An institution is only required to meet one part of the test to determine compliance.

Under the first test, the participation rates of men's and women's intercollegiate athletics program are compared to the institution's enrollment rates of fulltime undergraduate students to determine proportionality. The fulltime undergraduate student enrollment trends for males and females at UT Martin have remained around 55 to 56 percent female during the past three years as compared to the female athletic participation rate ranging from 44 to 46 percent. Therefore, the institution does not meet test one of the OCR's three-part test.

Under the second test, the institution is required to demonstrate a history and continuing practice of program expansion for the underrepresented sex. At UT Martin, females are the underrepresented sex. The key to this method is to demonstrate a continuing practice of expansion opportunities for women. The institution does not currently meet this test without a current plan to add opportunities for women's teams since the addition of women's rifle in 1997 and women's soccer in 1998. The University does not currently show a continuing practice of program expansion for women in light of the elimination of men's and women's indoor and outdoor track programs attributed to the current fiscal environment in Tennessee necessitating budget cuts across the institution and the lack of a plan to add opportunities for more women's teams. If a plan of program expansion is included in a revised written gender equity plan, the institution could meet part two.

"OCR will not find a history and continuing practice of program expansion where an institution increases the proportional participation opportunities for the underrepresented sex by reducing the opportunities for the overrepresented sex alone or by reducing participation opportunities for the overrepresented sex to a proportionately greater degree than for the underrepresented sex. This is because part two considers an institution's good faith remedial efforts through actual program expansion.

"Cuts in the program for the underrepresented sex, even when coupled with cuts in the program for the overrepresented sex, cannot be considered remedial because they burden members of the sex already disadvantaged by the present program. However, an institution that has eliminated some participation opportunities for the underrepresented sex can still meet part two if, overall, it can show a history and continuing practice of program expansion for that sex."

"OCR will not find that an institution satisfies part two where it established teams for the underrepresented sex only at the initiation of its program for the underrepresented sex or where it merely promises to expand its program for the underrepresented sex at some time in the future." (U.S. Department of Education Office of Civil Rights — January 16, 1996)

## Equity and Student-Athlete Welfare

Under test three, the university must consider whether there is "(a) unmet interest in a particular sport; (b) sufficient ability to sustain a team in the sport; and (c) a reasonable expectation of competition for the team."

"If the university has recently eliminated a viable team from the intercollegiate program, OCR will find that there is sufficient interest, ability and available competition to sustain an intercollegiate team in that sport unless an institution can provide strong evidence that interests, ability or available competition no longer exists." (U.S. Department of Education Office of Civil Rights — January 16, 1996)

Based on a comparative review of the participation trends of sports sponsored by OVC Institutions, TSSAA schools, and UTM intramural teams, and of physical activity classes taught at UTM, the campus offers many sports in common with intercollegiate athletics teams for women.

UTM sponsors a sports inventory similar to the majority of OVC institutions with the exceptions of Track and Field (91%) and Golf (73%). UTM is one of two OVC institutions offering a Women's Rifle team (36%), a sport that is neither sponsored by TSSAA or by Campus Recreation Intramurals.

UTM sponsors sports offered under the TSSAA sports inventory for women with the exceptions of Track and Field (65%), Golf (64%), and Bowling (39%).

The participation rates of the intramural teams is similar to the sports supported by Intercollegiate Athletics, except for the flag football intramural team. Note no women choose to participate in intramural golf.

The Department of Health and Human Performance offers physical activities courses in only four sports sponsored by Intercollegiate Athletics, basketball, tennis, softball, and volleyball and four NCAA sports, archery, badminton, golf, and swimming, not sponsored by athletics. The enrollment levels of the four courses not sponsored as athletic teams for women are comparable to the enrollment levels in courses that are sponsored as teams by the University. The physical activity courses with the highest female enrollments are fitness courses.

The University averaged a 55.6 percent female enrollment rate for the most recent three-year period from Fall, 2000 to Fall, 2002. The female enrollment rate increased slightly for the Fall, 2003 at 56.1 percent.

Female participation in Intercollegiate Athletics has averaged 45.8 percent during the most recent three-year period from Fall, 2000 to Fall, 2002. The University did not achieve participation proportionate to enrollment during the past three years. During the past three-years Intercollegiate Athletics averaged 9.8 percent fewer females participating in sports opportunities than the female undergraduate enrollment ratio.

In Fall, 2003, the University discontinued women's indoor and outdoor track and field teams. The University had already discontinued the men's indoor and outdoor track teams Fall, 2000. The University implemented the reduction of all four teams in response to state budget reductions. The reduction of the two women's teams decreased the number of women's sports from nine to seven without a gender equity plan to define a plan for increasing women's sports and opportunities to participate, does not demonstrate the University's future commitment to a continuing practice of program expansion for addressing accommodation of interests and abilities.

In Fall 2003, the University developed and administered a survey instrument to determine whether Intercollegiate Athletics was fully and effectively accommodating the interests and abilities of the underrepresented sex.

The survey was administered to the students participating in Freshmen Studies. Of the 857 surveys distributed through Freshman Studies Counselors, 531 students responded for a 62 percent response rate. The demographics of the group responding resemble the demographics of the campus undergraduate students. Of those responding 57.4 percent were female and 42.6 percent were male compared to 56.1 percent of undergraduate females and 43.8 percent males attending the university. Ninety one percent of the respondents were from Tennessee compared to 91 percent of the student body. All students completing the survey were under the age of 24 years.

The survey allowed students who had not participated and had no interest in participating in intercollegiate, club, or intramural sports to indicate they were not interested and terminate their participation in the survey or provide additional written comments in the space provided. Of the females responding 87 students or 28.5 percent of the females respondents reported they were not interested in

## Equity and Student-Athlete Welfare

participating in any sports and 27 male students or 12 percent of the male respondents reported no interest in participating in sports.

The survey reports 167 or 54.8 percent of the females reported they had participated in interscholastic sports and 174 or 77 percent of the males reported their participation.

Female participation was greatest in the sports of basketball, cheerleading, soccer, softball, tennis, and volleyball. The sports with the next greatest participation by the students were track and field, cross country, swimming, and bowling. Male participation was greatest in the sports of baseball, basketball, football, golf, soccer, and track and field. The sports with the next greatest participation were tennis, cross country, bowling, wrestling, and rifle.

Of the females responding 116 or 38 percent believed they had the athletic ability to compete in intercollegiate athletics and 110 or 36.1 percent stated their interest in participating in intercollegiate athletics at UT Martin. The females predominately indicated the sports already sponsored by athletics (volleyball, softball, cheerleading, basketball, tennis, soccer, rodeo, rifle, and cross country) with less interest in the addition of swimming, dance, track and field, badminton, golf, football and baseball. Only 61 or 20 percent of the students would be interested in participating in a sport without financial aid available.

Of the males responding 140 or 62 percent believed they had the athletic ability to participate in intercollegiate athletics and 111 or 49.1 percent stated their interest in participating in intercollegiate athletics at UT Martin. The males predominately indicated interest in sports already sponsored by athletics including football, baseball, basketball, soccer, golf, rifle, rodeo, tennis, volleyball, and cross country. Other sports receiving less from the students were billiards, bowling, equestrian, fishing, Frisbee golf, lacrosse, track and field, and wrestling. Only 67 or 29.7 percent of the students would be interested in participating in a sport without financial aid available.

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

The 2003 Gender Equity Review found deficiencies in this program area.

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

The 2004 Gender Equity Plan addresses the deficiency in this program area. After careful evaluation the Athletics Department has considered the data and will add an Equestrian team as a varsity sport in 2006-07. A budget of \$65,000 was established in 2005-06 to assist the existing club team in the transition to a varsity sport.

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

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

The Chancellor requested a review of gender equity issues in the Department of Intercollegiate Athletics in 2003. His Executive Assistant, Edie Gibson, performed the review. Her report, UT Martin Gender Equity Issues Review Fall 2003 (see appendices), details her findings in all program areas, including equipment and supplies.

In response to that report, a committee was formed to develop a new gender equity plan addressing the areas of concern indicated in the Review. The new plan was approved by the Chancellor on August 30, 2004.

The Equity in Athletics Disclosure Act Report is also an instrument used by the Department of Intercollegiate Athletics to monitor resource allocation and gender equity issues in general.

"Student-athlete gender equity is maintained with regard to coaching staff sizes, facilities, equipment, and team travel as prescribed by current OCR guidelines." (Intercollegiate Athletics Handbook, p. 4)

More specifically, the head coach of each sport is provided with an operating budget for the purchase of equipment and supplies. Each sport is responsible for developing a replacement schedule for supplies or inadequate or unsafe equipment. Head coaches are responsible for determining equipment and supply needs and requesting those items during his or her annual budget request. Coaches are the first avenue

## Equity and Student-Athlete Welfare

for requesting such needs. According to the Athletics Director, the individual sport budgets are managed by that sport's head coach.

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

The NCAA Equity in Athletics Disclosure Act Report indicates more dollars are spent on men's sports equipment than for women's sports equipment. However, men's participation rates are higher; and equipment for football is relatively more expensive than for other sports.

The Athletics Director will give consideration to all requests for equipment and supplies from head coaches during their annual budget hearings.

In addition to the data above the 2003 Gender Equity Review includes additional data and analysis related to this program area and is provided below (p. 9).

Each sport is provided with an operating budget for the purchase of equipment and supplies. Each sport is responsible for developing a replacement schedule for supplies or inadequate or unsafe equipment. Head coaches are responsible for submitting equipment, supplies, and facility needs during his or her annual budget request. Coaches are the first avenue for requesting such needs. Baseball and golf require athletes to provide their own shoes and the mixed and women's rifle teams require athletes to provide their own uniforms (except for a few smaller uniforms which were purchased by a former athlete's family).

The University in coordination with Intercollegiate Athletics is responsible for the maintenance of the facilities and most major facility equipment. Individual sports are responsible for the purchase and maintenance of smaller equipment and supplies. Intercollegiate athletics employs only one equipment manager in football. Equipment maintenance for the other sports is coordinated by the respective coaches.

Team managers are responsible for team laundry in five sports (men's basketball, women's basketball, football, soccer, and volleyball). Graduate assistant coaches perform the team laundry duties in baseball, softball, and men's and women's tennis. Intercollegiate Athletics provides a washer and dryer for team laundry. The athletes of the remaining teams of men's cross country, women's cross country, golf, mixed rifle, and women's rifle are required to do their own laundry.

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

The 2003 Gender Equity Review found no deficiencies in this program area. In addition, no deficiencies were identified during the forum with members of The Student-Athlete Advisory Committee. Certainly each student-athlete and each coach would like to play in the best facility in the conference and have the best equipment available. Student-athletes at UT Martin feel they are treated relatively equitably in the area of equipment and supplies.

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

The 2004 Gender Equity Plan charges the NCAA Rules Compliance Oversight Committee, a subcommittee of the Athletics Board, with responsibility for ensuring that UT Martin maintains equity in this program area.

UT Martin's 2004 Gender Equity Plan does not specifically address the issue of gender equity in equipment and supplies. However, requests from head coaches at their annual budget hearings will continue to be the first step in the process of adding equipment and/or supplies for their respective sports.

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

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

The Chancellor requested a review of gender equity issues in the Department of Intercollegiate Athletics in 2003. His Executive Assistant, Edie Gibson, performed the review. Her report, UT Martin Gender Equity Issues Review Fall 2003 (see appendices), details her findings in all program areas, including scheduling of games and practice times.

## Equity and Student-Athlete Welfare

In response to that report, a committee was formed to develop a new gender equity plan addressing the areas of concern indicated in the Review. The new plan was approved by the Chancellor on August 30, 2004.

The Equity in Athletics Disclosure Act Report is also an instrument used by the Department of Intercollegiate Athletics to monitor resource allocation and gender equity issues in general.

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

Based on information in the University of Tennessee at Martin Intercollegiate Athletics Handbook (p.47), "The head coach of each sport, with the assistance of the Director of Intercollegiate Athletics as required, develops the sport competition schedules. These schedules must comply with the NCAA maximum and minimum number of Division I contests, as listed in NCAA By-Law 17 and NCAA By-Law 20. Pre-season competition, including scrimmages, are conducted at the discretion of the head coach of each sport. However, any pre-season competitive activity must be in compliance with NCAA By-Law 17 for the sport. Post-season competition is permitted in all sports and conducted in accordance with the Ohio Valley Conference guidelines and the NCAA championship selection process." The Athletics Director monitors and coordinates all scheduling.

In addition to the data above the 2003 Gender Equity Review includes additional data and analysis related to this program area and is provided below (pp. 9-10).

The head coach of each sport, with the assistance of the Director of Intercollegiate Athletics as required, develops the sport competition schedules. These schedules must comply with the NCAA maximum and minimum number of Division I contests, as listed in NCAA By-Law 17 and NCAA By-Law 20.

Pre-season competitions, including scrimmages, are conducted at the discretion of the head coach of each sport. However, any pre-season competitive activity must be in compliance with NCAA By-Law 17 for the sport. Post-season competition is permitted in all sports and conducted in accordance with the Ohio Valley Conference guidelines and the NCAA championship selection process.

Practice schedules are established by the sport head coach in compliance with the provisions of NCAA By-Law 17 for his or her sport. A maximum of 20 hours of athletic related activities per week during the traditional portion of the sport playing season is permitted.

Practice and competitive schedules within the Elam Center are coordinated by the Elam Center Facility Manager. Use of the Elam Center is shared by the Office of Intercollegiate Athletics, the Department of Health and Human Performance, and the Office of Campus Recreation. Each sport head coach who uses outdoor facilities has priority for use of his or her game/practice facility.

In addition to the data above the 2003 Gender Equity Review includes additional data and analysis related to this program area and is provided below (p. 10).

The head coach of each sport is responsible for all team travel. The head coach may delegate the responsibility of team travel arrangements to an assistant or graduate assistant coach. The Office of Intercollegiate Athletics has established a travel per diem policy on July 18, 2002, which permits coaches to use an allowance of \$5 breakfast, \$7 lunch, and \$10 dinner per athlete when involved in team travel. Exception must be made on a case-by-case basis with the AD. Overnight accommodations are a best (least) price arrangement with two men's and two women's team sleeping an average of two athletes per room compared to the remainder of the teams sleeping an average of four athletes per room.

All sports utilize either University vehicles or commercial transportation (bus, airplane) per the Office of Intercollegiate Athletics policy established in July, 2002. Air transportation is utilized on long-distance travel on rare occasions. The Intercollegiate Athletics' policy for using the university cruiser and chartered buses requires all teams to have two qualified drivers who will drive when the round-trip is less than six hours or is more than six hours over more than one day with a return trip that is less than four hours. If the cruiser is not available then two university vans will be used for team travel. Teams requiring more than two vans are required to charter transportation. Chartered buses spot times will be no earlier than noon the day before the contest without the AD's approval.

Four teams (football, men's basketball, women's basketball, and baseball) travel by bus, the remaining teams (soccer, volleyball, softball, golf, mixed rifle, women's rifle, men's tennis, women's tennis, men's cross country, and women's cross country) travel by university vehicles. (For the 2003-04 seasons, money

## Equity and Student-Athlete Welfare

has been appropriated to allow soccer, volleyball, and softball to also travel by bus). All teams are encouraged to return to campus at the earliest convenience thereby returning the athletes to class as soon as possible.

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

The 2003 Gender Equity Review found no deficiencies in this program area.

While all student-athletes would appreciate the best practice facilities and game facilities, these participants are realistic with regard to financial and space limitations. There were no complaints from the student-athletes who participated in the forum with members of the subcommittee examining gender equity issues regarding scheduling of games and practice times. Student-athletes support the statements made by the Athletics Director and various coaches that the coaches schedule practice times and take into consideration the academic schedules of their student-athletes.

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

The 2004 Gender Equity Plan charges the NCAA Rules Compliance Oversight Committee, a subcommittee of the Athletics Board, with responsibility for ensuring that UT Martin maintains equity in this program area.

UT Martin will continue its current practices regarding scheduling of games and practice times in the future.

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

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

The Chancellor requested a review of gender equity issues in the Department of Intercollegiate Athletics in 2003. His Executive Assistant, Edie Gibson, performed the review. Her report, UT Martin Gender Equity Issues Review Fall 2003 (see appendices), details her findings in all program areas, including travel and per diem allowance.

In response to that report, a committee was formed to develop a new gender equity plan addressing the areas of concern indicated in the Review. The new plan was approved by the Chancellor on August 30, 2004.

The Equity in Athletics Disclosure Act Report is also an instrument used by the Department of Intercollegiate Athletics to monitor resource allocation and gender equity issues in general.

The travel and per diem allowance issue is covered by the University of Tennessee at Martin Intercollegiate Athletics Handbook (p. 49) as follows: "The head coach of each sport arranges his or her own travel utilizing either University vehicles or commercial transportation (bus, airplane). Air transportation is utilized on long-distance travel on rare occasions. The Office of Intercollegiate Athletics permits coaches to use the state-established per diem allowances, but each coach determines how to allocate that allowance based on the needs of the program and current budget limitations. Overnight accommodations are a best (least) price arrangement by each head coach."

Also from the Handbook's Statement on Gender Equity (p. 4), "Student-athlete gender equity is maintained with regard to coaching staff sizes, facilities, equipment, and team travel as prescribed by current OCR guidelines."

Head coaches use the annual budget hearing as an opportunity to present requests for additional funds for travel. The Athletics Director will continue to provide oversight of this area.

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

The Equity in Athletics Disclosure Act Report reports team travel expenditures for men's teams and

## Equity and Student-Athlete Welfare

women's teams. This figure includes travel expenses. Based on a three year average for the period ending 2003-04, \$37,817 was spent on men's team travel and \$45,738 on women's team travel.

In addition to the data above the 2003 Gender Equity Review includes additional data and analysis related to this program area and is provided below (p. 10).

