

2007-2008
DIVISION I
ATHLETICS
CERTIFICATION
SELF-STUDY
INSTRUMENT

Introduction to Self-Study Report

Introduction to Self-Study Report

Institutional Information

1. Type of Institution: Public
2. Year institution was founded: 1922
3. Special Affiliation? No
4. Coeducational? Yes
5. Total student enrollment (undergraduate and graduate combined) [using a full-time-equivalency (FTE) basis]: 8013
6. Number of Faculty [using a full-time-equivalency (FTE) basis]: 402
7. Highest level of academic degree offered: Masters degrees/Specialist ED
8. Institution's governing entity: Murray State University Board of Regents
9. a. Regional accreditation agency: Southern Association of Colleges and Schools
9. b. Date of most recent regional accreditation self-study: 2004
9. c. Current accreditation status: Accredited

Athletics Information

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

Baseball	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
Women's Basketball	Ohio Valley Conference
Women's Cross Country	Ohio Valley Conference
Women's Golf	Ohio Valley Conference
Women's Rowing	Independent
Women's Soccer	Ohio Valley Conference
Women's Tennis	Ohio Valley Conference
Women's Track, Indoor	Ohio Valley Conference
Women's Track, Outdoor	Ohio Valley Conference

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Women's Volleyball Ohio Valley Conference

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

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

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

None

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

Hired new Athletics Director: Allen Ward, 2005
Reorganization of Athletics Department including addition of following positions:

In 1999 a Compliance Coordinator was hired and in 2004 an Assistant Athletics Director for Academics was hired.

Reorganization of administrative positions in the Athletics Department occurred after 2005 resulting in the creation of an Associate Director of Athletics for Internal Operations whose responsibilities included academics and an Assistant Director of Athletics for Compliance.

Women's Soccer Coach hired 2000
Women's Rowing Coach hired 1999

Discontinued Men's Track 2006-2007

Previous Certification Self-Study

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

1998 First Self Study, Peer Review Team Visit November 8-11, 1998.

December 2003 Interim Self Study Report submitted

Orientation video for 2008 study: September 10, 2007

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

April 28, 2000 meeting, the NCAA Division I Committee on Athletics Certifications determined the institution should be certified.

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

None

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

Dr. Randy Dunn became president of Murray State University in 2007

Ms. Katherine Kerr became Registrar in 2007

Mr. Allen Ward became Director of Athletics in 2005

Mr. Matt Kelly became Associate Athletic Director for Internal Operations in 2007

Mr. Scott Hobbs became Assistant Athletic Director for Compliance in 2007

Ms. Velvet Milkman became Senior Woman Administrator in 2005

Mr. William Whitaker became Faculty Athletics Representative in 1998 and participated during last Peer Review Team visit with former FAR

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

Since the 1998 self-study, rowing and soccer were added as women's NCAA Division I sports. Soccer is part of the Ohio Valley Conference and Rowing has an independent affiliation.

A new Athletics Department mission statement (statement of philosophy) was adopted in 1998. The mission statement was further revised and updated in spring 2008.

Certification Self-Study Information

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

Broad based participation has been sought throughout the self-study, beginning with formulation of the Steering Committee and the various subcommittees. We have included persons from the Board of Regents governing body, faculty from each of the colleges, student-athletes, alumni, community representatives, as well as persons from athletics, academic affairs, registrar's office, registration, student affairs, financial aid, admissions and others.

We have actively sought input from the campus and community through meetings with various constituent groups including Student Government, Staff Congress, Faculty Senate, the Student-Athlete Advisory Council, and the African American Faculty group.

A website was developed and launched midway through the process to provide information about the process and post reports for review and feedback. A news release regarding the self-study was issued following the orientation meetings and the student newspaper and local community newspaper were contacted resulting in stories written regarding the self-study. It has been our intention for any interested parties to have input into the self-study process.

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

Introduction

Murray State University completed its first NCAA Division I Certification Self-Study in 1998. The outcome of the first self-study was the designation of "certified." In 2003, an Interim Report was completed resulting in continued certification. In preparation for the second cycle of certification this written plan outlines the goals for the process, identifies the committees and their functions, describes the processes, and provides a timeline.

Introduction to Self-Study Report

I. Goals for the Recertification Process

Murray State University seeks excellence throughout its university programs including athletics. Through the self-study the university will examine all aspects of the athletic programs to identify strengths and weaknesses and make plans of action for improvements where warranted to ensure that the policies, procedures and administration of the athletics program are ethical and in line with NCAA rules and regulations and best practices. Further the university will involve a broad-based representation from the campus and community and disseminate information about the self-study to the campus community and the public. The goals of the self-study follow:

- To undertake a careful review of the athletics program aimed at identifying both strengths and weaknesses and plans for improvement.
- To report progress and commitment to previous plans of improvement recommended by NCAA Committee on Athletic Certification in the first cycle of self-study in 1998.
- To open the affairs of the athletic program to campus and community constituencies by involving them in the process, publicizing the self-study process and results, and seeking broad-based input and response.
- To enhance understanding of the role of athletics in the campus community
- To document, to the various campus constituencies and the public, Murray State University's commitment to ethical conduct and conscientious operation of athletic programs in compliance with NCAA operating procedures
- To complete all reports and documentation required by the NCAA.

II. Composition and Functions of the Steering Committee and Subcommittees

A. Composition the Committees

President Randy Dunn appointed a steering committee to oversee the self-study process, prepare and approve the final report. Faculty member, Dr. Judy K. Brookhiser, was appointed chair. Dr. Brookhiser co-chaired the committee with Ms Beverly Ford during the first cycle completed in 1998. President Dunn has provided Dr. Brookhiser with clear authority and access to the President and all appropriate resources. A letter is on file confirming this action. President Dunn appointed committee members in an effort to obtain a broad-based representation of campus and related constituencies. The committees include all the individuals designated by NCAA guidelines, community members, alumni, staff, students and faculty. All of the university academic colleges are represented on subcommittees and/or the steering committee. An organizational meeting was held on April 26, 2007 at which Dr. Dunn issued the charge to the entire committee.

Steering Committee Members:

Dr. Judy Brookhiser, Department of Wellness & Therapeutic Sciences (chair)
 Dr. Gary Brockway, Provost and Vice President for Academic Affairs (Chair Academic Integrity)
 Mr. Tung Dihn, Community Representative
 Ms. Cami Duffy, Interim Director of the Office of Equal Opportunity
 Dr. Randy Dunn, President Murray State University
 Ms. Beverly Ford, Murray State University Board of Regents
 Dr. Jim Frank, Community Representative
 Mr. Scott Hobbs, Assistant Athletic Director for Compliance
 Mr. Joshua Jacobs, Special Projects Coordinator, Office of the President
 Mr. Matt Kelly, Associate Athletic Director of Internal Operations
 Ms. Katherine Kerr, Registrar
 Ms. Velvet Milkman, Senior Woman Administrator
 Dr. Pearl Payne, Professor Communications Disorders
 Mr. John Rall, General Counsel (Chair Governance & Commitment to Rules Compliance)
 Dr. Don Robertson, Vice President for Student Affairs (Chair Equity & Student-Athlete Well-Being)
 Mr. Allen Ward, Director of Athletics
 Mr. William Whitaker, Faculty Athletics Representative
 Ms. Bethany Yates, Student-Athlete
 Ms. Jackie Mynarski, Ohio Valley Conference Liaison (ex officio)

Subcommittees:

GOVERNANCE AND COMMITMENT TO RULES COMPLIANCE

Mr. John Rall, General Counsel (chair)
 Ms. Joyce Gordon, Assistant Vice President for Human Resources
 Mr. Scott Hobbs, Assistant Athletic Director for Compliance (ex officio)
 Ms. Anita Poynor, Bursar
 Ms. Tracy Roberts, Registrar's Office

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Dr. Tim Todd, Dean of College of Business & Public Affairs
Mr. Charles Vinson, Director of Student Financial Aid
Mr. William Whitaker, Faculty Athletics Representative

ACADEMIC INTEGRITY

Dr. Gary Brockway, Provost and Vice President for Academic Affairs (chair)
Ms. Stacy Bell, Admissions Services
Dr. John Fannin, Assistant Director of Bands
Dr. Jim Frank, Community Representative
Mr. Quinton Hankins, Student-Athlete
Mr. Matt Kelly, Associate Athletic Director of Internal Operations (ex officio)
Ms. Katherine Kerr, Registrar
Dr. John Mateja
Ms. Meagan Short, Registrar's Office

EQUITY & STUDENT-ATHLETE WELL-BEING

Dr. Don Robertson, Vice President for Student Affairs (chair)
Dr. Corky Broughton, Interim Dean College of Health Sciences & Human Services
Dr. Dwayne Driskill, Professor of Agricultural Sciences
Mr. MarTeze Hammonds, Athletics Counselor/Advisor
Ms. Cami Duffy, Interim Director of Equal Opportunity
Ms. Velvet Milkman, Senior Woman Administrator
Ms. Catherine Sivills, Community Representative
Ms. Bethany Yates, Student-Athlete
Dr. Mary Lou Yeatts, Associate Professor Educational Leadership

B. Responsibilities and Function of Steering Committee and Subcommittees

The steering committee is responsible for overseeing the entire self-study process, insuring broad-based campus participation, and facilitating the dissemination of information throughout the process. The steering committee will coordinate the activities of the subcommittees by developing due dates and monitoring subcommittee progress to help insure that deadlines are met. The steering committee will provide direction and feedback to the subcommittees and provide input as appropriate.

The Steering Committee will collect, review, and integrate materials prepared by the various sub-committees and prepare and approve the final report. The steering committee and subcommittees will communicate regularly through meetings, electronic media, and other appropriate means. An Internet site for posting and disseminating information among the steering and subcommittee members will be brought on line using the Blackboard system. Minutes, including record of attendance, for all steering committee and subcommittee meetings will be kept and posted on the Blackboard site in a timely manner and permanently filed at a campus location designated to hold all of the materials utilized and developed during the self-study. The Steering Committee will be responsible for the production and distribution of the final self-study report.

In their assigned area, each subcommittee is responsible for following the guidelines in the 2007-2008 NCAA Division I Athletics Certification Handbook and addressing each operating principle in the 2007-2008 Division I Self-Study Instrument. The subcommittees will respond to each self-study item under the operating principles in the self-study instrument relating to their subcommittee title. Each Subcommittee will review plans for improvement resultant from the 1998 first cycle self-study report and the 2004 interim report. The subcommittee chairs are responsible for identifying a person to record the minutes of each meeting including attendance and to post those minutes on the Blackboard site. Subcommittees will identify specific individual(s) responsible for writing each subcommittee report. Subcommittees will collect and organize data and prepare reports regarding strengths and weaknesses related to their area of study. Subcommittees will continually seek broad-based participation and involvement in the collection of information.

III. Required Actions from 1998 Certification and Interim Report

Attached to this document are the institutional plans for improvement from the 1998 Self-Study, the NCAA response to the 2003 Interim Report, and all required actions identified by the NCAA Certification Committee during the first cycle. The steering committee and subcommittees will focus on evaluating these expectations for the second cycle and provide full explanation if any items are found incomplete.

IV. Plan for Production and Distribution of the Self-Study Report

A. Campus Liaison

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Mr. Joshua Jacobs will serve as the campus liaison. His duties will include the following:

- Coordinating and disseminating information about the self-study and certification process to institutional personnel
- Fielding questions from institutional personnel regarding the interpretation of certification policies and procedures and forwarding difficult interpretive questions to NCAA staff and communicating answers to appropriate institutional staff members
- Coordinating preparations for evaluation visit
- Arranging travel and lodging for members of the peer review team
- Scheduling interviews and other peer-review team activities
- Collecting and organizing basic data related to self-study
- Helping to coordinate the self-study effort on campus
- Coordinating communications related to:
 - Information about the self-study to the institutional community, electronic and print media, and general public
 - Comments concerning potential peer-review team members
 - Evaluative comments to the Committee on Athletics Certification on the self-study process, the work of the committee and the work of the peer review team
 - Organizing any follow-up studies and reports that may be identified by the institution or required by the Committee on Athletics Certification

B. Report Writing

The chief report writer responsible for writing the report and submitting it via the Athletics Certification Web Based System (ACS) will be Judy Brookhiser. She will provide the integration of various reports into one document and oversee the editing and collation of the final report with support from administrative assistant staff. The subcommittee draft reports will be reviewed and by the steering committee and feedback provided. The steering committee will review the final draft reports, provide input, and approve the final document.

C. Campus Resources and Distribution

All final reports and steering committee products will be produced, copied, and distributed from the President's Office under the direction of Joshua Jacobs. Secretarial and editorial support will be provided through a collaboration of resources among the subcommittee chairs including the Office of the Provost, the Office of Legal Counsel, the Office of Student Affairs, as well as the Athletics Department and other departments housing subcommittee members.

The final report will be made available for campus and public review. It will be shared with all constituencies including the Athletics Department, the Intercollegiate Athletic Council, the Student Athletics Advisory Committee, and the campus community. Results and process will be discussed with the Faculty Senate and Staff Congress, student government, and the general public. Information will be available on the University website and the local news media will be kept apprised of the process and the results.

Joshua Jacobs will release information at the beginning of the self-study process and continuously update the various constituencies and public, including print and electronic media. He will coordinate the release of the certification decision by the NCAA and Murray State University.

V. Conference Involvement

The Ohio Valley Conference (OVC) is very supportive of member certification efforts. They have been notified of our self-study and certification timetable. Ms. Jackie Mynarski, OVC Assistant Commissioner for Institutional Services, has been assigned to act as our OVC consultant throughout the self-study process. Ms. Mynarski and conference representatives have been invited to attend the orientation meeting and steering committee meetings. The various committees will avail themselves of Ms. Mynarski's expertise when appropriate and she will be kept apprised of the ongoing progress and status of the self-study. As schedules permit, conference office representatives will participate in the orientation videoconference, steering committee meetings, and the peer review visit.

VI. Outline and schedule for self-study

- Appointment of chair, steering committee, and subcommittee members: April 2007
- Organizational meeting of committee with charge from President Dunn: April 26, 2007
- Orientation Conference Call with NCAA liaison: May 29, 2007
- 2007-2008 NCAA Certification Handbook & Self Study materials posted on NCAA website: June 2007
- First Steering committee meetings: July 19, 2007
- Focus on preparation of Tentative Written Plan
- Preparation of Tentative Written Plan July-August 2007
- Tentative Written Plan submitted via Athletics Certification Web Based System (ACS): August 17, 2007
- Committee Meetings in preparation for Orientation Video Conference: August-September 2007
- Orientation Video Conference Beginning of self-study process: September 10, 2007

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- Subcommittees begin meeting and collecting data. Subcommittees answer all study questions and prepare analytical reports: September-November 2007
- Subcommittees solicit campus and community comment through blog and other modes of communication: October, 2007
- Steering Committee Review of Subcommittee drafts: November 12-20, 2007
- Subcommittee first drafts of self-study items: December 2007
- Development of institution plans for improvement: December 2007
- Steering Committee review of first drafts: January 2008
- Subcommittee second drafts of self-study items: February 2008
- First draft of Self-Study Report: March 10, 2008
- Campus/community comment: March 17-28, 2008
- Preparation of final report to NCAA: April 2008
- Dissemination of public draft of self-study: April 2008
- Report made available to campus community: April 2008
- Self-study report submitted via Athletics Certification Web Based System: May1, 2008
- Response to NCAA Committee on Athletic Certification: July-August 2008
- Prepare for evaluation visit October 2008
- Visit to campus by Peer-Review Team: November 2008
- Receive and respond to peer-review team's report: January-February 2009
- NCAA certification decision: March 2009
- Modify plan for improvement to include additional corrective action as necessary: April 2009
- Evaluate process: April 2009

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

Philosophical Direction

(Approval Date: April 2008)

The following guidelines provide direction for the successful implementation of the philosophy of MSU athletics:

1. Advance the following strategic goals consistent with the prevailing university imperatives.

Strategic Goal 1: (Fostering Excellence; Building Partnerships)

Develop and maintain outstanding intercollegiate sports programs that produce team championships and individual champions.

Strategic Goal 2: (Fostering Excellence; Creating Community)

Develop and maintain outstanding programs that demonstrate academic achievement on a consistent basis and equip student-athletes for life after sports.

Strategic Goal 3: (Building Partnership; Creating Community)

Foster an environment where gender equity and diversity are fundamental components of the decision-making process.

Strategic Goal 4: (Fostering Excellence; Building Partnerships)

Obtain the financial resources needed to support the student-athlete and produce championship results, allocating department funds prudently and in accordance with the strategic goals.

Strategic Goal 5: (Fostering Excellence; Building Partnerships; Creating Community)

Develop and/or enhance the external partnerships needed to maintain a championship caliber and well-balanced program.

Strategic Goal 6: (Fostering Excellence; Creating Community)

Maintain steadfast commitment to NCAA rules education and compliance, enhancing program as necessary.

2. The university shall strive for excellence in a balanced program of intercollegiate athletics, working to achieve full integration of the academic and athletic components of student life. Teamwork between intercollegiate athletics, academic affairs, and student affairs shall at all times be demonstrated and encouraged.

3. The athletics program seeks to complement the values and goals of the university to insure the development of the ideal MSU graduate. These characteristics are:

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- Engage in mature, independent, and creative thought and express that thought effectively in oral and written communication;
 - Understand and apply the critical and scientific methodologies that academic disciplines employ to discover knowledge and ascertain its validity;
 - Apply sound standards of information gathering, analysis, and evaluation to reach logical decisions;
 - Understand the roles and applications of science and technology in the solution of the problems of a changing world;
 - Demonstrate a critical understanding of the world's historical, literary, philosophical, and artistic traditions;
 - Understand the dynamics of cultural diversity, of competing economic and political systems, and of complex moral and ethical issues;
 - Understand the importance of and engage in ethical behavior and responsible citizenship;
 - Understand the importance of the behaviors necessary to maintain a healthy lifestyle;
 - Demonstrate mastery of a chosen field of study, and
 - Value intellectual pursuit and continuous learning in a changing world.
4. Encourage broad-based participation in the oversight of intercollegiate athletic operations to ensure institutional control. Remain engaged with campus and community constituents soliciting input and feedback on a regular basis.
 5. Provide for the safety and well-being of the student athlete. Assure opportunity exists for all student-athletes to receive exceptional instruction, adequate support services, appropriate levels of competition, and are treated with dignity and respect at all times.
 6. Ensure the intercollegiate athletics program is harmonious with campus life, positively contributing to the culture, spirit and quality of the campus.
 7. Provide quality educational opportunities through sports competition. Strive for excellence in all areas of the competitive environment in accordance with the philosophy, rules, and regulations of NCAA Division I and the Ohio Valley Conference. Maintain the highest standard of sportsmanlike conduct and integrity.

MISSION STATEMENT

(Approved April 2008)

It is the mission of intercollegiate athletics at Murray State University to offer a high quality and competitive NCAA Division I athletics program that advances' learning, fosters personal growth, develops leadership skills, and positively contributes to the culture, spirit and quality of campus life. Murray State holds that athletic participation is a privilege which exists to enhance Murray State's collegiate purpose, identity and goals while providing quality educational opportunities through sports competition. Maintaining the highest standards of athletic performance, academic achievement, sportsmanlike conduct and community service serve as core values in the quest to lead model programs where gender equity and diversity are fundamental components of the decision making process. Winning on the field of play and in the classroom is paramount, without academic pursuits being renounced for athletic accomplishment. Athletics strives for excellence in all areas of the competitive environment in accordance with the philosophy, rules, and regulations of NCAA Division I and the Ohio Valley Conference.

Governance and Commitment to Rules Compliance

Operating Principle

1.1 Institutional Control, Presidential Authority and Shared Responsibilities

Self-Study Items

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

None

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

Recommendation 1: The peer-review team recommends a written policy and procedure to ensure that Racer Foundation funds are under the direct control of the chief executive officer. The peer-review team recommends that this be done within two months of the decision from the Committee on Athletics Certification. (Operating Principle No. 2)

On June 18, 1999 the Murray State University Board of Regents enacted guidelines for the receipt of funds from, and the expenditure of funds by, the Racer Foundation. The University President recommended the guidelines ". . . in order to provide additional institutional control as required by the National Collegiate Athletic Association." The guidelines specifically state:

"All expenditures [by the Racer Foundation], of whatever nature or kind and regardless of origination, must be in conformity with NCAA policy. It is the intent of the Board of Regents to comply with all NCAA policies relating to institutional control while preserving the Racer Foundation's non-affiliated status."

In September 2005 all fundraising and marketing functions were removed from the Racer Foundation and placed in the Athletics Department. Although the Racer Foundation still exists it performs in a very limited function and athletics fund raising is now handled entirely through internal University processes.

Recommendation 2: The peer-review team recommends the development of written policies and procedures to ensure total compliance and oversight of functions of athletics. The peer-review team recommends that this be done within two months of the decision from the Committee on Athletics Certification. (Operating Principle No. 5)

In 1999 the Compliance Policy & Procedure Manual was developed, approved by the President, and adopted as policy. In this document, the areas of oversight and individual responsibility for rules compliance are clearly delineated.

Suggestion: The peer-review team suggests that the institution consider involving the Faculty Athletics Representative at a higher level of decision making related to athletics. (Operating Principle No. 4)

The job description of the Faculty Athletics Representative (FAR) was reviewed and updated in 1999. The University clearly specifies the job responsibilities and compliance oversight duties of the Faculty Athletics Representative (FAR). The FAR job description specifies duties regarding eligibility certification oversight, recruiting certification of

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coaches and student-athlete exit interviews with particular emphasis on welfare issues. The FAR chairs the Intercollegiate Athletics Council (IAC). The FAR also participates in the Ohio Valley Conference committee comprised of FARs throughout the conference. This group meets biannually to discuss NCAA legislation, academics, and various compliance issues.

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.

The structure in place has ensured that institutional control is present at Murray State and this is evidenced by various occurrences, discussed below, since the first-cycle report.

In September 2007, the Board of Regents confirmed its annual commitment to principles of institutional control by adopting the OVC Certification Form for the 2007-2008 Academic Year. This specifically states that responsibility for administration of the athletics program has been delegated to the President of the University, and that the President "has the mandate and support of the Board to operate a program of integrity in full compliance with NCAA, OVC, and all other relevant rules and regulations."

As discussed further below, the Board of Regents and the University President continually demonstrate that the Athletics Department at Murray State is under the control of the proper University authority.

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

Murray State University is governed by an eleven member Board of Regents composed of eight members appointed by the Governor of the Commonwealth of Kentucky, one member elected by the faculty, one member elected by non-faculty employees, and one member elected by the student body. KRS 164.321. By statute, the Board is ultimately responsible for establishing University policy, expending University funds, and hiring University employees. The Board must comply with state law regarding, among other things, open meetings and open records, fiscal propriety, procurement, and conflicts of interest. Its actions are recorded in minutes that are available for public inspection.

Over the past three years, the Board of Regents has been significantly involved with the University's Athletics Department. The Board approves the annual budget for all University departments, including the Athletics Department. The Board exercises authority over all University employment matters by approving the annual budget and salary/employment rosters twice a year. This applies to employees in the Athletics Department. The Board specifically approved the appointment of an interim Director of Athletics and the hiring and contracts of a full-time Athletics Director, football coach, and men's and women's basketball coaches. Board members were on the selection committee for the new Athletics Director.

Consistent with established policy, the Board has been presented with requests for approval of the transfer of assets from the Racer Foundation to the University. It approved the naming of athletics facilities in honor of donors. The Board annually receives audits of the Racer Foundation and the reviews of agreed upon procedures relating to the Athletics Department. The Board of Regents approved the capital construction project consisting of installing new turf on the football field and resurfacing the track in the football stadium.

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.

The University President is closely involved with the operations and oversight of the Athletics Department. The Athletics Director reports directly to the President and, therefore, numerous matters relating to athletics are brought to the attention of the President.

The President was significantly involved in numerous employment decisions in the approximate three year period which preceded the beginning of this review. In September 2004, a former President transferred a former Athletics Director from his position. He was involved in the search for a new Athletics Director, as well as coaches for the sports of football and men's and women's basketball.

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The President performs the annual performance review of the Athletics Director. Any extension of the contract of the Athletics Director requires approval by the President. He executed the NCAA Form 07-1, "Certification of Compliance for Institution" on behalf of the University.

The President initiated efforts to remove fund-raising and marketing functions for Athletics from the Racer Foundation, which was accomplished. The Racer Foundation had performed fund-raising and marketing functions for the Athletics Department. However, all those responsibilities were removed from the Foundation and placed inside the University. This resulted in the transfer of restricted fund balances from the Racer Foundation to the University. Although the Racer Foundation still exists it performs in a very limited function and athletics fund raising is now handled entirely through internal University processes. The President was significantly involved with incorporating these functions into regular University processes and procedures. He has also been involved with securing corporate sponsors and major gifts for Athletics.

The President annually reviews the budget of the Athletics Department for presentation to the Board of Regents. He has directed the Internal Auditor, who reports directly to the President, to prepare monthly reports regarding accounts of Athletics Department and the Racer Foundation.

The President has approved various projects related to Athletics facilities, including installation of new turf and resurfacing of the track for the football stadium, office renovation, construction of a new tennis/soccer complex, and scoreboard renovation. He is involved in discussions regarding the future use of facilities and the addition of new intercollegiate varsity sports.

The President was involved in the decision to discontinue the non-scholarship men's track program. He was a strong proponent for implementation of drug testing for student-athletes. The President supported a Title IX review undertaken by the Athletics Department and supported the Department's implementation of initiatives.

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

Major decisions related to the Athletics Department are subject to the same policies and procedures as other departments on campus. The budget for the Athletics Department is reviewed internally by the President and the Vice President for Finance and Administrative Services in the same manner as other offices. The budget for the University, including Athletics, ultimately is subject to the approval of the Board of Regents. Selected financial procedures of the Athletics Department are reviewed annually and the findings are presented to the Board of Regents.

The Athletics Department is subject to the same hiring procedures that are used for other exempt positions, i.e. faculty and professional staff, at the University. In addition, for "high profile" hires such as those for head coach of highly visible sports, the Director of the Office of Equal Opportunity and the Athletics Director work closely together to solicit applications from a pool of talented individuals from diverse backgrounds. All such employees are subject to the University's Personnel Policies and Procedure Manual. Criminal background checks were implemented for hires in the Athletics Department before they were used across campus. All hires ultimately are subject to the approval of the President and Board of Regents.

A recent capital construction project involving Athletics, the replacement of the turf and the resurfacing of the track in the football stadium, was handled the same as other such projects. Approvals were secured from the Board of Regents and the appropriate state officials and the awarding of the construction contract was handled by the University's Procurement Services.

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

Murray State University does not have an Athletics Board as the term is defined in Policy 6.1.2 of the NCAA Manual.

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

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- 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**

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Operating Principle

1.2 Rules Compliance

Self-Study Items

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

1. a) Recommendation: The peer-review team recommends that the athletics mission statement be revised to address minority issues. The peer-review team recommends that this be done within two months of the decision from the Committee on Athletics Certification. (Operating Principle No. 1)
 b) The mission statement has been reviewed and revised. The statement contains language referring to fair treatment of minorities.
 c) The mission/statement of philosophy was reviewed and revised in 1999 and in 2001. It was reviewed again in 2007-2008.

2. a) Recommendation: The peer-review team recommends that the institution have an audit of compliance by an authority outside of the athletics department. The peer-review team recommends that this be done within two months of the decision from the Committee on Athletics Certification. (Operating Principle No. 7)
 b) The office of the Ohio Valley Conference conducts an audit of compliance policies and procedures every three years.
 c) Audits were conducted September 2000, September 2003, August 2005, and January 2008.

PEER REVIEW TEAM SUGGESTIONS

1. a) The the role of the Intercollegiate Athletics Council (IAC) should be clarified.
 b) The role of the IAC has been clarified.
 c) 2005 ongoing

2. a) Certain employees in the Athletics Department who were not receiving rules education should have rules education.
 b) The Athletics Department now requires all employees to attend rules education meetings at least twice a year.
 c) 2005 ongoing

3. a) It was suggested that MSU continue development of booster education programs, in addition to providing information directly and through the Athletics website (www.goracers.com),
 b) Ongoing booster education programs have been expanded and utilize a variety of strategies. Brochures and pamphlets have been developed, some of which are distributed to all season ticket holders annually. Compliance related tips are included in "This Week in Racer Athletics," a weekly email highlighting upcoming athletics events which is distributed to all Racer Club members and Athletics Department employees.
 c) 2005 ongoing

4. a) Suggestions were made that the Assistant Athletic Director for Compliance (AADC) exercise greater oversight of camps and clinics and the National Letter of Intent program.
 b) The AADC has prepared a comprehensive manual regarding camps and clinics which contains a detailed checklist of required steps and due dates. In addition, the AADC has assumed complete control of the National Letter of Intent process. This control includes processing all forms, gathering all signatures, and ensuring all letters are signed correctly by prospective student-athletes.
 c) 2006 ongoing

5) a) A suggestion was made to increase emphasis on the responsibility of coaches to investigate the previous participation of prospective international student-athletes in organized competition.

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b) All international student-athletes must register with the NCAA Eligibility Center prior to the awarding of any athletic related financial aid or signing of a National Letter of Intent. The NCAA Eligibility Center requires all international prospects to complete an Amateurism Questionnaire and to have their amateurism certified prior to any competition. In addition, the coaching staffs are encouraged to have the international prospects complete an International Student-Athlete Questionnaire as soon in the recruiting process as possible. This will help the AADC with identifying amateurism issues not identified to the NCAA Eligibility Center.

c) 2005 ongoing

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

1. a) Dissemination of Athletics Department Mission/Statement of Philosophy and regular review by Athletics Council.

b) The mission has been disseminated in the Student Handbook, the University Bulletin, and the Student-Athlete Handbook. The statement has been and continues to be reviewed by the Intercollegiate Advisory Council.

c) The mission statement appears in the University Student Handbook (beginning 2004), the University Bulletin (beginning 2003), and the Student-Athlete Handbook (beginning 1999). The mission/statement of philosophy was reviewed and revised in 1999 and in 2001. It was reviewed again in 2007-2008.

2. a) Standardization, in written form, of assigned procedures and responsibilities for rules compliance in Athletics.

b) The Athletics Department created the Compliance Policies and Procedure Manual, which presents assigned procedures and responsibilities for rules compliance.

c) 1999 and updated in an ongoing manner

3. a) Ensure the University clearly delineates assigned responsibilities of both Athletics and University personnel in athletics compliance issues.

b) The Athletics Department created a new, full-time position to oversee compliance efforts in 1999. This first Assistant Athletics Director for Compliance was hired in 1999. The Compliance Policy & Procedures Manual clearly specifies compliance responsibilities within athletics and the university communities. Responsibilities are delineated for the President of the University, the Faculty Athletics Representative, the Director of Athletics, the Senior Woman Administrator, the Assistant Athletics Director for Compliance, the Director of Financial Aid, the Registrar, and all head coaches, as well as other positions in Athletics and the University.

c) A compliance staff member was added 1999. The Compliance Policy & Procedures Manual was created in 1999 and updated regularly.

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

Murray State University is continually exploring and implementing processes and procedures to improve its fulfillment of this principle and such actions are reflected throughout these responses. One particular item of note is that MSU hired a NCAA Specialist for the Office of the Registrar. This employee handles NCAA matters including determining and monitoring initial, continuing, and transfer eligibility. This employee also assists the Athletics Department in calculating APR scores, GSR scores, and Federal graduation rates. The addition of this employee allows closer attention to, and better scrutiny of, matters related to eligibility and progress towards degree completion.

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.

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The University President initiated efforts to remove fund-raising and marketing functions from the Racer Foundation. This was accomplished and the Racer Foundation is no longer involved in these activities. The sole function of the Racer Foundation now is to manage real property it owns. It has no responsibilities on behalf of Athletics and is no longer the recognized support organization for Murray State Athletics. However, University employees remain on its Board of Directors and the Athletics Director and Vice President for Finance and Administrative Services are ex officio members. The Racer Foundation is subject to an annual audit which is presented to the Board of Regents. The transfer of funds or assets to the University from the Racer Foundation must comply with University procedures.

All fund-raising and marketing activities are now handled by the University and the recognized support group for Athletics is the Racer Club which exists within the University. Its receipt and expenditure of funds are subject to the same University procedures as other campus departments and all gifts and donations are received, documented, and reconciled according to University policy.

Season ticket holders annually receive an informational brochure concerning NCAA policies regarding representatives of athletics interests. A brochure for representatives of athletics interests is also available on the Athletics Department's website. Compliance related tips are included in "This Week in Racer Athletics," a weekly e-mail highlighting up-coming athletics events which is distributed to all Racer Club members and Athletics Department employees.

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.

Murray State University is organized to ensure compliance with all pertinent rules and regulations, including the rules of the NCAA.

