

2003-2004
DIVISION I
ATHLETICS
CERTIFICATION
SELF-STUDY
INSTRUMENT

Introduction to Self-Study Report

Introduction to Self-Study Report

Institutional Information

1. Type of Institution: Public
2. Year institution was founded: 1911
3. Special Affiliation? No
4. Coeducational? Yes
5. Total student enrollment (undergraduate and graduate combined) [using a full-time-equivalency (FTE) basis]: 19037
6. Number of Faculty [using a full-time-equivalency (FTE) basis]: 1004
7. Highest level of academic degree offered: Ph.D.
8. Institution's governing entity: Tennessee Board of Regents
9. a. Regional accreditation agency: Southern Association of Colleges and Schools
9. b. Date of most recent regional accreditation self-study: 1995
9. c. Current accreditation status: Accredited

Athletics Information

1. Subdivision status of athletics program (Academic Year 2004): I-A
2. Conference affiliation(s) or independent status (Academic Year 2004):

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

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Women's Track, Outdoor Sun Belt Conference

Women's Volleyball Sun Belt Conference

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

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

4. Date of NCAA major infractions case(s) (if any) since previous certification self-study and impact (if any) on the areas of the certification program.

None

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

A chronology of significant events with dates in the history of MTSU's intercollegiate athletics program follows:

1994-1995

The University raised admissions standards to an ACT minimum of 20 or 2.8 GPA; provision for total number of students admitted with deficiencies limited to 10% of freshman class

NCCA Certification Peer Review

Lee Fowler hired as MTSU Athletic Director

1995-1996

Office of Civil Rights (OCR) investigation completed with finding sent to University with first response date of October 1, 1995; included plan to add women's soccer, improved volleyball storage/locker room and track locker room, and increased allocation to women's sports for travel accommodations and pre and post game meals.

Increased scholarship dollars for all women's sports per OCR regulations

Increased operating and travel dollars in women's sports per OCR regulations

Designated recruiting budgets for all sports per OCR regulations

Hired women's soccer coach to recruit and establish team

Hired women's tennis coach/split men and women's tennis

Hired new full time volleyball coach/won Ohio Valley Conference title 1st season

University made decision to go Division I-A in football in 1998/Student body voted approval of Student Athletic Fee to finance new 30,000 plus seat stadium

1996-1997

Promoted Coordinator of Compliance to Assistant Athletic Director/Senior Woman Administrator

Promoted Head Golf Coach Johnny Moore to Assistant Athletic Director for Olympic Sports to oversee track, baseball, tennis and golf

Women's soccer has 1st season of competition

Responded to OCR report: upgraded salary for female sports staff, upgraded competitive schedules, and made budget adjustments; completed locker rooms; made final response to OCR (October 4, 1996)

Football Stadium renovation begins, official groundbreaking

Scheduling for I-A status for four seasons secured by Athletic Director

During football renovation no track facility available; student athletes ask for transfers to other universities

New track facility planned in concert with women's soccer field at alternate location

1997-1998

Football stadium not completed on time; program remains IAA in football for another season

2nd season for track without facility

Added Media Relations personnel to enhance promotion of all sports programs

Hired new Head Football Coach to compete at Division 1-A level

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1998-1999

Soccer/Track facility completed and ready for competition
Tennessee Board of Regents lifted cap of 12,000 fte on athletic spending/allows more flexible budgeting; each institution sets General Student Fund based on total dollars spent on athletics
Ohio Valley Conference Compliance Review completed. Certified Compliant

1999-2000

Football stadium completed; I-A Football first season opener; football-guarantees enhance athletic budgeting
New Student Athlete Enhancement Center completed and opened
Co-ed Weight Room opened
Sports Medicine educational program added
Athletic Program website launched; media relations improved for all sports
Met 17,000 season ticket holder NCAA I-A requirement
Won OVC Men's All-Sport Trophy; women received 2nd place; the Athletic Program won All Sports Trophy
Brett Alexander named OVC "Golfer of the Year"
Jennifer Martinez named OVC "Pitcher of the Year"
Dewone Brazelton selected first round Major League Baseball amateur draft (3rd overall selection)
MTSU invited to join the Sun Belt Conference in all sports
Women's Track won Sun Belt Conference title
Hired Women's Head Golf Coach to recruit athletes for program, schedule matches and begin program next season
Student Athletic Fee implemented
Dr. James Walker resigns as President. Dr Gene Smith named Interim President

2000-2001

First Sun Belt Compliance review completed
Football won Sun Belt Conference title
Assistant Athletic Director/SWA promoted to Associate Athletic Director/SWA
Men and Women's Track Sun Belt Conference title
Athletics received Bubas Cup/Sun Belt Conference All-Sports Trophy in first season of competition
Dr. Sidney McPhee named President of University
Lee Fowler resigns as AD
James Boots Donnelly named as interim Athletic Director
Athletic Program revisited its mission statement

2001-2002

Opened new renovated training room facility after private donation of \$1 million to refurbish
Women's Golf competed in first season
First Season ticket package sold for Women's Basketball
Athletic Program secured \$1 million gift for Hall of Fame facility
Interim AD James (Boots) Donnelly named Athletic Director by Sidney McPhee
Student Athletic Fee increased
Women's coaching salaries increased to be more competitive within Sun Belt Conference
Women's Tennis qualified for NCAA competition
Men's Tennis qualified for NCAA; Daniel Klemetz won Arthur Ash Award
Softball advanced to Sun Belt Conference finals

2002-2003

Men's Outdoor Track qualified for NCAA
Athletic Alumni Legend's Golf Tournament sold out for first time in tournament's history
Softball locker room completed; volleyball and track facility renovation completed
Men's Basketball set attendance record with "Operation Full House"
Won Indoor Track Sun Belt Conference title
Five All Americans named in Men and Women's Track

2003-2004

Aston Rhoden, Women's Soccer Coach named "Coach of the Year"
Student Athletic Fee increased
Budget funds designated for equity issues and capital projects
TBR placed cap on General Fund Support for athletics. Cap can only be increased to support scholarship increases tied to fee increases, mandated salary/benefit increases, and operating inflation increase

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Women's Basketball Sun Belt Conference title; advanced to NCAA tournament
 NCAA Certification Orientation visit by Ellen Ferris
 Manon Kruse and Carien Venter named Tennis All Americans
 Softball advanced to Sun Belt Conference finals
 New Admissions standards implemented; ACT minimum of 22 or 3.0 GPA or ACT of 19 and a 2.7 GPA plus 14 high school units
 Received the Sun Belt Conference All Sports Trophy—the Vic Bubus Award
 Initiated Softball Complex and Tennis relocation planning through Campus Planning

2004-2005
 Women's Basketball locker room renovation completed
 Women's Softball Complex phase 1 to begin in May
 Murphy Center renovation begun for 30 year old facility
 Plans for expanding Student Athletic Enhancement Center to two additional staff members begun
 Rose and Emmett Kennon Sports Hall of Fame opened
 Revisited Athletics Program Mission Statement
 Academic Game Plan Implemented to improve graduation rates and overall retention of student athletes

Previous Certification Self-Study

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

In 1996, newly appointed Athletic Director, Lee Fowler, reassigned responsibilities for sports oversight. He promoted the Compliance Coordinator, Diane Turnham, to Assistant Athletic Director/Senior Woman Administrator with oversight for soccer, softball and volleyball. Johnny Moore, Head Golf Coach, was promoted to Assistant Athletic Director of Olympic Sports with oversight for baseball, golf, track and tennis. The Sports Information Director, Mark Owens, was promoted to Assistant Athletic Director for Media Relations and was given additional staff and responsibilities. The Executive Director of External Affairs for the Blue Raider Athletic Association (BRAA), Larry Counts, was promoted to the Director of Athletic Relations and Game Management. A new Executive Director of External Affairs, Ty Coppinger, was hired for the BRAA.

In 1998, Dr. James Walker, President of the University, resigned to become the Chancellor of the Southern Illinois System and Dr. Gene Smith was named Interim President. Later that year Lee Fowler resigned to take the Athletic Director position at North Carolina State University and James (Boots) Donnelly, the former Head Football Coach, was named Interim Athletic Director.

Dr. Sidney McPhee was named the new President of the University in 2001. He developed a President's Cabinet comprised of his senior staff that meets with him weekly. The Athletic Director is a member of the cabinet.

In January 2002 James (Boots) Donnelly was named Athletic Director. He promoted Diane Turnham to Associate Athletic Director for Women's Sports and named Ms. Ellie Kunkel, the former Assistant Compliance Coordinator to Director of Compliance. Additionally, the BRAA was reorganized and Bill Lansden was named an Associate Athletic Director for Fund Raising to oversee the BRAA. An Athletic Development Director was created for the Nashville area to target the 40,000 alumni in that area and an Assistant Athletic Director for Marketing was added along with two positions in marketing and promotion for the Athletic Program. The Athletic Director developed an Executive Staff with which he meets weekly that includes the three Associate Directors, the four Assistant Athletic Directors, the Director of Compliance, the Executive Director of the BRAA and the Faculty Athletic Representative (FAR). With the resignation of Ms. Ellie Kunkel, Michael Moleta was named the new Director of Compliance in 2001. (See 2004-2005 Athletic Department Organizational Chart.)

5. Significant changes impacting the institution and/or athletics program, if any (e.g., conference affiliation, sports sponsored, changes in admissions standards, significant changes in graduation rates, changes in mission statement of the athletics program, changes in fiscal stability/condition of the athletics program), since the institution's previous certification self-study:

Middle Tennessee State University has undergone phenomenal growth since the first-cycle review. It has been and continues to be the fastest growing University in the state and for the second consecutive year, MTSU has the largest undergraduate enrollment of all public institutions, including the flagship institution. The student population

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numbered 22,322 in the fall of 2004. This growth has resulted in the development and implementation of new academic programs, including the awarding of its first Ph.D. degree, an aggressive building program that includes a Business Aerospace Building, a new state-of-the-art library and a 31,000-seat football stadium, funded by student activity fees. Additionally, the University has raised its admissions standards twice and launched the first University Honors College in Tennessee. The academically stronger student body has been supported with the allocation of significant new dollars for academic scholarships over the past ten years. Over 160 Master Classrooms have been equipped with the latest teaching technology to enhance the student-centered learning goals of the University. The University continues to be strongly committed to broadening the diversity of its students and faculty to enrich the learning experience.

The new academic standards have resulted in a better-prepared student body, including student athletes. For the past seven years, the ACT average of the entering freshmen class has exceeded state and national averages. Annually, over 120 student athletes have made the honor roll. Graduation rates for MTSU student athletes exceeded that of the general student population for the past three years.

In 1993 the MTSU community came together to develop a vision and a master plan for intercollegiate athletics. This report set the athletic goals for the next decade. The plan, "Moving to a Higher Ground", called for moving the football program to Division 1-A so that all MTSU athletics programs would compete at the highest level. That goal was met in 1999 when the University's football program was awarded NCAA Division 1-A status.

The move to Division I-A was made in anticipation of greater fan support and increased athletic revenues. Prior to and at the time of the move, the Athletic Program was dependent on revenue generated by general student fees limited by a cap placed on athletic programs by the Tennessee Board of Regents (TBR). The cap permitted the collection of student fees up to 12,000 students. MTSU's enrollment exceeded 18,000 during the late 1990s; and therefore, for several years, it was greatly restricted in resources by the cap. Additionally, the University was meeting a 1996 OCR mandate to increase funds designated to women's athletics in scholarships, travel allowances and equipment budgets. The Athletic Program responded by aggressively increasing its fundraising efforts and increasing ticket sales revenues. It also petitioned the TBR for permission to initiate a student athletic fee to provide additional resources. After a student referendum on the fee, it was implemented in 1998. The move to I-A also provided opportunities to secure game-guarantees. These new revenue strands provided the resources to construct much needed facilities to enhance the Athletic Program.

In fall of 1999, the expansion of the football stadium was completed. The coed weight room was opened, the soccer field and new U.S. Olympic standard outdoor track was ready for competition. The new state-of-the-art Student Athlete Enhancement Center that supports the learning goals for student athletes and the newly renovated Sports Medicine facility providing health benefits and training opportunities for MTSU students and student athletes were opened. The Rose and Emmett Kennon Sports Hall of Fame building opened in 2004 funded by private dollars.

To further the vision in "Moving to a Higher Ground", an academic major and a minor in Athletic Training have been added to the curriculum to support the program and to meet the growing needs in the region for this expertise.

In Fall 2000 the University's athletic programs moved to a new competitive level by participating in the Sun Belt Conference. With the addition of women's soccer in 1996 and women's golf in 2000, the University now offers 17 NCAA sports.

The Athletic Program revisited its mission statement in 1998 and in 2004. The current mission statement states: The Athletic Program promotes excellence in athletics and provides academic and athletic opportunities for every student-athlete, the university and the community. Building on tradition, the program advances the university's regional and national stature and creates opportunities for innovative partnerships throughout the region. Middle Tennessee State University continually works to maximize human, financial and physical resources to create and heighten the quality of its sports programs.

Certification Self-Study Information

1. Steering Committee Chair: Dr. Kaylene A. Gebert
2. Chief report writer/editor of self-study report: Professor Carolyn H. Hopper

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

Participation in MTSU's self-study process has been broad based and participatory. The Steering Committee itself, comprised of undergraduate and graduate students, student athletes, faculty, administrators, alumni, staff (including coaches) and community-at-large, is broadly representative of many internal and external University constituencies. The various self-study subcommittees, appointed by Dr. Kaylene Gebert, the Chair of the Steering Committee, were charged to be broad based and inclusive in their data gathering and review. The subcommittees gathered data and materials from various offices across campus and reviewed processes with numerous Athletic Program and administrative staff and students. The subcommittee on Equity, Welfare and Sportmanship conducted one on one interviews with student athletes, coaches, athletics staff, non athletics program staff and the Blue Raider Athletic Association leadership in the development of the equity and minority plans for improvement. Additionally, the Athletic Committee and the Student Athlete Advisory Council were solicited for input and kept apprised of self-study findings.

The self-study report has had wide spread campus review. Subcommittee drafts were circulated to Steering Committee members and administrative and Athletics Program staff for comments and suggestions which were incorporated into the final subcommittee reports. The initial draft of the entire self study report was posted on the web for review and comments by the Steering Committee, Athletic Program staff and the Vice Presidents of the University. A second draft that included feedback from this initial review was posted on the web for review by the entire campus community. The Steering Committee received these comments and suggestions prior to its approval of the final report. The final report speaks to a thorough, comprehensive and inclusive study of MTSU's Athletic Program.

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

Middle Tennessee State University

NCAA ATHLETICS SECOND CYCLE CERTIFICATION SELF-STUDY WRITTEN PLAN

March 12, 2004

Objectives of the Self-Study: Goals

Middle Tennessee State University is committed to a self-study process that will:

Review its Athletics Program to identify its strengths and areas that need to be enhanced.

Set future goals based on the review and identify specific strategies to achieve these goals.

Use the review process to provide an opportunity to involve a wide constituency of University groups in the maintenance and continuing development of the Athletics Program and to help chart its future direction.

Provide opportunities to share the strengths of the Athletics Program with various constituencies.

MTSU's self-study goals are consistent with the NCAA's overall goals of certification. MTSU seeks to use its self-study process to provide a framework for self-examination and self-awareness, to affirm its commitment to NCAA standards and guidelines and to take advantage of opportunities to improve its Athletics Program. MTSU aims to use the review process to achieve greater excellence in its Athletics Program.

First-cycle Institutional Plans for Improvement: Committee Required Actions

The NCAA identified no "corrective actions" or "conditions" in its first-cycle review of Middle Tennessee State University's Athletics Program. Responses to the recommendations made by the institution in its first-cycle review are noted below:

Recommendations Outlined by the Institution in First-cycle Review

The Athletic Director should make plans to distribute the mission of the athletics program to the faculty senate and to the offices of the vice presidents for the university: academic affairs, finance and administration, development and university relations, and student affairs. In addition, the Faculty Athletic Representative or Athletic Director should

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discuss the mission with the student advisory council, the Student Government Association, and various other student groups interested in athletics such as the Interfraternity Council and the Panhellenic Council. The director of external affairs should see that the mission is widely distributed to athletic boosters through the Blue Raider Athletic Association (BRAA).

Action Completed Fall 1995

The Athletic Director, along with the athletics program staff, the University Athletic Committee and the Student Athlete Advisory Council revisit the athletics program mission statement according to the University's 5-year mission review cycle. A review of the University's mission statement was completed in fall 1999 and the Tennessee Board of Regents approved the revised mission statement in December 1999. Consequently, the departments of the University, including the Athletics Department, revisited their mission statement in the fall of 2000. (See attachment: "Athletics Program Mission Statement", page 110.) The mission statement is sent to the Student Government Association, the Faculty Senate, the vice-presidents of the University, the Student Athlete Advisory Council, the Athletic Committee and the athletics program staff. Additionally, the mission statement is distributed to athletics boosters through Blue Raider Athletic Association publications. Discussions of the mission statement are held with the Student Athlete Advisory Council, the Athletic Committee, vice-presidents of the University, the Faculty Senate, athletics program staff and student athletes. The mission statement is included in the Athletics Student Handbook and selected athletics program media and can be found on the MTSU Athletics Program website.

Principle 4

The role and functioning of the athletics committee should be reexamined to ensure that its charge reflects the reality of its work and contribution to the athletics program. The athletics committee, the president, and the new athletic director should meet immediately to revisit the charge of the committee. In addition the compliance coordinator should be an ex-officio member of the committee to ensure that continuing information about compliance issues is shared with the committee.

Action Completed

The Athletic Committee meets monthly throughout the academic year. The committee, composed of faculty representatives from each of the University's five academic colleges, is recommended by the Faculty Senate and appointed by the President. The committee elects its Chair. Currently ex-officio members are the Athletic Director, the outgoing Chair, the Senior Woman's Administrator, the Athletic Representative, the Director of Compliance, two students appointed by the Student Government Association and the President of the Blue Raider Athletic Association. The Faculty Athletic Representative appointed by the President serves as the University's permanent representative to the Sun Belt Conference. The Faculty Athletic Representative and the Director of Compliance monthly update the committee on matters relative to the Athletics Program and NCAA issues within the scope of the committee's charge. The Athletic Director also meets routinely with the committee to solicit its input and suggestions for program changes and initiatives. The committee's advice is sought on both policy issues and operational procedures such as: reviewing the Athletics Program mission, approving ticket prices, selecting student recipients of athletic awards, reviewing the athletics program media plan and guides, making recommendations on facilities issues, and consulting in the hiring of head coaches. Additionally, the Certifying Officer meets annually with the committee to give an update on the academic status of student athletes for all sports. The Director of the Blue Raider Athletic Association also provides monthly updates on the activities of the association.

The President of the University met with the Athletic Committee in 1995 to charge the committee. He discussed with them an amendment to the original charge suggested by the committee. This amendment addressed the confusion of the committee's role in NCAA rules compliance. The committee subsequently passed the amendment (See attachments: "Athletic Committee minutes" and "Athletic Committee minutes", pages 102 through 109.) The Athletic Committee again revisited their charge in fall 2000. The committee made substantive and editorial recommendations to amend the charge of the President based on its review of its role. The President approved the recommendations November 20, 2000 (See attachment: "Athletic Committee Minutes" On File in Interim Report Attachments.)

Principle 5

The faculty athletics representative and the compliance coordinator should not be a shared position. The compliance coordinator should be made a full-time position. The role and functioning of the athletics committee should be reevaluated. See recommendation and plan above.

Action Completed.

The faculty athletics representative (FAR) and the compliance coordinator position no longer share a position. Beginning fall 1995 the faculty athletics representative became a half-time assignment for a full-time faculty

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member. The FAR reports directly to the President of the University and has its own budget. The Senior Woman Administrator, a full-time administrative position, serves jointly as the Compliance Coordinator until January 1, 2001. At this time, the Senior Woman's Administrator will be named Associate Athletic Director and a full-time Director of Compliance will be named. The Director of Compliance will report directly to the Athletic Director or his designee and the President of the University.

First cycle Institutional Plans for Improvement: Plans

MTSU developed and implemented two plans in response to the principles of certification in conducting its first-cycle self-study. They were the Middle Tennessee State University Athletic Program Equity Plan and the Middle Tennessee State University Minority Plan for the Future. The plans and actions taken can be found in the links noted above.

First-cycle Institutional Plans for Improvement: Interim Report

Not applicable

Components of the Self-Study

Steering Committee Chair

President Sidney McPhee appointed Dr. Kaylene Gebert, Executive Vice President and Provost, to serve as chair of the MTSU NCAA Athletics Certification Self-study Steering Committee on December 1, 2003. Dr. Gebert is the Chief Academic Officer of MTSU and serves as the University's Chief Executive Officer in the absence of the President. She reports directly to the President and is a member of the President's Cabinet.

Steering Committee Membership

The Steering Committee is comprised of members who represent various campus as well as external University constituencies to assure a broad based, highly participatory self-study process. Membership includes undergraduate and graduate students, student athletes, faculty, administrators, alumni, staff (including coaches) and the community-at-large. The chairs of the subcommittees, all of whom are faculty, also serve on the Steering Committee. The Steering Committee and each of the subcommittees are balanced in their composition to reflect differing perspectives and a range of expertise and information internal and external to the Athletics Program. In his charge to the Steering Committee, President McPhee emphasized that the University valued an open review process and that it would honor all information requests made by the Committee. He also assured the Committee that it would be provided whatever resources it needed to complete a comprehensive review of the Athletics Program.

The MTSU NCAA Certification Steering Committee members, their MTSU affiliation and NCAA designation in the self-study are listed on the following chart:

Middle Tennessee State University NCAA Certification Steering Committee Roster

Dr. Sidney A. McPhee Chief Executive Officer President
 Dr. Kaylene Gebert Chair, Steering Committee Executive Vice President & Provost
 Dr. Jill Austin NCAA/SACS Liaison Chair and Professor of Management & Marketing
 Faye Johnson Coordinator of NCAA Second-Cycle Certification Review / Liaison Assistant to Executive Vice President & Provost
 Dr. Carolyn Hopper Writer/Editor of NCAA Self-Study Certification Report Professor of Developmental Studies
 Charles Akers Student Athlete Graduate Student
 Dr. Sarah Barlow Alumnus Professor of Biology
 Dr. Gloria Bonner Division of Academic Affairs Dean of College of Education and Behavioral Sciences
 Dr. Nancy Boone Faculty Professor of Music
 LaToya Brown Student Athlete President of Student Athletic Advisory Council
 Dr. Larry Burriss Faculty President Elect of Faculty Senate; Interim Chair & Professor of Journalism
 Michele Butler MTSU Undergraduate Student President, MTSU Student Government Association (SGA)
 Dr. Jim Calder Chair, Academic Integrity Subcommittee Professor of Elementary and Special Education
 Leigh Podlesny Coach Head Softball Coach, Assistant Professor of HPERs
 Debbie Crowder Community-At-Large President, SunTrust Bank of Murfreesboro and Rutherford County
 James (Boots) Donnelly Athletic Director Athletic Director
 Dr. Troy Festervand Chair, Governance and Compliance Subcommittee; Faculty Professor of Management & Marketing
 Dr. Margaret Fontanesi-Seime Faculty Associate Professor of Social Work, Chair of Athletic Committee

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Mike Gower Division of Business & Finance Associate Vice President of Business & Finance
 John Harris Alumnus Director, Disabled Student Services
 Dean Hayes Coach Head Coach, Men's and Women's Track; Associate Professor of Health, Physical Education, Recreation and Safety
 Dr. John David Hays Division of Student Affairs Associate Vice President for Student Affairs and Dean of Student Life
 Dr. Sherian Huddleston Division of Student Affairs Assistant Vice Provost for Enrollment Management
 Dr. Connie Jones Chair, Equity, Welfare and Sporting Conduct Subcommittee; Faculty Chair & Professor of Elementary and Special Education
 Dr. Ron Kates Faculty Associate Professor of English
 Jeanne Massaquoi Academic Athletics Advisor Director of Student Athletic Enhancement Center
 Courtney Mitchell Student Athlete Undergraduate Student
 Michael Moleta Compliance Officer Director of Compliance
 Ron Nichols Community-At-Large Vice President of Operations, State Farm Insurance
 Aston Rhoden Athletics Program Women's Soccer Coach
 Dr. Wayne Rollins Faculty Associate Professor of Cooperative Education
 Zackie Sanderson Athletic Business Manager, Division of Business and Finance
 Diane Turnham Senior Woman Administrator Associate Athletic Director
 Dr. Harold Whiteside Faculty Athletics Representative Professor and Interim Chair of Psychology Department
 Allen Weaver Graduate Student Representative Ph.D. Candidate in HPERS
 Dr. Forrestine Williams Equal Opportunity & Affirmative Action Representative Director, Equal Opportunity & Affirmative Action
 Helen Grant SunBelt Conference Ex-Officio

Subcommittee Membership

The rosters for the self-study subcommittees are listed below. Each sub-committee chair will designate a specific time and day for monthly meetings for the duration of the self-study process (See self-study timeline on page 12).

Academic Integrity Sub-Committee

Charles Akers Student Athlete Graduate Student
 Dr. Jim Calder Chair, Academic Integrity Subcommittee Professor of Elementary and Special Education
 Dr. Sarah Barlow Alumnus Professor of Biology
 Dr. Gloria Bonner Division of Academic Affairs Dean of College of Education and Behavioral Sciences
 Dr. Larry Burriss Faculty President Elect of Faculty Senate; Interim Chair & Professor of Journalism
 Michele Butler MTSU Undergraduate Student President, MTSU Student Government Association (SGA)
 James (Boots) Donnelly Athletic Director Athletic Director
 Dr. Margaret Fontanesi-Seime Faculty Associate Professor of Social Work
 Dr. Sherian Huddleston Division of Student Affairs Assistant Vice Provost for Enrollment Management
 Dr. Ron Kates Faculty Associate Professor of English
 Jeanne Massaquoi Academic Athletics Advisor Director, Student Athletic Enhancement Center
 Aston Rhoden Athletics Program Women's Soccer Coach
 Zackie Sanderson Athletic Business Manager, Division of Business and Finance

Governance & Compliance Sub-Committee

Dr. Troy Festervand Chair, Governance and Compliance Subcommittee Professor of Management & Marketing
 Dr. Jill Austin NCAA/SACS Liaison Chair and Professor of Management & Marketing
 LaToya Brown Student Athlete President of Student Athletic Advisory Council
 Leigh Podlesny Athletics Program Head Softball Coach; Assistant Professor of HPERS
 Debbie Crowder Community-At-Large President, SunTrust Bank of Murfreesboro and Rutherford County
 John Harris Alumnus Director, Disabled Student Services
 Dr. John David Hays Division of Student Affairs Associate Vice President for Student Affairs and Dean of Student Life
 Michael Moleta Compliance Officer Director of Compliance
 Dr. Harold Whiteside Faculty Athletics Representative Professor and Interim Chair of Psychology Department

Equity, Welfare & Sporting Conduct Sub-Committee

Dr. Connie Jones Chair, Equity, Welfare and Sporting Conduct Subcommittee Chair & Professor of Elementary and Special Education

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Dr. Nancy Boone Faculty Professor of Music
 Mike Gower Division of Business & Finance Associate Vice President of Business & Finance
 Dean Hayes Athletics Program Head Coach, Men's and Women's Track; Associate Professor of Health, Physical Education, Recreation and Safety
 Courtney Mitchell Student Athlete Undergraduate Student
 Ron Nichols Community-At-Large Vice President of Operations, State Farm Insurance
 Joe-Joe Petrone Athletic Trainer Head Athletic Trainer
 Dr. Wayne Rollins Faculty Associate Professor of Cooperative Education
 Diane Turnham Senior Woman Administrator Associate Athletic Director
 Allen Weaver Graduate Student Representative Ph.D. Candidate in HPERS
 Dr. Forrestine Williams Equal Opportunity & Affirmative Action Representative Director, Equal Opportunity & Affirmative Action

Responsibilities of steering committee and subcommittees

The Steering Committee will oversee the implementation of the MTSU NCAA Second-Cycle Certification Self-Study Plan in accordance with the proposed timeline.

President McPhee, in his charge to the MTSU NCAA Certification Steering Committee on December 2, 2003, explained how important the Committee's self-study task is to the success of the university's Athletics Program. He told the committee members that they are responsible for conducting the self-study and putting together a report that will be reviewed by the entire NCAA team. He noted that the committee's focus should be on academics and athletics and that it should conduct a comprehensive review of the university's mission and goals and use the self-study as an opportunity to allow MTSU to evaluate and review itself. He said that: "We need to approach the process in a positive way and learn how we do business and how we can do it better . . . Meetings should be open and involve the community. Whatever you need, you will be provided to help you achieve these goals to the highest level."

The role of the Steering Committee is to guide and conduct the certification self-study, prepare and submit the self-study report and meet with the peer review team when the team makes its on-campus visit. It will be responsible for collecting and organizing appropriate information and data, responding to the self-study items, evaluating all responses against the operating principles of the NCAA and using the data collection and analyses in the formulation of MTSU's plan for improvement of its Athletics Program. In conducting the self-study it will ensure that various University constituencies, including the President and others knowledgeable about the opportunities and challenges that relate to the future of the Athletics Program, have the opportunity to make substantive input in the formative processes of the self-study, as well as analyzing and evaluating all drafts and the final report. Specific opportunities for input will be scheduled with student athletes, students at large, faculty, administrators and staff, the President, personnel, alumni, and community members at large.

A website has been developed for announcements of all meetings and forums. The site will also make available the minutes of all Steering Committee and subcommittee meetings, the Certification Self-study Plan, the self-study timeline, rosters of all committees, the drafts of the self-study report and the resources needed for use by the various committees and /or the NCAA. The final self-study report will also be made available via the website. To assure the broadest possible participation, announcements of all meetings and forums will be made electronically and via other means.

All committees have been charged to maintain written records of their proceedings as well as attendance at each meeting.

The chair of each subcommittee is responsible for writing the subcommittee report including findings and plans for improvement and submitting all documentation and attachments needed. The sub committee reports should be based on the format and guidelines in the NCAA 2003-2004 Division 1 Athletics Certification Handbook using the NCAA Web-Based Athletics Certification Institutional Manual.

Dr. Carolyn Hopper, Professor of Developmental Studies will author and edit the final self-study report.

Institution Liaison

Faye Johnson, Assistant to Executive Vice President and Provost is the MTSU campus liaison for the University's NCAA certification self-study. Her responsibilities include:

- * Facilitating the work of the Steering Committee and subcommittees by arranging support services needed for the committees to accomplish their work
- * Fielding questions from institutional personnel and forwarding them to the NCAA staff member
- * Coordinating preparations for the evaluation visit

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* Scheduling interviews and organizing any work related needs for peer reviewers

Conference Assistance/Use of Outside Individuals or Agencies

MTSU has requested that the Sunbelt Conference designate a liaison to work with the university as it prepares for and conducts its certification self-study. The Sunbelt Conference has assigned Helen Grant, Associate Commissioner of the Sun Belt Conference, to be MTSU's liaison. The Sunbelt Conference liaison will act in a consulting role as the University engages in all self-study processes. Ms. Grant attended the organizational meeting of MTSU's Steering Committee on December 2, 2003. The Committee asked her to brief it on the NCAA self study processes and requirements. She has been invited to attend the orientation visit on February 23, 2004. No other outside consultant will be used in conducting the self-study.

Regional Accreditation

MTSU's NCAA Certification self-study will be conducted independently from the University's Southern Association of Colleges and Schools (SACS) reaffirmation of accreditation review. The SACS requested that MTSU postpone its accreditation review one year to accommodate the association's scheduling needs. MTSU's NCAA review will be conducted in accordance with the timeline established by the NCAA.

Self-Study Timeline

The timeline for MTSU's second cycle NCAA Certification Self-Study follows:

Middle Tennessee State University Second Cycle NCAA 2005 Certification Self-Study Timeline

2000

December - MTSU's Interim 1995-2000 Certification Review Report submitted to NCAA

2001

Spring - NCAA notifies MTSU its Interim Certification Review results as certified

2003-2004

MTSU's NCAA Certification Review Period of Study

2003

August - MTSU's President appoints the Chair of the Certification Self-study Steering Committee

September - MTSU's President in consultation with the Chair of the NCAA Certification Self-study Steering Committee selects the members of the Certification Self-study Steering Committee

December 2 - President charges committee; public announcement of Steering Committee members made; Certification Self-study Steering Committee organizes, sets orientation date for February 23, 2004. Approves tentative timeline proposal

2004

January - A tentative written plan for completing the self-study is prepared. Review MTSU NCAA 1993-94 and 1998-2000 reports for progress status

February 6 - Proposed written Self-study plan to NCAA

February 23 - NCAA 2005 Second-Cycle Certification Self-study Kick-Off. The NCAA Certification Liaison, Ellen Ferris, meets with the Certification Self-study Steering Committee for orientation and to launch the University's review process.

March - All sub-committees hold organizational meetings, review Self-study instrument and identify data needs and resource personnel

March 1 - Governance and Compliance Sub-Committee reviews the data/information currently available that pertains to the charge, identifies remaining area(s) of need, and develops a preliminary timeline for committee's activities.

March 2 - Equity and Welfare Sub-Committee identifies information and data needed, resource personnel, and delegates assignments to individual committee members.

March 9 - Academic Integrity Sub-Committee identifies information and data needed, resource personnel, and delegates assignments to individual committee members.

Introduction to Self-Study Report

April - All sub-committees conduct information and data reviews; solicit input from campus constituents regarding operating principles; i.e. focus groups and exit interviews, surveys, etc.; evaluate data relative to operating principles

April 5 - Governance and Compliance Sub-Committee members report their findings to committee for review and evaluate operational principles using the data. Schedules interviews and focus groups. (Conduct interviews and meets with focus groups before May meeting.)

April 6 - Equity and Welfare Sub-Committee reviews documents provided by Associate Athletic Director, Diane Turnham, identifies any additional informational needs. Schedules interviews and focus group discussions. (Conducts interviews and meets with focus groups before May meeting.)

April 12 - Academic Integrity Sub-Committee members report findings to their committee for review and evaluate operational principles using the data. Schedules interviews and focus groups. (Conducts interviews and meets with focus groups before May meeting.)

May - Sub-committees develop drafts of reports and plans for improvement for Steering Committee review

May 3 - Governance and Compliance Sub-Committee evaluates data relative to operation principles and completes self study outline

May 4 - Equity and Welfare Conduct Sub-Committee evaluates data relative to operation principles and completes self- study outline. Begins preliminary discussions about Equity and Minority Plans for Improvement as needed.

May 10 - Academic Integrity Sub-Committee members submit individual reports needed for final draft to committee chair

June - Sub-committees submit draft reports to NCAA Self-study Steering Committee for review; Steering Committee develops an Athletics Program Plan for Improvement. All materials submitted to author for writing of draft report

June 1 - Equity and Welfare Sub-Committee makes decisions about the Equity and Minority Plans for Improvements and notes suggestions for change. Makes specific assignments for draft of both plans for improvement to bring to July 5 meeting.

June 7 - Governance and Compliance Sub-Committee chair submits draft report to NCAA Steering Committee for review and comment.

June 15 - Academic Integrity Sub-Committee Committee chair submits draft report to NCAA Steering Committee for review and comment.

July/August - Draft of NCAA Self-study report completed

July 5 - Equity and Welfare Sub-Committee reviews drafts of the Equity and Minority Plans for Improvement and submits to Steering Committee for review and to writer/editor for posting on website for campus review and comment.

July 12 - Governance and Compliance Sub-Committee submits draft to writer/editor for posting on website for campus review and comment.

July 13 - Academic Integrity Sub-Committee submits draft to writer/editor for posting on website for campus review and comment.

July 26 - Steering Committee reviews all sub-committee reports and plans for improvement and provides comments and suggestions to subcommittees.

September/October - Self-Study Draft shared with campus constituencies and off campus groups for comments and suggestions

September 13 - Governance and Compliance Sub-Committee reviews suggestions and comments from campus community and Steering Committee. Submits final draft of plan to writer/editor for posting for campus review and comments.

September 14 - Equity and Welfare Sub-Committee reviews suggestions and comments for Equity and Minority Plans for Improvement received from campus community and the Steering Committee. Submits final draft of plans to writer/editor for posting for campus review and comments.

September 14 - Academic Integrity Sub-Committee reviews suggestions and comments from campus community and Steering Committee. Submits final draft of plan to writer/editor for posting for campus review and comments.

Introduction to Self-Study Report

September 27 - Writer/editor completes self-study draft and posts on website for campus review and comments.

October 25 - Steering Committee reviews suggestions and comments received from campus review for incorporation into final report.

October 30 - Final Self-study report prepared

November 1 - Writer/editor posts final report on website for review

December 15 - Steering Committee meets to approve final report

December 17 - MTSU's Final Certification Self-study Report submitted to the NCAA

2005

April - Initial NCAA Certification Peer Review (identifies any existing issues)

May 8-21 - NCAA Certification Peer Review Visit (focus will be on any issues identified)

July - Institutional report for final review due

Fall - NCAA recommends recertification

Self-study report

Dr. Carolyn Hopper, Professor of Developmental Studies, will write the final report. The report will be written following the format and editorial guidelines in the NCAA 2003-2004 Division 1 Athletics Certification Handbook using the NCAA Web-Based Athletics Certification Institutional Manual. For uniformity of presentation all Steering Committee and subcommittee reports must be submitted using Microsoft Word, using Times New Roman font, 12 point, normal style. For consistency a web-based word template has been developed to record minutes from all committee meetings. This template and the recorded minutes will be uploaded to the MTSU NCAA Certification website.