The head coach of each sport is responsible for all team travel. The head coach may delegate the responsibility of team travel arrangements to an assistant or graduate assistant coach. The Office of Intercollegiate Athletics has established a travel per diem policy on July 18, 2002, which permits coaches to use an allowance of \$5 breakfast, \$7 lunch, and \$10 dinner per athlete when involved in team travel. Exception must be made on a case-by-case basis with the AD. Overnight accommodations are a best (least) price arrangement with two men's and two women's team sleeping an average of two athletes per room compared to the remainder of the teams sleeping an average of four athletes per room.

All sports utilize either University vehicles or commercial transportation (bus, airplane) per the Office of Intercollegiate Athletics policy established in July, 2002. Air transportation is utilized on long-distance travel on rare occasions. The Intercollegiate Athletics' policy for using the university cruiser and chartered buses requires all teams to have two qualified drivers who will drive when the round-trip is less than six hours or is more than six hours over more than one day with a return trip that is less than four hours. If the cruiser is not available then two university vans will be used for team travel. Teams requiring more than two vans are required to charter transportation. Chartered buses spot times will be no earlier than noon the day before the contest without the AD's approval.

Four teams (football, men's basketball, women's basketball, and baseball) travel by bus, the remaining teams (soccer, volleyball, softball, golf, mixed rifle, women's rifle, men's tennis, women's tennis, men's cross country, and women's cross country) travel by university vehicles. (For the 2003-04 seasons, money has been appropriated to allow soccer, volleyball, and softball to also travel by bus). All teams are encouraged to return to campus at the earliest convenience thereby returning the athletes to class as soon as possible.

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

The 2003 Gender Equity Review found no deficiencies in this program area.

However, in the forum with student-athletes and members of the self-study subcommittee reviewing gender equity, female student-athletes stated that female athletes are reluctant to stay four to a room, while male student-athletes are more willing to do so. As a result, coaches of women's sports spend more on travel than their male counterparts. Also, a representative from one sport expressed concern that the coach was trying to save too much money by staying in very poor quality, dirty hotels.

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

The 2004 Gender Equity Plan charges the NCAA Rules Compliance Oversight Committee, a subcommittee of the Athletics Board, with responsibility for ensuring that UT Martin maintains equity in this program area.

The Department of Intercollegiate Athletics will continue to use current practices with regard to travel and per diem allowance.

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

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

The Chancellor requested a review of gender equity issues in the Department of Intercollegiate Athletics in 2003. His Executive Assistant, Edie Gibson, performed the review. Her report, UT Martin Gender Equity Issues Review Fall 2003 (see appendices), details her findings in all program areas, including tutors.

In response to that report, a committee was formed to develop a new gender equity plan addressing the areas of concern indicated in the Review. The new plan was approved by the Chancellor on August 30, 2004.

## Equity and Student-Athlete Welfare

The Equity in Athletics Disclosure Act Report is also an instrument used by the Department of Intercollegiate Athletics to monitor resource allocation and gender equity issues in general.

From the University of Tennessee at Martin Intercollegiate Athletics Handbook (p. 25), "The Office of Intercollegiate Athletics Policy for Tutoring is that the student-athletes will utilize the resources provided by the Student Success Center and various laboratories available to all students. In extreme cases, tutoring for student-athletes is available upon request by the coach or student-athlete. In such cases, a paid tutor may be utilized only after contacting the Athletic Coordinator of Academic Support Services. Coaches of each sport and the assigned Athletics Academic Advisor monitor the academic performance of student-athletes.

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

The institution's commitment to academic accountability can be verified by the policies outlined in Academic Support Program found in the University of Tennessee at Martin Intercollegiate Athletics Handbook (p. 27). "In addition to accountability sessions with coaches, the Coordinator of Athletic Academic Support Services will collect progress reports from faculty during the fourth week of classes each semester. These progress reports will be distributed to coaches promptly so they can use them in future accountability sessions."

In addition to the data above the 2003 Gender Equity Review includes additional data and analysis related to this program area and is provided below (pp. 11-12).

UT Martin's Office of Intercollegiate Athletics personnel understand that student-athletes have additional responsibilities and time constraints not experienced by the rest of the general student body. Because Intercollegiate Athletics has every interest in supporting the student-athlete athletically, and also academically, the Academic Coordinator position was established to help the student-athlete take advantage of the excellent educational opportunities offered at UT Martin.

The Intercollegiate Athletics Policy for Tutoring is that the student-athletes will use the various laboratories available to all students. In extreme cases, tutoring for both male and female student-athletes is available upon request by the coach or student-athlete. Student-athletes are encouraged to take advantage of every academic and athletics resource that UT Martin has to offer. Student-athletes are informed of the specific academic support services available for students at UT Martin through orientation programs early after their arrival at the University. Specifically, student-athletes should utilize the Student Academic Services and its learning support services, the English Writing Lab, the Mathematics Lab, and the Reading Center. They also receive information about the University's computer labs and about other special programs that may assist them in their studies. It should also be noted that each student-athlete receives a copy of the current University Catalog, a comprehensive volume that also gives information about available labs and services.

Academic Counseling Program for At-Risk Athletes - The mission of this program is to provide guidance essential for the academic achievement of student-athletes as they strive to attain a degree. With the advisement of the academic counselor, the use of progress reports, the requirement of mandatory study sessions, and the utilization of supplemental instructors, each student will have the responsibility of utilizing every available academic resource on our campus in order to realize academic success. (Supplementary instructors will be identified from a pool of students currently working with the academic support services program and from 5th year student athletes academically qualified to assist with the instruction of our at-risk students and trained by the director of student academic support. Some responsibilities for these instructors will be attending any class with which a student is struggling, taking notes, and then reviewing the lesson with the student).

Athletes identified as at-risk will include, but not be limited to, all entering freshmen who made below a 21 on the ACT. Upperclassmen and transfer students who have cumulative grade point averages below a 2.3 will also be required participants. Any student recommended by a coach, professor or other appropriate personnel will also be added to the counseling program.

After pre-registration for spring semesters, the directors of the student academic resource center will analyze the schedules for all athletes and identify potential problems: incorrect placements in math, reading or English, poor class combinations, inconsistency with general education requirements, and possible "personality" conflicts between students and professors. This information will be disseminated to the assistant athletics director in charge of compliance. The information will then be distributed to the

## Equity and Student-Athlete Welfare

athletics academic advisors, who will be responsible for assisting their advisees with the correction of these problems before the first day of classes. The UTM registrar will also create an athletic academic advisor "hold" and set up passwords for releasing these holds. This will be entered for all student athletes and will prohibit students from conducting schedule changes without the consent of the compliance coordinator and will prevent possible unforeseen eligibility problems.

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

The 2003 Gender Equity Review found no deficiencies in this program area.

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

The 2004 Gender Equity Plan charges the NCAA Rules Compliance Oversight Committee, a subcommittee of the Athletics Board, with responsibility for ensuring that UT Martin maintains equity in this program area.

The Department of Intercollegiate Athletics will continue to use current practices with regard to tutors.

**7. Coaches. Availability - full time, part time, assistant, and graduate assistants; Assignment - training, experience, professional standing, and other professional qualifications; Compensation - rate of compensation, duration of contracts, conditions relating to contract renewal, experience, nature of coaching duties, working conditions, and other terms and conditions of employment.**

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

The Chancellor requested a review of gender equity issues in the Department of Intercollegiate Athletics in 2003. His Executive Assistant, Edie Gibson, performed the review. Her report, UT Martin Gender Equity Issues Review Fall 2003 (see appendices), details her findings in all program areas, including coaches.

In response to that report, a committee was formed to develop a new gender equity plan addressing the areas of concern indicated in the Review. The new plan was approved by the Chancellor on August 30, 2004.

In the UT Martin Intercollegiate Athletics Gender Equity Issues 2004 plan addresses allocation of coaches in Issue III, the availability of coaches is not equitable for female athletes.

The Equity in Athletics Disclosure Act Report is also an instrument used by the Department of Intercollegiate Athletics to monitor resource allocation and gender equity issues in general.

Policies covering these issues are found in the Gender Equity Statement found in the University of Tennessee at Martin Intercollegiate Athletics Handbook (p. 4). The following sentence comes from that Statement, "Student-athlete gender equity is maintained with regard to coaching staff sizes, facilities, equipment, and team travel as prescribed by current OCR guidelines."

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

The Athletics Director fully supports the spirit and requirements of gender equity regulations as prescribed by the Office of Civil Rights. Female staff and coaches are hired whenever possible, but the most qualified person will be hired. Affirmative action efforts are employed to identify female and minority candidates as prescribed by the UT Martin Affirmative Action Plan.

UT Martin Intercollegiate Athletics Salary Administration Procedures (February 2005) follows.

Salary administration is managed under the same overall guidelines governing other campus divisions. The Office of Human Resources and the Office of the Vice Chancellor for Finance and Administration issue annual guidelines which address salary increases and minimum salaries for all positions. Within those general guidelines and within the overall budget available for athletics, promotions or salary increases are managed using the following salary equity process.

## Equity and Student-Athlete Welfare

Annually the Ohio Valley Conference conducts a salary survey of all positions for the eleven member schools using the format shown on Attachment A (see appendices). For inclusion in these procedures and to protect the confidentiality of salaries, all salaries are shown as a percentage of an arbitrary salary.

With this information as a guide, the director of athletics attempts to assign salaries that are equitable to other OVC salaries after considering the experience and success of each staff member. For example, if a new coach is hired with little or no head coaching experience, the entry level salary would be near the lower end of the range of other OVC salaries. As the coach gains experience and achieves success, that coach's salary should move up in this range, assuming resources are available to award increases. This practice can be verified in the achievements of UT Martin's volleyball coach. This person was hired at a salary near the low end of the range, but after two consecutive OVC championships and eight years of experience, his salary had moved to the fourth highest salary in the conference. Fourth highest is reasonable since two of the three salaries higher than the UT Martin salary are received by coaches with more experience and championships. Even if a UT Martin coach is considered to be the best coach in the conference (based upon championships and experience), his or her salary would not likely be the highest salary in the conference because UT Martin salaries as a group are not as high as most other OVC members. This is a function of UT Martin's size and the funding differential for higher education in other states.

As an additional clarification of this salary equity approach, equity is a function of market forces for the respective gender. As a specific example, the current UT Martin head women's basketball coach's salary is considerably lower than the men's salary. However, both salaries occupy the same basic position in the range of OVC salaries when years of experience as a head coach are considered.

In addition to these desired guidelines, exceptional cases may arise where salary increases are warranted to retain a coach. Such cases are rare but sometimes necessary to avoid the transitional inefficiencies of changing coaches.

When reviewing Attachment A there are numerous factors that may complicate interpretations of the data. For example, coaches may teach, may be assigned other duties, or may be appointed on 10 or 11 month contracts. Adjustments have not been made for these changes.

Student-athlete gender equity is maintained with regard to coaching staff sizes, facilities, equipment, and team travel as prescribed by current OCR guidelines. Athletic scholarship funding is distributed in the same ratio as female to male Student-Athlete participation. The athletic interests and abilities of UT Martin students are periodically evaluated to ensure that an appropriate compliment of sports are offered. Until athletic participation rates reach the undergraduate enrollment ratio of men and women, consideration will be given to adding women's sports if regional competition can be scheduled and necessary facilities can be reasonably secured.

In addition to the data above the 2003 Gender Equity Review includes additional data and analysis related to this program area and is provided below (pp. 12-14).

All of UT Martin's coaches have additional duties assigned beyond their coaching responsibilities. Two men's teams, football and basketball, and two women's teams, basketball and volleyball, do not regularly teach beyond their respective varsity athletic courses. Four coaches have a contract or a multiple-year appointment letter, coaches of two male teams have multi-year appointment letters (2 of 19 coaches or 10.5 percent of coaches of male teams) and two coaches of one female's team have multi-year appointments (2 of 16 coaches or 12.5 percent). The lengths of those contracts are generally four years.

Both male and female teams utilize 76 percent of the NCAA maximum allowable coaches per sport. Three women's teams and two men's teams use the full compliment of coaching staffs. The qualification of coaching staff vary: five teams (3 male and 2 female sports) utilize assistant coaches, four teams (all female sports) utilize graduate assistants, two teams (1 male and 1 female sport) utilize a volunteer coach, and three teams (all men's sports) do not use any assistants. The FTE time allocated to athletics by head coaches, assistant coaches, and graduate assistant coaches is 56.7 percent for men's teams and 43.3 percent for women's teams. These percentages are consistent with the 55.4 percent men's and 44.6 percent women's athletic participation rates.

Coaching salary compensation trends compare the salaries for all head coaches, assistant coaches, and graduate assistants for men's and women's programs. The salary disparity between the men's and women's programs should be reviewed.

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

## Equity and Student-Athlete Welfare

The 2003 Gender Equity Review found deficiencies in this program area.

Over the years there has been some disparity in male coaches salaries and female coaches salaries. There is a clear trend toward equity in this area and the Athletics staff is to be commended for its efforts in this direction. Concise policies regarding Athletics Salaries can be found in the UT Martin Intercollegiate Athletics Salary Administration Procedures (February 2005).

Also over the past year there have been three female head coaches hired assuring equity of availability. Women's Basketball, Volleyball and the new Equestrian Coach are female. The Athletics Staff is to be commended for their attention to this issue.

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

Using the UT Martin Intercollegiate Athletics Salary Administration Procedures (February 2005) and the Office of Human Resources, the Athletics Administration monitors gender equity of the coaches.

The 2004 Gender Equity Plan includes initiatives to address the deficiency in availability of coaches. Coaching availability for women's sports was increased .55 FTE effective August 1, 2005.

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

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

The Chancellor requested a review of gender equity issues in the Department of Intercollegiate Athletics in 2003. His Executive Assistant, Edie Gibson, performed the review. Her report, UT Martin Gender Equity Issues Review Fall 2003 (see appendices), details her findings in all program areas, locker rooms, practice and competitive facilities.

In response to that report, a committee was formed to develop a new gender equity plan addressing the areas of concern indicated in the Review. The new plan was approved by the Chancellor on August 30, 2004.

The Equity in Athletics Disclosure Act Report is also an instrument used by the Department of Intercollegiate Athletics to monitor resource allocation and gender equity issues in general.

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

Locker rooms and practice and competitive facilities are equitable. To further ensure equity funding has been allocated to enhance the visiting locker room for women's sports. In addition, one-time gender equity funds from the \$27 student activity fee increase were allocated to build a soccer stadium and press box in 2005.

In addition to the data above the 2003 Gender Equity Review includes additional data and analysis related to this program area and is provided below (p. 14).

Practice and competitive facilities schedules within the Elam Center are coordinated by the Elam Center Facility Manager. Use of the Elam Center is shared by the Office of Intercollegiate Athletics, the Department of Health and Human Performance, and the Office of Campus Recreation. Each sport head coach who uses outdoor facilities has priority for use of his or her game/practice facility. A few facilities need to be evaluated to ensure the University's safety compliance: handrails next to the volleyball court against athlete impact, protection of softball dugouts, width of batting cage, condition of track surface (other teams using), and netting ring for hammer throw (discontinued sport).

Lockers rooms are provided for the women's sports of basketball, cross country, soccer, softball, tennis, and volleyball and for the men's sports of baseball, basketball, cross country, football, and tennis. The men's and women's rifle teams utilize the restroom areas of the ROTC Building where the Rifle Range is located. The golf team only utilizes a storage area since the team practices and competes off-campus. Practicing off-campus also requires golf athletes to arrange for their own transportation to practices.

## Equity and Student-Athlete Welfare

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

The 2003 Gender Equity Review found no deficiencies in this program area.

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

The 2004 Gender Equity Plan charges the NCAA Rules Compliance Oversight Committee, a subcommittee of the Athletics Board, with responsibility for ensuring that UT Martin maintains equity in this program area.

UT Martin will continue to monitor locker rooms, and practice and competitive facilities to ensure the facilities remain equitable.

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

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

The Chancellor requested a review of gender equity issues in the Department of Intercollegiate Athletics in 2003. His Executive Assistant, Edie Gibson, performed the review. Her report, UT Martin Gender Equity Issues Review Fall 2003 (see appendices), details her findings in all program areas, including medical and training facilities and services.

In response to that report, a committee was formed to develop a new gender equity plan addressing the areas of concern indicated in the Review. The new plan was approved by the Chancellor on August 30, 2004.

The Equity in Athletics Disclosure Act Report is also an instrument used by the Department of Intercollegiate Athletics to monitor resource allocation and gender equity issues in general.

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

Analysis of the self-study results concludes that medical and training facilities and services are equitable. According to the Head Athletic Trainer, team physicians are present at all home basketball and football games. Also, Emergency Medical Services (EMS) staff is present at all home football games and special events, such as conference championships. The Head Athletic Trainer reports that UT Martin provides all student-athletes access to training rooms at specified times. Also, the Head Athletic Trainer states that all student-athletes are covered by medical insurance. The Intercollegiate Athletics Handbook (see appendices) and interviewed student-athletes confirmed the insurance coverage policy. Regarding equitable athletic trainers, the Head Athletic Trainer affirms that UT Martin has four certified athletic trainers on campus. Athletic trainers cover all home events for every sport and attend out of town, high-risk sporting events.

In addition to the data above the 2003 Gender Equity Review includes additional data and analysis related to this program area and is provided below (pp. 15-16).

Medical and athletic training personnel, facilities, and services are available to both female and male student-athletes. These services have been contracted out and are provided by Methodist Community Hospital.

As part of the contract there were three NATABOC Athletic Trainers. The Head Athletic Trainer is responsible for the administration of the athletic training services and sport coverage. The other two athletic trainers cover football, Rodeo and campus recreation. These professionals and their athletic training students are available during home and away games and practices. Physicians associated with the contract combined with Student Health medical staff provide physicals for all athletes. Also, local optometrists provide their services on an as-needed basis. All UT Martin student-athletes are supplied with athletic accident insurance that provides excess or secondary coverage at no cost to the student-athlete.

## Equity and Student-Athlete Welfare

The NCAA regulations state the University is/or can be responsible for medical care of the student-athlete only when the injury is directly related to his/her sport during supervised practice, conditioning sessions or competition. The Athletic Department cannot pay for injuries that occur in the off-season, the dorm, off-campus, or during recreational activities. The University cannot be responsible for injuries or illnesses that occur in the summer.