Board of Regents: By statute, the governance of the University is vested in the Board of Regents which, in all University matters, exercises the ultimate authority relating to policy, finances, and employment. The Athletics Department is not exempt from this structure. The Board has demonstrated its authority over finances relating to the Athletics Department. It approves the annual budget by which the Athletics Department operates. It approves capital construction projects related to Athletics. It enacted the procedures by which funds would be transferred from the Racer Foundation to the University. It routinely exercises its authority over personnel in the Athletics Department. The Board specifically approved the hiring of an interim Athletics Director. Board members were involved in the search, in 2005, for a new Athletics Director and the Board of Regents approved the hire of the current Director. The Board has specifically approved the contracts of the head coaches for the University's most visible sports. The Board annually receives financial audits of the Racer Foundation and the reviews of the agreed upon procedures of the Athletics Department.

University President: The Board of Regents recently confirmed that responsibility for administration of the athletics program has been delegated to the President, and confirmed that the President has the "mandate and support" of the Board to operate the program in full compliance with NCAA and conference rules. The President of Murray State University clearly oversees the actions of the Athletics Department. Budgetary and employment issues, in all areas of the University, are presented to the Board only upon recommendation of the President. The President has been involved in employment actions and searches within Athletics. The Athletics Director reports directly to the President and any extension of the employment of the Director requires the approval of the President. The President of the University initiated the removal of fund-raising and marketing activities from an external support group and placed them within the University. Moreover, the President has directed the University's Internal Auditor, who reports to the President, to prepare independent monthly financial status reports of all Athletics and Racer Foundation accounts. The President talks with the Faculty Athletics Representative and regularly attends OVC meetings.

Vice President for Finance and Administrative Services: The Chief Financial Officer of the University is the Vice President for Finance and Administrative Services. This officer, who reports directly to the University President, is responsible for all financial areas of the University including accounting, the University budget office, and

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procurement. Athletics is not exempt from the authority of this office. The Athletics Director is subject to oversight by the Vice President for Finance and Administrative Services in financial matters. This ensures independent oversight of financial matters. The Vice President for Finance designates the financial procedures in the Athletics Department which are to be reviewed by independent auditors in connection with the report of agreed upon procedures.

Office of Registrar: This official's job duties include record management, registration, transfer credit evaluation, degree audit, and graduation. The job description of the Registrar specifically states that the official "interprets and enforces . . . all NCAA eligibility policies." In addition, the job description for the Associate Registrar for Research includes, "extracting and editing data and preparing reports of student data required to comply with . . . NCAA guidelines. . . . Determining academic eligibility of all athletes required by the NCAA, attending NCAA training to stay current on regulations, and assisting the Athletics Office in determining courses needed for maintaining athletes' eligibility and graduation requirements. . . . Maintaining student-athlete database for current and historical reporting to OVC, NCAA, and surveys for outside agencies." The Registrar reports to the Provost of the University. Individuals in the Office of the Registrar are responsible for determining eligibility of student-athletes who transfer to Murray State and for determining the continuing eligibility of all student-athletes. The Associate Registrar for Research and the NCAA Specialist in the Registrar's Office assist the Athletics Department in calculating APR scores, GSR scores, and Federal graduation rates. The Registrar's Office continually monitors the academic progress of student-athletes and the Associate Athletics Director for Internal Operations is notified if issues arise. This includes monitoring midterm grades, courses which are dropped, grade changes, transfer work, and percentage degree completion. The registration system used by the University prevents student-athletes from dropping below full-time status. Employees receive and consult the NCAA Manual, and receive notices from the Assistant Athletics Director for Compliance of new legislation. Employees attend the annual NCAA Regional Rules Seminar and participate in sessions dealing with initial eligibility, continuing eligibility, transfer regulations, international regulations, compliance assistance training, and newly adopted and emerging legislation. This office recently added a NCAA Specialist whose primary responsibilities include monitoring the academic progress of student-athletes.

Director of Student Financial Aid: The job description for the Director of Student Financial Aid includes "signing and authorizing all athletic grant-in-aid awards" and this official approves the athletics grants-in-aid scholarship list. He also chairs the Athletics Scholarship Committee, which hears appeals from student-athletes if aid is denied or terminated. No financial aid is posted to a student's account until he/she has been accepted by and fully admitted into the University. The Director of Financial Aid advises the AADC of any additional awarding of aid to a student as soon as he learns of it. The Director of Financial Aid ensures that student-athletes do not receive financial aid in excess of the amount they are allowed. The Director of Student Financial Aid reports to the Vice President for Student Affairs. This official meets with the Assistant Athletics Director for Compliance as needed. He, too, attends the NCAA Regional Rules Seminar.

Director of Athletics: The President of the University has designated the responsibility of institutional rules compliance to the Director of Athletics. The Director of Athletics is assigned the responsibility of overseeing the operations of the Athletics Department which includes, according to the job description for the position, striving "to meet the necessary requirements of the NCAA, Office of Civil Rights, and the OVC." He reports directly to, and is subject to the authority of, the University President. He is subject to oversight by the Vice President for Finance and Administrative Services in financial matters. His contract specifically provides that he is "to abide by the NCAA Constitution" and that if he is found in violation of NCAA regulations "he shall be subject to disciplinary and corrective actions as set forth in provisions of the NCAA Enforcement Procedures." His employment may be extended only upon recommendation by the President.

Assistant Athletics Director for Compliance: The Assistant Athletics Director for Compliance (AADC) engages in numerous activities to ensure rules compliance. The position description for this official states the AADC will keep the Director of Athletics aware of progress and issues related to maintaining institutional compliance with NCAA, OVC, and University rules, as well as reporting to the Director of Athletics all violations of those rules. The AADC manages, day-to-day, all aspects of departmental compliance program. The AADC is involved in overall rules compliance efforts at Murray State and his duties are outlined in the Department's Compliance Policies and Procedures Manual. He is involved with significant education efforts. He addresses all Athletics Department personnel twice a year regarding rules compliance. During the school year, the AADC prepares and distributes a monthly newsletter dedicated to compliance issues for all Athletics employees. He meets monthly with coaches to discuss compliance. This is supplemented with memoranda to coaching staff members addressing developing issues and NCAA legislation. The AADC meets three times during the school year to discuss compliance issues with student-athletes. The AADC also provides rules education to pertinent constituents across campus. He is the recognized Department official to whom NCAA inquiries, requests for rules interpretations, et cetera, are to be submitted. He is involved with investigating and assessing potential rules violations. The AADC monitors student-athlete employment and also receives documentation regarding matters such as season participation, OVC competition lists, eligible recruiters, athletes eligible to practice, and official and unofficial visits.

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Faculty Athletics Representative: The Faculty Athletics Representative (FAR) administers the annual coaches' certification test. He chairs the Intercollegiate Athletics Council, discussed below. The FAR must approve the OVC official eligibility list submitted by the Registrar's Office of student-athletes who are eligible to compete. In addition, the FAR chaired the search committee for the current Athletics Director and has served on search committees for head men's and women's basketball coaches and head football coach.

Intercollegiate Athletics Council: The Intercollegiate Athletics Council (IAC) is comprised of University students, faculty, and staff members and alumni and community representatives. The charge of the council is:

- To advise the President and Director of Athletics on matters relating to intercollegiate athletics at Murray State University;
- To facilitate effective communication among both on-and off-campus constituencies interested in the intercollegiate athletics program;
- To provide an avenue for transparency of athletic operations among both on- and off-campus constituencies;
- To assist with NCAA compliance education initiatives;
- To receive reports from the Director of Athletics and President regarding proposed plans and policies that affect the athletics program, including plans and policies on building, facilities, budgets, services, academic support and NCAA compliance, gender equity, sports sponsorship, etc. and to advise and make recommendations on the same;
- To take on additional duties as directed by the President and/or Director of Athletics.

The IAC meets at least quarterly during the school year. Appointments to the IAC are made by the University President. There are 15 members of the IAC, consisting of the FAR, the Senior Woman Administrator, three faculty members, six staff members, two students, one representative of the Alumni Association, one representative of the Racer Club, and one community representative. The constituents represented include the Racer Club, the Registrar's Office, the Financial Aid Office, the Bursar's Office, the Faculty Senate, the Staff Congress, and the Student Government Association.

Publications: The Athletics Department creates and distributes significant documents relating to responsibilities and expectations. The Department maintains a Compliance Policies and Procedures Manual which details the responsibilities of the AADC and other offices. The Manual explains critical issues including the reporting and investigating of alleged rules violations, student-athlete eligibility, financial aid, and official visits. Various forms have been created for use in connection with policy compliance. The Manual is distributed to all personnel in the Athletics Department. As previously noted, the AADC prepares and distributes a monthly newsletter dedicated to compliance issues for all Athletics employees. The Department publishes a Camps and Clinics Manual. This publication contains detailed information regarding issues surrounding camps, and is replete with references to NCAA by-laws. The manual contains numerous forms with instructions as to whom they should be submitted and is distributed to all members of the coaching, training, strength and conditioning, and equipment room staffs. Student-Athletes receive a Student-Athlete Handbook. This document addresses significant issues such as academic requirements for participation in athletics; policies for granting, continuing, and renewing athletics scholarships; extra benefits including employment; available student services; and the University's drug education, testing, and treatment program. The Handbook is given to all student-athletes. Beginning in the Fall, 2008, the Handbook will be incorporated into a student-athlete datebook/planner. Season ticket holders are provided a brochure regarding the responsibilities of representatives of athletics interests. This brochure is included with the season ticket renewal form. A booster brochure is also available on the Athletics website. Pertinent organizational charts, demonstrating the lines of authority with respect to these offices, are available for peer review team review.

Associate Athletic Director for Internal Operations: The Associate Athletic Director for Internal Operations has direct oversight for the following areas: academic support services for student-athletes, the Weaver Academic Study Center, the CHAMPS/Life Skills program, the sports information department, the athletic training staff, and the equipment and weight room staff. The AADIO works very closely with the Athletic Compliance Office on numerous topics regarding the activities of all the direct reports, including announcements of prospective student-athlete signings on the web site, keeping the Athletic Compliance section of the web site up-to-date, monitoring all equipment and apparel issued to student-athletes, monitoring the voluntary summer workouts with the strength and conditioning coach, and promotional activities for student-athletes and coaches in coordination with the CHAMPS/Life Skills program. In addition, the AADIO also has sport administration responsibilities, including mixed rifle, track and field and cross country, women's soccer, women's rowing, and women's volleyball.

Associate Athletic Director for External Affairs: The Associate Athletic Director for External Affairs has direct oversight of the Racer Club (Athletics booster club) and the Marketing and Promotions staff. The AADEA works with the Athletic Compliance Office to ensure all booster functions are organized and run in compliance with NCAA regulations. In addition, the Marketing and Promotions staff works with the Athletic Compliance Office in the areas of ticket give-a-ways for outside auctions and events, pre-game and in-game promotions and public service announcements, and request for signed memorabilia from coaches and student-athletes. In addition, the AADEA has sports administration for several sports, including baseball, men's golf, and men's and women's tennis.

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Senior Woman Administrator: The Senior Woman Administrator (SWA) is involved in the planning and operational activities of the intercollegiate athletics program. This position acts as the liaison for female athletes, women's sports, and head coaches of women's sports. The SWA assists in organizing, promoting and supporting events associated with the Athletic Department's CHAMPS/Life Skills program. The SWA also assists in monitoring Title IX compliance. The position helps out in the compliance function by assisting in creating, revising, and communicating athletic policies and procedures with the Athletic Department's Policies and Procedures Manual and the Student-Athlete Handbook.

Head Athletic Trainer: The Head Athletic Trainer assists the Athletic Department's compliance effort in two areas. The first area is the head trainer arranges for all medical examinations for all student-athletes prior to any workout or physical activity, which is newly adopted NCAA legislation. In addition, the head trainer serves as the liaison for NCAA drug testing purposes and operates the Athletic Department's internal drug testing program.

Coaching Staff: According to NCAA Bylaws, it is the responsibility of an institution's head coaches to promote an atmosphere for compliance with the program supervised by each coach and to monitor the activities regarding compliance of all assistant coaches and other administrators involved with the program who report directly or indirectly to the coach. Although the head coach has the ultimate responsibility for his or her program, the head coach normally assigns various aspects of the NCAA compliance effort to various members of his or her staff. To this end, all coaching staff members assist the compliance effort of the Athletics Department by completing the required forms (Telephone and Recruiting Logs, Contacts and Evaluations Forms, Off-Campus Recruiting Request Forms, Request for Official Visits, Unofficial Visit Records, Declaration of Playing and Practice Seasons, and Countable Athletically Related Activities Forms) in a timely manner as requested.

Office of Admissions: The Office of Admissions is charged with making admissions' decisions on all incoming students, no matter their status (freshman, international, transfer, non-traditional, student-athlete) to Murray State University. All student-athlete applicants are treated the same as the general student population, and no one person in the Office is charged with student-athlete admissions. The Office of Admissions assists the Athletics compliance effort by ensuring that all students meet the University's requirements for admission, all paperwork is complete to issue I-20s to international students, and all transfer course work is credited for the proper number of credit hours and grade point average. The communication with the Office of Admissions normally occurs in the spring and summer months, with some necessary during the semester break in December/January.

Bursar's Office: The Bursar's Office is charged with student account maintenance and appropriate billing statements. This Office works closely with the Athletic Compliance Office to ensure that student-athletes are not over-awarded with their university and athletic scholarship monies, that the appropriate charges are put on a student-athlete's account, and that all checks issued to student-athletes for off-campus housing and meals are done in accordance with NCAA regulations. This communication occurs on an as-needed basis, but is concentrated around the times that semester bills are being sent out.

Internal Auditor: All financial accounts within the Athletics Department are reviewed by two separate sources. The first review is performed by an agency outside of the University. The second review is performed by the Internal Auditor for Murray State. The Internal Auditor works through the Athletics Business Office to acquire the necessary accounts and paperwork. The Internal Auditor is responsible for the audit of the Special Assistance Fund and Student-Athlete Opportunity Fund monies per NCAA and Ohio Valley Conference guidelines. This audit helps ensure the monies in these two accounts are spent according to NCAA and Ohio Valley Conference guidelines and within the parameters of Title IX guidelines.

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

Murray State University fully observes the requirements of the NCAA Manual by including the required language from Section 11.2.1 in its contracts with coaches and the Athletics Director.

In addition, the University includes similar language in contracts of other athletics employees, e.g., the Ticket Manager, Athletics Business Coordinator, and the Assistant Athletics Director for Compliance, although there is no such requirement.

The Athletics Department incorporates an "Addendum to Performance Evaluation" into its employee evaluation process. The addendum further emphasizes the centrality of rules compliance for all full-time employees, and

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requires, among other things, each affected employee to acknowledge "that compliance with all rules, regulations, and interpretations of the NCAA and OVC are a condition of my continued employment at Murray State University."

As previously noted, rules education is an on-going process in the Athletics Department. Moreover, the AADC orients new employees as to rules compliance.

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

All University employees are expected to know what their job entails and to perform it with excellence, honesty, and integrity. Not every conceivable requirement is included in the one page contract or letter of appointment received by most all University employees.

The previous responses demonstrate the extent to which processes to ensure NCAA rules compliance are embedded throughout the University. The job descriptions of the Registrar, the Associate Registrar for Research, and the Director of Student Financial Aid state those officials have responsibilities related to Athletics. Moreover, key employees at the University attend NCAA rules seminars.

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

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

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

A primary responsibility of the Assistant Athletics Director for Compliance (AADC) is education in rules compliance for all individuals associated with the Athletics Department including student-athletes, coaches and other Athletics Department staff members, as well as other institutional staff members and representatives of the institution's athletics interests. To this end he provides both educational materials as well as written manuals and brochures and ensures that up-to-date information is available on the Athletics website (www.goracers.com). It is the responsibility of all Athletics Department personnel to be fully aware of NCAA rules compliance issues relating to their work.

The AADC addresses all Athletics personnel twice a year regarding rules compliance. During the school year, the AADC prepares a monthly newsletter for all Athletics personnel dedicated to compliance issues. This is

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supplemented with memoranda addressing developing issues. The AADC meets monthly with coaches to discuss compliance issues. Coaches must successfully complete the required examination, administered by the FAR, in order to engage in off-campus recruiting activities. The AADC meets three times during the school year to discuss compliance issues with student-athletes. The AADC also provides rules education to pertinent constituents across campus and provides compliance support to offices across campus. He is the official designated to provide interpretations of NCAA by-laws.

Employees in the Office of Student Financial Aid and the Registrar's Office attend Annual NCAA Regional Rules Seminars to become familiar with new legislation and to reinforce their understanding of existing legislation. They participate, e.g., in sessions relating to initial eligibility (including Clearinghouse), continuing eligibility, transfer regulations, international regulations, APP (Academic Performance Plan which includes APR) rules, CAi (Compliance Assistance) training, financial aid, and newly adopted and emerging legislation. These employees also receive the NCAA Manual annually and receive notices from the AADC regarding new legislation or pertinent legislative interpretations. Although the Associate Athletic Director for Internal Operations and the Assistant Athletics Director for Compliance hold primary responsibility for education of the coaching staffs, the Director of Admissions and Registrar have provided training for coaches regarding admission policy and how it relates to NCAA initial eligibility requirements, FERPA confidentiality training, and degree audits using the MAP report.

When new coaching staff arrives, or at the coaching staff's request, the Director of Admissions and Registrar train the coaches on MSU's admission policy and how it relates to NCAA's initial eligibility requirements, FERPA confidentiality training, and degree audit training with MSU's MAP report.

Twice each year, season ticket holders are provided an educational brochure with their ticket renewal forms. Moreover, information related to representatives of athletics interests appears on the Athletics website.

The Athletics Department produces and distributes numerous manuals regarding rules compliance. These include manuals related to compliance policies and procedures, camps and clinics, and issues of particular interest to student-athletes.

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

The Ohio Valley Conference provides the compliance review of the University. It has been agreed that compliance review is to be performed by the Assistant Commissioner for Institutional Services as prescribed by current NCAA Bylaws. The compliance review includes investigation of the following areas: governance and institutional control, eligibility certification, financial aid administration, recruitment monitoring, student-athlete welfare, and rules education.

The Ohio Valley Conference performed reviews in September 2000, September 2003, August 2005, and January 2008.

- 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.

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

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

The most recent review by the Ohio Valley Conference was conducted in January, 2008. Among the findings by the OVC were:

- "Murray State University's chief executive officer has direct oversight and responsibility over the institution's Athletics Department."
- "The recruitment monitoring activities of the institution are coordinated by the AADC."
- "The eligibility certification of continuing student-athletes and transfers is conducted outside the athletics department by the research and registrar systems coordinator [Assistant Registrar for Research]."
- "The institution's Director of Financial Aid coordinates all aspects of financial aid to student-athletes."
- "The AADC has been designated to coordinate the institution's rules education program, including rules interpretations."
- "The institution has developed a specific means to investigate alleged or suspected rules violations."
- "The institution has implemented all of the key elements necessary for an effective rules compliance program."
- "The institution's commitment to rules compliance is reinforced by the Director of Athletics and is demonstrated through regular rules education, monitoring efforts and application of NCAA rules."
- "The institution has also shown a commitment to rules compliance by addressing the areas of enhancement from the previous four-year conference review."

There were no recommendations for improvement in the areas of Recruitment and Investigatory and Self-Reporting Processes. Consistent with the University's commitment to rules compliance, it will address suggested enhancements in an expeditious manner.

Governance and Institutional Control - Increase the role and duties of the IAC.

MSU will abide by the suggestions made by the OVC for increasing the role of the IAC. It will conduct the exit interviews, and other surveys, and report their findings to the Athletics Department. This will begin on an uninterrupted basis spring 2008. The AADC will provide the IAC with a year-end compliance report (at the first meeting of every fall) in regards to academic progress, graduation rates, and secondary violations. The Athletics Director already provides updates to the IAC in these and other areas.

Eligibility Certification - Access to Academic Records

The AADC will work with the FAR and the Athletics Director to schedule a training session with the Director of Admissions to gain read-only access to academic records of student-athletes. The AADC will have access to the various systems once the Banner system gets up and running in another year and a half.

Financial Aid - Areas of Enhancement

The AADC will continue to work with Director of Student Financial Aid to improve the financial aid monitoring within the Athletics Compliance Office.

Rules Education - Booster Groups and Student-Athletes

The AADC has recently initiated a "Weekly Rules Tip" to the "This Week in Racer Athletics" e-mail which is sent to

Governance and Commitment to Rules Compliance

all members of the Racer Club and to all employees in the Athletics Department. In addition, efforts will be made to enhance the Athletics website as a source of information, including the publication of a monthly newsletters on-line.

MSU certainly endorses the idea of additional educational opportunities for student-athletes and believes this can effectively be done with the Student-Athlete Advisory Council (SAAC). This group consists of two representatives of each team selected by the head coach. It meets regularly to voice concerns of teammates. The AADC can attend the SAAC meetings and provide it a short, informative compliance message which can be relayed by the representatives to their teams. This can be implemented by the Fall of 2008.

Miscellaneous - Banner (University-wide Internet data access system currently being developed and implemented)
The AADC is involved with Banner training and the Student Service Implementation Team. The AADC will attempt to implement the Banner system as much as possible into the compliance system and the academic monitoring of student-athletes.

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

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

Evaluation

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

Governance and Commitment to Rules Compliance

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

Academic Integrity

Operating Principle

2.1 Academic Standards

Self-Study Items

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

None

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

No recommendations or suggestions were made.

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.

Since 1998 Murray State University made a number of significant changes that impact academic standards at the institution. In 2004, the minimum number of credit hours required to obtain a bachelor's degree was reduced from 128 credit hours to 120 credit hours. This change was implemented to reduce time-to-degree completion and is in keeping with the standards set forth by Southern Association of Colleges and Schools (SACS), the University's primary accrediting agency. Every two years the University reviews and publishes its Undergraduate Catalogue, incorporating all changes to academic policies.

The University also developed a "Retention Alert System" (RTS) that tracks all students who are academically "at risk." The University committee that monitors the RTS includes a representative from the Athletics Department. The committee is further charged with developing retention strategies and monitoring six-year graduation rates. Student-athletes are included in this system along with all other undergraduate students at Murray State University.

Since the 1998 review, the Athletics Department has implemented new plans that impact academic standards for student-athletes. The Athletics Department has developed and implemented its Academic Progress Rate (APR) plan. It has developed a class attendance policy that sets clear consequences on missed classes. This class attendance policy is articulated in the Athletics Department's "Student-Athlete Handbook." This handbook is reviewed with all student-athletes at the beginning of each academic year during the annual student-athlete orientation. Student-athletes must sign a form attesting to the fact that they have received and reviewed the "Student-Athlete Handbook" and it is their responsibility to remain familiar with its contents.

The Athletics Department raised the grade point average (GPA) below which mandatory study hall is required. Previously student-athletes with GPAs of 2.5 or higher were not required to attend study hall. Currently study hall is mandatory for student-athletes with GPAs lower than 3.0.

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The Athletics Department is looking much more closely at the academic standing of prospective recruits. A "Prospective Student-Athlete Form" has been developed. This form is completed by head coaches and details each prospect's academic performance. Prospective student-athletes also submit academic information through an online Prospective Student-Athlete Form.

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.

Admission standards for all students are established by Murray State University's Academic Council and are approved by the Provost, President, and Board of Regents. Kentucky's Council on Postsecondary Education sets minimum standards that all state institutions must follow. These minimum standards are exceeded by Murray State University.

Student-athletes are subject to the same admissions processes and criteria that apply to all students seeking admission to Murray State University. Student-athletes are admitted to the University without regard to their status as student-athletes. Murray State University utilizes an online application that does not request or allow for the input of information pertaining to a student's extracurricular activities (clubs, athletic participation, community work, etc.), nor does a student's file contain letters of recommendation that might reference athletic activities. As a consequence, admission personnel responsible for reviewing applications and admitting students do not know, from any admission materials, whether a particular student is a student-athlete during the admission decision process. While admissions personnel who review all student applications are not made aware of student-athlete applications, the Associate Athletic Director for Internal Operations provides the NCAA Eligibility Specialist in the Registrar's Office with the names of student-athletes who are applying for admission, so that, if admitted, the NCAA Eligibility Specialist can begin to prepare for the student-athlete's eligibility certification to enable the student to compete his/her freshman year.

All students seeking admission to Murray State University, including all student-athletes, must meet the following three criteria: 1) completion of a pre-college curriculum as outlined in the "Undergraduate Bulletin;" 2) rank in the top half of their graduating class or have a cumulative GPA of 3.0; and 3) have a ACT composite score of 18 or above. Students meeting all three requirements qualify for "admitted" status. Applicants who do not meet all three requirements are reviewed to determine if they qualify for "admitted with conditions" or "admitted with restrictions" status.

Students admitted with conditions or restrictions must complete designated developmental courses and are limited in the number of hours they may take each semester. As with all students seeking admission, student-athletes may be admitted under any of the above admission categories.

Students who do not meet the admissions requirements are denied admission and sent a letter that explains the opportunities to appeal. Data on special admissions through the appeals committee for student-athletes during 2004-2007 is on file for review by the Peer Review Team.

International student-athletes are admitted to the University under the same admission procedures and requirements used to admit all international students. International students must meet the same admission requirements as all student applicants. There are additional admission requirements for all international students, which are detailed under Question 8: True Freshmen International Student-Athlete Procedures.

Admission requirements presented in this section correspond with the 2007-2009 Undergraduate Catalog. Only small variations in admission requirements have occurred between each two-year cycle publication of the Undergraduate Catalog.

Academic Integrity

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

In the first chart, Standardized Test Scores, by Gender (Part I-A), lower ACT scores are observed for freshman admitted as student-athletes as compared with all entering freshman. In 2004-2005, the ACT scores of male student-athletes lagged that of non-athlete males by 12 points. For female student-athletes the difference was 5 points. In subsequent years, the ACT differences have been narrowed to 8 (2005-2006) and 9 (2006-2007) points for males and to 1 (2005-2006) and 3 (2006-2007) points for females. This can be attributed, in part, to a change in recruiting philosophy brought about by a change in Athletics Department administration. Today, student-athletes with higher ACT scores are being actively recruited. As a consequence, additional improvements in student-athlete standardized test scores can be expected in future years.

Because the academic support programs have been strengthened in recent years by the Athletics Department, student-athletes, despite coming to the University with lower ACT scores, are academically outperforming their non-athlete counterparts. In the chart, one can see that the overall GPA of student-athletes is climbing and that in 2006-2007 their average GPA is higher than the GPA of full-time, degree-seeking MSU undergraduates. In 2004-2005, the GPA for all student-athletes was 2.76 and the GPA for all students was 2.90. In 2005-2006, the GPA for all student-athletes was 2.86 and the GPA for all students was 2.92. In 2006-2007, the GPA for all student-athletes was 3.00 and the GPA for all students was 2.94. The FAR supplied the student-athlete GPAs, while Tracy Roberts, the Research System Coordinator in the Registrar's Office supplied the GPAs for all students.

When freshman student-athletes are compared by racial and ethnic groups (Standardized Test Scores, by Racial or Ethnic Group, Part I-B) with all entering freshmen, differences are observed among racial and ethnic groups. Among all entering freshmen, one finds that black students have an average standardized test score that is approximately 15 points lower than white students. When black student-athletes are compared with white student-athletes, approximately a 15 point gap is again observed. Both student-athlete groups (white and black) have ACT scores that are only slightly lower (2 points) than their corresponding racial non-student-athlete group.

In the final chart, GPA and Test Scores, by Sport Group (Part II), the GPA scores for students in all sport groups is higher than 3.0, with the exception of men's basketball. Despite the fact that the male basketball players entered MSU with lower ACT scores; had to take remedial courses upon entering MSU; and had GPA's that ranged from 2.33 to 2.81 in their first year of classes, none of the men basketball student-athletes have been dismissed for academic reasons; none have lost their eligibility to play; and all have generally improved their academic performance over time.

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

Any applicant that does not meet Murray State University's published entrance requirements is sent a letter of denial by the Admissions Office. In this letter, the applicant is informed that an appeal is possible and that appeal must be made within two weeks of the receipt of the letter. The appeals process is detailed in the letter. This includes: a) a statement explaining the reason the applicant wants to attend college and, more specifically, Murray State; b) a list of any, and all, extenuating circumstances that prevented the applicant from ranking in the top one half of his/her class, or from achieving a 3.0 cumulative GPA, and from receiving a minimum ACT composite of 18 for entering freshman or maintaining a 2.0 GPA for transfer students and what the applicant plans to do differently to be successful; c) applicant's short term and long term goals; and d) documentation of all college entrance exam test dates and scores, if not already on file with the Admission Services Office.

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The appeal must also include at least one letter of support from the applicant's high school counselor, or, if a transfer student, a college professor, to be sent directly to the chair of the Undergraduate Admission Appeals Committee. The applicant must also schedule an interview through the Director of School Relations with a member of the School Relations Staff.

All appeals are reviewed by the Undergraduate Admission Appeals Committee. This committee consists of three faculty members appointed by the Provost, one student member, the Director of Murray State University Community College, and the Director of School Relations. Members on the committee generally hold long tenure on the committee and, therefore, have a good historical perspective of appeals and the success of students who have been admitted under appeal. The committee members are not made aware of any applicant's status as a student-athlete from the application materials. The committee works to evaluate the likelihood of success of an applicant in the academic program. Over the three year period of review, the committee reviewed 28 appeals, accepted 18, and denied 10. Eleven of these appeals were from student-athletes. Nine were accepted and two were denied.

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

The Admissions and Appeals Committee evaluates a student's likelihood of success in the Murray State University academic programs. Of the 18 students admitted between 2004 and 2007, sixteen are in good academic standing, one is not in good academic standing, and one has transferred to another university. Of the 18 students admitted under the appeals process, eight were student-athletes. At the end of fall 2007 semester, one of the eight student-athletes transferred to another university and was in good academic standing at the time of transfer. At the time of the submission of this self-study, the remaining seven student-athletes continue to progress towards their academic degrees.

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

The following individuals are involved with certifying initial eligibility and transfer eligibility of student-athletes:

Katherine Kerr, Registrar
 Tracy Roberts, Associate Registrar
 Jennifer Husemann, Assistant Registrar/Credit Evaluation
 Meagan Short, NCAA Eligibility Specialist, Registrar's Office
 Barbara Rose, Transfer Admissions Clerk, Office of Admissions
 Lori Brisendine, International Admissions Office
 William Whitaker, Faculty Athletics Representative (FAR)
 Allen Ward, Athletics Director (AD)
 Matt Kelly, Associate Athletics Director for Internal Operations (AADIO)
 Scott Hobbs, Assistant Athletics Director for Compliance (AADC)

Each student-athlete seeking admission to Murray State University must be judged eligible by either the NCAA Eligibility Center or the University's Registrars' Office. Determining which depends on whether the incoming student-athlete is either a new freshman or a transfer student.

TRUE FRESHMEN PROCEDURES

For each "true freshman" an Institutional Request List (IRL) form must be completed. This form must be completed on line at www.ncaaclearinghouse.net. A hard copy is no longer accepted by the NCAA Eligibility Center.

1. The Athletic Compliance Officer or a member of the coaching staff enters the prospect's information into the Eligibility Center via the website.
2. The prospective student-athlete must submit a Student Release Form (SRF) and fee to the NCAA Eligibility Center via the website.

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3. The prospective student-athletes must direct their high schools to submit official and final transcripts with proof of graduation to the NCAA Eligibility Center. In addition, the prospect must have their official ACT or SAT scores sent directly from the testing agency to the Eligibility Center.
4. The NCAA Eligibility Center notifies Murray State University as to each prospect's qualifying status, for both academics and amateurism, through web-based status reports on the NCAA Eligibility Center website.
5. The Athletic Compliance Officer submits an Official Athletic Eligibility Certificate form for each prospective student-athlete for certification of eligibility to the NCAA Eligibility Specialist in the Registrars' Office. This form must be signed by the student-athlete, the Athletic Compliance Officer, and the Athletic Academic Advisor prior to submission.
6. The Registrars' Office certifies the prospect based on information secured from the University's Admissions Services (admissions status), the University Registrars' Office (full-time course load and officially enrolled), and the NCAA Eligibility Center (academics and amateurism).

TRUE FRESHMAN INTERNATIONAL STUDENT-ATHLETES PROCEDURES

International student-athletes who are incoming freshmen, follow the same procedures as listed for all "True Freshmen," with the following additional requirements that must be completed prior to the issuance of I-20 or I-94 forms:

1. Student-athletes from non-English speaking countries are required to take the Test of English as a Foreign Language (TOEFL), or successfully complete Murray State University's English as Second-Language program. A minimum score of 500 on paper-based test or 173 (with a minimum of 18 in each section) on computer-based test is required for admission for all undergraduates.
2. All international students must provide to the University a Statement of Financial Support and appropriate documentation to the International Admissions Office. The Athletic Compliance Officer submits documentation verifying the amount of athletic related financial aid the student-athlete will receive for the next year.
3. All international students must have an official transcript sent directly from the registrar of each college, university, or secondary school they attended. All degrees must be noted. If the documents are not in English, they must be accompanied by a translation from an official source.