Equipment, materials and clerical, technical and data support will be provided as needed for the work of the various committees as well as the writing, editing and production of the final report. A website has been developed to chronicle the activities of the Steering Committee and each of the subcommittees. It also will serve as a repository for all data and resources as requested. Additionally, announcements of the Committees' findings and reports will be noted with a link to the Athletics Program Website. The community-at-large will also receive notifications of review activities via appropriate print publications to ensure broad based input and participation.

Governance and Commitment to Rules Compliance

Operating Principle

1.1 Mission of the Athletics Program and the Institution

Self-Study Items

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

Not applicable

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

Not Applicable

3. Describe any additional plans for improvement/recommendations relating to Operating Principle 1.1 (Mission of the Athletics Program and the Institution) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

Not Applicable

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 1.1 (Mission of the Athletics Program and the Institution). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion of such required actions.

Not Applicable

5. Please provide the athletics program mission statement and indicate the date of formal approval of the latest versions.

Not Applicable

6. Please provide text excerpts from the institution's mission statement that correlate to the mission statement of the athletics program.

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Not Applicable

7. Explain how the mission of the athletics program relates to that of the institution as a whole.

Not Applicable

8. Describe how and to whom the athletics program's mission statement is circulated.

Not Applicable

9. Please provide specific examples demonstrating how the athletics program's mission and goals are or are not supported by the actual practices of the athletics program.

Not Applicable

Evaluation

1. Does the institution demonstrate that the mission and goals of the athletics program relate clearly to the mission and goals of the institution? **Currently Yes**
2. Does the institution demonstrate that the mission and goals of the athletics program support the educational objectives, academic progress and general welfare of student-athletes? **Currently Yes**
3. Does the institution demonstrate that the mission and goals of the athletics program support equitable opportunity for all students and staff, including women? **Currently Yes**
4. Does the institution demonstrate that the mission and goals of the athletics program support equitable opportunity for all students and staff who are minorities? **Currently Yes**
5. Does the institution demonstrate that the mission and goals of the athletics program embrace the Association's principles of sportsmanship and ethical conduct? **Currently Yes**
6. Does the institution demonstrate that the mission and goals of the athletics program are widely circulated among the institution's internal and external constituencies? **Currently Yes**
7. Does the institution demonstrate that the actual practices of the institution's athletics program are consistent with the athletics program mission and goals? **Currently Yes**

Governance and Commitment to Rules Compliance

Operating Principle

1.2 Institutional Control, Presidential Authority and Shared Responsibilities

Self-Study Items

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

1. Middle Tennessee State University has completed actions on items identified as "strategies for improvement" in its first-cycle evaluation visit by the NCAA Committee on Athletics Certification. The "strategies for improvement" noted by the Committee that relate directly to institutional control, presidential authority and shared responsibilities and the University's actions follow:

Strategies for Improvement

Involve senior-level financial administrators of the institution in consideration of financially related long-range strategic planning issues of the athletics department (e.g., possible move of the football program to Division I-A, implementation of gender-equity and minority-opportunity plans).

Action Completed Fall 1995

The Athletic Director has met and continues to meet with the President and Vice-President for Business and Finance to discuss the annual budget for the athletics program. These discussions have two purposes: to set budget priorities for the upcoming year and to plan for future long-term financial needs of the program. These discussions include staffing, facilities planning, scholarship funding, the addition of new sports, other program support items, accountability oversight, and conference affiliation issues. The President has budget oversight of the athletics program and delegates athletic spending decisions to the Athletic Director. The Athletics Business Manager, who reports to the Associate Vice-president for Finance and Administration, initials all disbursed funds. The President or Vice-president for Business and Finance signs disbursements in cases involving the Athletic Director, such as reimbursement for the Athletic Director's business travel. All financial decisions are made within the guidelines established by the Tennessee Board of Regents. The Vice-President for Business and Finance and the Athletic Director, along with the Athletics Business Manager, meet monthly to discuss short-term budget needs and issues.

The Office of Financial Aid administers student athletes' financial aid. This office reports to the Vice-President for Student Affairs and Vice Provost for Enrollment Management. Like all students, student athletes apply to the Office of Financial Aid for financial support. Applications are reviewed according to federal, state, university and NCAA guidelines and financial aid is awarded in accordance with these guidelines. Once aid is awarded, the Director of Financial Aid monitors student athletes' financial aid accounts by activity which occurs on SIS screen 318. The Assistant Director of Financial Aid handles adjustments that may be needed. Advisors in the Student Athlete Enhancement Center monitor full-time enrollment. This process ensures that only the student athletes that are enrolled in the appropriate number of course hours as required by the NCAA receive financial aid and financial aid limits are monitored to ensure no student athlete exceeds cost of attendance. The Certifying Officer provides the continuing enrollment status for student athletes to the Assistant Director of Financial Aid.

Identify means of ensuring institutional oversight and control of intercollegiate athletics finances, including possible involvement of the institution's internal audit staff in reviews of athletics department fiscal operations.

Action Completed Fall 1995

The oversight of the intercollegiate athletics program, including its finances, lies directly with the President of the University. The program's financial policies and procedures are bound by and carried out in accordance with the Tennessee State Board of Regents policies and procedures (See: Policy 4:03:03:50; 3:04:01:00 on file.) The day-to-day financial management of the program lies with the Athletics Business Manager who reports to the Associate

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Vice-president for Business and Finance. The Athletic Business Manager is responsible for coordinating all athletics budgets to assure that total expenditures of the Athletics Program remain within established financial limits as defined by the Tennessee Board of Regents and the President.

The Tennessee Board of Regents annually audits the University's budget, which includes the athletics program budget. (Management audit letters for the past five years on file.) In addition to this external audit, the University has developed an internal audit plan (Audit plan on file.) This plan, implemented in fiscal year 2000-2001, is a phased annual audit of the components of the program. The 5-year cycle provides for a continuing comprehensive internal audit of the Athletics Program

Action Completed Spring 2000

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

2. Middle Tennessee State University has completed actions on items identified as suggestions and recommendations outlined by the first cycle peer review team in its first-cycle evaluation visit by the NCAA Committee on Athletics Certification. The "suggestions" noted by the Committee and the recommendations outlined by the first cycle peer review team that relate directly to institutional control, presidential authority and shared responsibilities and the University's actions follow:

Suggestions

Consider seeking input from athletics and nonathletics staff members regarding proposed NCAA legislation prior to the institution establishing its official position on each proposal.

Action Completed Fall 1999

All Athletics Program staff are provided the opportunity to make suggestions and recommendations regarding NCAA legislation at their regularly scheduled staff meetings. The Athletic Committee routinely is presented NCAA proposed legislation and asked to provide its input prior to MTSU's establishing its official position on the legislation. In addition, the Faculty Athletic Representative presents proposed legislation to the Student Athlete Advisory Council for its input prior to the establishment of the University's official position. (Athletic Committee minutes and Student Athlete Advisory Council minutes on file.) The Director of Compliance also regularly solicits recommendations from coaches related to proposed NCAA legislation.

Recommendations Outlined by the First-cycle Peer Review Team

The Athletic Director should make plans to distribute the mission of the Athletics Program to the faculty senate and to the offices of the Vice Presidents for the University: academic affairs, finance and administration, development and university relations, and student affairs. In addition, the Faculty Athletic Representative or Athletic Director should discuss the mission with the Student Advisory Council, the Student Government Association, and various other student groups interested in athletics such as the Interfraternity Council and the Panhellenic Council. The Director of External Affairs should see that the mission is widely distributed to athletic boosters through the Blue Raider Athletic Association (BRAA).

Action Completed Fall 1995

The Athletic Director, along with the Athletics Program staff, the Athletic Committee and the Student Athlete Advisory Council revisit the Athletics Program mission statement according to the University's 5-year mission review cycle. A review of the University's mission statement was completed in fall 1999 and the Tennessee Board of Regents approved the revised mission statement in December 1999. Consequently, the departments of the University, including the Athletics Department, revisited their mission statement in the fall of 2000 and again in 2004. (See Athletics Department Mission statement on file.) The mission statement is sent to the Student Government Association, the Faculty Senate, the Vice-Presidents for the University, the Student Athlete Advisory Council, the Athletic Committee and the Athletics Program staff. Additionally, the mission statement is distributed to athletics boosters through Blue Raider Athletic Association publications. Discussions of the mission statement are

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held with the Student Athlete Advisory Council, the Athletic Committee, Vice-Presidents of the University, the Faculty Senate, Athletics Program staff and student athletes. The mission statement is included in the Athletics Student Handbook and selected athletics program media guides and can be found on the MTSU Athletics Program website at www.goblueraiders.com.

The role and functioning of the Athletics Committee should be reexamined to ensure that its charge reflects the reality of its work and contribution to the Athletics Program. The Athletics Committee, the President, and the new Athletic Director should meet immediately to revisit the charge of the committee. In addition the Compliance Coordinator should be an ex-officio member of the committee to ensure that continuing information about compliance issues is shared with the committee.

The President of the University met with the Athletic Committee in 1995 to redefine the charge of the committee. He discussed with them an amendment to the original charge suggested by the committee. This amendment addressed the confusion of the committee's role in NCAA rules compliance. The committee subsequently passed the amendment (See Athletic Committee minutes on file.). The Athletic Committee again revisited their charge in fall 2000. The committee made substantive and editorial recommendations to amend the charge of the President based on its review of its role. The President approved the recommendations November 20, 2000 (See Athletic Committee minutes on file.)

The Athletic Committee meets monthly throughout the academic year. The committee, composed of faculty representatives from each of the University's five academic colleges, is recommended by the Faculty Senate and appointed by the President. The committee elects its Chair. Currently ex-officio members are the Athletic Director, the outgoing Chair, the Senior Woman's Administrator, the Faculty Athletic Representative, two students appointed by the Student Government Association, the Director of Compliance and the President of the Blue Raider Athletic Association. The Faculty Athletic Representative, appointed by the President, serves as the University's permanent representative to the Sun Belt Conference. The Faculty Athletic Representative and the Director of Compliance monthly update the committee on matters relative to the Athletics Program and NCAA issues within the scope of the committee's charge. The Athletic Director also meets routinely with the committee to solicit its input and suggestions for program changes and initiatives. The committee's advice is sought on both policy issues and operational procedures such as: reviewing the athletics program mission, approving ticket prices, selecting student recipients of athletic awards, reviewing the athletics program media plan and guides, making recommendations on facilities issues, and consulting in the hiring of head coaches. Additionally, the Assistant Vice Provost for Enrollment Management or her designee (Certifying Officer) meets annually with the committee to give an update on the academic status of student athletes for all sports. The Director of the Blue Raider Athletic Association also provides monthly updates on the activities of the association. The Athletic Business Manager annually provides a budget review to the committee.

The Faculty Athletics Representative and the Compliance Coordinator should not be a shared position. The Compliance Coordinator should be made a full-time position. The role and functioning of the athletics committee should be reevaluated. See recommendation and plan above.

The Faculty Athletics Representative (FAR) and the Compliance Coordinator position no longer share a position. Beginning fall 1995 the FAR became a half-time assignment for a full-time faculty member. The FAR reports directly to the President of the University and has its own budget. The senior woman administrator also served as the Compliance Coordinator until January 1, 2001. At that time, the Senior Woman's Administrator was named Associate Athletic Director and a full-time Director of Compliance was also named. The Director of Compliance reports directly to the Associate Athletic Director/Senior Woman's Administrator. In the event that there were a formal rules compliance complaint made that involved senior Athletic Program staff (the Athletic Director, Associate Athletic Director/SWA and/or FAR), the Director of Compliance reports findings relative to the complaint directly to the President.

3. Describe any additional plans for improvement/recommendations relating to Operating Principle 1.2 (Institutional Control, Presidential Authority and Shared Responsibilities) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

MTSU developed an "Athletic Program Internal Audit Plan" to provide a continuing comprehensive internal audit for the Athletic Program that was implemented fiscal year 2000-2001 (See Audit Plan on file.). The Proposed Internal Audit Plan and the Status of Audit Plan demonstrate commitment to the plan. (See Proposed Internal Audit Plan and Status of Audit Plan for years 2000-2001, 2001-2002, 2002-2003, 2003-2004 on file.)

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4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 1.2 (Institutional Control, Presidential Authority and Shared Responsibilities). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation (s) for partial completion of such required actions.

Not Applicable

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

In 2001 the Tennessee Board of Regents raised the Student Athletic Fee from \$20 to \$40 per semester upon the request of MTSU's President. These fees provided funding for the Athletic Program that was lost due to several successive tight budget years. In 2002, Tennessee universities, including MTSU, faced a particularly acute setback in funding when the Tennessee General Assembly failed to pass the state's proposed budget and all state offices were forced to shut down for the first week of the fiscal year. As a result of financial constraints, the Tennessee Board of Regents required that institutions of higher education implement the state's mandatory 10% cut for all state offices for the 2002-2003 fiscal year. This greatly impacted the University's budget and specifically athletic program budgeting. To offset these financial restraints, the Athletic Director petitioned the President and the University to again ask the Tennessee Board of Regents (TBR) for permission to increase the MTSU Student Athletic Fee. The TBR approved an increase in the fee from \$40 to \$80 per semester. These designated fee dollars have provided the program revenue in low or no budget increase years to maintain and grow the athletic program.

6. Based upon the institution's experience in the last three years, list the decisions related to intercollegiate athletics in which the institution's chief executive officer has been significantly involved.

Dr. Sidney A. McPhee was named President of Middle Tennessee State University in 2001 and his decision-making has greatly impacted the athletic program over the past three years. President McPhee named James F. Donnelly, who previously served the University as Head Football Coach, Director of Community Relations, and Interim Athletic Director, as Athletic Director in 2002. The President also approved a recommendation made by the Interim Athletic Director that Diane Turnham, the Senior Woman's Administrator and Compliance Coordinator, be promoted to the position of Associate Athletic Director effective January 1, 2001. As part of the reorganization of her duties, he also approved the appointment of the University's first full-time Director of Compliance effective January 1, 2001. Position of Athletics Business Manager was promoted to Assistant AD for Athletic Finances. (See Athletic Program Organization Chart 2004-2005 on file.)

New Admissions standards were implemented in Fall 2004. The new standards should result in a better-prepared student body, including student athletes. For the past five years, the ACT average of the MTSU entering freshmen class has exceeded state and national averages. The ACT average for student athletes has also exceeded the state and national averages. (See attachment: "Graduation Rate Summary.") An average of 120 student athletes have been on the honor roll each semester for the past three years. The Student Athlete Enhancement Center monitors Academic performance of student athletes is monitored closely according to NCAA guidelines (core curriculum requirements, percent of degree, grade point average, progress toward the degree according to the academic program upper division form, etc.).

Dr. McPhee implemented an aggressive athletic advancement program that has had positive results. The University's average student graduation rate for the past three years is 38% while the average graduation rate for student athletes is 47% for the same time period. The graduation rates for student athletes have exceeded the University's graduation rate every year for the past three years. (See attachment: Graduation Rate Summary.) Dr. McPhee recently convened a Rules and Standards Committee to further address increasing the graduation rates for student athletes in anticipation of the NCAA's new incentive guidelines. The ad hoc committee, charged with reviewing policies, procedures and data related to student athletes' academic performance, developed an Athletic Academic Game Plan (see Athletic Academic Game Plan on file). The plan, which was implemented in September 2004, should have a significant and positive impact on graduation rates for all student athletes.

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

Middle Tennessee State University is a member of the Tennessee Board of Regents (TBR) higher education system. TBR sets all policies by which the institution is governed. It delegates the responsibility for all programs and services, including the Athletics Program, to the President who is the Chief Executive Officer for the University. The MTSU Athletics Program is under the direct authority of the President. The Athletic Director who is responsible for the day-to-day leadership and operation of the Athletic Program reports directly to the President. He is charged with carrying out the mission of the Athletic Program in accordance with the mission of the University and is bound by University and TBR policies and procedures. The Faculty Athletic Representative also reports directly to the President. The FAR is charged with rules education responsibilities to the faculty and the Student Athlete Advisory Council and meets regularly with the Athletic Committee. The FAR also brings issues and concerns about the Athletic Program to the President and the Athletic Director.

The President provides leadership for the Athletic Program that is inclusive and provides many opportunities for input from Athletic Program personnel, including the Director of Compliance, the Athletic Committee, which is an advisory committee, and the Student Athlete Advisory Committee. The Athletic Committee routinely makes recommendations to the President and the Athletic Director regarding the Athletic Program. The Athletic Committee includes members of various constituencies on and off campus as ex officio members, e.g., the Blue Raider Athletic Association, MTSU Foundation, Director of Compliance, SWA and AD.

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

Members of the Athletic Committee (an advisory board) follow:

Dr. Margaret Fontanesi-Seime, Professor of Social Work and Chair of the Committee
 Chris Haseleu, Chair of Recording Industry Department and Associate Professor of Recording Industry
 Dr. Beryl West, Professor of Psychology
 Dr. Mamit Deme, Assistant Professor of Economics and Finance
 Dr. Don Campbell, Professor of Mathematics
 Dr. Ken Tillery, Associate Professor of Management and Marketing
 Dr. Jon McBeth, Professor of Health, Physical Education, Recreation and Safety
 Ex officio
 Dr. Harold Whiteside, Faculty Athletic Representative
 Boots Donnelly, Athletic Director
 Diane Turnham, Associate Athletic Director/Senior Woman Administrator
 Andy Womack, President of the Blue Raider Athletic Association
 Ted Geho, Undergraduate Student
 Adam Osborne, Undergraduate Student
 Mike Moleta, Director of Compliance
 Sherian Huddleston, Assistant Vice Provost for Enrollment Management

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

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

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Evaluation

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

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Operating Principle

1.3 Rules Compliance

Self-Study Items

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

No corrective actions imposed.

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

The institution had no plans for improvement/recommendations relating to rules compliance. However, MTSU has responded to the NCAA's "suggestions" that follow:

Suggestions

Consider conducting NCAA rules-education meetings on a regular basis.

Action Completed Fall 1995

The Athletics Program implemented a Rules-Education Program in 1995. The program includes annual initial orientation meetings for student athletes, coaches and all athletics program administrators and support staff. All program staff, including coaches, receive updates regularly in staff meetings. Student athletes are routinely provided information about rules changes by their athletic academic advisor and the Director of Compliance. MTSU's 1999 Ohio Valley Conference Compliance Review noted several strengths of the University's rules-education program: a designated coordinator for the comprehensive rules-education program; use of compliance assistance software; an "open-door" policy to help student athletes and employees with compliance issues; continuing notification of rules changes to coaches and students; staff participation in annual NCAA rules compliance seminars; and the distribution of a rules-education Booster Guide to Blue Raider Athletic Association members and other community friends.

MTSU had Sun Belt Conference Compliance Reviews by Robert Bernardi on October 30, 2000 and by Helen Grant on October 25-26, 2001.

Consider seeking input from athletics and non-athletics staff members regarding proposed NCAA legislation prior to the institution establishing its official position on each proposal.

Action Completed Fall 1999

The Athletics Program staff is provided the opportunity to make suggestions and recommendations regarding NCAA legislation at their regularly scheduled staff meetings. The Athletic Committee routinely is presented NCAA proposed legislation and asked to provide its input prior to MTSU's establishing its official position on the legislation. In addition, the Faculty Athletic Representative presents proposed legislation to the Student Athlete Advisory Council for its input prior to the establishment of the University's official position. (See "Athletic Committee minutes"

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and "Student Athlete Advisory Council minutes" on file.) The Director of Compliance also sends legislative information packets to coaches, staff and students for input.

Consider putting in place a system to monitor the full-time enrollment of student-athletes to ensure that they do not practice or compete while enrolled in less than a full-time program of studies.

Action Completed Fall 1999

The Certifying Officer in the Office of Enrollment Management, in the division of Academic Affairs, annually monitors the full-time enrollment status of student athletes. A hold is placed on each athlete so that he or she cannot add or drop a class without the written permission of the Athletic Director. Athletic advisors remove the hold if written permission is granted. If a student athlete is allowed to drop a class and consequently is enrolled in less than a full-time program of studies, the Director of Compliance is notified immediately. The Director of Compliance then notifies the student athlete and his/her Athletic Academic Advisor. The student is immediately withdrawn from athletic practices and competition.

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

No additional plans for improvement/recommendations pertaining to rules compliance have been developed. However, based on the Ohio Valley Conference Compliance Review in 1999, the following improvements also have been made to further strengthen the Rules-Education Program:

a) Increased administrative oversight of general correspondence and other mailings to prospects from the coaches has been implemented. It is now the responsibility of the Director of Compliance to ensure that all communications to prospects follow NCAA recruiting rules.

b) Increased rules-education information is more systematically provided to Blue Raider Athletic Association (BRAA) members and friends of the University. Beginning summer 2000 rules-education information is routinely included in the BRAA newsletter format, the Director of Compliance meets regularly with the BRAA Board and the Athletic Committee to provide updates on NCAA rules changes, and rules-education information has been added to the MTSU Blue Raider Athletics Program website at www.goblueraiders.com.

(See attached report: "Ohio Valley Conference Compliance Review Report")

Based on the 2000 Sun Belt Conference Compliance Review, the following improvements were made to strengthen the rules compliance processes:

a) The Compliance Committee has been designated to oversee and monitor the distribution of the NCAA Special Assistance Fund. The Compliance Committee members include: the Associated Athletic Director/SWA, the Director of Compliance, the Faculty Athletic Representative, the Director of the Student Athlete Enhancement Center, the Assistant Director of Financial Aid for Athletics, the Certifying Officer, the Assistant Director of Housing and a representative from the University bookstore. A designated Head Coach serves as the fund liaison.

b) The MT Intercollegiate Policies and Procedures Manual is updated as necessary.

c) The timeline for coaches to have information on renewal and non-renewal of athletics aid is included in the The MT Intercollegiate Policies and Procedures Manual (See section 8, p. 55 and section 9, p 19).

d) A formal policy for conducting student-athlete exit interviews, conducted by the Faculty Athletic Representative, was established.

e) A Compliance Committee was established to review problems and concerns related to areas such as financial aid, admissions, academic services, etc. Composition of the Committee is noted in a) above.

(See review dated 9/14/2000 on file.)

Based on the 2001 Sun Belt Conference Rules Compliance Review, (See review dated 9/26/2001 on file), improvements were made to strengthen the rules compliance processes as outlined in MTSU's response to Sun Belt Conference Review suggestions (See MTSU response to Sun Belt Conference 2001 Review on file.).

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 1.3 (Rules Compliance). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion of such required actions.

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Not Applicable

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

The University's Associate Athletic Director for Fund Raising and Marketing and his staff coordinate the activities of MTSU's athletics "booster" group, the Blue Raider Athletic Association (BRAA). The BRAA Office is located in the Athletic Department facility of the University and reports to the Athletic Director. According to the BRAA Policies and Procedures under its Constitution, all activities of the Association shall be coordinated with the Athletic Department. MTSU'S Vice President for Development and University Relations manages monies raised by the BRAA for the Athletic Department in accordance with the policies and procedures of MTSU and the MTSU Foundation. The Vice President for Development and University Relations serves as both Ex-Officio Trustee and Executive Director of the MTSU Foundation. All officially recognized clubs that have memberships for a particular sport also fall under the BRAA with their monies managed by the MTSU Foundation. These clubs include Andy Mac's Blue and Silver Club (Football) and Kermit Davis' 6th Man Club (Men's Basketball). The Athletic Business Manager, who reports to the University's Associate Vice President for Business and Finance, reviews expenditures of all monies for policy compliance. Further monthly reviews of expenditures are performed by the University's Development Office to assure that expenditures follow the guidelines determined by the donor and by the Accounting Services Office in the division of Business and Finance for final review and payment.

All activities of the BRAA are subject to annual audit by both the MTSU Internal Audit Department and by the Tennessee Department of State Audit.

The two clear University controls over BRAA expenditures are: The Office of the Vice President for Development and University Relations which manages funds and reviews expenditures; and, the Division of Business and Finance which provides further review of expenditures.

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

The President has designated the Athletic Director as the official responsible for rules compliance. The University practices shared responsibility to insure the broadest oversight of rules compliance. The system is set up so that allegations of rules violations can be reported by anyone and can be reported to one of three staff designated as being integrally involved in compliance efforts: the Director of Compliance, the Faculty Athletics Representative or the Athletic Director. The following list of key individuals includes a description of their responsibilities related to rules compliance for the university:

The President, the Chief Executive Officer of the University, has the ultimate responsibility to insure MTSU's compliance with all applicable NCAA and conference rules and regulations.

The Athletic Director reports directly to the President and is charged with the daily operation of the athletic program. The Athletic Director is responsible for supervising the development and implementation of all aspects of rules compliance. The Athletic Director is also one of three individuals to whom a formal allegation of a violation may be reported.

The Associate Athletic Director and Senior Women's Administrator (SWA) reports to the Athletic Director and is responsible for the women's sports programs and has oversight responsibilities for compliance. In addition, this person requires and enforces rules compliance in her role as Sports Administrator. The SWA annually evaluates the Director of Compliance on the communication and enforcement of rules compliance.

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The Director of Compliance reports to the Associate Athletic Director/SWA. The Director of Compliance coordinates the initial eligibility in conjunction with the NCAA Clearinghouse. The Director of Compliance also creates and maintains a comprehensive rules education program and investigates and processes all institutional secondary violations. In the event of a formal rules compliance complaint that involves the senior Athletic Program staff (Athletic Director, Associated Athletic Director/SWA and /or the FAR), the Director of Compliance reports any findings directly to the President. A major responsibility of this position is to assure compliance with all NCAA, Sun-Belt, and Middle Tennessee State University rules, regulations and operational procedures. In addition, the Director of Compliance also disseminates compliance education information that is directly relevant to individuals and individual departments in the athletics department, namely regulations for general staff, business office, administrative and support staff, academic support, football and basketball operations/administrative assistants, managers, equipment managers, marketing and promotions, sports information, strength and conditioning, athletic trainers, and ticket office, and establishes specific duties and responsibilities for departmental and university staff that relate to compliance and institutional control. The Director of Compliance is evaluated annually on how well he performs relative to rules education and carrying out rules compliance by the SWA.

The Faculty Athletics Representative (FAR) is appointed by and reports to the President. The FAR acts as the official institutional representative to the NCAA and the Sun Belt Conference, coordinates any investigations of alleged violations of NCAA policies, rules and regulations, and makes periodic reports to the university community, President, faculty and Faculty Athletic Committee. The FAR is the conduit for communicating faculty concerns to the Athletic Director and to the President. In addition, the FAR communicates regularly with the faculty, both to provide information and to solicit meaningful faculty input. The FAR attends to any compliance concerns identified and reported by institutional staff, spot checks Athletics Department records, verifies and approves documents required by the institution, the Sun Belt conference and the NCAA, and reviews satisfactory progress by monitoring procedures (conducted by the Director of Compliance). The FAR attends professional meetings, conferences and conventions when available. The FAR also supervises the extent to which the time devoted by student athletes to athletic activities intrudes upon the time required for satisfactory academic progress and determines the impact of the Athletic program upon the academic calendar and upon student athletes' study time, class attendance, and final examinations. The FAR and Director of Compliance review recruiting policies and coaches' compliance with these policies. The FAR acts as co-advisor of the Student Athlete Advisory Council, coordinates exit interviews with student athletes and compiles an exit interview report for the Athletic Committee. The FAR meets regularly with the Student Athlete Advisory Council to receive input relative to student concerns and to provide NCAA rules information and updates. The FAR is also one of three individuals to whom a formal allegation of a violation may be reported.

Head Coaches are responsible for his/her program's adherence to NCAA rules and regulations, including being held accountable for the actions of the student athletes in his/her program, the actions of assistant and/or volunteer coaches, and the actions of any other individuals working with his/her sport. The coaches must pass a national standardized test covering NCAA rules and regulations before conducting off-campus recruiting activities. Other compliance-related duties and expectations include keeping records which document actions and events (e.g., telephone logs, practice logs, official visit records), consistently participating in the rules education program; and self-reporting of any suspected rules violations.

The Assistant Vice Provost for Enrollment Management, reports to the Vice President for Student Affairs and Vice Provost for Enrollment Management and oversees the admission of student athletes, in compliance with MTSU's admission policies and NCAA regulations and reviews alternative admissions.

The Assistant Director of Financial Aid/Athletic Scholarship reports to the Associate Director of Financial Aid and is responsible for developing and supervising the University's financial aid awards policies and procedures in accordance with MTSU, Tennessee Board of Regents and federal policies and procedures. The Assistant Director of Financial Aid/Athletic Scholarship is charged to insure that no single student athlete or team is over-awarded and works with the Director of Compliance in areas related to student athlete financial aid.

The Coordinator Compliance-Certifying Officer reports to the Assistant Vice Provost For Enrollment Management and is responsible for certifying the academic eligibility of student athletes. The duties of this position include coordinating and providing assistance to student athletes, coaches, and athletics administration in the areas of admission, initial and continuing academic eligibility.

The Internal Auditor reports directly to the President and has the responsibility to audit all components of the athletic program as specified in the MTSU Internal Audit Plan. (See Audit Plan on file.)

The Director of the Student Athlete Enhancement Center directs and administers academic enhancement support services to student athletes. The director is charged with monitoring the academic performance and eligibility of all student athletes by maintaining and reviewing student athlete files for compliance with NCAA rules for continuing

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eligibility on a daily basis; monitoring and assisting student athletes with course selection; evaluating the academic needs of student athletes on probation and/or at risk; assigning academic counseling, tutoring and study hall times to students as needed; assisting coaches with recruiting student athletes; meeting with family members, student athletes and faculty advisors to review the Athletic Academic Advising Program; and assisting with the orientation and implementation of the Blue Raider Athletes Skills for Success (BRASS) programs. Additionally, the Director monitors the academic progress and status of student athletes in the following sports: soccer, track, tennis, women's basketball, men's basketball, volleyball and golf. The Director of the Center reports directly to the Associate Vice President for Academic Support Services. Annual performance evaluation includes a rules compliance component and the evaluation is used to address any identified concerns with the rules compliance program. The Director of Compliance routinely updates the Director of the Center and its staff on rules compliance changes.

The Associate Director of the Student Athlete Enhancement Center serves as the Coordinator of the NCAA Life Skills/B.R.A.S.S. (Blue Raider Athletes Skills for Success) Program. The Associate Director also directs the Tutoring Program and monitors the academic progress and status of student athletes in the following sports: football, softball and baseball and provides a monitoring report to the Director of the Center, the Head Coach and the Athletic Director. The Associate Director reports to the Director and the annual performance evaluation includes a rules compliance component.

The Athletic Compliance Committee reports to the Executive Vice President and Provost and oversees all athletic compliance areas including financial aid, academics, and all athletic rules and regulations of the the University, the Sun Belt Conference and the National Collegiate Athletic Association. The actions of the committee assure that all athletics programs, the institution, and friends of the University are in compliance with these standards.

Committee members include the Athletic Certification Officer, Faculty Athletics Representative, Athletic Academic Advisor, Director of Student Athletic Enhancement Center, Financial Aid Officer, the Director of Compliance, a representative from housing and a representative from the bookstore.

In summary, while the responsibility for compliance is based on the broad participation of key members of the Athletics Department staff, the University's compliance structure also emphasizes collaboration and checks/balances among a number of other offices on campus. The University provides independent designated compliance oversight outside the athletic program staff to the Faculty Athletics Representative, the Assistant Vice Provost of Enrollment Management, Compliance Coordinator/Certifying Officer, the Assistant Director of Financial Aid/Athletic Scholarship, athletic academic advisors and the Internal Auditor. The Student Athlete Advisory Council and the Athletic Committee also play important roles in rules compliance sharing information with the individuals they represent.

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

The Director of Compliance is responsible for organizing and leading the Athletic Department's rules education program. MTSU subscribes to the imperative that each member of its athletics community understands and appreciates the university's commitment to rules compliance.

All intercollegiate student athletes are required annually to attend a meeting with the Athletic Director, Faculty Athletic Representative, and the Director of Compliance prior to their first practice. At this orientation meeting the Student Athlete Handbook is distributed and reviewed. Students are encouraged to ask questions or address concerns and also are advised to contact the Director of Compliance if they have any future questions or concerns.

The Director of Compliance meets with all new coaches to discuss rules and compliance procedures and conducts mandatory rules education meetings for all coaches during each semester, including the summer term. The Director of Compliance also discusses and distributes compliance updates regularly to coaches and department staff (See Rules Education Compliance Calendar). He meets with staff members, financial staff and administrative assistants to review and discuss rules. The NCAA News, and the NCAA Manual are distributed to all coaches and selected administrators and are also available in the office of the athletic director and in the offices of the associate athletic directors.

In addition, the Director of Compliance coordinates an ongoing rules education effort with other Athletics Department staff members, other institutional staff members and representatives of the institution's athletics community. At least twice a year rules compliance education is conducted for the Student Athlete Enhancement Center (SAEC) personnel, staff from the Office of Enrollment Management and Office of Financial Aid, the Athletic Committee and the Student Athlete Advisory Council. The Director of Compliance or his representative presents

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rules compliance education programs annually to the Blue Raider Athletic Association (boosters), the Faculty Senate, the ticket office staff, and the training and strength/conditioning staff. In addition, the Director of Compliance meets with the Faculty Athletic Representative weekly for regular rules compliance discussions.

During these comprehensive training sessions, the Director of Compliance covers a wide range of rules and compliance issues, including recruiting, eligibility, procedures for reporting rules violations, instructions for obtaining rules interpretations, principles of institutional control, financial aid legislation, extra benefits, newly adopted and proposed legislation, employment rules, promotional activities, camps and clinics, summer leagues, general academic eligibility requirements, complimentary-ticket regulations and clearinghouse issues.

In addition to face-to-face meetings, the Director of Compliance regularly provides on-going education on rules issues by sending written updates on rules legislation, new rules proposals, and other compliance-related issues to departments and individuals impacted by these changes. He meets with student athletes when they have questions on rules compliance, when allegations of violations are made and when questions are raised during the exit survey with athletes.

The MTSU Athletic Department website www.goblueraiders.com directs members of the community to contact the Director of Compliance if they have any questions about the interpretation of policy or rules. The website also provides information to alumni, alumnae and friends of the University about rules updates and compliance information. The MTSU compliance brochure, "Guide to Rules Compliance", which describes NCAA rules, is distributed to alumni, fans and friends of the University who make financial contributions to the MTSU athletic program. The BRAA Newsletter includes information about rules compliance for boosters and the community at large. In addition, the Athletic Director, coaches, and other staff members encourage members of these various associations to contact the Director of Compliance if they have rules compliance questions.

The Sun Belt Conference Director of Compliance and MTSU Director of Compliance have a scheduled monthly telephone conference call to discuss issues, interpretations, compliance systems, and legislation that affect Sun Belt Conference institutions.

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

To ensure that rules compliance is a central element in athletics personnel matters at MTSU, the Athletic Director communicates the University and Athletics Department's commitment to rules compliance to coaches, administrative staff and support staff in job descriptions, the interview/hiring process, in contract stipulations, and as part of the annual performance review process. A discussion of compliance is a regularly scheduled part of the Athletic Program staff meetings each fall.

Job descriptions for managerial and professional personnel, including coaches, state that staff must keep abreast of NCAA rules (see job descriptions on file). Compliance issues are covered during the interview process with each potential coaching and/or administrative candidate. Reference checks for all candidates for athletic positions include questions about compliance.

The MTSU Athletic Department employment contract stipulates that violation of NCAA rules may result in disciplinary action up to and including termination (see sample contract).

Coaches and staff are evaluated on an ongoing basis. If a coach or staff member has been negligent in any way with regard to rules compliance, the Athletic Director and/or Associate Athletics Director/SWA meet with the coach or staff member to discuss the area of concern. If necessary, the issue is documented and placed in the personnel file. Additionally, compliance is a component of the annual review of performance for all athletics personnel (see annual performance reviews on file). Each managerial and professional staff member, including coaches, must annually certify that they are in full compliance with NCAA rules (see compliance statements on file).

All coaching staff members who are eligible to recruit off-campus must take and pass the annual NCAA Coaches Certification Examination. Coaches are also responsible for maintaining record keeping systems which demonstrate compliance with applicable NCAA rules e.g. recruiting logs, recruiting calendars, etc. Coaches must keep these records on file for the duration of a student athlete's eligibility or for at least five years, whichever is greater. The Director of Compliance is responsible for monitoring the record keeping systems and systematically checks recruiting logs for student athletes that sign National Letters of Intent or scholarship agreements to attend MTSU and are actually attending MTSU. The Director of Compliance maintains records for recruit visits, weekly countable athletic related activities, season length declarations, countable coaching staff members and student athlete eligibility.

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The NCAA Manual, the MTSU Student Athlete Handbook and the MT Intercollegiate Policy and Procedures Manual are readily available to all athletics personnel in the office of the Director of Compliance and in the offices of the associate athletic directors. Each year Athletic Department staff sign the NCAA Certification of Compliance certifying that they have reported through the appropriate individuals any knowledge of violations of NCAA legislation. Additionally, all full time coaches receive a copy of the NCAA Manual as well as the NCAA Coaches Recruiting Guide and are made aware that the NCAA Manual is online at www.NCAA.org.