Certified athletic trainers cover all home athletic competitions (however, a trainer was not present at the cross country competition during Homecoming). A certified trainer travels with men's basketball, women's basketball, soccer, volleyball, softball, football and rodeo. A student trainer travels with men's cross country, women's cross country, and women's indoor and outdoor track (teams eliminated after 2003) on day trips and relied on host trainers for additional services as required. Men's and women's tennis relied only on the host trainers to provide services as required. Baseball traveled with a student trainer in addition to host trainers. The mixed and women's rifle teams do not traditionally utilize training services.

Team physicians are present at all home football, men's and women's basketball, and on-call for special events such as the OVC Volleyball Tournament. The University has three training rooms: football, fieldhouse (main) and a satellite training room between men's and women's basketball utilized only during basketball games. Treatment hours are scheduled 7 -9 a.m. each weekday and 1 p.m. until the end of the last practice, and weekends by arrangement.

Intercollegiate Athletics maintains two official weight training facilities for student-athletes, one in the Fieldhouse and one in Alumni Gym (currently undergoing renovation). Scheduling of the Fieldhouse weight training facility is coordinated by the Elam Center Facility Manager. The facility is shared by Intercollegiate Athletics, Campus Recreation, and HHP. A second weight training facility located in Alumni Gym is utilized by the football team, but may be scheduled by other teams as the schedule permits. A few teams have acquired some weight equipment which is maintained in the team's locker facility. Every UT Martin student has personal workout access to the Fitness Center located in the Boling University Center; however, no athletic "team" may use the student supported facility.

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

The 2003 Gender Equity Review found no deficiencies in this program area.

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

The 2004 Gender Equity Plan charges the NCAA Rules Compliance Oversight Committee, a subcommittee of the Athletics Board, with responsibility for ensuring that UT Martin maintains equity in this program area.

The University will continue to monitor medical and training facilities and services to ensure the facilities and services remain equitable.

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

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

The Chancellor requested a review of gender equity issues in the Department of Intercollegiate Athletics in 2003. His Executive Assistant, Edie Gibson, performed the review. Her report, UT Martin Gender Equity Issues Review Fall 2003 (see appendices), details her findings in all program areas, including housing and dining facilities and services.

In response to that report, a committee was formed to develop a new gender equity plan addressing the areas of concern indicated in the Review. The new plan was approved by the Chancellor on August 30, 2004.

The Equity in Athletics Disclosure Act Report is also an instrument used by the Department of Intercollegiate Athletics to monitor resource allocation and gender equity issues in general.

Student-athletes interviewed gave very positive remarks regarding housing and dining services. There were no reports of gender inequity. Other than the intent to follow University guidelines on gender equity, no additional guidelines are defined that are specifically athletics oriented.

## Equity and Student-Athlete Welfare

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

The 2003 Gender Equity Review includes additional data and analysis related to this program area and is provided below (p. 16)

All student-athletes, male and female, eat their meals at the newly remodeled cafeteria located in the Boling University Center. All teams who request pre-game meals are provided such meals. This decision is made by the coaches of each team. The cafeteria, as the campus' only dining room, is utilized by all students at UT Martin.

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

The 2003 Gender Equity Review found no deficiencies in this program area.

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

The 2004 Gender Equity Plan charges the NCAA Rules Compliance Oversight Committee, a subcommittee of the Athletics Board, with responsibility for ensuring that UT Martin maintains equity in this program area.

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

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

The Chancellor requested a review of gender equity issues in the Department of Intercollegiate Athletics in 2003. His Executive Assistant, Edie Gibson, performed the review. Her report, UT Martin Gender Equity Issues Review Fall 2003 (see appendices), details her findings in all program areas, including publicity.

In response to that report, a committee was formed to develop a new gender equity plan addressing the areas of concern indicated in the Review. The new plan was approved by the Chancellor on August 30, 2004.

The Equity in Athletics Disclosure Act Report is also an instrument used by the Department of Intercollegiate Athletics to monitor resource allocation and gender equity issues in general.

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

The 2003 Gender Equity Review includes additional data and analysis related to this program area and is provided below (pp. 16-18).

The University of Tennessee at Martin has a Sports Information Office which acts as liaison between the intercollegiate athletics programs and the print (newspapers) and electronic (radio and TV) media. All men's and women's intercollegiate team information must be released through the Sports Information Office.

The University recognizes that the various intercollegiate teams create interest and support and are a great means for media exposure. The Sports Information Office cannot control what is used by the media outlets but can only make the information available.

The Sports Information staff includes: the SID, Communications Radio Coordinator, four student workers. The SID utilizes a team approach to media coverage. The SID is responsible for coordinating coverage at all university hosted competitions. When the SID has two competitions occurring simultaneously on-campus then the SID attends one and has a student writer(s) cover the second event. The SID either writes or edits every press release before being released to the media. Press releases are submitted to the media for every sport competition or tournament within two to three days of the competition. During the 2002-03 year an exception to this practice occurred for the Mixed and Women's Rifle with a few press

## Equity and Student-Athlete Welfare

releases delayed for up to a week during the spring season. The SID should continue to review the scheduling of his student workers to ensure the timeliest releases of post game information.

The SID typically travels to all away football and men's and women's basketball games. During the 2002-03 season a few exceptions to this practice occurred due to the University hosting a game at home while another team was traveling, both men's and women's basketball teams traveling to different opponents (the SID traveled with the men's team), and the women's volleyball team competing in the NCAA Volleyball Championship Tournament. The SID should develop a plan to ensure the availability of sports information personnel traveling with the same number of men's and women's teams (football and men's basketball, women's basketball and a second women's team).

Sports Information produces sports' pocket schedules, media guides, team posters, and media releases, and coordinates the website which is contracted out to a commercial vender. During the 2002-03 seasons, all sports received media guides. The quality was comparable. The major discrepancy involved completion of the guides for distribution of the publications (softball guide available two weeks into the season, baseball available one month into the season, women's basketball available a few weeks into the season, cross country and track guide was not available until the season ended, rifle and tennis guides available by mid-season). The completion delays were a result of internal workload issues and external printing schedules. The SID should develop a schedule to produce the same number of men's and women's teams with media guides prior to the start of the competitive season.

The Skyhawk Network provides coverage of football and men's and women's basketball games home and away. Away games not covered by University's network personnel are traditionally aired with the feed taken from the host school's network. At the discretion of the local radio station, a few games have not been aired when a local high school game conflicts with the University competition. These exceptions were few but did predominately affect the women's team. The Network also airs Hawk Talk on Monday nights during football and basketball seasons. This program provides a weekly update of Skyhawk Athletics by interviewing football or basketball coaches and players, scheduling guest appearances of coaches with sports in post-season play or providing pre-season outlooks for upcoming seasons.

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

The 2003 Gender Equity Review found deficiencies in this program area.

The 2004 Gender Equity Plan, developed by the Athletics Gender Equity and Minority Recruitment Committee chaired by Dr. Nell Gullett and assisted by Phil Dane addresses this matter in Item IV:

Issue IV: The availability of sports information personnel and the quality of sports information publicity resources are not equitable for female sports.

Measurable goal: Develop job descriptions for sports information personnel that ensure an equitable assignment of sports information personnel to female sports and develop equitable standards for sports information publicity resources.

Steps to achieve goal:

1. That the Sports Information Director develop job descriptions and standards for sports information publicity resources by September 2004.
2. That the Sports Information Director implement equitable coverage of female events and equitable sports information publicity resources.

The staff of the Sports Information office is led by the Sports Information Director, who has been in this position for four years. Though there is a job description for an Assistant SID (see appendices), there is no Assistant SID. However, filling this position is one component of the 2004 Gender Equity Plan. The only other non-student staff member in the Sports Information office is the administrative specialist who provides staff support for all publicity efforts, manages budgets, and supervises the student workers. One student works approximately 30 hours per semester. Two additional students work from 10 to 20 hours a week. In addition, three work-study students work in the SID's office from five to ten hours a week.

With one SID, one administrative specialist, one 75 percent time coordinator of sports broadcasting, and a flock of student staffers who work anywhere from 5 to 30 hours a week, the SID: staffs home events for

## Equity and Student-Athlete Welfare

both men's and women's sports; compiles, except for rifle, the Ohio Valley Conference Reports equally for both men's and women's sports; travels to away football and basketball events, men's and women's (but does not travel for away volleyball games); updates the website; provides championship advances and note packages; produces media and recruiting guides; oversees all statistics; and serves as host to media representatives, game officials, and visiting administrators. Typically, the SID writes post-game stories; posts scores, stories, and photos on the website; and distributes information to area media outlets and the OVC.

The SID travels to the away games of the men's and women's basketball teams except in those cases where the two teams play on the same day, but in different cities. When this occurs, the SID travels with the men's basketball team. At away basketball games, the SID serves as the visiting scorebook keeper in addition to serving as liaison to the media and the host school.

What can only be referred to as "local culture" prioritizes football travel to away games over travel to volleyball games. Furthermore, accommodations for the male SID for travel to volleyball matches are not as affordable as with the all men's football team.

The report of the SID points out that it is not always possible to travel with both men's and women's basketball teams because of schedule conflicts. Travel usually is with the men's basketball team because the men's team coach pays the expenses of the SID, plus, as with football, accommodations with the all men's basketball team are more easily made for the male SID than they are with the women's basketball team which is staffed with a woman's head coach and assistant, and a male assistant coach. A possible solution toward more equitable travel by the SID would be the addition of funds in the women's basketball budget for such purposes. And while the SID has kept statistics for the men's basketball team at away games, until this year with a coaching change in the women's basketball program, the women's team coaches kept their own statistics at away games.

Home game scores and stories are usually completed within two hours of game completion for both men's and women's sports. In the 2004-05 year, the Coordinator of the Skyhawk Radio Network traveled with the women's basketball team for its non-conference out-of-state games. This was possible only because the communication coordinator was able to put together travel funds from the network.

The speed with which websites are updated is dependent on coaches and the speed with which they forward rosters and other information to the Sports Information office. Women's and men's sports are treated equally in website updates (excluding post game stories), and updates are completed within five days or as soon as possible.

In 2004-05, the SID did not travel to baseball or softball conference tournaments. In 2003-04, the SID traveled with the softball team to its conference tournament.

During one week of spring 2005, the SID's office produced 17 releases including reports of 7 softball games, 5 baseball games, news of the football spring game, news and updates of the UT Martin weekend rodeo, and two conference tournaments-men's and women's tennis and golf (men).

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

Two job descriptions have been prepared by the Sports Information Director (see appendices), one for the Sports Information Director and another for an Assistant Sports Information Director. The job description for the Sports Information Director has the SID serving the following sports: cross country (m&w), rifle (m&w), golf, tennis (m&w), baseball, softball, basketball (m&w), soccer, volleyball, rodeo (m&w) and football. According to the job description for the Assistant Sports Information Director, this position serves the following sports: cross country (m&w), tennis (m&w), baseball or softball, women's basketball and volleyball. The Assistant SID also would provide assistance at all home football games when no conflicts existed with other sports.

A 2005 report of the UT Martin Sports Information Director outlines the policies and applications that guide the Sports Information Director and his work. This report is entitled, Tennessee-Martin Sports Information Publicity Report (see appendices).

For 2004-05, the decision was made that production of media guides would be in the domain of the coaches for each sport. The results were mixed. Media guides for some sports were produced, and for others, were not. Some were produced in a timely fashion, and others were not.

## Equity and Student-Athlete Welfare

All of the computer software advocated in the previous gender equity plan has been obtained during the four years since the current SID was hired. The statistics crews for home contests are comprised of student workers. The student workers use a software application called Stat Crew for the purpose of producing game statistics and play-by-play.

In conclusion, the demands on the Office of Sports Information exceed the staffing available. Without additional financial support, the SID's office is unable to produce more reports for men's or women's sports, provide more services to media in a more timely matter, work systematically to assist coaches for both men's and women's teams in producing media guides, or travel with men's and women's teams equally. While job descriptions for the SID and an assistant SID have been developed, no assistant SID has been hired. Additionally, equitable travel to and coverage of men's and women's events in football, volleyball, men's basketball, and women's basketball will not occur without the addition of new funds for the assistant SID position and travel.

Funding for the Assistant Director of Sports Information will included in the next athletics budget request.

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

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

The Chancellor requested a review of gender equity issues in the Department of Intercollegiate Athletics in 2003. His Executive Assistant, Edie Gibson, performed the review. Her report, UT Martin Gender Equity Issues Review Fall 2003 (see appendices), details her findings in all program areas, including support services.

In response to that report, a committee was formed to develop a new gender equity plan addressing the areas of concern indicated in the Review. The new plan was approved by the Chancellor on August 30, 2004.

The Equity in Athletics Disclosure Act Report is also an instrument used by the Department of Intercollegiate Athletics to monitor resource allocation and gender equity issues in general.

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

The 2004 Gender Equity Plan addresses these matters by setting the following measurable goal and stating the steps needed to achieve that goal:

Issue V: Availability of administrative support personnel is not equitable for female sports.

Measurable goal: Develop job descriptions for clerical and support personnel that ensure an equitable availability of support for female coaches.

Steps to achieve the goal:

1. That the Senior Woman Administrator and Director of Intercollegiate Athletics develop job descriptions and organizational chart that allocates support staff equitably.
2. That the Senior Woman Administrator and Director of Intercollegiate Athletics implement new job descriptions and new office locations if necessary.

Both of these steps have been completed. A current organizational chart is included among the appendices to this report (see appendices).

In addition to the data above the 2003 Gender Equity Review includes additional data and analysis related to this program area and is provided below (pp. 18-19).

Intercollegiate athletics has five administrative staff members (Athletics Director, Asst. Athletics Director, Business Manager, Sports Information Director, and Athletic Fund Raiser), and four secretarial and clerical support staff (football secretary, athletic insurance/receptionist/AD secretary, ticket manager/accounts payable, and sports information secretary/compliance assistant secretary). Only football has a staff member assigned solely to team who also handles general correspondence and recruiting

## Equity and Student-Athlete Welfare

correspondence. All other sports share the remaining three support staff members. Due to the multiple responsibilities of these staff members, all coaching correspondence and recruiting correspondence for teams other than football are handled by the respective coaching staffs.

Office space size and office equipment is comparable for coaches. The sports of football, men's and women's basketball, baseball, golf, rifle (uses his administrative office), cross country (effective 2003), and tennis (house) have private offices. However, three head coaches of women's teams (volleyball, soccer, and softball) share office space with their assistant coach (GA's) while four sports (women's basketball, men's basketball, football, and baseball) have separate office space provided for their assistant or graduate assistant coaches. The disparity of having only women's head coach share office space with an assistant or graduate assistant coach while other assistant coaches have private offices should be examined.

Support provided by security, ticket takers, concession workers, scorekeepers and public address announcers, and printing services personnel is equivalently adequate for women's and men's programs. (Note: Volleyball scorekeeper is a volunteer.)

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

The 2003 Gender Equity Review found deficiencies in this program area.

The 2003 Gender Equity Review concluded that the Athletic Department did not meet the criterion for support services/administrative, secretarial, and clerical support and office space (p. 18). Intercollegiate athletics had five administrative staff members (Athletic Director, Assistant Athletic Director, Business Manager, Sports Information Director, and Athletic Fund Raiser) and four secretarial/clerical support staff (football secretary, athletic insurance/receptionist/AD secretary, ticket manager/accounts payable, and sports information secretary/compliance assistant secretary. Football was the only sport with a support staff member assigned solely to that team. All other sports shared the remaining three support staff members.

Office space was determined comparable for all coaches. However, at the time of the review, three head coaches of women's teams (volleyball, soccer, and softball) shared office space with assistant coaches (GAs) while four sports (women's basketball, men's basketball, football, and baseball) had separate office space provided for their assistant coaches.

Other support staff (security, ticket takers, concession workers, scorekeepers, public address announcers, printing services personnel) is "equivalently adequate" for the women's and men's programs. The volleyball scorekeeper is a volunteer.

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

Effective August 1, 2005, adjustments were made in the Department of Intercollegiate Athletics support staff to address the previously identified inequity. First, the secretary to the football program began reporting to the Assistant Athletic Director of Administration, a woman administrator. Further, her responsibilities have been expanded to include processing athletic travel for all men's and women's sports, rather than just football. Additionally, this position now coordinates concession sales for all events held in Graham Stadium (football, primarily), the Field House (volleyball, primarily), and the Elam Center (men's and women's basketball, primarily). The position continues as secretary to the football program, but the amount of time allocated to football has been reduced by 50 percent. This reduction results, in part, from the expectation that the football coaching staff will handle more of their support work through use of technology.

The senior administrative staff has remained steady at 3.7 FTE for 2002-03, 2003-04, 2004-05 and includes the Athletic Director, Assistant Athletics Director for Compliance, Business Manager, and the Sports Information Director. The same is true for other professional support staff-trainers and communications coordinator-with 3.75 FTE for each of the preceding three years.

Effective July 1, 2005, the Business Manager for athletics, a female, was elevated to Assistant Athletic Director for Administration.

## Equity and Student-Athlete Welfare

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

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

The Chancellor requested a review of gender equity issues in the Department of Intercollegiate Athletics in 2003. His Executive Assistant, Edie Gibson, performed the review. Her report, UT Martin Gender Equity Issues Review Fall 2003 (see appendices), details her findings in all program areas, including recruitment of student-athletes.

In response to that report, a committee was formed to develop a new gender equity plan addressing the areas of concern indicated in the Review. The new plan was approved by the Chancellor on August 30, 2004.

The Equity in Athletics Disclosure Act Report is also an instrument used by the Department of Intercollegiate Athletics to monitor resource allocation and gender equity issues in general.