TRANSFER STUDENT-ATHLETE PROCEDURES

This process must be completed within two weeks of the start of practice for all recruited and/or scholarship student-athletes. (During the 45-day period that commences upon completion of the compliance paperwork to certify eligibility, non-recruited walk-ons may participate in practice only.)

1. A coach identifies the transfer student-athlete and contacts the Athletic Compliance Officer with his or her name and the name of the institution from which he or she is transferring.
2. The Athletic Compliance Officer contacts the prospective student-athlete's institution with a Transfer Release form.
3. The previous institution completes the Transfer Release form and returns it to the Athletic Compliance Officer, who reviews the form for full-time enrollment, athletic aid, and seasons of competition.
4. The Athletic Compliance Officer completes a Transfer Evaluation and Certification Form. This form is forwarded to the Registrars' Office, along with the Transfer Release Form(s).
5. The Registrars' Office certifies the transfer student-athlete based upon the following information obtained from the Athletic Compliance Officer: a) the Transfer Release Form(s), b) the official academic transcripts from all previous institutions (and high school transcripts), c) SAT/ACT scores (=when necessary), and d) the transfer credit evaluation performed by the Transfer Certification Office when an Official Athletic Eligibility Certificate form is received.

INTERNATIONAL STUDENT-ATHLETE TRANSFER PROCEDURES

International student-athletes, who are transfer student-athletes, follow the same procedures as for all transfer student-athletes, with the following additional requirements, which must be completed prior to issuing an I-20 or I-94 form:

1. International students must have their official transcripts evaluated by a recognized accrediting agency. Credits earned through educational institutions located outside the United States are considered for acceptance after an appropriate evaluation. Educational institutions must be recognized by the Ministry of Education (or other recognized accrediting body) of the respective country in order for credit to be accepted.
2. International student-athletes may be required to send their documents to an evaluation agency for a course-by-course evaluation report. One copy of this report must be sent directly to the Admissions Services at Murray State University. This report will then be reviewed by Murray State University Admissions Office to determine acceptable

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transfer credit. Student-athletes who are eligible for admission will be sent a copy of the Murray State University evaluation of transfer credit when it is completed.

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

The following individuals are involved with certifying initial eligibility and transfer eligibility of student-athletes:

Katherine Kerr, Registrar

Tracy Roberts, Associate Registrar

Meagan Short, NCAA Eligibility Specialist, Registrar's Office

William Whitaker, Faculty Athletics Representative (FAR)

Allen Ward, Athletics Director (AD)

Matt Kelly, Associate Athletics Director for Internal Operations (AADIO)

Scott Hobbs, Assistant Athletics Director for Compliance (AADC)

Continuing eligibility applies to student-athletes who have completed one full-time academic term in residence at Murray State University. The Registrars' Office must certify continuing eligibility (credit hours, grade point averages, and percentage of degree completion) of the student-athletes.

The process is as follows:

1. The Athletic Compliance Officer submits an Official Athletic Eligibility Certification Form for each student-athlete to the NCAA Eligibility Specialist in the Registrars' Office.
2. The NCAA Eligibility Specialist tracks the academic history for the student-athlete named on the Athletic Eligibility Certification Form. The eligibility status of all eligible student-athletes is entered onto the official Ohio Valley Conference Eligibility List. This list only includes those student-athletes who are eligible for intercollegiate competition.
3. The NCAA Eligibility Specialist submits a list of the student-athletes who are not eligible to the Athletic Compliance Officer.
4. The NCAA Eligibility Specialist forwards a copy of the Official Eligibility List, with the certification status, to the Registrar. The Registrar, who is the official certification officer, reviews the form and certifies the form with her signature. The completed and signed form is forwarded to the Athletics Compliance Officer.
5. The Athletic Compliance Officer is responsible for obtaining the signatures of the Director of Athletics and the Faculty Athletics Representative on the Official Eligibility List.
6. Once all three signatures (Registrar, AD, & FAR) are on the form, it is faxed to the Ohio Valley Conference office.
7. The Athletic Compliance Officer copies the forms and distributes them to the head coaches of the respective sports to notify them of the eligibility status of all student-athletes on their team rosters.
8. The NCAA Eligibility Specialist tracks the enrollment status of all student-athletes throughout the semester to ensure that full-time status is maintained at all times by all student-athletes. This includes both graduate and undergraduate student-athletes.
9. The NCAA Eligibility Specialist uses degree audits to verify that all enrolled or scheduled courses are countable towards official programs of study on file for each student-athlete. The NCAA Eligibility Specialist sends progress towards degree lists to the Athletic Compliance Officer showing any deficiencies, notes, or number of countable hours each student-athlete must earn during the academic year to remain eligible for the next season.
10. The NCAA Eligibility Specialist evaluates student-athletes each term to certify that the six-credit-hour and GPA regulations are satisfied. Following each spring term, after grades are posted, the NCAA Eligibility Specialist makes sure student-athletes have reached the required 18 and/or 24 countable hours and the appropriate percentage of degree completion has been met. Based on these evaluations, the head coaches are provided the names of student-athletes who may require summer school hours to maintain eligibility.

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

In the review of the six-year graduation rates from the previous three year's date (1998-99, 1999-2000, and 2000-01), it can be noted that the overall graduation rates for student-athletes has increased from 50% to 64% to 65%. This increase shows a significant improvement, especially when compared to the institution's overall graduation rates of 57%, 57%, and 56% for the same three-year period.

The reason for the improvement was the implementation of more rigorous academic policies implemented through an Academic Recovery Plan (APR) that was developed in response to the institution's Academic Progress Rate scores. During this time, the Weaver Center for Academic Excellence was developed as a resource to promote academic performance among all student-athletes. In addition, the institution started a Retention Alert System and reviewed the six-year graduation rates. This was also a time of transition in regard to staffing in the Athletics Department. A new Director of Athletics was hired. The responsibilities of NCAA athletic compliance, academic support for student-athletes, and senior woman administrator were taken from one person and the responsibilities were distributed among three separate staff members with full-time responsibilities. With these changes and a reemphasis on academic achievement, the graduation rates for student-athletes have improved year-by-year.

Despite this improvement, there are a couple of subgroups in some of the cohort groups that require additional analysis. The first of these subgroups is the men's and women's student-athletes subgroup graduation rates for the 1998-99 cohort. The rate for each of these subgroups was 50% compared to the institutional rate of 57%. The seven percent deficiency would normally be a concern, however, the subgroup rates for the next cohort (1999-2000) improved to 65% for men and 62% for women. The biggest issue for the 1998-99 cohort group was men's basketball (0%) and women's other sports (38%). In regard to men's basketball, a new coaching staff took over that year but did not stay at Murray State for all six years of the cohort group. In the next two years, the graduation rate for men's basketball was 67% and 100%. As for the women's sports (which includes golf, tennis, and volleyball), the white subgroup had a graduation rate of 0%. This was a subgroup that consisted of less than five student-athletes. There is no single explanation for this other than a couple women transferred and one completed her degree, but not within six years. In the next two years, the graduation rate for the white female subgroup increased to 57% and 77%.

The other subgroup needing an explanation is the 2000-01 male student-athlete subgroup. Their graduation rate was 38%, compared to the women's 73% and the institution's overall rate of 56%. The reason for this was two-fold: men's track and field and cross-country, and football. The graduation rate for men's track and field and cross-country was 0%. During the six-year period of this cohort, the sport of track and field was changed from a scholarship sport to a non-scholarship sport with track and field (indoor and outdoor) being eliminated as a varsity sport in 2006-07. The remaining men's program is non-scholarship cross-country. The graduation rate for football for this cohort group was 29%. During the six-year period of this cohort, there was a complete turnover of the coaching staff. Such changes in coaching staff are often accompanied by student-athletes transferring to other schools to find more playing time or a different atmosphere. A comprehensive academic recovery plan has been implemented for football, as well as all of varsity sports. This plan concentrates on recruiting high school student-athletes who have the best chance to succeed both academically and athletically, by providing the academic support system necessary for the student-athletes to succeed (study halls, tutors, access to laptop computers for road trips). Also, an additional full-time academic counselor was hired. Resultant from the implementation of the plan, the APR scores of the football team have risen over 129 points (during the 2006-07 academic year). The overall APR score is 962.

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

The academic standards and policies contained in the University's catalogs and the "Student-Athlete Handbook" cover: 1) minimum course loads per semester, 2) academic status (restrictions, probation, removal from probation, continuation on probation, suspension), 3) course drop/add procedures, 4) course registration, 5) auditing procedures, 6) withdrawal from school, and 7) administrative withdrawal.

Academic standards and policies that apply to the general student body apply to student-athletes. Minimum course load per semester is 12 credit hours for full-time status. For graduate students, the minimum course load is 9 hours for full-time status. Academic regulations related to probation, removal from probation, continuation of probation, and suspension are the same for student-athletes as for the general student population. Student-athletes do not receive special consideration when registering for classes. No special pre-registration period exists for student-athletes.

Student-athletes have added responsibilities for course auditing and drop/add procedures. In addition to the usual approval of the course instructor, student-athletes must also have the approval of the Associate Athletic Director for Internal Operations (AADIO). The general student population can drop/add courses electronically without consulting their academic advisor using the Racer-Touch system. Student-athletes are locked out of the drop/add feature of Racer-Touch if they attempt to drop below full-time status, which can only be done with the approval of the AADIO. Oversight by the AADIO helps ensure that student-athletes continue to be eligible for participation in their sports.

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

The attendance policy that applies to all undergraduates is published in the "Murray State University Handbook" (available online on RacerNet at <http://campus.murraystate.edu>). It states:

"Students are expected to attend all classes in which they are enrolled for credit or audit purposes. An instructor may establish attendance policies for each class so long as they: 1) are clearly published in the course syllabus, 2) distinguish between excused and unexcused absences, and 3) are consistent with university policies outlined in this Bulletin." Excused absences are allowed for personal illness, death in the immediate family, and participation in University sanctioned events.

In light of the possibility that classes may be missed for athletic competitions and to support high academic performance, the Athletics Department holds higher standards for class attendance. The Athletics Department policy for class attendance states: "The Department of Athletics requires student-athletes to attend punctually every class session of each course for which the student-athlete is enrolled." The Department further reserves the right to require a student to attend classes even when not required to do so by the course instructor. Student-athletes may seek an exception to this policy for any class in which the syllabus states that class attendance is optional or at the discretion of the student. All exceptions are processed through the Associate Athletic Director for Internal Operations (AADIO) and the Assistant Athletics Director for Compliance (AADC). No student-athletes have been granted blanket waivers to miss class, even when attendance was not required by the instructor. Under exceptional circumstances and generally only if the student-athlete is in good academic standing, the AADIO or AADC will allow a student-athlete to miss a class or classes when the instructor does not require attendance.

Excused absences for student-athletes are the same as for the general student population (personal illness, death in the immediate family, and participation in University sanctioned events). To ensure that all student-athletes have read and understand the Athletics Department attendance policy, they are required to sign and date the attendance policy section in the "Student-Athlete Handbook."

The Athletics Department employs several means to monitor student-athlete class attendance. Class attendance for all Murray State University students is monitored through the "Retention Alert" program. This program is monitored through the Retention Office. Through this system faculty are periodically asked throughout each semester to report student attendance and academic progress. Students identified as having academic difficulty or missing classes are contacted by the Retention Alert Office. Student-athletes sign a FERPA release to allow the Associate Athletics Director for Internal Operations (AADIO) to review their Retention Alert data. If student-athletes appear on the Retention Alert list, they are contacted by the AADIO.

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Additional proactive steps are taken by the Athletics Department to promote student-athlete class attendance and support academic performance. The Associate Athletic Director for Internal Operations (AADIO) maintains contact with course instructors throughout each semester to provide support for academic success. At the beginning of each semester, student-athletes are provided letters from the AADIO, which they are directed to present to all instructors of courses in which they are enrolled. In this letter the AADIO identifies the sport in which the student-athlete participates and explains that the student-athlete must adhere to the Athletic Department attendance policy, as well as the University course absence policy. The letter outlines the process the student-athlete must follow for an excused absence for a sporting event. Prior to each athletic event, the AADIO sends a letter, via the student-athlete, that provides information regarding team travel (the destination, date, and time of departure, date and time of return) and asks the instructor to work with the student-athlete to arrange for missed coursework and tests or exams.

The AADIO collects academic and performance information for each student-athlete from course instructors. If a problem or issue related to a particular student-athlete is identified, the AADIO works with the instructor to support student-athletes' academic success.

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

The Murray State University Athletic Department and the Ohio Valley Conference work to ensure that the status of student-athlete is emphasized and prioritized. To this end the number of away games is monitored for each sport and as many regional games as possible are scheduled allowing greater flexibility in departure and return times allowing student-athletes to attend more classes. The Faculty Athletics Representatives (FARs) in the Ohio Valley Conference meet annually to review dates of competition based upon support of academic success.

Because of the nature of the sports, it is an ongoing challenge to limit the amount of missed class time for men's and women's golf and baseball. To date, the accumulated missed class time has not been reflected in poor academic performance by student-athletes in these sports.

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

The Athletic Director reviews and approves schedules for each sport. He works, in an ongoing manner, to schedule as many nearby or regional competitions as possible, that will result in less missed class time by student-athletes, as well as more time available to student-athletes to devote to academic study.

Practice times are monitored each month to ensure compliance using the Countable Athletic Related Activities (CARA) report. The CARA report must be signed by each team's coach, as well as an individual who is not a coach (e.g. trainer, equipment manager, student-athlete). Athletic Department administrators periodically attend practices to "spot check" compliance with the department's practice policies.

Student-athlete class attendance policy is clearly articulated in the "Student Athlete Handbook." The handbook is reviewed each year by the Associate Athletic Director for Internal Operations (AADIO) at each team's orientation at the beginning of each academic year. To ensure that all student-athletes have read and understand the Athletic Department attendance policy, they are required to sign and date the attendance policy section in the "Student-Athlete Handbook."

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

- A copy of the institution's most recent catalog and/or bulletin.
- A copy of the institution's standard or regular, published entrance requirements, including the provisions under which students may be admitted by special exception to the institutions standard or normal entrance requirements.
- Information regularly reported to the chief executive officer, faculty senate or director of athletics concerning the academic performances of sports teams (if any).

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- All student-athlete eligibility files (including, when appropriate, final high-school transcripts, high schools' lists of approved core courses, and final certification reports, verification of standardized test scores, NCAA student-athlete statements, institutional transcripts, transfer documentation).
- Information from exit interviews of student-athletes.
- Athletics department manual and/or policies and procedures.
- Student-athlete handbook.
- Institutional handbook for students.

Evaluation

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

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Operating Principle

2.2 Academic Support

Self-Study Items

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

None

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

Recommendation: The peer-review team recommends that the university develop a plan for a periodic review of the academic support program.

The Athletics Department now conducts an annual review of its academic support program. The Faculty Athletics Representative and the Associate Athletic Director for Internal Operations conduct a review and audit at the conclusion of each academic year. Individuals consulted during the review include the Athletic Director, coaches, trainers, and student-athletes. While no written plan for this review exists, a plan for improvement has been developed and included in this self-study to ensure evaluation consistency.

Suggestion #1: The peer-review team suggests that the university complete a review of the assigned responsibilities of the academic/compliance coordinator and the senior woman administrator

A review of the responsibilities of the Senior Woman Administrator following the 1998 review resulted in the hiring of an additional person responsible for all compliance issues (Compliance Coordinator) in 1999. In 2004 another new position, Assistant Athletic Director for Academics, was created to oversee academics, removing this responsibility from the Senior Woman Administrator. In 2007 the Athletics Department reorganized its administrative positions resulting in the following positions: Associate Athletics Director for Internal Operations who has responsibility for Academics and an Assistant Athletics Director for Compliance who has responsibility for NCAA compliance. The Senior Woman Administrator duties now focus primarily on the welfare of women student-athletes.

Suggestion #2: The peer-review team suggests that the Athletics Department give greater attention to the student-athlete advisory council and encourage its regular activities as outlined by the university to ensure the needs of student-athletes are met.

During the 1998 visit, the Senior Woman Administrator was responsible for student-athlete academic support and also served as the compliance coordinator. She was also responsible for the Student-Athlete Advisory Council. With the separation of these duties and workload, the newly created position of Associate Athletics Director for Internal Operations (AADIO) assumed responsibility for the Student-Athlete Advisory Council. An additional position was created to work directly with student-athlete welfare entitled: Director of Life Skills Program. The Student-Athlete Advisory Council works directly with the Director of Life Skills Program, who serves as the advisor to the council. As a result the council has had a much greater voice and visibility in the Athletics Department. The council, which is made up of representatives from each team, meets at least once a month and is a valued source of input and ideas.

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Suggestion #3: The peer-review team suggests that the university utilize the MAP program to flag and monitor all NCAA eligibility guidelines for student-athletes.

The Murray State University MAP report has been an effective tool in flagging and monitoring NCAA eligibility guidelines. This report is used by the Registrar and is available to all student-athletes, academic advisors, and Athletics Department academic support personnel.

The University is in process of developing and installing a comprehensive data management program, the Enterprise Resource Planning System (Banner). This system will be installed over an extended period of time as each unit on campus accumulates historical data and reviews their work needs. This system includes an enhanced student data reporting system, that provides real-time student data and is scheduled for use in 2009.

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

The Athletic Department has continuously worked to upgrade the resources in the Weaver Center for Academic Enhancement. The number of workstations has been increased by 50% (from 20 to 30), increased the number of tutorial workstations, and purchased new furniture that is a better fit for all athletes. These improvements have resulted in an increase in use of the Center. Athletics academic support has also been provided with a budget for tutors. Volunteer tutors are still used, but now additional people can be hired as necessary. The Athletic Department is recognizing and celebrating student-athlete academic achievement and putting them forth as role models for the entire program. The first annual student-athlete banquet where student-athlete's academic achievements were recognized was held in the spring of 2007.

Over the past three years Murray State University student-athletes have been recognized for academic excellence and achievement by the larger athletic community. Murray State University student-athletes have been selected as Coca-Cola Community All-Americans (4), CoSIDA Academic All-District recipients, Ohio Valley Conference Medal of Honor Winners (a University record number of 20 men and women student-athletes), and Ohio Valley Conference Scholar of the Year (4), USAA All-Academic Winners (150), and Arthur Ashe, Jr. Scholars (4). Student-athletes have received academic awards from numerous national associations, including National Golf Coaches Association, International Tennis Association, National Soccer Coaches Association, Women's Basketball Coaches Association, United States Achievement Academy, and National Rifle Association.

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

The Associate Athletic Director for Internal Operations (AADIO) is primarily responsible for student-athlete academic support. The AADIO reports directly to the Athletic Director, who reports directly to the President. Reporting to the the AADIO are the Assistant Athletic Director for Compliance (AADC), the Academic Counselor, the Director of the Weaver Center for Academic Enhancement, the Director of the Life Skills Program, and student tutors.

Athletic Director: Has overall responsibility for student success and academic progress for Athletics Department.

Associate Athletic Director for Internal Operations: Has day-to-day supervision of all academic functions in athletics.

Assistant Athletic Director for Compliance: Has day-to-day oversight of all NCAA rules compliance relating to all sports and the departmental areas as a whole. He has responsibility for support of academic success and mentoring for men's and women's basketball, baseball, soccer, and volleyball.

Academic Counselor: Specifically deals with academic success and mentoring for men's and women's golf, men's and women's tennis, rifle, rowing and women's track and cross country.

Director of CHAMPS/Life Skills Program: has responsibility for Implementation and follow through for NCAA Life Skills Program and serves as the advisor to the Student-Athlete Advisory Council (SAAC).

Director of the Weaver Center for Academic Enhancement: has responsibility for the day-to-day operations of the Weaver Center, including scheduling of individual study halls and tutor appointments.

Student tutors are trained by the Associate Athletics Director for Internal Operations and are coordinated by the Director of the Weaver Center for Academic Enhancement. The students tutors generally work from 3 to 8 hours per week.

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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).

As with all Murray State University students, the student-athletes' primary academic advisor is the departmental academic advisor related to their major area of study. The Associate Athletic Director for Internal Operations and the Academic Counselor serve in secondary advisory capacities. They work to support the student-athletes' academic success and provide ongoing guidance regarding their conformity with eligibility requirements. The AADIO and personnel who report to him (Academic Counselor, Director of CHAMPS/Life Skills program) provide guidance for academic success (including tutors and study halls), as well as guidance in successful life skills.

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

All student-athletes in good standing in the athletics program may use academic support services. Even when a student's eligibility expires, the Athletics Department provides services to help ensure that the student successfully completes his/her degree program.

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

Student-athletes are made aware of the academic services available as early as recruitment visits when they tour facilities and are provided information about these services. The Associate Athletic Director for Internal Operations (AADIO) provides an annual orientation session in August and at team meetings at the beginning of each semester. In addition the AADIO and coaches identify and seek out students in need of particular services and refer them appropriately. Academic support systems are included in the Student-Athlete Handbook.

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

While there has been ongoing assessment of the academic support program within the Athletics Department, reviews by bodies external to the Department have not been formalized or scheduled on a regular basis. Therefore, a plan for improvement is included in this section that provides a systematic procedure and policy for review of academic services by the Intercollegiate Athletics Council.

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

While reviews within the Athletic Department are ongoing and outside reviews have been conducted in the past, this process has not been formalized as to process or schedule. The plan for improvement will

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address these issues systematically. A plan for improvement is included in this self-study to formalize the mechanisms for periodic approval of academic services by academic authorities outside athletics.

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).

Tutors are available to all student-athletes upon request. When a student-athlete appears to be in need of tutoring assistance, one is assigned whether or not requested by the student-athlete. Tutors are Murray State University students often from honor societies. Student tutors are sought who have earned an A or B in the course in which they are tutoring and attend a training session conducted by the Associate Athletic Director for Internal Operations (AADIO). The AADIO educates the tutors regarding NCAA rules for athletic tutors. Tutors must also complete training in the Family Educational Rights and Privacy Act (FERPA) before they can tutor students. Athletic Department tutors include paid and unpaid tutors. Paid tutors begin at minimum wage, except for courses for which it is difficult to find qualified tutors. In these cases, tutors are paid a rate competitive with other opportunities. Athletic Department tutoring is scheduled ahead of time. "Drop-in" tutoring is available to all students on campus through the Lowry Center.

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

All student-athletes in good standing in the athletics program may use tutoring services. Even when a student's eligibility expires, the Athletics Department provides services to help ensure that the student successfully completes his/her academic degree program.

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

Student-athletes are made aware of the academic services as early as the recruiting process, when academic support services are explained. The Associate Athletic Director for Internal Operations (AADIO) holds an annual orientation session in August and at team meetings at the beginning of each semester. In addition the AADIO and coaches identify and seek out students in need of particular services and refer them appropriately. Academic support systems, including explanation of tutoring opportunities, are included in the Student-Athlete Handbook.

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

While there has been ongoing assessment of the academic support program within the Athletics Department, reviews by bodies external to the Department have not been formalized or scheduled on a regular basis. Therefore, a plan for improvement is included in this section that provides a systematic procedure and policy for review of academic support services by the Intercollegiate Athletics Council beginning in 2008-2009 and recurring at least once every three years. The Intercollegiate Athletics Council has approved and endorsed this step.

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

While reviews within the Athletic Department are ongoing and outside reviews have been conducted in the past, this process has not been formalized as to process or schedule. The plan for improvement will address these issues systematically. A plan for improvement is included in this self-study to formalize the mechanisms for periodic approval of academic services by academic authorities outside athletics.

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

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

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Success skills are addressed through the CHAMPS/Life Skills Program. Seminars are provided to all student-athletes that cover studying, time-management, note and test taking skills, grammar skills, among other things. Additionally, all Murray State University freshman must enroll in a one-hour Freshman orientation class. This course also covers life and academic success skills. A specific freshman orientation section is held for student-athletes that includes topics related to success as student-athletes.

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

All student-athletes in good standing in the athletics program have access to academic success skill training.

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

Student-athletes are made aware of the academic services through the Associate Athletic Director for Internal Operations (AADIO) at the annual orientation session in August and at team meetings at the beginning of each semester. In addition the AADIO and coaches identify and seek out students in need of particular services and refer them appropriately. Academic support systems are included in the Student-Athlete Handbook, however a plan for improvement is included in this document that provides for a detailed assessment of academic support services included in the Manual to ensure that there is a comprehensive listing in this document.

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

While there has been ongoing assessment of the academic support program within the Athletics Department, reviews by bodies external to the Department have not been formalized or scheduled on a regular basis. Therefore, a plan for improvement is included in this section that provides a systematic procedure and policy for review of academic services that occurs at least once every three years. The Intercollegiate Athletics Council has approved and endorsed this step.

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

While reviews within the Athletic Department are ongoing and outside reviews have been conducted in the past, this process has not been formalized as to process or schedule. The plan for improvement will address these issues systematically. A plan for improvement is included in this self-study to formalize the mechanisms for periodic approval of academic support services by academic authorities outside athletics.

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

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

A study hall facility is maintained at Stewart Stadium in the Weaver Center for Academic Enhancement. It is open for over 70 hours a week, six days a week. The hours are: M-TH: 7:45 am-9:30 pm; F: 7:45 am - 6 pm; Su-4:00 pm - 9:30 pm. All freshmen and first semester transfer student-athletes are required to attend study hall, as well as any student-athlete with a cumulative grade point average below 3.0. The amount of time each student-athlete must attend study hall is determined by the head coaches and the Associate Athletic Director for Internal Operations (AADIO) and is based on the individual student-athlete's academic needs. The study hall area includes 30 computer work stations, a study room, tutoring stations, and space for group work and study.

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

All student-athletes in good standing in the athletics program may use study halls and the Weaver Academic Enhancement Center during hours when it is open.

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

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Student-athletes are made aware of the academic services through the Associate Athletic Director for Internal Operations (AADIO) at the annual orientation session in August and at team meetings at the beginning of each semester. In addition the AADIO and coaches identify and seek out students in need of particular services and refer them appropriately. Academic support systems are included in the Student-Athlete Handbook, however a plan for improvement is included in this document that provides for a detailed assessment of academic support services included in the Manual to ensure that there is a comprehensive listing in this document.

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

While there has been ongoing assessment of the academic support program within the Athletics Department, reviews by bodies external to the Department have not been formalized or scheduled on a regular basis. Therefore, a plan for improvement is included in this section that provides a systematic procedure and policy for review of academic services that will occur at least once every three years. The Intercollegiate Athletics Council has approved and endorsed this step.

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

While reviews within the Athletic Department are ongoing and outside reviews have been conducted in the past, this process has not been formalized as to process or schedule. The plan for improvement will address these issues systematically. A plan for improvement is included in this self-study to formalize the mechanisms for periodic approval of academic services by academic authorities outside athletics.

5. Freshman/transfer orientation Availability, attendance requirements.

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

The Athletic Department holds a mandatory freshmen/transfer orientation session at the beginning of each fall term. The University also conducts summer orientation sessions available to all new students. As noted, freshmen also enroll in a freshmen orientation course. There is an orientation course that is especially designed for student-athletes.

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

All freshmen student-athletes are required to participate in a one-hour Freshman Orientation course, their first semester on campus.

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

Student-Athletes are advised when signing up for classes to take FY098 or FY099 in the section for student-athletes by their academic advisors and the Athletic Department academic advisors.

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

While there has been ongoing assessment of the academic support program within the Athletics Department, reviews by bodies external to the Department have not been formalized or scheduled on a regular basis. Therefore, a plan for improvement is included in this section that provides a systematic procedure and policy for review of academic services that will occur at least once every three years. The Intercollegiate Athletics Council has approved and endorsed this step.

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

While reviews within the Athletic Department are ongoing and outside reviews have been conducted in the past, this process has not been formalized as to process or schedule. The plan for improvement addresses

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these issues systematically. A plan for improvement is included in this self-study to formalize the mechanisms for periodic approval of academic support services by academic authorities outside athletics.

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

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

The MAP reports provide information regarding academic progress and are monitored by the student-athlete's academic advisor and the Associate Athletic Director for Internal Operations and his staff. The Athletic Department attendance policy, which exceeds requirements for the general student body, is included in the "Student-Athlete Handbook." These policies are reviewed during annual student-athlete orientations and all student-athletes sign and date this attendance policy section in the "Student-Athlete Handbook."

Murray State University's Retention Alert program monitors the academic progress of all students. Periodically throughout each semester instructors are asked to report student attendance and academic progress. This office contacts students directly who are missing classes or who are reported as having academic difficulties. Student-Athletes sign a FERPA release, so that this information can be released to the Associate Athletics Director for Internal Operations (AADIO). The AADIO reviews these reports and provides academic support services to students who have need of such services.

The AADIO works with instructors to monitor academic progress of student-athletes and seeks input from instructors. If a problem or issue related to a student-athlete's academic performance is identified, the AADIO works with individual faculty members to provide support. In addition assistant coaches and head coaches track the academic progress of their student-athletes and work with the AADIO to refer student-athletes to appropriate support services.

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

All student-athletes in good standing are monitored for academic progress by the Associate Athletics Director for Internal Operations and his academic staff. MAP reports are prepared and available for all Murray State students.

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

Student-athletes are made aware of the academic services through the Associate Athletic Director for Internal Operations (AADIO) at the annual orientation session in August and at team meetings at the beginning of each semester. In addition the AADIO and coaches identify and seek out students in need of particular services and refer them appropriately. Academic support systems are included in the Student-Athlete Handbook, however a plan for improvement is included in this document that provides for a detailed assessment of academic support services included in the Manual to ensure that there is a comprehensive listing in this document.

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

While there has been ongoing assessment of the academic support program within the Athletics Department, reviews by bodies external to the Department have not been formalized or scheduled on a regular basis. Therefore, a plan for improvement is included in this section that provides a systematic procedure and policy for review of academic services that will occur at least once every three years. The Intercollegiate Athletics Council has approved and endorsed this step.

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

While reviews within the Athletic Department are ongoing and outside reviews have been conducted in the past, this process has not been formalized as to process or schedule. The plan for improvement addresses

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these issues systematically. A plan for improvement is included in this self-study to formalize the mechanisms for periodic approval of academic support services by academic authorities outside athletics.

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).

The Associate Athletics Director for Internal Operations (AADIO) refers student-athletes determined to have special academic needs to the Murray State University Services for Students with Learning Disabilities (SSLD) office. This office assesses needs and provides services to support students with learning disabilities including tutoring, study skills classes, testing in distraction-free environment, and academic counseling. If the SSLD staff believes a student needs diagnostic and evaluation services, they refer the student to Murray State University's Counseling and Testing Center or Psychological Center, or to a private psychologist.

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

Assistance for special academic needs, including diagnosis and treatment, is available to all students, including student-athletes.

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

Student-athletes are made aware of the academic services through the Associate Athletic Director for Internal Operations (AADIO) at the annual orientation session in August and at team meetings at the beginning of each semester. In addition the AADIO and coaches identify and seek out students in need of particular services and refer them appropriately. Academic support systems are included in the Student-Athlete Handbook, however a plan for improvement is included in this document that provides for a detailed assessment of academic support services included in the Manual to ensure that there is a comprehensive listing in this document.

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

While there has been ongoing assessment of the academic support program within the Athletics Department, reviews by bodies external to the Department have not been formalized or scheduled on a regular basis. Therefore, a plan for improvement is included in this section that provides a systematic procedure and policy for review of academic support services that will occur at least once every three years. The Intercollegiate Athletics Council has approved and endorsed this step.

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

While reviews within the Athletic Department are ongoing and outside reviews have been conducted in the past, this process has not been formalized as to process or schedule. The plan for improvement will address these issues systematically. A plan for improvement is included in this self-study to formalize the mechanisms for periodic approval of academic support services by academic authorities outside athletics.

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

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

Murray State University Services for Students with Learning Disabilities (SSLD) office assesses needs and provides services to support students with learning disabilities including tutoring, study skills classes, testing in distraction-free environment, and academic counseling. If the SSLD staff believes a student has undiagnosed learning disabilities they refer the student to Murray State University's Counseling and Testing Center for evaluation.

Academic Integrity

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

All Murray State University students have access to the University's Counseling and Testing Center. If learning disabilities are diagnosed, they then have access to the services of the Students with Learning Disabilities office.

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

Student-athletes are made aware of the academic services through the Associate Athletic Director for Internal Operations (AADIO) at the annual orientation session in August and at team meetings at the beginning of each semester. In addition the AADIO and coaches identify and seek out students in need of particular services and refer them appropriately. Academic support systems are included in the Student-Athlete Handbook, however a plan for improvement is included in this document that provides for a detailed assessment of academic support services included in the Manual to ensure that there is a comprehensive listing in this document.

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

While there has been ongoing assessment of the academic support program within the Athletics Department, reviews by bodies external to the Department have not been formalized or scheduled on a regular basis. Therefore, a plan for improvement is included in this section that provides a systematic procedure and policy for review of academic support services that will occur at least once every three years. The Intercollegiate Athletics Council has approved and endorsed this step.

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

While reviews within the Athletic Department are ongoing and outside reviews have been conducted in the past, this process has not been formalized as to process or schedule. The plan for improvement addresses these issues systematically. A plan for improvement is included in this self-study to formalize the mechanisms for periodic approval of academic support services by academic authorities outside athletics.