All student athletes are required to meet with the Director of Compliance, FAR, and Athletic Director prior to the first practice each year. Each student athlete receives a Student Athlete Handbook that explains the rules and regulations for the Athletic Department, the Sun Belt Conference, and the NCAA. In order to become eligible for competition, student athletes must sign the NCAA Student Athlete Statement and they also must sign the NCAA Drug Consent form.

The Athletics Department compliance program is evaluated by authorities outside the department of athletics at least once every four years. Robert Bernardi, Associate Commissioner of the Sun Belt Conference for Compliance, conducted the 2000 Sun Belt Conference rules compliance program evaluation. Helen Grant, Associate Commissioner of the Sun Belt Conference for Compliance, conducted the most recent 2001 Sun Belt Conference rules compliance evaluation. (See reports 9/14/2000 and 9/26/2001 on file).

9. Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals outside the athletics department who are involved in rules-compliance activities.

Job descriptions for persons involved in rules-compliance activities but who are outside the Athletic Department include rules compliance responsibilities. (See job descriptions on file.) A performance evaluation for each person holding each of these positions is conducted annually in accordance with MTSU and Athletic Program personnel policies. (See MT Intercollegiate Policies and Procedures Manual Policy no. IV:07:15. and Athletic Program Policy and Procedures Manual, p. 20.) The annual evaluation includes a rules compliance component. See Rules Compliance, Self Study Item 6 above for descriptions for the Faculty Athletic Representative, the Assistant Vice Provost for Enrollment Management, the Compliance Coordinator/Certifying Officer, the Assistant Director of Financial Aid/Athletic Scholarship, the Internal Auditor, the Director of the Student Athlete Enhancement Center, and the Associate Director of the Student Athlete Enhancement Center.

Additional personnel who have specific job descriptions related to the Athletic Program follow:

The Assistant Vice Provost for Enrollment Management reports to the Vice President for Student Affairs and Vice Provost for Enrollment Management and is responsible for Admissions, Records and Scheduling, Financial Aid, International Programs and Services, and University Withdrawals. The Assistant Vice Provost for Enrollment Management oversees the Compliance Coordinator/Certifying Officer; makes recommendations to the VP/SA/VP/EM in regard to the admission of any student with special talents or circumstances who does not meet guaranteed admission requirements, including student athletes; and holds active ex officio membership on various university committees, and as such advises the Certifying Officer of issues which may pertain to the enrollment or continuing eligibility of student athletes.

The Associate Director of Finance and Administration in the Housing and Residential Life Department is specifically designated as the Athletic Program contact for student athlete housing and residential life. The Associate Director makes the best placement for student athletes, within NCAA guidelines, based on housing assignment requests submitted for all sports by athletic administrators and coordinates requests for alternative assignments with athletic administrators and coaches. Room management of athletic spaces involves identification of specific students as athletes and maintaining their assignments per NCAA rules. The Associate Director reviews student accounts to insure appropriate charges. The Associate Director reports directly to the Director of Housing and Residential Life and is evaluated annually for job performance. The Director of Compliance routinely updates the Associate Director on applicable rules compliance.

The Associate Vice President for Business and Finance is responsible for supervising the Athletic Program business functions and oversees the work of the Athletic Business Manager. The AVP/BF reviews all Athletic Program budgets and financial reports prepared by the Athletic Business Manager, coordinates requests for Athletic Program financial information for the Tennessee Board of Regents, works with the Athletic Business Manager as needed relative to financial and/or budget support, and works with the Vice President for Business and Finance to manage all capital funding and replacement/renovation accounts for the Athletic program.

The Athletic Business Manager reports directly to the Associate Vice President for Business and Finance. The ABM oversees fiscal matters related to the day-to-day business operations of the Athletic Department that includes accounting for receipts and expenditures of the budget and generating management reports for the Associate Vice

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President for Business and Finance and the Athletic Director. The ABM has the responsibility for NCAA reports for ticket counts and paid game attendance reports; the annual report to the Equity in Athletics Disclosure Act budget projections; and financial surveys and annual athletic financials. The ABM advises and assists members of the Athletic Department including the Athletic Director, coaches and secretaries with policies and procedures related to travel, requisitions, pay authorizations, contracts, etc. This position is also charged with making recommendations to the Athletic Director regarding short and long range planning and other fiscal matters and also assists the internal and external auditors of the Athletic Program accounts. The ABM keeps current with NCAA, MTSU and TBR policies and procedures. The Associate Vice President for Business and Finance evaluates the ABM annually on the performance of the duties listed above.

The University Loan and Scholarship Committee, chaired by a faculty member and comprised of faculty and student representatives, administers selected aspects of financial aid, advises the Financial Aid Office in matters of financial assistance and hears student appeals regarding financial aid. The Committee is also responsible for faculty participation in administering the granting and renewing of financial aid for student athletes as required by the NCAA and Sun Belt Conference. All loan and scholarship decisions are made in accordance with MTSU and MTSU Foundation policies and procedures and federal and NCAA guidelines.

10. Please describe the policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance in the area of initial-eligibility certification. [Note: The institution may use elements of its response to self-study items Nos. 4 and 5 under Operating Principle 2.1 (Academic Standards) when preparing the response to this self-study item.]

Institutional financial aid agreements are issued to prospective student athletes with the National Letter of Intent (NLI). Prospects may not be offered financial aid prior to the times and dates noted on the NLI. The Director of Compliance prepares the National Letters of Intent and the Grant-In-Aid form upon request from the Head Coach. With the approval of the Athletic Director, the forms are forwarded to the prospective student athlete. Upon receipt of the financial aid documents, copies of the National Letter of Intent and Grant-In-Aid are forwarded to the Sun-Belt Conference Office and the MTSU Assistant Director of Financial Aid/Athletic Scholarship, Coordinator Compliance-Certifying Officer and Sports Information Director. The Conference receives these forms within 21 days after they are signed to be valid and binding.

After receipt of the financial aid agreement, the Director of Compliance forwards the financial aid documents to the Coordinator Compliance-Certifying Officer and to the Director of the Student Athlete Enhancement Center. This financial aid agreement serves as notification of the potential arrival of the prospective student athlete (PSA). The Director of Compliance then logs PSAs into the Compliance Assistant software. The Director of Compliance also adds PSAs to the NCAA Clearinghouse Institutional Request List (IRL).

After determining each student athlete's eligibility status, the Certifying Officer inputs his/her status on each team's squad list using the NCAA Compliance Assistant software. Each team's squad list is produced and distributed for the following signatures: Athletics Compliance Office to review for accuracy of financial aid and equivalencies; Certifying Officer who reviews for accuracy of eligibility; and the head coach who reviews for accuracy of student athletes listed. A student athlete may meet NCAA Clearing House eligibility and still not be admitted to MTSU. Student athletes follow the same procedures for admission to MTSU that other undergraduate students follow. The Director of Admissions has the responsibility for admitting all United States citizens and permanent residents. The Director of International Programs and Services Office holds responsibility for admitting all non-United States citizens. Both of these offices report to the Assistant Vice Provost for Enrollment Management.

Student athletes must meet the same standards for guaranteed admission as all other students. All students who do not meet guaranteed standard requirements are sent a Personal Statement Form. The completed form may be submitted for review by the Admissions Review Committee, which is composed of the Director of Admissions and the Assistant Directors of Admissions. (See Academic Integrity section 2.1 #4.)

The head coach identifies new walk-on student athletes and the Director of Compliance initiates the eligibility process at the first meeting with the student athlete after all NCAA forms are completed. After identification, eligibility for the walk-on is determined during the 45-day grace period specified by the NCAA. After the student athlete is determined to be eligible, the process for the walk-on is the same as for all scholarship student athletes (See Academic Integrity section 2.1 #4.)

The eligibility process for new international students (freshman and transfer) begins with the student completing the General Amateurism and Eligibility Form in the presence of the Certifying Officer. The Certifying Officer reviews the form with the student athlete to ensure that all information is provided truthfully and that the student athlete is aware that further eligibility consequences could result if false and misleading information is provided. The Certifying

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Officer verifies the validity of the information provided by the student athlete and verifies that the information submitted is in accordance with general amateurism and eligibility rules (playing professionally, receiving prize money, etc.) to determine the student athlete's general eligibility. The Certifying Officer then contacts the NCAA membership services staff for assistance in determining the correct application of NCAA bylaws. The Certifying Officer provides the signature as the eligibility certification official at MTSU as required by the NCAA. An international student athlete may not compete until this form is completed and on file in the Office of Enrollment Management.

- 11. Please describe the policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance in the area of continuing-eligibility certification. [Note: The institution may use elements of its response to self-study items Nos. 4 and 5 under Operating Principle 2.1 (Academic Standards) when preparing the response to this self-study item.]**

Each semester the Coordinator of Compliance/Certifying Officer verifies and clears student athletes for continued eligibility. The process is as follows:

The Director of Compliance and /or head coach submits names for certification of eligibility to the Certifying Officer in the Office for Enrollment Management for each returning student athlete. Via the Squad List information on the NCAA Compliance Assistant software, the Certifying Officer tracks the academic history of the student athletes each semester relative to satisfactory progress, grade point average, percentage of degree and institutional standards. The Certifying Officer evaluates student athletes each semester after grades are posted to make sure students-athletes have met the required hours for eligibility. Based on these evaluations, the Certifying Officer forwards the continued eligibility status to the Director of Compliance, the Student Athlete Enhancement Center and the head coach, identifying those student athletes who are eligible to compete or may require summer school hours to maintain eligibility.

The Director of the Student Athlete Enhancement Center and the Certifying Officer track the enrollment status of all student athletes throughout the semester. All student athletes are required to complete an Academic Goals Check Sheet by the Director of the Student Athlete Enhancement Center. All freshmen and sophomore student athletes are monitored to assure that they are enrolled in the appropriate general education courses and that they do not drop a course or withdraw from the university. An Athletic "hold" prevents the student athlete from dropping a course. Only the Athletic Director can give permission to drop/add a course (See Athletic Academic Game Plan on file.) All upper class student athletes are required to complete the University's upper division form and the Director of the Student Athlete Enhancement Center monitors enrollment to ensure that students are enrolled in accordance with the requirements of that form. The Certifying Officer generates a weekly report that alerts coaches and the Director of the Student Athlete Enhancement Center relative to any changes in the current eligibility of all student athletes.

- 12. Please describe the policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance in the area of transfer-eligibility certification. [Note: The institution may use elements of its response to self-study items Nos. 4 and 5 under Operating Principle 2.1 (Academic Standards) when preparing the response to this self-study item.]**

When the coach identifies the transfer student athlete and contacts the Compliance Office with his or her name, social security number and the name of the institution from which he or she is transferring, the Compliance Office contacts the transfer student's institution through a Transfer Release Form. The institution completes the Transfer Release Form and returns it to the Compliance Office where it is reviewed and forwarded to the Certifying Officer and the head coach. Prior to the Director of Compliance's completion of any financial-aid documentation for 4-yr transfers, the Director of Compliance verifies if MTSU has permission to speak with the PSA. The Certifying Officer certifies the PSA based on information secured from the Transfer Release form and academic transcripts with SAT/ACT scores when a certification of eligibility form is received.

Institutional financial aid agreements are issued to prospective transfer student athletes with the National Letter of Intent (NLI). Prospects may not be offered financial aid prior to the times and dates noted on the NLI. The Director of Compliance prepares the National Letters of Intent and the Grant-In-Aid form upon request from the head coach. With the approval of the Athletic Director, the forms are forwarded to the prospective transfer student athlete. Upon receipt of the financial aid documents, copies of the National Letter of Intent and Grant-In-Aid are forwarded to the Sun-Belt Conference Office and the MTSU Assistant Director of Financial Aid/Athletic Scholarship, Coordinator

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Compliance-Certifying Officer and Sports Information Director. The Conference receives these forms within 21 days after they are signed.

After receipt of financial aid agreement, the Director of Compliance forwards the financial aid documents to the Certifying Officer and to the Director of the Student Athlete Enhancement Center. This financial aid agreement serves as notification of the potential arrival of the prospective student athlete (PSA). The Director of Compliance then logs PSAs into the Compliance Assistant software. The Director of Compliance and Certifying Officer also add PSAs to the NCAA Clearinghouse Institutional Request List (IRL). For freshman and all transfer student athletes, to determine if the PSA was a Qualifier out of high school, the Director of Compliance and the Certifying Officer also add PSAs to the NCAA Clearinghouse Institutional Request List (IRL).

13. Please describe the policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance in the area of investigation and self-reporting of rules violations.

Alleged or Self-Discovered Rules Violations

The Athletic Director, Faculty Athletic Representative and the Director of Compliance receive formal complaints of a rules violation. In cases of a rules violation or possible rules violation, it is the responsibility of the Faculty Athletic Representative to be the chief investigator(s). If a rules violation is discovered, the Director of Compliance and FAR determine the course of action to be taken. The Director of Compliance and/or FAR are responsible for notifying the appropriate Sun Belt Conference or NCAA authorities about the results of the investigation and recommendations to resolve each case. When resolved, the Director of Compliance and/or FAR notifies the President and other University authorities about the violation. (See MT Intercollegiate Policy and Procedures Manual, Section 9, p. 8.).

All alleged or self-discovered violations must be reported to the Athletic Director, Faculty Athletic Representative (FAR) or the Director of Compliance. Institutional staff members must report alleged or self-discovered violations directly to the Director of Compliance, Athletic Director or FAR.

Student athletes are encouraged and required to report all alleged rules violations to the appropriate authorities. These rules violations may involve the student athlete or his/her teammates, student athletes on other university teams or student athletes at other NCAA universities. If the potential violation is first reported to the coach or other institutional staff member, the staff member must direct the student athlete to contact the Director of Compliance and must notify the Director of Compliance that a student athlete has contacted the staff member about a possible violation.

If an alleged violation involves a representative of MTSU's athletics interests, the institutional staff member or student athlete who becomes aware of the possible violation is required to report the potential violation to the Athletic Director, FAR or the Director of Compliance.

The Director of Compliance makes the initial determination of whether or not a violation has occurred. The Director of Compliance interviews the appropriate individuals and orally or in writing reports the incident to the FAR. The report consists of the following information: the details of the incident including who was involved, what happened, and when and where the incident occurred; how MTSU became aware of the possible violation; citation of NCAA or Sun Belt bylaws that may have been violated; report of any special circumstances surrounding the incident.

The Director of Compliance prepares the preliminary report for the Athletic Director and/or the Faculty Athletics Representative (FAR). If the Director of Compliance or FAR ascertain that there has been no violation of Sun Belt or NCAA rules, there is no further action. If the Director of Compliance or FAR confirms that there has been a violation of Sun Belt or NCAA rules and/or that there is cause to further investigate the incident, then the FAR and the Director of Compliance are responsible for all further investigation and follow-up of the incident. If the report has been received from an anonymous source, the Director of Compliance provides as much information as possible. All such cases are referred to the FAR and the Athletic Director for further investigation. If a violation is confirmed, the student athlete(s) involved in the incident are declared ineligible in accordance with NCAA regulations. The student athlete remains ineligible until the NCAA student athlete reinstatement staff restores the student's eligibility.

Investigations remain as confidential as possible. It is the responsibility of the FAR and the Director of Compliance to determine the policy and procedures for the release of any information regarding any and all rules violation. The FAR and/or the Director of Compliance determine if it is appropriate to notify selected university officials regarding the violation.

If institutional staff members are involved in the violation, the FAR, Director of Compliance and the Athletic Director

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determine if there should be any immediate action taken regarding the employment status of the institutional staff member.

The Director of Compliance reports the results of the investigation to the appropriate governing body (Sun Belt Conference and/or NCAA). The report provides specific details about the violation, includes an appeal to restore the eligibility of the student athlete (if appropriate), and discusses any self-imposed sanctions that have been made by the University.

The FAR, Director of Compliance, and the Athletic Director receive the response from the Sun Belt or NCAA and meet with the parties involved to discuss the final outcome of the incident. Documentation and the final report of the rules violations are kept on file with the Director of Compliance.

Alleged reports about possible rules violations by student athletes or an institutional staff member at another institution are reported to the Director of Compliance, Athletic Director or FAR. The issue of anonymity is discussed with the Director of Compliance. The Director of Compliance contacts the Director of Compliance and/or the Athletic Director at the other institution or contacts the conference office or the NCAA regarding the alleged rules violation. The Director of Compliance also notifies the MTSU Athletic Director or FAR if the alleged violation is of major concern. Once the report is made to the appropriate authority, MTSU is no longer involved in the case. It is the responsibility of the other institution to investigate and self-report any rules violation.

14. Please describe the policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance in the area of financial aid.

Institutional financial aid agreements are issued to prospective student athletes (PSAs) with the National Letter of Intent (NLI). Prospects may not be offered financial aid prior to the times and dates noted on the NLI. The Director of Compliance prepares the National Letters of Intent and the Grant-In-Aid form upon request from the head coach. With the approval of the Athletic Director, the forms are forwarded to the PSA.

Upon receipt of the financial aid documents, copies of the National Letter of Intent and Grant-In-Aid are forwarded to the Sun-Belt Conference Office, Assistant Director of Financial Aid/Athletic Scholarship, the Certifying Officer, and the Director of Sports Information. The Conference must receive these forms within 21 days after they are signed.

A letter of notification is prepared in the Compliance Office for the Director of Financial Aid. If the student fails to be admitted to the University, the grant-in-aid becomes null and void. If a student is admitted, the financial aid office verifies and documents all countable aid to ensure that the amount of financial aid for the Student Athlete does not exceed the cost of attendance. (For specific admission requirements and procedures related to student athletes, see Academic Integrity Section 2.1 #5 and #9)

Squad Lists

The Director of Compliance monitors all squad lists and team equivalencies. Maintenance is achieved through use of the NCAA CAi software. Equivalency denominators are derived from scholarship worksheets developed by the Director of Compliance and are provided to head coaches. Head coaches provide lists of student athletes and associated Grant-In-Aid amounts to the Director of Compliance for purposes of making offers, tracking, and monitoring for NCAA rules compliance. Coaches have access to their respective teams on the NCAA CAi software for purposes of monitoring team limits as well. The Office of Financial Aid provides the Director of Compliance with access to financial aid information in the University's Student Information System for monitoring purposes to oversee and ensure student athletes do not exceed cost of attendance.

National Letters of Intent (NLI)/Athletic Grant-In-Aid Agreements

Head coaches complete and submit a request for NLI or Grant-in-Aid form to the Director of Compliance. Forms must be filled out completely, including correct address and amount of Athletic Grant-in-Aid to be offered. Athletic Grant-In-Aid offers do not include other offers of financial assistance granted by the Financial Aid Office or any other entity. NLIs must be signed within 14 days and must be signed by the parent/guardian if the prospective student athlete (PSA) is a minor (under 21 years of age). Three copies of the NLI and Athletic Grant-in-Aid are sent to the PSA for signature. Prospective student athletes who are not considered for Athletic Grant-In-Aid are encouraged to contact the Financial Aid Office and follow its procedures for financial aid consideration.

Athletic Grant-In-Aid Renewals/Non-Renewals/Appeals

The head coach must make renewal/non-renewal recommendations to the Director of Compliance on or before June 1 of each academic year. These recommendations also can be made during the academic year. The Director

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of Compliance forwards renewal/non-renewal recommendations to the Athletic Director who then forwards the recommendations to the Office of Financial Aid for signature. The Financial Aid Office then returns recommendations to the Loan and Scholarship Committee for processing. MTSU must inform all student athletes of renewal/non-renewal recommendations prior to July 1 of each academic year. The Loan and Scholarship Committee sends athletic Grant-in-Aid renewals to student athletes for signature. Students who are Non-renewals or receive reductions of aid are informed of an opportunity for a hearing per NCAA by laws. Appeals are made to the Loan and Scholarship Committee.

NCAA Special Assistance and Opportunity Funds

The following policies and procedures are used in distribution of NCAA Special Assistance and Opportunity Funds. (See MT Intercollegiate Policies and Procedures Manual, Section 8, p. 55.)

Inasmuch as limited funds are available each fiscal year, the designated head coach liaison does not process applications without recommendations from the coaching staff in accordance with available funding. Coaches recommend only those student athletes who have need. Only student athletes who demonstrate real need for clothing, medical/dental/optical needs, course supplies (not books), and personal transportation home (round trip) from MTSU are considered. Coaches assist the designated head coach liaison with the application process and retrieval of receipts of purchase or services rendered. Demonstrated need by the student athlete does not necessarily mean that every eligible student athlete receives funding.

A designated head coach serves as the NCAA Special Assistant Fund Liaison and the Compliance Committee oversees and monitors all NCAA Special Assistance funding for student athletes. The designated head coach liaison works in conjunction with the Director of Compliance and the Financial Aid Office to verify funding and the Athletic Compliance Committee approves funding for each academic year. Athletic Compliance Committee members include the Athletic Certification Officer, Faculty Athletics Representative, Athletic Academic Advisor, Director of Student Athletic Enhancement Center, Financial Aid Officer, the Director of Compliance, the Assistant Director of Housing and a representative from the bookstore.

15. Please describe the policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance in the area of recruiting.

All coaches are required annually to be officially certified via the NCAA recruitment exam that is administered and proctored by the FAR. Coaches designated and eligible to recruit are required to log all recruiting activities, including all contacts, and the logs must be routinely updated. The coach must maintain a Telephone Log, Contact Log, and Evaluation Recording Log. The Director of Compliance provides a recruiting/phone log form; however, coaches are permitted to use their own form as long as it contains all the elements included on the form developed by the Director of Compliance. At the completion of the recruiting cycle, the Director of Compliance makes appointments with coaches and checks the processing and accuracy of recruiting forms.

NCAA Graduation Rates Report

All coaches are required to send Graduation Reports to all recruits prior to the prospect and prospect's parents being offered an Official Visit, Athletic Grant-in-Aid, and/or National Letter of Intent in accordance with NCAA Bylaw 13.3.1. This report must be provided to the prospect as soon as possible following the first arranged meeting between the prospect and the coach.

NCAA Clearinghouse Transcript Evaluations

The coach provides the high school prospect's transcript to the Director of Compliance and Certifying Officer for evaluation. A worksheet is provided in the MT Intercollegiate Policies and Procedures Manual to offer assistance in evaluating the PSA's academic performance as well as to determine whether further recruitment should continue.

A formal request can be made to the NCAA Clearinghouse on the status of a Prospective Student Athlete (PSA); a report on the status of all athletes in the Clearinghouse is made available upon request.

Official/Unofficial Visits

An Official Visit Request Form (See Official Visit Request Form on file.) is completed by the recruiting coach and presented to the Director of Compliance prior to the visit. Initial approval requires academic documentation. The Director of Compliance records all official visit documentation in the recruiting database. The following items must be attached to the Official Visit Request Form prior to the visit:

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SAT or ACT Test Score (Test must have been taken on a National Testing Date under National Testing Conditions. Score must be presented in writing to Middle Tennessee State University through an official high school or testing agency document but does not have to be received directly from the testing agency.)

Transcripts (Coaches must obtain a photocopy of the official document.) The Director of Compliance obtains freshman certification from the NCAA Clearinghouse. Two-year college prospects in the 2nd year or more of attendance do not require NCAA Clearinghouse certification. However, they must present a transcript from the two-year college for verification of attendance for at least 1 year and for the purpose of evaluating academic performance. In as much as a non-qualifier cannot be recruited until the beginning of his/her 2nd year at the two-year college, two-year college prospects who are in their 1st year of attendance must be certified as a "qualifier" by the NCAA Clearinghouse to be recruited.

Four-Year College Transfers prospects must have a letter of release from the current institution granting permission to recruit the student athlete per NCAA bylaws.

The Student-Host Instruction/Declaration Form must be signed by the student-host for each recruit making an Official Visit. The original must be included in documentation sent to the Athletic Business Office. A copy of the student host documentation must be presented to the Athletic Business Office prior to reimbursement of costs for the visit. The Official Visit Itinerary must be completed by the recruiting coach and turned into the Athletic Business Office immediately following the visit. Prior to the coach being reimbursed for the visit, the Director of Compliance must verify and approve all documentation of the official visit. An Unofficial Visit Log is required to be tracked by the head coach and forwarded to the Director of Compliance.

Coaches refer to special contact/evaluation recruiting calendars produced by the NCAA and required for selected sports (men's and women's basketball, women's volleyball, baseball, and softball) (See NCAA web-site special contact/evaluation calendars at www.ncaa.org.) Coaches also refer to the recruiting calendar included in The NCAA Compliance Manual.

The Director of Compliance randomly reviews contact/evaluation logs and addresses any issues to the head coach after the completion of the recruiting cycle. The Director of Compliance, beginning Fall 2004, also periodically checks the logs during the recruiting cycle.

16. Please describe the policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance in the area of camps and clinics.

All MTSU Athletic Program camps and clinics (owned or operated by institutional staff) are required to follow NCAA compliance policies and procedures. The Director of Compliance is responsible for the oversight of rules education and rules compliance and the Athletic Business Manager is responsible for assuring that all financial processes are in compliance with TBR and MTSU financial policies and procedures.

The Director of Compliance provides a packet of compliance information to all camp/clinic coordinators as well as each coaching staff that conducts a summer camp/clinic. The packet includes the following documents: Camp and Clinic Overview: What are camps and clinics and when can they be conducted, brochures, advertisements, Awards Form, Group and Reduced Admissions Policy Form, the Free or Reduced Admission Roster Form, an Employment/Student Athlete Employment List Form, and a Student Athlete Employment Agreement Form. All forms must be completed and returned to the Director of Compliance before the camp/clinic begins. The Director of Compliance monitors the camp/clinic by requiring all documentation be turned in no later than 60 days after the completion of the final camp. All documentation is reviewed and evaluated for any discrepancies by the Director of Compliance.

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

Playing and Practice Seasons

Head Coaches must submit a MTSU Declaration of Playing and Practice Seasons Form to the Director of Compliance prior to the start of the respective sport season. (See Playing and Practice Seasons Form on file.) (This form, that officially identifies the start of practice, must be signed by the Head Coach prior to the first date of practice, and includes the date of the first contest, last practice and number of official dates of competition. The Director of Compliance must approve the form.

Countable Athletically Related Activities

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Countable Athletically Related Activities (Countable Hours) logs are required to be turned in by coaches to the Director of Compliance at the end of each month during the academic year in accordance with NCAA regulations. (See NCAA Policies and Procedures Manual.) These log sheets are used for both in-season and out-of-season permissible activities.

Student Athlete Employment/Academic Year/Summer

A MTSU student athlete is permitted to earn legitimate employment income during the semester or term time, on- or off-campus under the following conditions: student athletes must inform the Director of Compliance if they intend to engage in any type of employment (e.g., on campus work-study, lab assistance, resident director, off-campus work, etc.) during the academic year; student athletes must complete an Employment Approval Form; approval forms must be signed by the student athlete, employer, and head coach and turned in to the Director of Compliance prior to engaging in employment. The student athlete and the employer must agree to make available, upon request, by an authorized representative of the NCAA, Sun Belt Conference, or Middle Tennessee State University, copies of all documents, earning statements, and other records related to employment. Student athletes must abide by all NCAA rules regarding employment summarized as: student athlete may receive pay only for work actually performed and student athlete may receive pay only at a rate commensurate with the going rate in that locality for similar services.

Outside/Summer Competition

Summer activities in all sports for MTSU student athletes (i.e., summer practice) are prohibited in accordance with NCAA Bylaw 17.02.12.1. If a student athlete wishes to participate in outside/summer competition, the student athlete must receive written permission from the Athletic Director or his designee who evaluates each request for compliance. (See the www.goblueraiders.com NCAA Compliance link.)

Baseball Summer Leagues

Each student athlete is required to read and sign the Summer League Permission Form. The student athlete receives written approval from the Athletic Director or his designee via this form. (See Summer League Permission Form on file.) Lack of written approval renders the student athlete ineligible for the subsequent collegiate season. No more than four (4) players from MTSU may play on any one team. Other Stipulations Players who are certified to play in leagues may: be employed in a real and necessary job with compensation for work actually performed at a rate commensurate with similar jobs; be employed as a camp counselor; receive actual round trip transportation costs for coach fare between home and MTSU and home community of summer baseball team; receive actual and necessary travel expenses related to practice and competition (no bonus is allowed); receive awards worth no more than \$25 each with total awards received not to exceed \$200.

Basketball Summer Leagues

Each student athlete is required to read and sign the Summer League Permission Form. The student athlete receives written approval from the Athletic Director or his designee via this form. (See Summer League Permission Form on file.) Lack of written approval renders the student athlete ineligible for the subsequent collegiate season. No more than two (2) players from MTSU may play on any one team. Student athletes may participate in any NCAA approved league within 100 air miles of his/her official residence. If there are none within 100 miles, he/she may participate in the closest league available. Other Stipulations Players consist of: league must be certified by the NCAA; may play only between June 15 and August 31; no All-Star game of any kind is allowed; no payment of any kind, direct or indirect, may be made to the player; players must limit their participation to one team in one league only; no revenue can be realized from any game or game service; no intercollegiate athletics staff member may be associated with the team or league in any capacity.

Promotional Activities

Any time a student athlete's name, picture, or appearance is used to support a charitable cause, the student athlete is required to obtain written approval from the Athletic Director or his designee via a release form. (See release form on file.) Lack of written approval renders the student athlete ineligible for the subsequent collegiate season. (As per NCAA Bylaw 12.5.)

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

MTSU had Sun Belt Conference rules-compliance program evaluations on October 20, 2000 and on October 25-26, 2001.

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

Robert Bernardi, Associate Commissioner of the Sun Belt Conference for Compliance, conducted the 2000 Sun Belt Conference rules compliance program evaluation. Helen Grant, Associate Commissioner of the Sun Belt Conference for Compliance, conducted the 2001 Sun Belt Conference rules compliance evaluation. (See reports dated 9/14/2000 and 9/26/2001.) Both reviewers are recognized nationally for expertise in NCAA Rules Compliance and were designated by the Sun Belt Conference to perform the rules compliance review.

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

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

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

Based on the review, no corrective actions were deemed necessary.

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

- List of athletics booster organizations and their officers.
- Description of athletics booster group policies and procedures (e.g., constitution and bylaws).
- Documentation required by the institution to maintain compliance with NCAA rules (e.g., compliance manual, recruiting logs, eligibility files).
- Documentation generated as a result of conference involvement with the institution in reviewing compliance efforts.
- Documentation related to secondary rules violations for the last three years and the institutional response to those violations.
- Conference manual.
- Planning documents related to athletics (if any).
- Job descriptions for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.

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

Evaluation

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

Academic Integrity

Operating Principle

2.1 Academic Standards

Self-Study Items

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

No corrective actions were required in the first cycle.

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

No plans for improvement were developed in the first cycle.

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

No plans were developed by the institution.

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 2.1 (Academic Standards). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion of such required actions.

Not applicable

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

Academic Integrity

Student athletes follow the same procedure for admission to MTSU that other undergraduate students follow. The Director of Admissions has the responsibility for admitting all United States citizens and permanent residents. The Director of the International Programs and Services Office holds responsibility for admitting all non-United States citizens.

Student athletes must meet the same standards for guaranteed admission as all other students. These standards are outlined on pages 24 and 25 of the Middle Tennessee State University Undergraduate Catalog 2004. Any student not meeting guaranteed admission requirements is mailed a Personal Statement Form. The Admissions Review Board, composed of the Director of Admissions and the Assistant and Associate Directors of Admissions, considers all students who complete the Personal Statement Form for conditional admission. The committee considers all academic credentials as well as special interests and skills and other non-academic factors as explained on the Personal Statement Form. Students admitted in this category are expected to remove high school deficiencies (if applicable) within the first 64 hours of enrollment, maintain academic good standing as defined by University retention standards, receive services from the University's Academic Support Center, enroll in University Seminar (an orientation/study skills course) 1010 the first semester of enrollment, and meet more specific requirements as required for certain populations of students. The Admissions Review Board may also request additional documentation specific to each individual's circumstances. It is expected that only a very small number of student applicants in this category will be admitted. Appeals to the decisions of the Admissions Review Board require a written recommendation from the Dean of the student's academic college or the University athletics director. The recommendation from the Dean or Athletic Director must set forth the special talents that would make the student an asset to the University. This procedure is followed for all students according to the Procedure for Special Admits document, which is available in the Office of the Assistant Vice Provost for Enrollment Management. The Vice President for Student Affairs and Vice Provost for Enrollment Management and/or the Provost, who is the chief academic officer of the University, must also provide final approval for all recommendations for admission via the Procedure for Special Admits.

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

The average standardized test scores for incoming freshman student athletes who received athletic grants-in-aid from AY 2001-2002 through AY 2003-2004 reflect that student athletes have consistently performed at a desirable level when compared to their non-athlete counterparts. For the three-year reporting period listed above, male student athletes achieved scores between 86% and 88% of the mean scores recorded by all male students admitted to MTSU. Female student athletes fared even better, achieving scores between 92% and 95% of the mean scores recorded by all female students admitted to MTSU. When broken down by racial or ethnic group, entering freshman student athletes on aid also performed acceptably. Black student athletes achieved scores between 91% and 94% of the mean scores recorded by all black students admitted to MTSU. White student athletes achieved scores between 94% and 97% of the mean scores recorded by all white students admitted to MTSU. For the one-year Asian/Pacific Islander students recorded data, these students achieved scores at 95% of all Asian/Pacific Islander students admitted to MTSU.

The GPA and test score by sport group data reflect that student athletes on athletics aid have had academic performances ranging from acceptable to exceptional. Over the three-year recording period, freshman football players recorded a 2.65 GPA and standardized test scores between 78% and 80% of the mean scores recorded by all male students admitted to MTSU. Conversely, in the same reporting period, the male basketball and baseball players recorded an average GPA of 3.26 and standardized test scores between 92% and 103% of the mean scores recorded by all male students admitted to MTSU. Men participating in other sports and mixed sports only had a recorded GPA of 3.31 for one academic year, but their standardized test scores ranged from 94% to 125% of the mean scores recorded by all male students admitted to MTSU.

The GPAs for women's sports range from a 2.78 GPA for one year in women's cross country and track, to a three-year average of 3.44 for women's other sports, to a two-year average of 3.46 for women's basketball. Women's basketball players achieved an average standardized test score of 89% of the mean scores recorded by all female students admitted to MTSU. Women's track and cross country participants achieved an average standardized test score of 81% of the mean scores recorded by all female students admitted to MTSU. Participants in other women's

Academic Integrity

sports achieved an average standardized test score of 99% of the mean scores recorded by all female students admitted to MTSU.

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

If a student does not gain admission to MTSU under the Admissions Review Board process, the dean of the student's major college or the Athletic Director forwards all relevant materials concerning this student to the Assistant Vice Provost for Enrollment Management, who then makes a recommendation to the Vice President for Student Affairs and Vice Provost for Enrollment Management. The Vice President for Student Affairs and the Vice Provost for Enrollment Management consults with the Dean of the College or the Athletic Director to discuss and resolve any negative recommendations. If the Vice President for Student Affairs and Vice Provost for Enrollment Management and the Dean of the College or the Athletic Director cannot reach an agreement, the Executive Vice President and Provost makes the final decision regarding admission. The Provost notifies the Admissions Office and other on-campus individuals or entities relevant to the decision. If admitted, the student must sign and return an Agreement of Conditional Acceptance, which specifies criteria that the student must meet to maintain good standing. Criteria for maintaining good standing include achieving MTSU's published institutional retention standards, maintaining a full-time academic load, and enrollment in such specified classes as University Seminar 1010. The Student Athlete Enhancement Center monitors enrollment in University Seminar 1010 and other agreed-upon classes. The Records Office follows up as appropriate once the Agreement of Conditional Acceptance is received.

The Tennessee Board of Regent's policy allows for alternative admissions for students who have not completed Tennessee's required 14 high school units. Alternative admissions of athletes are a part of the University's total number of exceptions to guaranteed admissions standards. Up to 10% of the entering freshman class can be granted exceptions to the guaranteed admissions standards.

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

In the period from AY 2001-2002 through AY 2003-2004, the percentage of freshmen student athletes on athletics aid enrolled through the Admissions Review Board exceeded the percentage of total freshmen students enrolled though these same exceptions. For AY 2001-2002, 18.9% of all freshmen students received some special exception provision, while 33% of freshmen student athletes on athletics aid received similar provisions. During that particular AY, 80% of enrolled football players and 31% of women participating in other sports received some special exception provision. In AY 2002-2003, 18.7% of the incoming freshmen students gained admission through a special provision, while 41% of freshmen student athletes on athletic aid, and 83% of football players received some special exception provision. The special exception numbers decreased in AY 2003-2004, with only 10.05% of all entering freshman students, 36% of freshman student athletes on athletics aid, and 69% of freshman football players receiving admission through special exception provisions. In that AY, 75% of women's track/cross country admissions received some special exception provision.

While some of these data might suggest a disparity in admitting student athletes, it should be noted that MTSU's guaranteed admission standards exceed those that student athletes must meet to gain the minimum NCAA qualifier status.