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

In October 2004, the Department of Intercollegiate Athletics took specific steps to increase the funds allocated solely for recruitment of athletes to women sports. The Athletics Director notified the head coaches of women's sports of increased allocations specifically to be used for recruitment, and in some cases, additional funds in the sport's grant-in-aid account for scholarships. The specific allocations were: women's cross country, \$2,000 was added for recruitment; women's tennis, \$2,000 added for recruitment and \$12,507 for scholarships; softball, \$6,333 for recruitment, and \$12,507 additional grant-in-aid for scholarships; soccer, \$8,667 added for recruitment and \$16,677 for scholarships; volleyball, \$4,000 for recruitment; and rifle, \$2,000 for recruitment to achieve gender equity.

In addition to the data above the 2003 Gender Equity Review includes additional data and analysis related to this program area and is provided below (pp. 19-20).

Both male and female teams utilize 76 percent of the NCAA maximum allowable coaches per sport. Three women's teams and two men's teams use the full compliment of coaching staffs. The qualification of coaching staff vary: five teams (3 male and 2 female sports) utilize assistant coaches, four teams (all female sports) utilize graduate assistance, two teams (1 male and 1 female sport) utilize a volunteer coach, and three teams (all men's sports) do not use any assistants. The FTE time allocated to athletics by head coaches, assistant coaches, and graduate assistant coaches is 56.7 percent for men's and 43.3 percent for women's teams and is consistent with 55.4 percent men's and 44.6 percent women's athletic participation rates. (With the elimination of the women's indoor and outdoor track programs and their 1.0 FTE assistant coaches; this calculation will change next year).

The proportionate dollars spent for recruiting female and male athletes is consistently lower for female sports. Recent changes in the football coaching staff have required the football to recruit the maximum number of athletes allowed. Men's basketball tends to recruit out-of-state more heavily than does women's basketball. A detailed review of recruiting expenses should be undertaken to determine other reasons for this disparity.

Coaches of three teams, football, men's basketball, and women's basketball are provided courtesy cars. Volleyball is funded up to the equivalency of the courtesy car for recruiting in a university vehicle.

Coaches of women's sports were instructed to submit plans for spending the additional recruiting dollars by November 1, 2004. Plans included: attending more National Qualifiers and bringing an increased number of higher quality prospects for campus visits (volleyball); mail information packets to the top 50 percent of female high school juniors and seniors in the Montgomery Bell Classic and make additional recruiting trips (rifle); increase soccer roster to 22-24 participants including at least two walk-ons and more scouting, official visits, mailing, and calling (soccer); increase frequency of college visits, travel to state cross country championships, mailing (cross-country); increasing the roster to 21-22 athletes, increased walk-on program, more scouting, extensive mailing and calling to coaches, intensified effort to encourage potential recruits to visit campus, and responding to all inquiries from Admissions regarding potential team members (softball).

## Equity and Student-Athlete Welfare

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

The 2003 Gender Equity Review found deficiencies in this program area.

The 2004 Gender Equity Plan addresses this matter in item VI of the 2004 Gender Equity Plan.

Issue VI: Financial resources for recruiting are not equitable for female sports.

Measurable goal: Allocate resources for recruiting equitably to female sports.

Steps to Achieve Goals:

1. The university's self-study may be misleading in this area since resources are allocated to male and female sports on an equitable basis when total operating expenses are considered. However, female coaches tend to spend more in other areas of the budget because of the needs and desires of female student-athletes. A more thorough study of this issue must first be completed.
2. Implement findings of study. If, in fact, more resources need to be directed to recruiting female student-athletes after considering recruiting regions and recruiting demands, then allocate funds and/or develop recruiting policies to achieve equality.

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

In October 2004, the Department of Intercollegiate Athletics took specific steps to increase the funds allocated solely for recruitment of athletes to women sports. The Athletics Director notified the head coaches of women's sports of increased allocations specifically to be used for recruitment, and in some cases, additional funds in the sport's grant-in-aid account for scholarships. The specific allocations were: women's cross country, \$2,000 was added for recruitment; women's tennis, \$2,000 added for recruitment and \$12,507 for scholarships; softball, \$6,333 for recruitment, and \$12,507 additional grant-in-aid for scholarships; soccer, \$8,667 added for recruitment and \$16,677 for scholarships; volleyball, \$4,000 for recruitment; and rifle, \$2,000 for recruitment to achieve gender equity.

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## Equity and Student-Athlete Welfare

potential recruits to visit campus, and responding to all inquiries from Admissions regarding potential team members (softball).

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.

Following is the narrative portion of the gender equity plan currently in place at UT Martin. The action plan is entitled, UT Martin Intercollegiate Athletics Gender Equity Issues, and was approved July 2004. It is presented in the Plan for Improvement at the conclusion of this Operating Principle.

The University of Tennessee at Martin  
Gender Equity Plan for Intercollegiate Athletics  
August 24, 2004

The university's first cycle NCAA certification self-study included a gender equity plan. Since that plan was adopted, two new chancellors have served at UT Martin and significant state budget reductions have occurred. Under former Chancellor Philip Conn recommendations were implemented from a Study Commission on the Role and Funding of Intercollegiate Athletics. These recommendations included a reduction in football scholarships as an effort to fulfill the first cycle gender equity plan. The first cycle plan included the possibility of student activity fee increases to help fund the plan, but none were approved by the UT Board of Trustees until June, 2004. In addition, significant decreases in state funding between 1997 and 2004 resulted in significant budget decreases for all campus divisions. Due to these budget decreases and inadequate facilities, men's and women's indoor and outdoor track were eliminated during this period. Since women's indoor and outdoor track were included in the first cycle plan of program expansion, the university needed to develop a new plan.

Before a new plan was developed, the Chancellor's executive assistant conducted an internal review of the intercollegiate athletics program using the NCAA's guide, "Achieving Gender Equity". This person also had the experience of being the former Senior Woman Administrator for intercollegiate athletics when the first cycle plan was developed; however, this person had no current responsibilities within the athletics program when she completed the most recent program review. Her report is entitled, UT Martin Gender Equity Issues Review, Fall 2003 (see appendices). The Chancellor and the Athletics Director concurred with the findings of the review, and the Chancellor appointed a broad-based committee of faculty, staff, and students to develop a new gender equity plan. The committee membership and minutes from these committee meetings are included as appendices.

A new gender equity plan was developed in the format prescribed by the 2003-2004 Division I NCAA Athletics Certification Self-Study Instrument. The plan was developed under the following considerations:

1. The university intends to pursue gender equity under Prong #2 (History and Continuing Practice of Program Expansion) of the Office of Civil Rights 'Three Part Test' for nondiscriminatory participation until it may become possible to comply under Prong #3 (Fully and Effectively Accommodating the Interests of Women).
2. Since most women's sports lack the maximum number of scholarships allowed by the NCAA, the first step of program and opportunity expansion will be the addition of scholarships and aggressive efforts to expand non-scholarship opportunities within existing women's sports. This is consistent with recent legislative proposals from the NCAA Academics, Eligibility, and Compliance Cabinet to increase scholarship levels in selected women's sports. These proposals are based upon research which indicates that opportunities will increase if scholarships are increased (NCAA News, June 21, 2004). While this would seem obvious, all UT Martin coaches of female sports agree that, unlike male sports, expanding participation opportunities for women's sports is extremely difficult without

## Equity and Student-Athlete Welfare

scholarships. Therefore, this plan includes a combination of efforts to increase participation in existing women's sports by offering more scholarships in those sports and by increasing efforts to attract more non-scholarship female participants. If, over the course of this plan, female non-scholarship participants can not be identified, the university could be approaching full and effective accommodation of female interests.

3. In addition to No. 2 above, the university's recent internal review of gender equity includes substantial data to suggest that the current intercollegiate sports offerings meet a significant majority of the interests of currently enrolled female students.

4. The university's recent internal review of gender equity also includes data on female participation in intramural sports. This data indicates that currently enrolled women are not as interested in competitive athletic competition as are their male counterparts. This fact is relevant since there are no funding limitations to intramural participation.

5. Data from feeder programs and the Ohio Valley Conference sports inventory make track and golf the most likely sports to be added to the university's sports inventory. Funding limitations will not allow the facility and scholarship opportunities necessary to field competitive women's or men's track teams; therefore, golf is the most likely sport to be added. However, the College of Agriculture and Applied Sciences has offered a club equestrian program for several years. Before any additional varsity sports are added, the equestrian program will be evaluated to determine what resources would be needed to elevate the program to varsity status.

6. Athletics can only fulfill its mission and support the educational mission of the university with competitive sports teams. As a result, this plan has been developed with the intent of becoming as competitive as possible in current sports before other sports are added.

With this background, the University's gender equity plan has been outlined in the prescribed format by a broad-based committee and has been approved by the Chancellor. The plan will be funded by a portion of the proceeds from a \$27 increase in the athletics activity fee and, if necessary, future reallocations within the intercollegiate athletics program. Any funds not used for recurring expenses in the initial years of the plan will be used for one-time expenses to enhance facilities.

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

During the 2004 spring semester, the Athletics Director recommended to the Chancellor that a new gender equity plan be developed. Various funding circumstances had limited UT Martin's ability to fulfill the gender equity plan that was written after the first cycle certification. Chancellor Dunagan and Phil Dane, the Athletics Director, concurred that a broad-based committee should develop this plan and agreed upon the group identified in a memorandum to the chair, Nell Gullett, dated May 3, 2004. The committee met on four occasions between May 17, 2004, and June 28, 2004. The committee membership and minutes from those meetings are available as appendices to this report. The committee developed a new gender equity plan addressing the 13 program areas. The plan was submitted to Chancellor Dunagan on August 24, 2004, along with appropriate supporting documents. Chancellor Dunagan approved the plan in a memorandum to Dr. Gullett dated August 30, 2004 (see appendices).

**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**

## Equity and Student-Athlete Welfare

3. Has the institution demonstrated that it is committed to, and has progressed toward, fair and equitable treatment of both male and female student-athletes and athletics department personnel? **Currently Yes**
4. Has the institution formally adopted a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which is equitable for both genders? **Currently Yes**
5. Has the institution developed a plan that includes measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables? **Currently Yes**

## Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
Gender Equity Issues Overview	I. Based upon the university's self-review, compliance has been achieved in 8 of the 13 gender equity categories. However, these areas and the issues below will be assessed periodically to ensure compliance.			Compliance sub-committee of the UT-Martin Athletics Board.	Every two years
Accomodation of Interests and Abilities.	II. The university does not meet the requirements for accomodating the interests and abilities of female students	Demonstrate a history and continuing practice of program expansion by expanding participation opportunities in current sports and, if necessary, increase the number of sports available to female students.	1. Expand the number of participation opportunities for female students in current sports to 100 (from 91 in '03-04) by increasing scholarships and increasing efforts to recruit non-scholarship participants.	Coaches of female sports, director of athletics, and assistant director of compliance.	AY 2004-2005
			2. Continue to assess interest among current and prospective students using data from intramural participaton and high school feeder programs. In addition, evaluate the feasibility of elevating the club equestrian program to varsity status.	Senior Woman Administrator, Director of Athletics, Chairman of Agriculture and Natural Resources, Chancellor	AY 2004-2005
			3. If elevating equestrian is not deemed practical, then identify a coach and recruit for a women's golf club team to compete in 2005-2006.	Women's golf coach and Director of Campus Recreation	AY 2004-2005
			4. If golf is added as a club sport, it will compete as a club sport for at least one year. If equestrian is elevated to varsity status, develop a plan for moving to varsity status in AY 2006-2007.	Women's golf coach and Director of Campus Recreation	AY 2005-2006

## Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
			5. Expand the number of participation opportunities for female students in current sports to 110 (from 91 in '03-04).	Coaches of female sports, director of athletics, and assistant director of compliance.	AY 2005-2006
			6. Elevate either golf or equestrian to varsity status if a viable interest is validated.	Director of Athletics	AY 2006-2007
			7. Continue to assess interest among current and prospective students for adding a new female sport.	Senior Woman Administrator	AY 2007-2008
			8. Monitor interest among current and prospective students for adding a new female sport.	Senior Woman Administrator.	AY 2008-2009
Coaches	III. The availability of coaches is not equitable for female student-athletes.	Allocate a number of FTE coaches proportional to the number of female student-athletes. The number of coaches for female sports should be increased by .5 FTE.	1. Since internal review was based upon 2002 staffing, reassess equitable allocation of coaching positions under current staffing and make necessary adjustments.	Director of Athletics	AY 2004-2005
Publicity	IV. The availability of sports information personnel and the quality of sports information publicity resources are not equitable for female sports.	Develop job descriptions for sports information personnel that ensure an equitable assignment of sports information personnel to female sports and develop equitable standards for sports information publicity resources.	1. Develop job descriptions and standards for sports information publicity resources.	1. Sports information director.	1. Sept.1, 2004
			2. Implement equitable coverage of female events and equitable sports information publicity resources.	2. Sports information director.	2. AY 2004-2005

## Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
Support Services.	V. The availability of administrative support personnel is not equitable for female sports.	Develop job descriptions for clerical and support personnel that ensure an equitable availability of support for female coaches.	1. Develop job descriptions and organizational chart that allocates support staff equitably	1. Senior woman administrator and director of athletics.	1. AY 2004-2005
			2. Implement new job descriptions and new office locations if necessary.	2. Senior woman administrator and director of athletics.	2. AY 2005-2006
Recruitment of Student-Athletes.	VI. Financial resources for recruiting are not equitable for female sports.	Allocate resources for recruiting equitably to female sports.	1. The university's self-study may be misleading in this area since resources are allocated to male and female sports on an equitable basis when total operating expenses are considered. However, female coaches tend to spend more in other areas of the budget because of the needs and desires of female athletes. A more thorough study of this issue must first be completed.	1. Senior woman administrator and Executive Assistant to the Chancellor.	1. AY 2004-2005
			2. Implement findings of study. If, in fact, more resources need to be directed to recruiting female student-athletes after considering recruiting regions and recruiting demands, then allocate funds and/or develop recruiting policies to achieve equity.	Athletics Director	AY 2004-2005

## Equity and Student-Athlete Welfare

### Operating Principle

#### 3.2 Minority Issues

#### Self-Study Items

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

In its first-cycle certification decision, no "corrective actions" or "conditions for certification" were imposed by the NCAA Division I Committee on Athletics Certification. A "strategy for improvement" was, however, identified by the self-study team and further developed by the peer review team. From the 1997 "Peer Review Team's Final Report" (see appendices):

"The peer-review team recommends that the institution revises and upgrades its plan to address minority issues with special emphasis as follows:

The institution should establish a mechanism to assure that the opportunity for diversity in the administrative and head coaching leadership positions exists. The institution's plan includes an element relative to hiring minorities in leadership positions. The institution should recruit and secure minority applicants within a three year time span from the time of the establishment of plan.

The institution should establish appointment criteria and appoint qualified minorities to athletics advisory boards and athletics policy making boards. The institution should assure that qualified minorities are appointed to boards.

The plan should be developed through a process that reflects broad-based campus participation. The plan also must include the following elements: intended end results, individuals/offices responsible for taking specific actions and specific timetables for completing the work."

This language of the 1997 "Peer Review Team's Final Report" serves to amplify the much simpler recommendation of the The University of Tennessee at Martin Athletics Certification Self-Study, 1996 (see appendices) that the university's written plan on minority issues be reviewed periodically (Recommendation 1, p. 107).

Action taken by UT Martin: The self-study team and the peer review teams were both responding to the university's plan for minority opportunities in intercollegiate athletics as found in Appendix IV-D, p. 155, 1996 Self-Study). In the years since first-cycle certification, the Department of Intercollegiate Athletics has been following the university's aggressive Affirmative Action Plan and qualified minorities have been hired. An African-American female head women's basketball coach and an African-American female assistant women's basketball coach were hired in 2004. An African-American female coordinator of academic support was hired in 2005. An additional African-American assistant football coach was hired in 2005 bringing the total number of African-American assistant football coaches to three. For the past six years, at least one of the men's basketball assistant coaches has been African-American.

Furthermore, the Constitution of the UT Martin Athletics Board was amended in 1999 to include the following statement, "The Chancellor, as appointing authority, shall ensure adequate minority representation on the Athletics Board." For 2002-03, 8 of 38 Board members were African-American. For 2003-04, 7 of 39 members were African-American; and for 2004-05, 3 of 38 members.

As for the peer review recommendation that the minority plan should be developed "through a process that reflects broad-based campus participation" with "intended end results, individuals responsible for taking specific actions, and specific timetables for completing the work", the UT Martin Department of Intercollegiate Athletics Department's response has fallen short. It is the opinion of the self-study subcommittee that this occurred in genuine ignorance that the university policies would not suffice here rather than in reckless disregard of the peer review team's recommendation. The university does, in fact, have a broad-based affirmative action committee, the

## Equity and Student-Athlete Welfare

Equity and Diversity Advisory Council, that meets periodically to review the university's progress on minority issues, and minutes of recent meetings are available (see appendices). The Department of Intercollegiate Athletics appears to have hoped that it could simply benefit from the work of this university standing committee. Moreover the athletics department appears to have confused the much simpler recommendation of the first cycle UT Martin self-study with the amplified recommendation of the peer-review team. In any case, learning late in the course of this present self-study that a more detailed minority plan was supposed to have been generated by the Department itself, a rather hasty plan was put together in the spring of 2005. It does not enjoy the benefit of "broad-based campus participation". Given all the other progress that the Department of Intercollegiate Athletics has made on minority issues, it is the judgment of the self-study subcommittee that the Department came by this mistake honestly, and that it will not happen again. If, ten years from now, the Department is found once again to be negligent in this matter, this negligence should be considered a serious omission.

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

The strategies for improvement developed by the institution during its first-cycle certification were all adopted by the NCAA peer review team, therefore, are all covered under self-study item 3.2.1.

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

No additional plans or recommendations for improvement in the area of Minority Issues have been developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

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 Department of Intercollegiate Athletics operates under the UT Martin Affirmative Action Plan (see appendices) in all hiring and in its non-discriminatory approach to carrying out of its responsibilities as relates to employees and student-athletes. The Affirmative Action Plan applies to all aspects of the University including the Department of Intercollegiate Athletics, its staff, coaches, and student athletes.