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

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

Three individuals in the Athletic Department are responsible for "formal" student mentoring, although guidance may be provided by many persons (coaches, assistant coaches, trainers, etc.) within the Department. The AADIO, the CHAMPS/Life Skills Program Coordinator, and the Academic Counselor are primarily responsible for mentoring student-athletes. Individual mentoring is provided for students who show need, this includes: a) student-athletes who are admitted to the program with conditions; b) student-athletes who are on probation; c) student athletes who find themselves in stressful situations arising from academic challenges, family or personal issues, etc.; and d) student-athletes who seek assistance. Mentors are typically assigned by the AADIO on the basis of who is most likely to relate to and provide needed assistance to the student-athlete. Mentors may be changed when it is believed that someone else might be better able help the student-athlete.

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

All student-athletes have access to mentoring services through the Associate Athletics Director for Internal Operations.

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

Student-athletes are made aware of the academic services through the Associate Athletic Director for Internal Operations (AADIO) at the annual orientation session in August and at team meetings at the

Academic Integrity

beginning of each semester. In addition the AADIO and coaches identify and seek out students in need of particular services and refer them appropriately. Academic support systems are included in the Student-Athlete Handbook, however a plan for improvement is included in this document that provides for a detailed assessment of academic support services included in the Manual to ensure that there is a comprehensive listing in this document.

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

While there has been ongoing assessment of the academic support program within the Athletics Department, reviews by bodies external to the Department have not been formalized or scheduled on a regular basis. Therefore, a plan for improvement is included in this section that provides a systematic procedure and policy for review of academic services that will occur at least once every three years. The Intercollegiate Athletics Council has approved and endorsed this step.

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

While reviews within the Athletic Department are ongoing and outside reviews have been conducted in the past, this process has not been formalized as to process or schedule. The plan for improvement addresses these issues systematically. A plan for improvement is included in this self-study to formalize the mechanisms for periodic approval of academic support services by academic authorities outside athletics.

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

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

At-risk students are referred to the Students with Learning Disabilities (SSLD) program when appropriate. Students who have not been determined to have learning disabilities, but who appear to be at risk academically are carefully monitored by the AADIO and the athletic academic staff.

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

All student-athletes have access to assistance if "at risk." The Associate Athletics Director for Internal Operations along with his staff work continuously to identify student-athletes who may be at risk.

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

Student-athletes are made aware of the academic services through the Associate Athletic Director for Internal Operations (AADIO) at the annual orientation session in August and at team meetings at the beginning of each semester. In addition the AADIO and coaches identify and seek out students in need of particular services and refer them appropriately. Academic support systems are included in the Student-Athlete Handbook, however a plan for improvement is included in this document that provides for a detailed assessment of academic support services included in the Manual to ensure that there is a comprehensive listing in this document.

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

While there has been ongoing assessment of the academic support program within the Athletics Department, reviews by bodies external to the Department have not been formalized or scheduled on a regular basis. Therefore, a plan for improvement is included in this section that provides a systematic procedure and policy for review of academic support services that will occur at least once every three years. The Intercollegiate Athletics Council has approved and endorsed this step.

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

Academic Integrity

While reviews within the Athletic Department are ongoing and outside reviews have been conducted in the past, this process has not been formalized as to process or schedule. The plan for improvement will address these issues systematically. A plan for improvement is included in this self-study to formalize the mechanisms for periodic approval of academic support services by academic authorities outside athletics.

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

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

Murray State University's athletics program provides a post-eligibility program, commonly referred to as a 5th-year program, for students who are in good academic standing at the end of their four-year eligibility period. Academic services are available to all "5th-year" students. This aid may include tuition, fees and books. It does not typically include room and board.

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

All student-athletes in good academic standing, who meet the Athletic Department criteria for post-eligibility programs, are eligible for 5th year services.

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

Student-athletes are made aware of the academic services through the Associate Athletic Director for Internal Operations (AADIO) at the annual orientation session in August and at team meetings at the beginning of each semester. In addition the AADIO and coaches identify and seek out students in need of particular services and refer them appropriately. Academic support systems are included in the Student-Athlete Handbook, however a plan for improvement is included in this document that provides for a detailed assessment of academic support services included in the Manual to ensure that there is a comprehensive listing in this document.

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

While there has been ongoing assessment of the academic support program within the Athletics Department, reviews by bodies external to the Department have not been formalized or scheduled on a regular basis. Therefore, a plan for improvement is included in this section that provides a systematic procedure and policy for review of academic support services that will occur at least once every three years. The Intercollegiate Athletics Council has approved and endorsed this step.

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

While reviews within the Athletic Department are ongoing and outside reviews have been conducted in the past, this process has not been formalized as to process or schedule. The plan for improvement will address these issues systematically. A plan for improvement is included in this self-study to formalize the mechanisms for periodic approval of academic support services by academic authorities outside athletics.

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

While an ongoing review of the academic support services has not been sustained since the last-cycle visit, a plan for improvement is included in this section of the self-study to remedy this deficit. Beginning in 2008 on, ongoing plan for review of the academic support services by academic professionals outside the Athletics Department will be headed by the Faculty Athletics Representative, who will engage a task force to provide policies and procedures for an ongoing review. Attached is a copy of the draft review form.

Academic Integrity

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

While reviews within the Athletic Department are ongoing and outside reviews have been conducted in the past, this process has not been formalized as to process or schedule. The plan for improvement will address these issues systematically. A plan for improvement is included in this self-study to formalize the mechanisms for periodic approval of academic support services by academic authorities outside athletics.

Evaluation

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

Academic Integrity

Elements	Goals	Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
There has not been a sustained effort in evaluating Academic Support services from authorities outside the Athletics Department.	Develop a systematic plan for evaluating Academic Support services.	Develop and implement a plan to review the academic support services by academic authorities outside the Athletics Department.	The Faculty Athletics Representative will convene a task force including academic authorities outside the Athletics Department to develop and initiate the plan.	2008-2009 and every three years following

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	2006-2007	90	567	81	38	90	818	87	33
	2005-2006	89	596	81	26	90	836	89	40
	2004-2005	89	605	78	16	89	802	84	28

Name of person completing this chart: Tracy Roberts/Meagan Short
 Title: Assistant Registrar-Reaserch/NCAA Eligibility Spc.

Academic Integrity

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

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

		Racial or Ethnic Group - All Entering Freshman Students											
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other	
Average Standardized Test Score	Academic Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2006-2007	76	7	94	10	75	87	91	21	91	1222	90	38
	2005-2006	80	6	92	14	78	82	75	8	91	1311	87	11
	2004-2005	93	8	87	13	75	77	83	10	90	1282	93	17
		Racial or Ethnic Group - All Entering Freshman Student-Athletes on Aid											
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other	
Average Standardized Test Score	Academic Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2006-2007	0	0	0	0	73	22	0	0	89	48	69	1
	2005-2006	0	0	0	0	76	20	0	0	90	46	0	0
	2004-2005	0	0	0	0	71	13	0	0	87	30	71	1

Name of person completing this chart: Tracy Roberts/Meagan Short

Title: Asstant Registrar-Research/NCAA Eligibility Spec.

Academic Integrity

FOR FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID

PART II: GPA and Test Scores, by Sport Group

		Sport Group																
		Football		Men's Basketball		Baseball		Men's Track/Cross Country		Men's Other Sports and Mixed Sports		Women's Basketball		Women's Track/Cross Country		Women's Other Sports		
		Academic Year	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students
Average Core Course GPA	2006-2007	3.031	24	2.495	4	3.371	6	0	0	3.422	5	3.533	4	3.37	17	3.691	11	
	2005-2006	3.212	11	2.809	3	3.324	6	0	0	3.062	7	3.235	5	3.609	14	3.496	20	
	2004-2005	3.025	7	2.33	3	3.392	2	0	0	3.251	5	2.972	4	3.27	6	3.493	17	
		Academic Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2006-2007	78	24	70	4	91	6	0	0	90	5	83	4	83	17	97	11	
	2005-2006	76	11	77	3	85	6	0	0	84	7	75	5	91	14	92	20	
	2004-2005	76	7	61	3	88	2	0	0	89	5	73	4	88	6	85	17	

Name of person completing this chart: Tracy Roberts/Meagan Short

Title: Assistant Registrar/NCAA Eligibility Spec.

Academic Integrity

SPECIAL-ADMISSIONS INFORMATION

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

			Sport Group (Freshman)								
	Year	All Freshman Students	All Freshman Student-Athletes on Athletics Aid **	Baseball	M e n ' s Basketball	Football	Men's Track/Cross Country	Men's Other Sports and Mixed Sports	W o m e n ' s Basketball	Women's Track/Cross Country	Women's Other Sports
% of Special Admits	2006-2007	1%	7%	20%	0%	80%	0%	0%	0%	0%	0%
	2005-2006	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	2004-2005	1%	6%	33%	0%	0%	0%	33%	0%	0%	33%

Name of person completing this chart: Meagan Short

Title: NCAA Eligibility Specialist

Equity and Student-Athlete Well-Being

Operating Principle

3.1 Gender Issues

Self-Study Items

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

Recommendation for required actions based on the institution's plans for improvement:

No. 1: The peer-review team concurs with the institution's recommendations in the gender-equity plan, specifically the items related to adding of women's crew as a varsity sport to assist in raising the participant rates of female student-athletes, and in the 1998-1999 school year establishing a club women's soccer team that will compete in NCAA Division I level in the year 2000-01 to further increase opportunities for women.

As planned women's crew was added as a varsity sport in the 1998-1999 academic year and women's soccer was added as a club sport in 1998 and became a varsity NCAA Division I sport in 2000. This significantly increased the percentage of women student-athletes.

Peer-review team recommendations for additional required actions:

Recommendation No. 2: The peer review team recommends that the Senior Woman Administrator be assigned oversight and enhancement responsibilities for the women's athletics program to include input into the implementation of policy and procedures.

A review of the responsibilities of the Senior Woman Administrator following the 1998 review resulted in hiring an additional person responsible for all compliance issues (Compliance Coordinator) in 1999. In 2004 another new position, Assistant Athletic Director for Academics, was created to oversee academics, removing this responsibility from the Senior Woman Administrator. In 2007 the Athletics Department reorganized its administrative positions resulting in the following positions: Associate Athletics Director for Internal Operations who has responsibility for academics and an Assistant Athletics Director for Compliance who has responsibility for NCAA compliance. The Senior Woman Administrator duties now focus on oversight and enhancement responsibilities for women's athletics programs. The Senior Woman Administrator has ongoing input into the implementation of policies and procedures related to women's athletics and the welfare of women student-athletes.

Recommendation No. 3: The peer-review team recommends the development of a system to provide oversight for the Gender Equity Plan outside the athletic director's office.

A system to oversee the Gender Equity Plan was developed in 1999 and the responsibility for this oversight was assigned to the Director of the Office of Equal Opportunity. The Director of the Office of Equal Opportunity was to review the plan annually and report to the President regarding the plan. There has been ongoing review of the plan by the Athletics Department and the President has been kept apprised of the status of the plan. However, it was discovered that, although there was continuous monitoring of the plan within the Athletics Department, the annual reviews by the Director of Equal Opportunity did not occur. Therefore, a plan for improvement has been included in this self-study to ensure that a system of oversight, by persons outside the Athletics Department, occurs on a regular basis.

Recommendation No. 5 (No. 4 appears under Minority Issues): The peer-review team recommends that the positions of academic advisor, the compliance officer, and the senior woman administrator be reviewed.

A review of the responsibilities of the Senior Woman Administrator following the 1998 review resulted in hiring an additional person responsible for all compliance issues (Compliance Coordinator) in 1999. In 2004 another new position, Assistant Athletics Director for Academics, was created to oversee academics, removing this responsibility

Equity and Student-Athlete Well-Being

from the Senior Woman Administrator. In 2007 the Athletics Department reorganized its administrative positions resulting in the following positions: Associate Athletics Director for Internal Operations who has responsibility for academics and an Assistant Athletics Director for Compliance who has responsibility for NCAA compliance. The Senior Woman Administrator duties now focus primarily on the welfare of women student-athletes.

Suggestions from the peer-review team that should not be required, but that the institution should consider to further enhance the quality of the athletics program:

Suggestion No. 1: The peer review team suggests that the athletics department consider reviewing assistant coaching positions for women's basketball compared to those of the men's basketball program.

The Athletics Department reviewed the assistant coaching positions for women's basketball as compared to the men's basketball program in 1999 and continues to monitor these relationships. As a result an additional full-time assistant coach for women's basketball was hired. Today there are three full-time assistant women's basketball coaches, which is equal to the number of assistants for the men's team.

Suggestion No. 2: The peer-review team suggests that the athletics department consider reviewing the salaries of women's assistant coaches compared to those of the men.

The Athletics Department reviewed the salaries of women's assistant coaches compared to those of the men in 1999 and continues to monitor this situation. There has been significant increases in women's assistant coaches salaries over the years since the first cycle self-study and continuous progress is being made. Women's salaries are competitive with the salaries of other women coaches in the Ohio Valley Conference.

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

Gender Equity/Student Welfare Plans

ACADEMIC YEAR 1999-2000

1. a) Original Plan: Hire Women's Rowing Coach
b) Actions taken by University: Hired Women's Rowing Coach
c) Date of completion: 1998
2. a) Renovate Cherokee Park for Rowing Team
b) Actions taken by University: Renovated Cherokee Park
c) Spring 1998
3. a) Purchase equipment for Rowing Team (boats, ergometer, & misc.)
b) Actions taken by University: Purchased boats, ergometers, and truck
c) Boats 1999; ergometers 1998 & 1999, truck 1999
4. a) Add fourth meal for women's basketball
b) Actions taken by University: Fourth meal added for women's basketball
c) 1997-1998 season
5. a) Increase quality of transportation for women
b) Action taken by University: The quality of women's transportation was increased to be on parity with the men's

Equity and Student-Athlete Well-Being

transportation

c) 1997-1998 season

6. a) Increase budget for women's sports for hotel accommodations

b) Action taken by University: Women athletes were assigned one person per bed rather than the previous 4 per room with 2 beds

c) 1997-1998 season

7. a) Use student activity fee to fund gender equity initiatives

b) Action taken by University: Student activity fee used to fund gender equity (\$130,000)

c) 1998-1999 season

8. a) Conduct student-athlete welfare survey

b) Action taken by University: This survey was conducted through 2004, but lapsed in following years.

c) 1999, 2000, 2001

d) Student-Athlete Welfare Surveys were conducted following the first-cycle self-study. However, it was determined, through the current self-study, that the Student-Athlete Welfare Survey had not been conducted annually in subsequent years. A plan for improvement is included in this self-study to ensure that an annual Student-Athlete Welfare Survey is conducted.

9. a) Increase women's recruiting budget by \$5,000

b) Action taken by University: The women's recruiting budget was increased by \$6,700

c) 1997-1998 season

10. a) Provide equitable office and equipment for all women coaches

b) Action taken by University: Office space for women coaches was upgraded

c) 1997

11. a) Increase secretarial support staff for women's athletics

b) Action taken by University: Administrative staff were reassigned to provide more equitable support among all sports.

c) 1997

12. a) Evaluate salaries for women's coaches during annual review, submit requests for equitable adjustments through University budget process

b) Action taken by University: Salaries have been evaluated at annual reviews and requests for equitable adjustments made through University budget process

c) Beginning 1998

13. a) Add women's rowing as NCAA sport

b) Action taken by University: Women's rowing added as NCAA sport

c) 1998

14. a) Add GA/RD rowing coaches

b) Action taken by University: GA/RD rowing coach added

c) 1999

15. a) Continue renovation of Cherokee Park for women's rowing team

b) Action taken by University: AC installed

c) 1998

16. a) Increase salary of assistant women's basketball coaches

b) Action taken by University: Salaries of assistant women's basketball coaches increased

c) 1999 ongoing

17. a) Start women's soccer as club sport

b) Action taken by University: Women's soccer club sport began

c) 1998-1999

18. a) Add part-time strength coach for women's sports

b) Action taken by University: Part-time strength coach added.

c) 1998

19. a) Provide equivalent locker room facilities for women and men

b) Action taken by University: Women's locker room space upgraded. Women's volleyball upgraded (1998). Women's soccer upgraded (1999). Women's basketball upgraded (2004). Women's golf upgraded(2006). Women's

Equity and Student-Athlete Well-Being

tennis, soccer, and track slated for upgrade (2008).

c) 1998, 1999, 2004, 2006, 2008

20. a) Adjust game & practice time for equitable outcomes between men & women's sports

b) Action taken by University: Game & practice time for men's & women's sports equitably adjusted

c) 1998

21. a) Divide duties of sports information personnel to provide equitable distribution between men's and women's sports

b) Action taken by University: Duties of sports information personnel divided to provide equitable distribution between men's & women's sports

c) 1998-1999; additional personnel added this area in 2006

22. a) Provide additional athletic trainer assistance to women's sports

b) Action taken by University: Additional athletic trainer assistance provided to women's sports by reassignment of trainers and subsequent hiring of additional full-time athletic trainer

c) 1998-1999, 2005-2006

23. a) Increase women's recruiting budget by \$5,000

b) Action taken by University: Women's recruiting budget increased by \$5,000

c) 1998-1999

24. a) Develop Student-Athlete Handbook

b) Action taken by University: Student-Athlete's Handbook developed and updated as appropriate

c) 1998

25. a) Add one GA/RD coach for women's tennis

b) Action taken by University: Hired women's tennis RD coach.

c) 1998

d) Position does not currently exist, but disparity was not noted in recent Title IX review.

26. a) Conduct student-athlete welfare survey

b) Action taken by University: Student-athlete survey completed, but not continued on a regular basis

c) 1999

d) A Student-Athlete Welfare Survey was conducted following the first-cycle self-study. However, it was determined through the current self-study, that the Student-Athlete Welfare Survey had not been conducted annually. A plan for improvement is included in this self-study to ensure that a Student-Athlete Welfare Survey is conducted on an regular basis beginning 2008. This is included in the plan for improvement in the Student-Athlete Welfare section of this self-study.

27. a) Conduct exit interviews including minority and gender issues

b) Action taken by University: Student-athlete exit interviews were conducted following the first cycle self-study, but were not continued annually. Exit interview format and content have been reviewed and improved.

c) 1999-2000

d) Although student-athlete exit interviews were conducted following the first-cycle self-study, that included minority and gender issues, it was discovered through the current self-study, that these interviews did not continue annually. Therefore, a plan for improvement is included in this study to ensure that student-athlete exit interviews occur on an annual basis beginning spring 2008. This is included in the plan for improvement in the Student-Athlete Welfare section of this self-study.

28. a) Evaluate salaries of women's coaches during annual review and submit request for equitable adjustments through Murray State University budget process

b) Action taken by University: Women's coaches' salaries evaluated during annual reviews and requests were submitted for equitable adjustments through Murray State University's budget process

c) Beginning 2000 and ongoing

29. a) Monitor and evaluate progress toward the implementation of Gender Equity Plan. Report findings to President

b) Action taken by University: The Athletics Department has continuously evaluated the Gender Equity Plan, including hiring a consultant to review the Department's gender equity in 2005. The Athletics Director has kept the President apprised of progress and needs in the plan. The Director of Equal Opportunity monitored and evaluated progress toward implementation of Gender Equity Plan and reported findings to President in 2000, but this review was not continued in subsequent years.

c) 2000

Equity and Student-Athlete Well-Being

d) Because monitoring and evaluation of the Gender Equity Plan was not sustained annually by a person outside the Athletics Department, a plan for improvement is included in this self-study to ensure annual review.

ACADEMIC YEAR 2000-2001

1. a) Add women's soccer as NCAA sport
b) Action taken by University: Women's soccer added as NCAA sport
c) 2000
2. a) Hire GA/RD coach for women's soccer
b) Action taken by University: GA/RD coach hired for women's soccer
c) 1999
3. a) Add additional scholarships to women's sports (rowing)
b) Action taken by University: Additional scholarships added to women's sports
c) 2000-2001
4. a) Hire assistant rowing coach
b) Action taken by University: Not completed in 2000-2001
c) Assistant rowing coach in place in 2007
d) The position of assistant rowing coach remained vacant due to resignation of head rowing coach. Both a head rowing coach and an assistant rowing coach were in place by 2007
5. a) Increase women's recruiting budget by \$5,000
b) Action taken by University: Women's recruiting budget increase \$6,726
c) 2000
6. a) Conduct student-athlete welfare survey
b) Action taken by University: Student-Athlete Welfare survey conducted
c) 2000 & 2001
d) A Student-Athlete Welfare Survey was conducted following the first cycle self-study. However, it was determined through the current self-study, that the Student-Athlete Welfare Survey had not been conducted annually. A plan for improvement is included in this self-study to ensure that a Student-Athlete Welfare Survey is conducted on a regular basis beginning 2008. This can be found in the Student-Athlete Well-Being section of this self-study.
7. a) Conduct exit interviews including minority and gender issues
b) Action taken by University: Exit interviews including minority and gender issues conducted
c) 2000 and 2001
d) Although student-athlete exit interviews were conducted following the first-cycle self-study, that included minority and gender issues, it was discovered through the current self-study, that these interviews did not continue annually. Therefore, a plan for improvement is included in this study to ensure that student-athlete exit interviews occur on an annual basis beginning spring 2008. This is included in the plan for improvement in the Student-Athlete Welfare section of this self-study.
8. a) Evaluate salaries of women's coaches during annual review and submit request for equitable adjustments through Murray State University budget process
b) Action taken by University: Women's coaches salaries were evaluated during annual reviews and requests were submitted for equitable adjustments through Murray State University budget process
c) 2001
9. a) Monitor and evaluate progress toward the implementation of Gender Equity Plan. Report findings to President
b) Action taken by the University: The Athletics Department has continuously evaluated the Gender Equity Plan, including hiring a consultant to review the plan in 2005. The Athletics Director has kept the President apprised of progress and needs in the plan. The Director of Equal Opportunity monitored and evaluated progress toward implementation of the Gender Equity Plan and reported findings to President in 2000, but this review was not sustained.
c) 2000
d) Because monitoring and evaluation of the Gender Equity Plan was not sustained annually by a person outside the Athletics Department, a plan for improvement is included in this self-study to ensure annual review. This is included in the plan for improvement in the Student-Athlete Welfare section of this self-study.

ACADEMIC YEAR 2001-2002

Equity and Student-Athlete Well-Being

1. a) Hire assistant soccer coach
b) Action taken by University: not completed in this time frame
c) Not accomplished in 2001-2002.
d) Full-time assistant coach hired in 2007
2. a) Add additional scholarships to women's sports (rowing and soccer)
b) Action taken by University: Additional scholarships were added to women's sports including rowing and soccer
c) 2001
3. a) Increase women's recruiting budget by \$5,000
b) Action taken by University: Women's recruiting budget increased by \$5,000
c) 2001
4. a) Conduct athletic interest & ability survey
b) Action taken by University: An interest and ability survey was conducted.
c) The University conducted an interest and ability survey prior to the onset of the NCAA Gender/Student Welfare plan. This survey guided the University's efforts to enhance participation rates for female athletes.
5. a) Conduct Student-Athlete Welfare Survey
b) Action taken by University: Student-Athlete Welfare Survey conducted
c) Fall 2001 and Spring 2002
d) A Student-Athlete Welfare Survey was conducted following the first cycle self-study. However, it was determined through the current self-study, that the Student-Athlete Welfare Survey had not been conducted annually. A plan for improvement is included in this self-study to ensure that a Student-Athlete Welfare Survey is conducted on a regular basis beginning 2008. This plan can be found under the Student-Athlete Well-Being section of this self-study.
6. a) Conduct exit interviews including minority and gender issues
b) Action taken by University: Exit interviews including minority and gender issues conducted
c) Fall 2001 and Spring 2002
d) Although student-athlete exit interviews were conducted following the first-cycle self-study, that included minority and gender issues, it was discovered through the current self-study, that these interviews did not continue annually. Therefore, a plan for improvement is included in this study to ensure that student-athlete exit interviews occur on an annual basis beginning 2008. This plan can be found under the Student-Athlete Well-Being section of this self-study.
7. a) Evaluate salaries of women's coaches during annual review and submit request for equitable adjustments through Murray State University budget process
b) Action taken by University: Women's coaches salaries were evaluated during annual review and requests were submitted for equitable adjustments through Murray State University budget process
c) 2002
8. a) Monitor and evaluate progress toward the implementation of Gender Equity Plan. Report findings to President. Monitor and evaluate progress toward the implementation of Gender Equity Plan. Report findings to President
b) Action taken by University: The Director of Equal Opportunity monitored and evaluated progress toward implementation of the Gender Equity Plan and reported the findings to President
c) 2000
d) Because monitoring and evaluation of the Gender Equity Plan was not sustained annually by a person outside the Athletics Department, a plan for improvement is included in this self-study to ensure annual review. This plan can be found under the Student-Athlete Well-Being section of this self-study.

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.

In 2005 Lamar Daniel, a Title IX consultant, was hired to assess the University's standing in regard to compliance and progress towards meeting Title IX requirements. A thorough review was conducted by the consultant and results of the review reported to the athletic administration and President. The findings of the consultant became the basis for the current Gender Equity Plan. In 2008 the consultant will conduct a follow-up review.

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.

Equity and Student-Athlete Well-Being

The Murray State University Non-Discrimination Policy Statement reads: "Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age or disability in employment or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities."

The President has ultimate responsibility for ensuring that equitable practices relating to gender issues are in place. The President advises the Board of Regents regarding Athletics Department issues. The President proposes policies that are approved by the Board of Regents.

The Director of Equal Opportunity, who reports directly to the President, holds the responsibility for monitoring issues relating to gender equity and Title IX compliance and assists the Athletics Department as needed. The Director of Equal Opportunity has been assigned the responsibility for annual reviews of the Athletics Department's Gender Equity Plan and reporting to the President regarding the status of this plan.

The Athletics Director, along with his administrative staff and the Senior Woman Administrator, have primary responsibility for monitoring, assessing and addressing issues relating to gender equity on a day-to-day basis. The Athletics Director reports directly to the President and keeps him apprised of progress and needs relating to gender equity issues.

It is the responsibility of the Senior Woman Administrator to monitor, report, and advise the Athletic Director regarding any issues relating to gender equity. The Athletics Department senior staff meet biweekly and address issues relating to gender equity as they arise and provide ongoing vision and long-term planning to maintain and enhance gender equity. The Assistant Athletics Director for Compliance (AADC) prepares equivalency and participation rates that are reviewed regularly. Exit interviews with student-athletes have been designed to address issues of gender equity. The Intercollegiate Athletics Council addresses equity issues as they arise and the Student-Athlete Advisory Council (SAAC) meets regularly and provides an opportunity for student-athletes to bring any concerns relating to gender equity to the attention of athletic administration.

A Title IX consultant, Lamar Daniel, was hired by the Athletics Department to assess Title IX compliance. He conducted an initial review in 2005 and a follow-up review is scheduled in 2008.

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

The Equity and Athletics Disclosure Act (EADA) Survey forms and Worksheets for 2004-05, 2006-07 and 2006-07 are on file and available for review. An analysis of the EADA reports reveals the following trends:

-As shown in the EADA reports, Murray State has a higher ratio of female undergraduates than males. This percentage, however, is reversed for student-athletes in the 2004-05 year, but it is now trending in the right direction. For the most recent year, the participation rates for student-athletes were 50.8% female to 49.2% male. And as a result of Murray State's comprehensive Title IX plan, this positive trend will continue and closely align with the undergraduate enrollment ratio by the year 2009-10.

-The reports also reflect a difference between participation and award ratios. Murray State's Title IX review noted that men represented 57.1% of the participants in 2005-06 and received 62.8% of the awards. Women represented 42.9% of the participants and received 37.2% of the awards. The difference of 5.7% is significant and is being addressed aggressively. For example, 3 full scholarships were added to women's sports in 2006-07 and an additional 8 full scholarship were added to women's sports in 2007-08. By the year 2010-11, all varsity sports at Murray State will be fully funded according to current NCAA maximums and the award ratios reversed and in line with participation rates.

-Men's teams consistently generate more revenues than women's teams due to game guarantees, gate receipts, demand for season tickets, and post-season play for men's basketball. Men's basketball and football generate the majority of these receipts. The overall revenue trend for department generated revenue has increased from \$727,000 to \$957,000 primarily as a result of men's basketball, corporate sponsorship, and unrestricted annual giving.

-Student Fees and Institutional support have increased significantly as a result of the University's commitment to its Title IX initiatives and the sharp increases in cost of scholarship funding (Grant-in-aid increased from \$9,000 per year to over \$10,800 during the three years studied).

Equity and Student-Athlete Well-Being

-Total operating expenses are increasing at a much higher rate for women's sports than for men's sports. Male sports have increased from \$3.98 million to \$4.14 million (4.2%) while female sports have increased from \$1.8 million to \$2.32 million (29.5%). The positive trend will continue as the remainder of MSU's Title IX plan is fully implemented.

-The amount spent on the purchase of uniforms and equipment for women's sports has generally been less than that spent on men's sports. Part of this is related to the specific requirements for each sport, although like quality is maintained among like sports. Disparities noted in the institution's Title IX study are being addressed aggressively. Over \$100,000 of annual recurring dollars will be added to women's sports budgets by the end of 2010-11.

-Team travel expenditures have decreased slightly for male sports (\$338,000 to \$329,000) and increased substantially for female sports (\$193,000 to \$251,000). Policy items noted in the institution's Title IX study have been addressed within the department's updated team travel policy.

-Recruiting budgets have decreased slightly for both male and female sports although this trend is not indicative of a coach's ability to recruit effectively or a de-emphasis on the commitment to recruiting. Although expenditures have decreased, available budgets for women's sports have increased (Women's Basketball + \$10,000; Rowing + \$3,000; Soccer + \$2,000) and men's sports have been maintained to ensure the ability to recruit quality student-athletes.

-Total FTE for head coaches for male sports has decreased slightly from 5 to 4.57. FTE for head coaches of women's sports has increased from 6.25 to 7.18. Salaries for head coaches for male sports have increased 6.4% (from \$469,000 to \$499,000) and salaries for head coaches of women's sports has increased 31.3% (from \$358,000 to \$457,000). This trend will continue as additional investments are made in women's sports as part of the Title IX plan.

Total FTE for assistant coaches for male sports has decreased slightly from 12 to 11.27. Total FTE for assistant coaches for female sports has remained the same at 5. However, 3 full-time assistants were added to women's sports during the 2007-08 year (soccer, rowing, and track) as part of the institution's Title IX plan.

Salaries per FTE for Head Coaches increased 17.2% for male sports and 14.2% for female sports. Salaries per position decreased 8.9% for male sports and increased 18.3% for female sports. Salaries per FTE for Assistant Coaches increased 24.4% for male sports and 13.1% for female sports. Salaries per position increased 8.8% for male sports and 28.5% for female sports.

The numbers reflect a combination of factors impacting salaries for men's and women's sports. Cost of living increases are administered according to university policy and do not indicate an inequitable trend toward any particular sport. In addition, there are overlaps in salaries and negotiated settlements reflected in this data. These are isolated occurrences and are not representative of annual recurring dollars. Market forces impact the salaries of coaches of revenue sports, primarily the head coach of Murray State's nationally recognized basketball program which experiences turnover on a regular basis as a result of its success.

The University remains committed to providing competitive salaries for all women's sports as compared to other members of the Ohio Valley Conference and comparable regional programs. Primary focus has been placed on improving the women's basketball salary pool and it was increased over \$10,000 for 2007-08. In addition, the Head Women's Basketball Coach's salary was increased to a level that places it as the second highest salary in the OVC. Additional investments will be made as a result of Murray State's Title IX initiatives.

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

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

Equity and Student-Athlete Well-Being

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

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

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

Murray State University has an ongoing commitment to gender equity. The Athletics Department hired Lamar Daniel, a nationally recognized consultant on gender equity and Title IX compliance who conducted a thorough review of gender equity and Title IX compliance in 2005. Mr. Daniel will conduct a follow up review in 2008. Mr. Daniel's review included a thorough assessment of all the topics covered in the NCAA self-study. The Athletics Director discussed the report with the President and keeps him apprised, on a regular basis, of progress and needs related to gender equity.

The Athletics Director and senior athletic administration (Associate Athletics Director for Internal Operations, Assistant Athletics Director for Compliance, and Senior Woman Administrator) review gender equity issues in an ongoing manner. It is a responsibility of the Senior Woman Administrator to monitor gender equity issues and report them to the Athletics Director and discuss them with senior athletic administration. The Student-Athlete Advisory Council (SAAC) also brings issues relating to gender equity that arise in their discussions to senior athletic administration. The Intercollegiate Athletics Council reviews gender equity issues when they are brought before this body.

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

Murray State's Title IX review noted that men represented 57.1% of the participants in 2005-06 and received 62.8% of the awards. Women represented 42.9% of the participants and received 37.2% of the awards.

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

The difference between men's and women's awards of 5.7% (more for men) is significant and is being addressed aggressively.