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

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Donna Victory, Coordinator of Compliance/Certifying Officer of the Office of Enrollment Management is the certifying officer. The NCAA Compliance Office sends the names of student athletes to the certifying officer. The certifying officer may also obtain names from the NCAA Compliance Assistant software. The Director of Compliance or the certifying officer submits the names of senior prospective student athletes to the NCAA Initial Eligibility Clearinghouse for preliminary evaluation of initial-eligibility status. The Office of Enrollment Management reviews the applicant's file for appropriate documentation: signed application for admission, receipt of admission application fee, high school transcript including GPA, official ACT/SAT scores, and evidence the applicant has completed the fourteen high school units required of all students entering Tennessee public universities.

The certifying officer reviews SIS screen 206 to determine whether an applicant meets guaranteed admission requirements. The certifying officer generates a weekly admission status report to distribute to: individual coaches, the Compliance Office, the Student Athlete Enhancement Center, Admissions Office, the Office of International Programs and Services (for international student athletes), and the Office of Financial Aid. The certifying officer uses the NCAA Initial Eligibility Clearinghouse website to obtain ACT/SAT, Core GPA, and preliminary qualifier status, and then appropriately documents these data in MTSU's NCAA Compliance Assistant software. The certifying officer evaluates ACT/SAT scores to determine discrepancies or wide margins in test score composites. The certifying officer notifies the NCAA Compliance Office in the case of a discrepancy and notifies specific ACT/SAT testing centers in writing if an investigation will occur.

If an applicant does not meet guaranteed admission requirements, the Certifying Officer reviews his/her file to determine whether the applicant has filed a Personal Statement Form for review by the Admission Review Board. If at the time of the review, a non-final qualifier student only lacks proof of graduation and a final transcript showing grades for the last half of his/her senior year to fulfill core course requirements, the board defers their decision based on lack of information and documents the appropriate code on SIS screen 206. Once the NCAA Initial Eligibility Clearinghouse receives the information and deems the student a final qualifier, the Certifying Officer notifies the Admissions Office that the student is to be considered for admission. If the applicant does not meet guaranteed admission requirements, the Admissions Review Board follows University's procedure for special admits to determine the student's admission status. The Athletic Director and/or University Deans may file an admission appeal on the student's behalf if the Admissions Review Board denies admission.

For transfer students, the certifying officer reviews the applicant's admission file for appropriate documentation: signed application for admission and fee, transcripts from junior college or university, high school transcript and documentation of ACT/SAT scores (if applicable). The certifying officer reviews SIS screen 206 to determine whether an applicant meets guaranteed admission requirements. The certifying officer generates a weekly admission status report to distribute to: individual coaches, the NCAA Compliance Office, the Student Athlete Enhancement Center, Admissions Office, the Office of International Programs and Services (for international student athletes), and the Office of Financial Aid. If the applicant does not meet transfer admission requirements, the Admissions Office mails him/her a Personal Statement Form. Once the Admissions Office receives a completed Personal Statement Form, the office forwards the student's file to the Admissions Review Board. If the Admissions Review Board denies the student admission, the Athletic Director or University Deans may file an appeal on behalf of the student.

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

The Coordinator of Compliance/Certifying Officer, Donna Victory, of the Office of Enrollment Management is responsible for certifying continuing eligibility. The certifying officer: checks each student athlete's file throughout the semester to determine submission of degree plan, courses added or dropped, and course substitutions; reviews the file of any student athlete admitted by the alternative admissions process to determine if the student athlete complied with all requirements stipulated for enrollment; reviews each student athlete's academic record for academic progress at the end of each semester; generates an eligibility checklist to send to the appropriate coach, the Compliance Office and the Student Athlete Enhancement Center; and develops documents from the NCAA Compliance Assistant software regarding eligibility for practice and competition.

If the student athlete is not eligible to compete, he/she must contact the Compliance Office for instructions regarding any NCAA waiver process or obtain information needed to become eligible in subsequent semesters.

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

Over the past three years (1995-96 through 1997-1998 cohorts), data indicate that freshman and transfer student athlete graduation rates exceeded those of the general student population in each cohort. The graduation rate for freshman student athletes ranged from 46% to 48% and transfer student athletes ranged from 43% to 57% while the graduation rates for all students ranged from 36% to 40%.

For the AY 1995-1996 reporting period, only Softball (20%) fell below the graduation rate for all students. Baseball and Volleyball had less than two graduates, thus 0% is reported for these two sports. Football (53%), Men's Basketball (100%), Men's Track (66%), Men's Golf (100%), Women's Basketball (75%), and Women's Tennis (100%) all greatly exceeded the overall student graduation rate of 36%. Men's Tennis and Women's Track reported no students. Women's Golf and Women's Soccer were not sports in this report year.

For the AY 1996-1997, only Football (29%) and Men's Golf (25%) failed to meet the overall student graduation rate of 39% with Women's Basketball (0%) and Volleyball (0%) reporting fewer than two graduates. Men's Basketball (100%), Men's Baseball (100%), Men's Tennis (50%), Softball (75%), and Women's Soccer (66%) all exceeded the University graduation rate. There were no students graduating in Women's Tennis and Men's Track. Women's Golf was not a sport in this report period.

For the AY 1997-1998, only Men's Basketball (33%) and Men's Golf (33%) failed to meet the 40% graduation rate for all students. With less than two graduates Men's Track reported 0%. Football (53%), Baseball (50%), Women's Basketball (75%), Women's Track (50%), Volleyball (75%) and Women's Soccer (66%) all exceeded the percentage of all freshmen students who graduated within six years.

Graduation rates by ethnicity for each sport for each of the past three years follow. It should be noted that sports that had no students enrolled are indicated by a zero (0):

1995-1996

Football (W) (63%) (B) (37%)

Men's Basketball (W) (100%) (B) (0)

Baseball (W) (0%) (B) (0%)

Men's Track (W) (100%) (B) (50%)

Men's Golf (W) (100%) (B) (0)

Men's Tennis (W) (0) (B) (0)

Women's Basketball (W) (66.7%) (B) (100%)

Volleyball (W) (0%) (B) (0)

Women's Tennis (W) (100%) (B) (0)

Women's Track (W) (0) (B) (0)

Softball (W) (20%) (B) (0)

Women's Golf and Soccer were not sports

1996-1997

Football (W) 33.3% (B) 22.2%

Men's Basketball (W) (0) (B) (0) (Hispanic) (100%)

Baseball (W) (100%) (B) (0)

Men's Track (W) (0) (B) (0)

Men's Golf (W) (25%) (B) (0)

Men's Tennis (W) (50%) (B) (0)

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Women's Basketball (W) (0%) (B) (0%)
 Volleyball (W) (0%) (B) (0%)
 Women's Tennis (W) (0) (B) (0)
 Women's Track (W) (100%) (B) (40%)
 Softball (W) (75%) (B) (0)
 Women's Soccer (W) (60%) (B) (100%)
 Women's Golf not a sport

1997-1998

Football (W) (80%) (B) (37.5%)
 Men's Basketball (W) (100%) (B) (0%)
 Baseball (W) (50%) (B) (0)
 Men's Track (W) (0%) (B) (0%)
 Men's Golf (W) (33.3%) (B) (0)
 Men's Tennis (W) (0) (B) (0)

Women's Basketball (W) (50%) (B) (100%)
 Volleyball (W) (100%) (B) (0)
 Women's Tennis (W) (0) (B) (0)
 Women's Track (W) (0) (B) (50%)
 Softball (W) (75%) (B) (0)
 Women's Soccer (W) (75%) (B) (0%)
 Women's Golf not a sport

The data indicate that for sports that had students enrolled graduation rates by ethnicity are unacceptable with the exceptions of: football which demonstrated an improvement in graduation rates over the three-year period after a down turn in 1996-97 for both white and black student athletes; women's basketball which graduated both white and black female student athletes except for the 1996-1997 year; volleyball which graduated 100% of its white student athletes in the third cohort year; women's softball which had increases over the three year period; and women's soccer which had increases during the two years it has been a sport.

Based on this data and other supporting data, the University implemented the Middle Tennessee State University Athletic Academic Game Plan (AAGP) beginning Fall 2004. The plan aims to increase student athlete retention and graduation rates. The plan sets minimum enrollment (15 hours per semester) standards for student athletes, requires the Athletic Director's approval to drop courses and requires the student athlete who is identified as at risk to participate in academic counseling sessions (See plan).

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

Student athletes must meet the same retention standards as the entire student body. The minimum quality point average required for a student to receive the baccalaureate or associate degree is 2.00. A student failing to meet retention standards is placed on academic probation for the subsequent term. Students must either: 1) attain a 2.00 GPA for the current term, or 2) meet one of the following retention standards: 1.50 GPA for 0-29.99 quality hours, 1.80 GPA for 30-49.99 quality hours, 2.00 GPA for 50 or more quality hours. A student on academic probation who fails to meet one of these standards during the next term in which he or she is enrolled is suspended. Students previously suspended are not eligible for probationary status.

Any student who lacks developmental studies courses and attends another school while on suspension from MTSU must enroll for those developmental courses if available while attending the other school.

International students attending MTSU on student or exchange visas may not be admitted after their second suspension even though the normal suspension period has expired. According to the terms of their eligibility forms (I-20 or IAP-66), international students are expected to do satisfactory academic work and maintain a full course of study at MTSU. Failure to do this invalidates their student status, and Immigration Service is notified. International students who are suspended may appeal to the Academic Appeals Committee for reinstatement.

The Academic Appeals Committee reviews all undergraduate suspension appeals and gives consideration for readmission if the student presents evidence of adequate ability, maturity, and motivation. No exceptions exist for

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student athletes. Decisions made by the Academic Appeals Committee are final. (See Middle Tennessee State University Undergraduate Catalog 2004, pp.44)

The Middle Tennessee State University Athletic Academic Game Plan (AAGP), implemented fall 2004, requires student athletes to enroll in a minimum of 15 hours per semester. The goal is to enable the student athlete to earn a degree in four years given the University's new 120-hour degree program structure. It also emphasizes the importance of class attendance.

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

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

Evaluation

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

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Operating Principle

2.2 Academic Support

Self-Study Items

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

No corrective actions were required by the first cycle.

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

No plans were developed during the first-cycle certification process.

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

No plans were developed.

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 2.2 (Academic Support). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion of such required actions.

Not applicable.

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

Academic advising, tutoring and computer lab facilities are broadly available to students across campus. The Academic Support Center and advisors in each college, serve the advising needs of all students (see the ASC web page at <http://www.mtsu.edu/~advising/student/index.htm>.) Tutoring is available through the Developmental Studies program, as well as through specific academic departments, including the Math Lab and the Writing Center. Computer facilities are provided 24 hours a day, seven days a week through the computer lab in the Business Aerospace Building, as well as in other labs throughout the campus. Some enhanced advising services are provided to special student populations. For example, a Student Support Services program, which is funded by a

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TRIO grant, provides advising, tutoring, computer labs, cultural events, academic workshops and other services to low income, disabled, and/or academically at-risk students. The website for Student Support Services is <http://www.mtsu.edu/~ssupport/>.

Academic support services that serve student athletes are consolidated within the Student Athlete Enhancement Center (SAEC). This center provides academic advising, tutoring, study hall and computer lab facilities for student athletes. Special services for athletes include academic counseling, two sections of University Seminar 1010 that are designated exclusively for athletes, the B.R.A.S.S. (Blue Raider Athletes Skills for Success) program which promotes community service work and provides seminars and workshops on drugs, alcohol education and other student development issues, monitored study hall hours, periodic monitoring of class attendance and monitoring and review of mid-term grades. These services are outlined on the SAEC website <http://mtsu.edu/~stuaff/sae/index.htm>

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

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

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

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

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

Academic advising is broadly available to students across campus. The Academic Support Center, and academic advisors in each college serve the advising needs of all students.

Additionally, the Student Athlete Enhancement Center at MTSU houses academic support services for seventeen NCAA Division I-A Men's and Women's sports, including academic advising. Center personnel include a Director, an Associate Director/Coordinator of Life Skills, two academic advisors, student workers and tutors. The facility is adjacent to the Football Stadium at Gate 1. Hours of operation are M-R 7-4:30pm, 7pm-10pm and Friday 7-4:30pm. The facility houses a study hall, a small computer lab, five tutoring rooms and two administrative offices and additional academic advising staff.

The center personnel assist students in setting and pursuing academic goals throughout their tenure at MTSU until graduation. Specific academic advising services include assistance with course selection for undeclared student athletes, priority registration, and assistance with class scheduling for over 450 student athletes, managers and trainers. In addition the center helps students select majors and file appropriate upper division forms. Advisors keep a dated, written record of all contacts, conversations and results of each case. Once the student athlete selects a major, he is assigned a faculty member in the major area of study. Academic counseling is provided to student athletes who have special academic needs.

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

The Policy and Procedure Manual for The Student Athlete Enhancement Center Middle Tennessee State University Fall 2004 (p. 6) states that all student athletes scholarship and non-scholarship, are allowed the use of the services provided by the Center including advising. Managers and athletic trainers are included in the student athletes who use the facility as needed.

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

Student athletes are informed of these academic advising services in person during recruiting visits. (Policy and Procedure Manual for The Student Athlete Enhancement Center Middle Tennessee State University Fall 2004, p. 16). As part of the summer CUSTOMS orientation that all incoming freshman and transfer students are strongly encouraged to attend, all student athletes are required to priority register through the Student Athlete Enhancement Center. At each sport's fall orientation, representatives from the Student Athlete Enhancement Center present an overview of the advising services of the center and expectations the Center has of the student athlete. Coaches may outline the center's services at team and individual meetings. Advising services are outlined on the Student Athlete Enhancement Center website <http://www.mtsu.edu/~stuaff/sae/index.htm>. General student advising services are available on the MTSU website at <http://www.mtsu.edu/~advising/student/index.htm>

Student Athlete Enhancement Center bookmarks are available to all recruits and student athletes. The bookmark outlines the services and hours of the center.

Information about advising services also appears in the MTSU Student Athlete Handbook. (See MTSU Student Athlete Handbook.)

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

Annually the Associate Vice President Academic Support Services who reports directly to the Vice Provost for Enrollment Management reviews and evaluates the Student Athlete Enhancement Center's staff and programming as part of the Human Resources performance evaluation process. (See <http://mtsu32.mtsu.edu:11130/er/perfeval1.html> for forms.) The Vice Provost for Enrollment Management reports directly to the chief academic officer of the university. Specific evaluation of the student athlete enhancement program includes a performance evaluation of all staff members, completion of a self-appraisal by the director, an analysis of the previous year's goals and progress toward goal achievement, and the formal setting of goals for the upcoming year. The Associate Vice President Academic Support Services either approves or modifies the proposed goals for the upcoming year and completes a performance evaluation for the director that includes feedback about improvement areas and strategies for improvement. The goals reviewed and evaluated routinely include academic advisement.

Additionally, the Vice Provost for Enrollment Management who reports to the Provost, chief academic officer for the University, has commissioned a comprehensive external review of the all areas of student athlete support services to be conducted Spring 2004 and to occur every three years thereafter.

This external review will apply to section d of all areas listed in 2.2. item 6.

The Student Athlete Advisory Committee meets bi monthly with a representative from the Student Athlete Enhancement Center and the Faculty Athletic Representative to address any concerns and issues that involve the welfare of the student athlete including advising.

The SAEC's institutional effectiveness (IE) plan (required of all academic and non-academic units on campus) includes specific improvement goals related to effective academic advising for student athletes (<http://www.mtsu.edu/~7Emtsacs/>). The IE plan is reviewed and monitored by the Associate Vice Provost for Academic Support Services and the Coordinator of Institutional Effectiveness annually.

In order to better meet their needs, student athletes are administered surveys periodically that include advising items (See sample survey on file). The Center's staff and the Associate Vice President, Academic Support Services review survey results to identify areas for improvement in advising services. Any identified areas are included in goals for the Center and its staff for the upcoming year and are incorporated into the annual evaluation process.

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

The final documents (performance review of the director and new goals for the upcoming year discussed in d. above) and results of student surveys are reviewed, and where appropriate, are approved by the Associate Vice President of Academic Support Services, the Vice President for Student Affairs/Vice Provost for Enrollment Management, and the Executive Vice President and Provost, who is the chief academic officer of the university.

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

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

Tutoring is available in the Student Athlete Enhancement Center on a walk-in basis and by assignment as necessary during posted office hours. Student athletes may request a tutor, coaches may request a tutor after discussions with the student athletes, and professors may call, write or e-mail a request that the student athlete see a tutor. The Associate Director of the Student Athlete Enhancement Center assesses each student's needs and selects tutors with appropriate academic backgrounds for the student athlete. Tutors are carefully screened, hired, trained, monitored and evaluated by the associate director. Tutors are strongly encouraged to take ACA 3000, a tutor-training course that fulfills the requirement for the College Reading and Learning Association certification to Level Three, the highest level of certification offered. The average number of tutors employed by the Center is ten. The rate of pay varies from \$8.00 per hour for undergraduate students to \$20.00 per hour for graduate students and part-time instructors. Tutors submit a detailed, daily reporting of all contacts with student athletes using the Daily Report Sheet (See Daily Report Sheet on file). These sheets are placed in each tutor's folder and reviewed weekly by the associate director.

Tutoring is also available through the Developmental Studies program, as well as through specific academic departments, including the Math Lab and the University Writing Center.

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

The Policy and Procedure Manual for The Student Athlete Enhancement Center Middle Tennessee State University Fall 2004 (p.6) states that all student athletes, scholarship and non-scholarship, are allowed the use of the services provided by the Center including tutoring. Managers and athletic trainers also use the facility as needed.

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

Student athletes are informed of these tutoring services in person during recruiting visits. At each sport's fall orientation, representatives from the Student Athlete Enhancement Center present an overview of the Center's tutoring services and expectations the Center has of the student athlete. Coaches may outline the center's services at team and individual meetings. In addition faculty inform students of the availability of tutoring services on campus. Tutoring is a major link on the Student Athlete Enhancement Center website <http://www.mtsu.edu/~stuaff/sae/tutoring.htm>

In addition, Student Athlete Enhancement Center bookmarks are available to all recruits and student athletes. The bookmark outlines the services and hours of the center.

Information about tutoring services also appears in the MTSU Student Athlete Handbook. (See MTSU Student Athlete Handbook.)

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

Annually the Associate Vice President Academic Support Services, who reports directly to the Vice Provost for Enrollment Management, reviews and evaluates the Student Athlete Enhancement Center's staff and programming as part of the Human Resources performance evaluation process. (See <http://mtsu32.mtsu.edu:11130/er/perfeval1.html> for forms.) The Vice Provost for Enrollment Management reports directly to the chief academic officer of the university. Specific evaluation of the student athlete enhancement program includes a performance evaluation of all staff members, completion of a self-appraisal by the director, an analysis of the previous year's goals and progress toward goal achievement, and the formal setting of goals for the upcoming year. The Associate Vice President Academic Support Services either approves or modifies the proposed goals for the upcoming year, and completes a performance evaluation for the director that includes feedback about improvement areas and strategies for improvement. The goals reviewed and evaluated routinely include tutoring.

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The Student Athlete Advisory Committee meets bi monthly with a representative from the Student Athlete Enhancement Center and the Faculty Athletic Representative to address any concerns and issues that involve the welfare of the student athlete including tutoring.

In order to better meet their needs, student athletes are periodically given "customer satisfaction" type surveys that include tutoring. In addition every student who receives tutoring services routinely evaluates the tutoring program. These results are reviewed by the Assistant Director of the Student Athlete Enhancement Center who supervises the tutoring program and by the Associate Vice President of Academic Support Services. This feedback is used to improve services.

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

The final documents (performance review of the director and new goals for the upcoming year discussed in d, above) and results of student surveys are reviewed, and where appropriate, approved by the Associate Vice President of Academic Support Services, Vice President for Student Affairs/Vice Provost for Enrollment Management, and the Executive Vice President and Provost, who is the chief academic officer of the university.

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

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

MTSU offers University Seminar 1010, a special course to help freshman students develop tools needed for success. This course helps new students appreciate the value of a higher education, learn about the numerous campus resources available to them, clarify their career goals, and refine the academic skills required of the successful college student. University Seminar can be taken as an elective and counted toward the 120-semester-hour minimum graduation requirement. Two NCAA-approved sections of University Seminar 1010 are taught through the Student Athlete Enhancement Center for freshmen athletes. These courses use the regular university 1010 seminar curriculum; however, the curriculum for these sections also addresses issues specific to the NCAA Champs Life Skills Program. Additionally, any student athlete enrolled in a Developmental Studies classes may also take DSPS 0800 Learning Strategies, an intensive study of strategies that enhance student success.

MTSU, a member of the NCAA Champs Life Skills Program since 1995, established B.R.A.S.S. (Blue Raider Athletes Skills for Success). B.R.A.S.S. is committed to promoting academic excellence, personal development, career development, and community service. B.R.A.S.S., under the supervision of the Student Athlete Enhancement Center, has the goal of challenging the 400 plus student athletes to pursue and achieve personal success and develop a life long commitment to service. Academic excellence is supported through the Center which houses a library-style study center that includes study carrels, computers, and group study tables. The Center offers academic advising, individual tutoring and makes referrals to other campus assistance and resources. Student athletes are encouraged to transfer the skills that make them successful on the field and court into the classroom. Annually each student athlete undergoes a needs assessment with input from the student athlete, coaches and SAEC administrators. The result is an individualized personal development program based on identification of changing needs and issues that will support and enhance the student athlete's personal development. Past programming has included sessions on alcohol, drugs and addictive behavior, fiscal responsibility, leadership development, public speaking, understanding diversity, eating disorders, sexual responsibility, defining values, media relations, and etiquette. Academic advisors encourage the exploration of career opportunities. Students are referred to major college advisors and departments for information on programs of interest. To assist student athletes in career decision-making, career night is held annually where representatives of various occupations describe what workers do on their job, working conditions, the training and education needed, earnings, and expected job prospects. Workshops on resume writing are available to individuals or small groups. A seminar is held for sophomores emphasizing the need for resume and experience building. The curriculum for seniors includes transferring twenty-four traits of a successful athlete to the business world, practicing interview skills, and writing assignments exploring a selected career. Community service is an integral part of the B.R.A.S.S. program to meet the objective of developing a life long commitment to service in each student athlete. Student athletes have performed an average of over 500 hours annually for each of the past three years. Activities include assisting with the

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Rutherford County Special Olympics, Read Across America, Raider by Request, canned food drives, Red Cross collection, charity golf tournaments, Angel Tree, Women in Sports Days, free youth sport clinics, and assisting at MTSU Project HELP, an early intervention program for developmentally high-risk children.

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

All freshmen are eligible for freshman seminar. Freshmen who have not declared a major with 0-24 credit hours are required to enroll in University Seminar 1010, including student athletes. (catalog) Freshmen student athletes are not required by the university to take University Seminar but are encouraged to enroll. Any student athlete may enroll in the two athletes-specific sections or student athletes may enroll in any section of University Seminar. Only students enrolled in a Developmental Studies class are eligible for DSPS Learning Strategies.

All student athletes are required to take part in the NCAA Life Skills Program and B.R.A.S.S. (Blue Raider Athletes Skills for Success), including those enrolled in University Seminar.

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

Student athletes are informed of the required NCAA life skills program and the University Seminar 1010 requirements in person during recruiting visits. At each sport's fall orientation, representatives from the Student Athlete Enhancement Center present an overview of these curricular opportunities. Coaches may outline these curricular requirements at team and individual meetings. Academic advisors also inform students of these requirements. Success Skills is a major link on the Student Athlete Enhancement Center website <http://www.mtsu.edu/~stuaff/sae/skills.htm>

In addition, the Student Athlete Enhancement Center bookmarks are given to all recruits and student athletes. The bookmark outlines the services and hours of the Center.

Information about student success programs also appears in the MTSU Student Athlete Handbook (See the MTSU Student Athlete Handbook.).

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

The Director of the University Seminar Program annually reviews the program curriculum. A survey detailing the course content is administered to all students enrolled in the class each semester. The results of the survey are used to make adjustments to the curriculum to meet the success and transition needs of the students (See University Seminar 1010 Institutional Effectiveness Plan.). The director also administers an evaluation of instructor instrument annually. These evaluations are reviewed to ensure instructional effectiveness.

The Associate Director/Coordinator of Life Skills uses an evaluation instrument given to student athletes to evaluate speakers who participate in B.R.A.S.S. programs. Schools and organizations that request student athletes to participate in community service activities also complete formal evaluations (see evaluations on file.).

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

The Director of the University Seminar program annually reviews the curriculum and evaluates instruction. The director reports to the Vice Provost for Academic Affairs.

In addition, the Associate Vice President Academic Support Services, who reports directly to the Vice Provost for Enrollment Management, annually reviews and evaluates the Student Athlete Enhancement Center's staff and programming as part of the Human Resources performance evaluation process. (See <http://mtsu32.mtsu.edu:11130/er/perfeval1.html> for forms.) The Vice Provost for Enrollment Management reports directly to the chief academic officer of the university. Specific evaluation of the student athlete enhancement program includes a performance evaluation of all staff members, completion of a self-appraisal by the director, an analysis of the previous year's goals and progress toward goal achievement, and the formal setting of goals for the upcoming year. The Associate Vice President Academic Support Services either approves or modifies the proposed goals for the upcoming year, and completes a

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performance evaluation for the director that includes feedback about improvement areas and strategies for improvement. The goals reviewed and evaluated routinely include B.R.A.S.S. programming.

The Student Athlete Advisory Committee meets bi monthly with a representative from the Student Athlete Enhancement Center and the Faculty Athletic Representative to address any concerns and issues that involve the welfare of the student athlete including B.R.A.S.S. programming.

4. Freshman/transfer orientation. Availability, attendance requirements.

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

The Student Athlete Enhancement Center conducts individual academic orientations in the fall of each year for all teams. The Athletic Director has sanctioned these meetings as mandatory for student athletes and coaches. At the meetings each student receives and signs an Academic Goal Sheet explaining the NCAA academic requirements for his/her particular year in school. The student's advisor files a copy and the student keeps a copy of the Goal Sheet. At the orientation SAEC rules and expectations are clearly presented as well as other important reminders for the academic year. Attendance is recorded and any absences followed up with a one-on-one meeting. Goal Sheets can be found in The Policy and Procedure Manual for The Student Athlete Enhancement Center Middle Tennessee State University Fall 2004 (page 18).

The Center also encourages full participation, when possible, at the University's CUSTOMS Summer Orientation conducted by the Student Development Office. The two-day freshman and one-day transfer orientation gives students and parents an opportunity to get acquainted with the campus and its resources, as well as to register for classes for fall. Students who do not attend CUSTOMS are required to schedule a session with an academic advisor in the Academic Support Center prior to registration.

All international students, including student athletes are required to attend an orientation conducted by the Office of International Programs and Services. A hold flag remains on the student's 148 SIS screen until the orientation has been completed. Strict immigration policies require this orientation with no exceptions.

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

In Article 17 Playing Sessions, the NCAA Manual states that for football, one of the three days prior to preseason football practice should be designated for "the sole purpose of academic orientation." At MTSU all teams have an academic orientation.

The Policy and Procedure Manual for the Student Athlete Enhancement Center states that CUSTOMS is highly recommended and encouraged for student athletes. If a student athlete has registered for CUSTOMS, the CCC screen on the SIS system indicates which dates the student athlete will attend. If a student athlete cannot attend CUSTOMS, the student is required to meet with the Academic Advisor for his/her sport before the advising hold can be lifted and the student can register. (Page 8-9)

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

Student athletes are informed of orientation requirements and opportunities in writing and in person during recruiting visits. As soon as a student signs a scholarship agreement to attend MTSU, the Compliance Office sends a packet of information that includes a statement of expectation that the student attend CUSTOMS and provides information about team orientation. Information concerning dates, times, costs, and registration procedures for CUSTOMS is sent to all admitted students from the Student Development Office. This information may also be accessed on the following website: <http://www.mtsu.edu/~customs/>. All student athletes also attend their respective sport orientation that includes guidance relative to academic policies and procedures.

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

Annually the Associate Vice President Academic Support Services who reports directly to the Vice Provost for Enrollment Management reviews and evaluates the Student Athlete Enhancement Center's staff and programming as part of the Human Resources performance evaluation process. (See <http://mtsu32.mtsu>).

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edu:11130/er/perfeval1.html for forms.) The Vice Provost for Enrollment Management reports directly to the chief academic officer of the university. Specific evaluation of the student athlete enhancement program includes a performance evaluation of all staff members, completion of a self-appraisal by the director, an analysis of the previous year's goals and progress toward goal achievement, and the formal setting of goals for the upcoming year. The Associate Vice President Academic Support Services either approves or modifies the proposed goals for the upcoming year, and completes a performance evaluation for the director that includes feedback about improvement areas and strategies for improvement. The goals reviewed and evaluated routinely include orientation.

The Student Athlete Advisory Committee meets bi monthly with a representative from the Student Athlete Enhancement Center and the Faculty Athletic Representative to address any concerns and issues that involve the welfare of the student athlete including orientation.

CUSTOMS orientation is evaluated via a survey instrument administered to all freshmen and transfer students and members of their families who participate in CUSTOMS. Feedback from the survey results is reviewed by the Vice Provost for Enrollment Management and his staff and is used to improve the orientation process.

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

The final documents (performance review of the director and new goals for the upcoming year discussed in d. above) and results of student surveys are reviewed, and where appropriate, are approved by the Associate Vice President of Academic Support Services, Vice President for Student Affairs/Vice Provost for Enrollment Management, and the Executive Vice President and Provost, who is the chief academic officer of the university.

The Vice Provost for Enrollment Management who reports directly to the chief academic officer of the University reviews all orientation processes, including CUSTOMS.

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

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

The academic progress of all student athletes is monitored on a regular basis by the Student Athlete Enhancement Center staff. The information received is shared with the student, the coaches, and the Athletic Director, if requested. Permission to talk to parents about the contents of the reports must be obtained in writing from the student athlete and kept on file in the student's record. The Athletic Director has a policy that coaches are not to contact professors. (See letter to coaches in Student Athlete Enhancement Center Policy Manual)

The following methods are used to monitor the student athlete's performance throughout the semester:

Academic Progress Letter

Twice during the semester a letter is sent to each professor who has student athletes in class. The first request is sent approximately three weeks after classes start and the last official request two weeks after mid-term. The letter requests information about class attendance, quiz grades, test grades, and any work that has been graded. Information about class participation is also requested.

Physical Class Checks

The Student Athlete Enhancement Center staff performs daily physical class checks. This method is used only when the situation merits, i.e., for an at risk student and/or a "repeat offender." The results of these class checks are reported to the coach daily.

Academic Progress Report Forms

A coach may request that a student's professor complete an Academic Progress Report Form (See MT Intercollegiate Policies and Procedures Manual.) The form and due date are given to the student by the coach; the student requests that the professor complete and sign the form; and the form is returned to the coach. A copy of the form is given to the SAEC staff responsible for the athlete participating in that sport and the SAEC staff provide follow up checks to ensure accuracy in academic progress reporting.

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Telephone Calls/E Mail

The academic advisor may call or email a professor if the situation warrants. This method is kept to a minimum. The academic advisor keeps dated records of all contacts with a professor by phone or email.

Upper Division Forms

The NCAA requires all student athletes to file a program of study by the end of the fourth semester at the certifying institution. The Athletic Certifying Officer sends a reminder to the student athlete, coaches and staff at the Center to file the Upper Division Form (program of study) at the Records Office. The forms are officially filed in the Records Office, a copy is kept in the student's file in the Office of Enrollment Management, and one is also placed in the student athlete's folder by the academic advisor. The Athletic Certifying Officer and Center staff check the approved form every semester to verify that the student athlete is enrolled in the appropriate courses.

In addition, the University's Academic Support Center has implemented a new web-based alert system that allows faculty members to flag all students who are not performing at acceptable university levels. This new system notifies the student and his or her academic advisor. Student athletes who are flagged are referred to an athletic advisor in the Student Athlete Enhancement Support Center. See website:<http://www.mtsu.edu/~advising/student/alert.htm>

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

The services and the students for whom the services are provided as listed in part a. above are on page 13 of The Policy and Procedure Manual for The Student Athlete Enhancement Center Middle Tennessee State University Fall 2004.

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

Student athletes are informed of the academic monitoring policy and procedures in writing and in person during recruiting visits. The fall orientation includes a detailed presentation about academic monitoring by the Center as well as expectations the center has of the student athlete. Coaches outline the center's team monitoring program in individual meetings and again at the Athletic Department check-in. In addition faculty inform students of the availability of tutoring services on campus. Monitoring is a major link on the Student athlete Enhancement Center website <http://www.mtsu.edu/~stuaff/sae/progress.htm>. The monitoring process is outlined in the Student Athlete Handbook.

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

Annually the Associate Vice President Academic Support Services who reports directly to the Vice Provost for Enrollment Management reviews and evaluates the Student Athlete Enhancement Center's staff and programming as part of the Human Resources performance evaluation process. (See <http://mtsu32.mtsu.edu:11130/er/perfeval1.html> for forms.) The Vice Provost for Enrollment Management reports directly to the chief academic officer of the university. Specific evaluation of the student athlete enhancement program includes a performance evaluation of all staff members, completion of a self-appraisal by the director, an analysis of the previous year's goals and progress toward goal achievement, and the formal setting of goals for the upcoming year. The Associate Vice President Academic Support Services either approves or modifies the proposed goals for the upcoming year, and completes a performance evaluation for the director that includes feedback about improvement areas and strategies for improvement. The goals reviewed and evaluated routinely include monitoring. Monitoring records are kept in the office of the Assistant Director of the Student Athlete Academic Enhancement Center.

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

The final documents (performance review of the director and new goals for the upcoming year discussed in d. above) are approved by the Associate Vice President of Academic Support Services, Vice President for Student Affairs/Vice Provost for Enrollment Management, and the Executive Vice President and Provost, who is the chief academic officer of the university.

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

Academic Integrity

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

All student athletes may use study hall services, as they deem necessary. A minimum of five hours of study hall is required of most first year student athletes, most first semester transfer students, those who have been previously suspended and all at-risk student-athletes. A time clock system keeps track of the number of hours each student logs in study hall. This report is given to the coaches on a weekly basis. Tutors are available during all study hall hours, except Fridays. Additionally, academic counseling is available during study hall hours as outlined in the Athletic Academic Game Plan (AAGP) for student athletes (See AAGP on file).

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

The MTSU Student Athlete Enhancement Center Policy and Procedure Manual states that Study Hall is available to all student athletes and is required of most first year students, most first semester transfer students, those who have been previously suspended and all at-risk students-athletes (See MTSU Student Athlete Enhancement Center Policy and Procedure Manual.).

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

Student athletes are informed of the availability of the study hall and study hall requirements in writing and in person during recruiting visits. When incoming freshman and transfer students athletes register in the Center as a mandatory part of the summer CUSTOMS, they are informed of the study hall requirements. At each sport's fall orientation representatives from the Student Athlete Enhancement Center present an overview of the study hall services of the center and expectations the center has of the student athlete. Coaches may specify study hall requirements at team and individual meetings. Study Hall is a major link on the Student Athlete Enhancement Center website <http://www.mtsu.edu/~stuaff/sae/study.htm>

In addition, Student Athlete Enhancement Center bookmarks are available to all recruits and student athletes. The bookmark outlines the services and hours of the center.

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

Annually the Associate Vice President for Academic Support Services who reports directly to the Vice Provost for Enrollment Management reviews and evaluates the Student Athlete Enhancement Center's staff and programming as part of the Human Resources performance evaluation process. (See <http://mtsu32.mtsu.edu:11130/er/perfeval1.html> for forms.) The Vice Provost for Enrollment Management reports directly to the chief academic officer of the university. Specific evaluation of the student athlete enhancement program includes a performance evaluation of all staff members, completion of a self-appraisal by the director, an analysis of the previous year's goals and progress toward goal achievement, and the formal setting of goals for the upcoming year. The Associate Vice President Academic Support Services either approves or modifies the proposed goals for the upcoming year, and completes a performance evaluation for the director that includes feedback about improvement areas and strategies for improvement. The goals reviewed and evaluated routinely include study hall.

The Student Athlete Advisory Committee meets bi monthly with a representative from the Student Athlete Enhancement Center and the Faculty Athletic Representative to address any concerns and issues that involve the welfare of the student athlete including study hall.

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

The final documents (performance review of the director and new goals for the upcoming year discussed in d. above) and results of student surveys are reviewed; and where appropriate, they are approved by the Associate Vice President of Academic Support Services, Vice President for Student Affairs/Vice Provost for Enrollment Management, and the Executive Vice President and Provost, who is the chief academic officer of the university.

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

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

Student athletes with previously diagnosed learning disabilities are registered with Disabled Student Services. In addition to the assistance given by that office, these students are given more tutorial assistance and monitored very closely at the Student Athlete Enhancement Center. Any recommendations in their diagnosis for special accommodations are always given careful consideration by the DSS office and the Center. Occasionally, student athletes who appear to have an undiagnosed learning disability are referred to the Center by their professors or coaches and the DSS office assists in arranging appropriate testing by an outside authority.

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

The Disabled Student Services Handbook available on line at <http://www.mtsu.edu/~dssemail/about.htm> and in hard copy presents the policies for use of its services. No special provisions are made for the student athlete. However, funds for diagnosis of learning disability are available to the student athlete through the Student Assistance Fund offered through the Sun Belt Conference Office.