The Statement of Policy in Section I of the University of Tennessee Affirmative Action Plans 2003-2004 states: "It is the policy of The University of Tennessee not to discriminate against any employee or applicant for employment on the basis of race, color, religion, sex, national origin, disability, age or being a veteran with a disability or veteran of the Vietnam Era. The policy extends to recruitment, employment, promotion, demotion, transfer, lay-off, termination, compensation, training, benefits and all other terms and conditions of employment." Non-discrimination against students is particularly referred to in the definition of at least two terms: "Title IX of the Education Amendment of 1972, as interpreted by regulations issued by HEW, prohibits discrimination against employees, students, and applicants for admission or employment on the basis of sex." "Title VII and Title VIII of the Public Health Service Act as amended prohibits discrimination in the admission of students on the basis of sex and against certain employees."

Further, Tennessee is bound by the Geier v. Bredesen settlement of 1984, "a United States District Court (Middle District of Tennessee, Nashville) decision to achieve a unitary desegregated system of higher education in Tennessee that included mandates and timetables for implementing specific affirmative action stipulations."

## Equity and Student-Athlete Welfare

According to the UT Martin Affirmative Action Plan, "although the EEO-6 report is required to be submitted to the Federal Government biennially, UTM prepares the report annually as a means of assessing performance and evaluating program goals."

Furthermore, the draft UT Martin Minority Issues Plan 2005-2010 (see appendices) cites the Intercollegiate Athletics Mission Statement which states "opportunities for minorities and women are expanded whenever possible".

Also, that plan states, and evidence provided in portions of Self-Study Operating Principle 3.3 (Student Welfare) documents, that the Department has a system of monitoring minority student issues through the Student-Athlete Advisory Committee (SAAC) made up of athletes from all sports elected by their peers. The response to Self-Study Item 3.3 further documents the procedures and goals of this group. Furthermore, as defined in Self-Study Item 3.3 and as reiterated in the Minority Issues Plan 2005-2010, the Department also invites all athletes to participate in exit interviews. Although the subcommittee assigned operating principle 3.3 has recommendations to increase the effectiveness of both the Student-Athlete Advisory Committee and the exit interview process, SAAC has been in place and is functioning; and the exit interviews are not new to the Department.

The Department of Intercollegiate Athletics arranged for SAAC members to meet with the self-study subcommittee assigned operating principles 3.1, 3.2, and 3.3 at the request of the subcommittee as an additional means of gathering information for this report. The other self-study subcommittees were invited to use this forum, and some members of the subcommittee assigned operating principles 2.1 and 2.2 attended. This serves as an additional piece of evidence of the Department's sincere commitment to the monitoring, evaluating, and assessing process plus an openness to the issues and concerns of all its student-athletes. The meeting was held during the spring semester of 2005 and was attended by twenty-two athletes, half of whom were women athletes and half of whom were men. The subcommittee had prepared questions ahead of time, many related to student welfare and some to academics. Before concluding the meeting, the subcommittee members asked if there were any other issues not mentioned by the subcommittees that needed to be addressed. The main issue that surfaced had to do with policies as regards student transfers to another school. Student athletes exhibited excellent attendance and an excellent sense of humor at the meeting. The rapport among SAAC members and between SAAC and sub-committee members was a comfortable give-and-take, making for an environment in which any and all issues, sticky and not, would have been welcomed. No issues even remotely related to discrimination on the basis of race or gender were even so much as suggested.

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

The supplied chart is used to report the data requested in this self-study item.

NOTE: In years 2 and 3, the 3 positions reported for 'Other Professional Athletics Dept. Staff' were contracted out.

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

The racial and ethnic composition for student-athletes who received athletics aid and for students generally is provided on the supplied chart.

## Equity and Student-Athlete Welfare

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

The supplied chart is used to report the data requested in this self-study item.

8. Using the program areas for minority issues please:

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

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

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

The intercollegiate athletics mission statement states that "Opportunities for women and minorities are expanded whenever possible." This mission statement is reviewed twice each year with the UT Martin Athletics Board.

The Intercollegiate Athletics Handbook (see appendices) also includes a supporting Gender Equity statement (p. 4). The intercollegiate athletics program welcomes spontaneous suggestions from the regularly-scheduled activities of the Athletics Board (semi-annually), athletics staff meetings (every three weeks), Student-Athlete Advisory Committee meetings (two or three times per semester), and student-athlete exit interviews as they regard the development and maintenance of its written statements on diversity. The athletics program does not, however, have an organ specifically tasked with developing and maintaining statements on this one particular issue.

On the other hand, UT Martin does carefully, regularly and methodically study its policies with regard to diversity. Intercollegiate athletics follows the same written affirmative action policies and procedures that the university requires of all other departments. The campus Affirmative Action Plan is reviewed annually by the Equity and Diversity Advisory Council, and changes are approved by the Chancellor and The University of Tennessee legal staff.

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

The campus Affirmative Action Plan was most recently revised in the year 2003-2004. It was distributed to all campus departments with a memo from the Equity and Diversity Officer, Dr. Ann Duncan, dated November 2, 2004, and it is available online. The Plan is undergoing additional revision during the 2005-06 year.

The Department of Intercollegiate Athletics examines all of its written statements (including its written statements pertaining to diversity) on a regular basis, updating them as necessary. The spring 2004 revision of the Intercollegiate Athletics Handbook in which a new grievance policy was added serves as evidence of periodic and regular review by the Department.

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

No deficiencies or trends have been identified.

## Equity and Student-Athlete Welfare

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

UT Martin has an active Office of Multicultural Affairs and an aggressive Affirmative Action Plan; therefore, the Department of Intercollegiate Athletics has no immediate future plans to develop any new written statements addressing issues of diversity. The athletics department's future plans certainly include the maintenance of all of its existing documents, including those that engage diversity, and revising any of those documents as needs demand. The Department will continue to rely on input from the Athletics Board and its subcommittees, athletics staff meetings, the Student-Athlete Advisory Committee, and student-athlete exit interviews for these revisions.

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

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

The Athletics Director has a formal budget and planning meeting with the Chancellor's staff annually, and personnel issues are discussed at this time. As vacancies are expected, the potential opportunity to hire minorities is discussed and encouraged. Furthermore, the Chancellor has a formal personal evaluation with the Athletics Director every year and similar staffing issues are discussed. Similar meetings are held between the Athletics Director and members of the intercollegiate athletics staff. Furthermore, the Athletics Director is closely involved in all searches within the Department.

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

Aware that the minority percentages for athletic administrators and coaches still do not correlate as strongly as they might with the undergraduate population, the Department of Intercollegiate Athletics has made strides to rectify the situation through its recent hiring. A female volleyball coach was hired in 2005. An African-American female head women's basketball coach and an African-American female assistant women's basketball coach were hired in 2004. An African-American female coordinator of academic support was hired in 2005. An additional African-American assistant football coach was hired in 2005 bringing the total number of African-American assistant football coaches to three. The men's basketball program has had at least one African-American assistant coach for the past six years. The intercollegiate athletics program is making every effort to live up to its written statements on diversity.

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

No deficiencies or trends have been identified. Based upon interviews with Dr. Ann Duncan, the campus Equity and Diversity Officer, the Department of Intercollegiate Athletics has followed all policies and procedures and shown adequate aggressiveness in trying to recruit women and minorities.

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

The Department of Intercollegiate Athletics will continue to construe new hiring opportunities as opportunities to live up to UT Martin's written documents on diversity. It will continue to use these hiring opportunities to aggressively recruit women and minorities.

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

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

In addition to self-studies such as this, the Department of Intercollegiate Athletics relies on the regular activities of the UT Martin Athletics Board and its subcommittees, athletics staff meetings, the Student-Athlete Advisory Committee, and student-athlete exit interviews for suggestions that could result in

## Equity and Student-Athlete Welfare

enhanced diversity. Suggestions for organizational and/or structural changes that would lead to enhanced diversity are welcomed.

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

When the NCAA suggested that the position of Senior Woman Administrator would be useful for enhancing diversity on our campus, UT Martin restructured its athletics administration to include this position. The current holder of that secondary title is Danelle Fabianich, Assistant Athletic Director for Administration.

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

No deficiencies or trends have been identified.

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

There are no current plans to further reorganize or restructure the Department of Intercollegiate Athletics. The athletics program is open to reorganization or restructuring plans that promise the enhancement of diversity provided: (1) it has a demonstrated track record of success at other NCAA institutions and (2) it is feasible financially.

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

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

Prior to the first cycle self-study and for most of the period since the first cycle self-study, UT Martin has been under a desegregation court order. That court order no longer exists. There are no current numerical goals for enrolling a certain percentage of minority students, and there are no goals for enrolling certain percentages of minority student-athletes.

During the NCAA orientation for steering committee members, significant emphasis was placed on NOT establishing numerical goals or quotas in this self-study. Self-Study Item 3.2.2 states numerical targets "are not expected nor should they be included in an institution's written plan." As a result, only university-wide affirmative action procedures exist.

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

Again, numerical goals do not exist, but a review of data tables (refer to responses to self-study items 3.2.6 and 3.2.7) reflects that African-American student-athletes are well represented in those sports where an adequate supply of African-American students are represented in our feeder school systems. In particular, the sports of men's basketball, women's basketball, and football include a ratio of African-American students that exceeds the undergraduate enrollment ratio.

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

No deficiencies or trends have been identified. Based upon interviews with the campus Equity and Diversity officer, the Department of Intercollegiate Athletics has followed all policies and procedures and shown adequate aggressiveness in efforts to recruit qualified women and minorities.

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

The Department of Intercollegiate Athletics plans to continue its aggressive recruitment of qualified women and minorities.

## Equity and Student-Athlete Welfare

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

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

The Equity in Athletics Disclosure Act tables are completed annually and are provided for the most recent three years for which data is available (see appendices). These tables are reviewed for reasonableness to ensure that no alarming changes have occurred in the composition of sports teams.

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

Refer to the data reported in the chart in response to Self-Study Item 3.2.7.

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

No deficiencies or trends have been identified.

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

UT Martin will continue to collect and present all data required by the NCAA. Any remedial actions taken in the future by the Department of Intercollegiate Athletics should be based on such objective data and not mere anecdotal evidence.

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

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

The Student-Athlete Advisory Committee (SAAC) is the primary avenue for participation in the governance and decision-making process of the Department of Intercollegiate Athletics. No separate study of minority student-athletes' involvement in athletic department governance has been made, but minority student-athlete participation in SAAC is carefully monitored.

Team representatives to SAAC are elected by their respective teammates without racial quotas, and the SAAC leadership positions are elected by the SAAC representatives. African-Americans are regularly elected to the SAAC and to serve in leadership positions with SAAC.

In addition to the SAAC, four student-athletes (two male and two female) are nominated by the Athletics Director to serve on the UT Martin Athletics Board and its subcommittees for one-year terms. Minority student-athletes are regularly nominated to serve on this Board.

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

For 2004-05, five of the 33 members of SAAC were minorities. For 2004-05, three of the 38 members of the Athletics Board were minorities. For 2003-04, four of 34 SAAC members were minorities; and seven of 39 Athletics Board members were minorities. For 2002-03, eight of 32 members of SAAC were minorities; and 8 of 38 Athletics Board members were minorities.

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

No deficiencies or trends have been identified.

## Equity and Student-Athlete Welfare

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

The Department of Intercollegiate Athletics will continue to monitor minority student-athlete participation on the Student-Athlete Advisory Committee. The Athletics Director will continue to ensure that there is minority student-athlete representation on the UT Martin Athletics Board.

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

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

The Department of Intercollegiate Athletics Mission Statement expressly states that "Opportunities for minorities and women are expanded whenever possible". The UT Martin Department of Intercollegiate Athletics will continue to strive to reach the point where the percentage of minorities employed reflects the percentage of minorities in the population. The Department carefully monitors these percentages.

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

Consistent with the advice of the NCAA (refer to Self-Study Item 3.2.2), UT Martin has no numerical goals to present. Evidence for the Department of Intercollegiate Athletics' commitment to the hiring of minorities can be observed in its recent, albeit limited, hiring successes. Refer to the response to Self-Study Item 3.2.8, Program Area 2(b).

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

No deficiencies or trends have been identified. Based upon interviews with the campus Equity and Diversity Officer, the Department of Intercollegiate Athletics has followed all policies and procedures and shown adequate aggressiveness in trying to promote and hire qualified minority coaches and administrators.

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

Following the advice of the NCAA provided in Self-Study Item 3.2.2, the minority issues plan does not include numerical goals. The rigorous scrutiny of the campus Equity and Diversity Officer will, however, continue to be a vital part of future hiring procedures. The Department of Intercollegiate Athletics is a vital part of the campus-wide plan to aggressively promote and hire qualified minorities.

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

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

In addition to self-studies such as this, the Department of Intercollegiate Athletics relies on the regular activities of the Athletics Board and its sub-committees, athletics staff meetings, SAAC, and student-athlete exit interviews for suggestions that could result in the establishment of programs and activities that address the needs of minority student-athletes. Suggestions for such programs and activities would be broadly welcomed.

At the campus level, the Office of Multicultural Affairs is tasked with developing and maintaining programs that address the needs and issues affecting minority students. All of these programs are available to student-athletes.

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

## Equity and Student-Athlete Welfare

Throughout the academic year, the Office of Multicultural Affairs provides programs and services that enhance the personal, social, educational, and cultural development of students. Among other things, the Office of Multicultural Affairs advises several student organizations, including the Black Student Association.

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

None have been identified.

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

The Minority Issues Plan, 2005-2010 (see appendices), foresees a continuing reliance on the regular activities of the UT Martin Athletics Board and its sub-committees, athletics department staff meetings, the Student-Athlete Advisory Committee, and student-athlete exit interviews for suggestions that could result in the establishment of programs and/or activities that address the needs of minority student-athletes. The Plan also foresees a continuing reliance on UT Martin's Office of Multicultural Affairs as a source of programming to address minority student concerns.

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

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

UT Martin's minority issues plan is provided in the Plan for Improvement section at the conclusion of this operating principle. It is entitled, UT Martin Intercollegiate Athletics Minority Issues Plan, 2005-2010.

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

The Department of Intercollegiate Athletics, like all departments at UT Martin, must adhere to the campus Affirmative Action Plan. The Affirmative Action Plan for UT Martin is regularly reviewed by the Equity and Diversity Advisory Council, a standing administrative committee. As evidence of this review process, the Plan is currently undergoing revision. The membership of this committee includes students, faculty, exempt staff members, and non-exempt staff members. The composition of the committee's membership includes minority representation. The committee is chaired by Dr. Ann Duncan, the Equity and Diversity Officer; and the committee reports directly to the Chancellor.

Additionally, the Athletics Director developed a Minority Issues Plan, 2005-10, for the Department of Intercollegiate Athletics during spring of 2005 in response to Self-Study Item 3.2.9. This departmental plan serves only to complement the campus Affirmative Action Plan, not to supersede or replace it.

### Evaluation

**1. Has the institution implemented its approved minority-opportunities plan from the previous self-study? **Currently Yes****

## Equity and Student-Athlete Welfare

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 Welfare

Elements			Steps		
Program Areas	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
1. Institutional and Athletics Department Commitment - Development and maintenance of written statements that address issues of diversity. The Intercollegiate Athletics Mission Statement expressly states that "opportunities for minorities and women are expanded whenever possible". This commitment has been proven by aggressive recruiting efforts that recently resulted in the hiring of an African-American female basketball coach and a female volleyball coach. The department follows the institution's written policies and procedures for equal opportunity employment. Approximately 26% of UT-Martin NCAA student-athletes are African-American, while African-American students represent only 15% of the campus undergraduate population. Since campus equal opportunity statements relative to diversity are adequate and since the athletic program is achievin reasonable outcomes in this area, the committee sees no need for additional written statements that address issues of diversity.	None - Maintain current policies practices and commitment	None - Maintain current policies practices and commitment	None - Maintain current policies practices and commitment.	None - Maintain current policies practices and commitment.	None - Maintain current policies practices and commitment.
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. Three primary activities are used to monitor a consistent commitment to diversity issues. First, when student-athletes complete their eligibility, they complete an exit interview quesitonaire. While the questionnaire includes no specific questions related to diversity issues, it encourages a response for any issues not covered in the quesitonaire. Furthermore, all students are offered the opportunity to discuss any areas of concern with an athletic administrator. Second, coaches and staff are expected to maintain a commitment to diversity issues and ensure that no discriminatory practices are allowed by coaches and among student-athletes. Any concerns are addressed promptly with the appropriate staff member. Third, the university's equal opportunity officer monitors affirmative action initiatives of all searches to ensure a commitment to the institution's plan.	The student-athlete exit interview questionnaire should be revised to include more statements relative to diversity sensitivity.	Revise the student-athlete exit interview questionnaire.	Involve the SAAC in the revision.	Assistant Athletic Director for Administration and SWA	June 1, 2006

## Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/ Officers Responsible for Implementation	Specific Timetable for Completing the Work
3. Organization and Structure - Policies, and/or organization, and/or activities of the athletics program and its activities to help enhance diversity. The Intercollegiate Athletics Mission Statement expressly states that "opportunities for minorities and women are expanded whenever possible". This commitment has been proven by aggressive recruiting efforts that recently resulted in the hiring of an African-American female basketball coach and a female volleyball coach. The department follows the institution's written policies and procedures for equal opportunity employment. Approximately 26% of UT-Martin NCAA student-athletes are African-American, while African-American students represent only 15% of the campus undergraduate population. Since campus equal opportunity statements relative to diversity are adequate and since the athletic program is achieving reasonable outcomes in this area, the committee sees no need for additional written statements that address issues of diversity.	None - Maintain current policies practices and commitment	None - Maintain current policies practices and commitment	None - Maintain current policies practices and commitment	None - Maintain current policies practices and commitment	None - Maintain current policies practices and commitment
4. Enrollment - Goals of the institution for enrollment of minority students and minority student-athletes. To avoid potential legal liability numerical goals are not appropriate. The committee identified no evidence of discriminatory recruiting practices in the recruitment of student-athletes. Furthermore, the racial composition of the various teams are not significantly different from other regional public universities.	None - Maintain current policies practices and commitment	None - Maintain current policies practices and commitment	None - Maintain current policies practices and commitment	None - Maintain current policies practices and commitment	None - Maintain current policies practices and commitment
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. The committee identified no evidence of discriminatory recruiting practices in the recruitment of student-athletes. Furthermore, the racial composition of the various teams are not significantly different from other regional public universities. Approximately 26% of UT-Martin NCAA student-athletes are African-American, while African-American students represent only 15% of the campus undergraduate population.	None - Maintain current policies practices and commitment	None - Maintain current policies practices and commitment	None - Maintain current policies practices and commitment.	None - Maintain current policies practices and commitment	None - Maintain current policies practices and commitment

## Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/ Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
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 the student-athlete advisory committee) for minority student-athletes. The SAAC is the primary avenue for participation in the governance and decision-making process of the athletics department. Team representatives are elected by their teams without racial quotas and the SAAC leadership positions are elected by the SAAC representatives. African-Americans are elected to the SAAC and serve in leadership positions. In addition to the SAAC, four student-athletes (two male and two female) are nominated by the director of athletics to serve on the Athletics Board. The director of athletics always ensures that at least one or two of the four are African-American.	None - Maintain current policies practices and commitment	None - Maintain current policies practices and commitment	None - Maintain current policies practices and commitment	None - Maintain current policies practices and commitment	None - Maintain current policies practices and commitment
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. The Intercollegiate Athletics Mission Statement expressly states that "opportunities for minorities and women are expanded whenever possible". This commitment has been proven by aggressive recruiting efforts that recently resulted in the hiring of an African-American female basketball coach and a female volleyball coach. The department follows the institution's written policies and procedures for equal opportunity employment. Since campus equal opportunity statements relative to diversity are adequate and since the athletic program is achieving reasonable outcomes in this area, the committee sees no need for additional written statements that address issues of diversity.	None - Maintain current policies practices and commitment	None - Maintain current policies practices and commitment	None - Maintain current policies practices and commitment	None - Maintain current policies practices and commitment	None - Maintain current policies practices and commitment
8. Programs and Activities - Establishment of programs that address the needs and issues affecting minority student-athletes. The Student Affairs division of the university has numerous programs that address the needs and issues affecting minority students in general, and these programs are available to student-athletes.	None - Maintain current policies practices and commitment	None - Maintain current policies practices and commitment	None - Maintain current policies practices and commitment	None - Maintain current policies practices and commitment	None - Maintain current policies practices and commitment

## Equity and Student-Athlete Welfare

### Operating Principle

#### 3.3 Student-Athlete Welfare

#### Self-Study Items

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

In its first-cycle certification decision, no "corrective actions" or "conditions for certification" were imposed by the NCAA Division I Committee on Athletics Certification. Several "strategies for improvement" were adopted by the peer review team. The peer review team signed off on nine recommendations made by the UT Martin NCAA Self-Study Committee as regards Student Welfare in the Athletics Certification Self-Study, 1996 (see appendices).

(1) Tutoring (Recommendation 12, p.109, 1996 Self-Study)

Provide central funding for individual tutoring beyond the labs and study halls. Tutoring differs from other benefits because the need for the benefit is an individual and not a team decision. Since this need is not dependent on the nature of any support, centralized funding would assure equal access.

Corrective action by University: In an April 9, 1997 response by the Chancellor (see appendices), it was noted that effective fall of 1997, the Office of Academic Affairs was to establish a new campus-wide center for student academic services. The center will coordinate specific course tutoring for both male and female student-athletes upon request by a coach or athlete in consultation with the academic advisor.

At that time, athletics developed an operating principle where student-athletes would seek academic help from the same source available to all students at the institutional level. In this case, it was the new student academic service described above. A student-athlete was to report to the center and seek assistance from the tutors and labs available. If available resources were exhausted or if there was no assistance available for a particular class, a student-athlete would contact his or her coach and request a tutor for a particular class. Payment for tutors of said tutors was made out of Athletics Administration account (central funds) and progress was tracked via the Tutoring Report (see appendices).

2004-05 Procedure: Student-athletes and coaches are provided a schedule from the Student Success Center each semester which details the tutoring available to all students at the Center. If a student-athlete is having trouble in a course, the student should seek extra help from the course instructor first. If this proves to be insufficient, the student-athlete should go to the Student Success Center and take advantage of the free help available to all students. If the student-athlete requires more help or help is not available at the Center for the particular course, the student-athlete should contact the coach. The coach then calls the Assistant Athletics Director for Administration for permission to find a paid tutor. The tutor provides the services to the student-athlete(s) and turns in the Tutoring Report (see appendices) each week and is then paid via the University payroll system.

The Student-Athlete Opportunity Fund (SAOF) was established by the NCAA and is administered through the Ohio Valley Conference. The following statement is found in the SAOF Guidelines (see appendices). "As a guiding principle, the fund shall be used to assist student-athletes in meeting financial needs that arise in conjunction with participation in intercollegiate athletics, enrollment in an academic curriculum, or that recognize academic achievement." A separate account has been established, and all costs associated with tutors are charged to this fund.

(2) Freshman Studies (Recommendation 13, p.109, 1996 Self-Study)

The athletics department should work with the coordinator of the Freshman Studies Program to establish a mutually beneficial program for student-athletes in football and volleyball who are pre-empted from the regular program due

## Equity and Student-Athlete Welfare

to practice schedules. (Note: A Systems Quality Enhancement team is examining the Freshman Studies program and will be asked to examine the special needs of student-athletes.)

Corrective action by UT Martin: It was proposed in a June 13, 1997 memo from Athletic Director Benny Hollis to Chancellor Margaret Perry (see appendices) that the fall sport athletes participate in an abbreviated Freshman Studies Program. The proposal was implemented.

2004-05 Procedure: The Freshman Experience, formerly referred to as the Freshman Studies program, is a vital part of a new student's orientation to UTM, and the Department of Intercollegiate Athletics is serious about student-athlete participation in this activity. However, the sports of football, volleyball and soccer are in their two-a-day practice sessions at the same time. Several advisors have stepped up as leaders of Freshmen Experience programs for these three sports. Incoming freshmen who participate in these three sports go through an abbreviated program that highlights the essential parts of the Freshman Experience program, and the meetings are scheduled around practice times. The program continues throughout the fall semester as do all other Freshmen Experience classes. The abbreviated initial segment of the program that occurs at the same time as two-a-day practices is the only program element that differs from other Freshman Experience classes.

The Systems Quality Enhancement team referred to in the note of the original recommendation issued its final report on Freshmen Studies in the spring of 1997. Their report ultimately had nothing to say about the special needs of student-athletes. As remarked in the preceding paragraph though, this particular recommendation of the self-study has been addressed by the creation of special freshmen studies groups for volleyball, soccer, and football.

### (3) Academic Support (Recommendation 14, p.109, 1996 Self-Study)

A more effective and uniform academic [advising] system to help student-athletes should be employed. The design and implementation of this system via the Academic Support Program should be a joint effort between academic faculty and athletics staff.

Corrective action by UT Martin: In June, 1997, Robbie Green and Gloria Mansfield were named as Faculty Advisors in the newly expanded Student Learning Center, formerly the Student Academic Support Center. Student-athletes who were "at risk" due to grades or other difficulties would use these individuals as academic advisors (in addition to their regular academic advisors) and were required to meet with them throughout the semester to track their progress.

2004-05 Procedure: The Student Learning Center has evolved into what is now called the Student Academic Success Center, directed by George Daniel with assistance being provided by Sharon Robertson. This Center works closely with Athletics to provide additional assistance for our academically at-risk student-athletes. The Center also provides supplemental instruction in various courses as well as tutoring services. These services are available to all students on campus, not just student-athletes.

### (4) Academic Competition (Recommendation 15, p.109, 1996 Self-Study)

Implement an academic challenge program that rewards and recognizes the team with the highest aggregate GPA. Recognition should be given at the annual sports banquet and through other publicity avenues. In addition, the winning team should be awarded an additional \$1,000-\$2,000 for its operating budget in the subsequent year. Full corporate sponsorship of this award should be sought; however, initially the athletics department could demonstrate its commitment to academic excellence by underwriting this program. Publicizing the program both on campus and publicly would communicate the athletic department's commitment to academics.

Corrective Action by UT Martin: This recommendation was never developed or implemented by the former or current administration. However, the Ohio Valley Conference awarded the Academic Achievement Banner to the school whose student-athletes had the highest GPA relative to the student body GPA through 2003-04. For 2004-05, the Conference changed the school academic recognition criteria. The school with the highest percentage of its student-athletes qualifying for the Commissioner's Honor Roll received the OVC Institutional Academic Achievement Award. UT Martin finished in second place in the Conference in 2004-05. The Conference also recognized individual teams within the conference with the highest percentage of student-athletes qualifying for the Commissioner's Honor Roll. The UT Martin women's basketball and softball teams were singled out for these awards for 2004-05. Additionally, several of our teams (women's cross country, women's basketball, softball) have recently received national academic recognition through their particular sport's association. For example, the volleyball team received an American Volleyball Coaches Association Team Academic Award in 2003-04 for having a team GPA of 3.30 or higher for the year. All of this information is released to the public via sports information press releases, is sent to the athletics listserv to inform Skyhawk friends, and is announced during our annual

## Equity and Student-Athlete Welfare

Student-Athlete Recognition ceremony during a winter basketball game. The OVC and national recognitions are both significant and cost-efficient, and it is believed that they satisfy the spirit of the original recommendation.

### (5) Academic Recognition (Recommendation 16, p.109, 1996 Self-Study)

Implement an award for the male and female athletes with the highest GPAs. Formally recognize the team with the highest GPA.

Corrective Action by UT Martin: This recommendation was never developed or implemented by the former or current administration. However, the Ohio Valley Conference recognizes individual academic achievement with the OVC Commissioner's Honor Roll which requires a 3.25 GPA and above for the academic year and the OVC Medal of Honor award which goes to the athlete in each sport with the highest GPA in the Conference. These honors are published by the OVC, are released to the public via sports information press releases, are sent to the athletics listserve, and are announced during our annual Student-athlete Recognition ceremony during a winter basketball game. The student-athletes who qualify for the Commissioner's Honor Roll receive a certificate, and the Medal of Honor honorees receive a plaque. Both awards are provided by the OVC. For the 2003-04 academic year, UT Martin student-athletes had the highest overall GPA of all schools in the league, had 81 students who received the Commissioner's Honor Roll certificate, and 11 recipients of the Academic Medal of Honor. The OVC recognitions are both significant and cost-efficient, and it is believed that they satisfy the spirit of the original recommendation.

### (6) Exit Interviews (Recommendation 17, p.110, 1996 Self-Study)

Administer the exit interview to all exiting student-athletes.

2004-05 Procedure: Exit interviews are administered to student-athletes after they have exhausted their eligibility. The purpose is to get an overall impression of their experiences as student-athletes, determine areas for improvement, and identify potential problems. Initially, exit-surveys were administered at the end of the year (May) prior to the last day of classes. Athletes graduating in December, however, were not available for interview. For 2004-05, exit interviews were administered at the end of the main competition season so that no one would be missed. The schedule is as follows: Fall- football, volleyball, soccer, cross country; Winter - basketball and rifle (men and women); and Spring - softball, baseball, tennis, and golf. Students individually meet with the Assistant Athletic Director for Administration at an appointed time and complete the Student-Athlete Exit Interview (see appendices). After the survey is completed, the Assistant Director reads the responses and asks for clarifications where needed. After all interviews for a sport are complete, they are reviewed to see if any trends emerge that need to be addressed. The Assistant Director discusses any items of concern with the Athletics Director, and solutions are developed to address the concern. The interview instruments are confidential and are only viewed by the Athletics Director and Assistant Directors. If information from the interviews needs to be shared with a coach, it is compiled in aggregate form to protect the student-athlete's confidentiality before it is disseminated.

This current policy is an improvement over the process used at UT Martin in previous years. Immediately following the first-cycle certification, the Department of Intercollegiate Athletics began to sample athletes for exit interviews. The exit interview program fell into neglect from fall 2000 through spring 2004. The athletics program conscientiously implemented and followed the current procedure beginning in the 2004-2005 academic year. Exit interviews are also discussed in the response to Self-Study Item 3.3.6.

### (7) Drug Testing (Recommendation 6, p.110, 1996 Self-Study)

Reestablish funding for the drug education testing program as outlined in the University of Tennessee at Martin Intercollegiate Athletics Handbook (see appendices). Drug education is important for all students, but because athletes are exposed to additional temptations due to their physical competition expectations, it is critical that UTM make this a priority and instill in student-athletes the respect for life without chemical dependency. (Note: This issue will be addressed through the previously mentioned contract proposal with a regional hospital.)

Corrective Action by UT Martin: A contract was established in 1997 with Jackson-Madison County General Hospital. Since then, monthly random drug screenings of student-athletes have been administered by the Head Athletic Trainer, who, during the period 1997-2002, was on Jackson General's payroll in this particular capacity. Screenings took place in the athletic training facilities and were monitored by the training staff. Screenings come with no warning. The student-athlete is contacted and comes directly to the training room. The specimens were then sent to the Jackson General Hospital for testing, and the results were returned directly to the Head Trainer. In 2003 the hospital contract was awarded to Volunteer Community Hospital, but the program was otherwise unchanged.

2004-05 Procedure: Funding for these screenings comes directly from the Athletic Training Budget. The Head Athletic Trainer is no longer on the payroll of a hospital for drug-screening purposes. Specimens are again sent to Jackson General Hospital for testing. The program continues otherwise unchanged. More precise details for the testing program may be found in the University of Tennessee at Martin Intercollegiate Athletics Handbook (p. 42).

## Equity and Student-Athlete Welfare

### (8) Sports Information (Recommendation 7, p.111, 1996 Self-Study)

In addition to creating a written policy with regard to the allocation of resources among sports for media guides, game rosters, and news releases; a plan for providing the resources required to attain equity in sports information is necessary.

In spite of hiring and budget constraints, develop a written plan to: (a) Upgrade computer software and hardware in the sports information director's office within one calendar year. Efficiency of production would benefit all sports in the long run. (b) Assess the efficiencies created by the new technology. (c) Determine what additional personnel (e. g. full-time secretary; assistant sports information director) are needed; when they can come on-line etc. (Note: During the self-study period, two new computers have been installed in the Sports Information Office. Upgrading existing hardware/software is in process.)

Corrective action by UT Martin: A new Sports Information Director was hired in 2001, and the technology level (both equipment and knowledge) of the athletics program has increased substantially.

Regarding any written plans, despite being a separate Student Welfare recommendation, much of what UT Martin accomplished on this front had to be done in concert with sports information issues raised in the self-study of Gender Issues. On April 9, 1997, a supplemental submission was made to the NCAA which included the Department of Intercollegiate Athletics Gender Equity Plan (see appendices) which was written in part with this particular Student Welfare recommendation in mind (1997 Gender Equity Plan, pp. 9-10).

The 1997 Gender Equity plan has since been replaced by The University of Tennessee at Martin Gender Equity Plan for Intercollegiate Athletics, August 24, 2004. The 2004 Gender Equity Plan (see appendices) includes a detailed plan to address this particular Student Welfare recommendation. The 2004 Gender Equity Plan details the coverage provided by sports information to all sports currently sponsored on campus. This matter is also addressed earlier in this document in the response to Self-Study Item 3.1.6, Program Area 11.

### (9) Vehicles for Trainers (Recommendation 8, p.111, 1996 Self-Study)

The personal vehicles of athletics trainers and student trainers are used to transport athletes to off-campus physicians and move equipment and refreshments to practices. This practice must be discontinued (perhaps reallocate current use of a campus vehicle?). (Note: Previously mentioned pending contract with regional hospital should address this recommendation.)

Corrective action by UT Martin: The current policy states that the transportation of athletes by student trainers will only be via university-owned vehicles to include vehicles obtained from the University Transportation Services or one of the gator/golf carts maintained by the athletic training staff. The full-time trainers who are university employees are allowed to transport athletes in their personal vehicles at their discretion as they are covered by the university insurance.

Prior to the current policy, UT Martin relied on the services of two regional hospitals to provide these services. The current, cost-effective policy was adopted in 2004.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 3.3 (Student-Athlete Welfare). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

The strategies for improvement developed by the institution during its first-cycle certification were all adopted by the NCAA peer review team, so are all covered under Self-Study Item 3.3.1.

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

No additional plans or recommendations for improvement have been developed by UT Martin in the area of student-athlete welfare since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

## Equity and Student-Athlete Welfare

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

UT Martin is dedicated to the principle that intercollegiate athletics should be conducted in a manner designed to protect and enhance the physical, emotional and social well being of student-athletes. The Department of Intercollegiate Athletics prides itself on the close relationships developed between student-athletes, the coaches, and the athletic department staff. As a consequence, student-athlete welfare is monitored on a day-to-day basis during routine interactions. A number of student-athletes who were interviewed during this self-study process commented positively on the accessibility of their coaches and athletic administrators.

Formal mechanisms for the monitoring of student-athlete welfare include the following:

The Student-Athlete Advisory Committee (SAAC), a group consisting of two representatives from each varsity team, meets several times each semester. This group is advised by the Assistant Athletic Director for Administration and solicits input from student-athletes about concerns and complaints. It also serves to inform athletes, via their team representatives, about resources and events. This group is still developing its mission and identity. For example, the primary focus initially was on community service. More recently, SAAC members are working on issues such as priority registration for athletes. SAAC members interviewed for this study stated that priority registration was the first substantive issue addressed by this group that they were aware of, and that while the group exists as an opportunity for student-athletes to share and discuss complaints and concerns, to date that has not happened routinely. In addition, student-athletes were generally unaware of the existence and functions of SAAC until the 2004-05 academic year. There is, however, anecdotal evidence of this group initiating substantive changes in the area of student-athlete welfare that current SAAC members are unaware of. For example, a SAAC member in 2000-01 brought up the issue of the basketball floor not having enough spring and suggested it contributed to injuries on both the men's and women's basketball teams. The Athletics Director was able to secure funding to replace the floor in 2004. A SAAC member in 2002-03 complained about not having restroom facilities at the softball field. The Athletics Director has been able to secure funds to build restroom facilities for the softball and baseball fields. Finally, the SAAC group for 2004-05 suggested that, because of the time demands on student-athletes, the Department provide each student-athlete with a day planner which was designed using input from the SAAC members. Day planners were distributed to all student-athletes in 2005-06.