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

In regard to the disparity between men's and women's scholarship awards, the University has a commitment to mitigating and eliminating this difference. Three full scholarships were added to women's sports in 2006-07 and an additional 8 full scholarship were added to women's sports in 2007-08. By 2010-11, all varsity sports at Murray State will be fully funded according to current NCAA maximums and the award ratios reversed and in line with participation rates. Scholarships were increased in 2007 in the following women's sports: track, rowing, soccer and rifle. In 2008 scholarship increases are planned for the following women's sports: track, soccer, and softball. In 2009 scholarship increases are planned for women's softball and in 2011 scholarship increases are planned for women's equestrian and softball.

Equity and Student-Athlete Well-Being

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

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

Murray State University has an ongoing commitment to gender equity. The Athletics Department hired Lamar Daniel, a nationally recognized consultant on gender equity and Title IX compliance who conducted a thorough review of gender equity and Title IX compliance in 2005. Mr. Daniel will conduct a follow up review in 2008. Mr. Daniel's review included a thorough assessment of all the topics covered in the NCAA self-study. The Athletics Director discussed the report with the President and keeps him apprised, on a regular basis, of progress and needs related to gender equity.

The Athletics Director and senior athletic administration (Associate Athletics Director for Internal Operations, Assistant Athletics Director for Compliance, and Senior Woman Administrator) review gender equity issues in an ongoing manner. It is a responsibility of the Senior Woman Administrator to monitor gender equity issues and report them to the Athletics Director and discuss them with senior athletic administration. The Student-Athlete Advisory Council (SAAC) also brings issues relating to gender equity that arise in their discussions to senior athletic administration. The Intercollegiate Athletics Council reviews gender equity issues when they are brought before this body.

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

As shown in the EADA reports, Murray State has a higher ratio of female undergraduates than males. This percentage, however, is reversed for student-athletes in the 2004-05 year, but is trending in the right direction. For the most recent year, the participation rates for student-athletes were 50.8% female to 49.2% male. And as a result of Murray State's comprehensive Title IX plan, this positive trend will continue and closely align with the undergraduate enrollment ratio by the year 2011-2012.

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

As noted participation rates between men and women student-athletes are trending in the right direction with the most recent year's data indicating the participation rates were 50.8% female to 49.2% male. Murray State's comprehensive Title IX plan projects this positive trend will continue and closely align with the undergraduate enrollment ratio by the year 2011-12.

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

Murray State's comprehensive Title IX plan projects this positive trend toward proportionality will continue and closely align with the undergraduate enrollment ratio by the year 2011-12. Women's softball will be added as an NCAA sport with competition beginning in 2009. Plans are being developed to add women's equestrian as a sport in 2011.

There is a plan to increase rosters on women's teams over next four years, while managing rosters on men's teams.

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

Equity and Student-Athlete Well-Being

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

Murray State University has an ongoing commitment to gender equity. The Athletics Department hired Lamar Daniel, a nationally recognized consultant on gender equity and Title IX compliance who conducted a thorough review of gender equity and Title IX compliance in 2005. Mr. Daniel will conduct a follow up review in 2008. Mr. Daniel's review included a thorough assessment of all the topics covered in the NCAA self-study. The Athletics Director discussed the report with the President and keeps him apprised, on a regular basis, of progress and needs related to gender equity.

The Athletics Director and senior athletic administration (Associate Athletics Director for Internal Operations, Assistant Athletics Director for Compliance, and Senior Woman Administrator) review gender equity issues in an ongoing manner. It is a responsibility of the Senior Woman Administrator to monitor gender equity issues and report them to the Athletics Director and discuss them with senior athletic administration. The Student-Athlete Advisory Council (SAAC) also brings issues relating to gender equity that arise in their discussions to senior athletic administration. The Intercollegiate Athletics Council reviews gender equity issues when they are brought before this body.

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

Per EADA Report, total operating expenses are increasing at a much higher rate for women's sports than for men's sports. Male sports have increased from \$3.98 million to \$4.14 million (4.2%) while female sports have increased from \$1.8 million to \$2.32 million (29.5%). The positive trend will continue as the remainder of MSU's Title IX plan is fully implemented.

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

As a result of Title IX review it was found that equipment provided for women's sports, when compared with men's sports, needed improvement and steps have and are being taken to address this issue. Although the total amount spent on the purchase of uniforms and equipment for women's sports has generally been less than that spent on men's sports, part of this disparity is related to the specific requirements for each sport, although like quality is maintained among like sports.

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

Disparities between resources for women's sports as compared to men's sports as noted in the institution's Title IX study are being addressed aggressively. Increases in annual recurring budgets are planned for equipment and supplies to women's sports budgets during the period 2008-13.

The new tennis/soccer complex will provide additional equipment space and laundry facilities for women's soccer and tennis. Additional outdoor storage space for field equipment is planned for women's track and field.

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

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

Murray State University has an ongoing commitment to gender equity. The Athletics Department hired Lamar Daniel, a nationally recognized consultant on gender equity and Title IX compliance who conducted a thorough review of gender equity and Title IX compliance in 2005. Mr. Daniel will conduct a follow up review in 2008. Mr. Daniel's review included a thorough assessment of all the topics covered in the NCAA self-study. The Athletics Director discussed the report with the President and keeps him apprised, on a regular basis, of progress and needs related to gender equity.

Equity and Student-Athlete Well-Being

The Athletics Director and senior athletic administration (Associate Athletics Director for Internal Operations, Assistant Athletics Director for Compliance, and Senior Woman Administrator) review gender equity issues in an ongoing manner. It is a responsibility of the Senior Woman Administrator to monitor gender equity issues and report them to the Athletics Director and discuss them with senior athletic administration. The Student-Athlete Advisory Council (SAAC) also brings issues relating to gender equity that arise in their discussions to senior athletic administration. The Intercollegiate Athletics Council reviews gender equity issues when they are brought before this body.

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

Per Title IX review, the number of games, practice sessions, time of day of games and pre and post-season opportunities are generally well aligned between men's and women's sports, especially those same sports for men and women.

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

No deficiencies are noted in regard to scheduling of games and practice times between men's and women's sports.

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

Compliant

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

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

Murray State University has an ongoing commitment to gender equity. The Athletics Department hired Lamar Daniel, a nationally recognized consultant on gender equity and Title IX compliance who conducted a thorough review of gender equity and Title IX compliance in 2005. Mr. Daniel will conduct a follow up review in 2008. Mr. Daniel's review included a thorough assessment of all the topics covered in the NCAA self-study. The Athletics Director discussed the report with the President and keeps him apprised, on a regular basis, of progress and needs related to gender equity.

The Athletics Director and senior athletic administration (Associate Athletics Director for Internal Operations, Assistant Athletics Director for Compliance, and Senior Woman Administrator) review gender equity issues in an ongoing manner. It is a responsibility of the Senior Woman Administrator to monitor gender equity issues and report them to the Athletics Director and discuss them with senior athletic administration. The Student-Athlete Advisory Council (SAAC) also brings issues relating to gender equity that arise in their discussions to senior athletic administration. The Intercollegiate Athletics Council reviews gender equity issues when they are brought before this body.

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

Per EADA Report, team travel expenditures have decreased slightly for male sports (\$338,000 to \$329,000) and increased substantially for female sports (\$193,000 to \$251,000). Policy items noted in the institution's Title IX study have been addressed within the department's updated team travel policy.

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

Equity and Student-Athlete Well-Being

Although some disparity existed in the past, hotel accommodations and per diem provided are currently equitable between men's and women's sports. Standard per diem policies are in place for each sport. A standard hotel policy is in affect for each sport.

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

Compliant

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

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

Murray State University has an ongoing commitment to gender equity. The Athletics Department hired Lamar Daniel, a nationally recognized consultant on gender equity and Title IX compliance who conducted a thorough review of gender equity and Title IX compliance in 2005. Mr. Daniel will conduct a follow up review in 2008. Mr. Daniel's review included a thorough assessment of all the topics covered in the NCAA self-study. The Athletics Director discussed the report with the President and keeps him apprised, on a regular basis, of progress and needs related to gender equity.

The Athletics Director and senior athletic administration (Associate Athletics Director for Internal Operations, Assistant Athletics Director for Compliance, and Senior Woman Administrator) review gender equity issues in an ongoing manner. It is a responsibility of the Senior Woman Administrator to monitor gender equity issues and report them to the Athletics Director and discuss them with senior athletic administration. The Student-Athlete Advisory Council (SAAC) also brings issues relating to gender equity that arise in their discussions to senior athletic administration. The Intercollegiate Athletics Council reviews gender equity issues when they are brought before this body.

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

Men and women student-athletes have equitable access to the tutors through the Weaver Center for Academic Enhancement. Tutors are assigned as needed to student-athletes without regard for gender. All tutors are trained by the Associate Athletics Director for Internal Operations regarding Athletics Department policy and procedures for tutors. The best qualified tutors available are always sought. Some tutors are volunteers. Paid tutors generally receive minimum wage, except where supply and demand necessitates higher rates for courses with fewer eligible tutors available.

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

No areas of deficiency exist. The Athletics Department will continue to monitor available tutors among all sports. A second full-time academic counselor was hired in fall 2006 to assist in monitoring equitable treatment in regard to tutors. The Athletics Department plans to hire a third academic counselor in 2008.

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

Compliant

Equity and Student-Athlete Well-Being

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 13 areas.

Murray State University has an ongoing commitment to gender equity. The Athletics Department hired Lamar Daniel, a nationally recognized consultant on gender equity and Title IX compliance who conducted a thorough review of gender equity and Title IX compliance in 2005. Mr. Daniel will conduct a follow up review in 2008. Mr. Daniel's review included a thorough assessment of all the topics covered in the NCAA self-study. The Athletics Director discussed the report with the President and keeps him apprised, on a regular basis, of progress and needs related to gender equity.

The Athletics Director and senior athletic administration (Associate Athletics Director for Internal Operations, Assistant Athletics Director for Compliance, and Senior Woman Administrator) review gender equity issues in an ongoing manner. It is a responsibility of the Senior Woman Administrator to monitor gender equity issues and report them to the Athletics Director and discuss them with senior athletic administration. The Student-Athlete Advisory Council (SAAC) also brings issues relating to gender equity that arise in their discussions to senior athletic administration. The Intercollegiate Athletics Council reviews gender equity issues when they are brought before this body.

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

Per EADA Report, Total FTE for head coaches for male sports has decreased slightly from 5 to 4.57. FTE for head coaches for women's sports has increased from 6.25 to 7.18. Salaries for head coaches for male sports have increased 6.4% (from \$469,000 to \$499,000) and salaries for head coaches of women's sports have increased 31.3% (from \$358,000 to \$457,000). This trend will continue as additional investments are made in women's sports as part of the Title IX plan.

Total FTE for assistant coaches for male sports has decreased slightly from 12 to 11.27. Total FTE for assistant coaches for female sports has remained the same at 5. However, 3 full-time assistants were added to women's sports during the 2007-08 year (soccer, rowing, and track) as part of the institution's Title IX plan.

Salaries per FTE for Head Coaches have increased 17.2% for male sports and 14.2% for female sports. Salaries per position decreased 8.9% for male sports and increased 18.3% for female sports. Salaries per FTE for Assistant Coaches increased 24.4% for male sports and 13.1% for female sports. Salaries per position increased 8.8% for male sports and 28.5% for female sports.

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

Women's coaching salaries are competitive with the salaries of womens' coaches throughout the Ohio Valley Conference. However, the University remains committed to providing competitive salaries for all women's sports as compared to other members of the Ohio Valley Conference and comparable regional programs. Primary focus has been placed on improving the women's basketball salary pool and it was increased over \$12,000 for 2007-08. In addition, the Head Women's Basketball Coach's salary was increased, in 2007, to a level that places it as the second highest salary in the OVC.

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

Additional investments in women's coaches salaries will be made as a result of Murray State's Title IX initiatives.

Equity and Student-Athlete Well-Being

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

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

Murray State University has an ongoing commitment to gender equity. The Athletics Department hired Lamar Daniel, a nationally recognized consultant on gender equity and Title IX compliance who conducted a thorough review of gender equity and Title IX compliance in 2005. Mr. Daniel will conduct a follow up review in 2008. Mr. Daniel's review included a thorough assessment of all the topics covered in the NCAA self-study. The Athletics Director discussed the report with the President and keeps him apprised, on a regular basis, of progress and needs related to gender equity.

The Athletics Director and senior athletic administration (Associate Athletics Director for Internal Operations, Assistant Athletics Director for Compliance, and Senior Woman Administrator) review gender equity issues in an ongoing manner. It is a responsibility of the Senior Woman Administrator to monitor gender equity issues and report them to the Athletics Director and discuss them with senior athletic administration. The Student-Athlete Advisory Council (SAAC) also brings issues relating to gender equity that arise in their discussions to senior athletic administration. The Intercollegiate Athletics Council reviews gender equity issues when they are brought before this body.

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

Upgrades to both men's and women's locker rooms and competitive facilities have been made since the previous cycle NCAA review. Women's locker rooms, practice and competitive facilities are equivalent to those facilities assigned to men's sports.

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

A plan to maintain up-to-date facilities and renovations addressing needs of women's sports is part of an ongoing process. Annual internal reviews of all facilities, annual meetings with facilities management staff regarding athletic facility needs, and a commitment to address upgrades in a timely manner are in place.

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

The following projects are scheduled for completion in 2008: a) construction of a women's soccer and tennis complex; b) new office suites for women's soccer and softball; and c) purchase of electronic targets for women's rifle. In July 2009 the following projects are planned: a) softball facility upgrades; b) softball office furniture; and c) women's track locker room upgrades. There are capital campaign initiatives that will address, locker rooms and competitive facilities for all sports.

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

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

Murray State University has an ongoing commitment to gender equity. The Athletics Department hired Lamar Daniel, a nationally recognized consultant on gender equity and Title IX compliance who conducted a thorough review of gender equity and Title IX compliance in 2005. Mr. Daniel will conduct a follow up review in 2008. Mr. Daniel's review included a thorough assessment of all the topics covered in the NCAA self-study. The Athletics Director discussed the report with the President and keeps him apprised, on a regular basis, of progress and needs related to gender equity.

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The Athletics Director and senior athletic administration (Associate Athletics Director for Internal Operations, Assistant Athletics Director for Compliance, and Senior Woman Administrator) review gender equity issues in an ongoing manner. It is a responsibility of the Senior Woman Administrator to monitor gender equity issues and report them to the Athletics Director and discuss them with senior athletic administration. The Student-Athlete Advisory Council (SAAC) also brings issues relating to gender equity that arise in their discussions to senior athletic administration. The Intercollegiate Athletics Council reviews gender equity issues when they are brought before this body.

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

Per Title IX review, medical personnel are available to men's and women's sports on an equivalent basis. The scheduling and quality of conditioning facilities for men and women are equitable. Athletic trainers are assigned to practices and games on the same basis for both men's and women's sports. The same health, accident and injury insurance coverage is applied to both men and women student-athletes.

In 2005 a full time assistant athletic trainer was hired. In 2006 the budget for GAs/interns was increased by \$2,500. In 2007, a full time assistant athletic trainer was hired. Also in 2008 there is a plan to add a full time assistant strength and conditioning coach. The new women's soccer/tennis complex, scheduled for completion in July 2008 will include a satellite training room.

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

Overall availability of sports medicine and strength and conditioning personnel needs to be increased to ensure adequate coverage for all sports including women's sports.

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

Plans include increasing the total FTE in the area of sports medicine and increasing the available budget for GAs/interns. There is a plan to hire an assistant strength and conditioning coach and develop coverage and assignment plans in the area of sports medicine and strength and conditioning.

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

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

Murray State University has an ongoing commitment to gender equity. The Athletics Department hired Lamar Daniel, a nationally recognized consultant on gender equity and Title IX compliance who conducted a thorough review of gender equity and Title IX compliance in 2005. Mr. Daniel will conduct a follow up review in 2008. Mr. Daniel's review included a thorough assessment of all the topics covered in the NCAA self-study. The Athletics Director discussed the report with the President and keeps him apprised, on a regular basis, of progress and needs related to gender equity.

The Athletics Director and senior athletic administration (Associate Athletics Director for Internal Operations, Assistant Athletics Director for Compliance, and Senior Woman Administrator) review gender equity issues in an ongoing manner. It is a responsibility of the Senior Woman Administrator to monitor gender equity issues and report them to the Athletics Director and discuss them with senior athletic administration. The Student-Athlete Advisory Council (SAAC) also brings issues relating to gender equity that arise in their discussions to senior athletic administration. The Intercollegiate Athletics Council reviews gender equity issues when they are brought before this body.

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

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Per Title IX review, no issues were identified with housing. No issues were identified during pre-season practices, winter or spring breaks, or during the summer.

Housing and dining arrangements generally provide the same opportunities for men and women student-athletes, except for the lack of pre and post game meals for women's volleyball.

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

No disparities were found regarding housing and dining facilities and services.

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

Compliant

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

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

Murray State University has an ongoing commitment to gender equity. The Athletics Department hired Lamar Daniel, a nationally recognized consultant on gender equity and Title IX compliance who conducted a thorough review of gender equity and Title IX compliance in 2005. Mr. Daniel will conduct a follow up review in 2008. Mr. Daniel's review included a thorough assessment of all the topics covered in the NCAA self-study. The Athletics Director discussed the report with the President and keeps him apprised, on a regular basis, of progress and needs related to gender equity.

The Athletics Director and senior athletic administration (Associate Athletics Director for Internal Operations, Assistant Athletics Director for Compliance, and Senior Woman Administrator) review gender equity issues in an ongoing manner. It is a responsibility of the Senior Woman Administrator to monitor gender equity issues and report them to the Athletics Director and discuss them with senior athletic administration. The Student-Athlete Advisory Council (SAAC) also brings issues relating to gender equity that arise in their discussions to senior athletic administration. The Intercollegiate Athletics Council reviews gender equity issues when they are brought before this body.

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

Publicity and marketing of women's sports has been significantly enhanced since the first cycle review, including the following:

- Realignment of duties of Athletics publicity and marketing staff to more equitably serve women's sports
- Increased advertising added that was specific to women's contests.
- Increased exposure to women's sports on radio, television, and at press conferences
- Live streaming of women's basketball games available on www.OVCsports.com
- Started a weekly television coaches show on local NBC affiliate during basketball season
- Enhancement of web site to be more inclusive of women's sports
- More active promotion of women's sports through various events including co-sponsoring National Girls and Women's Sports Day with the Women's Center on campus
- Recognizing women student-athletes by establishing the Margaret Simmons Women Female Athlete of the Year Award
- Staff have more actively promoted recognition of women student-athletes by making nominations for national recognition including: Coca Cola Community All-American, NCAA Woman of the Year, Wilma Rudolph Achievement Award, etc.

In 2006 the following occurred: a) a new website was designed and implemented that allowed for four top stories at any given time providing enhanced ability to highlight women's sports; b) schedule cards, magnets, & posters were produced for women's volleyball and soccer for the first time; c) a timeline for

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completion of all media guides prior to start of seasons was enacted; d) new women's basketball ticket stock was ordered comparable to the men's program.

In 2007 an annual marketing calendar that included all marketing initiatives department-wide was adopted. In 2007 more coaches of women's sports began to be regularly invited to special events such as Racer Club, Hall of Fame, radio shows, All Coaches Dinner, etc.

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

The 2005 Title IX review included the following recommendations: a) improve internet coverage for women's sports; b) develop timetable to ensure media guides for all sports are completed prior to start of seasons; c) increase appearances for women's coaches at special events; d) add posters, magnets, & schedule cards for women's sports; e) develop coverage assignment plans in sports information; f) develop an annual marketing calendar; and g) redesign men's basketball tickets to provide exposure for women's basketball.

All these Title IX items have been addressed prior to this self-study.

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

Compliant

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

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

Murray State University has an ongoing commitment to gender equity. The Athletics Department hired Lamar Daniel, a nationally recognized consultant on gender equity and Title IX compliance who conducted a thorough review of gender equity and Title IX compliance in 2005. Mr. Daniel will conduct a follow up review in 2008. Mr. Daniel's review included a thorough assessment of all the topics covered in the NCAA self-study. The Athletics Director discussed the report with the President and keeps him apprised, on a regular basis, of progress and needs related to gender equity.

The Athletics Director and senior athletic administration (Associate Athletics Director for Internal Operations, Assistant Athletics Director for Compliance, and Senior Woman Administrator) review gender equity issues in an ongoing manner. It is a responsibility of the Senior Woman Administrator to monitor gender equity issues and report them to the Athletics Director and discuss them with senior athletic administration. The Student-Athlete Advisory Council (SAAC) also brings issues relating to gender equity that arise in their discussions to senior athletic administration. The Intercollegiate Athletics Council reviews gender equity issues when they are brought before this body.

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

Continuing efforts have been made to upgrade office space. Following the first-cycle report, all coaching offices were assessed for equity and new office space was renovated and offices reassigned to provide more equitable space for women coaches. Funding has been approved to renovate an additional office suite which will house coaches of women's sports. In 2007 new office furniture and computers were purchased for all offices.

Administrative assistants are assigned to support more than one sport and may have responsibilities for both men's and women's sports.

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

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Per Title IX Report, support services are provided equitably for both men's and women's sports.

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

Compliant

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

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

Murray State University has an ongoing commitment to gender equity. The Athletics Department hired Lamar Daniel, a nationally recognized consultant on gender equity and Title IX compliance who conducted a thorough review of gender equity and Title IX compliance in 2005. Mr. Daniel will conduct a follow up review in 2008. Mr. Daniel's review included a thorough assessment of all the topics covered in the NCAA self-study. The Athletics Director discussed the report with the President and keeps him apprised, on a regular basis, of progress and needs related to gender equity.

The Athletics Director and senior athletic administration (Associate Athletics Director for Internal Operations, Assistant Athletics Director for Compliance, and Senior Woman Administrator) review gender equity issues in an ongoing manner. It is a responsibility of the Senior Woman Administrator to monitor gender equity issues and report them to the Athletics Director and discuss them with senior athletic administration. The Student-Athlete Advisory Council (SAAC) also brings issues relating to gender equity that arise in their discussions to senior athletic administration. The Intercollegiate Athletics Council reviews gender equity issues when they are brought before this body.

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

Per EADA Report, recruiting expenditures have decreased slightly for both male and female sports although this trend is not indicative of a coach's ability to recruit effectively or a de-emphasis on the commitment to recruiting. Although expenditures have decreased, available budgets for women's sports have increased for women's sport and men's sports have been maintained to ensure the ability to recruit quality student-athletes.

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

Prior to the time that the self-study commenced and as is noted in the Title IX review, a disparity in opportunity to recruit was found when comparing men's and women's programs. All women coaches were not provided cell phones nor car allowances. The recruiting budget for women's basketball was not on parity with the men's basketball program. As a result, in 2006 cell phones were provided to all head coaches and monthly car allowances were provided to the following women's coaches: women's basketball (3), golf, tennis, volleyball, and soccer. In 2007 the women's basketball recruiting budget was increased by \$10,000.

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

The plan for improvement includes provisions to continue to address any disparity between men's and women's recruiting budgets by planned incremental increases in women's resources. An annual review of all women's recruiting budgets has been initiated to ensure adequate opportunities to recruit.

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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.

1. Athletic Scholarships.

Issue: Women's sports teams are deficient in the number of scholarships annually awarded when compared to men's teams.

Goals: All women's varsity sports at Murray State will be fully funded according to current NCAA maximums, the award ratios reversed and in line with participation rates.

Step 1: Increase scholarships for women's track, soccer, and softball.

Individuals Responsible: President, Vice President for Finance and Administrative Affairs, Director of Athletics
Timetable: 2008

Step 2: Increase scholarships for women's softball.

Individuals Responsible: President, Vice President for Finance and Administrative Affairs, Director of Athletics
Timetable: 2009

Step 3: Increase scholarships in women's softball and women's equestrian

Individuals Responsible: President, Vice President for Finance and Administrative Affairs, Director of Athletics
Timetable: 2011

Step 4: Increase summer school and 5th year aid

Individuals Responsible: Director of Athletics
Timetable: 2010-2013

Step 5: Approve summer school and 5th year aid according to applicable policies

Individuals Responsible: President, Vice President for Finance & Administrative Affairs, Director of Athletics, Associate Athletics Director for Internal Operations, and the Assistant Athletics Director for Compliance

Timetable: Annually

Step 6: Review the total awards for each sport to ensure progress is made in distributing aid among women's sports.

Individuals Responsible are: President, Vice President for Finance & Administrative Affairs, Director of Athletics, Associate Athletics Director for Internal Operations, and the Assistant Athletics Director for Compliance

Timetable: Biannually

Step 7: Increase summer school and 5th year aid

Individuals Responsible: President, Athletics Director, Vice President for Finance & Administrative Services
Timetable: 2009-2013

2. Accommodation of Interest & Abilities

Issue 1: Participation ratio is not proportional for women's athletic teams as compared to men's athletic teams.

Goal: Achieve near proportionality with the undergraduate enrollment ratio by the year 2011-12

Step 1: Add women's softball

Persons Responsible: Athletics Director, Assistant Athletics Director for Internal Operations

Timetable: 2008: Secure facility, office space, and locker room space. Notify the conference of intent to add softball.

2009: Implement initial budget for softball. Hire head coach and assistant coach. First year of competition.

Step 2: Manage rosters and set roster size goals to achieve optimal participation ratios.

Persons Responsible: Director of Athletics and Associate Athletic Director for Internal Operations

Timetable: 2008-2013

3. Equipment & Supplies

Issue: Disparities exist between equipment and supply resources for women's sports as compared to men's sports.

Goals: Increase equipment and supply resources for women's sports.

Step 1: Provide budget increases in women's sports to support increase in equipment and supplies.

Persons Responsible: Vice President for Finance & Administrative Affairs, Director of Athletics

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Timetable: 2008-2013

Step 2: Provide additional outdoor storage space for field equipment for women's track and field.

Persons Responsible: Athletics Director, Vice President for Finance & Administrative Affairs

Timetable: 2010

Step 3: Construct new tennis/soccer complex to provide additional equipment space and laundry facilities for women's soccer and tennis.

Persons Responsible: Athletics Director, Vice President for Finance & Administrative Affairs

Timetable: 2008

4. Scheduling of Games & Practice Times

No deficiencies identified. Will monitor for continued equitable practices.

5. Travel & Per Diem Allowance

No deficiencies identified. Will monitor for continued equitable practices.

6. Tutors

No issues identified in this program area.

Goal: Continue to monitor availability of tutors among all sports.

Step 1: Review availability and quality of tutors, paid and unpaid

Person Responsible: Associate Athletics Director for Internal Operations

Timetable: Annually

Step 2: Monitor the equitable availability of tutors for all sports and genders.

Person Responsible: Associate Athletics Director for Internal Operations

Timetable: Annually

7. Coaches

Issue 1: Availability of coaches in women's sports is not equitable when compared to men's sports.

Goal: Increase the total FTE for women's sport.

Step 1: Hire additional assistant coaches for track, soccer, and rowing.

Persons responsible: Director of Athletics and Head Coaches

Timetable: Full-time assistant coaches were hired for women's soccer, track, and rowing in July 2007

Issue 2: Some women coaches salaries need to be increased

Goal: Increase women coaches salaries as needed

Steps 1: Through annual budget processes review women coaches salaries for competitive equity and make adjustments whenever possible.

Timetable: Annually

8. Locker Rooms, Practice, & Competitive Facilities

Issue: Per Title IX review practice and competition facilities are equitable between men's and women's sports. Some renovations and/or upgrades were suggested as part of the review

Goal 1: Maintain up-to-date facility status and renovation plan addressing needs for women's sports as part of an ongoing process.

Step 1: Conduct an annual internal review of all facilities.

Persons Responsible: Associate Vice President for Facilities Management, Director of Athletics, Assistant Athletic Director for Facilities

Timetable: Annually

Step 2: Construct soccer/tennis facility including locker room complex.

Persons Responsible: Athletics Director. Director of Facilities Management

Timetable: 2008

Step 3: Complete a new office suite for women's coaches, primarily soccer and softball.

Persons Responsible: Athletics Director and Director of Facilities Management

Timetable: 2008

Step 4: Purchase electronic targets for women's rifle team.

Person Responsible: Athletics Director

Timetable: 2008

Step 5: Make upgrades to softball facility upgrades.

Persons Responsible: Athletics Director. Director of Facilities Management

Timetable: 2009

Step 6: Continue capital campaign initiatives that will address, locker rooms and competitive facilities for all sports.

Person Responsible: Athletics Director

Timetable: 2008-2013

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Goal 2: Work directly with facilities management office to maintain facilities in acceptable condition.

Step 1: Annual meetings with facilities management staff regarding athletic facility needs. Address facility upgrades in a timely fashion as funding allows.

Persons Responsible: Associate Vice President for Facilities Management, Director of Athletics, Assistant Athletics Director for Facilities

Timetable: Annually

9. Medical & Training Facilities and Services

Issue: Overall availability of sports medicine and strength & conditioning personnel needs to be increased to ensure adequate coverage for all sports, including women's sports.

Goal: Provide consistent athletics strength training and sports medicine services for all sports programs regardless of gender.

Step 1: Add one GA in sports medicine

Persons Responsible: Director of Athletics, Associate Athletics Director for Internal Operations, Head Trainer, Head Strength Coach

Timetable: 2010

Step 2: Hire an additional full-time assistant strength and conditioning coach.

Persons Responsible: Director of Athletics, Associate Athletics Director of Internal Operations, Head Trainer, and Head Strength Coach

Timetable: 2008

Step 3: Develop coverage and assignment plans in the area of sports medicine and strength and conditioning.

Persons Responsible: Director of Athletics, Associate Athletics Director of Internal Operations, Head Trainer, and Head Strength Coach

Timetable: 2009

Step 4: Hire additional full-time trainer

Persons Responsible: Director of Athletics; Associate Athletics Director for Internal Operations; Head Trainer

Timetable: 2009

10. Housing & Dining Facilities and Services

Per Title IX review no issues were identified with housing and dining facilities and services except that volleyball was not provided with a pre and post game meal allowance.

Step 1: Provide VB with a pre and post game meal allowance.

Persons Responsible: Director of Athletics; Business Manager

Timetable: 2008

11. Publicity

Issues: Per the 2005 Title IX review, specific aspects of publicity need to be enhanced for women's sports to be consistent with marketing and promotional activities department-wide.

Goal: Continue to enhance marketing initiatives for women's sports.

Step 1: General increase in marketing budget to ensure adequate coverage of women's sports including softball.

Persons Responsible: President, Athletics Director, Vice President for Finance & Administrative Services

Timetable: 2010

Step 2: Maintain annual marketing calendar for all sports, including women's sports.

Persons Responsible: Director of Athletics; Associate Athletics Director for External Affairs; Director of Marketing and Promotions

Timetable: Annually

12. Support Services

Issue: Per Title IX report no issues were identified, however there is a commitment to continue to maintain equitable support services for all sports.

Goal: Provide equitable support services for all sports

Step 1: Annual review of support Services

Persons Responsible: Athletics Director, Associate Athletics Director for Internal Operations

Timetable: Annually

13. Recruiting Student-Athletes

Issue: Prior to Title IX review a disparity in the opportunity to recruit was cited when comparing women's teams to men's teams and progress has been made. The focus now is to continue to monitor equity in recruitment opportunities for women's sports.

Goal: Provide equal opportunities to recruit student-athletes among men's and women's sports.

Step 1: Maintain current numbers of women's coaches

Persons Responsible: Athletics Director

Timetable: Annually

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Step 2: Annually review recruiting budgets for women's sports to ensure equitable opportunities.

Persons Responsible: Director of Athletics, Associate Athletics Director of Internal Operations, and Athletics Business Manager

Timetable: Annually

Step 3: Enhance women's recruiting budgets

Persons Responsible: Director of Athletics, Associate Athletics Director of Internal Operations, and Athletics Business Manager

Timetable:

2008-2013

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

Murray State University has an ongoing commitment to gender equity. The Athletics Department hired Lamar Daniel, a nationally recognized consultant on gender equity and Title IX compliance who conducted a thorough review of gender equity and Title IX compliance in 2005. The University continues to retain Mr. Daniel as a consultant to provide ongoing analysis of the Gender Equity Plan and Title IX compliance. Mr. Daniel is scheduled to do a follow-up review in 2008.

Mr Daniel's analyses has been thorough. His analyses looked at all aspects of compliance related to gender equity. His review included private interviews with head coaches, student-athletes, University administrators. Mr. Daniel's reports, that include recommendations for improvement, were provided to the Athletics Director who advises the University President regarding athletics affairs.

The President has reviewed and approved the plan for addressing gender-equity. He keeps the Board of Regents apprised of gender equity issues relating to athletics. Mr. Daniel's reports have been reviewed and used by he Equity subcommittee in the self-study review and in Murray State's formulation of its plan for improvement.