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

A comprehensive website for Disabled Student Services is found at <http://www.mtsu.edu/~dssemail/>. Students are also made aware of these services in one-on-one advising session by The Student Athlete Enhancement Center staff, through professors, and coaches.

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

Disabled Student Services offer no preferential services for student athletes and are solely reviewed by academic authorities outside athletics. The Associate Vice President, Academic Support Services as part of the annual review process, annually reviews Disabled Student Services.

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

Disabled Student Services offer no preferential services for student athletes and are solely reviewed by academic authorities outside athletics. The Associate Vice President, Academic Support Services as part of the annual review process, annually reviews Disabled Student Services.

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

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

All entering enrolled students are assessed to determine developmental studies and advanced standing placement. All students admitted to MTSU are assessed for appropriate course placement by the same instruments, standards and processes. No exceptions are made for student athletes. (MTSU Undergraduate Catalog 2004, page 25)

Student athletes with previously diagnosed learning disabilities are registered with Disabled Student Services. In addition to the assistance given by this office, these students are given more tutorial assistance and monitored very closely by the Center. Any recommendations in their diagnosis for special accommodations are always given careful consideration by the DSS office and the Center. Occasionally, student athletes who appear to have an undiagnosed learning disability are referred to the Center by their professors or coaches and the DSS office assists in arranging appropriate testing by an outside authority.

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

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The policies that govern assessment for developmental studies and advanced standing are found in the 2004-2005 MTSU Undergraduate Catalog pages 25 and 31. All students are subject to the same assessment standards and processes. No exceptions are made for student athletes.

The Disabled Student Services Handbook available on line at [Http://www.mtsu.edu/~dssemail/about.htm](http://www.mtsu.edu/~dssemail/about.htm) and in hard copy presents the policies for use of its services. No special provisions are made for the student athlete. However, funds for diagnosis of learning disability are available to the student athlete through the Student Assistance Fund offered through the Sun Belt Conference Office.

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

Assessment is part of the admissions process for all students. (See 2004-2005 MTSU Undergraduate Catalog pp. 24-31.) A comprehensive website for Disabled Student Services is found at <http://www.mtsu.edu/~dssemail/>. Students are also made aware of these services in one-on-one advising sessions by the Student Athlete Enhancement Center staff, through professors and coaches.

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

Assessment policies and processes are reviewed by the Developmental Studies Program Director and faculty and the faculties and Academic Deans of the University's colleges under the purview of the Executive Vice President and Provost, who is the chief academic officer of the university as part of the annual evaluation process. Disabled Student Services offer no preferential services for student athletes and are solely reviewed by academic authorities outside athletics. The Associate Vice President, Academic Support Services, as part of the annual review process, reviews Disabled Student Services.

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

Reviews of the assessment policies and processes are under the purview of the Executive Vice President and Provost, who is the chief academic officer of the university. See d. above.

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

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

Student athletes are mentored informally and formally. Both informal and formal programs are built on the commitment of the Athletic Department to the total development of its student athletes, mentally, physically, socially and spiritually. All program staff members participate.

Coaches are expected to serve as role models for student athletes. This expectation is specified in each coach's written contract. Coaches are encouraged to begin mentoring during the recruitment of each student athlete by emphasizing the importance of education to each recruit. Once the athlete commits to the program, the formal mentoring process begins. The coach identifies key resources for the student athlete including those available to the student athlete outside the Athletic Department. For example, academic advisors in the student athlete's chosen field of study advise student athletes about professional organizations and employment opportunities available to them in their major.

Athletic academic advisors serve as mentors and resources for student athletes. They work with student athletes to develop class schedules, determine course of study, and help student athletes explore opportunities after graduation. They also listen to the student athlete's problems and concerns and guide them in their decision-making. In many cases the athletic academic advisors are like parents away from home. The advisors also introduce student athletes to many other resources on campus such as the Office of Multicultural Affairs, the June Anderson Women's Center, the Guidance and Counseling Office, and the Division of Student Affairs. Each of these offices works directly with student athletes in their respective fields of expertise. Athletic academic advisors also work closely with student athletes to inform them about specific NCAA requirements that must be met to ensure their continued eligibility.

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Athletic Trainers work very closely with the student athletes and develop professional relationships with them. The athletic trainers handle all of the student athlete's medical needs so they must develop professional trust between themselves and the student athlete. Student athletes share personal and confidential information and trainers provide knowledgeable and professional information on a variety of topics such as sexually transmitted diseases, eating disorders, pregnancy and drug and alcohol addiction. Athletic trainers work directly with student athletes to help them make legitimate, sound and acceptable decisions in sensitive matters.

The Blue Raider Mentoring Program (Big Brother/Big Sister), a peer-mentoring program, supports the sustained relationship between an upper classman and an entering student athlete to enhance the overall collegiate experience of both student athletes. The program prepares student athletes to make positive, professional decisions during and beyond their college careers. The Big Brother/Big Sister program matches an upper classman with an entering student athlete through a formal process coordinated by individual coaches. Coaches carefully and selectively recruit mentors who can provide a stable example, be a responsible peer teacher and guide and who can develop friendship with the student athlete they are mentoring. Each coach is responsible for implementing the Big Brother/ Big Sister mentoring program within his/her respective team at the beginning of each academic year. Mentors are chosen from upper classmen who demonstrate high standards in academics, sportsmanship, decision-making skills, moral values, integrity, and leadership. The responsibility of the mentor is to assist the new student athlete in making a smooth transition to the academic, athletic, and social college environment. The mentor is required to spend at least one hour a week with the new student outside of practice or planned athletic activities.

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

All student athletes participate in the mentoring programs as stated in the MTSU Athletic Policy and Procedures Manual (See MTSU Athletic Policy and Procedures Manual.).

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

Student athletes are made aware of the mentoring programs during recruitment visits, at the Athletic Check-in and at the first meeting of the team sport. They also receive mentoring information during their first visit with the athletic academic advisors in the Student Athlete Enhancement Center.

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

Each coach is responsible for providing guidance to mentors and also evaluates the mentors at the end of each semester. The Faculty Athletic Representative, through exit interviews conducted annually, reviews the Big Brother/Big Sister program with student athletes. Additionally, the FAR meets regularly with the Student Athlete Advisory Council and solicits feedback about student athletes' concerns, including the peer-mentoring program.

The Athletic Director annually evaluates coaches and athletic trainers on criteria noted in their contracts that includes expectations relative to mentoring and standards of professional behavior.

The Associate Vice President for Academic Support Services evaluates athletic academic advisors as noted in sections d. above.

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

The Faculty Athletic Representative and Athletic Director report directly to the President. The athletic academic advisors report to the Associate Vice President for Academic Support Services.

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

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

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MTSU has a nationally certified Developmental Studies Program for at risk students that includes student athletes at risk. Learning assessments determine which students are required to enroll in Developmental Studies in accordance with specific standards. Students who, on the basis of the ACT score(s), are not required by the institution to undergo assessment but who later show deficiency in English, mathematics, or reading must undergo assessment and placement. Such students are not allowed to continue in a college-level course requiring subject area competencies as prerequisites and must instead enroll in the appropriate Developmental Studies course. Students who consider themselves inadequately prepared to pursue a college-level course may request assessment to determine whether they need DSP English, mathematics, or reading courses. They must complete the appropriate subject area pretest and must be determined to need remediation before placement. The decision to permit the student to enroll in any DSP course is an institutional prerogative with placement decision made by the program director. Students admitted with high school deficiencies in algebra or English may remove these deficiencies by (1) scoring at college course placement levels and thereby demonstrating competency or (2) completing DSP requirements. On the basis of test scores, students are placed in basic, developmental, or college-level courses. Learning Strategies course placement is required for students who are placed in two subject areas. Beyond this mandatory placement, students with at least one developmental studies course have the option to elect placement in Learning Strategies. Course enrollment is limited to students in these categories. In addition to offering smaller class size, a number of support services provide tutoring to assist students in achieving the objectives of their courses. These are (1) the Developmental Writing Lab, (2) the Developmental Reading Lab, and (3) the Developmental Mathematics Lab. The tutoring provided in the labs reinforces the curriculum and the objectives of the basic and developmental courses. Each student in Developmental Studies is assigned an advisor who assists with scheduling developmental classes and academic advising. Student athletes follow the same guidelines with no exceptions.

The Student Athlete Enhancement Center monitors at-risk students by requiring regularly scheduled one on one meetings with an academic advisor, making frequent calls and e-mails to the student athlete's professors, making weekly reports to the student athlete's coach, and monitoring mandatory study hall hours,

The Student Athlete Enhancement Center staff also makes referrals to the Guidance and Counseling Office when necessary. Student athletes with previously diagnosed learning disabilities are registered with Disabled Student Services. In addition to the assistance given by that office, these students are given more tutorial assistance and monitored very closely at the Center. Any recommendations in their diagnosis for special accommodations are always given careful consideration by the DSS office and the Center. Occasionally, student athletes who appear to have an undiagnosed learning disability are referred to the Center by their professors or coaches and the DSS office assists in arranging appropriate testing by an outside authority.

Effective September 1, 2004, the University implemented an Athletic Academic Game Plan that requires student athletes to participate in regularly scheduled academic counseling sessions as outlined in the plan (Middle Tennessee State University Athletic Academic Game Plan (AAGP on file.) This individualized, intensive academic counseling ensures the student athlete additional continuous academic support.

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

Student athletes follow the same policies for placement in developmental studies courses as outlined for all students in the MTSU Undergraduate Catalog (pp. 24-31). All entering degree-seeking students less than 21 years of age are initially assessed for developmental studies placement (DSP) according to valid ACT/SAT scores. Permissible scores are less than three years old. Students with ACT sub scores that are 18 or lower in the areas of reading, English, or math are automatically placed in the program in the appropriate area. Students with mathematics or verbal SAT scores of 450 or less are placed in the appropriate areas, and students with SAT composite scores of 890 or below are placed into the reading area.

The services offered by the Student Athlete Enhancement Center are available to all student athletes (See MTSU Student Enhancement Center Policy and Procedure Manual.)

The Disabled Student Services Handbook available on line at <http://www.mtsu.edu/~dssemail/about.htm> and in hard copy presents the policies for use of its services. No special provisions are made for the student athlete. However, funds for diagnosis of learning disability are available to the student athlete through the Student Assistance Fund offered through the Sun Belt Conference Office.

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Student athletes identified according to the MTSU Academic Athletic Game Plan (see plan on file) as special needs students must adhere to the plan guidelines for required mandatory academic counseling.

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

All students, including student athletes, are made aware of Developmental Studies program requirements and Disabled Student Services as part of the admissions process. Developmental Studies has an extensive web site at <http://mtsu32.mtsu.edu:11063/>. Likewise a comprehensive website for Disabled Student Services is found at <http://www.mtsu.edu/~dssemail/>. Students are also made aware of these services in one-on-one advising session by the Student Athlete Enhancement Center staff, through professors, and coaches. Likewise, student athletes are made aware of required academic counseling sessions by the Student Athlete Enhancement Center staff.

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

Developmental Studies and Disabled Student Services offer no preferential services for student athletes and are solely reviewed by academic authorities outside athletics. The Vice Provost for Academic Affairs annually reviews the Developmental Studies program. Additionally, the Department of Developmental Studies is certified by the National Association for Developmental Education and is reviewed annually for continuing certification. The Tennessee Board of Regents also monitors the Developmental Studies program for its adherence to A100 guidelines.

The Associate Vice President, Academic Support Services as part of the annual review process, annually reviews Disabled Student Services.

The Student Athlete Enhancement Center's goals for serving at risk students are reviewed as part of the Associate Vice President, Academic Support Services annual review and evaluation of the Center (as described in previous d. sections above). The Associate Vice President, Academic Support Services reports directly to the Vice Provost for Enrollment Management. The Vice Provost for Enrollment management reports directly to the chief academic officer of the university

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

See d. above.

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

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

The Student Athlete Enhancement Center provides all academic support services to student athletes who have finished their eligibility until graduation. Scholarships and assistantships are available through the Athletic Department.

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

The MTSU Student Athlete Enhancement Center Policy and Procedural Manual includes a list of all services provided to student athletes including those who have post eligible status. Student athletes who have completed their eligibility qualify for post eligibility scholarships upon the recommendations of the coach, the Student Athlete Enhancement Center (based on the Center's academic analysis of the student's academic progress), and the approval of Athletic Director. (Approval is only granted after a one on one interview with the student athlete.)

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

Students are made aware of post eligibility programs and services by the athletic academic advisors, the

Academic Integrity

Compliance Officer, the Faculty Athletic Representative, and the Athletic Director during advising sessions and meetings held with each student athlete upon completion of eligibility.

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

The Athletic Committee reviews graduation rates annually. The Student Athlete Enhancement Center reviews post eligibility programs and makes reports to the Vice President for Student Affairs and Vice Provost for Enrollment Management

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

See d. above.

Evaluation

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

Academic Integrity

Operating Principle

2.3 Scheduling

Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 2.3 (Scheduling). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

No corrective actions were required in the first-cycle certification.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 2.3 (Scheduling). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

No plans were developed.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 2.3 (Scheduling) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

No plans were developed

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 2.3 (Scheduling). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion of such required actions.

Not applicable

5. Describe the institution's written policies related to the scheduling of intercollegiate athletics competitions and practices and describe how they minimize interference with class time and examination periods.

The MT Intercollegiate Policies and Procedures Manual clearly states (Section V, page 30) that all schedules should be made with consideration of the academic calendar. It states that every effort should be made to ensure that athletic events are not scheduled during final exams with special consideration given to home contests or contests scheduled by the Sun Belt Conference. All completed schedules must be submitted to the Athletic Director or his designee for approval by June 1 of each year for the upcoming year. No schedule is final without this approval.

Class and/or lab attendance take priority over any scheduled practice sessions unless practice is associated with a contest away from campus. Each head coach coordinates practice sessions. Each head coach works with the

Academic Integrity

academic counselors and the student athletes to develop a class schedule that does not overlap with designated practice times. An addendum to the MT Intercollegiate Athletic Policy and Procedures Manual reiterates the Athletic Department's commitment to class attendance. This addendum states that "class and/or lab attendance take priority over any scheduled practice session unless practice is associated with an away from campus contest." Additionally, the Athletic Department mandates that the Athletic Director or his designee must approve practice schedules before they are final. This process significantly reduces any class time missed as a result of scheduled workouts.

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

The Faculty Athletic Representative and the Associate Athletic Director/SWA monitor competition and practices by sport to determine excessively missed classes for student athletes. Missed class records are kept on file in the Associate Athletic Director/SWA's office.

Additionally, the Student Athlete Enhancement Center is charged specifically to monitor missed classes for all student athletes. Three times during any given semester the Center requests grade and attendance reports from all faculty who serve as instructors to student athletes. If a student athlete is identified as an "at risk" student athlete for poor grades or poor attendance, the process is modified to include weekly or bi-monthly checks of attendance and/or academic progress. This process is conducted by phone, email, or actual physical verification of class attendance by a designated staff assigned to the Student Athlete Enhancement Center. Additionally, the Center sends each instructor written notification of excused absences associated with university team travel to scheduled athletic events.

Each head coach is also allowed to assign an assistant coach to verify class attendance by periodic physical attendance checks. These checks do not involve any interruption of the class. The assistant simply scans the classroom for the athlete to verify attendance for that day.

The University's Academic Services Support Center has implemented a new web-based alert system that allows faculty members to flag all students who are not performing at acceptable university levels. This new system notifies the student's academic advisor of the performance concern, so that the advisor may take appropriate action. Student athletes who are flagged are referred to an academic advisor in the Student Athlete Enhancement Center.

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

The Faculty Athletic Representative and the Associate Athletic Director/SWA monitor competition and practices by sport to determine missed classes for student athletes. For the past three years no significant or excessive incidences of missed classes has occurred for any sport (See competition and practice logs by sport.).

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

Student athletes are required to attend a mandatory Athletic Check-in meeting with the Director of Compliance and the Faculty Athletic Representative each academic year. No student athlete is allowed to practice or compete until this meeting is held. During this meeting, student athletes are notified of NCAA requirements, academic standards and athletic department policy and procedures related to their participation in college athletics. These policies are also contained in the MT Athlete Student Handbook. These meetings serve as official notification to student athletes about MTSU's Athletic Program missed class policy. Additionally, each head coach is also responsible for notification of their specific requirements for academics and class attendance. Each coach is provided the Athletic Program's policies relative to scheduling in the MT Athletic Program Policy and Procedures Manual, as well as in annual program staff meetings.

Evaluation

1. Does the institution demonstrate that written policies are established in all sports to minimize student-athletes' conflicts with class time and/or final examination periods due to participation in intercollegiate athletics, consistent with the provisions of Constitution 3.2.4.12? **Currently Yes**

Academic Integrity

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

PART I-A: Standardized test Scores, by Gender

		Gender							
		Male Students		Male Student-Athletes		Female Students		Female Student-Athletes	
Academic Year		Score	# o f Students	Score	# o f Students	Score	# o f Students	Score	# o f Students
Average Standardized Test Score	2003-2004	89	1209	76	25	88	1352	81	25
	2002-2003	89	1202	78	38	88	1449	84	21
	2001-2002	88	1097	77	21	86	1356	82	32

Name of person completing this chart: Sherian Huddleston

Title: Assistant Vice Provost for Enrollment Management

Academic Integrity

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

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

		Racial or Ethnic Group - All Entering Freshman Students											
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other	
Average Standardized Test Score	Academic Year	Score	# o f Students	Score	# o f Students	Score	# o f Students	Score	# o f Students	Score	# o f Students	Score	# o f Students
	2003-2004	88	9	84	64	74	297	85	48	90	2145	79	10
	2002-2003	81	10	86	74	77	328	88	32	90	2188	86	19
	2001-2002	85	10	83	51	77	298	83	31	89	2054	91	9
		Racial or Ethnic Group - All Entering Freshman Student-Athletes on Aid											
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other	
Average Standardized Test Score	Academic Year	Score	# o f Students	Score	# o f Students	Score	# o f Students	Score	# o f Students	Score	# o f Students	Score	# o f Students
	2003-2004			80	3	69	19			85	26		
	2002-2003					70	25			87	33		
	2001-2002					72	21			86	28		

Name of person completing this chart: Sherian Huddleston

Title: Assistant Vice Provost for Enrollment Management

Academic Integrity

FOR FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID

PART II: GPA and Test Scores, by Sport Group

		Sport Group															
		Football		M e n ' s Basketball		Baseball		Men's Track/Cross Country		Men's Other Sports and Mixed Sports		W o m e n ' s Basketball		Women's Track/ Cross Country		W o m e n ' s Other Sports	
	Academic Year	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# o f Students	Core GPA	# o f Students	Core GPA	# of Students	Core GPA	# o f Students	Core GPA	# of Students
Average Core Course GPA	2003-2004	2.58	18	3.09	3							3.6	4	2.78	4	3.41	15
	2002-2003	2.72	24			3.11	9			3.31	4					3.45	16
	2001-2002	2.64	10			3.57	6					3.31	7			3.45	16
	Academic Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# o f Students	Score	# o f Students	Score	# of Students	Score	# o f Students	Score	# of Students
Average Standardized Test Score	2003-2004	71	16	92	3					84	3	77	4	67	4	86	17
	2002-2003	70	24			82	9			111	4					86	17
	2001-2002	69	10			84	6			90	3	77	7	74	3	86	21

Name of person completing this chart: Sherian HuddlestonTitle: Assistant Vice Provost for Enrollment Management

Academic Integrity

SPECIAL-ADMISSIONS INFORMATION

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

	Year	All Freshman Students	All Freshman Student-Athletes on Athletics Aid **	Sport Group (Freshman)							
				Baseball	M e n ' s Basketball	Football	Men's Track/Cross Country	Men's Other Sports and Mixed Sports	W o m e n ' s Basketball	Women's Track/Cross Country	Women's Other Sports
% of Special Admits	2003-2004	10%	36%	%	%	69%	%	%	%	75%	%
	2002-2003	19%	41%	%	%	83%	%	%	%	%	%
	2001-2002	19%	33%	%	%	80%	%	%	%	%	31%

Name of person completing this chart: Sherian Huddleston

Title: Assistant Vice Provost for Enrollment Management

Fiscal Integrity

Operating Principle

3.1 Financial Practices

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 (Financial Practices). In each case, provide: (a) the original "corrective action," "condition," or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

Not Applicable

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process that relate to Operating Principle 3.1 (Financial Practices). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

Not Applicable

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

Not Applicable

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 3.1 (Financial Practices). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion of such required actions.

Not Applicable

5. List all revenue sources for intercollegiate athletics that are under the clear accounting and financial control of the institution.

Not Applicable

6. List all other sources (i.e., those not under the accounting and financial control of the institution) generating revenue on behalf of the institution's intercollegiate athletics program, including outside foundations.

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Not Applicable

7. Describe the step-by-step process for budget development and approval, and highlight any areas that may differ from the institution's standard or normal budgeting procedures.

Not Applicable

8. Prepare a description for those sources of revenue under the institution's direct control and prepare a description for revenue sources not under the institution's direct control.

Not Applicable

9. Describe the process used in selecting the independent auditor for the institution's external financial audit for intercollegiate athletics that verifies the institution is in compliance with Constitution 6.2.3, including any methods used to ensure the independent nature of the auditor.

Not Applicable

10. Describe the institution's efforts to ensure the audit that verifies the institution is in compliance with Constitution 6.2.3 meets the standards of the NCAA Financial Audit Guidelines.

Not Applicable

11. Describe relevant corrective actions planned or implemented from the three most recent external financial audits.

Not Applicable

12. Describe the ways in which your institution approves expenditures for intercollegiate athletics, including a description of different procedures based on various sources of funding (e.g., booster and support group funds, state funds vs. restricted/foundation funds).

Not Applicable

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

- Copies of the institution's three most recent external (per Constitution 6.2.3.1) and internal (if any) financial audits for intercollegiate athletics.
- Documentation (e.g., management letters, executive summaries) from the institution's three most recent external audits that verifies the institution is in compliance with Constitution 6.2.3 (annual independent financial audit requirement).
- Copies of all athletics staff members' most recently completed and signed statements related to the reporting and approval of athletically related income and benefits from sources outside the institution, per NCAA Bylaw 11.2.2.

Evaluation

1. Does the institution demonstrate that all funds raised for and expended on athletics are subject to institutionally defined practices of documentation, review and oversight? **Currently Yes**
2. Does the institution demonstrate that all expenditures from any source for athletics are approved by the institution? **Currently Yes**

Fiscal Integrity

3. Does the institution demonstrate that budget and audit procedures for athletics are consistent with those followed by the institution generally and with the provisions of NCAA Constitution 6.2? **Currently Yes**
4. Does the institution demonstrate that the institution's annual budget for athletics is approved by the institution's chief executive officer or designee from outside the athletics department? **Currently Yes**
5. Does the institution demonstrate that an annual financial audit is performed by a qualified auditor who is not a staff member of the institution and who is selected by the chief executive officer or designee from outside the athletics department? **Currently Yes**

Fiscal Integrity

Operating Principle

3.2 Fiscal Management and Stability

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 (Fiscal Management and Stability). In each case, provide: (a) the original "corrective action," "condition," or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

Not Applicable

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process that relate to Operating Principle 3.2 (Fiscal Management and Stability). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

Not Applicable

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

Not Applicable

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 3.2 (Fiscal Management and Stability). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion of such required actions.

Not Applicable

5. Explain the institution's philosophy with respect to the funding of the athletics program.

Not Applicable

6. Using the institution's established budgetary format, prepare a list of both projected and actual athletics revenues (by source) and expenditures (by budget category) for the three most recently completed fiscal years. In doing so, make sure that all athletics administrative costs are included. Provide any revenues and expenditures on a sport-by-sport basis. To add a sport to the list, please click "Add Sport to List."

Fiscal Integrity

1. Not Applicable

a. Revenues by source.

Not Applicable

b. Expenditures by budget category.

Not Applicable

7. Describe the institutional procedures that are in place to address any deficit in the intercollegiate athletics budget incurred during any fiscal year(s).

Not Applicable

8. Outline the sources, uses and amounts of funds received by the intercollegiate athletics program from nonathletics department and/or noninstitutional sources.

Not Applicable

9. Identify the sources, uses and amounts of athletics department surplus and/or reserve funds.

Not Applicable

10. Describe how the university will accommodate future financing needs of the intercollegiate athletics program or plans to respond to changing conditions based upon the institution's future financing projections.

Not Applicable

11. Using the institution's Equity in Athletics Disclosure Act survey forms, athletic department budget reports, and other appropriate documentation for the three most recent years for which the information is available, evaluate each of the following areas for every sport sponsored by the institution. On the basis of this review, state the institution's determination of its ability to provide relatively full and stable opportunities to student-athletes in each sport in the specific areas of:

- a. Coaching;
- b. Scholarships;
- c. Recruiting;
- d. Operating expenses (e.g., travel, facilities, equipment); and
- e. Percentage of the sport budget that has to be obtained each via fundraising (i.e., by institutional entities, department, team and individual student-athletes).

To add a sport to the list, please click "Add Sport to List."

1. Not Applicable

a. Coaching.

Not Applicable

b. Scholarships.

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Not Applicable

c. Recruiting.

Not Applicable

d. Operating Expenses (e.g., travel, facilities, equipment).

Not Applicable

e. Percentage of the sport budget that has to be obtained via fundraising (i.e., by institutional entities, department, team and individual student-athletes).

Not Applicable

- 12.** Using your institution's NCAA Sports Sponsorship Report for the three most recent academic years indicate whether the institution meets the Division I membership requirements for sports sponsorship and scholarships.

Not Applicable

Evaluation

- 1.** Does the institution provide evidence that the management and fiscal practices of the institution assure the financial stability necessary for providing all student-athletes with relatively full and stable opportunities for athletics participation? **Currently Yes**

Fiscal Integrity

Operating Principle

3.3 Established Fiscal Policies and Procedures

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 (Established Fiscal Policies and Procedures). In each case, provide: (a) the original "corrective action," "condition," or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

Not Applicable

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process that relate to Operating Principle 3.3 (Established Fiscal Policies and Procedures). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

Not applicable

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 3.3 (Established Fiscal Policies and Procedures) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

Not applicable

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 3.3 (Established Fiscal Policies and Procedures). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion of such required actions.

Not applicable

5. Describe the policies and standard operating procedures that help to ensure that all expenditures for athletics are handled in accordance with NCAA, conference and institutional rules including:
 - a. Identification of person(s) responsible for these areas; and
 - b. Means of monitoring compliance with these rules.

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Not applicable

6. Describe the university's policies and standard operating procedures for ensuring that prospects do not receive recruiting inducements (e.g. official visit procedures, policies regarding staff travel advances for recruiting trips/expenses, etc.) contrary to NCAA, conference and institutional rules, including:

- a. Identification of person(s) responsible for these areas;
- b. Means of monitoring compliance with these rules; and,
- c. Means of ensuring that only institutional or athletics department funds are expended in these areas.

Not applicable

7. Describe the university's policies and standard operating procedures for ensuring that enrolled student-athletes do not receive extra benefits (e.g., per diem policies, student-host reimbursement procedures, financial aid review policies, equipment checkout/retrieval procedures, etc.) contrary to NCAA, conference and institutional rules, including:

- a. Identification of person(s) responsible for these areas;
- b. Means of monitoring compliance with these rules; and,
- c. Means of ensuring that only institutional or athletics department funds are expended in these areas.

Not applicable

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

- Monitoring records or other documentation for the most recent year, related to impermissible recruiting inducements and prohibited extra benefits (e.g., official visit records, off-campus recruiting records, team travel forms, records related to distribution of meal money, entertainment expenses, equipment).

Evaluation

1. Does the institution demonstrate that it has in place fiscal policies and standard operating procedures to ensure that prospective student-athletes are not provided with impermissible recruiting inducements? **Currently Yes**
2. Does the institution demonstrate that it has in place fiscal policies and standard operating procedures to ensure that enrolled student-athletes are not provided with benefits that are expressly prohibited by NCAA legislation? **Currently Yes**
3. Does the institution demonstrate that it has in place fiscal policies and standard operating procedures to ensure that all expenditures for athletics are handled consistently in accordance with NCAA, conference and institutional rules? **Currently Yes**

Equity, Welfare and Sportsmanship

Operating Principle

4.1 Gender Issues

Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 4.1 (Gender Issues). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

No actions were required from first cycle.

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

Middle Tennessee State University
Athletic Program Equity Plan
Area: Scheduling

1. The athletics program will encourage teams to schedule the maximum number of contests allowed under NCAA regulations by developing policy that such actions are permissible and acceptable.

Implementation: See MTSU Athletics Program Policy and Procedures Manual (Section V; page 30).
Spring 1995
Action Completed

2. Athletics schedules will be evaluated each spring to insure each team has attempted to schedule the maximum amount of contests. Programs found to be deficient will be targeted and the Athletic Director or a designee will supervise scheduling.

Implementation: See MTSU Athletics Program Policy and Procedures Manual (Section V; page 31).
Spring 1995
Action Completed

3. Budgets will be evaluated and a timetable will be developed. Increases to each sport will allow coaches to schedule a maximum number of contests.

Implementation: Athletic Director and Athletics Business Manager
Spring 1995
Action Completed

4. Deficient sports. travel and operation budgets will be increased. An additional 50,000 dollars will be distributed among the women's sports budgets that are deficient. The Athletic Director will distribute these funds. This is in addition to any across the board state mandated increases.

Equity, Welfare and Sportsmanship

Implementation: Athletic Director
Fall 1995
Action Completed

5. The time of day of competitive events will be examined.

Implementation: All weekday double headers are scheduled as follows: Women's basketball will begin at 6:00 p.m. with the men's game beginning at 8:00 p.m.

See MTSU Athletics Program Policy and Procedures Manual (Section V; page 31).

Fall 1995

Action Completed *

*MTSU now follows Sun Belt Conference rules: no double header in conference play.

6. Future weeknight games will be scheduled on separate nights to provide opportunities for men and women's season ticket packages. This scheduling should increase revenue for women's athletics.

Implementation: See MTSU Athletics Program Policy and Procedures Manual (Section V; page 31).

Fall 1996

Action Completed

7. The Athletics Program will develop a master schedule for each team's practice hours and the facility to be used.

Implementation: Schedule will be distributed to each coach to be examined for accuracy.

Hours will be examined to insure all teams are afforded similar hours and equivalent facilities for practice. See MTSU Athletics Program Policy and Procedures Manual (Section IV; page 32).

Fall 1995

Action Completed

8. A review will be made of weight room facilities and personnel assignments for each sport to insure that each team receives a convenient time to lift weights.

Implementation: A new weight room for all student athletes opened in the summer 1999. A full-time strength and weight trainer for female athletes was employed January 1, 2000.

9. The volleyball team will practice and compete in Murphy Center exclusively until basketball practice begins. At that time, the Athletic Director, or his designee will schedule rotational practice hours.

Implementation: See MTSU Athletics Program Policy and Procedures Manual (Section IV; page 32).

Fall 1996

Action Completed

10. The Athletics Program will develop a rotational schedule for teams using the same facility. For example: Softball at early time on Tuesday, Thursday, and Saturday. Baseball early time on Monday, Wednesday and Friday. Women's basketball early time on Monday, Wednesday and Friday. Men's basketball early time on Tuesday, Thursday, and Saturday.

Implementation: See MTSU Athletics Program Policy and Procedures Manual (Section IV; page 32).

Fall 1995

Action Completed

11. Both men and women's athletics teams will be allowed to compete in a traditional and nontraditional season.

Implementation: See MTSU Athletics Program Policy and Procedures Manual (Section V; page 23).

Spring 1995

Action Completed

12. The seasons of similar sports will be the same number of weeks.

Implementation: See MTSU Athletics Program Policy and Procedures Manual (Section V; page 32).

Spring 1995

Action Completed

13. Athletic Director will encourage conference officials to allow all teams to participate in conference tournaments. The tournaments of similar sports will be at similar times in the season.

Equity, Welfare and Sportsmanship

Implementation: See MTSU Athletics Program Policy and Procedures Manual (Section V; page 32).

Spring 1995

Action Completed /ON-GOING*

*The Sun Belt Conference takes all eligible teams to tournaments.

Area: Staffing/coaching/administration

1. The MTSU Athletics Program will provide opportunities for each athlete to receive coaching on an equal basis. Coaches' assignments and compensation will be reviewed annually to insure that each sport is receiving equivalent treatment.

Implementation: See MTSU Athletics Program Policy and Procedures Manual (Section III; page 18).

Spring 1995

Action Completed

2. A full-time assistant for women's basketball will be hired.

Fall 1994

Action Completed

3. Part-time assistant coaches will be hired for softball, volleyball, track and tennis.

Fall 1994

Action Completed

4. A full-time head volleyball coach will be hired.

Fall 1994

Action Completed

5. Full-time assistant to coordinate the women's track program under the direction of track coach will be hired.

Fall 1996

Action Completed

6. Full-time assistant for women's softball will be hired.

Fall 1997

Action Completed

7. Full-time head coach for women's tennis will be hired.

Fall 1998

Action Completed

8. Full-time assistant volleyball coach will be hired.

Fall 1996

Action Completed

9. The length of contracts for coaches are reviewed and approved by the Tennessee Board of Regents. (All head coaches have three-year contracts. Football and basketball head coaches are on twelve-month contracts. All assistant coaches currently receive one-year contracts. All coaches are on ten-month contracts.)

Implementation: See MTSU Athletics Program Policy and Procedures Manual (Section III; page 18).

Fall 1999

Action Completed

10. Percentage of coaching and teaching time will be evaluated annually. All coaches will coach fifty percent and teach fifty percent. The coaches' teaching load will be six contact hours or fifty percent of a normal teaching load. (Teaching positions depend on availability. A coach could be hired and not teach the first year; however, that coach will be paid 100 percent through athletics until a teaching position becomes available. Once the teaching position is open, all coaches will be 50/50.)

Implementation: See MTSU Athletics Program Policy and Procedures Manual (Section III; page 18).

Fall 1994

Action Completed

Equity, Welfare and Sportsmanship

11. Class schedule of each coach will be evaluated each Spring to insure that teaching loads are equivalent.

Implementation: See MTSU Athletics Program Policy and Procedures Manual (Section III; page 18).

Spring 1995

Action Completed

12. All coaches will be assigned to coach one sport only.*

Implementation: See MTSU Athletics Program Policy and Procedures Manual (Section III; page 18).

Fall 1994

Action Completed

*Note: The track squad participates in three sports: indoor track, outdoor track and cross country.

13. A study of salaries within the athletics department will be completed. Deficient areas will be considered for reevaluation as funds become available to supplement those salaries.

Implementation: Based on a salary review of the athletics program, the revised 2000 Equity Plan includes a phased plan to bring salaries to the Sun Belt Conference average. The phased plan begins fall 2000.

14. For administrative support staff purposes, the athletics teams will be divided among the Athletics Director, the Senior Women's Administrator and the Director of Athletics Relations for oversight.

Implementation: See MTSU Athletics Program Policy and Procedures Manual (Section II; page 10).

Spring 1995

Action Completed

15. A full-time compliance coordinator will be hired.

Implementation: Compliance responsibilities have been removed from the Faculty Athletic Representative. Beginning fall 2001 the Athletic Program reorganization assigned full-time compliance responsibilities to a Director of Compliance who reports to the Associate Athletic Director/Senior Women's Administrator.

Fall 2001

Action Completed

16. There will be an annual review of secretarial support staff.

Implementation: See MTSU Athletics Program Policy and Procedures Manual (Section III; page 15).

Fall 1994 Revised Fall 2000

Action Completed

17. The secretaries will be assigned specific sports. These secretaries will serve their respective sports on a first-come-first-served basis with the sports that are in season receiving first priority.

Implementation: See MTSU Athletics Program Policy and Procedures Manual (Section III; page 15).

Fall 1993

Action Completed

18. An additional secretary will be hired to serve as receptionist and assist the Compliance Coordinator with the computer programming.

Spring 1995

Action Completed *

*Actually hired an Assistant Compliance Coordinator instead of a secretary.

19. Efforts will be made to keep computer equipment efficient and up to date. (A new, more efficient computer was purchased for a secretary based on the number of sports served.)

Fall 1994

Action Completed /On-Going

20. A survey of office space will be conducted to evaluate quality and quantity of office space. Space and equipment should be equivalent. Any inequalities will be addressed immediately. (Additional office furniture or replacement furniture can be purchased through a fund developed by the President. The request for equipment will be directed to the Director of Purchasing and Auxiliary Services.)

Equity, Welfare and Sportsmanship

Spring 1995

Action Completed

21. Support Staff will be reviewed annually. Deficient areas will be targeted and additional support staff will be provided, as funds become available.

Fall 1994

Action Completed *

*Football Trainer was added Fall 1998; Strength and Conditioning Trainer was added Fall 1998; S.D. was added Fall 1999; Secretary was added Fall 2000

22. As funds have become available, the following positions have been made permanent additions to the Athletics Program staff: Athletic Trainer for Women, Director of Compliance, Strength and Conditioning Trainer, S.D.

Fall 2000

Action Completed

23. A facilities coordinator and an assistant facility coordinator will be hired to assist in the promotion of athletics events.