Student-athlete exit interviews are conducted with each student who has exhausted his or her eligibility for varsity sports. This procedure is described more fully in the responses to Self-Study Item 3.3.1(6) Exit Interviews, and Self-Study Item 3.3.6.

At the beginning of each academic year, all student-athletes are required to attend the Student-Athlete Orientation Night. Student-athletes are informed of their rights and responsibilities during this program. The UT Martin Student-Athlete Guide to Academic and Athletic Success is distributed to each student-athlete at this time (see appendices).

Student-athlete substance use is monitored through regular drug screenings conducted by the Head Athletic Trainer according to NCAA regulations. The procedure is more fully described in Self-Study Item 3.3.1 (7) Drug Testing and in The University of Tennessee at Martin Intercollegiate Athletics Handbook (see appendices).

According to members of the Student Athletic Advisory Committee (SAAC) who were interviewed by this committee, most coaches monitor students' academic progress closely. Student-athletes confirmed that coaches regularly check midterm and final grades, and some coaches require weekly or monthly academic progress reports. Larger teams have assistant coaches to whom a small number of team members are accountable academically.

The Assistant Athletic Director for Compliance ensures student-athletes meet NCAA requirements.

Self-Study Subcommittee Recommendations:

1. SAAC needs to meet on a regular monthly basis, despite scheduling difficulties. Its constitution currently requires one meeting per semester. [NOTE: The Department of Intercollegiate Athletics supports whatever meeting frequency this group chooses.]
2. SAAC members should be encouraged to bring substantive concerns of team members to the attention of the group and its advisor, and to use the group meetings to brainstorm possible solutions.
3. Each coach should make a clear statement at the beginning of the academic year about the purpose of SAAC, and should encourage team members to speak to their team representatives prior to each monthly meeting.

## Equity and Student-Athlete Welfare

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

Educational enhancement programs include the following:

Career guidance counseling is provided by the UT Martin Counseling and Career Services, the Student Success Center, and individual academic advisors. Student-athletes have access to career assessment instruments as well as individual and group counseling regarding the choice of a major and their ultimate choice of a career path. UT Martin also offers a career exploration course (General Studies 201) which is open to all students. Information about these services is provided to students via the UT Martin web site, as a part of the freshman orientation process, and through outreach programming and publicity.

Personal counseling is provided by mental health professionals in the UT Martin Counseling and Career Services Center. This counseling is free of charge to enrolled students. Professional counseling staff members are highly active in outreach activities on this campus to raise awareness regarding availability of these services. A staff member addresses parents during the Summer Orientation and Registration (SOAR) process, and information is provided to incoming students during SOAR and throughout the Freshman Experience. This resource is described on the UT Martin web site. Staff counselors frequently make class presentations in which they describe counseling services. The head athletic trainer and team coaches consult with Counseling and Career Services staff when there is a concern about an individual student-athlete and are advised about the referral process. In addition, those student-athletes living in residence halls have the opportunity to attend programs presented by Counseling and Career Services staff, and there is a Housing Liaison Program in which a designated counseling staff member is assigned to each residence hall.

Health and safety issues are addressed by athletic training staff, the Assistant Athletic Director for Compliance, the UT Martin Student Health Center, and the coaching staff. During interviews with student-athletes, they uniformly stated that injuries were attended to in a prompt and professional manner by athletic training staff. One student also gave an example of exceptional attentiveness by the Director of Student Health who came in late at night to meet a busload of athletes who were ill. Student-athletes meet with the Strength and Conditioning Instructor on a regular basis to address weight room safety and health-promotion issues. Athletes are mandated to attend a program at the beginning of the academic year that addresses safety issues as well as the issues of alcohol and drug abuse. All athletes sign a packet of forms from the Head Athletic Trainer (see appendices). It includes medical forms, consent statements, and insurance. An additional safety issue, sexual assault prevention, is addressed by UT Martin's peer education group, SABER (Sexual Assault Behavior Education Response), via programs offered by the Counseling and Career Services Center and the Department of Public Safety, and through outreach programming such as the recent presentation (mandated for male athletes) by the national group NO MORE (the National Organization for Men's Outreach on Rape Education). The Athletics Director required all male student-athletes to attend this program.

Substance abuse counseling is provided by a designated staff member in the Counseling and Career Services Center. This individual also conducts outreach programming regarding drug and alcohol use. Students are informed during the Freshman Experience about the availability of this counseling. An Alcohol Screening Day, open to all students, is offered on an annual basis. Programming is also provided in the residence halls. Confidential counseling for first-time offenders is mandatory for student-athletes and is provided by Counseling and Career Services.

Non-academic components of life skills programs are provided by the Student Success Center and the Counseling and Career Services Center. For example, materials and presentations regarding time management and stress management are offered to all students throughout the course of the academic year. The Freshman Experience course, offered in the first semester of the freshman year, focuses heavily on life skills and self-management skills, and is beginning to use the nationally recognized On Course curriculum. In addition, freshman students are assisted by PEP Leaders, specially trained upper-class students who assist them in the adjustment to college life. Resident Associates in the residence halls are required to provide programming to students, often on such life skills issues. Special Freshman Experience groups are available for certain athletic team members to ensure their participation, despite the rigors of their team's fall practice schedule.

In addition to the practices and procedures to assure accessibility described above, information about all of these resources is provided on the UT Martin website. Faculty advisors and athletic team coaches are aware of these

## Equity and Student-Athlete Welfare

resources and often refer students to them. The University of Tennessee at Martin Student Handbook and The University of Tennessee at Martin Intercollegiate Athletics Handbook (see appendices) are available to all students online and provide a great deal of information about available resources. Students are exposed to information sessions and materials about all campus resources during Freshman Welcome Week.

Recommendations made by the Self-Study Subcommittee:

1. Because several student-athletes indicated that they were not fully aware of services provided by UT Martin Counseling and Career Services Center, it is recommended that members of the Center's staff attend the annual Student-athlete Orientation Night and provide written materials to all student-athletes at that time. In addition, Counseling and Career Services staff will make a formal presentation to the Student Athletic Advisory Committee during the fall semester to inform them of services, with the expectation that they will share this information with their respective teams.
2. Because of scheduling conflicts, several student-athletes stated that they did not fully participate in Freshman Welcome Week and other Freshman Experience programs, thus not receiving all the information available. It is recommended that the Freshman Experience staff meet with the Department of Intercollegiate Athletics staff to discuss and resolve this situation.
3. The campus alcohol and drug policies regarding violations and consequences seemed unclear and/or unfair to student-athletes interviewed. It is recommended that the Department of Intercollegiate Athletics staff discuss the rationale for substance abuse policies with student-athletes and respond to their concerns. In addition, UT Martin has established a Task Force to Reduce Illegal and High-Risk Drinking which is charged with reviewing campus policies on alcohol use and abuse and may, therefore, be involved in this process of soliciting input from students. [NOTE: The Athletics Director is serving on this Task Force.]

### 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.

UT Martin conducts exit interviews with student-athletes whose eligibility has expired as required by the NCAA Constitution. The student-athlete is given an exit interview questionnaire (see appendices) that addresses each of the issues specified by the NCAA. Each student fills out the questionnaire and then meets with the Assistant Athletic Director for Administration to discuss any concerns. Student-athletes are also invited to meet with the Athletics Director should they wish to do so. The Assistant Athletic Director for Administration has informed us that she conveys all student concerns to the Athletics Director. Either the Athletics Director or an Assistant Director then addresses these concerns with appropriate parties.

Other avenues available for student-athletes to provide input include the Student-Athlete Advisory Committee; student-athlete representatives on the UT Martin Athletics Board and its subcommittees; and individual meetings with coaches, athletic trainers, and their assistants. Student-athletes may also request a meeting with the Athletics Director or his Assistant Directors at any time.

Self-Study Subcommittee Recommendations:

Several student-athletes felt that the process of being handed a questionnaire rather than sitting down for a face-to-face interview was less than satisfying. Although they were offered the opportunity to express concerns verbally to the Assistant Athletic Director for Administration and to schedule a meeting with the Athletic Director, some student-athletes felt this was burdensome. During interviews with SAAC members, one male athlete expressed his view that the Athletics Director was not as accessible as he would have wished. However, several other student-athletes stated that the close-knit nature of the Department of Intercollegiate Athletics ensured easy access.

1. After filling out the Exit Interview questionnaire, each exiting student-athlete should be provided a brief, structured face-to-face interview with the Assistant Athletic Director for Administration.
2. If a student-athlete expresses any negative concerns at the time of the exit interview, the Department of Intercollegiate Athletics should offer the student-athlete access to the Athletics Director, and actively contact those students to schedule a follow-up with the Athletics Director if the student chooses to participate.
3. Completed Exit Interview questionnaires should be carefully reviewed and all answers should be tabulated in such a way that aggregate data are available to enable the Department of Intercollegiate Athletics to track repeated concerns or ongoing problems. A file should be maintained that indicates specifically what follow-up steps have been taken to address each individual student-athlete's concerns. In addition, statistics that do not reveal student-

## Equity and Student-Athlete Welfare

athletes' identities should be compiled and reviewed at the end of the academic year by the Athletics Director and the Assistant Directors. A written plan to address any repeated concerns should be generated by the beginning of the next fall semester. Follow-up on these recommendations should be formally conducted and documented after the following fall semester. The plans, recommendations, and documentation of follow-up should be available to the next athletics self-study committee.

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

The written grievance/appeals procedures for student-athletes are available in The University of Tennessee at Martin Intercollegiate Athletics Handbook (see appendices, p.42). In general, student-athletes may avail themselves of the same appeals or grievance options as any student, as detailed in the University of Tennessee at Martin Student Handbook (see appendices). The Intercollegiate Athletics Handbook specifies that if student-athletes have complaints or concerns specific to the athletics department, they may appeal by using the chain of command. This consists first of approaching their coaches, then going on to the Athletics Director or the Assistant Director of Athletics for Administration, who is also the Senior Woman Administrator. The Chancellor is the final link in the chain of command.

When a student-athlete is denied financial aid or scholarship assistance, he or she is notified by a letter which includes the appeals procedure. The student-athlete can opt for an informal hearing by the Financial Aid and Scholarship Awards Committee, a standing administrative committee, or may request a formal hearing as delineated by the Tennessee Administrative Procedures Act (APA).

If a student believes that he or she has been the victim of harassment, hazing, or abusive behavior, he or she may make a complaint to the campus Student Conduct Officer or to the Department of Public Safety if a criminal act is involved. Any student who makes an allegation of discrimination because of race, sexual orientation, ethnicity or other factors, may make a complaint to the campus Equity and Diversity Officer. Those students who believe they have been unfairly accused of such conduct may avail themselves of the appeals procedures specified in the University of Tennessee at Martin Student Handbook (see appendices).

Self-Study Subcommittee Recommendations:

1. These procedures should be spelled out in greater detail in the University of Tennessee at Martin Intercollegiate Athletics Handbook.
2. The financial aid appeals process should be specified on the UTM website. [NOTE: The financial aid appeals process is described in detail in a letter from the Director of Student Financial Assistance when a student-athlete is notified that his or her grant-in-aid has been reduced or not been renewed.]
3. A clear statement of the Athletic Department chain of command should be communicated by each coach to the members of his or her team at the beginning of each academic year. [NOTE: This information is shared during Student-Athlete Orientation Night.]

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

The University of Tennessee at Martin provides limited programming regarding sexual orientation. Existing educational programs include educational outreach by the Counseling and Career Services Center and an optional course (Health 353) offered by the Health and Human Performance Department entitled "Human Sexuality" that includes information about sexual orientation. Training of Resident Assistants in the residence halls as well as the PEP leaders (Freshman Experience student leaders) includes information on supporting and respecting students of all sexual orientations. In addition, students with concerns about sexual orientation may avail themselves of confidential counseling services. A student organization, ALLIES, unites gay, lesbian, transgender, and heterosexual students to combat discrimination.

## Equity and Student-Athlete Welfare

A safe environment is maintained by the enforcement of the student Standards of Conduct, which apply to the entire student body and prohibit harassment or physical harm for any reason. The University of Tennessee at Martin Student Handbook and The University of Tennessee at Martin Intercollegiate Athletics Handbook contain identical language regarding the EEOC and Title IX prohibitions of any form of sexual harassment although the language does not specifically identify harassment due to sexual orientation.

Self-Study Subcommittee Recommendations:

1. The NCAA is moving ahead with the inclusion of sexual orientation in their diversity seminars, and this may serve as a resource for our Department of Intercollegiate Athletics.
2. An article by Kay Hawes from the NCAA news offers specific questions for athletic administrators to ask themselves with regard to how students of various sexual orientations are treated. It is recommended that the Department of Intercollegiate Athletics staff review these questions during the 2005-2006 academic year, possibly in a discussion facilitated by the Director of Multicultural Affairs and including any student members of ALLIES who wish to participate.
3. There is a sexual orientation module in the NCAA CHAMPS/Life Skills program which is under consideration.
4. It would be useful to include specific language in the University of Tennessee at Martin Student Handbook and University of Tennessee at Martin Intercollegiate Athletics Handbook identifying the nature of harassment due to sexual orientation and stating that this will not be tolerated by UT Martin or the Department of Intercollegiate Athletics.

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

A. Mechanisms to Ensure the Health and Safety of Student-athletes

### 1. Preparticipation Medical Exam

The Head Athletic Trainer reported that every athlete is required before practice, strengthening, and/or conditioning sessions to have a physical performed by a university team physician. Physicals performed by non-university physicians are not accepted. A full physical is required in the student-athlete's first year, with physical updates performed in the following years. Heart and lungs checks are performed annually (Intercollegiate Athletics Handbook, p. 32).

UT Martin has contracts with Sports Orthopedic and Spine Clinic of Jackson to provide team physician services, athletic training support services for the University's intercollegiate athletics and intramural services, and medical director services to the Athletic Training Education Program. The contract is for the period August 1, 2004, through July 31, 2005, with the option of nine one-year renewals after the original term. Sports Orthopedic and Spine Clinic makes semiannual payments to UT Martin in the amount of \$15,000 each as compensation for an athletic trainer.

Physicians associated with the contract combined with the campus Student Health medical staff provide physicals for all athletes. Local optometrists and dentists provide services on an as-needed basis. (Intercollegiate Athletics Handbook, p. 31).

### 2. Health Insurance

The University has excess insurance coverage (secondary insurance) that will pay for any bills for athletic-related injuries that the student-athlete's insurance does not pay. Primary insurance is available if other insurance is not provided. There are no out-of-pocket expenses for the student-athlete. The University requires that the student-athlete's insurance be filed first, and any procedures required by the personal insurance company be performed and followed up. Failure to do so may result in the athlete being responsible for the medical bills (Intercollegiate Athletics Handbook, p. 32). Student-athletes confirmed that insurance coverage is provided as stated above.

### 3. Preseason Participation

## Equity and Student-Athlete Welfare

The Head Athletic Trainer reports that few athletes participate in preseason preparation. A coach and trainer are present to conduct organized sessions. Preseason sessions are available for athletes wishing to participate, but are not mandatory.

### 4. Acceptance of Risk/Minimizing Liability

The Head Athletic Trainer states that student-athletes are required to complete a series of forms from the athletic training room, including a health history questionnaire, and parent insurance form with front and back copy of the student's insurance card. Failure to complete this information will result in not being able to participate in any running, lifting, or practice activities (Intercollegiate Athletics Handbook, p. 32). Parents must sign a consent form for their child's medical treatment.

At the beginning of each school year, student-athletes affirm to the best of the athlete's knowledge that the athletic program and the athlete's personal actions are in compliance with appropriate NCAA, conference, and University regulations. The Assistant Athletic Director for Compliance stated that he reviews the Student-Athlete Statement with all student-athletes on the first day of classes and prior to any competitions (Intercollegiate Athletics Handbook, p. 17, Form No. 04-3a Student-Athlete Statement, and Form 04-3d Drug Testing Consent).

UT Martin has several protocols in place to minimize liability. First, student-athletes undergo preseason conditioning to reduce sports-related injuries. Student-athletes confirm that athletic trainers are present at all high-risk sports, including football, basketball, baseball, softball, volleyball, and soccer. Also, athletic trainers identify potential safety and environmental risks, reporting any questionable items to the Physical Plant Operations or to the Strength Coach/Equipment Manager.

### 5. Bloodborne Pathogens

UT Martin has a written Bloodborne Pathogen Exposure Control Plan (see appendices) that complies in full with the requirements of the OSHA Bloodborne Pathogen Standard. Anyone with potential exposure receives initial training plus annual updates and training conducted by Student Health Services staff. Athletic trainers confirm that they receive bloodborne pathogen materials distributed by the campus Public Safety Office and instruct athletes on the bloodborne pathogen exposure control policy.

## B. Administrators Responsible for Institutional Awareness of Health, Safety, and Sports Medicine Practices

### 1. Planning and Supervising

A certified athletic trainer is present for all high-risk sporting events, including football, basketball, baseball, softball, volleyball, and soccer. The athletic trainer travels with all high-risk sports. Trainers rotate among the other sports as needed. Student-athletes confirmed the trainer's presence at athletic events.

### 2. Equipment

According to the Head Athletic Trainer, trainers purchase equipment for the training rooms, and oversee the maintenance contract that is performed annually with Nashville Medical. A member of the football staff stated that a coach inspects equipment in the football building at least once a week.

### 3. Facilities

The campus Safety Officer stated that he conducts annual inspections of all campus facilities, as well as periodic walkthrough inspections throughout the year, to ensure that campus facilities are in compliance with OSHA standards. If any corrective action is required, work orders are promptly submitted to the maintenance staff of the Physical Plant Operations.