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

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

Evaluation

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

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Plan Date Range: 2008-09 thru 2012-13

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Athletics Scholarships.	Women's sport's teams are deficient in the number of scholarships annually awarded when compared to men's teams.	All women's varsity sports at Murray State will be fully funded according to current NCAA maximums, the award ratios reversed and in line with participation rates.	Increase scholarships for women's track, soccer, and softball.	President, Vice President for Finance and Administrative Affairs, Director of Athletics	2008
			Increase scholarships for women's softball	President, Vice President for Finance and Administrative Affairs, Director of Athletics	2009
			Increase scholarships for softball and women's equestrian.	President, Vice President for Finance and Administrative Affairs, Director of Athletics	2011
			Review the total awards for each sport to ensure progress is made in distributing aid among women's sports.	Individuals Responsible are: President, Vice President for Finance & Administrative Affairs, Director of Athletics, Associate Athletics Director for Internal Operations, and the Assistant Athletics Director for Compliance	Biannually
			Increase summer school and 5th year aid	President, Athletics Director, Vice President for Finance & Administrative Services	2010-2013
			Review the total awards for each sport to ensure progress is made in distributing aid among women's sports.	President, Vice President for Finance and Administrative Affairs, Director of Athletics; Associate Athletics Director for Internal Operations; and Assistant Athletics Director for Compliance	Bi-annually

Equity and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
			Approve summer school and 5th year aid according to applicable policies.	President, Vice President for Finance & Administrative Affairs, Director of Athletics, Associate Athletics Director for Internal Operations, and the Assistant Athletics Director.	Annually
Accommodation of Interests and Abilities.	Participation ratio is not proportional for women's athletic teams compared to men's athletics teams. Increase the ratio of participation on women's teams. Begin roster management for men's teams.	Achieve proportionality with the undergraduate enrollment ratio by the year 2011-12	Add women's softball	Athletics Director, Assistant Athletics Director for Internal Operations	2008: Secure facility, office space, and locker room space. Notify the conference of intent to add softball. 2009: Implement initial budget for softball. Hire head coach and assistant coach. First year of competition.
			Manage rosters and set roster size goals to achieve optimal participation ratios.	Director of Athletics and Associate Athletic Director for Internal Operations	2008-2013
Equipment and supplies.	Disparities exist between equipment and supply resources for women's sports as compared to men's sports.	Increase equipment and supply resources for women's sports.	Increases in women's sports budgets to meet equipment and supply needs.	Vice President for Finance & Administrative Affairs, Director of Athletics	2008-2013
			Provide additional outdoor storage space for field equipment for women's track and field.	Athletics Director, Vice President for Finance & Administrative Affairs	2010

Equity and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
			Construct new tennis/soccer complex to provide additional equipment space and laundry facilities for women's soccer and tennis.	Athletics Director, Vice President for Finance & Administrative Affairs	2008
Scheduling of Games and Practice Times.	No issues were identified within this program area.	Continue to monitor scheduling of games and practice times to ensure equitable opportunities for women's sports.	Annual review of scheduling and practice times	Assocaite Athletic Director for Internal Operations; Assistant Athletic Director for Compliance	Annually
Travel and Per Diem Allowance	No issues were identified within this program area.	Although some disparity existed in the past, hotel accomodations and per diem provided are currently equitable between men's and women's sports. Continue to monitor annually.	Annual review of travel and per diem allowance.	Athletics Director; Business Manager	Annually
Tutors.	No issues were identified within this program area.	Continue to monitor equitable availability of tutors to all sports and assess the quality of the tutoring program.	Review availability and quality of tutors paid and volunteer.	Associate Athletics Director for Internal Operations.	Annually
			Monitor the equitable availability of tutors for all sports and genders.	Associate Athletics Director for Internal Operations	Annually
Coaches.	Availability of coaches in women's sports is not equitable when compared to men's sports. Some women coaches salaries need to be increased.	Increase total FTE for women's sports.	Hire additional assistant coaches for women's track and soccer.	Director of Athletics, Head Coaches	Full time assistant coaches were hired in women's soccer, track, and rowing in 2007.

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Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
		Increase women coaches salaries as needed.	Through annual budget processes review women coaches salaries for competitive equity and make adjustments whenever possible.	Athletics Director	Annually
Locker Rooms, Practice and Competitive Facilities.	Per Title IX review, practice and competition facilities do not represent a disparity between men's and women's sports, however some renovations and/or upgrades were suggested and are reflected in the goals.	Maintain up-to-date facility status and renovation plan addressing needs for women's sports as part of an ongoing process.	Conduct an annual internal review of all facilities.	Associate Vice President for Facilities Management, Director of Athletics, Assistant Athletic Director for Facilities	Annually
			Construct soccer/tennis facility including locker room complex.	Athletics Director. Director of Facilities Management	2008
			Complete a new office suite for women's coaches, primarily for soccer and softball.	Athletics Director and Director of Facilities Management	2008
			Purchase electronic targets for women's rifle team.	Athletics Director	2008
			Make upgrades to softball facility.	Athletics Director and Director of Facilities Management	2009
			Upgrade women's track locker room facilities.	Athletics Director. Director of Facilities Management	2009

Equity and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
			Continue capital campaign initiatives that will address locker rooms and competitive facilities for all sports.	Athletics Director	2008-2013
		Work directly with facilities management office to maintain facilities in acceptable condition.	Annual meetings with facilities management staff regarding athletic facility needs. Address facility upgrades in a timely fashion as funding allows.	Associate Vice President for Facilities Management, Director of Athletics, Assistant Athletics Director for Facilities	Annually
Medical and Training Facilities and Services.	Overall availability of sports medicine and strength & conditioning personnel needs to be increased to ensure adequate coverage for all sports, including women's.	Provide consistent athletics strength & conditioning training and sports medicine services for all sports programs regardless of gender.	Add one GA in sports medicine.	Director of Athletics, Associate Athletics Director for Internal Operations, Head Trainer, Head Strength Coach	2010
			Hire an additional full-time assistant strength and conditioning coach.	Athletic Director, Associate Athletics Director for Internal Operations, Head Trainer, Head Strength & Conditioning Coach	2008
			Develop coverage and assignment plans in the area of sports medicine and strength and conditioning.	Director of Athletics, Associate Athletics Director for Internal Operations, Head Trainer, Head Strength Coach	2009
			Hire additional full-time trainer.	Athletics Director; Associate Athletics Director for Internal Operations; Head Trainer	2009

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Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Housing and Dining Facilities and Services	No issues were identified with housing. Per Title IX review, dining arrangements are equitable among men's and women's sports except for the lack of pre and post game meals for Women's Volleyball.	Provide Women's Volleyball with pre and post game meal allowances.	Fund volleyball budget to allow for pre and post game meals.	Athletics Director	2008
Publicity	Specific aspects of publicity need to be enhanced for women's sports to be consistent with marketing and promotional activities departmental-wide.	Continue to enhance marketing initiatives with women's sports.	General increase in marketing budget to ensure adequate coverage of women's sports including softball.	President, Athletics Director, Vice President for Finance & Administrative Services	2010
		Maintain annual marketing calendar for all sports, including women's sports.	Annual review of marketing calendar to ensure coverage for all sports.	Athletics Director; Associate Athletics Director for External Affairs; Director of Marketing and Promotions.	Annually
Support Services.	Per Title IX review no issues were identified, however there is a plan to continue to maintain equitable support services for all sports.	Provide equitable support services for all sports.	Annual review of support services	Athletics Director, Associate Athletics Director for Internal Operations	Annually
Recruitment of Student-Athletes.	Prior to Title IX review a disparity in the opportunity to recruit was cited when comparing women's teams to men's teams and progress has been made. Therefore, the focus now is to continue to monitor equity in recruitment opportunities for women's sports.	Provide equal opportunities to recruit student-athletes among men's and women's sports.	Maintain current numbers of women's coaches	Athletics Director	Annually
			Annually review recruiting budgets for women's sports to ensure equitable opportunities.	Director of Athletics, Associate Athletics Director of Internal Operations, and Athletics Business Manager	Annually

Equity and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
			Enhance women's recruiting budgets as necessary to be equitable with comparable men's sports.	Director of Athletics, Associate Athletics Director of Internal Operations, and Athletics Business Manager	2008-2013

Equity and Student-Athlete Well-Being

Operating Principle

3.2 Minority Issues

Self-Study Items

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

Peer team recommendations for additional required actions:

Recommendation No. 4: The peer-review team recommends the development of a system to provide oversight for the minority plan outside of athletics director's office.

The Director of Equal Opportunity was assigned the task of reviewing the Minority Plan annually and reporting the results to the President. However, annual reviews have not been maintained each year. Therefore, a plan for improvement is included in this self-study to ensure that reviews are conducted annually and the results are reported to the President.

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

MINORITY OPPORTUNITY PLAN

1. a) Conduct student-athlete survey... include minority issues.
b) Action taken by University: Student-Athlete Welfare Survey including minority issues were conducted following the first-cycle report. However the annual reviews were not sustained.
c) Annually
d) A Plan for Improvement is included in this self-study to ensure that student-athlete welfare surveys are conducted regularly.
2. a) Develop Student-Athlete Handbook that includes the University's nondiscrimination statement, grievance procedures and contact names of individuals on campus that address minority issues.
b) Action taken by University: Student-Athlete Handbook completed. It includes the University nondiscrimination statement, grievance procedures and contact names of individuals on campus who can address minority issues. The Handbook is reviewed and updated as needed on an annual basis.
c) 1999
3. a) Continue to contact Historically Black Colleges/Universities and Historically Black Athletics Conferences, when vacancies in Athletics occur.

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b) Action taken by University: When vacancies occur Historically Black Colleges/Universities and Historically Black Athletics Conferences are contacted. The Athletics Department holds membership in the Black Coaches Association.

c) As vacancies arise

4. a) Continue to adhere to Murray State University's Affirmative Action Plan and the Kentucky Plan on Equal Opportunities.

b) Action taken by University: The Athletics Department continues to adhere to the Murray State University Affirmative Action Plan and the Kentucky Plan on Equal Opportunities.

c) Ongoing each year

5. a) Continue to develop initiatives to take proactive steps to recruit and retain a diverse student body

b) Action taken by University: The Athletics Department, along with the University, continues to develop initiatives that result in proactive steps to recruit and retain a diverse student body.

c) Ongoing each year

6. a) Conduct periodic informational sessions with student-athletes, primarily focused on first year freshmen

b) Action taken by University: Athletics Department student-athlete orientations occur annually for both new and returning students. Freshmen have additional informational sessions as part of the freshman orientation courses. There is a freshman orientation course set aside specifically for student-athletes, to ensure that minority, gender, and other student welfare issues are covered. In addition the Murray State University Director of African-American Student Services and Ethnic Programs provides periodic information sessions.

c) Ongoing each year

7. a) Monitor and evaluate progress toward the implementation of the Minority Opportunity Plan and report findings to President

b) Action taken by University: The Director of the Office of Equal Opportunity monitored and evaluated the Minority Opportunity Plan and reported findings to the President. However, this review has not been sustained on an annual basis.

c) Ongoing annually

d) Because the review of the Minority Opportunity Plan has not been sustained on an annual basis, a plan for improvement is included in this self-study that ensures an annual evaluation.

8. a) Conduct student-athlete survey including minority issues

b) Action taken by University: student-athlete surveys including minority issues have been administered. However these surveys have not been sustained annually since the first-cycle visit.

c) Annually

d) Because student-athlete surveys have not been sustained on an annual basis, a plan for improvement is included in this self-study that ensures an annual evaluation.

9. a) Conduct exit interviews including evaluations of minority and gender issues.

b) Action taken by University: Exit interviews were conducted, but were not sustained annually.

c) Annually

d) Because student-athlete exit interviews have not been sustained on an annual basis, a plan for improvement is included in this self-study that ensures an annual evaluation.

10. a) advertise open positions regularly with the Black Coaches Association

b) Action taken by University: As openings arise, positions are advertised with the Black Coaches Association.

c) As openings arise

11. a) Continue strategic initiative designed to educate minority student-athletes about career related services and employment opportunities.

b) Action taken by University: The Office of African-American Student Services and Ethnic Programs, the Associate Athletics Director for Internal Operations, and the Office of Career Services provide information to minority student-athletes about career related services and employment opportunities. The Athletics Department's CHAMPS/Life Skills program provides career information, education and guidance.

c) Ongoing each year

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.

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Since the first cycle certification decision, Murray State University has had two campus visits from representatives from the Office of Civil Rights (OCR) and the Committee on Equal Opportunities (CEO). These visits occurred in Spring 2000 and Fall 2003. The purpose of these visits were to monitor Murray State University's progress towards full implementation of the Kentucky Plan on Equal Opportunities, developed in 1997. The results of these visits indicate that the University has strengthened its program to identify promising faculty and staff for more intensive training and education. The University has also shown success in maintaining representation of African Americans at the executive, administrative, and managerial levels. Murray State continues to adhere to its Affirmative Action Plan and the Kentucky Plan for Equal Opportunities.

Since the first-cycle visit there has been continual progress in achieving goals in the first-cycle Minority Plan. The Department of Athletics has an ongoing commitment to supporting minority equity among both staff and student-athletes. This includes working closely with the Office of the Vice President for Student Affairs to expand the social and academic resources available to minority student-athletes. The Athletics Department has also shared information with coaches about the perceptions of minority student-athletes regarding: 1) social interaction or entertainment opportunities in the Murray community, 2) desire for more communication with coaches about their broader student life experiences, and 3) some feelings of isolation on campus and in the community. Athletic administrators have encouraged coaches to have greater involvement in the lives of minority student-athletes.

A minority staff member was hired as a second academic counselor. Minority student-athlete representation on the Student-Athlete Advisory Council (SAAC) has increased. A CHAMPS/Life Skills program was initiated and it is now a fully certified NCAA program. It includes seminars that directly relate to minority issues.

The Department of Athletics mission statement has been updated and addresses minority issues. Minority student-athletes have been nominated for various NCAA and Ohio Valley Conference recognitions and scholarships. Two student-athletes have been selected and attended the Minority Leadership Institute for each of the past three summers. Coaches are sensitive to minority issues and encourage and support minority student-athletes.

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.

Murray State University has support services in place to monitor and address all minority students, staff, and faculty welfare including student-athletes and Athletics Department staff. This supports the strongly-held principle governing the campus that promotes respect for diversity, appreciation of differences, and multiculturalism. This principle is emphasized in the University Non-Discrimination Policy, Characteristics of the Murray State Graduate, the Policy Statement on Intolerance, and Racial Harassment Policy.

The Office of Student Affairs, the Office of Judicial Affairs, the Office of African-American Student Services and Ethnic Programs, the Institute for International Studies, the Department of Human Resources, and the Office of Equal Opportunity all monitor principles of fairness and support student, staff, and faculty welfare.

All students are informed of services available to them during Summer Orientation, Great Beginnings (pre-school orientation), residential college meetings, and in their Freshman Orientation classes. Information or services provided are available in printed material from the individual departments, departmental websites, and in the Student Life Handbook.

All new first-year students are divided into small groups of fifteen to twenty students with an upper-class student trained to be their First-Year Leader. The First-Year Leader serves as a peer mentor throughout the first semester. The First-Year Leader's responsibility is to assist his/her students with their adjustment to college and their general welfare.

Staff in the Office of Student Affairs coordinates a comprehensive student retention program. There is a member of the Athletics staff included on the University Retention Committee that is administered from the Office of Retention in the Office of Student Affairs. This is a systematic, hands-on intervention program that involves faculty, staff, and parents. The goal of the program is to early-identify issues that are affecting students' mental health and academic adjustment to college. The staff in the office serve as advocates for all students, and the office is known as the place for students to go if they have concerns or issues on campus.

African-American Student Services and Ethnic Programs focuses on addressing the needs of students of color. The goal is to assist minority students with their adjustment to college life and academic success. This office coordinates the Marvin Mills Multicultural Center, which sponsors educational, cultural, and social programs/workshops on campus. A major emphasis is making the campus a comfortable and welcoming environment for African-American

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students. The office staff spend significant time advising students, discussing concerns and issues, dealing with retention issues, and promoting academic excellence.

The Office of Judicial Affairs serves as the student discipline office on campus. The office is responsible for monitoring student rights, coordinating the campus disciplinary proceedings, and advising the University Judicial Board. The office monitors student life policies and advises students who feel their rights and welfare have been violated.

The Institute for International Studies assists international students with adjusting to life at Murray State University. The office provides orientation sessions, assistance in immigration matters, help with personal concerns, and refers students to other departments or agencies as necessary.

The Department of Human Resources is responsible for the orientation of new faculty and staff regarding benefits, and other employment policies and procedures. The office assists faculty with retirement, health insurance, and other employment benefits.

The Office of Equal Opportunity ensures that all faculty and staff and students are treated fairly and equitably. Concerns of harassment, discrimination, fairness, or mistreatment are directed to this office. All concerns are thoroughly investigated and appropriate action taken.

All of the departments described above work closely with the Athletics Department to provide support and assistance to individual student-athletes and Athletics Department staff. Contact is typically coordinated through the Associate Athletics Director for Internal Operations, the Senior Woman Administrator or directly by the student-athlete or staff member. In addition individual team coaches routinely make direct contact with these offices for programming requests, student referrals, or general assistance.

The Student-Athlete Advisory Council and the Intercollegiate Athletics Council also monitor matters concerning minority issues. The purposes of the Student Athletic Advisory Council (SAAC) are to enhance communication and increase cooperation among all persons involved in the University's Intercollegiate Athletics program as well as promote and maintain individual rights and welfare of student-athletes. Feedback is given to the Council on issues presented and actions taken to address concerns. Each month's Council agenda is shared with the Athletic Director.

The Intercollegiate Athletics Council's purpose is to facilitate orderly and periodic communication among university administrators, faculty, staff, students, and off-campus constituencies, such as alumni, who are interested in the intercollegiate athletics program. It provides a forum for suggesting improvements, expressing concerns, and serves in an advisory capacity to University administrators, with responsibility for the intercollegiate athletics program. It provides another avenue to ensure that matters concerning student-athletes and Athletic Department staff welfare are monitored, evaluated, and addressed on a continuing basis.

Another avenue for monitoring student-athlete welfare takes place at the team level by each individual head coach, assistant coaches, and support staff. The coaching staff is made aware of support and referral services available on campus and within the Athletic Department. Many specific issues and concerns are appropriately addressed at the team level.

In addition, the Student-Athlete Exit Interview and Well-Being Survey include questions dealing with minority issues and treatment. Information obtained from these surveys and interviews is used to address concerns and take needed action.

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

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The State of Kentucky has less than 10% minorities (based on the 2006 U.S. Census estimates). For this reason, the University's Affirmative Action Plan requires national or regional searches for nearly all professional position vacancies. The Murray State University Athletics Department is a member of the Black Coaches Association, both collectively and as individuals. Recruiting minority coaches and staff has remained a challenge for both the University and the Athletics Department. An exception is in the category of head and assistant coaches, where there has been somewhat more success. In the 2007-2008 academic year (not reflected in the chart), there was one minority head coach out of 13 total (not including the cheerleading coach and the dance team coach), and eight minority assistant coaches out of 26 total. This is 23.1% of the total coaching staff, which is more than double the percentage of minorities reflected in the population as a whole.

As noted, the chart indicates that there have been some advances in minority representation in part-time assistant coaches and other advisory or policy-making group members, as well as the addition of one minority on the professional Athletics Department staff. The numbers in the remaining areas have remained somewhat constant.

In the category of senior administrative staff there were no minorities. When the last administrative opening occurred a minority candidate was interviewed and offered the position. This person turned down the offer. As administrative openings occur, the search committees will continue to seek out and include qualified minority candidates.

The Department of Athletics has an ongoing commitment to seeking out minority coaches and staff members and follows all of the University nondiscrimination policies as well as the procedures of the Office of Equal Opportunity in all searches. Hiring minority coaches and staff remains an ongoing challenge. Minority coaches and staff have been offered positions and have declined acceptance. As positions become open, the Athletics Department continues to seek out qualified candidates for all positions and makes every effort to include minority candidates in the interview processes.

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

The Department of Athletics has a strong record of inclusion of minorities in its programs. For example in the most recent year reported on the chart, 10% of the entire student body was nonwhite, while 35% of the student-athletes on aid, were minority. In regard to African-Americans, the data for the most recent year of the chart reports 5% of the total student body were Black, while 29% of the student-athletes on aid were Black.

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

On the chart, women's other sports are golf, tennis, soccer, rifle, rowing and volleyball. The men's other sports and mixed sports are rifle, tennis, and golf.

All sports on the chart have been varsity level for three years. Men's Track & Field was discontinued in 2006.

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

Equity and Student-Athlete Well-Being

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

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

Mission statements, equal opportunity policies, and operating procedures of the University as a whole, as well as the Department of Athletics, were reviewed by the self-study committee. The committee sought information and clarification from a wide variety of University employees and Athletics Department staff. The self-study committee also reviewed the Kentucky Plan on Equal Opportunities, and the two reports from the Committee on Equal Opportunities (CEO).

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

Murray State University complies with a clearly stated, Board of Regents approved equal opportunity policy. This policy is widely distributed online and in written publications. The Office of Equal Opportunity is charged with insuring compliance with the University equal opportunity policies and procedures, approved by the Board of Regents, in all areas of the institution including the Department of Athletics. The Athletics Department complies with the University's Affirmative Action Policy and Nondiscrimination Policy. Both are posted on the Office of Equal Opportunity website. (<http://www.murraystate.edu/indir/hr/eeo/index.htm>)

The mission statements for both the University and the Athletics Department reflect a strong commitment to support for minorities. The University also has an Affirmative Action Plan (see text of plan following this paragraph) approved by the President and the Board of Regents. Periodic written reports are issued on progress in implementation of the plan. The Affirmative Action Plan as required of all federal contractors and grantees. This plan, which must also be approved by the President, sets goals for employee hiring in all areas where women and/or minorities are underrepresented. Further, the Office of Equal Opportunity is charged with monitoring compliance with the Affirmative Action Plan in regard to the search and selection process for all employees, including coaches and athletic staff and administrators. In addition, the Department of Athletics (as a group and as individuals) is a member of the Black Coaches Association (BCA). All departmental openings are posted with the BCA.

Affirmative Action Policy

Murray State University formally declares its commitment to all laws mandating affirmative action and equal opportunity regulations, together with all valid state and federal regulations enacted pursuant thereto. The policy of Murray State University is to guarantee freedom from discrimination in its operation and administration of its programs, services, and employment practices; in its relationships with students, faculty, and staff; and in its interactions with the community which it serves.

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age or disability in employment or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities.

The policy of Affirmative Action is an on-going commitment. The policy of affirmative action is limited, in that the achievement of its objective removes the necessity of its existence. Murray State University is committed to achieving the goals that have been established and published in the Murray State University Affirmative Action Plan. It should also be known that this Affirmative Action Plan is official policy of Murray State University.

Functions in connection with the evaluation and monitoring of the Affirmative Action Program of Murray State University have been assigned to the Affirmative Action Committee by the President of the University. To this end, the Committee has access to all records and ongoing processes necessary to effectuate its responsibility. A description of the composition and specific duties of the Affirmative Action Committee can be found in the University Governance System policy.

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

The Athletics Department's commitment to support of minority student-athlete and staff success is unwavering. Many initiatives are in place, and many are complementary, at the University and Departmental levels. Although the Director of Equal Opportunity was assigned the responsibility to review progress on the Minority Opportunities Plan on an annual basis and report the results to the President, this did not occur on a sustained basis. However Athletics Department Administration did monitor the plan in an ongoing manner.

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

The first-cycle Minority Opportunities Plan called for annual review by the Director of the Office of Equal Opportunity. Although the plan has been continuously monitored and reviewed within the Athletic Department, the annual review by the Director of the Office of Equal Opportunity was not sustained. As a result a plan for improvement is included in this self-study to ensure annual review by the Director of Equal Opportunity.

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

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

Student-athlete welfare survey and student-athlete exit interview instruments, as well as program evaluations, were reviewed by the self-study committee. The self-study committee also reviewed the Kentucky Plan of Equal Opportunities, and the two reports from the Committee on Equal Opportunities (CEO). Various University employees, Athletic Department staff, and the Faculty Athletics Representative were consulted in the review.

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

Annual student-athlete welfare surveys will be conducted annually, on a sustained basis, beginning in 2008. Program evaluation forms are distributed annually by the Compliance Office to randomly selected teams during their post-season compliance meetings. The areas covered by the evaluation forms are: facilities, game and practice scheduling, road trips, athletic training, academic support, strength and conditioning, compliance, and media relations. This process identifies concerns of student-athletes from various class standings (freshmen, sophomores, junior, and seniors) that may not be identified through exit interviews.

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

Although Student-Athlete Welfare Surveys and Student-Athlete Exit Interviews were conducted following the first-cycle report, these surveys and interviews were not sustained on an annual basis.

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

The Athletics Department will reestablish policies and procedures for administration of Student-Athlete Welfare Surveys and Student-Athlete Exit Interviews.

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

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

The self-study committee reviewed organizational charts for the Athletic Department and related units within the University, as well as job descriptions for positions related to diversity programming, advising and compliance. The self-study committee consulted University personnel and Athletics Department staff with responsibilities relating to support of minorities.

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

Murray State University has several offices and staff whose primary function is compliance with equal opportunity laws and policies. Complaint procedures for students and employees are clearly specified and distributed, including student-athlete grievance policies. The Office of Equal Opportunity and the Office of Human Resources disseminate this information. Both the Director of Athletics and the Director of Equal Opportunity report directly to the President of the University. Programming for minority students is a responsibility of the Office of Student Affairs, whereas the Office of African-American Student Services and Ethnic Programs is charged with promotion and support of minority students. The Institute for International Studies supports the welfare of international students and reports to the Provost. In the Department of Athletics, the Director of the CHAMPS/Life Skills program, the Associate Athletic Director for Internal Operations, the Senior Woman Administrator and the Assistant Athletic Director for Compliance have responsibilities for promoting and supporting minority student-athletes.

The Department of Athletics supports and complies with all University diversity initiatives. There is a strong commitment within the Department to recruit student-athletes, as well as coaches and other staff to provide diversity. Diversity awareness information sessions and seminars are provided annually for coaches and staff, as well as student-athletes.

The CHAMPS/Life Skills program provides information and support regarding minority issues. Minority issues are addressed in freshman orientation and in meetings held by Associate Athletics Director for Internal Operations and Assistant Athletics Director for Compliance each semester. Minority student-athletes participate in the support organizations and services offered by the University.

The Murray State University Office of African-American Student Services and Ethnic Programs (a division of Student Affairs) has two professional employees, the Director and a Retention Specialist. In addition there are typically one or two Graduate Assistants and four or five student workers who provide support in this office. The Director and Retention Specialist participates in professional development workshops and conferences at least twice a year and are members of the Kentucky Association of Blacks in Higher Education (KABHE). Graduate assistants and student workers receive training internally and have the opportunity to attend student leadership conferences and workshops during the year. All employees meet the educational and experience requirements necessary for each position.

The Office of African-American Student Services and Ethnic Programs was established for the purpose of providing ongoing assistance and support to Murray State University's ethnic student population prior to and following enrollment. The goals of the office are to increase retention and student satisfaction, provide personalized assistance to African-American students, provide information on programs and services available to African-American students, and provide multicultural programs. The office serves as a clearing house, referral service, advocate and liaison with other units on campus as well as the community. A major component of the office is the Marvin D. Mills Multicultural Center. Programs sponsored through the Center encourage all students, faculty, and staff at Murray State University and the community of Murray to celebrate diversity and understand and appreciate differences.

Project Success is a combination of programs, workshops and monitoring designed to improve academic performance and overall retention of Murray State University's African-American population. Project Success includes peer advocates (upperclassmen) who serve as mentors to new freshmen/transfer students. Peer advocates keep in weekly contact with their mentees and inform them of programs and other information from the Office of African-American Student Services and report any potential problems to the Director or the Retention Specialist. Project Success begins with a retreat at the beginning of the fall semester. Peer advocates are required to be an active part of Black Student Council. Approximately one-

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third of all new freshman/transfer students attend the retreat; one-half of the students attend the programs/workshops provided throughout the year. African-American students attend Leadership Conferences scheduled each year. These students are members of Black Student Council, National Pan-Hellenic Council, Voices of Praise Choral Ministry, and the Office of African-American Student Services student staff. Students learn leadership skills, problem solving strategies, and explore career opportunities for the future. Approximately one-third of the membership from each organization attends these conferences with support from the African-American Student Services and Ethnic Programs Office and the Office of Student Affairs.

Math Tutoring is available throughout the semester with a concentration at midterms and finals. Tutoring is provided by a math professor and four African-American students who are strong in various areas of mathematics. Tutoring sessions are three to four hours in length and two or three days a week. A program monitor is available to assist tutors with additional materials and supplies. Publicity about tutoring programs is distributed to all African-American students through the mail. Publicity is also sent to all math instructors to announce the program to their math classes and to the Athletics Department. For midterms and finals, 18 students were tutored in the fall and 24 students were tutored in the spring (African-American Student Services and Ethnic Programs Office).

The African-American Student Services and Ethnic Programs Office sponsors men's and women's focus groups. Programs are held each semester covering issues important to African-American men and women on campus and in the workforce. A topic is chosen for discussion, and refreshments are also provided. The women's group has had speakers regarding careers, health and skin care, and empowerment. The men's group has had speakers regarding career choices, empowerment, and relationships. Attendance by students and some faculty and staff has been strong for these programs.

The Office of African-American Student Services (AASSEP) works with other offices on campus to place students in campus jobs. Students have been placed in various areas on campus to work federal work-study or university jobs through referrals from AASSEP. The office has established relationships with departments and offices on campus such as Career Services, Athletics, History and Upward Bound, Wellness Center, Curris Center, and the University Library. Through these relationships, more information has circulated regarding job opportunities. AASSEP and Career Services have created a schedule of activities, training and other services in an effort to specifically reach the African-American student population. Information regarding off-campus employment is also publicized.

Black History month is celebrated in February. There are campus programs using local and national speakers. Black Student Council is actively involved during this month. AASSEP works closely with the Lecture Chair and Multicultural Awareness Chair of the Student Government Association to sponsor speakers and programming during Black History Month. AASSEP has also developed a relationship with the History Department and the Kentucky Humanities Council in order to receive funding for programs sponsored during the month. The format for the Martin Luther King Day Celebration includes a march, a program, and a candle lighting ceremony. Last year, more than 100 people attended the MLK celebration from both the campus and community. Attendance at Black History Month programs in general averaged approximately fifty per program.

The Office of African-American Student Services & Ethnic Programs provides programs and leadership workshops for Marvin Mills Scholarship Recipients. The Marvin Mills Scholarship is awarded to students who are residents of Kentucky and show high academic performance. The scholarship is named after one of the first African-American faculty members at Murray State University. One program is a "Brown Bag Luncheon" Series that occurs once a month, when the Director has lunch with all of the Marvin Mills Scholarship recipients. The Director selects a specific topic to discuss with the scholars. The students actively participate in the discussion and share ideas and concerns. There are normally 20 to 30 students in attendance at each luncheon. Marvin Mills Scholars are required to be active members of Black Student Council. Another requirement of the scholarship is that students must attend five programs per semester sponsored by the Office of African-American Student Services and Ethnic Programs Office.

The purpose of Black Student Council is to provide a voice for African-American students to monitor issues regarding campus life and programming that affect their success on campus. The Council also sponsors programs on campus of a social, educational, developmental, and community-service nature. Peer advocates and Marvin Mills scholars, as well as other students, are active members. At every meeting there is a public forum where individuals from other organizations, departments, campus administrators, and the community may address the Council in regard to programming, concerns, or issues. The Vice President for Student Affairs, along with the Director of AASSEP attends all meetings. An average of 40 students attend each meeting.

Equity and Student-Athlete Well-Being

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

Providing education and training opportunities for diversity is an ongoing process. The Athletics Department is committed to continual efforts in this area. The Athletics Department is committed to expanding opportunities for education and training in diversity and minority student-athlete participation in Athletics representative bodies.

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

Plans include expanding opportunities for education and training in diversity. The Minority Opportunity Plan addresses the need to continue to strengthen relationships between the Department of Athletics and the Office of African American Student Services and Ethnic Programs, as well as the University and community.

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

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

The Registrar's Office and the Office of Enrollment Management were the primary sources of data regarding student enrollment and retention. Personnel from these offices, with the responsibility for gathering and reporting this information, were consulted by the self-study committee.

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

In fall 2007, the total full-time undergraduate enrollment of Murray State University was 6,979 students. The racial/ethnic breakdown of this student population is: 87.7% White, 5.8% Black, 0.9% Hispanic, 1.0% Asian, 0.4% Native American, 4.6% International/Other.

The fall 2007 student-athlete enrollment at Murray State University totaled 328 students. The racial/ethnic breakdown of this population is: 71.7% White, 23.2% Black, 0.9% Hispanic, 0.3% Asian, 0.3% Native American, 3.6% International/Other.

The percentage of minority student-athletes at Murray State University is significantly greater than the percentage of minorities in the general student population. These comparisons are even larger for Black/African-American student-athletes. Of the 405 total Black undergraduate students in fall 2007 semester, 76 (19%) were student-athletes.