Fall 1994

Action Completed

24. A full-time female trainer will be hired.

Implementation:

Fall 1994

Action Completed

25. There will be regular game management meetings which involve all employees that participate in home athletics events to insure staffing for athletics events is adequate, i.e., ticket-takers, concession workers, program sellers, score keepers, public address announcer, etc.) (Those involved are the Athletic Director, the Director of External Affairs, Director of Marketing and Promotion, the Senior Women's Administrator, the Director of Athletics Relations, coaches of sports in season, director of facilities and auxiliary services or his designee, sports information director, director of university ticket operations, security, and pep band representative.)

Implementation: See MTSU Athletics Program Policy and Procedures Manual (Section III; page 21).

Fall 1994

Action Completed

26. A sports medicine program has been developed to supply additional student trainers beginning fall 1994.

Implementation: Additional student trainers became available in fall 1994. See attachment.

Fall 1994

Action Completed

27. A part-time sports information person will be hired for women's athletics.

Fall 1994

Action Completed *

*A full-time sports information person for women's athletics was hired in Fall 1999.

28. The current part-time sports information person will become full-time female sports information personnel for women's athletics.

Fall 1996

Action Completed

29. The academic athletics-advising program will be reviewed annually. Deficient areas will be identified and corrected, as funds become available.

Fall 1995

Action Completed

30. The academic athletics-advising program is reviewed annually. Goals for successive years address any deficiencies identified and further identify initiatives to enhance and refine a proven highly successful program.

Equity, Welfare and Sportsmanship

Fall 1994

Action Completed

Area: Facilities

1. All locker room assignments will be surveyed in order to provide equivalent space for all sports. The Athletic Director is presently requesting additional space. The space is in Alumni Gymnasium. The campus recreation department is vacating this space. If the President approves our request for space, a training room and teaching center will be constructed for women's athletics, private toilet and shower facilities will be developed for women's track, private toilet and shower facilities will be developed for women's volleyball.

Implementation: The President approved the renovation of substantial additional space for women's athletic training and a teaching center. Women's track and volleyball each have locker rooms, toilet and shower facilities for their exclusive use.

Fall 1995

Action Completed

2. Outdoor dressing room facilities with toilet and shower area will be built at the softball field.

Implementation: - As funds became available, the softball program voted to use the funds to first build a grandstand. As anticipated additional funds become available, the dressing room, toilet and shower facilities will be constructed on site at the softball field.

Action Not Completed Lack of funds

3. Private toilet and shower facilities will be developed for women's tennis.

Fall 1998

Action Completed

4. A review of practice and competitive facilities will be conducted to insure equity.

Implementation: See Area Scheduling above, numbers 2 through 7

Fall 1995

Action Completed

5. Grandstand and restroom facilities with area for concessions will be constructed in the softball complex.

Implementation: The grandstand has been constructed. However, due to lack of funds, it does not have permanent restroom facilities or a permanent concession area. Restroom facilities are available in the adjacent MTSU Campus Recreation Center. A portable concession stand is on site for athletic events. 2(d) and (e).

Additionally the University planned to construct an indoor practice facility. When the University considered how to construct the needed facilities, it was faced with the realization that it was clearly dependent on the fees generated by state dollars, which were distributed in the form of a general student fee fund. A cap placed on MTSU by the TBR limited these fees. The cap did not allow the university to collect student fees on more than 12,000 students. This severely hampered the University since the enrollment in the late nineties was over 15,500 students

To further complicate the issue, the university was responding to a 1996 mandate to increase funds designated to women's athletics in the areas of scholarships, travel allowances, and equipment budgets. These additional dollars placed into the women's programs were very taxing on an already stretched budget. The demands on fundraising increased dramatically, and the athletic department was faced with raising significantly greater amounts of money just to meet current budget needs. These new requirements meant that the plans for additional facilities were placed on hold. Faced with raising significant amounts of money each year, the University determined that the only solution to raising much-needed funds to construct new facilities would be to increase revenue from ticket sales. In order to increase revenue, it was determined that the alumni community would be more supportive of the athletic program if the football program competed on the NCAA Division 1-A level. The University explored ways to finance this move, including the renovation of the 15,000-seat football stadium to the necessary 31,000-seat stadium. The President, Student Government President, Faculty Senate President, and Athletic Director petitioned the TBR to allow the university to incorporate a student athletic fee to finance a new addition to the football stadium. The student body voted on the fee, and the fee began to create revenue. The move began to elevate the football program to 1-A and allowed the university to construct additional facilities for all of the athletic programs.

Spring 1998

Action Not Completed* Change of priority; Lack of funds

Equity, Welfare and Sportsmanship

*Batting cages were constructed at the softball field in Spring 2000. Port-a-potties and a storage shed for equipment are also provided.

6. Lighting will be added to the softball complex to allow for night competition.

Spring 1997

Action Completed

7. A volleyball system will be installed to allow for tournament competition on the Murphy Center playing floor. Note: A new state-of-the-art volleyball system came on-line for the fall 2000 season.

Summer 1994

Action Completed

8. The Director of Facilities will coordinate maintenance of all facilities.

Implementation: See MTSU Athletics Program Policy and Procedures Manual (Section IV; page 27).

Fall 1995

Action Completed

9. Maintenance requests or special services may be requested at weekly game management meetings.

Implementation: See MTSU Athletics Program Policy and Procedures Manual (Section IV; page 27).

Spring 1994

Action Completed

10. Maintenance Coordinator's personnel will set up all athletics events requiring set up (chairs, scoreboards, etc.)

Implementation: See MTSU Athletics Program Policy and Procedures Manual (Section IV; page 27).

Spring 1994

Action Completed

11. Maintenance Coordinator's personnel will provide clean up crews to disassemble set up and clean facilities after contests.

Implementation: See MTSU Athletics Program Policy and Procedures Manual (Section IV; page 27).

Fall 1999

Action Completed

12. Training room facilities will be reviewed to insure equitable use.

Implementation: See MTSU Athletic Program Policy and procedure Manual (Section VIII p65

Fall 1995

Action Completed /On-going

13. A proposal will be written requesting space be provided in Alumni Memorial Gym to be used in conjunction with the sports medicine program and staffed by a full-time female trainer. *

Spring 1995

Action Completed

* Note: As of Fall 1999 a 10,000 square foot training facility became available for all MTSU athletes. A physical therapist is on-site daily.

14. Athletics study hall facilities will be constructed with the renovation of the football stadium project.

Implementation: A state-of-the-art Student Athlete Advancement Center with computer lab, study hall and athletic counseling offices was opened in Fall 1998.

Fall 1998

Action Completed

15. Housing and dining facilities for all athletes will be reviewed annually.

Implementation: See MTSU Athletics Program Policy and Procedures Manual (Section 4; page 27).

Equity, Welfare and Sportsmanship

Fall 1995

Action Completed

16. Coaches are permitted to arrange housing for athletes by obtaining priority registration and assignments.

Implementation: See MTSU Athletics Program Policy and Procedures Manual (Section IV; page 27).

Fall 1995

Action Completed

17. Coaches are responsible for coordinating meals for athletes during vacation periods in which athletes must remain on campus. All meals will be of similar quantity and quality.

Implementation: See MTSU Athletics Program Policy and Procedures Manual (Section IV; page 28).

Fall 1995

Action Completed

Area: Equipment

1. Budget reviews will be conducted annually to analyze the amount of funds necessary to elevate insufficient budgets. The funds provided by the Athletics Director (50,000 dollars annually for the next five years will be used to compensate these budgets.)

Spring 1995

Action Completed

2. A survey will be conducted to determine present conditions available for maintenance and storage of equipment. Areas of concern include volleyball, women's track and women's softball. This proposed area involves the requested space in Alumni Gym and needs the President's approval to proceed.

Fall 1995

Action Completed

3. Outdoor softball facilities are planned and will be completed as funds become available.

See Facilities section above, number 1 and 2.

Fall 1998

Action Completed

Area: Budget Allocations

1. The number of participants in the athletics program and the percentage of male and female athletes will be evaluated. The Athletic Director will adjust scholarship funds with the 50,000 dollars added to women's programs over each of the next five years.

Spring 1995

Action Completed

2. Development of additional sports for females will be considered and developed, as additional funds become available.

Implementation: Women's soccer was added in 1996; women's golf was added in 2001. A full-time head women's golf coach was hired in summer 2000 to prepare for the inaugural 2001 season.

Spring 1995

Action Completed

3. Fifth year awards and summer schools awards will be analyzed to determine what percent are awarded to male and female athletes. Athletes will be eligible for this assistance regardless of gender. Deficient percentages will be documented and addressed.

Implementation: See MTSU Athletics Program Policy and Procedures Manual (Section 8; pages 53,56).

Spring 1995

Action Completed

4. Policies and procedures will be developed for coaches to petition and receive funds for their athletes to receive fifth year and summer school assistance.

Equity, Welfare and Sportsmanship

Implementation: Policies and procedures were developed for coaches to petition funds for student athletes for fifth year and summer school assistance. (See MTSU Athletics Program Policy and Procedures Manual (Section VIII; page 53).

Spring 1995

Action Completed

5. Travel and per diem allowances for all teams will be reviewed.

Implementation: See MTSU Athletics Program Policy and Procedures Manual (Section 6; page 34).

Spring 1995

Action Completed

6. The head coaches will select the mode of transportation to games. University vehicles will be reserved on a first-come-first-served basis. Each sport is responsible for reserving transportation unless multiple sports require transportation. If this occurs, priority will be determined by distance, number of participants and equipment carried.

Implementation: See MTSU Athletics Program Policy and Procedures Manual (Section VI; page 37).

Spring 1995

Action Completed *

*Beginning Fall 2000 charter buses must be used.

7. Distance teams travel will not be limited; however, all sports will be encouraged to play regional competition unless guarantees warrant special consideration by the athletics director.

Implementation: See MTSU Athletics Program Policy and Procedures Manual (Section VI; page 36).

Spring 1995

Action Completed

8. Limits will not be set on travel squads. Coaches will be permitted to take necessary support personnel for each trip.

Implementation: See MTSU Athletics Program Policy and Procedures Manual (Section VI; page 34).

Spring 1995

Action Completed

9. Housing during road games will be identical in quality for all athletics teams. Room assignments will be two to a room for each sport.

Implementation: See MTSU Athletics Program Policy and Procedures Manual (Section VI; page 35).

Spring 1995

Action Completed

10. Teams will all be afforded the same opportunity to arrive a night before the competition on trips over four hours. This will allow teams equal opportunity to practice and rest before the competition.

Implementation: See MTSU Athletics Program Policy and Procedures Manual (Section VI; page 38).

Spring 1995

Action Completed

11. All athletics teams will use the state travel rates for per diem limits.

Implementation: See MTSU Athletics Program Policy and Procedures Manual (Section VI; page 38).

Spring 1995

Action Completed

12. Dining arrangements for traveling teams will be reviewed each spring to insure that dining arrangements for all teams are equivalent. Inequities will be brought to coaches' attention and adjustments will be made.

Implementation: See MTSU Athletics Program Policy and Procedures Manual (Section VI; page 40).

Spring 1995

Action Completed

Area: Recruiting Procedures

1. Opportunities to recruit will be equivalent for all sports.

Equity, Welfare and Sportsmanship

Implementation: See MTSU Athletics Program Policy and Procedures Manual (Section VIII; page 59).

Spring 1995

Action Completed

2. Recruiting budgets will be developed for each sport.

Implementation: See MTSU Athletics Program Policy and Procedures Manual (Section 8; page 59).

Athletic Director and Athletics Business Manager

Spring 1996

Action Completed

3. Efforts to secure courtesy cars for women's athletics will be made to assist in the recruiting process.

Implementation: Women's Basketball Coach, Fall 1999; Senior Women's Administrator,

Summer 2000; Volleyball Coach, December 2000

Action Completed /ON-GOING

4. Coaches will be allowed to recruit in all geographic areas as funds permit.

Implementation: See MTSU Athletics Program Policy and Procedures Manual (Section VIII; page 59).

Spring 1995

Action Completed

5. Official visits of recruits will be equal among sports regardless of gender. This includes the geographic areas of recruit, accommodations, meals, entertainment and parental benefits. A survey of recruiting records will be conducted to insure this procedure is followed.

Implementation: See MTSU Athletics Program Policy and Procedures Manual (Section VIII; page 59).

Spring 1995

Action Completed

Area: Publicity and Promotions

1. The Director of Events and Transportation Services will provide game management for all athletics events.

Implementation: See MTSU Athletics Program Policy and Procedures Manual (Section VII; page 42).

Fall 1995

Action Completed

2. Promotional staff will be provided for all sports.

Implementation: See MTSU Athletics Program Policy and Procedures Manual (Section VII; page 42).

Fall 1995

Action Completed

3. An evaluation of media guides will be made each spring. Guides will be similar for similar sports, i.e., quality of paper, number of pages, size of paper and color or black and white. Differences detected will be brought to the attention of the staff and corrections will be made during the following season.

Implementation: See MTSU Athletics Program Policy and Procedures Manual (Section VII; page 42).

Spring 1995

Action Completed

4. Game programs will be provided to sports where appropriate. Similar sports will have products equivalent in nature. Products will be evaluated each Spring. Corrections, if necessary, will be made the following spring.

Implementation: See MTSU Athletics Program Policy and Procedures Manual (Section VII; page 42).

Spring 1995

Action Completed

5. The Sports Information Director presently provides posters and schedule cards. They are provided for football, men's and women's basketball, baseball and soccer. Softball and volleyball will receive posters equal in nature to those provided for the above listed sports.

Equity, Welfare and Sportsmanship

Implementation: See MTSU Athletics Program Policy and Procedures Manual (Section 7; page 42).

Fall 1999

Action Completed

6. Other publicity and promotion resources including radio and TV will be similar for similar sports.

Implementation: See MTSU Athletics Program Policy and Procedures Manual (Section VII; page 43).

Spring 1995

Action Completed

7. Pep bands will be present for men and women's basketball home games.

Implementation: See MTSU Athletics Program Policy and Procedures Manual (Section VII; page 43). Pep bands are present for volleyball conference games beginning Fall 1999.

Fall 1996

Action Completed

8. Cheerleaders will be present for both men and women's basketball games.

Implementation: See MTSU Athletics Program Policy and Procedures Manual (Section VII; page 43).

Fall 1999

Action Completed

9. T-shirts promotions will be conducted for both men's and women's basketball teams.

Implementation: See MTSU Athletics Program Policy and Procedures Manual (Section 8; page 43). Volleyball and softball were added Fall 2000.

Fall 2000

Action Completed

The information in this report is an effort to improve equity within the athletics department and to enhance women's programs, yet continue the current support of male programs. Every effort will be made to raise the additional funds necessary to implement these programs by improving season ticket sales, introducing women's season ticket packages and soliciting additional advertising dollars through signage at athletics events. The program staff will work diligently to acquire these funds and as a last resort, if mandated by the result of the OCR report, will cut existing men's programs to enhance the women's programs.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 4.1 (Gender Issues) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

Middle Tennessee State University has completed actions on items identified as "suggestions" and "recommendations outlined by the first cycle peer review team" in its first-cycle evaluation visit by the NCAA Committee on Athletics Certification. The "suggestions" noted by the Committee and the "recommendations outlined by the first cycle peer review team" that relate directly to gender issues and the University's actions follow Suggestions

1. Consider addressing the following recommendations outlined by the peer review team in the commitment to equity section of its report (pages 14-17).

Commitment to Equity: Recommendations Outlined by the Peer Review Team

As a first step in developing a long-term plan to achieve more effectively the university's commitment to gender equity, the Athletic Director in Spring 1992 proposed to the president a "re-organization of women's athletics" plan. The intent of this plan is to put the athletic program in compliance with NCAA legislation requiring that seven women's sports be in place at the university by 1993 and to put the university in closer compliance with Title IX and support the university's goals on gender equity. In this plan, the director proposes the addition of two head women's coaches and the designation of a senior woman's administrator. The appointment of a woman to senior woman's administrator and two head-coaching positions has been accomplished; however, the titles are contradicted by multiple assignments. These women still have significant teaching responsibilities. Furthermore, a job description for senior woman's administrator has not been developed, and there is no established procedure for routine communication between the senior woman's administrator and the athletic director. The new athletic director should be immediately charged to develop appropriate lines of communication.

Equity, Welfare and Sportsmanship

Although this plan addresses gender equity among the professional staff and certainly is appropriate, it does not totally address gender equity as it directly affects the student athlete with the exception of meeting the seven-sport minimum. Women's programs in athletics often lack the resource allocations for basic equipment, equitable facilities, travel support, and training and conditioning support. The university, in order to address the issues without additional revenues coming into the program, must deal with resource re-allocation issues. It is proposed that a broad-based committee recommended by the President develop both a short-term and long-term plan to address gender inequities that directly affect student athletes in the athletic program based on the Office of Civil Rights review. This plan is to be approved by the president. The committee should have as ex officio members the athletic director and the chair of the athletics committee. A plan must be developed and approved by the president within six months after the receipt of the OCR report. The committee should be specifically charged with reporting progress to the president by June of 1995.

In addition, the OCR report should be reviewed immediately upon receipt and plans formulated to implement suggestions, if any.

The proposed changes should not affect efforts to maintain the current level of quality in the program.

Implementation: MTSU has implemented its original Equity Plan as presented in its first cycle review. In the spirit of the University's continuous commitment to Title IX and the women's athletic program, MTSU has developed and begun implementation of a new Equity Plan for "2000-2005 Middle Tennessee State University Equity Plan". (See plan on file.)

Action Completed Fall 1999

2. Consider evaluating annually the policies related to the athletic training room.

Implementation: The policies related to the athletics training room are evaluated annually as noted in the MT Intercollegiate Policies and Procedures Manual (section: Training Room Rules, page 59). Note: As of fall 1999 a 10,000 square foot training facility became available for all MTSU athletes. A physical therapist is on-site daily.

Action Completed Fall 1995

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

Not applicable

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

5. The President, Athletic Director, Associate Athletic Director/Senior Women's Administrator, Faculty Athletics Representative, and the Athletic Committee work to insure that gender issues are reviewed on an annual basis. Progress on the Equity Plan is reviewed as part of this annual review. The President meets weekly with his executive staff of which the Athletic Director is a member; additionally, the President and Athletic Director meet bi-monthly for one-on-one meetings to address athletic issues or any area of concern. The Athletic Director hosts weekly meetings with his executive staff, and the Faculty Athletic Representative and the Associate Athletic Director/Senior Women's Administrator are charged with bringing gender and minority issues to this group for consideration. The Athletic Department also meets once a semester to discuss current issues facing athletic programs. The Athletic Committee, which is appointed by the President, meets monthly to review, evaluate, and approve athletic policies and issues (See Athletic Committee minutes.). These discussions include matters of equity. The FAR meets with the Student Athlete Advisory Council to discuss issues and concerns relating to equity and student welfare. The FAR brings these concerns to the athletic executive staff meetings as they occur. (See Student Athlete Advisory Council minutes.)

Equity, Welfare and Sportsmanship

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

The Equity in Athletics Disclosure Act survey for the three most recent academic years indicates that MTSU's student population is 53.75% female and 46.3% male. The data below indicate that student athlete participation rates are not representative of the general student population. Student athlete participation rates have increased each year with slight increases in the number of females occurring after the addition of women's golf.

All sports, including female sports, have budgets based on the maximum number of scholarships allowed by the NCAA for the respective sport. All scholarships are awarded according to NCAA guidelines with coaches having discretion in the amount and distribution of these awards. The number of men on scholarships has remained constant while the number of male walk-on athletes has increased significantly. The number of females on scholarship increased significantly during the 2001-2002 season but declined during the 2002-03 season due to a reduction of participants in the women's track program. Additionally, there was a significant increase in the number of male walk-on student athletes that year. Women walk-ons are approximately half the number of male walk-ons for each of the three years. All coaches, including coaches of female sports, provide try-outs for walk-on participants; however, MTSU women students do not take advantage of this opportunity to the extent that MTSU male students do.

Athletic funding has increased for each of the previous three years; however, male sports continue to account for the majority of athletic dollars generated and expended for each of those years. This disparity in revenue and operating and recruiting expenses is directly related to the disproportionate participation rates in men and women's athletic programs. Both revenues and expenditures are proportionate to participation rates. To help address these disparities, the University added women's soccer (1996) and women's golf (2001). The addition of women's sports did not significantly address the continuing equity disparities with revenue, total scholarship dollars spent, operating and recruiting expenses. The disparities will continue until the participation rates of female student athletes increases significantly.

2000-2001 Male Female Total

Walk-on 94 41 135

Scholarship 152 84 236

Total 246 (66.3%) 125 (33.7%) 371

2001-2002 Male Female Total

Walk-on 104 44 148

Scholarship 162 104 266

Total 266 (64.3%) 148 (35.7%) 414

2002-2003 Male Female Total

Walk-on 133 67 200

Scholarship 155 92 247

Total 288 (64.4%) 159 (35.6%) 447

Total Scholarship Dollars Spent:

Male Female Total

2000-2001 1,619,758.00(66.5%) 814,198.00 (33.5%) 2,433,956.00

2001-2002 1,897,313.00 (64.6%) 1,040,071.00 (35.4%) 2,937,384.00

2002-2003 2,220,696.00 (65.1%) 1,188,161.00 (34.9%) 3,408,857.00

Equity, Welfare and Sportsmanship

Operating Expenses:

Male Female Total

2000-2001 941,534.00 (68.7%) 428,439.00(31.3%) 1,369,973.00

2001-2002 963,122.00 (64.7%) 526,259.00(35.3%) 1,489,281.00

2002-2003 989,608.00 (63.9%) 558,738.00(36.1%) 1,548,346.00

Recruiting Expenses:

Male Female Total

2000-2001 170,958.00 (70.2%) 72,500.00 (29.8%) 243,458.00

2001-2002 157,227.00 (77.5%) 45,649.00 (22.5%) 202,876.00

2002-2003 156,317.00 (70.4%) 65,753.00 (29.6%) 222,070.00

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

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

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

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

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

Data from the previous three academic years (See Equity in Athletics Disclosure Act for MTSU) were reviewed and indicate that scholarship dollars awarded to women and men are proportional to their respective rates of participation in the intercollegiate athletics program. Data indicate that the number of females on scholarship increased significantly during the 2001-2002 season but declined during the 2002-03 season. This decline was due to a reduction of participants in the women's track program. The number of men on scholarships has remained constant.

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

From 2000-2001 to 2002-2003, total scholarship dollars awarded to female student athletes increased from \$814,198 to \$1,188,161 while total scholarship dollars for male student athletes increased from \$1,619,758 to \$2,220,696, an increase of 45.9% and 37.1% respectively. The greater per cent increase in scholarship dollars awarded to female student athletes reflects the University's continuing commitment to gender equity given disparities in participation rates.

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

The number of female scholarships and dollars allocated is less than that of male scholarships. The disparity is accounted for by the greater number of male participants in athletics programs (skewed by the

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number of football participants and scholarships). All female and male sports are allocated maximum scholarships dollars in accordance with NCAA guidelines

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

The Athletic Program will increase out of state tuition scholarships for female student athletes to further decrease the disparity between female and male scholarship awards by five over the next four years. The Program will also ensure equitable distribution of 5th year financial aid and summer school aid by monitoring awards allocated for female and male student athletes and identifying and addressing any areas of concern (See 4.1 Gender Issues - Plan For Improvement Self-Study Instrument Plan 2005-2010 #1 a. and b.).

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

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

Female participation rates have improved as a result of the addition of women's soccer in 1996 and women's golf in 2001; however, the gap between the male and female participation rates is significant. To better determine interest in women's athletics programs across the student body, the Associate Athletic Director/Senior Woman Administrator, in collaboration with the Athletic Department's Marketing Department, conducted a survey of interest this past summer (2004) during freshman orientation to identify sports of interest within the freshman student population (See survey on file.). Data from this initial survey indicate that of the sports identified as interests by female students only Bowling, Riflery and Swimming and Diving are currently NCAA sports. Although the University Recreation Department currently sponsors club programs for Bowling and Swimming, there has been no request by the student population to consider either of them as an NCAA sanctioned sport.

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

The additions of women's soccer and women's golf are indicative of the University's continuing commitment and support of women's athletic programs. These programs are fully staffed, allocated the maximum number of funded scholarships (in accordance with NCAA guidelines), allocated resources in accordance with Athletic Program policies and procedures that apply to all sports, and execute a full contest calendar.

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

Participation rates for female students continue to lag behind participation rates for male students. The University continues to explore ways to identify interests and is committed to developing a plan to address discrepancies in accommodations of interests and abilities. The University will add a sport if interests emerge. MTSU is committed to be responsive to not only the interests of its current female students but also to be responsive to emerging female interests reflected in high school sports and other athletics activities throughout the region. To determine emerging interests, a survey will be conducted by the Athletic Program in Spring 2005 among female students at MTSU to ascertain athletic interests. Additionally, a survey will be conducted in the Fall of 2005 among high schools in the region to ascertain athletic interests among female students. The data gathered from these surveys will be used to address whether adding a sport would meet identified interests.

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

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The Athletic Program plans to identify any unmet athletic interests among the female student population in order to increase participation rates. As a follow up to the survey it administered in the summer of 2004, another survey of the general student population will be conducted for the spring 2005 semester. The Spring 2005 survey, administered by the AAD/SWA, will be conducted in the Campus Recreation Center facility to gauge responses of the current student population as a whole. Areas of interest will be identified and studied to determine if there is sufficient support for the addition of another female sport. Once the data from both surveys are analyzed, the AAD/SWA and FAR will share the results with the Athletic Committee, the Student Athlete Advisory Council, the MTSU Student Government Association, the Athletic Department staff, the President of the University and athletic program boosters and other interested constituencies. The Athletic Department will continue to conduct additional surveys over the next three years in area high schools in Tennessee, Kentucky and Georgia to determine which, if any, sports are offered at the high school level that are not currently offered at MTSU. Any trends and participation levels will be examined and reported to the Athletic Director, the Athletic Executive Committee and the Athletic Committee to determine if the evolving interests within the general student population. Once substantial interest is identified, the Athletic Department will move to fund and administer a collegiate program in the designated female sport.

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

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

The original MTSU Athletic Program Equity Plan and its implementation were reviewed.(See 4.1 Self Study Item 2.) Interviews were conducted with coaches, student athletes, Athletic Program staff and the Athletic Committee to help identify current program needs, including equipment and supplies.

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

See original MTSU Athletic Program Equity Plan, 4.1 Self Study Item 2. Current budgets for equipment and supplies are comparable across sports.

See Gender Issues - Plan For Improvement Self-Study Instrument Plan 3 measurable goal is to ensure all aspects of men and womens equipment and supplies are equal in quality, amount, suitability and maintenance and/or replacement.

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

No areas of deficiency were found.

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

The Athletic Program will continue to monitor the quality, amount, suitability and maintenance of equipment and supplies to ensure that they are comparable. The equipment and supplies budget will also be reviewed annually to ensure that they are comparable. See 4.1 Gender Issues - Plan For Improvement Self-Study Instrument Plan #3.

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

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

The original MTSU Athletic Program Equity Plan (See 4.1 Self Study Item 2) and its implementation were reviewed. Interviews were conducted with coaches, student athletes, Athletic Program staff and the Athletic Committee to identify any concerns about scheduling of games and practice time.

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

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See original MTSU Athletic Program Equity Plan, 4.1 Self Study Item 2 and 4.1 Gender Issues - Plan For Improvement Self-Study Instrument Plan #4

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

No areas of deficiency were found.

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

The Athletic Program will continue to encourage teams to schedule the maximum number of contests allowed under NCAA guidelines by developing policy that such actions are permitted. The time for all competitive events, facilities use for practice, and pre and post season competition will be routinely monitored to ensure fair and equitable scheduling.(4.1 Gender Issues - Plan For Improvement Self-Study Instrument Plan #4)

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

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

The original MTSU Athletic Program Equity Plan (See 4.1 Self Study Item 2) and its implementation were reviewed. Interviews were conducted with coaches, student athletes, Athletic Program staff and the Athletic Committee to identify any concerns about travel and per diem allowance.

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

See original MTSU Athletic Program Equity Plan, 4.1 Self Study Item 2. Budgets have routinely included additions to female travel budgets (See Athletic Program Budgets and 4.1 Gender Issues - Plan For Improvement Self-Study Instrument Plan #5.).

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

No areas of deficiency were found.

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

The Athletic Program will continue to monitor travel and per diem allowances for all teams to ensure comparability in transportation modes, per diem allowance while traveling, and accommodations.(See 4.1 Gender Issues - Plan For Improvement Self-Study Instrument Plan #5.).

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

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

See Academic Integrity section 2.2 Question #6, Tutoring section.

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

See Academic Integrity section 2.2 Item #6 Tutoring section. The Student Athlete Enhancement Center is hiring two new academic counselors fall 2004 to increase support for the Athletic Academic Game Plan (See Athletic Academic Game Plan on file.). 4.1 Gender Issues - Plan For Improvement Self-Study Instrument Plan #6a and 6b.

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

No deficiencies related to tutoring services were found. The Athletic Academic Game Plan does, however, calls for the addition of additional academic counselors to enhance the student athlete success.

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

Student Athlete Enhancement Center policy requires that appropriate tutoring services be provided to every student athlete, regardless of gender, as needed. See Academic Integrity section 2.2 #6 Tutoring section. Enhanced academic counseling will be provided by the addition of two academic counselors.

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

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

The original MTSU Athletic Program Equity Plan (See 4.1 Self Study Item 2.) and its implementation were reviewed. Hiring data were examined for the period since the first cycle certification review. Interviews were conducted with coaches, student athletes, Athletic Program staff and the Athletic Committee to identify any concerns coaches have or others have about coaches.

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

Hiring data indicate that the Athletic Program has made significant progress toward gender equity in its coaching staff since the first cycle certification. The following coaches have been added to the Athletic Program:

Full time assistant volleyball coach 1996
Full time assistant softball coach 1997
Full time assistant soccer coach 2001
Full time assistant golf coach 2004

Additionally, graduate assistant coaches were added for tennis in 1997 and track in 1998. These key additions provided women's tennis and women's track access to the maximum number of coaches allowed within NCAA regulations and provided our women's programs the same access to coaching as the male programs.

Also see 4.1 Gender Issues - Plan For Improvement Self-Study Instrument Plan #7a and 7b.

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

MTSU salaries for men's programs are higher than salaries for female programs for each of the three years. The AD and AAD/SWA annually evaluate all coaches on overall performance, including the generation of ticket revenue, and make recommendations for increases to the President regarding salary. Increases were recommended in 2004 for the Women's Basketball Head Coach and assistant basketball coaches, the Volleyball Head Coach, and the Soccer Head Coach.

Female coaches' salaries have increased dramatically in the last four years (See Athletic Program budget). The Athletic Director and the AAD/SWA have successfully petitioned the President and the University Budget Committee for the increases to move MTSU female coaches' salaries to a level that meets and exceeds the national average for female coaches as well as exceeds the average coaches' salary for Sun Belt Conference coaches.

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

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The Athletic Program will continue to monitor salaries and assignments, including teaching assignments and loads to ensure equivalency. Terms of contracts also will be monitored for equivalency. MTSU is committed to providing the NCAA maximum number of coaches for men and women teams for the same sports and equivalent numbers in dissimilar sports. See 4.1 Gender Issues - Plan For Improvement Self-Study Instrument Plan# 7a and 7b.

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

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

The original MTSU Athletic Program Equity Plan (See 4.1 Self Study Item 2.) and its implementation were reviewed. A facilities improvement list for the period since the first cycle certification review was developed. Interviews were conducted with coaches, student athletes, Athletic Program staff and the Athletic Committee to identify any concerns about facilities.

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

In February of 1997 the University broke ground on the renovation of Johnny Red Floyd stadium. The stadium originally seated 13,000 fans and did not meet NCAA seating requirements for Division I-A status. The new stadium was designed to seat 30,667 fans at a cost of 25 million dollars, which was funded by a 30 year bond issue financed by a student activity fee, voted on by MTSU students. The stadium features 16 luxury suites, a multipurpose press level with radio and TV booths, a large club level area for hospitality, entertaining or meetings, three locker rooms, two security holding rooms, eight concessions areas, twelve open air boxes (recently increased to 22), a game day room for football position meetings, two handicapped elevators, and four (eight window) ticket booths. The project included the construction of the Student Athlete Enhancement Center, the co-ed weight room, a replacement track and a new NCAA sanctioned soccer field inside the track.

A new track facility was planned in an area adjacent to the football stadium when the stadium was renovated. This replacement project provided the university a unique opportunity to construct a soccer facility (with a NCAA sanctioned field and a stand that seats 600 spectators) in the interior of the new track for the newly developed women's soccer program (mandated by the 1995 OCR report). Women's soccer competition and practice sessions began use of the facility in 1998. Soccer and track share a common equipment storage building.

The soccer/track facility took priority over the university's equity plan to construct a softball facility due to OCR requirements. However, the softball program also benefited from the football stadium renovation. A dressing room was constructed in a visitor's locker room in the stadium that provides the softball program space to store equipment, meet as a team, and view team video.

To improve practice opportunities for women's volleyball, women's basketball, and men's basketball, the Alumni Gym underwent renovations in 2002 specifically to improve the playing surface. Resurfacing provided the unique opportunity to construct a volleyball center court. This renovation provided greater flexibility for practice opportunities to volleyball, women's basketball and men's basketball and enhanced the Athletic Department's ability to avoid conflicts of requested practice times, enhancing the ability for each team to practice at the desired time slot. These renovations also subsequently provided the women's volleyball program exclusive use of the Alumni Gym facility for competition and practice sessions. A new volleyball scoreboard was purchased and installed for the 2003 season.

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

A review indicated that women's basketball needs a coaches' locker room and video room and that the softball facility needs to be improved to include a press box and concession and team restroom areas.

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

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An upgrade to Women's basketball facilities was begun fall 2004, funded by university equity plans. The upgrade will be completed October 4, 2004. An upgrade for softball facilities, funded from the University's budget, will begin Spring 2005 and will include a new press box, concession stand, and public and team restrooms. The University has added \$275,000 to the Athletic Program's budget each of the past two years to enhance facilities for women's sports.

The Athletic Department anticipates a partnership with the University's Development Office as it moves to develop a capital campaign to begin in 2005 and end in 2011, the year of the University's centennial celebration. The Athletic Department has developed a list of facilities needs totaling approximately 30 million dollars that will be submitted to the Development Office for fundraising purposes. Those needs include: a softball field house with locker rooms, indoor hitting facility and coaches' offices; a lighted soccer/track field with field house with locker rooms, meeting rooms, concession area storage, coaches offices with raised seating and a press box; a lighted baseball facility with renovated press box, new concession area and restrooms; indoor and out door tennis facility; renovation of Murphy Athletic Center; football office complex; golf driving range and putting green; soccer practice facility; and a marketing and fund raising offices (See 4.1 Gender Issues - Plan For Improvement Self-Study Instrument Plan#8.).

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

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

The original MTSU Athletic Program Equity Plan (See 4.1 Self Study Item 2.) and its implementation were reviewed. Interviews were conducted with coaches, student athletes, Athletic Program staff and the Athletic Committee to identify any concerns about medical and training facilities and services. Medical policies and procedures were reviewed.

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

A new co-ed weight room was constructed during the football stadium renovation completed in 1999. The 10,000 square foot weight room facility includes eight cardio units, nine platforms, nine squat racks, nine half racks, two offices, a meeting room (equipped with the latest multi-media technology) and a warm-up area. The opening of the facility was accompanied by the development of a co-ed strength and conditioning program. Both the facility and the program are available to all student athletes. Weight room staff includes a strength and conditioning coach, football strength coach and two assistant coaches. Each student athlete is provided the opportunity to work with every member of the strength and conditioning staff. A full time women's strength and conditioning coach was added to the staff in 2000 to increase the ability of the strength and conditioning program to meet the needs of female student athletes.

Four graduate assistant athletic training positions were created in 2000 to increase each athletic program's access to a certified trainer, including female sports. In the summer of 2004 five additional graduate assistant athletic trainers were added to better insure that each sports program has access to the same certified athletic trainer throughout the academic year.

In 2001, as a result of a partnership with National Health Corporation, the university was also able to finance a renovation of the Athletic Training Room. This renovated facility, renamed the Sports Medicine facility, includes a private examination room, injury rehabilitation area with state of the art equipment, on site rehabilitation services/personnel, and expanded treatment areas. The facility and its services are available to all student athletes.

All student athletes are provided the same medical insurance and have access to the same medical personnel and services as well as athletic trainers.

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

No areas of deficiency were found.

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

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The Athletic Program will continue to monitor medical and training facilities and services to ensure equitable access and use. See 4.1 Gender Issues - Plan For Improvement Self-Study Instrument Plan #8.

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

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

The original MTSU Athletic Program Equity Plan (See 4.1 Self Study Item 2.) and its implementation were reviewed. Interviews were conducted with coaches, student athletes, Athletic Program staff and the Athletic Committee to identify any concerns about housing and dining facilities and services.

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

Student athletes live in on campus residence halls in either the Womack Lane or Scarlet Commons facilities. No more than 50% of residents in each of these facilities are student athletes. The Assistant Director of Housing makes the specific room assignments. All student athletes eat in University dining facilities and purchase budget meal plans that may be used in all dining facilities on campus. Student Athletes in football purchase the 19 meal plan to better meet their nutritional needs. Pre contest meals are served in the student cafeteria in the James Union Building for football, men's basketball, women's basketball, and volleyball.