### 4. Safety Training

According to the Director of Public Safety, representatives from the Department of Public Safety meet with student-athletes at the beginning of the school year to discuss campus crime reporting procedures, investigative procedures and jurisdictions, criminal justice remedies when criminal conduct occurs, and crime prevention techniques. The Department of Public Safety makes presentations throughout the year. Presentations are developed for requested topics or as a need is indicated by the current trend of behavior. A sample of presentation topics includes alcohol and drug education, rape prevention, identification theft familiarization, and avoidance of confrontational encounters.

### 5. Athletic Trainer

## Equity and Student-Athlete Welfare

The athletic trainer decides when to refer the student-athlete to a physician, and the Head Athletic Trainer authorizes the student-athlete's prescriptions before being filled. Student-athletes are required to follow protocol and notify the athletic trainer of an injury before the University's insurance will pay for medical treatment (Intercollegiate Athletics Handbook, p. 33).

### 6. Athletic Coach

A member of the UT Martin coaching staff maintains equipment in the football building and inspects the equipment at least weekly. There is no maintenance agreement. Also, a member of the coaching staff instructs athletes on the safe use of equipment and lifts executions, and is always present at workouts. Student-athletes confirmed the trainer's presence when weight equipment is in use.

### C. Equitable Medical Care

During the first week of school, all student-athletes are required to attend the Student-Athlete Orientation Night, where drug testing policies, NCAA rules, and general procedures are discussed (Intercollegiate Athletics Handbook, p. 16). Student-athletes confirmed this policy. The purpose of this meeting is to inform the student-athlete of various matters that will help ensure their physical, emotional, and psychological well-being while a student-athlete at UT Martin.

UT Martin is committed to equitable medical care. Student-athletes are protected with insurance, and all student-athletes are provided access to the training room. Student-athletes interviewed did not report problems about medical care.

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

### A. Prompt Medical Assistance

According to the Director of Public Safety, the Department of Public Safety maintains the 911 answering point responsible for receiving all emergency medical care calls for campus facilities. The 911 operators have immediate access to local fire, Emergency Medical System, and ambulance services. EMS certified personnel could be on the scene of any incident within three or four minutes. The Department of Public Safety has designated numerous helicopter-landing zones in the event of a helicopter transport being required. Personnel are trained in the establishment and procedure for helicopter landing zones.

### B. Qualified Personnel

According to the Head Athletic Trainer, athletic personnel associated with practices, competitions, skills instruction, and strength and conditioning are required to be trained and certified in CPR, first aid, prevention of disease transmission, and emergency plan review. As explained in The University of Tennessee at Martin Emergency Action Plan for athletic events (see appendices), the development of an emergency plan is based on the formation of emergency teams. Roles within the emergency team include the immediate care of the athlete, the retrieval of emergency equipment, the activation of the Emergency Medical System, and the direction of the EMS to the scene (Emergency Action Plan, p. 2).

### C. Emergency Equipment

Emergency equipment is readily available when emergency situations arise. As noted in the Emergency Action Plan: "All necessary emergency equipment should be at the site and quickly accessible....Emphasis is placed on having an ambulance on site at high-risk sporting events, including football, basketball, baseball, softball, volleyball, and soccer." (Emergency Action Plan, p. 3).

According to the Head Athletic Trainer, the athletic trainer calls the Department of Public Safety when an emergency arises. Ground lines are available at every venue except tennis. In addition to ground lines, communication can be conducted through two-way radios and cellular phones (Emergency Action Plan, p. 3). Athletic trainers are required to have cell phones with them at all times.

The Emergency Action Plan requires that personnel be familiar with the operation of emergency equipment and that the equipment be in good working condition, both properly cared for and adequately stored. Medical equipment includes splints, spine boards, crutches, and Automatic External Defibrillators (AED). According to the Assistant Athletic Trainer, students check the medical equipment weekly and perform monthly battery checks on the AED.

## Equity and Student-Athlete Welfare

Student-athlete information is available at home and on the road for medical personnel. According to the Assistant Athletic Director for Administration, student-athletes' original medical information is kept in the training room, and a copy is with the athletic trainer who travels with the team.

### D. Lightning Policy

UT Martin uses a lightning detector for athletic practices and events. The detector alerts the user when lightning is within twenty to forty miles. The flash-to-bang ratio is used when lightning is within eight to twenty miles, calculated by counting the number of seconds between seeing lightning and hearing thunder and dividing by five to determine how many miles away lightning is occurring. According to the UT Martin Athletic Department Lightning Policy (see appendices), the student-athletes are pulled off the field if lightning is determined to be within eight miles.

The Athletics Catastrophic Incident Plan (see appendices) was recently adopted and includes procedures for handling catastrophic such as deaths or potential loss-of-life incidents.

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

### A. Written Emergency Plan

According to the campus Safety Officer, UT Martin has a written emergency preparedness plan, the Emergency Response Plan, that is on file with the Vice Chancellor for Finance and Administration and is reviewed annually. During the last three years, UT Martin has conducted four table-top reviews of emergency plans under the supervision of the Tennessee Emergency Management Agency. The Emergency Response Plan addresses actions to be taken by university personnel in the event of any emergency including mass casualties and incident of illness. The Plan has been developed and implemented in coordination with local police, fire, and EMS providers, as well as other governmental entities within the Northwest Tennessee area (Emergency Response Plan, on file in the Vice Chancellor for Finance and Administration office).

### B. Out-of-Season Coverage

Information on off-season insurance coverage for student-athletes is available in the Intercollegiate Athletics Handbook. UT Martin is/or can be responsible for the medical care of a student-athlete only when the injury is directly related to his or her sport during supervised practice, conditioning sessions, or competition. The Department of Intercollegiate Athletics cannot pay for injuries that occur in the off-season, the dorm, off-campus, or during recreational activities. UT Martin will not be responsible for injuries or illnesses that occur in the summer (Intercollegiate Athletics Handbook, p. 29). The Head Athletic Trainer confirmed the out-of-season insurance coverage policy.

The Athletics Catastrophic Incident Plan (see appendices) was recently adopted and includes procedures for handling catastrophic such as deaths or potential loss-of-life incidents.

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

- a. Describe how the institution studies these topics as they apply to all student-athletes;
- b. Provide data demonstrating the institution's commitment to these issues for all student-athletes; and
- c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.

## Equity and Student-Athlete Welfare

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

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

The intercollegiate athletics mission statement includes the institution's and athletic department's commitment to student-athlete welfare through the following statement. "These goals are pursued while stressing the physical, emotional and social well being of student-athletes." UT Martin and the intercollegiate athletics staff review practices to ensure consistency with this goal through the activities described below.

Twice a year the UT Martin Athletics Board meets to discuss various issues surrounding the athletics program. Board meetings begin with a review of the Intercollegiate Athletics Mission Statement. At one of these meetings each year, the Athletics Director gives a state of athletics report. Board members include student and student-athlete representatives, and any Board member may suggest reviews of student-athlete welfare issues.

The Intercollegiate Athletics Handbook is revised periodically based on feedback received through (a) athletics staff meetings which are held every three weeks, (b) Student-Athlete Advisory Committee meetings which are held 2-3 times each semester, and (c) student-athlete exit interviews which are conducted at the conclusion of each student-athlete's eligibility.

The effectiveness of mechanisms to ensure the health and safety of student-athletes are evaluated by (a) monitoring practices on an unannounced basis (most often this is done by the Assistant Athletic Director for Compliance), (b) monitoring the number of conferences with coaches and students related to health and safety issues, (c) monitoring the number of responses on exit interviews related to health and safety issues, and (d) monitoring health and safety issues surrounding student discipline letters received from the Office of Student Affairs that involve student-athletes. Item (d), for instance, recently revealed that a high percentage of student disciplinary cases involving student-athletes are related to the use or misuse of alcohol. The Athletics Director is presently serving on the UT Martin Alcohol Abuse Task Force with hopes of identifying measures to address this problem.

The Ohio Valley Conference compliance review process is another means of evaluation of the activities of the Department of Intercollegiate Athletics. The most recent compliance review was completed spring 2005, and the exit conference revealed no areas of concern. To date, the final written report has not been received.

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

As a recent example, a grievance policy was added in the spring of 2005 to the UT Martin Intercollegiate Athletics Handbook to ensure that students know their rights when seeking relief for practices that are detrimental to student-athlete welfare. In general though, one best finds evidence of UT Martin's commitment to periodic review by examining the minutes of the various bodies listed in Self Study Item 3.3.12.1 (a). The minutes of these meetings are attached to this report (see appendices).

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

UT Martin will address such review in the future primarily through the regularly-scheduled activities of the Athletics Board and its subcommittees, Department of Intercollegiate Athletics staff meetings, Student-Athlete Advisory Committee meetings, and student-athlete exit interviews.

Future Ohio Valley Conference compliance reviews provide an additional source of periodic review. The Department of Intercollegiate Athletics also values these longer-term NCAA self-studies as a learning opportunity.

## Equity and Student-Athlete Welfare

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

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

The UT Martin Athletics Board and its subcommittees are charged with, among other things, serving the needs of student-athletes. Through semi-annual meetings, the Athletics Board and its subcommittees strive to be responsive to this charge. The University of Tennessee Board of Trustees established the UT Martin Athletics Board and must approve any revisions to the Board's Constitution.

The Department of Intercollegiate Athletics is responsive to issues that emerge from the meetings of the Student-Athlete Advisory Committee, the Department of Intercollegiate Athletics staff meetings, and student-athlete exit interviews. Among other purposes, these activities are designed to monitor student welfare; and changes in policies, organization, or activities may result.

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

One relatively recent example of a structural/organizational change is the establishment of a new Athletics Board subcommittee in 2002, the NCAA Rules Compliance Oversight Committee. This committee is charged with overseeing the athletic department's rules compliance efforts on a regular basis, and many NCAA rules relate to student-athlete welfare.

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

UT Martin will address such review in the future primarily through the regularly-scheduled activities of the Athletics Board and its subcommittees, Department of Intercollegiate Athletics staff meetings, Student-Athlete Advisory Committee meetings, and student-athlete exit interviews.

Future Ohio Valley Conference compliance reviews provide an additional source of periodic review. The Department of Intercollegiate Athletics also values these longer-term NCAA self-studies as a learning opportunity.

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

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

The UT Martin Athletics Board and its subcommittees are charged with advising the Chancellor of UT Martin and the President of The University of Tennessee on matters pertaining to intercollegiate athletics. The composition of the Board includes two female student-athletes and two male student-athletes. Through semi-annual meetings, the Athletics Board and its subcommittees strive to be responsive to this charge. The University of Tennessee Board of Trustees established the UT Martin Athletics Board and must approve any revisions to the Board's Constitution.

The Department of Intercollegiate Athletics is responsive to issues that emerge from the meetings of the Student-Athlete Advisory Committee, the Department of Intercollegiate Athletics staff meetings, and student-athlete exit interviews. Among other purposes, these activities are designed to monitor the involvement of student-athletes in the governance and decision-making of the athletic department; and changes in policies, organization, or activities are a natural outgrowth of such activities.

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

## Equity and Student-Athlete Welfare

Since 2002, the Assistant Athletic Director for Administration has rejuvenated the enthusiasm of the Student-Athlete Advisory Committee by meeting more frequently. This group is involved in public service projects, and serves as a source of suggestions and ideas for improving student-athlete welfare and academic success. As an example, a basketball player serving on SAAC complained in 2001 about the hardness of the basketball floor and the likelihood it contributed to injuries. The Athletics Director was finally able to secure funding to replace the floor during summer 2004. During the fall 2004 semester, the Department of Intercollegiate Athletics sent two leaders from SAAC to the Division I Student-Athlete Regional Leadership Conference a NCAA conference to learn how they can more effectively represent student-athletes on campus.

Student-athletes serve on the UT Martin Athletics Board and its subcommittees, and on the various search committees to hire new coaches.

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

UT Martin will address such review in the future primarily through the regularly-scheduled activities of the UT Martin Athletics Board and its subcommittees, Department of Intercollegiate Athletics staff meetings, Student-Athlete Advisory Committee meetings, and student-athlete exit interviews.

The Ohio Valley Conference compliance review process serves as an external review of the athletics program including the participation in governance and decision-making by our student-athletes. The most recent review was completed during 2005, and the exit conference revealed no areas of concern. To date, no final written report has been received.

The Department of Intercollegiate Athletics also values these longer-term NCAA self-studies as a learning opportunity.

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

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

The discerned need for new programs is a natural outgrowth of the various activities discussed in previous responses to self-study item 3.3.12 (e.g., handbook/organizational reviews, SAAC/Athletic Board input, exit interviews, intercollegiate athletics staff meetings).

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

One such program which the Department of Intercollegiate Athletics and the Faculty and Staff Relations Subcommittee of the Athletics Board have identified as an apparent need is Priority Registration for student-athletes. On two occasions the Faculty and Staff Relations committee of the Athletics Board has submitted a recommendation to the campus Registration Committee that "paid ambassadors of the university be granted priority registration times." This recommendation would include student-athletes, but would not be limited to student-athletes. On both occasions, the Registration Committee has voted against the proposal. The Student-Athlete Advisory Committee is now spearheading efforts to persuade the university's Registration Committee of its importance and obtain approval.

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

UT Martin will address these topics in the future primarily through the regularly-scheduled activities of the UT Martin Athletics Board and its subcommittees, Department of Intercollegiate Athletics staff meetings, Student-Athlete Advisory Committee meetings, and student-athlete exit interviews.

Future Ohio Valley Conference compliance reviews provide an additional source of periodic review. The Department of Intercollegiate Athletics also values these longer-term NCAA self-studies as a learning opportunity.

## Equity and Student-Athlete Welfare

At the beginning of each fall semester, student-athletes are required to attend Student-Athlete Orientation Night, a mass student-athlete orientation conducted to discuss various matters related to student-athlete welfare. For the last two years, the UT Martin Student-Athlete Guide to Academic and Athletic Success (see appendices) has been used as an outline for this meeting. This document was designed to assist student-athletes in accessing assistance from appropriate offices on campus. In addition, it has included a reference to the web address for the Intercollegiate Athletics Handbook. Future Guides will include a reference to the UT Martin sports web site ([www.utmsports.com](http://www.utmsports.com)). This web site has a direct link to the Intercollegiate Athletics Handbook and the University of Tennessee at Martin Student Handbook through the Compliance link. The Student-Athlete Advisory Committee is pursuing the idea of providing day planners for all student-athletes that would include the student sections of the UT Martin Intercollegiate Athletics Handbook, and the Intercollegiate Athletics Handbook will be used more frequently as an educational tool in Student-Athlete Advisory Committee meetings. This SAAC recommendation was implemented and the planners were distributed during the fall semester Student-Athlete Orientation Night.

The Faculty and Staff Relations subcommittee of this UT Martin Athletics Board considers various matters related to student-athlete welfare and makes appropriate recommendations to the UT Martin Athletics Board.

### Evaluation

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

### RACIAL OR ETHNIC COMPOSITION ATHLETICS AND SELECTED INSTITUTIONAL PERSONNEL

	Year	Racial or Ethnic Group																	
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Senior Administrative Athletics Dept. Staff	F	0	0	0	0	0	0	0	0	0	0	0	0	3.7	3.7	3.7	0	0	0
Other Professional Athletics Dept. Staff	F	0	0	0	0	0	0	0	0	0	0	0	0	3	3	3	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	.75	.75	.75	0	0	0
Head Coaches	F	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	P	0	0	0	0	0	0	.89	0	0	0	0	0	5.09	7.81	7.81	0	0	0
Assistant Coaches	F	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	P	0	0	0	0	0	0	4.09	3.08	3.08	0	0	.5	8.26	8.09	7.58	0	0	0
Totals (for Athletics Dept. Personnel)	F	0	0	0	0	0	0	0	0	0	0	0	0	6.7	6.7	6.7	0	0	0
	P	0	0	0	0	0	0	4.98	3.08	3.08	0	0	.5	14.1	16.65	16.14	0	0	0
Faculty-Based Athletics Board or Committee Members		0	0	0	0	0	0	3	7	8	0	0	0	35	32	30	0	0	0
Other Advisory or Policy-Making Group Members		0	0	0	0	0	0	0	1	1	0	0	0	15	14	13	0	0	0

Name of person completing this chart: Danelle Fabianich

Title: Assistant Athletic Director for Administration

## Equity and Student-Athlete Welfare

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

Year	Racial or Ethnic Group																	
	Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
All Students	25	21	18	128	132	127	857	802	830	55	43	44	4596	4367	4281	0	0	0
Student-Athletes	0	0	0	1	1	0	59	53	51	0	0	1	169	160	169	0	0	0

Name of person completing this chart: William Kaler

Title: Assistant Athletic Director for Compliance

## Equity and Student-Athlete Welfare

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

Sports	Year	Racial or Ethnic Group																	
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Baseball		0	0	0	0	0	0	2	1	1	0	0	0	29	28	27	0	0	0
Men's Basketball		0	0	0	0	0	0	11	10	7	0	0	0	2	4	5	0	0	0
Football		0	0	0	0	0	0	39	35	34	0	0	0	30	22	29	0	0	0
Men's Track / Cross Country		0	0	0	0	0	0	0	0	0	0	0	0	0	8	9	0	0	0
Men's Other Sports and Mixed Sports		0	0	0	0	0	0	0	0	0	0	0	1	30	19	18	0	0	0
Women's Basketball		0	0	0	0	0	0	7	6	3	0	0	0	8	10	9	0	0	0
Women's Track / Cross Country		0	0	0	0	0	0	0	0	6	0	0	0	0	6	11	0	0	0
Women's Other Sports		0	0	0	1	1	0	0	1	0	0	0	0	70	63	61	0	0	0
Total		0	0	0	1	1	0	59	53	51	0	0	1	169	160	169	0	0	0

Name of person completing this chart: William Kaler

Title: Assistant Director of Athletics for Compliance