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

The representation of minorities among student-athletes at Murray State University exceeds the representation of minorities among the student body as a whole as well as the representation of minorities in the state. Within Athletics, minorities are concentrated in four sports: basketball (men's and women's), women's track and field, and football. All but 15 minority student-athletes are in those four sports. The Department of Athletics recruits the best qualified student-athletes available for all sports teams and will continue these efforts in an on-going basis.

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

Equity and Student-Athlete Well-Being

The Minority Opportunity Plan calls for the sustained, aggressive recruitment of minorities in all sports and to strive to recruit those student-athletes who can succeed academically and athletically at the University.

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

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

Data on racial/ethnic breakdown of student-athletes by sport were examined. Data on scholarship dollars awarded by sport and by race/ethnicity of student-athletes were also examined by the self-study committee. University personnel charged with gathering and reporting this data were consulted.

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

Minorities are well represented on four teams: football, men's basketball, women's basketball, and women's track and field. Nearly all of these minority student-athletes are Black. The representation of Black male student-athletes far exceeds the representation of this group in the general student population.

An analysis of the distribution of athletic aid by the race/ethnicity of student-athletes demonstrates no inequities for minorities. For the student-athlete population as a whole in the most recent year studied (2006-2007), 50% of white student-athletes received aid, 93% (66 out of 71) of Black student-athletes received aid, and 80% (4 out of 5) of all Hispanic and Asian-American student-athletes received athletic aid. International students were not included in those statistics. A further breakdown revealed no inequities when gender was taken into account. All female minority student-athletes received aid, while 52% of white female student-athletes received aid.

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

It is a continuing challenge to find qualified student-athletes for the sports other than basketball, track & field, and football. The Athletics Department remains committed to recruiting the best student-athletes both academically and in sports performance.

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

Continued aggressive recruitment efforts will be sustained in sports other than basketball, football and track and field.

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

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

The self-study committee reviewed the composition and role of student-athlete organizations, including the Student-Athlete Advisory Council (SAAC) and the Intercollegiate Athletics Council (IAC). Student-athletes and University personnel associated with each of these groups were consulted.

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

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Minority student-athletes are represented on the Student-Athlete Advisory Council (SAAC), which consists of representatives from each varsity sports team. Further, the Athletics Director meets with student-athletes each semester in an open forum to obtain input. This provides an opportunity raise issues relating to minority welfare and experiences.

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

Minority student-athlete participation in governance and decision-making has increased during the past several years, however improvement is still needed in this area.

Despite continuing efforts, no minorities are currently included among senior administrative staff positions.

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

Athletics Department administrators, along with head coaches will continue to encourage minority student-athlete participation in leadership roles. This includes the Student-Athlete Advisory Council and the Intercollegiate Athletic Council, as well as other leadership opportunities outside Athletics.

As administrative openings occur search committees will continue seek out and include qualified minority candidates.

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

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

The search and selection policies and practices of Murray State University were reviewed in collaboration with the Office of Equal Opportunity. The University's Affirmative Action Plan was examined, as well as the policies of the Office of Equal Opportunity, which monitors all University searches for professional staff and faculty, including athletic coaches and staff. The racial/ethnic makeup of employee groups within the Athletics Department was examined. The self-study committee consulted with the Director of Equal Opportunity and professional staff in this office.

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

During the three-year report period, one head coach in women's track and field, two full-time assistant coaches in football, two full-time assistant coaches in women's basketball, and two full time assistant coaches in men's basketball were African-American. In addition, one assistant coach in women's volleyball is Asian. One member of the professional staff (Academic Counselor) is an African-American.

Within the Department of Athletics, all open positions are posted with the Black Coaches Association and with the Historically Black Colleges. In all searches, minority candidates are sought and, in most cases, minority candidates are included in the interview pool.

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

The Athletics Department has had some success in recruiting minorities to professional staff positions. However, the Department of Athletics and Murray State University have been less successful in retaining minority employees.

Equity and Student-Athlete Well-Being

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

The Minority Opportunities Plan provides for ongoing commitment to minority employment consistent with the Kentucky Plan on Equal Opportunity, Affirmative Action, and the Office of Equal Opportunity to ensure the most aggressive strategies are employed in order to attract qualified minority applicants. Funds were set aside at the University level to support the recruitment and retention of minority candidates in all departments.

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

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

The self-study committee reviewed the student-athlete welfare and exit interview instruments, as well as consulting with the Director of CHAMPS/Life Skills, the Vice President of Student Affairs, the Director of African-American Student Services and Ethnic Programs, and the Director of Equal Opportunity.

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

As described in part 3b of this section, the University has a wide range of services, programs, and activities that focus on minority issues and interests. They offer a broad range of activities including academic, social and cultural.

The Department of Athletics has established the CHAMPS/Life Skills Program (which has been certified by the NCAA) that includes activities focusing on minorities and diversity. In addition freshman orientation classes provide programs and information relating to minority issues.

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

Although minority student-athletes did not indicate a concern with programs offered through the Athletic Department, they did indicate some concern with certain aspects of their overall university experience.

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

The Minority Opportunity plan provides for continued emphasis on programs and activities that address the needs and issues affecting minority student-athletes.

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

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

Equity and Student-Athlete Well-Being

1. Institutional and Athletics Department Commitment.

Issue: The Minority Opportunities Plan has not been reviewed annually on a sustained basis.

Goal: Conduct Annual review of Minority Opportunity Plan by personnel outside the Athletics Department.

Step 1: The Director of Equal Opportunity will review the Minority Opportunities Plan on an annual basis and report results to the President. The Associate Athletics Director for Internal Operations will followup at the end of each year to make sure that the review and report have occurred.

Individuals responsible: Director of Equal Opportunity, Associate Athletics Director for Internal Operations

Timetable: Annually

2. Evaluation

Issue 1: The student-athlete welfare surveys and the student-athlete exit interviews have not been administered on an annual basis.

Goal 1: Administer the student-athlete welfare survey and student-athlete exit interviews on an annual basis.

Step 1: Student-athlete exit interviews will be administered by the Intercollegiate Athletics Council annually and the results reported to the Athletic Director who will disseminate the information to personnel charged with the enhancement and support for diversity and minorities.

Individuals responsible: Faculty Athletics Representative, Intercollegiate Athletics Council, Senior Woman Administrator

Timetable: Annually

3. Organization and Structure

Issue 1: Expand opportunities for education and training in diversity.

Goal 1: Increase the opportunities for education and training in diversity by working with the African American Student Support Services and Ethnic Programs, while maintaining and increasing, as appropriate, Athletic Department programs.

Step 1: Assess the opportunities for education and training in diversity within and outside the Athletics Department.

Individuals Responsible: Associate Athletics Director for Internal Operations, Senior Woman Administrator, Faculty Athletics Representative

Timetable: Annually

Step 2: Work with the African American Student Support Services and Ethnic Programs office to increase opportunities for education and training in diversity.

Individuals Responsible: Director of Athletics, Associate Athletics Director of Internal Operations, Assistant Athletics Director for Compliance, Senior Woman Administrator

Timetable: Annually

4. Enrollment

Issue: Continue to aggressively recruit a diverse student-athlete population in all sports in order to recruit those student-athletes who can succeed academically and athletically at the University.

Goal: To enroll a diverse student-athlete population.

Step 1: Continue to monitor enrollment data to assess minority representation and diversity among all student-athletes.

Individual responsible: Associate Athletics Director for Internal Operations, Athletics Director

Time Table: Annually

Step 2: Continue to recruit at high schools with significant minority populations.

Individuals responsible: coaches and assistant coaches

Time Table: Annually

5. Comparison of Populations

Issue: The highest percentage of minority student-athletes are in basketball, football and track and field.

Goal: To continue to aggressively recruit minority student-athletes in all sports.

Step 1: All coaches continue to develop strategies, within the circumstances of their specific sports, to recruit qualified minority student-athletes.

Individuals responsible: coaches and assistant coaches

Timetable: Annually

6. Participation in Governance and Decision-Making

Issue 1: Continue to support leadership roles for minority student-athletes and Athletics staff.

Goal 1: Annual assessment of minority representation in governance and decision making.

Step 1: Annually assess minority representation in governance and decision making.

Individual Responsible: Faculty Athletics Representative, Senior Woman Administrator

Time Table: Annually

Goal 2: Increase the number of minority student-athletes and minority faculty and staff on the Intercollegiate Athletics Council.

Equity and Student-Athlete Well-Being

Step 1: Ensure that there is continuing minority representation on the Intercollegiate Athletics Council.

Individuals Responsible: University President, Athletics Director, Faculty Athletics Representative

Time Table: Beginning 2009-2010 and continuing annually

Goal 3: Maintain diversity on the Student-Athlete Advisory Council.

Step 1: Ensure that there is continuous representation on the Student-Athlete Advisory Council.

Individuals Responsible: Director of the CHAMPS/Life Skills Program

Time Table: Annually

Issue 2: No minorities currently hold administrative positions in the Athletics Department

Goal 1: Continue to actively seek qualified minority candidates during the search process for administrative staff.

Step 1: Maintain employment strategies consistent with the Kentucky Plan on Equal Opportunity, Affirmative Action, and the Office of Equal Opportunity to aggressively recruit minority candidates for administrative positions.

Individuals Responsible: Athletics Director

Timetable: Annually

Step 2: Include qualified minority candidates in the interview pool for administrative staff.

Individuals Responsible: Athletics Director

Timetable: As positions come open.

7. Employment Opportunities

Issue: To maintain a diverse workforce.

Goal: To employ a staff that reflects diversity at all levels.

Step 1: Continue to follow procedures and strategies developed by the Kentucky Plan on Equal Opportunity, University Affirmative Action Plan, and procedures of the Office of Equal Opportunity to aggressively recruit minority candidates

Individual Responsible: Director of Athletics

Time Table: Annually

Step 2: Continue to develop strategies that will increase retention rates of minority staff.

Individual Responsible: Director of Athletics

Time Table: Annually

8. Programs and Activities

Issue: Continue to emphasize programs and activities that address the needs and issues of minority student-athletes.

Goal: To review and enhance programs and activities that support and encourage minority student-athletes.

Step 1: Monitor the availability and scope of programs that address the needs and issues affecting minority student-athletes at least every two years.

Individuals responsible: Director of CHAMPS/Life Skills Programs, Associate Director of Athletics for Internal Operations

Time Table: Every two years

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.

Murray State University has a strong and continuing commitment to diversity and support of minority students, faculty, and staff. In the development of the plan, a wide variety of persons were consulted, provided data and reviewed the plan. This included persons from in and outside the University and from in and outside the Department of Athletics.

The Equity and Student-Well Being subcommittee includes a diverse representation from Athletics, various University departments and colleges and a student-athlete representative. The Steering Committee, which is made up of a wide variety of constituencies and includes minority representation, carefully reviewed and edited the subcommittee report. The subcommittee consulted a wide range of constituencies both inside and outside the Athletics Department while gathering data and collecting data.

The University President reviews and approves the Minority Plan. He keeps the Board of Regents apprised of issues relating to athletics.

Equity and Student-Athlete Well-Being

Evaluation

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

Equity and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
Institutional and Athletics Department Commitment.	The Minority Opportunities Plan has not been reviewed annually on a sustained basis.	Conduct Annual review of Minority Opportunity Plan by personnel outside the Athletics Department.	The Director of Equal Opportunity will review the Minority Opportunities Plan on an annual basis and report results to the President. The Associate Athletics Director for Internal Operations will followup at the end of each year to make sure that the review and report have occurred.	Director of Equal Opportunity. Associate Athletics Director for Internal Operations.	Annually
Evaluation.	The student-athlete welfare survey and the student-athlete exit interviews have not been administered on an annual basis.	Administer the student-athlete exit interviews and student-athlete welfare survey on an annual basis.	Student-athlete exit interviews will be administered by the Intercollegiate Athletics Council annually and the results reported to the Athletic Director who will disseminate the information to personnel charged with the enhancement and support for diversity and minorities.	Faculty Athletics Representative, Intercollegiate Athletics Council, Senior Woman Administrator	Annually
			Administer the student-athlete welfare survey annually	Associate Athletic Director for Internal Operations	Annually
Organization and Structure.	Expand opportunities for education and training in diversity.	Increase the opportunities for education and training in diversity by working with the African American Student Support Services and Ethnic Programs, while maintaining and increasing, as appropriate, Athletic Department programs.	Assess the opportunities for education and training in diversity within and outside the Athletics Department.	Associate Athletics Director for Internal Operations, Senior Woman Administrator, Faculty Athletics Representative	Annually

Equity and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
			Work with the African American Student Support Services and Ethnic Programs office to increase opportunities for education and training in diversity.	Director of Athletics, Associate Director of Internal Operations, Assistant Director for Compliance, Senior Woman Administrator	Annually
Enrollment.	Continued to aggressively recruit a diverse student-athlete population in all sports in order to recruit those student-athletes who can succeed academically and athletically at the University.	To enroll a diverse student-athlete population	Continue to monitor enrollment data to assess minority representation and diversity among all student-athletes.	Associate Athletics Director for Internal Operations, Athletics Director	Annually
			Continue to recruit at high schools with significant minority populations.	Coaches and assistant coaches	Annually
Comparison of Populations.	The highest percentage of minority student-athletes in sports other than basketball, football and track and field.	To continue to aggressively recruit minority student-athletes in all sports.	All coaches continue to develop strategies, within the circumstances of their specific sports, to recruit qualified minority student-athletes.	Coaches and assistant coaches	Annually
Participation in Governance and Decision-Making.	Continue to support leadership roles for minority student-athletes and Athletics staff. Despite continued efforts, currently no minorities hold administrative positions in the Athletics Department.	Annual assessment of minority representation in governance and decision making.	Annually assess minority representation in governance and decision making.	Faculty Athletics Representative, Senior Woman Administrator	Annual
			Increase the number of minority student-athletes on the Intercollegiate Athletics Council.	President; Faculty Athletics Representative	2009-2010

Equity and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
		Increase the number of minority representation on the Intercollegiate Athletics Council.	Ensure that there is continuing minority representation on the Intercollegiate Athletics Council.	President; Faculty Athletics Representative	B e g i n n i n g 2009-2010 and c o n t i n u i n g annually
		Maintain diversity on the Student-Athlete Advisory Council.	Ensure that there is continuing representation on the Student-Athlete Advisory Council.	Director of the CHAMPS/Life Skills Program	Annually
		Continue to actively seek qualified minority candidates during the search process for administrative staff.	Maintain employment strategies consistent with the Kentucky Plan on Equal Opportunity, Affirmative Action, and the Office of Equal Opportunity to aggressively recruit minority candidates for administrative positions.	Athletics Director	Annually
			Include qualified minority candidates in the interview pool for administrative staff.	Athletics Director	As positions come open.
Employment Opportunities.	Maintain employment strategies consistent with the Kentucky Plan on Equal Opportunity, Affirmative Action, and the Office of Equal Opportunity to aggressively recruit minority candidates.	To employ a staff that reflects diversity at all levels.	Continue to follow procedures and strategies developed by the Kentucky Plan on Equal Opportunity, University Affirmative Action Plan, and procedures of the Office of Equal Opportunity to aggressively recruit minority candidates	Director of Athletics	Annually
			Continue to develop strategies that will increase retention rates of minority staff.	Director of Athletics	Annually

Equity and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
Programs and Activities.	Continue to emphasize programs and activities that address the needs and issues of minority student-athletes.	To review and enhance programs and activities that support and encourage minority student-athletes.	Monitor the availability and scope of programs that address the needs and issues affecting minority student-athletes at least every two years.	Director of CHAMPS/Life Skills Programs, Associate Director of Athletics for Internal Operations.	Every two years
			Conduct a student-athlete welfare survey and report results to all personnel charged with supporting and enhancing minority and diversity issues.	Faculty Athletics Representative	2009-2010

Equity and Student-Athlete Well-Being

Operating Principle

3.3 Student-Athlete Well-Being

Self-Study Items

1. List all "corrective actions", "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 3.3 (Student-Athlete Well-Being). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

None

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 3.3 (Student-Athlete Well-Being). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

None in first cycle plan

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

Since the first-cycle certification, the following improvements have been made:

- a) Began CHAMPS/Life Skills program, that is now a NCAA certified program.
- b) Significant investment has been made in the strength and conditioning component of the department.
- c) A full-time athletic trainer hired in fall 2008.
- d) Increased full-time strength and conditioning staff
- e) Increased the full-time academic advising staff
- f) Significant investment in the following student services resources:
 - Weaver Academics Enhancement Center computer lab upgrades
 - New study hall furniture
 - Increased funding for and access to individual tutors
 - New laptops for use during team travel
 - Updated travel policy emphasizing safety and student-athlete well-being.
- g) Increased funding for summer school and 5th year aid.
- h) Implemented student-athlete orientation and presented student-athletes with daily planners.
- i) Revised and updated Student-Athlete Handbook distributed to all student-athletes.

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

Murray State University provides numerous support services directed toward student welfare, personal growth, and academic success for all students. Many of these departments are under the Division of Student Affairs. These

Equity and Student-Athlete Well-Being

departments include Career Services, the Counseling and Testing Center, Student Health Services, First-Year Experience Office, Women's Center, Services for Students with Learning Disabilities, Residential Colleges, African-American Student Services and Ethnic Programs, Retention Office, Student Support Services, and the Office of Student Affairs. Other departments offering support services are the Center for Academic Advising in the College of Humanities and Fine Arts, Tutoring and Developmental Studies, and the University Psychological Center.

All students are informed of services available to them from these offices and departments during Summer Orientation, Great Beginnings (pre-school orientation), residential college meetings, and in Freshman Orientation classes. Information or services provided are available in printed material from the individual departments, departmental websites, and in the Student Life Handbook.

All new first-year students are divided into small groups of fifteen to twenty students with an upper-class student trained to be their First-Year Leader. The First-Year Leader serves as a peer mentor throughout the first semester. The First-Year Leader's responsibility is to assist his/her students with their adjustment to college and their general welfare.

Staff in the Office of Student Affairs coordinates a comprehensive student retention program. This is a systematic, hands-on intervention program that involves faculty, staff, and parents. The goal of the program is to early-identify issues affecting students' mental welfare and academic adjustment to college. This includes monitoring class attendance and academic progress through a retention alert program, phone calls to students, student focus groups, letters to students and parents, and personal and academic advising. Each year a retention timeline is developed and implemented.

The Counseling and Testing Center offers both individual personal counseling and group counseling/therapy. All students have access to computerized self-assessments and inventories such as Discover and the Myers-Briggs Indicator, which aid in personal assessment and professional guidance. The Women's Center provides counseling and educational programming in the areas of eating disorders, sexual harassment/abuse, healthy lifestyles, assertiveness training, domestic violence, and gender issues. The Center serves as an advocate of women's issues on campus.

African-American Student Services and Ethnic Programs focuses on addressing the needs of students of color. The goal is to assist minority students with their adjustment to college and academic success. This office coordinates the Marvin Mills Multicultural Center, which sponsors educational, cultural, and social programs/workshops on campus. A major emphasis is making the campus a comfortable and welcoming environment for African-American students. The office staff spends significant time advising students, dealing with retention issues, and promoting academic excellence.

The Career Services office provides services to assist students with determining career choices, developing job search and interview skills, and in securing employment upon graduation. In addition the office assists students in obtaining internships and cooperative education opportunities. Numerous workshops are held each semester on interview techniques, resume preparation, and job search techniques. In addition individual employers conduct job interviews on campus and job fairs are held each semester.

The Student Support Services program is funded by the U. S. Department of Education and offers tutoring, academic advising, financial aid assistance, and personal and career counseling. The services are designed to help Murray State University students make the most of their college careers by offering support needed to ensure a successful academic experience.

Those who qualify for Student Support Services must have an academic need and meet at least one of the following criteria: a) be a first-generation college student, b) demonstrate a financial need, or c) have a documented disability.

Services for Students with Learning Disabilities (SSLD) offers academic support and accommodations for students who have been diagnosed with learning disabilities, attention deficit disorders or other disorders that affect learning. Support may include college credit courses to assist the students in developing college success strategies and skills, tutorial assistance, academic guidance, peer support, taped textbooks, notetakers, and extended test time based on each student's particular needs.

The Psychological Center provides counseling to students experiencing emotional problems such as feeling anxious, depressed, suicidal, or having family or relationship problems. Services are provided by trained, clinical psychology graduate students and supervised by a licensed clinical psychologist.

The Center for Academic Advising provides individual counseling for undergraduate students with an undeclared major. The office provides academic and career counseling to assist students in determining academic majors and career choices.

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All of the services and programs mentioned work closely with the Athletics Department to provide support and assistance to individual student-athletes and athletic teams. Contact is typically coordinated through the Associate Athletics Director for Internal Operations and the Senior Woman Administrator. In addition individual team coaches routinely make direct contact with these offices for programming requests, student referrals, or general assistance.

The Student-Athlete Advisory Council (SAAC) and the Intercollegiate Athletics Council also monitor matters concerning student-athlete welfare. The purposes of the Student Athletic Advisory Council (SAAC) are to enhance communication and increase cooperation among all persons involved in the Intercollegiate athletics program as well as promote and maintain individual rights and welfare of student-athletes. The Council is composed of representatives from each athletic team. The Director of the CHAMPS/Life Skills program serves as the advisor. The Athletic Director periodically attends meetings. The coaches select team representatives to serve on the Council. The Council meets monthly. Issues relating to student-athlete welfare and well-being may be reported to the Athletic Director or other senior athletic administration staff. A wide range of concerns and issues relating to student-athlete well-being may be brought to the Council for discussion. Each month the Council agenda is shared with the Athletic Director.

The Intercollegiate Athletics Council's purpose is to facilitate orderly and periodic communication among university administrators, faculty, staff, students, and off-campus constituencies, such as alumni, who are interested in the intercollegiate athletics program. It provides a forum for suggesting improvements, expressing concerns, and serves in an advisory capacity to university administrators, with the responsibility for the intercollegiate athletics program. It provides another avenue to ensure that matters concerning student-athlete welfare are monitored, evaluated, and addressed on a continuing basis.

Another avenue for monitoring student-athlete welfare takes place at the team level by each individual head coach, assistant coaches, athletic trainers, and other support staff. The coaches are made aware of support and referral services available on campus, as well as within the Athletics Department. Many issues and concerns are appropriately addressed at the team level.

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

Murray State University provides numerous educational enhancement programs for all students at the University including student-athletes. Some of the offices that offer these programs include the Division of Student Affairs, Residential Colleges, Academic Departments, and Public Safety, as well as the Athletic Department.

Student Affairs

The Counseling and Testing Center, Student Health Services, Women's Center, Wellness Center, Career Services, and First-Year Experience program, and the Student Life Office offer many programs, workshops, and informational sessions relating to student welfare. Topics and opportunities vary from career and leadership development to community service opportunities and healthy lifestyles.

Counseling and Testing Center

This Center provides mental health counseling, in both individual and group settings. Issues dealt with include: dealing with anxiety or depression, stress management, concern over academic work, career or academic major counseling, homesickness, and campus adjustment.

Student Health Services

All healthcare is offered on an outpatient basis. Services include health education, health promotion, health maintenance, health history and physical assessment, first aid, and routine clinical laboratory procedures. Health education programs address topics such as alcohol, drugs, nutrition, sexually transmitted diseases, AIDS, wellness, etc.

Women's Center

The Women's Center serves as an advocate for women on campus. They provide a variety of educational and support services including crisis counseling, support groups, peer education programs, and seminars. Topics commonly addressed include rape, women's health, eating disorders, relationship violence, harassment, and the changing role of women in society.

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Wellness Center

The Susan E. Bauernfeind Student Recreation and Wellness Center is a state-of-the-art exercise facility. A wide variety of wellness classes are offered ranging from aerobics, cycling, yoga, nutrition counseling, and weight loss programs.

Career Services

Career Services provides career counseling and job search assistance both individually and in group settings. Numerous workshops and programs are presented on resume development, interviewing techniques, and job search techniques. A web-based career search program is available to students who register with the Center.

First-Year Experience Program (FYE)

The First-Year Experience Program assists students in making a smooth transition into college life. FYE provides programs, services, courses, and activities to assist students during their first year.

Psychological Center

The Center provides counseling to students dealing with emotional problems such as anxiety, depression, suicidal feelings, and family or relationship problems.

Center for Academic Advising

This Center assists students who are having difficulty selecting an academic major. The staff provides counseling and information to assist in the decision-making process.

Office of Public Safety

The Office of Public Safety provides many services to promote a safe campus environment for students, faculty, and staff. Numerous programs are presented on personal safety, crime prevention, self-defense, risk management, and alcohol/drug policies and guidelines.

All of the services and programs addressed in this section are publicized to students through new student Summer Orientation, pre-fall semester Great Beginnings Program, Residential College meetings, Freshman Orientation classes, informational pamphlets, departmental websites, the campus newspaper, and the Student Life Handbook. Campus-wide programs and seminars are publicized throughout campus.

Student-athletes in the Freshman Orientation classes are made aware of the various educational program offerings and encouraged to attend. Student-athletes receive information in their Freshman Orientation classes and in team meetings. The Associate Athletics Director for Internal Operations coordinates programming and strategies for publicizing programs to student-athletes and coaches. The Student Athlete Advisory Council helps promote programs and services to all student-athletes.

The Athletics Department offers the CHAMPS (Challenging Athletes' Minds for Personal Success)/Life Skills Program. This program started in 2005-2006 and soon became an officially recognized NCAA program. The mission of CHAMPS/Life Skills is to promote student-athlete welfare and provide education in skills necessary to be a good student and have a well-balanced life. The CHAMPS/Life Skills program also promotes the development of civic and personal responsibilities. The program places a strong emphasis on the development of leadership skills and an appreciate and understanding of diversity.

The CHAMPS/Life Skills program is dedicated to:

- Promoting student-athlete ownership of their academic, athletic, career, personal and community responsibilities.
- Meeting the changing needs of student-athletes.
- Promoting respect for diversity and inclusion among student-athletes.
- Assisting student-athletes in developing and applying transferable skills.
- Enhancing partnerships between the NCAA, member institutions and their communities for the purpose of education.
- Fostering an environment in which student-athletes learn to effectively access a wide variety of campus resources.
- Encouraging the development of character, integrity and leadership skills.

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.

Exit Interviews as described in the NCAA Constitution. Article 6 Section 3.2 state:

6.3.2 Exit Interviews. The institution's director of athletics, senior woman administrator or designated representatives (excluding coaching staff members) shall conduct exit interviews in each sport with a sample of student-athletes (as determined by the institution) whose eligibility has expired. Interviews shall include questions

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regarding the value of the students' athletics experiences, the extent of the athletics time demands encountered by the student-athletes, proposed changes in intercollegiate athletics and concerns related to the administration of the student-athletes' specific sports.

Although exit interviews were administered following the first-cycle visit, this process was not completed on a regular basis for a few years. As a result, a plan for improvement that insures the administration of exit interviews on a regular basis is included in this self-study. Beginning in 2008, a continuous process of administering exit interviews has been initiated. Following is a description of the current procedures for administering student-athlete exit interviews.

The Murray State University Intercollegiate Athletic Council (IAC), chaired by the Faculty Athletic Representative, conducts exit interviews at the completion of the sport's season. The IAC includes very few members of the Department of Athletics and, therefore, provides a comfortable environment for student-athletes to candidly discuss issues or concerns relating to athletics.

The process is as follows:

1. At the conclusion of each sport season, the Athletic Compliance Office, provides to the Intercollegiate Athletics Council (IAC) a list (including contact information) of student-athletes who have exhausted their eligibility. In addition to end of season interviews, every effort is made to survey student-athletes leaving teams during the year, whether voluntarily or as a result of dismissal or transfer.
2. The IAC determines which of its members will conduct the individual interviews.
3. A written survey covering the issues and topics to be discussed is given to each interviewee prior to the meeting. The survey is also available online. Completing and returning the questionnaire is required, even if the student-athlete cannot attend an interview in person. The student-athlete interview requires approximately one half hour to complete.
4. When the interviewers have completed all assigned interviews, they summarize their findings and provide a written report to the Intercollegiate Athletics Council.
5. When all the summaries are collected for each academic year, the IAC presents their analysis and recommendations to the Department of Athletics.
6. At the end of every year, all of the interviews and summaries are collected and kept on file outside of the Department of Athletics.
7. It is the responsibility of the Intercollegiate Athletics Council to annually monitor the progress of the Athletics Department in responding to recommendations made by the Council.

In addition to the formal exit interview process, student-athletes have other avenues available to provide input to the Department of Athletics. Through their Student-Athlete Advisory Council (SAAC) representatives, student-athletes have opportunities, on two separate occasions, to engage in an "Open Forum" discussion with the Director of Athletics on any topic they would like to discuss. Recent forums have resulted in changes to the Department of Athletics travel policies; updates to the Weaver Academic Enhancement Center; and updates to the weight room.

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

When a student-athlete is notified in writing that his or her athletic financial aid has been reduced or cancelled, the student-athlete is provided a copy of the "Athletic Financial Aid Appeal Hearing Procedure." The Department of Athletics follows the following procedures in administering the appeal process for loss of athletic scholarship dollars:

General

1. The University holds Athletic Grant-in-Aid Appeals Hearings as defined by the 2007-2008 NCAA Division I Manual, effective August 1, 2007.
2. There are five voting members of the hearing body: the faculty athletic representative, a representative of the Office of Student Affairs, a representative of the Registrar's Office, a student representative (non-athlete), and a hearing body chair. The Director of Student Financial Aid and Athletic Department Compliance Officer are Ex-Officio advisors and do not vote. A non-voting recorder maintains an audio record of the meetings. Voting members are required to submit a notarized affidavit of impartiality.
3. Opposing sides are allowed to have one spokesperson present with them throughout the hearing if desired. The spokesperson can present the entire case if desired. If one party has an attorney as a spokesperson, then both

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parties must have an attorney present. Each side may call witnesses to help present their case. Otherwise, the hearing is closed to additional participants.

4. A student-athlete who fails to appear after proper written notice will be deemed to have waived his/her right to a hearing. If the student-athlete does not appear at the appointed date, time, and location as notified, his/her case will not be heard and his/her appeal will not be granted.

Actions Before the Hearing

1. The student-athlete has fifteen working days, from the date of the non-renewal notification letter, in which to notify the Director of Financial Aid of intent to appeal the decision. The expiration of the fifteen working day period ends the student-athlete's right to appeal. Following notification by the student-athlete to the Director of Financial Aid that an appeal is desired, the Director of Financial Aid has three working days to notify the Department of Athletics and the Hearing Body Chair that a hearing is desired. The Hearing Body Chair then has three working days to schedule a hearing. The hearing is scheduled as soon as possible for all parties concerned. The chair has five working days to send a decision letter to the student-athlete and prepare a summary of the hearing.

2. When contacted by the Hearing Body Chair to schedule the hearing, the student-athlete and the Department of Athletics representative are asked to prepare a written "Summary of Matters to be Presented," so that the hearing body may understand the general nature of the appeal, evidence to be presented, and to ensure there is a statement of both party's positions for the record. The document **MUST** be typed (double-spaced, size 12 font) and should be at least one full page and not more than five pages in length. The document must be received by the Hearing Body Chair at least two working days before the hearing by the most expeditious means. The hearing will not be conducted unless the documents are received from both parties.

The document **MUST** be in memorandum format as presented below:

Subject: Athletic Financial Aid Appeal, Summary of Matters to be Presented

Date: (date signed)

To: Chair of the Hearing Body, Murray State Address

From: Name, Current Mailing Address, Phone Numbers, E-mail Address. **MUST BE SIGNED**

1. Nature of Appeal: Describe in detail what your position is. Tell the Hearing Body what you expect to prove and why. That is, explain why you expect to prevail.

2. Summary of Evidence to Be Presented:

a. A concise summary of testimony that you or your spokesperson will present.

b. Documents or other physical evidence. In general terms, describe what documents or other physical evidence will be presented. (You are responsible for providing any documents or physical evidence to present your case.)

c. Witnesses: Provide the names of any witnesses to be called. For each witness, as statement of relevance to the case is required. (You are responsible for arranging witnesses to be present.)

Hearing Administration

1. As an administrative hearing, formal rules of evidence are not observed. However, the principle of fundamental fairness is observed. The burden of proof rests with the student-athlete who must prove his/her allegations by a preponderance of the evidence.

2. A decision will be made by simple majority vote of the five voting members of the hearing body. The deliberations of the voting members are private and individual votes are not recorded. The results of the decision are made known to all parties at the conclusion of the proceedings and in writing to the student-athlete by certified letter from the chair within five working days from the date of the hearing. The decision of the hearing is final and there may be no appeal beyond the decision of the hearing body.

3. A brief written summary of the proceedings is prepared by the chair. Testimony and the proceedings are not recorded or transcribed. All notes and documents presented are included with the summary. The summary is maintained in the Financial Aid Office for a period of three years.

4. If either side presents documents to the hearing body as evidence, a copy must be provided to the five members of the hearing body, as well as a copy for the other side. Lengthy documents can be shared by the five members of the hearing body. Original documents are not kept on file. All documents must be legible and easy to read.