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

No areas of deficiency were identified.

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

The Athletic Program will continue to review annually housing assignments, meal plans, and pre and post game meals for all sports. See 4.1 Gender Issues - Plan For Improvement Self-Study Instrument Plan #10.

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

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

The original MTSU Athletic Program Equity Plan (See 4.1 Self Study Item 2.) and its implementation were reviewed. Media and publicity items were randomly reviewed (on file). Interviews were conducted with coaches, student athletes, Athletic Program staff and the Athletic Committee to identify any concerns about publicity.

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

The Athletic Program's Sports and Information Office staff has been increased to better support female sports. Two additional full time assistant sports information directors were added in 2001 and specifically designated to women sports, they were charged to improve the quality and quantity of the media guides, posters and schedule cards for women's sports. Additionally, two full time assistants were added in marketing and promotions in 2001, one of whom is designated specifically to women's sports to increase the visibility and enhance support of women's programs.

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

No deficiencies were identified.

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

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Media products and publicity are continually evaluated for women and men's sports and adjustments are made if discrepancies in products and/or opportunities and promotion are noted. Equitable game promotions will continue to be made for football, men's basketball, women's basketball, baseball, softball, soccer and volleyball. See 4.1 Gender Issues - Plan For Improvement Self-Study Instrument Plan #11a and 11b.

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

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

The original MTSU Athletic Program Equity Plan (See n4.1 Self Study Item 2.) and its implementation were reviewed. Administrative staff profiles and office space and support equipment were reviewed. The game management plan was reviewed.

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

Funds were allocated for an additional Athletic Program secretary and receptionist in 2000 to provide greater support for the program. Secretarial personnel were reassigned at that time to provide more support to female sports. The Athletic Program has implemented a game management plan for all women and men's sports for at home game activities.

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

No deficiencies were identified in administrative support staff, office space and support equipment. Secretarial support across all sports is equivalent. Game management support is provided for all women and men's sports.

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

The Athletic Program will continue to review administrative staffing, space and support needs to ensure their adequacy. Game management meetings will continue to ensure staffing for athletics events is adequate and equivalent. See 4.1 Gender Issues - Plan For Improvement Self-Study Instrument Plan #12a, 12b, and 12c.

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

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

The original MTSU Athletic Program Equity Plan (See 4.1 Self Study Item 2) and its implementation were reviewed. Recruiting budgets, support services and official visit processes were examined for all sports. Interviews were conducted with coaches, student athletes, Athletic Program staff and the Athletic Committee to identify any concerns about recruiting.

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

All recruitment needs for female and male student athletes are fully funded and processes require that they be comparable in travel arrangements, per diem meals, entertainment and accommodations for all sports. Policies that govern recruitment processes according to NCAA guidelines are in place.

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

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To provide enhanced recruitment opportunities for women student athletes, the number of out-of-state athletic scholarships for women athletes should be increased.

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

Increasing the number of out of state athletic scholarships for women athletes is a component of the 2004-2010 MTSU Athletic Program Equity Plan. See 4.1 Gender Issues - Plan For Improvement Self-Study Instrument Plan #13a,13b,and 13c.

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

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

This 2004-2010 MTSU Athletic Program Equity Plan is the result of the Middle Tennessee State University's athletics program evaluation of commitment to equity. The plan is a response to program weaknesses dealing with gender issues and is intended to be a guide for addressing the fair and equitable treatment of both men and women. It provides for accommodation of the evolving standards of the NCAA in the area of gender equity. The plan addresses an action proposed, the intended result of the action, the individuals or offices that will be responsible for taking specific actions, the specific timetable for completing the work, and designated budget resources for the areas of athletic scholarships, accommodation of interests and abilities, equipment and supplies, scheduling of games and practice times, travel and per diem allowance, tutors, coaches, locker rooms, practice and competitive facilities, medical and training facilities and services, housing and dining facilities and services, publicity, support services, and recruitment of student athletes. In addition, the plan was developed using NCAA guidelines for compliance.

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

The 2004-2010 MTSU Athletic Program Equity Plan was developed with broad based input from the Athletics Program staff, Athletic Committee, the Student Athlete Advisory Council, the Faculty Athletics Representative, the Equity Subcommittee and the campus at large. The Equity Subcommittee reviewed data related to the Athletic Program, reviewed the original Equity Plan and its implementation, conducted one on one interviews with staff, faculty, student athletes and coaches and posted a draft of the plan on the certification website for public review and comment (See Equity Subcommittee minutes). The final plan, approved by the President, renews MTSU's commitment to gender equity and strengthens areas where improvements can be made. (See 2004-2010 Athletic Program Equity Plan in no. 8. above).

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.]

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Evaluation

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

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Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
1a. Athletic Scholarships	Increase out of state tuition scholarships for female student-athletes to decrease disproportionate aid to male student-athletes.	Increase out of state tuition scholarships for female student-athletes by five over the next four years. FY05 1.0 FY06 1.0 FY07 1.0 FY08 2.0	Point Person: Director of Athletics In conjunction with: Associate AD/SWA; Athletic Business Manager; Associate AD for BRAA.	Fall 2005. On going until completed. Means for Funding - Additional Allocation from University's BRAA Foundation Account.
1b. Athletic Scholarships	Maintain equitable distribution of 5th year aid and summer school aid to male and female student-athletes.	Continue to monitor the money allocated for male and female student-athletes for 5th year and summer school aid on a yearly basis to ensure equitable distribution.	Point Person: Athletic Director Associate AD/SWA In conjunction with: FAR Director of Compliance	Annually. Means for Funding - Incremental aid will be allocated from the BRAA as needed.
		Publish 5th year aid policies in the Athletic Policy and Procedure Manual and Student Athlete Handbook.	Point Person: Athletic Director Associate AD/SWA In conjunction with: FAR Director of Compliance	Spring 2005. Means for funding - Athletic Department budget allocation.
2. Participation Opportunities and Accommodation of Interest and Abilities	Ensure that the Athletic Department meets the interests and abilities of female students by conducting a survey of interest biannually.	A. Determine unmet sports interest among the under-represented sex. Survey the sports offerings of the Tennessee, Georgia and Kentucky High School Athletic Associations to ensure the university offers like sports.	Point Persons: Athletic Director Associate AD/SWA; Associate AD for Athletic Relations; and Assistant AD for Olympic Sports.	Begin Summer 2004. Biannually. Means for funding - Athletic Department budget allocation.
		B. Administer Survey of Interest Questionnaire biannually at Customs and again during the spring semester for the general student population.	Associate AD/SWA Assistant AD for Marketing and Promotions Women	Biannually. Beginning Summer 2005/Spring 2006. Means for funding - Athletic Department budget allocation.

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Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
		C. Analyze results of survey of interest, identify any significant interest in underrepresented areas and determine appropriate timetable and plan for additional sports.	Same as above.	Biannually. Beginning Fall 2006. Means for funding - Athletic Department budget allocation.
		D. Convene (student, faculty, staff) committee to study results of surveys of interest to make recommendations to executive staff.	SWA, FAR, Director of Compliance, AD, Athletic Executive Committee.	Biannually. Beginning Fall 2006. On Going. Means for funding - Athletic Department budget allocation.
3. Equipment	Continually monitor all aspects of men and womens equipment and supplies to ensure they are equal in quality, amount, suitability and maintenance and/or replacement	Budgets reviewed to analyze amount of funds necessary. Elevate any insufficient budgets. Current budgets are comparable.	Point Person: Athletic Director Associate AD/SWA In conjunction with: Athletic Equipment Manager; Head Coaches; Athletic Business Manager	Annual. Means for funding - Department of Athletics existing base budget with reallocation of resources if needed.
		Continue to review maintenance and storage of equipment to determine adequacy. Currently are comparable.	Same as above	Annually. Means for funding - Department of Athletics existing base budget with reallocation of resources if needed.
4a. Scheduling of Competitive Events and Practice Times	Encourage teams to schedule the maximum number of contests allowed under NCAA regulations by developing policy that such actions are permissible.	Monitor scheduling to ensure equal opportunities for mens and womens teams to compete in traditional and nontraditional seasons in maximum number of contests.	Point Person: Associate AD/SWA In conjunction with: Athletic Director and Athletics Business Manager Associate AD/ Game Management	Review Annually. Means for funding - Department of Athletics currently provides for maximum contest.

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Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
4b. Scheduling of Competitive Events and Practice Times	Continue to maximize scheduling of competitive events to ensure equality.	Weeknight basketball games on separate nights, Double Headers will be scheduled on weekends to provide greater accessibility for fan participation. Examine time of day of competitive events for all sports for equality.	Same as Above	Fall 2000 / Annual. Means for funding - Athletic Department budget allocation.
4c. Scheduling of Competitive Events and Practice Times	Provide equal access to facilities for practice opportunities.	A. Develop Master Schedules for each teams practice hours. B. Rotate practice facility for same facilities at desired times.	Same as Above	Annual. Means for funding - Athletic Department budget allocation.
		Review weight room practice schedule for each sport to ensure equitable opportunities for each team.	Same as Above	Annual. Means for funding - Athletic Department budget allocation.
5a. Travel and Per Diem Allowances	Continue to ensure comparable modes of transportation for men and womens teams.	Conduct an administration review of travel and per diem allowances for all teams.	Point Person: Athletic Director Associate AD/SWA In conjunction with; Head Coaches; Athletic Business Manager	Annual. Means for funding - Department of Athletics existing base budget, with resulting reallocation of resources if needed.
5b. Travel and Per Diem Allowances	Continue to provide comparable housing and per diem while traveling for men and women's teams.	Review housing and per diem for traveling teams to ensure they are comparable for men and women's teams.	Same as above	Annual. Means for funding - Department of Athletics existing base budget, with resulting reallocation of resources if needed.
6a. Tutor/ Academic Counselors	Institute new Athletic Academic Game Plan to improve graduation rates of men and women sports.	Hire two new academic counselors to increase support of Student Athletes at risk.	Presidential Task Force, AD SWA, FAR, Director of Compliance, VP for Student Affairs, Director of Athletic Academic Enhancement Center	Fall 2004. Means for funding - Student Affairs budget request approved by President.

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Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
7a. Coaching Opportunities	Student Athletes receive coaching on an equal basis.	Coaches assignments and compensation are reviewed to ensure that each sport receives equivalent treatment. Areas of concern identified will be addressed by executive staff.	Point Person: Athletic Director Associate AD/SWA In conjunction with: Associate ADs Director of Compliance, FAR.	Spring 2004 / Annual. Means for funding - Petition President and TBR for increased funding.
7b. Coaching Opportunities	Every head Coach and Assistant Coach receives equivalent treatment with similar contracts irrespective of sport.	Contracts of coaches are reviewed to ensure terms of contracts are equivalent. Head coaches receive three year contracts and assistant coaches receive one year contracts.	Same as above	Annually. Means for funding - Athletic Department budget allocation.
7c. Coaching Opportunities	Coach teaching loads will be equivalent.	Class schedules for each coach are evaluated each spring to ensure that teaching loads are equivalent for similar sports.	Same as above	Annually. Means for funding - Provost/Academic Affairs budget allocation.
7d. Coaching Opportunities	Provide NCAA maximum for salaries for coaches of men and women's teams in the same sports and equivalent numbers in dissimilar sports.	Review salaries: Make Adjustments as identified. Appoint one FT Assistant Golf Coach for men and women.	Same as above	Annually beginning Fall 2004. Means for funding - Athletic Department Budget allocation.
8a. Locker Rooms, Practice and Competitive Facilities	Continue to review the quality of facilities and identify needed areas of improvement.	Review practice and competitive facilities to ensure equity. Make necessary improvements as identified.	Point Person: Associate AD for Game Management Associate AD/SWA In conjunction with: Athletic Director.	Annually. Means for funding - Petition President and TBR for increase of Student Activity Fee.

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Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
8b. Locker Rooms, Practice and Competitive Facilities	Provide coaching locker room and video room for womens basketball.	Renovate current locker room and obtain additional space adjacent to current location. Facility includes coaches locker room area, conference room, lounge area and private meeting room.	Same as above	Spring 2004. Means for funding - Development of Equity Fund in yearly budget generated from increased Student Activity Fee.
8c. Locker Rooms, Practice and Competitive Facilities	Enhance softball facility	Construct Softball Complex to include: Press-box, concession area and restroom area for teams.	Same as above	Fall 2004. Plans developed. Construction begins Spring 2005. Completion date spring 2006. Means for funding - Development of Equity Fund in yearly budget generated from increased Student Activity Fee (if approved.)
9. Medical and Training Facilities and Services	Continue to monitor medical insurance, medical personnel, athletic trainers, and medical supplies and/or equipment for equality for men and women's sports	Review training room program and facilities to ensure equitable use.	Same as above	Annually. Means for funding - Petition President and TBR for increase of Student Activity Fee.
10a. Housing and Dining Facilities	Continue to review housing for athletes to ensure equal assignments.	Review of housing assignments with Assistant Director of Housing	AD/ SWA, Director of Compliance, Assistant Director of Housing, Head Coaches or designee	Annually. Means for funding - Current budget sufficient, will request additional funds from Student Activity Fee if needed.

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Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
10b. Housing and Dining Facilities	Maintain equal dining facilities accommodations for men and women sports.	Continue to review meal plans for all athletes as renewals and non-renewals are submitted. Make adjustments as identified.	SWA, AD, Compliance	Continuous. Means for funding - Current budget sufficient, will request additional funds from Student Activity Fee if needed.
10c. Housing and Dining Facilities	Provide Pre and Post game meals for athletic programs on a comparable basis for men and women's sports	Review pre and post game meals for participating sports.	SWA, AD, Compliance	Annual / Continuous. Means for funding - Current budget sufficient, will request additional funds from Student Activity Fee if needed.
11a. Publicity and Promotions	Provide comparable publicity opportunities by Media Relations staff to men and women's sports.	Evaluate media guides, poster, schedule cards and press releases each spring for comparability and make adjustments for discrepancies the following season.	Point Person: Associate AD/ SWA In conjunction with: Assistant A D for Media Relations and staff, Athletic Committee, FAR, AD	Continuous. Means for funding - Department of Athletics existing base budget with reallocation of resources as needed.
11b. Publicity and Promotions	Marketing and promotions staff will provide support to each sport in an equal and appropriate manner.	Equitable game promotions will be reviewed for comparability for Football, MBB, WBB, Baseball, Softball, Soccer and Volleyball.	AD, SWA, Assistant AD for Marketing and promotions and staff.	Annual. Means for funding - Department of Athletics existing base budget with reallocation of resources as needed.
12a. Support Services	Provide equivalent administrative support for men and women's sport programs.	Review secretarial support staffing. Request addition of staff as need is identified. Hire additional secretary Fall 2005 to ease current multiple secretarial sport assignments.	Point Person: Associate AD/ SWA, Associate AD for Athletic Relations/Game Mgt. In conjunction with: Athletic Director and respective Head Coaches	Fall 2004. Annual. Means for funding - Department of Athletics existing base budget with reallocation of resources as needed.

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Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
12b. Support Services	Provide adequate office space and equipment for all men's and women's sports.	Monitor the quality and adequacy of assigned office space and equipment to administrators and men and women's coaches. Upgrade Women's Volleyball offices to make private offices for each coach. Fall 04.	Same as Above	Annual. Means for funding - Department of Athletics existing base budget with reallocation of resources as needed.
12c. Support Services	Provide game management support and equal facility services for all sports.	Continue regular game management meetings, which involve all employees that participate in home athletics events, to ensure staffing for athletics events is adequate and equivalent.	Same as Above	Continuous. Means for funding - Department of Athletics existing base budget with reallocation of resources as needed.
13a. Recruitment of Student Athletes	Provide comparable opportunities to recruit student athletes for men and women sports	Review recruiting budgets to ensure travel requests are approved and funded equally for men and women's sports.	Athletic Business Manager, Athletic Director, Assoc. AD/ SWA,	Annual. Means for funding - Department of Athletics existing base budget with reallocation of resources as needed.
13b. Recruitment of Student Athletes	Provide comparable travel arrangements, meal per diems, entertainment and accommodations during recruiting visits for men and women's sports.	Review official visit reports to ensure recruit visits are comparable for men and women sports.	Same As Above	Continuous. Means for funding - Department of Athletics existing base budget with reallocation of resources as needed.
13c. Recruitment of Student Athletes	Provide comparable budgets and secretarial support for recruiting mailings and phone usage.	Provide all coaches university cell phones as an employee benefit with comparable plans for recruitment purposes.	Same As Above	Fall 2005. Means for funding - Department of Athletics existing base budget with reallocation of resources as needed.

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Operating Principle

4.2 Minority Issues

Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 4.2 (Minority Issues). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

No corrective actions were required from first cycle.

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

Middle Tennessee State University's first cycle certification review minority plan and the status and dates actions were taken follows:

Middle Tennessee State University
Minority Plan for the Future

Middle Tennessee State University is an equal opportunity university. The administration is committed to fair and equal treatment for employees and students, adheres to affirmative action guidelines, and recognizes and supports the findings presented in the Geier vs. the Governor court case (addendum). In accordance with this case's mandate for desegregation in higher education, MTSU has set goals that the University has met. The Athletic Department recognizes the importance of this philosophy and has set goals to improve the recruitment and retention of our minority employees and students. The MTSU Athletic Department plan is outlined as follows.

I. Personnel

A. Hiring procedures follow the MTSU Policy and Procedure Manual and the guidelines set forth in that document. When a position is vacated, the Affirmative Action (AA) office is contacted for proper procedures. These include: Submit job description to AA for approval; After approval, produce advertising copy for approval and circulation; Advertise in appropriate venue's designated by AA, included are NCAA News, Chronicle of Higher Education, Black Issues in Higher Education, The Nashville Tennessean, Daily News Journal, etc.; Contact professionals in the Athletic Community for recommendations of qualified minorities, and ask them to post position announcements; Develop a search committee composed of representatives from the athletic administrative staff, Faculty Athletic Committee, athletics academic staff, Faculty Athletic Representative, Student Government Association, and the Blue Raider Athletic Association; Search Committee reviews, researches, and recommends candidates to the Athletic Director based on qualifications, experience, and overall suitability; Check references of Search Committee Chair's recommended applicants; Compile list of applicants with good references for approval from AA; Upon approval from AA, candidates are contacted for interviews; Search Committee conducts interviews and

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recommends top candidates; Athletic Director reviews the Search Committee's recommendations and submits choice to AA office for approval; Upon AA approval, offer job to candidate; Candidate employed and all AA guidelines met.

Implementation: Hiring process implemented and included in MTSU Athletics Program Policy and Procedures Manual, Section 3 pp 24.

Revised January 2001

ACTION COMPLETED

B. Enhancement Programs for Employees

1. Encourage all Athletic Department employees to attend at least one clinic or seminar per year to enhance job performance.

Implementation: See MTSU Athletics Program Policy and Procedure Manual, Section 3 pp19.

Revised January 2001

ACTION COMPLETED

2. Encourage coaches to attend national championships and their associated conventions in coach's respective sport.

Implementation: See MTSU Athletics Program Policy and Procedure Manual, Section 3 p 19.

Revised January 2001

ACTION COMPLETED

3. Encourage employees to join national associations related to their job, and encourage participation on committees within these associations.

Implementation: See MTSU Athletics Program Policy and Procedure Manual, Section 3 p 19.

Revised January 2001

ACTION COMPLETED

4. Encourage coaches to serve on NCAA and University committees.

Implementation: See MTSU Athletics Program Policy and Procedure Manual, section 3p 19.

Revised January 2001

ACTION COMPLETED

5. Encourage coaches to present summer camps, clinics, workshops, or presentations within the University community.

Implementation: See MTSU Athletics Program Policy and Procedure Manual, Section 3 p 20.

Revised January 2001

ACTION COMPLETED

6. Develop bi-yearly on-campus seminar for athletic staff members featuring various aspects of athletic programs (A.D., Spring, 1998)

Implementation: See MTSU Athletics Program Policy and Procedure Manual, section 3 p 20. Athletic Director conducts seminar annually.

Revised Spring 1998

ACTION COMPLETED

The enhancement programs suggested will become part of the MTSU Policy and Procedure Manual when updated in summer 1995.

Implementation: See MTSU Athletics Program Policy and Procedure Manual, Section 3 p 20

Revised January 2001

ACTION COMPLETED

C. Development of Mentor Program

1. Encourage minority staff to apply for administrative internships in the offices of MTSU Vice Presidents. Diane Cummings Turnham served as administrative intern to the Vice President of Development and University Relations in 1993-94 and was promoted to Senior Women's Administrator and Compliance Coordinator thereafter.

2. Encourage head coaches to serve as mentors for fifth-year athletes that continue to work with the program while

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finishing their degrees.

- a) Provide coaching opportunities as student assistants.
- b) Develop management skills—handle team arrangements.
- c) Increase teaching skills—serve as tutors or work as study hall monitors for Athletic Academic Advising Office.

3. Encourage head coaches to develop Graduate Assistant positions for former athletes desiring to become coaches. Ms. Dana Boone, former track athlete, participated in this program while obtaining her master degree. Dana served as part-time track coach in 1994-95 and will become a full-time assistant coach in 1995-96.

4. Develop community internships with community leaders for employees or graduate athletes to be implemented by the Athletic Director in spring 1996.

These programs will provide minority employees and student athletes who graduate valuable experience in their chosen field, as well as provide opportunities for promotion and advancement in the MTSU Athletic Department or other universities.

Implementation: See MTSU Athletics Program Policy and Procedure Manual, Section 3 p 20.

Revised January 2001

ACTION COMPLETED

MTSU Athletic Department will continue to recruit and educate its minority employees and graduate athletes. The Athletic Department's goal is to continue to improve the percentage of minorities within our program by promoting qualified minority individuals into administrative and head coach positions. The following chart reflects hiring efforts over the past five years with plans to continue over the next five. One specific objective is to recruit additional qualified minorities for head coach positions in any future openings.

MTSU Administrative Staff

Title Race Sex

Athletic Director White Male

Dir. Of Athletic Relations White Male

Asst. A.D. for Strength White Male

Senior Women's Adm./

Compliance Coordinator White Female Minority hired 01/01/95

Minority - 25%

MTSU Head Coaches

Title Race Sex

Baseball White Male

Basketball - Men's White Male

Basketball - Women's White Male

Football White Male

Golf - Men White Male

Softball - Women White Female Minority hired 09/01/92

Tennis - Men & Women White Male

Track - Men & Women White Male

Volleyball - Women White Female Minority hired 04/01/95

Minority 22%

MTSU Assistant Coaches

Title Race Sex

Baseball White Male

Baseball White Male

Basketball - Men's White Male

Basketball - Men's Black Male Minority hired 06/94

Basketball - Men's (R.E.) White Male

Basketball - Women's White Female Minority hired 05/93

Basketball - Women's Black Female Minority hired 09/94

Basketball - Women's (SA) White Female Minority hired TBA

Football White Male

Football White Male

Football White Male

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Football White Male
 Football White Male
 Football (R.E.) White Male
 Football (R.E.) Black Male Minority hired 03/92
 Softball - Women's 1/94
 Softball - Women's (GA) White Female Minority hired TBA
 Tennis - Men & Women (PT) White Male
 Track - (P.T.) Black Female Minority hired 09/01/94
 Track - (P.T.) Black Male Minority hired 09/89
 Volleyball - Women (P.T.) TBA
 Minority - 42.8%
 Support Staff

Title Race Sex
 Athletic Director Secretary White Female Minority hired 06/12/95
 Football Secretary White Female Minority hired 02/28/90
 Basketball Secretary TBA
 Head Trainer White Male
 Assistant Trainer White Female Minority hired 07/01/94
 Sports Information Director White Male
 Assistant Sports Information Dir. (PT) White Male
 Minority - 50%

Overall Athletic Department Staff Minority - 38%

We are working toward a 40% minority by 1997. These figures represent our entire minority population (women, blacks, and others). However, the Athletic Department also realizes that it must make concerted efforts to increase the number of black minority employees. Presently there are five black employees out of a total staff of forty with two positions to be filled. Black employees are presently 13% of the Athletic Department Staff with plans to increase this to 20% by 1998 as positions become available.

I. Student Athlete Minorities

A. Recruitment - MTSU's Athletic Department has a history of recruiting minority athletes, recruiting 45% last year. The Athletic Director encourages this practice and plans to continue in the coming years. ACTION ON GOING

B. Admission Standard Increases and Exceptions for Qualifying Students

1. Admission standards at MTSU have been raised and now exceed those required by NCAA. Therefore, Admissions has developed a program allowing a specific percentage of exceptions each year. If an athlete is admitted with exceptions, these exceptions must be removed upon completion of sixty hours of coursework. The Athletic Advising Office advises these students and targets them as possibly needing additional help.

2. Customs Program - An orientation program encouraged by the Athletic Department for all new students and their parents. The Athletic Academic Advising staff allots time during Customs for advising prospective student-athletes on scheduling, practice times, NCAA requirements, and possible academic majors.

a) Assigned Academic Advisors - MTSU has designated individuals for advising students in their prospective fields. ACTIONS ON GOING

C. Retention of Minorities

1. Orientations meetings each fall with all athletes. Subjects covered by the Athletic Director include the student athlete handbook, NCAA required forms, the availability of coaches and administration if problems arise, and completion of the Athletic Check-in Forms. ACTION COMPLETED

2. Orientation meeting with Athletic Academic Advising Coordinator. Subjects covered include academic counseling, seminars for athletes, procedures for obtaining tutors, study hall policies, and NCAA requirements. Students are instructed not to drop or add any classes without the Academic Advisor's knowledge. A policy allowing the Athletic Academics Coordinator to place hold flags on student athlete's records will be reinstated to prevent student athletes from dropping courses without the Coordinator's knowledge. ACTION COMPLETED

3. Develop a newsletter for parents or guardians of student athletes. Possible subjects covered include various athletic procedures, important student activity dates, and other interest items (A.D. Fall 1997). ACTION COMPLETED

4. Develop yearly forums for local minority groups both on and off campus. Encourage off-campus groups to serve as mentors for student athletes that desire experience in their field of expertise (A.D. Spring 1997). ACTION COMPLETED

5. Improve student knowledge of campus services available to all students during orientation meetings by inviting different services to participate (i.e. Offices of Multi-Cultural Affairs, Guidance and Counseling, and Health Services)

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(A.D. Fall 1998). ACTION COMPLETED

6. Develop additional scholarship opportunities for student athletes, especially minorities, to continue or complete their degree program.

a) Roxie McHenry Scholarship - established 05/30/95

b) Bubba Murphy Scholarship - established 04/20/95 (for students working on a master's degree in coaching)

c) Continued efforts to secure additional scholarships include a proposal to waive all student athlete out-of-state tuition to generate additional funds for women's athletic programs (A.D.). ACTIONS COMPLETED

7. Subscribe to NCAA Life Skills Program (Spring 1995) ACTION COMPLETED

Appoint program Coordinator - Wynnifred Counts (Spring 1995) ACTION COMPLETED

Implement program - Continual process (Fall 1995) ACTIONS COMPLETED

Components include:

a) Academic Development - Scheduling, advising, career planning, monitoring study hall, tutoring programs, class progress and attendance checks, NCAA requirement met, etc.

b) Athletic Development - Coaching opportunities, adequate facilities, adequate and acceptable practice facilities and times, adequate equipment, proper training facilities and employees, promotion and media coverage, etc.

c) Personal Development - counseling, emergency fund, student government, interfraternity counsel, professional clubs, strength and conditioning programs, rehabilitation, nutrition updates, etc.

d) Service Commitment - Participation in Reading Raiders Program, Quest Program, free clinics for Boys and Girls Clubs, community service, volunteer opportunities, etc.

e) Career Development - Internships, Placement Office, Job Fairs, Continuing Education, Mentor Program, etc.

8. Continue the annual Bubba Murphy Awards Dinner honoring senior athletes and award-winning underclassmen (BRAA Director of External Affairs 1994). ACTION ON GOING.

9. Initiate meetings each semester with the newly formed Student Athlete Council, the Faculty Athletic Representative, and the Senior Women's Administrator to allow student athletes to voice concerns to Athletic Administration (Spring 1995). ACTION COMPLETED

10. Develop end-of-the-year check out for all athletes. Inform student athletes on permissible work opportunities. Follow student's progress (A.D. Spring 1995). ACTION COMPLETED

11. Continue exit interview process - gather data to share with administration for development of any needed additional athletic programs (Faculty Athletic Representative - ongoing). ACTION ON GOING

Due to the great demand placed upon student athletes, our efforts are and will continue to be to recruit, retain, and promote student athletes and employees into positions they are qualified to fill.

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

MTSU developed a 2000-2005 Middle Tennessee State University Minority Plan in 2000. This plan and status updates on the actions taken thus far follow:

2000-2005

Middle Tennessee State University
Minority Plan

The Athletics Program is committed to continue professional learning and development for each member of the Athletics Program, both students and staff. Consequently, the Athletics Program has developed a minority plan to ensure minority students and staff are given enhanced development opportunities. Specifically, the program has identified the following goals:

Student Goals

Goal 1 Provide economic support for student athletes to continue their post eligibility education through completion of an undergraduate degree with a reasonable time frame appropriate to meet the individual academic needs of the student.

Implementation: A statement of commitment to provide economic support for student athletes to continue their post eligibility education was included in the MTSUAthletics Program Policy and Procedures Manual in Spring 2001. Coaches were instructed to budget for fifth-year athletes beginning in the Fall of 2001. Criteria were set up for the

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awarding of fifth-year aid in the Spring of 2002. The student athlete post eligibility award system is ongoing and is routinely monitored.

Spring 2001

ACTION ON GOING

Goal 2 Develop opportunities for leadership and responsibility skills enhancement.

Implementation: Career night for all student athletes to network with local businessmen and women began during the Fall of 1996. Participation in the NCAA Life Skills Foundation Leadership Conference began in the Fall of 1998 and is ongoing. The Student-Athlete Advisory Committee has been an ongoing organization since the Fall of 1998. Community service activities have been a goal of the Athletic Program since implementation in Fall 1999. Students have been encouraged to participate in the mentoring and career-planning programs offered by the Office of Minority Affairs since 2001.

1996 forward

ACTION ON GOING

Goal 3 Continue to offer instruction and programming to enhance appreciation of diversity.

Implementation: Several actions have been undertaken to meet this goal. A "Welcome Back" picnic began in fall 1998 and is held annually; a student-athlete "Spring Formal Ball" was inaugurated in spring 2000 and is held annually; and student athletes are encouraged to support all athletic programs through a concerted effort begun in fall 2001 as a continuing endeavor.

Fall 1998 forward

ACTION ONGOING

Staff Goals

Goal 1 Continue commitment to recruit minority coaches and athletic support staff.

Implementation: The University advertises positions in the NCAA News, and contacts other Conference institutions when filling staff positions. MTSU also encourages graduate assistantships for minority student athletes. These steps were undertaken in the fall of 1994 and are ongoing processes. (See Minority Opportunities Since 1995 List on file.)

Fall 1994 forward

ACTION ON GOING

Goal 2 Offer coaches and athletic support staff opportunities to develop leadership and sports management skills.

Implementation: Eligible staff members are encouraged to participate in the President's Administrative Internship Program available in the Office of the President and the offices of the vice presidents of the University. Staff members are also encouraged annually to serve on Sun Belt Conference Committees, NCAA Committees and to attend annual National Conventions.

Fall 1995

ACTION ONGOING

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

Not applicable

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

Middle Tennessee State University subscribes to the value of diversity in its mission statement and in its educational programs and activities involving students and employees and does not discriminate on the basis of race, color, national origin, sex, religion, age, disability, or veteran status. To this end a number of offices and programs have been established to ensure that both minority students and staff members have support from a variety of sources. The Athletic Program also subscribes to the principles of the University and promotes diversity in all of its practices. (See Middle Tennessee State University Mission Statement, p. 2 in the MTSU 2004 Undergraduate and Graduate Catalogs and Athletic Program Mission Statement in MT Intercollegiate Athletics Policy and Procedures Manual.)

Specific University offices provide guidance and support for diversity include:

The Equal Opportunity and Affirmative Action Office develops programs and plans that ensure equal opportunity in employment and education in compliance with applicable federal, state, and local statutes. The office implements the University's program of equal opportunity and affirmative action in cooperation with administrative and professional personnel, and it monitors progress on implementation to ensure fairness in all matters relating to participation in programs and activities of the University.

MTSU has established uniform guidelines on employee selection procedures that comply with federal regulations. The University has an affirmative action plan, policies and guidelines regarding fair employment practice that are disseminated throughout the institution from administration to all other levels of personnel. (See Policy No. IV:07:16, Equal Opportunity: Internal Auditing and Reporting.)

The University values cultural diversity and actively promotes environments conducive to success for all students (See MTSU's Mission Statement). MTSU's student body is increasingly diverse and multicultural. Ethnic minorities account for approximately 14 percent of the student body, and the University's academic programs attract students from more than 70 countries. International Students are served by the International Programs & Services Office (IPSO), which provides international students and scholars with admissions assistance, immigration services, and student and community programming.

The University's Office of Multicultural Affairs promotes cultural awareness, understanding and a sense of belonging for all students at MTSU, including student athletes. Additionally, the Office of Multicultural Affairs facilitates a comfortable, supportive and relevant ethnically diverse environment while also serving as an information, referral and resource base for student support services. The office provides information on scholarships, housing, personal counseling and tutoring as well as survival skills and leadership development. One of the main objectives of this office is to decrease the attrition of ethnic minority students.

The B.R.A.S.S. program directed by the Student Athlete Enhancement Center includes curriculum and activities to foster student awareness, understanding and appreciation for a culturally diverse campus and athletic program. (See 2.2 Academic Support, Self-Study Item 6, 3 Success Skills.)

Specifically, the Athletic Program recruits student athletes according to MTSU and NCAA policies and guidelines and coaches are encouraged to recruit minority student athletes (See Compliance self-study.). Additionally, the Athletic Program is committed to promoting and employing the University's former student athletes. Coaches provide opportunities for many minority student athletes to work as coaches with their respective programs. The Athletic Department also has developed and implemented two athletic minority plans since the first cycle certification review. These plans addressed issues related to minority student athletes (see plans and status updates in self-study 4.2.2 and 4.2.3). These plans are reviewed annually and the Athletic Director must report progress related to them to the President.

MTSU's athletic minority plans also include goals and strategies to increase the number of minority staff and to address issues related to staff development. The Athletic Department continues to actively identify and interview minority applicants for positions. The Athletic Program staff work directly with the Sun Belt Conference and the universities within the conference to solicit minority candidates. All posted positions are forwarded to these constituencies to ensure compliance with the University's minority plan. The Athletic Department has significantly increased the number of coaches for women's sports in its efforts to reach NCAA maximums by hiring full time and/or graduate assistant coaches. The Minority Opportunities Since 1995 Time Line (on file) demonstrates and verifies the university's original and continuing commitment to its student athletes and staff presented in its first cycle certification minority plan and its 2000-2005 MTSU Minority Plan. (See Minority Opportunities Since 1995 Timeline on file.)

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

In the three most recent years:

The Athletic Department personnel have remained at approximately 15% minority and 85% white for each of the three most recent years. The total number of black personnel has remained stable at nine, the number of Hispanic employees has increased from zero to two and one Asian was employed in the first year and none in the latter two years. The number of Hispanic employees has gone from zero to four while the number of Asian employees has dropped from two to zero.

The total number of full-time senior administrators has increased from 7 to 9 and all are white. One is female.

The number of full and part-time professionals who are white has increased from 22 to 26 while the number of black professionals has remained the same at 2. One Hispanic was employed in the third year.

The number of full-time head coaches has remained stable at twelve with eleven white and one black. No other racial or ethnic groups are represented.

The number of full and part-time assistant coaches totaled 36 for each of the three years with the percentage of minorities ranging from 16.6% to 19.4% and whites ranging from 83.3 to 80.5 percent. The number of black assistant coaches has remained stable at 6 with one Asian in the first year and one Hispanic in the third year. The number of whites has shifted slightly from 30 to 29 and back to 30.

The Athletic Committee has thirteen members one of whom was black in years 1 and 3 with no black representation in year 2. It has had no fewer than two of its faculty members who are females in any given year. A white female currently chairs the Committee (See membership rosters).

The Student Athlete Advisory Council has always had and continues to have both minority and female representatives. Total membership has ranged from 22 to 16 with a low of 31.8% minority in the first year to 43.7% minority for the most recent year; white memberships ranged from 68.1 and 56.2 and 68.1 respectively. (See Part A chart.)

The MTSU Athletic Department is continuing to recruit minority employees. According to the Minority Plan for the Future (1995), MTSU set an objective of forty percent overall minority staff and twenty percent black staff. The current goal is to continue to improve the percentage of minorities within the program by promoting qualified minorities into administrative and head coach positions. During the 2000 - 2002 academic years the men's head basketball coach was a minority.

The Athletic Department has sought to increase the percent of minorities including women. Women have been strongly encouraged to apply for administrative internships, and coaches have been encouraged to create graduate assistant positions to mentor anyone who desired to become a coach. The Athletic Department has significantly increased the number of coaches for women's sports as it has moved to raise each sport to NCAA maximums by hiring full time and/ or Graduate Assistant Coaches. (See Minority Opportunities Since 1995 Time Line.)

