

## 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

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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

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transportation

c) 1997-1998 season

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

b) Actions 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

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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

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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

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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.



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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).

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-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.



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[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.

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**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.

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- 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.

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## 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, 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.

## Equity and Student-Athlete Well-Being

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](http://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

## Equity and Student-Athlete Well-Being

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.**

## Equity and Student-Athlete Well-Being

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.

## Equity and Student-Athlete Well-Being

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



## Equity and Student-Athlete Well-Being

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

## Equity and Student-Athlete Well-Being

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

## Equity and Student-Athlete Well-Being

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**

# Equity and Student-Athlete Well-Being

**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.  Increase scholarships for women's softball  Increase scholarships for softball and women's equestrian.  Review the total awards for each sport to ensure progress is made in distributing aid among women's sports.  Increase summer school and 5th year aid  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  President, Vice President for Finance and Administrative Affairs, Director of Athletics  President, Vice President for Finance and Administrative Affairs, Director of Athletics  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  President, Athletics Director, Vice President for Finance & Administrative Services  President, Vice President for Finance and Administrative Affairs, Director of Athletics; Associate Athletics Director for Internal Operations; and Assistant Athletics Director for Compliance	2008  2009  2011  Biannually  2010-2013  Bi-annually

## Equity and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable 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
			Increase equipment and supply resources for women's sports.	Vice President for Finance & Administrative Affairs, Director of Athletics	2008-2013
Equipment and supplies.	Disparities exist between equipment and supply resources for women's sports as compared to men's sports.		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	Associate 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 accommodations 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
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.	Monitor the equitable availability of tutors for all sports and genders. Hire additional assistant coaches for women's track and soccer.	Associate Athletics Director for Internal Operations Director of Athletics, Head Coaches	Annually Full time assistant coaches were hired in women's soccer, track, and rowing in 2007.



## Equity and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable 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
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.	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
		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

# Equity and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable 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 department-wide.	Continue to enhance marketing initiatives with women's sports.  Maintain annual marketing calendar for all sports, including women's sports.	General increase in marketing budget to ensure adequate coverage of women's sports including softball.  Annual review of marketing calendar to ensure coverage for all sports.	President, Athletics Director, Vice President for Finance & Administrative Services	2010
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 External Affairs; Director of Marketing and Promotions.	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, Associate Athletics Director for Internal Operations	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	Measurable 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.

## Equity and Student-Athlete Well-Being

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.



## Equity and Student-Athlete Well-Being

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

## Equity and Student-Athlete Well-Being

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.]

## Equity and Student-Athlete Well-Being

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.

## Equity and Student-Athlete Well-Being

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

The 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.



## Equity and Student-Athlete Well-Being

### 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-



## Equity and Student-Athlete Well-Being

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.

## Equity and Student-Athlete Well-Being

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 approve 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	Specific 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. Administer the student-athlete welfare survey annually	Faculty Athletics Representative, Intercollegiate Athletics Council, Senior Woman Administrator	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 Athletic Director for Internal Operations 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	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific 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
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.	Continue to recruit at high schools with significant minority populations.	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.	All coaches continue to develop strategies, within the circumstances of their specific sports, to recruit qualified minority student-athletes.  Annually assess minority representation in governance and decision making.	Coaches and assistant coaches  Faculty Athletics Representative, Senior Woman Administrator	Annually  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	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
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.	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	Beginning 2009-2010 and continuing 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
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.	Include qualified minority candidates in the interview pool for administrative staff.	Athletics Director	As positions come open.
			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.	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	Specific 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.	<p>Monitor the availability and scope of programs that address the needs and issues affecting minority student-athletes at least every two years.</p> <p>Conduct a student-athlete welfare survey and report results to all personnel charged with supporting and enhancing minority and diversity issues.</p>	<p>Director of CHAMPS/Life Skills Programs, Associate Director of Athletics for Internal Operations.</p> <p>Faculty Athletics Representative</p>	<p>Every two years</p> <p>2009-2010</p>



## 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.

## Equity and Student-Athlete Well-Being

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.

## Equity and Student-Athlete Well-Being

### 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.



## Equity and Student-Athlete Well-Being

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.

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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



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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.

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**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.

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- 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

Goals		Steps		
Elements	Measurable 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

	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			
Senior Administrative Athletics Dept. Staff	F	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	1	1	0	0	0	0	20	14	9	0	0	0
Head Coaches	P	0	0	0	0	0	2	0	0	0	0	0	8	10	7	0	0	0
Assistant Coaches	F	0	0	0	0	0	2	2	3	0	0	0	11	14	7	0	0	0
	P	0	0	0	0	0	0	1	1	0	0	0	1	2	2	0	0	0
Totals (for Athletics Dept. Personnel)	F	0	0	0	1	1	5	6	5	0	0	0	1	13	16	0	0	0
	P	0	0	0	0	0	7	2	2	0	0	0	8	8	4	0	0	0
Faculty-Based Athletics Board or Committee Members	F	0	0	0	1	1	8	9	8	0	0	0	39	49	39	0	0	0
	P	0	0	0	0	0	9	3	3	0	0	0	17	20	13	0	0	0
Other Advisory or Policy-Making Group Members		0	0	0	1	1	0	0	0	0	0	0	16	16	16	0	0	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						
All Students	34	29	31	69	58	58	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

	Racial or Ethnic Group											
	Am. Ind./AN (N)		Asian/PI (N)		Black (N)		Hispanic (N)		White (N)		Other (N)	
Sports Year	1	2	3	1	2	3	1	2	3	1	2	3
Baseball	0	0	0	0	0	0	0	0	0	25	22	25
Men's Basketball	0	0	0	0	0	0	11	12	9	1	1	2
Football	0	0	1	1	1	0	41	52	41	0	26	29
Men's Track / Cross Country	0	0	0	0	0	0	0	1	3	0	0	11
Men's Other Sports and Mixed Sports	0	0	0	0	0	0	0	0	0	19	16	12
Women's Basketball	0	0	0	0	0	8	5	2	0	6	9	11
Women's Track / Cross Country	0	0	0	0	0	10	6	3	0	12	12	15
Women's Other Sports	0	0	0	1	0	2	1	1	1	74	75	68
Total	0	0	1	2	1	0	72	77	59	163	160	173

Name of person completing this chart: Tracy Roberts  
 Title: Assistant Registrar/Research