Opening statement from the Hearing Body Chair: As Hearing Chairman, I am required to be objective with all parties and to maintain order during the proceeding. To this end, I insist on the following:

1. All parties will be courteous to each other. When someone is speaking, there will be no interruptions. Everyone will have an opportunity to present evidence and be heard. There will be no attempts at intimidation or bullying. By University practice, I am also empowered to retain the prerogative to indicate that a line of testimony is not pertinent to the case. If I feel that the testimony is "wandering" from the central issue of the case, I will direct that we focus on the primary issues at hand.

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2. There will be no interruptions for telephone calls or messages for other matters during the hearing. Cell phones and beepers are specifically prohibited for use in this room. If these devices are present, they shall be turned off completely at this time. No one will be excused to take or make a call unless it is an emergency.
3. I require that all persons will remain calm, rational, and mature throughout these proceedings. I will not tolerate angry outbursts, profanity, disruptive mannerisms, disorderly behavior, or conduct contrary to good order. If necessary, the proceedings will be halted until such behavior is corrected.
4. The proceedings, the information disclosed, the testimony presented, and the decision reached are to be private and confidential. All parties involved in the proceeding are required to be discrete. Participants are authorized to discuss these matters in an official capacity or on an as need to know basis only. Participants are specifically prohibited from divulging what transpired here with anyone that does not have an official need to know
5. The result of the decision will be made known to all parties at the conclusion of these proceedings and in writing by the Chair within five working days from the date of the hearing. The decision of this hearing body will be final and there may be no appeal beyond the decision of the hearing body.
6. Once adjourned, there will be no contact between any of the voting members or anyone else involved regarding the hearing. There will be no other discussion on the matter once a decision is made. The decision will not be subject to another appeal or "Re-Hearing".
7. We will take as long as necessary today to present the facts and make a decision. The hearing will not be extended beyond today. We will take five minute breaks on the hour.
8. These proceedings will be recorded so that a record of the proceedings can be maintained. The recordings will not be transcribed and will be kept with the record file of the hearing. There will be two tape recorders used to provide for redundancy. Microphones are on both machines. All speakers are cautioned to speak slowly, clearly and toward the microphone. Do not indicate your answer by a nod or shake of the head. The Recorder is authorized by me to interrupt the proceedings at any time if answers are not clear, audible, and distinguishable. The Recorder is also authorized to halt the proceedings if tapes need to be changed in one or both machines. Either side may obtain a copy of the tape recording by providing a written request and sufficient blank cassette tapes to the Chair within five working days after the Hearing.

Hearing Sequence

1. Matters to Be Heard. Before the Opening Statement by the student-athlete (Step 3 below), the Chair will give the Hearing Body the student-athlete's and the Department of Athletics Representative's previously prepared "Summary of Matters to be Presented" for review. The Hearing Body will read the document without interruption, comment, or question. When all have read the document, the student-athlete will make an Opening Statement.
2. Statement of Decision to Be Made. The Hearing Body Chair will state the purpose of the Hearing, that is, "Was the manner in which the athletic aid was reduced, canceled, or non-renewed, conducted in an administratively proper and fair manner?"
3. Opening Statement by the Student-Athlete. An opening statement of not more than two minutes indicating why he/she expects to prevail will be presented. Questions or interruptions will not be allowed during this phase. The student-athlete may have one Spokesperson present during the entire Hearing, who can present all or part of their case. If the Spokesperson is an attorney, then the University will also have legal representation present.
4. Opening Statement by the Department of Athletics Representative. An opening statement of not more than two minutes indicating why he/she expects to prevail will be presented. Questions or interruptions will not be allowed during this phase. The Athletic Department may have one Spokesperson present during the entire Hearing.
5. Presentation of Case by the Student-Athlete. The case is presented in as much detail as desired. The student-athlete may give an oral statement, present written documents or provide other physical evidence. Questions or interruptions will not be allowed during this phase. There is no time limit during this phase.
4. Presentation of Case by the Department of Athletics Representative. The case is presented in as much detail as desired. The Department of Athletics Representative may give an oral statement, present written documents or provide other physical evidence. Questions or interruptions will not be allowed during this phase. There is no time limit during this phase.
5. Witnesses for the Student-Athlete: Following Steps 5 and 6, witnesses may be called and will be required to make a declaration of impartiality which will be administered by the Recorder. For the record, witnesses will be asked to state their full name and relationship to the student-athlete. The student-athlete is responsible for scheduling all witnesses and ensuring they are present and outside the Hearing Room. Witnesses will be present only during their own testimony. Witnesses can be recalled if necessary during the questioning period. There is no time limit during this phase.
 - a. Questions to Witness by Student-Athlete
 - b. Questions to Witness by Department of Athletics Representative
 - c. Questions to Witness by the Ex-Officio (Non-Voting) Members
 - d. Questions to Witness by Hearing Body Members
6. Witnesses for the Department of Athletics Representative: Witnesses may be called and will be required to make a declaration of impartiality which will be administered by the Recorder. For the record, witnesses will be asked to

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state their full name and relationship to the student-athlete. The Department of Athletics Representative is responsible for scheduling all witnesses and ensuring they are present and outside the Hearing Room. Witnesses will be present only during their own testimony. Witnesses can be recalled if necessary during the questioning period. There is no time limit during this phase.

a. Questions to Witness by Department of Athletics Representative

b. Questions to Witness by Student-Athlete

c. Questions to Witness by the Ex-Officio (Non-Voting) Members

d. Questions to Witness by Hearing Body Members

7. Questions by the Student-Athlete. Any person in the room may be questioned. Witnesses may be recalled. There is no time limit during this phase.

8. Questions by the Department of Athletics Representative. Any person in the room may be questioned. Witnesses may be recalled. There is no time limit during this phase.

9. Questions by the Ex-Officio (Non-Voting) Members. Any person in the room may be questioned. Witnesses may be recalled. There is no time limit during this phase.

10. Questions by the Voting Members of the Hearing Body. Any person in the room may be questioned. Witnesses may be recalled. There is no time limit during this phase.

11. Closing Statement by the Student-Athlete. A closing statement of not more than two minutes will be allowed. Questions or interruptions will not be allowed during this phase.

12. Closing Statement by the Department of Athletics Representative. A closing statement of not more than two minutes will be allowed. Questions or interruptions will not be allowed during this phase.

13. Deliberation by Members of the Hearing Body. All non-voting parties will be excused.

14. Announcement of Decision. All involved in the Hearing except Witnesses may be present for the announcement of the decision by the Hearing Body Chair.

Voting Procedure

1. Following dismissal of all other parties of the Hearing, the five voting members will confer in private. There will be no discussion of the case just heard before a preliminary "straw" vote is conducted. A decision will be made by the simple majority vote of the five voting members of the Hearing Body, with the Chair serving as a voting member.

2. Preliminary "Straw" Vote: Without discussion, the Chair shall ask for a preliminary "straw" vote by the simultaneous show of hands. The request for vote will be voiced as:

"All in favor of granting the appeal, signify at this time by raising your hand."

"All in favor of NOT granting the appeal, signify at this time by raising your hand."

The Chair will record the total count and not the individual votes.

3. Following the preliminary "straw" vote, the floor will be opened for each member to discuss the case as they desire. No pressure or coercion will be placed on voting members to modify their vote. When all discussion is finished, the Chair will ask if anyone desires to change their vote. If no voting member indicates that they want to change their preliminary vote, then the preliminary vote will be considered as the final decision. If any voting member indicates that they do desire to change their vote, all five voting members will vote again using the process in Paragraph 2 above. The second vote will be final and will not be re-voted.

4. The voting proceedings will not be recorded or divulged to anyone without an official need to know. The Hearing Summary will show the results of the vote (i.e., Upheld 4/1; Not Upheld 3/2).

Actions After the Hearing

1. The Hearing Body decision is announced to all parties at the conclusion of the proceedings and in writing by the Chair within five working days from the date of the Hearing.

2. At the conclusion of the Hearing, the members of the Hearing Body and ex-officio members will give the Chair all of their notes and documents.

3. A written summary of the proceedings will be prepared by the Hearing Body Chair within five working days. All notes and documents presented will be included in the summary. The summary will be maintained in the Financial Aid Office for a period of three years.

4. Recordings of the proceedings will not be transcribed. Either side may obtain a copy of the tape recording by providing a written request and sufficient blank cassette tapes to the Chair within five working days after the Hearing.

5. A copy of the summary and the letter of decision will be provided to the student-athlete (via certified mail), the Department of Athletics, and all member of the Hearing Body.

APPEALS PROCESS FOR DENIAL OF TRANSFER RELEASE/PERMISSION TO SPEAK

If Murray State University denies a student-athlete permission to speak with another four-year institution regarding transfer; or a one-time transfer exception, the Athletic Department must notify the student-athlete in writing that he/she has the right to a hearing on the matter. Denial of permission to speak to another institution does not prevent a student-athlete from transferring, but does prevent a student-athlete from receiving athletics financial aid and

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competing for one academic year at the new institution. Denial of a one-time transfer exception means that a student-athlete will be required to sit out an academic year-in-residence before being eligible to compete at the new institution, however he/she will be eligible for athletics financial aid and practice during the year.

If the student-athlete desires a hearing, he/she shall notify the Athletic Director in writing within 14 days of the notice of right to a hearing.

The hearing is conducted by the Appeals Committee consisting of faculty and staff outside the Athletic Department. The Committee has the power to affirm or overturn the denial of the student-athlete's release. The hearing occurs as soon as possible, but no later than 10 days following the student-athlete's formal request. The student-athlete may be represented by counsel at the hearing.

The hearing format is as follows:

- a. The Athletics Department representative presents reasons for the denial of the release.
- b. The student-athlete presents his/her reasons why the denial of the release should be overturned.
- c. Each side has an opportunity for rebuttal.

In making its determination, the Committee weighs the interests of the student-athlete versus the interests of the Athletic Department. A majority decision is required. The Committee notifies the student-athlete and the Athletic Department of its decision in writing no later than 2 days after the hearing.

The University Judicial Board and Office of Equal Opportunity

The University Judicial Board and Office of Equal Opportunity also have grievance procedures. The Judicial Board, composed of trained students, faculty, and staff, along with the Judicial Affairs Officer assure that alleged Code of Conduct violators receive due process. The Judicial Board and the Judicial Affairs Officer impose sanctions when a student is found guilty of violating the Murray State University Codes of Conduct. The Office of Equal Opportunity is concerned with the University non-discrimination policy statement, the University sexual harassment policy, the American with Disabilities Act, the Rehabilitation Act and the Civil Rights Act. It promotes the University affirmative action policy and the University nondiscrimination policy.

Department of Athletics Grievance/Appeals Process

The Murray State University Department of Athletics recognizes that differences of opinion or interpretation may arise between student-athletes and coaches. The department urges the student-athlete to first seek resolution through discussion with the head coach.

If the disagreement cannot be resolved with the head coach, the student-athlete may schedule a meeting with the direct supervisor of the respective sport to discuss the matter and attempt to find a resolution. If the disagreement remains unresolved, the student-athlete may appeal the coach's decision in writing to the Director of Athletics and have the right to a hearing with the Director of Athletics. The Associate Athletic Director for Internal Operations also attends the hearing. This procedure should be completed within 10 working days of the student-athlete's meeting with the sports direct supervisor.

If, after meeting with the Director of Athletics, the student-athlete still feels he/she has been treated unfairly, he/she may request a hearing by committee. This request must be in writing and the Faculty Athletics Representative (FAR) will chair the committee. The FAR appoints a committee and schedules a hearing. The committee consists of five additional members, including the Senior Woman Administrator, the Compliance Officer, two faculty or staff members from outside the Athletics Department, and one student. The request for hearing must be initiated within 10 working days of the student-athlete's meeting with the Director of Athletics.

In the event there is disagreement on a decision that cannot be deferred until a hearing is held, the decision of the head coach and/or Director of Athletics stands until such time as a hearing can be arranged.

The decision of the committee is communicated to the student-athlete, head coach, and Director of Athletics within 5 working days. In all appeal proceedings, the decision of the appeals committee is final.

All of the grievance and/or appeal procedures are included in the Student-Athlete Handbook. The Student-Athlete Handbook is distributed to all student-athletes at the beginning of each year. All areas in the Handbook are covered by the Associate Athletic Director for Internal Operations and the Assistant Athletic Director for Compliance at the student-athlete pre-season compliance and academic meetings. In addition, these procedures are covered with the Department of Athletics staff members during the bi-annual full staff meetings and during the monthly educational sessions with the coaching staff members.

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- 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 Board of Regents recently added sexual orientation to the University non-discrimination policy. In addition the Student Life Handbook includes a policy statement on intolerance, which states: "The University is committed to creating an educational environment which is free from intolerance directed toward individuals or groups and strives to create and maintain an environment that fosters respect for others." Sexual orientation is included in this policy. The policy further states that if any violation of University policy, rules or regulations is motivated by intolerance toward an individual or group based on characteristics such as race, color, national origin, gender, sexual orientation, or political or religious beliefs, then the sanctions will be increased and may include separation from the university.

The Office of Student Affairs, Residential Colleges, the Counseling and Testing Center, and the Women's Center sponsor programs that address sexual orientation and gay/lesbian/bisexual issues. Support services and assistance are provided to students, faculty, and staff. The Office of Student Life sponsors the Alliance Organization, which is a registered student organization for individuals supporting gay/lesbian/transgender lifestyles.

Sexual orientation and differing lifestyles are addressed in Freshman Orientation classes and is a topic in the "Realities on Campus" program, which is part of the Great Beginnings orientation program.

Resident advisors, First-Year leaders, orientation leaders, and other student leaders are trained to deal with sexual orientation issues. Supportive faculty and staff are available to interact with students who are in need of support or are victims of harassment, or otherwise feel unsafe.

Campus support services are widely publicized to students through training, brochures, websites, email, posting, and many other avenues in on campus and in the Athletics Department.

- 9.** Identify the mechanisms in place to ensure the health and safety of student-athletes and the administrator (s) responsible for the institutional awareness of health, safety, travel and sports medicine policies. Describe the process by which these policies and guidelines are approved and communicated to athletics department staff and student-athletes. In addition, describe the process by which these policies are periodically evaluated to ensure continued effectiveness.

Mechanisms are in place to ensure the health and safety of all student-athletes. The Emergency Medical Action Plan Manual ensures that, in the event of a medical emergency, all the action steps have been addressed. The Manual anticipates as many conceivable situations as possible for all aspects of the Department. The Associate Athletics Director for Internal Operations has oversight of programs relating to the health and safety of student-athletes.

Multiple areas of the Athletics Department administer each component of the health and safety plan. The Head Athletic Trainer administers the health, safety and sports medicine policies. This information is communicated at several key times throughout the year, including annually at the all-staff meeting covering the manual and compliance. Emergency procedures are also reviewed each summer during re-certification of first aid, CPR and AED use. The travel policy is reviewed annually at the all staff-meeting. Travel policy is further monitored through the budgetary process.

Emergency procedures are reviewed regularly during the review and revision of the Policy and Procedures Manual. Additionally, the sports medicine staff reviews the entire policy annually. During this process feedback is obtained from Campus Public Safety relating to the plan and responder protocols (key access, venue locations, first responders, etc.).

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

Equity and Student-Athlete Well-Being

The Department of Athletics has an emergency medical action plan in place. The current plan was adopted in 2003 and has been adjusted accordingly each year to accommodate new needs. The persons primarily responsible for review and update are the Athletics Director, Associate Athletics Director for Internal Operations, Assistant Athletics Director for Compliance, Assistant Athletics Director for Facilities, and Head Athletic Trainer. Additional feedback on revisions may be sought from the University General Counsel, the Office of Public Safety, the Institutional insurance carrier, and the emergency first responder agencies that cover the different athletics venues in the department. This plan is available for review by the peer review team.

Administrators are provided a copy of the manual and head coaches are provided a portion of the manual that specifically covers the venues they use. Each team shares the manual and information with all assistant coaches and student-athletes. For all competitions, the Head Athletic Trainer makes sure that the trainer and medical staff from visiting teams are aware of the Athletic Department's procedures, as well as the emergency policy for the sport venue being used. The manual is also available for review of all staff members in the department via computer with access to the Athletic Department drives. The policies are reviewed annually. In addition, the policy is reviewed following any actual emergency event to make sure that the steps were followed and to evaluate the effectiveness of the plan in specific emergency situations.

- 11.** Describe the institution's written emergency plan for the athletics program and specific coverage for out-of-season workouts, strength training and skills sessions. Describe the process by which these policies and guidelines are approved and communicated to athletics department staff and student-athletes. In addition, describe the process by which these policies are periodically evaluated to ensure continued effectiveness.

The Head Athletic Trainer oversees all emergency care and out of season workouts, training and skills sessions. He is also responsible for communicating all policies to Athletic Department staff and to student-athletes. The Head Athletic Trainer reports to the Associate Athletic Director for Internal Operations (AADIO), who has responsibility for assuring that proper medical care and injury prevention services are in place. The AADIO and Director of Athletics review policies and procedures relating to emergency plans and medical treatment on a regular basis. A detailed emergency plan is in effect for the Athletic Department. A certified athletic trainer supervises out-of-season workouts, skill sessions, and conditioning programs with the assistance of the strength and conditioning staff. All necessary and appropriate emergency medical equipment and supplies are on hand at each session to render care if a student-athlete is injured or becomes ill. All trainers and coaches are AED certified.

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

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

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

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

The subcommittee carefully reviewed numerous Athletics Department documents relating to policies, goals and objectives, health and safety, and written commitments to student-athlete welfare. These included the Student-Athlete Handbook, the Policies and Procedures Manual, the Emergency Medical Action Plan Manual. Athletics Department staff were consulted including the Athletics Director, the Associate Athletics Director for Internal Operations, the Assistant Athletics Director for Compliance, and the Senior Woman Administrator, as well as the Faculty Athletics Representative. The Student-Athlete

Equity and Student-Athlete Well-Being

Advisory Council and the Intercollegiate Athletics Council were consulted along with the Academic Counselor. The most recently revised copy of the mission statement was reviewed along with Athletics Department organizational chart. Various University documents and policy statements that related to commitment to student welfare were reviewed.

The subcommittee further reviewed University documents relating to student-athlete welfare including the University mission statement and the "Characteristics of the Murray State Student," along with other University goals and objectives statements relating to student welfare.

b. Provide data demonstrating the institution's commitment across each of the four areas for all student-athletes.

As reflected in the University Mission Statement and the Athletics Department Mission statement, there is no higher priority for the University or the Athletics Department than for the protection of the health, safety and welfare of all students. The Characteristics of the Murray State Student are based on student achievement and welfare.

The Athletics Department activities are consistent with the goals and objectives set forth in the institution's and Athletics Department's written commitment to student-athlete welfare. There is ongoing evaluation of the effectiveness of mechanisms to ensure the health and safety of student-athletes as evidenced by various written policies and procedures relating to a wide range of activities including travel, conduct of practices, and numerous other activities. The Policy and Procedures Manual, the Student-Athlete Handbook, and the Emergency Medical Action Plan Manual are continuously reviewed and updated and care is taken to align contents with University and Athletics Department's commitment to student-athlete welfare.

The Athletics Department employs different strategies in the review of departmental activities in order to ensure that student-athlete welfare is continuously addressed. These strategies include the following:

- 1) The Associate Athletics Director for Internal Operations evaluates the academic support program and various other educational efforts aimed at promoting student-athlete welfare.
- 2) The Assistant Athletics Director for Compliance is engaged in applying rules and regulations and gauging their effectiveness in protecting student-athlete welfare.
- 3) The coaches meet biweekly with Athletics Department administrative staff where student-athlete welfare issues are commonly addressed.
- 4) The Senior Woman Administrator evaluates various activities relating to gender equity and general support of student-athlete well-being and discusses these matters with the Athletics Director and senior athletics administrative staff as they arise.
- 5) The Student-Athlete Welfare Surveys and Exit Interviews are used to assess the alignment of Athletics Department activities and student-athlete welfare.
- 6) A responsibility of the Faculty Athletics Representative is to monitor student-athlete welfare in relation to Athletics Department policy, procedures, and activities.
- 7) The sports medicine staff are dedicated to protecting student-athletes health and wellness through prevention and treatment. They keep the Emergency Medical Action Plan Manual current with best practice and aligned the best interests of student-athletes welfare.
- 8) The Intercollegiate Athletics Council (IAC) is served directly as an advocate for student-athlete welfare.
- 9) The Student-Athlete Advisory Council (SAAC) serves as a voice to Athletics Administration representing the best interests and welfare of all student-athletes.
- 10) The CHAMPS/Life Skills program actively supports and promotes student-athlete well being.

Many University-wide student services are designed to support and enhance student well-being. Most of these fall under the Student Affairs Office and are described in more detail earlier in the self-study. These University programs providing student services include: the Office of Career

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

The Athletics Department will continue to evaluate all programs as they relate to student-athlete well being. Regular updates will be made to all documents related to policy and procedures to promote best practices, which will include an evaluation of their alignment with written commitments to student-athlete welfare. The Athletics Department will continuously monitor student-athlete welfare by receiving feedback from a variety of support and advocacy groups and individuals including the Faculty Athletics

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Representative, the Senior Woman Administrator, the Associate Athletics Director for Internal Operations, the Assistant Athletics Director for Compliance, the Director of the CHAMPS/Life Skills program, Athletics Academic Counselor, the Intercollegiate Athletics Council and the Student-Athlete Advisory Committee to name those most salient.

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

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

The subcommittee carefully reviewed numerous Athletics Department documents relating to policies, goals and objectives, health and safety, and written commitments to student-athlete welfare. These included the Student-Athlete Handbook, the Policies and Procedures Manual, the Emergency Medical Action Plan Manual. Athletics Department staff were consulted including the Athletics Director, the Associate Athletics Director for Internal Operations, the Assistant Athletics Director for Compliance, and the Senior Woman Administrator, as well as the Faculty Athletics Representative. The Student-Athlete Advisory Council and the Intercollegiate Athletics Council were consulted along with the Academic Counselor. The most recently revised copy of the mission statement was reviewed along with Athletics Department organizational chart. Various University documents and policy statements that related to commitment to student welfare were reviewed.

b. Provide data demonstrating the institution's commitment across each of the four areas for all student-athletes.

The organization and structure of the Athletics Department reflects a strong and abiding commitment to student-athlete well-being. At all levels from the Athletic Director to athletic trainers, student-athlete well-being is a primary concern. Various committees and councils are charged with overseeing student-athlete well-being, foremost of which are the intercollegiate Athletics Council (IAC) and the Student-Athlete Advisory Committee (SAAC). It is a primary duty of the Associate Athletics Director for Internal Operations to promote student-athlete well-being, especially in regard to academic matters. The Academic Counselor works to ensure student-athlete well-being. The Assistant Athletics Director for Compliance is constantly concerned with matters relating to student-athlete well-being and rules compliance. The CHAMPS/Life Skills Director provides programs, education, and training that enhances student-athlete well-being. Coaches continuously deal with issues relating to individual and team-related student-athlete well-being. Support staff including athletic trainers, strength and conditioning staff, equipment managers and administrative assistants all deal with student-athlete well-being issues on a daily basis.

The Student-Athlete Handbook includes Athletics Department policies and procedures. It provides specific information about who to contact in regard to a variety of student-athlete well-being issues. The Student-Athlete Handbook is frequently updated so that information is current, inclusive and extensive and can effectively serve as a guide for student-athletes seeking support. Well-established appeals processes at the University and Athletics Department levels are designed to protect student-athlete welfare.

The Athletics Department has formal (exit interviews and welfare surveys) and informal (mentoring and advising) methods of receiving feedback from student-athletes regarding issues relating to their well-being.

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

The Athletics Department will remain vigilant in safeguarding student-athlete well-being. The Senior Woman Administrator, the Faculty Athletics Representative, the Student-Athlete Advisory Council, and the Intercollegiate Athletics Council have particular focus on promoting and protecting student-athlete well-being. Recommendations from these individuals and bodies are regularly discussed by senior Athletics Department administrators. This interchange is viewed as a crucial undertaking that promotes the enhancement of student-athlete welfare and will continue to be an important means of making improvements and tracking progress.

Equity and Student-Athlete Well-Being

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

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

The subcommittee carefully reviewed numerous Athletics Department documents relating to policies, goals and objectives, health and safety, and written commitments to student-athlete welfare. These included the Student-Athlete Handbook, the Policies and Procedures Manual, the Emergency Medical Action Plan Manual. Athletics Department staff were consulted including the Athletics Director, the Associate Athletics Director for Internal Operations, the Assistant Athletics Director for Compliance, and the Senior Woman Administrator, as well as the Faculty Athletics Representative. The Student-Athlete Advisory Council and the Intercollegiate Athletics Council were consulted along with the Academic Counselor. The most recently revised copy of the mission statement was reviewed along with Athletics Department organizational chart. Various University documents and policy statements that related to commitment to student welfare were reviewed.

b. Provide data demonstrating the institution's commitment across each of the four areas for all student-athletes.

The Student-Athlete Advisory Committee (SAAC) is the primary student-athlete representative body organized to provide input into the governance and decision-making process in the Athletics Department. This leadership body is comprised of two representatives from each team and meets monthly. The CHAMPS/Life Skills Director serves as the advisor to this group. The Athletics Director holds an open discussion forum with this group two times each academic year in order to directly obtain feedback from student-athletes. These forums have resulted in improvements and changes to Athletics Department policies, procedures, and activities. Student-Athletes are also represented on the Intercollegiate Athletics Council that serves as a primary advisory group to athletics administration.

In addition to these representative bodies, student-athlete feedback is sought through a variety of avenues including exit interviews and welfare surveys. In addition feedback from student-athletes was obtained through Title IX review by an outside consultant and will be part of all followup reviews. All of this feedback, from the many different sources, routinely affects decision making in the Athletics Department.

The Athletics Director has an open-door policy in regard to meeting with coaches, staff, and student-athletes who have concerns. Student-athlete feedback is sought through a variety

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

The institution did not respond to this question.

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

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

The subcommittee carefully reviewed numerous Athletics Department documents relating to policies, goals and objectives, health and safety, and written commitments to student-athlete welfare. These included the Student-Athlete Handbook, the Policies and Procedures Manual, the Emergency Medical Action Plan Manual. Athletics Department staff were consulted including the Athletics Director, the Associate Athletics Director for Internal Operations, the Assistant Athletics Director for Compliance, and the Senior Woman Administrator, as well as the Faculty Athletics Representative. The Student-Athlete Advisory Council and the Intercollegiate Athletics Council were consulted along with the Academic Counselor. The most recently revised copy of the mission statement was reviewed along with Athletics Department organizational chart. Various University documents and policy statements that related to commitment to student welfare were reviewed.

Equity and Student-Athlete Well-Being

b. Provide data demonstrating the institution's commitment across each of the four areas for all student-athletes.

Numerous programs and activities are specifically designed to protect and promote student-athlete welfare. Following is a listing of some of the most prominent programs:

- 1) Champs/Life Skills program initiated and subsequently achieved official NCAA sanction
- 2) Enhancement of academic support program including the hiring of an additional Academics Counselor hired and the upgrading of computers and furniture in the Weaver Center for Academic Excellence
- 3) Additional Staff hired in sports medicine and strength & conditioning program
- 4) Additional full-time women's basketball assistant coach hired
- 5) Completion of a Title IX review by an outside consultant with an ongoing commitment for followup visits
- 6) Facility upgrades including locker rooms and playing and practice facilities
- 7) Increase support 5th year aid

There are many University-wide programs, activities, and services that are specifically designed to support and protect student welfare. Most of these programs are under the Office of Student Affairs and have been described earlier in this self-study. Following is a partial list of these resources: The Office of Career Services, the Office of African-American Student Services and Ethnic Programs, the Women's Center, the Susan E. Bauernfeind Student Recreation and Wellness Center, the Institute for International Studies, the Counseling and Testing Center, Student Health Services, First-Year Experience Office, Services for Students with Learning Disabilities, Residential Colleges, the Retention Office, Student Support Services, and many others.

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

The Faculty Athletics Representative, the Senior Woman Administrator, the Student-Athlete Advisory Council, the Intercollegiate Athletics Council, and the Associate Athletics Director for Internal Operations all have responsibilities relating to providing input and oversight for the continuation of, and enhancement to, programs and activities that promote student-athlete well-being.

Evaluation

1. Does the institution provide evidence that the well-being of student-athletes and the fairness of their treatment is monitored, evaluated and addressed on a continuing basis? **Currently Yes**
2. Does the institution have established grievance or appeal procedures available to student-athletes in appropriate areas? **Currently Yes**
3. Does the institution provide evidence that the institution has in place programs that protect the health of and provide a safe environment for its student-athletes? **Currently Yes**

Equity and Student-Athlete Well-Being

Elements	Goals	Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
<p>Student-athlete exit surveys have not been administered annually in the past few years.</p> <p>Student-athlete welfare surveys have not been administered annually in past few years.</p>	<p>Make certain the student-athlete exit surveys are administered annually and include gender and minority issues.</p>	<p>Conduct student-athlete exit survey, that includes gender and minority issues, annually.</p>	<p>Faculty Athletics Representative, Intercollegiate Athletics Council</p>	<p>Annually</p>
		<p>Report results of student-athlete exit survey to the Athletics Director.</p>	<p>Faculty Athletics Representative Athletics Director Intercollegiate Athletics Council</p>	<p>Annually</p>
	<p>Make certain the student-athlete welfare surveys are administered regularly and include gender and minority issues.</p>	<p>Conduct student-athlete welfare survey that includes gender and minority issues, annually.</p>	<p>Faculty Athletics Representative, Assistant Athletics Director for Compliance</p>	<p>2008 and minimum of every three years thereafter</p>
		<p>Report results of student-athlete welfare survey to the Athletics Director.</p>	<p>Faculty Athletics Representative Director of Athletics Assistant Athletics Director for Compliance</p>	<p>2008 and minimum of every three years thereafter</p>

Equity and Student-Athlete Well-Being

RACIAL OR ETHNIC COMPOSITION ATHLETICS AND SELECTED INSTITUTIONAL PERSONNEL

	Year	Racial or Ethnic Group																	
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Senior Administrative Athletics Dept. Staff	F	0	0	0	0	0	0	0	0	0	0	0	0	7	8	7	0	0	0
Other Professional Athletics Dept. Staff	F	0	0	0	0	0	0	1	1	0	0	0	0	20	14	9	0	0	0
	P	0	0	0	0	0	0	2	0	0	0	0	0	8	10	7	0	0	0
Head Coaches	F	0	0	0	0	0	0	2	2	3	0	0	0	11	14	7	0	0	0
	P	0	0	0	0	0	0	0	1	1	0	0	0	1	2	2	0	0	0
Assistant Coaches	F	0	0	0	1	1	1	5	6	5	0	0	0	1	13	16	0	0	0
	P	0	0	0	0	0	0	7	2	2	0	0	0	8	8	4	0	0	0
Totals (for Athletics Dept. Personnel)	F	0	0	0	1	1	1	8	9	8	0	0	0	39	49	39	0	0	0
	P	0	0	0	0	0	0	9	3	3	0	0	0	17	20	13	0	0	0
Faculty-Based Athletics Board or Committee Members		0	0	0	1	1	1	0	0	0	0	0	0	16	16	16	0	0	0
Other Advisory or Policy-Making Group Members		0	0	0	0	0	0	4	5	0	0	0	0	18	20	0	0	0	0

Name of person completing this chart: Crystal Morrow

Title: Administrative Assistant

Equity and Student-Athlete Well-Being

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

	Racial or Ethnic Group																	
	Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
Year	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
All Students	34	29	31	69	58	58	389	376	412	50	51	48	6355	6100	6036	180	209	221
Student-Athletes	0	0	1	2	1	0	72	77	59	0	1	0	163	160	173	15	23	22

Name of person completing this chart: Tracy Roberts

Title: Assistant Registrar/Research

Equity and Student-Athlete Well-Being

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

Sports	Year	Racial or Ethnic Group																	
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Baseball		0	0	0	0	0	0	0	0	0	0	0	0	25	22	25	1	1	0
Men's Basketball		0	0	0	0	0	0	11	12	9	0	0	0	1	1	2	1	1	4
Football		0	0	1	1	1	0	41	52	41	0	0	0	26	25	29	0	2	0
Men's Track / Cross Country		0	0	0	0	0	0	0	1	3	0	0	0	0	0	11	0	0	3
Men's Other Sports and Mixed Sports		0	0	0	0	0	0	0	0	0	0	0	0	19	16	12	6	7	5
Women's Basketball		0	0	0	0	0	0	8	5	2	0	0	0	6	9	11	1	0	0
Women's Track / Cross Country		0	0	0	0	0	0	10	6	3	0	0	0	12	12	15	0	2	2
Women's Other Sports		0	0	0	1	0	0	2	1	1	0	1	0	74	75	68	6	10	8
Total		0	0	1	2	1	0	72	77	59	0	1	0	163	160	173	15	23	22

Name of person completing this chart: Tracy Roberts

Title: Assistant Registrar/Research