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

For the past three years:

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The number of students receiving financial aid has decreased for all categories except for American Indian, which increased from 66 to 70 (See Part B chart.).

Only one American Indian student athlete received financial aid the first and second year. No American Indian student athlete received financial aid the third year.

The number of African-American student athletes who received financial aid dropped the second year but rose to an all time high the third year (129 to 137).

The number of Hispanic student athletes who received financial aid dropped significantly in the second year but rose to almost its previous level in the third year (5 to 4).

Both the number of white students and the number of white students receiving financial aid has dropped each of the three past years.

The other category dropped in total number. The second year the number of student athletes in the other category remained the same as the first year but dropped in year three (2 to 1).

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

The data indicate over the three-year period for all sports that the number of white students receiving financial aid has decreased (146-125) while the number of student athletes for all minority categories receiving aid has increased (137 to 146). Minority student athletes accounted for 48 percent of financial awards in year one, 48 percent in year two, and 54 percent in year three.

Over the past three years, the number of white student athletes receiving financial aid has increased in baseball (from 28 to 34), increased slightly in Men's other sports (17 to 18), and increased in Women's basketball (from 1 to 5) and then leveled at 4. The number of whites drop precipitously in football (22 to 3) and less so in Women's other sports (66 to 59) and Women's track (4 to 2). Men's Basketball has fluctuated (from 3, 1, to 2).

The number of black student athletes receiving financial aid has increased in football (from 68 to 73), women's basketball (from 10 to 12), and women's track/cross country (17 to 18). The number of black student athletes receiving aid has remained stable in baseball for years one and three (2) with a decrease in year two and men's track/cross country (15 for each year). Men's Basketball increased from years one to two but decreased by 1 in year three. Women's other sports indicated a decrease from 7 to 5 while the Men's other sports category indicated 0.

Only Men's other sports and mixed sports and Women's other sports indicated Asian student athletes receiving aid. Men's other sports accounted for 2 in year two and 1 in year three (There were no Men's other sports in year one.) Asians in Women's other sports increased from year two to year three (1 to 3).

Two Hispanics received financial aid in Men's track in year three and the number of Hispanics in Women's other sports has decreased slightly from 7 to 5 in years two and three.

American Indians accounted for 1 student athlete financial aid award in Women's other sports in years one and two with none in year three. The Other category has remained constant with 1 across the three years in Men's track and a decrease from 1 to 0 in years two and three in Women's basketball.

See charts: Part B Part C.

9. Using the program areas for minority issues please:

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

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

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

Middle Tennessee State University revisits its Mission Statement every five years in accordance with the Tennessee Board of Regents Strategic Planning Cycle. Both the University planning goals (See MTSU Planning Goals) and the Academic Master Plan (See the 2005-2011 Academic Master Plan.) goals focus on the value of diversity to the University. Each department and/or office of the University, including the Athletic Department (See Athletic Department Mission), is required to develop a mission statement and goals in line with the MTSU Mission Statement and the University's goals and is also required to review these goals and progress toward them annually. To this end, the University has implemented the first cycle review "Minority Plan for the Future" and the MTSU 2005-2010 Minority Plan (See MTSU Minority Plan for The Future and MTSU 2005-2010 Minority Plan.) They make explicit the Athletic Department's continuing commitment to diversity. The Student Athlete Bill of Rights also includes diversity statements (See MTSU Students' Rights and Responsibilities on file.).

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

See documentation noted in a. above.

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

No deficiencies were found.

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

Middle Tennessee State University will continue the review cycle of its mission, goals and progress toward goals at both the University and the Athletic Department levels to ensure that diversity is valued, promoted and celebrated in its written documents. The Athletic Department will monitor implementation of the MTSU 2005-2010 Minority Plan annually to ensure timely accomplishment of its goals.

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

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

The Athletic Department is required annually to review its goals and related activities, including Minority Plan goals, and report progress toward goals to the President. This implementation of successive minority plans has ensured that minority issues were systematically addressed. (See MTSU Minority Plan for the Future and MTSU 2005-2020 Minority Plan.)

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

See Middle Tennessee State University Minority Plan for the Future and 2000-2005 Middle Tennessee State University Minority Plan with status updates in Equity, Student and Sportsmanship self-study sections 4.2.2 and 4.2.3 above.

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

No areas of deficiency were identified.

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

Evaluation will continue as noted in a. and b. above focusing on implementation of the 2005-2010 MTSU Minority Athletic Plan.

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

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

The MT Intercollegiate Policies and Procedures Manual underscores the Athletic Program's commitment to treat every student athlete with dignity and fairness. The statement of policies and procedures mandates that all program opportunities, activities and services be available to all student athletes in accordance with policy and procedure guidelines (See MT Intercollegiate Policies and Procedures Manual.). The Manual is reviewed and updated annually. Additionally, the implementation of successive Minority Plans has ensured that minority issues were systematically addressed to enhance diversity. (See Middle Tennessee State University Minority Plan for the Future and 2000-2005 Middle Tennessee State University Minority Plan with status updates in Equity, Student and Sportsmanship self-study sections 4.2.2 and 4.2.3 above.)

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

See the MT Intercollegiate Policies and Procedures Manual, the Middle Tennessee State University Minority Plan for the Future and the 2000-2005 Middle Tennessee State University Minority Plan with status updates in sections 4.2.2 and 4.2.3

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

No areas of deficiency were identified.

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

The 2005-2010 MTSU Athletic Minority Plan addresses continuing efforts to enhance diversity by increasing participation opportunities, providing a supportive on-campus and community environment for minority student athletes and staff, and by providing programs and activities to facilitate success (See 2005-2010 MTSU Athletic Minority Plan.)

4. **Enrollment** Goals of the institution for enrollment of minority students and minority student-athletes.

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

MTSU Planning goals and Academic Master Plan goals include recruitment goals to increase minority student enrollment (See MTSU Planning Goals 2000-2005 and the 2005-2011 Academic Master Plan). Recruitment strategies as well as enrollment data are reviewed annually to ensure that minority students are provided the opportunity to apply and enroll at the University. The Office of Admissions has designated minority recruitment staff, has developed specific recruitment strategies for minority students, and allocates scholarship dollars that have been provided to attract underrepresented minority students, i.e., the Otis Floyd Scholarships.

The Athletic Department has included minority recruitment goals in both its Middle Tennessee State University Minority Plan for the Future and the 2000-2005 Middle Tennessee State University Minority Plan (See Middle Tennessee State University Minority Plan for the Future and 2000-2005 Middle Tennessee State University Minority Plan with status updates in Equity, Student and Sportsmanship self-study sections 4.2.2 and 4.2.3 above.) Minority student athlete recruitment data are compared annually to MTSU minority recruitment data as well as NCAA minority data. Additionally, student athlete data and recruitment strategies are reviewed for all sports annually so that coaches and recruitment staffs can be made aware of any potential developing negative trends. Coaches and recruitment staffs are encouraged in annual orientation meetings to identify minority student athletes and to identify recruitment and retention programs to maximize sports opportunities for minority student athletes.

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

See documentation noted in a. above.

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

No areas of deficiency were identified.

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

The 2005-2010 MTSU Athletic Minority Plan includes a participation opportunities goal (2b.) to continuously evaluate and improve recruitment and success strategies. Evaluation will consist of identifying sports that are historically underrepresented by minorities (using NCAA and other appropriate sources of data), documenting coaches' recruitment strategies for minority student athletes, and identifying and implementing recruitment programs for student athletes in sports that are underrepresented with minorities. Improvements will focus on building recruitment contacts in the community, using the student services of the University to better support effective recruitment, and soliciting the advice and recommendations of the Athletic Committee and the Student Athlete Advisory Council.

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

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

Data comparing the student population and the minority student population for the current year as it relates to the prior five years are reviewed annually to ascertain trends and to determine progress on goals. Data comparing the number of minority student athletes in relationship to the number of minority student athletes for the prior three years is reviewed annually, together and by sport. The President, the Athletic Director, the Associate Athletic Director/SWA, the Director of Compliance, the Athletic Committee, the Student Athlete Advisory Council and the Admissions staff of the University that includes the Assistant Vice Provost for Enrollment Management review these data. The Athletic Director, the Associate Athletic Director/SWA and the Director of Compliance also annually review recruitment practices of coaches. The Athletic Director and Associated Athletic Director/SWA are specifically charged to address any trends that might denote discriminatory practices in recruitment

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

See enrollment data by student, by minority student athlete, and by minority student athlete by sport. See Director of Compliance coaches' recruitment data on file.

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

No areas of deficiency were identified.

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

The 2005-2010 MTSU Athletic Minority Plan includes a participation opportunities goal (2b) to continuously evaluate and improve recruitment and success strategies. Evaluation will continue to include a review of Athletic Program data to compare minority student athletes to the non-minority student body, to the minority student athlete population over time, and to the minority student athlete population over time by sport to determine any patterns of discrimination. The Athletic Director and Associate Athletic Director/SWA will address any patterns of discrimination if they emerge.

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

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

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The Student Athlete Advisory Council represents student athletes on all issues related to the Athletic Program and is comprised of at least one representative for each sport. The Council makes recommendations for improvements in the Athletic Program. The rosters of the Student Athlete Advisory Council were reviewed for the past three years to determine minority student athlete member and leadership participation. Exit interview data was reviewed for identification of issues related to decision-making. Additionally, the University Certification SubCommittee on Equity, Welfare and Sporting Conduct conducted interviews with student athletes, including minority student athletes.

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

See Student Athlete Advisory Committee rosters: 2001-2002, 2002-2003, and 2003-2004. See Exit Interview data and SubCommittee interview notes on file.

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

No areas of deficiency were identified.

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

The FAR will continue to ensure that the Student Athlete Advisory Council has minority representation. Exit interviews will continue to solicit input from minority student athletes and identify any concerns or trends related to decision-making roles.

7. Employment Opportunities Establishment of goals for minority employment opportunities in the athletics department and the encouragement of promotion and hiring of minority coaches and administrators.

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

The Middle Tennessee State University Minority Plan for the Future and the 2000-2005 Middle Tennessee State University Minority Plan and their implementation status were reviewed. (See the Middle Tennessee State University Minority Plan for the Future and the 2000-2005 Middle Tennessee State University Minority Plan with status updates in Equity, Student Welfare and Sportsmanship self-study sections 4.2.2 and 4.2.3.)

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

See Equity Self-Study section 4.1.

See the Middle Tennessee State University Minority Plan for the Future and the 2000-2005 Middle Tennessee State University Minority Plan with status updates in Equity, Student Welfare and Sportsmanship self-study sections 4.2.2 and 4.2.3.

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

All employee categories increased minority representation with the exception of Athletic Program administration, which has been over the past three years and continues to be all white.

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

The MTSU 2005-2010 Minority Plan includes an administrative representation goal (3a,b) to increase the number of minority staff including coaches, assistant coaches and administrative and support staff. Strategies for improvement in recruitment, hiring and promoting minority candidates include: continuing to compile current lists of minority candidates, soliciting candidate recommendations from historically black institutions, establishing a graduate assistant/Inroads program, establishing individual development plans for current coaches and staff, using personal contacts to promote the Athletic Department to minority candidates, reviewing and enhancing compensation and benefit packages to attract minority candidates, and reporting good faith recruiting and promoting efforts to the President. The plan also has a community initiatives goal to increase minority coaches and staff participation in campus wide initiatives to build a

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more supportive community climate on and off campus. Strategies include encouraging minority coaches and staff to participate in campus committees, organizations and events and to participate in community events. Additionally Athletic Program staff will establish a mentoring list for minority coaches and staff and work with University administrators to examine racial and ethnic sensitivity of events, publications, and productions.

8. Programs and Activities Establishment of programs that address the needs and issues affecting minority student-athletes.

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

See the B.R.A.S.S. program and the University Seminar Life Skills curriculum description in the Academic Integrity section 2.2 Academic Support, Self-Study Item 6, 3 Success Skills. Exit interview data were reviewed to determine if minority student athletes' needs were being met. Additionally, the Committee on Equity, Welfare and Sporting Conduct conducted student athlete interviews, including minority student athletes, to ask about met and unmet needs. The FAR and the Director of the Student Athlete Enhancement Center were also interviewed.

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

See Academic Integrity section 2.2 Academic Support, Self-Study Item 6. 3 Success Skills. See Exit Interview data on file. See interview notes on file.

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

No deficiencies were identified.

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

The Athletic Program has included a supportive environment goal (4) in the 2005-2010 MTSU Minority Plan. This goal continues to commit the program to provide a supportive and inclusive climate for minority student athletes. Strategies that are identified to better ensure that needs are met include: contacting relevant groups that represent minority students on campus, making minority student athletes aware of the student services available to them on campus, strengthening coaches mentoring role by providing them more educational opportunities to learn about campus resources, applying for the NCAA Diversity Program, continue conducting exit interviews, and arranging for prospective minority student athletes to meet with minority faculty and staff.

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

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

See written plan below.

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

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The Committee on Equity, Welfare and Sportsmanship, comprised of representatives from the faculty, University administrators, students, student athletes, athletic staff, coaches and the community recommended a minority plan based on their review of data, and interviews they conducted with student athletes, members of the Athletic Committee and Athletic Program staff and coaches. The 2005-2010 MTSU Athletic Minority Plan has been reviewed and approved by the President.

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**

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Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
1. Institutional and Athletic Commitment	Develop and maintain a written statement that demonstrates institutional and Athletic Department commitment to diversity.	Identify and document that institutional and Athletic Department mission statements demonstrate commitment to diversity.	Point Person: Director of Athletics, Assoc. AD/SWA	Fall 2004, Update Annually. Means for funding-None
2a. Participation Opportunities	Evaluate the number of minority student athletes in the intercollegiate athletics program.	Identify sports that are historically underrepresented by minorities.	Point Person: Director of Athletics, Director of Compliance, Assoc. AD/SWA	Fall 2005, Update Annually. Means for funding-Athletic Department Operating Budget
		Obtain data from the NCAA and other appropriate sources on the representation of minorities in collegiate sports.	Point Person: Director of Athletics in conjunction with Director of Compliance	Fall 2005, Update Annually. Means for funding-Athletic Department Operating Budget
		Document recruitment strategies used by coaches to identify minority student-athletes. Identify recruitment and retention programs for student-athletes in sports traditionally underrepresented by minorities. Where applicable, adopt new recruitment and retention programs.	Point Person: Athletic Director in conjunction with: Office of Multicultural Affairs; Sun Belt Conference; NCAA; Office of Admission, Director of Compliance.	Spring 2005, Update Annually. Means for funding-Athletic Department Operating Budget
		Examine retention and graduation rates for minority student-athletes to identify potential areas of success or concern, and develop additional programs as needed.	Point Person: Director of Compliance, Faculty Athletics Representative in conjunction with: Office of Admissions; Life Skills Coordinator; Director of Student Athlete Enhancement Center	Fall 2005, Ongoing. Means for funding-Athletic Department Operating Budget
		Provide educational opportunities for coaches to heighten ability to attract and retain minority student-athletes.	Point Person: Director of Compliance in conjunction with: Director of Athletics; NCAA; Faculty Athletic	Fall 2006 On going. Means for funding-Approximately \$2,000 per annum; Athletic Department Operating Budget reallocation

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Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
2b. Participation Opportunities (cont.)	Evaluate and improve recruitment and success strategies for minority student-athletes in the intercollegiate athletics program.	Develop relationships with other student services offices on campus. Seek advice from the Athletic Committee (FAC) regarding examination of methods and personnel to improve student athlete support services and monitoring.	Point Person: Life Skills Coordinator in conjunction with: Director of Student Athlete Enhancement Center; Provost's Office, Athletic Committee; Office of Multicultural Affairs	Spring 2005, Ongoing. Means for funding-Athletic Department Operating Budget
		Build and sustain partnerships with community organizations to increase exposure, outreach, and public relations. Develop system for building recruiting contacts.	Point Persons: Head Coaches; Life Skills Coordinator; Faculty Athletic Representative; SAAC's Committee in conjunction with: Local High Schools; Local Minority Youth Organizations.	Fall 2005, Ongoing. Means for funding-Athletic Department Operating Budget
3a. Administrative Representation	Increase number of minority staff including coaches, administrative staff, and other support staff.	Compile and keep current lists of possible candidates for positions, checking accuracy and comprehensiveness with the NCAA, Black Coaches Association (BCA), National Association of Basketball Coaches (NABC), Women's Basketball Coaches Association (WBCA), and other coaches' organizations.	Point Person: Athletic Director; Faculty Athletic Representative; Senior Women's Administrator in conjunction with: NCAA; BCA; NABC; WBCA; AA/EEO Office	Fall 2005, Ongoing. Means for funding-Athletic Department Operating Budget
		Use personal contacts to promote Athletic Department to potential minority candidates	Point Person: Director of Athletics in conjunction with: Appropriate Athletic Department Administrators; Head Coaches; Office of Multicultural Affairs	Spring 2005, Ongoing. Means for funding-Athletic Department Operating Budget
3b. Administrative Representation (cont.)	Increase number of minority staff including coaches, administrative staff, and other support staff.	Solicit potential candidates from Historically Black Colleges and Universities (HBCU's), Native American Tribal Colleges, and Hispanic-Serving Institutions for coaching and administrative positions.	Point Person: Division Human Resources Services; Senior Women's Administrator in conjunction with: Appropriate Athletics Administrators; AA/EEO Office	Spring 2005, Ongoing. Means for funding-Athletic Department Operating Budget
		Emphasize and ensure compliance with MTSU affirmative action policies and procedures of the Office of Equal Opportunity.	Point Person: Division Human Resources Manager in conjunction with: Director of Athletics; Senior Women's Administrator; AA/EEO Office	Ongoing. Means for funding-Human Resources and Office of Equal Opportunity Operating Budgets

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Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
		Establish and utilize a graduate assistant/ Inroads program for administrative and staff positions. Program will include mentoring, training, and placement opportunities.	Point Person: Senior Women's Administrator; Athletic Director in conjunction with: Division Human Resources Services, Office of Multicultural Affairs; Inroads National Organization	Summer 2004, Ongoing. Means for funding- Approximately \$8,000 per annum for assistantship; who funds now?
		Establish and utilize individual development plans for minority staff and coaches to increase retention and job satisfaction.	Point Person: Associate AD/ SWA, Athletic Director in conjunction with: Division Human Resources Services	Fall 2006, Ongoing. Means for funding- Approximately \$6,000 per annum for programming or national conferences/ Athletic Department Operating Budget reallocation
		Examine and enhance where possible salary compensation and benefits necessary to attract and retain minority coaches and staff.	Point Person: Division Human Resources Services, President in conjunction with Athletic Director, Assoc. AD/SWA	Annual Review/ Ongoing. Means for funding- Approximately \$20,000 per annum/increased university allocations for salary and/or benefits
		Provide a report to the President regarding the race ethnicity of all interviewed and newly hired staff members. Report should include information related to good faith recruitment efforts.	Point Person: Director of Athletics, Assoc. AD/SWA in conjunction with: Division Human Resource; EOAA Office	2005, Update Annually. Means for funding-Athletic Department Operating Budget

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Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
4. Supportive Environment	Provide a supportive and inclusive climate for minority student-athletes and staff members	Identify and contact relevant groups representing minority students and staff on campus. Ensure minority student-athletes are aware of available services by providing a closer and more consistent link between these University groups and the Student Athlete Enhancement Center.	Point Person: Director of Athletics in conjunction with: Senior Associate AD/SWA; Associate Athletics Director for Athletic Relation Programs; Life Skills Coordinator; Director of Academic Enhancement Office of Multicultural Affairs	Ongoing. Means for funding-Athletic Department Operating Budget
		Provide educational programs to coaches and administrators to ensure they are aware of available campus resources. Provide workshops for student-athletes to increase awareness of diversity issues and the student-athletes' role in creating a fair and non-discriminatory environment in the department. Require attendance of student-athletes and staff. Apply for NCAA Diversity Program.	Point Person: Athletic Director; Assoc. AD/SWA, in conjunction with: Student Athlete Enhancement Center; Office of Multicultural Affairs, Life Skills Coordinator	Spring 2005, Ongoing. Means for funding- Approximately \$10,000 per annum/Athletic Department Budget reallocation
		Continue conducting senior exit interviews for student athletes to determine their experiences and to gather ideas for improvement. Develop programs if trends arise.	Point Person: Faculty Athletic Representative; Associate AD/ Senior Woman Administrator in conjunction with: Associate Athletics Director for Athletic Relation Programs	Fall 2004, Ongoing. Means for funding-Athletic Department Operating Budget
		Design and utilize exit interviews for staff and administrators designed to identify specific minority issues and concerns.	Point Person: Athletic Director; Senior Women's Administrator in conjunction with: AA/EEO Office; Human Resource Services	Fall 2005, Ongoing. Means for funding-Athletic Department Operating Budget
		Arrange for prospective minority student-athletes to meet with minority faculty and staff on campus.	Point Person: Head Coaches; Faculty Athletic Representative Student Athlete Enhancement Center	Spring 2005, Ongoing. Means for funding-Athletic Department Operating Budget

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Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
5. Community Initiatives	Participate in University- and community- wide initiatives to provide a supportive campus and community climate for minorities.	Work with appropriate campus offices to determine ways for Athletic Department personnel and/or student-athletes to participate in relevant committees.	Point Person: Athletic Director; Associate AD/ SWA; President; Vice Provost; Office of Multicultural Affairs; Faculty Senate; Division of Student Affairs	Ongoing. Means for funding-Athletic Department Operating Budget
		Encourage administrative staff and selected coaches in the Athletic Department to participate in campus-wide organizations events, and committees.	Point Person: Associate AD/ SWA in conjunction with: Appropriate Athletic Department administrators;	Ongoing. Means for funding-Athletic Department Operating Budget
		Meet with the President and FAR to share information from relevant senior student athlete exit interviews. Meetings should include an appropriate group of Athletic Department administrators. Develop programs to address issues if trends emerge.	Point Person: Director of Athletics, FAR	Spring 2005, Ongoing. Means for funding-Athletic Department Operating Budget
		Work with appropriate campus and personal contacts to establish a resource list of relevant community groups and organizations willing to mentor minority student athletes	Point Person: Associate AD/ SWA in conjunction with: Director of Student Athlete Enhancement Center Life Skills Coordinator; EOAA Office, Office of Multi-Cultural Affairs; Division of Student Affairs	Fall 2005, Ongoing. Means for funding-Athletic Department Operating Budget
		Work with University administrators to examine racial and ethnic sensitivity of University events, publications, and productions.	Point Person: Associate AD/ SWA, Athletic Director in conjunction with: Asst. AD for Media Relations, Associate AD's, FAR, Director of Compliance	Fall 2006, Ongoing. Means for funding-Athletic Department Operating Budget
6a. Student Minority Group Underepresentation	Increase the number of minorities on the Athletic Committee by one during the next two years	President insures appointment of minority members to the Faculty Athletic in each appointment cycle.	President	Ongoing. Means for funding-President's Operating Budget

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Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
6b. Student Minority Group Underepresentation	A mechanism will be put in place to maintain diversity among coaches and support staff of sports teams.	Ensure that there are minorities in all staff and coach applicant pools in filling positions.	Point Person: Director of Athletics in conjunction with: Senior Women's Administrator; FAR, Faculty Athletic Committee; AA/EOO	Spring 2005, Ongoing. Means for funding-Athletic Department Operating Budget
		Continue to monitor and maintain diversity for each coaching opening, each support staff opening as well as recruitment of minorities by all sports.	Point Person: Director of Athletics in conjunction with: Senior Women's Administrator; FAR, Athletic Committee; AA/EOO	Ongoing. Means for funding-Athletic Department Operating Budget
7. Graduation Rates for Minority Student-Athletes	Improve graduation rate of minority student-athletes	Implement Athletic Academic Game Plan developed by Presidential Ad Hoc Academic Standards and Rules Committee to achieve desired graduation rate improvements.	Point Person: Director of Athletics; Senior Women's Administrator in conjunction with: Athletic Department Executive Committee; Director of Compliance, Director of Student Athlete Enhancement Center, Life Skills Coordinator	Spring 2005, Ongoing. Means for funding-Athletic Department Operating Budget
		Hire two new academic advisors to assist in implementation of the Athletic Academic Game Plan.	Point Person: Associate Vice President for Academic Support Services; Director of the Student Athlete Enhancement Center	Fall 2004, On going. Means for funding-\$70,000.00 in salary/ Vice Provost for Enrollment Management Operating Budget

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Operating Principle

4.3 Student-Athlete Welfare

Self-Study Items

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

No corrective actions were required from first cycle.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 4.3 (Student-Athlete Welfare). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

MTSU did not have a formal written plan to address student welfare with a specific timetable in the last certification report; however, the University has developed student welfare programs to enhance and protect the physical and educational welfare of student athletes.

The University was one of the first universities to become a member of the NCAA Champs Life Skills Program in 1995 with the implementation of the Blue Raider Athletes Skills for Success (B.R.A.S.S.) program. The Director of B.R.A.S.S. attended the NCAA Life Skills training sessions and developed MTSU's Life Skills program in accordance with NCAA guidelines. The B.R.A.S.S. program is committed to academic excellence, personal development, career development, and community service. Under the supervision of the Student Athlete Enhancement Center and the Life Skills Coordinator, B.R.A.S.S. has the goal of challenging the 400 plus Blue Raider student athletes to pursue and achieve personal success and develop a lifelong commitment to community service.

The university also developed the Student Athlete Advisory Council, which is comprised of student athletes from each of the athletic programs. Athletic teams with more than 25 members have an additional representative for every 25 additional team members. These representatives are elected by their respective programs and meet bi-monthly with the Life Skills Director and the FAR. This group developed a constitution and elects a chair at the first meeting of each academic year. The group voices problems or concerns facing the student athletes and provides input for possible solutions to problems and strategies to address concerns to the FAR and Life Skills Director. These suggestions are brought to the Athletic Director and the Athletic Executive Committee by the FAR. Some actions taken based on these suggestions to date include: revision and implementation of the athletic letterman awards, a student welcome back picnic, a formal student ball and increased community service activities. Additionally, the Life Skills Director has developed processes and programs to address issues of health and safety, sexual responsibility, gambling, alcohol abuse, eating disorders and drug education. An annual athletic career night has also been developed to address career options available to student athletes within their chosen fields, to provide resource or mentor opportunities and to provide preliminary interview experiences.

To further enhance educational opportunities for student athletes, the university has developed a University Seminar 1010 class for freshman student athletes. This class is patterned after the university's strategies for success class for the general student population but also incorporates the NCAA life skills and student welfare issues associated with being a student athlete identified by the Student Athlete Advisory Council.

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The University has also improved its Athletic Training Program to ensure better care of MTSU's student athletes. A Middle Tennessee State University Sports Medicine Department was established with the goal of providing each student athlete quality individual care. Since the first cycle certification review, the department has grown to three full time trainers and nine graduate assistant trainers, all of which are certified and are assigned to work with the same team each year to develop greater continuity in the care of student athletes. An Athletic Training Policy and Procedure Manual has been developed that includes guidelines and requirements for graduate assistant and student trainers as well as injury, illness and medical procedures to ensure proper, equal and quality care for each student athlete (See Athletic Training Policy and Procedure Manual).

The Health and Safety Program (See Middle Tennessee State University Health and Safety Program adapted from the NCAA Sports Medicine Handbook) recognizes the right of the student athlete to a safe and healthy athletics environment and focuses on injury prevention. It serves as a guide for athletic program personnel to develop safe programs.

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

The athletic program has developed a Middle Tennessee State University Student Athlete Rights and Responsibilities statement that is an integral component of the Middle Tennessee State University Athletic Program Goals Sportsmanship and Ethics Educational Program. This rights statement is shared with student athletes at the rules compliance orientation for new student athletes each fall. Each student athlete is asked to commit to the principles of the MTSU Student Athlete's Rights and Responsibilities. The statement is published in the Student Athlete Handbook. (See Middle Tennessee State University Athletic Program Goals Sportsmanship and Ethics Educational Program and Middle Tennessee State University Student Athlete Rights and Responsibilities.)

The Athletic Department has also developed and implemented the Middle Tennessee State University Student Athlete Grievance and Appeal Process. This process addresses any grievance and/or appeal situations that may arise between the student athlete and University that are not covered by other University grievance and appeal processes. (See Middle Tennessee State University Student Athlete Grievance and Appeal Process.)

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

Not applicable

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

The Director of Compliance distributes the Student Athlete Handbook at the student athlete orientation meeting in the fall and discusses the MTSU Student Athletes Rights and Responsibilities statement. Additionally, the Director of the Student Athlete Enhancement Center discusses student welfare issues during the annual fall orientation.

The Faculty Athletic Representative and the Life Skills Director meet regularly with the Student Athlete Advisory Council that represents all student athletes (See No. 2 above.) The Council is asked to identify any issues and concerns affecting student athletes. It is the responsibility of the FAR and the Life Skills Director to communicate these concerns to the Athletic Director and the Athletic Executive staff for review and consideration. The FAR meets weekly with the AD and the executive staff and presents issues as they arise. Additionally, the Life Skills Director meets regularly with the Athletic Director and the Associate Athletic Director/SWA to identify areas that require the attention of the AD and his executive staff. The FAR administers, evaluates and addresses issues or concerns identified through the student exit interviews. The FAR shares the results of the interviews with the Athletic Director and the executive staff and issues are addressed as identified.

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

See programs described in Question #2 above.

The Life Skills Director in conjunction with the Student Athlete Enhancement Center work to provide personal and career development opportunities that include guest lectures, special events hosted by the Athletic Department, and programs within the University Seminar 1010. The B.R.A.S.S. Program is available to all student athletes. The University Seminar 1010 class is available to all freshman student athletes and they are strongly encouraged to enroll in the course. The Sports Medicine Program also works directly with all student athletes, many times one on one, to increase their knowledge of health related issues.

7. Describe the institution's process for conducting the student-athlete exit interviews required by NCAA Constitution 6.3.2 and the means by which this information is used to better the student-athlete experience. Describe other avenues available to student-athletes to provide input.

The Faculty Athletic Representative (FAR) has the designated responsibility to conduct student athlete exit interviews. The FAR prepares an exit interview packet for each senior student athlete. The packet includes the exit interview survey, a letter explaining the process and a postage paid return envelope. The return envelope has the sport and the initials of the student athlete on the outside of the envelope. This is to identify which members of each team responded to the survey. Once the FAR identifies who has responded, he then disposes of the envelopes and tallies the responses. This process ensures an anonymous response to the survey so that the student athletes will feel free to respond openly and honestly. The letter that accompanies the exit interview also invites each student athlete to schedule an in-person one on one interview with the FAR. The student athletes who do not respond to the exit interview requests are flagged and are not allowed to register for the upcoming semester until they complete an exit interview. The Athletic Program has a goal to obtain an exit interview from each departing senior. Once the aggregate results are tabulated, the FAR shares the results with the AD, Associate Athletic Director/SWA and the Athletic Executive Committee. Any trends or areas of concern are identified, discussed and evaluated by the group and recommendations are made to address concerns. Corrective actions are determined. Examples of corrective actions include: revision of the Athletic Award Program, initiation of Welcome Back Picnic, Sports Supporting Sport Nights.

Student athletes are also encouraged to bring issues of concern to the Student Athlete Advisory Committee. See Question #2 above.

8. Describe the institution's and/or athletics department's written grievance and/or appeals procedures available to student-athletes in areas mandated by NCAA legislation (i.e. financial aid and transfers) and in other areas (e.g. harassment, hazing, abusive behavior, sexual orientation). Also, identify the individual(s) responsible for overseeing the administration of the grievance and/or appeals procedures and describe the means by which the grievance and/or appeals procedures are communicated to student-athletes and staff.

The University Loan and Scholarship Committee, appointed by the President, reviews every appeal associated with every loan or scholarship for any student enrolled at MTSU, including student athletes. This committee is charged with oversight of the athletic renewals and any transfer appeals. The appointed chair (a faculty member) receives the recommendations for non-renewals or reduction of financial aid and sends letters to the student athletes before July 1 of each year. In this letter the chair explains the procedure to request an appeal in a timely fashion. Once a student contacts the Chair, the Chair convenes the committee and the coach and the student athlete both have an opportunity to appear before the committee. The Director of Compliance attends the meetings as a resource for the committee to state and explain NCAA bylaws governing this process. The Director of Compliance is a non-voting member of the committee. After hearing from both groups and asking questions needed to make the appropriate decision, the committee renders its verdict. The committee's decision is final. The same process is used if a hearing is requested by a student athlete for the coaches' failure to grant an athlete a release from the university to attend another university and compete for that university on an athletic team.

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The University has grievance and appeals processes in place for all students regarding discrimination (See MTSU Policy and Procedures Manual I:01:10), grade appeals (See MTSU Policy and Procedures Manual III:00:08), enrollment, etc. A student athlete may use the Middle Tennessee State University Student Athlete Grievance and Appeal Process (See process statement.) when situations arise that other University grievance and appeal processes do not address. This process acknowledges the unique relationship between the student athlete and the University and is initiated by the student athlete. The composition of the committee includes: the Student Government Association President or his/her designee; the Faculty Senate President or his/her designee; three members of the Student Athlete Advisory Council who are not members of the grievant or appellant's team; the Chair of the Athletic Committee or his/her designee; and a second member of the Athletic Committee. Ex Officio members include: the grievant /appellant's Athletic Academic Advisor; the Faculty Athletics Representative; the Director of Compliance; a member of the coaching staff who is not from the grievant or appellant's team, appointed by the Athletic Director; the Assistant Student Dean of Life for Judicial Affairs or his/her designee; and the President of the University or his/her designee.

The student athlete takes their grievance to the Athletic Academic Advisor or the FAR and the Athletic Academic Advisor or the FAR encourage and aid the student athlete to resolve the grievance or appeal with the named athletic staff member. If no resolution occurs and the student athlete desires to file a written grievance/appeal statement, the student athlete's Athletic Academic Advisor and the Faculty Athletics Representative will meet with the student athlete to complete their letter of appeal. The letter must be received by the Athletic Director's office within 10 days of the failure to resolve the grievance /appeal with the named athletic staff member. The Athletic Director must give a copy of the grievance/ appeal to the athletic staff member(s) named in the appeal within five working days of receiving it. The athletic program staff member(s) involved will respond to the charges within five days after receiving the grievance/ appeal in writing from the Athletic Director. The Athletic Director or his designee will convene the Ad Hoc Student Athlete Grievance and Appeal Committee within five working days of receiving the staff member's response. The Athletic Director will send to each committee member the grievance/appeal letter and the athletic program staff member's response no later than three working days before the meeting. The Ad Hoc Student Athlete Grievance and Appeals Committee will meet no later than 10 working days after the Athletic Director initiates the convening. Since the committee is not a decision making body (recommendations only), its meetings are closed.

The Athletic Director or his /her designee will attend the first committee meeting and charge the committee. The Athletic Director or his/her designee will then leave the meeting. The committee will elect a chair from among the voting members. The Committee will review the grievance /appeal and decide whether it has merit. If the grievance/appeal is determined to have no merit, the committee will dismiss the grievance /appeal and inform the student athlete, named athletic staff member(s), and the Athletic Director of that decision. If the grievance/ appeal is determined to have merit, the committee will continue the process. The committee will consider and deliberate the facts relevant to the grievance /appeal and the response to it. The committee may seek additional information to help them in the process. This may include interviewing the student athlete, the involved athletic program staff member(s), or any other individuals who may help clarify the situation or the issues involved. The committee must render a recommendation within 10 working days of its first meeting to the Athletic Director regarding the resolution of the issue. The committee will also inform the student athlete and the involved athletic program staff member(s) of the committee's recommendation. The Athletic Director will have five working days from the receipt of the committee's recommendation to render his/her decision. That decision will be communicated to the grievant/appealant, the involved athletic program staff member(s), and to each member of the Student Athlete Grievance and Appeal Committee. The decision of the Athletic Director is final. The student athlete can withdraw the grievance/appeal at any time without prejudice to him or her and the student athlete will be treated without prejudice regardless of the Student Athlete Grievance and Appeal Committee's recommendations or the Athletic Director's decision.

Student athletes are made aware of the MTSU Student Athlete Grievance and Appeal Process during the fall orientation meeting with the Director of Compliance and the Director of the Student Athlete Enhancement Center and the first meeting each academic year that the FAR holds with the Student Athlete Advisory Council.

9. Describe the institution's educational and support programs in the area of sexual orientation. Also, describe the institution's structure and/or policies that ensure the provision of a safe environment for all students, including student-athletes with diverse sexual orientations.

MTSU is committed to the promotion of diversity and access without regard to race, gender, religion, national origin, age, disability or veteran status (See MTSU Statement of Mission, 2004 Undergraduate Catalog, p. 2.). Furthermore, according to Policy No. I:01:10 in the MTSU Policies and Procedures Manual, "it is the intent of MTSU that its campus be free of harassment as described in MTSU policy I:01:22 and that it fully complies with the anti-

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harassment provisions of Title VI and VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, as amended, the Federal and State constitution, and all other applicable federal and state statutes.

As recently as August 2003, the President noted MTSU's Sexual Harassment Education Initiative in his campus newsletter and emphasized that "our actions can impact the institution and others positively or negatively. Our actions should not be driven simply by legal mandates but by our wholehearted commitment to provide employees and students a safe haven in an environment where they will spend a large portion of their time. As educators, we can do much to show that we take seriously our commitment to a safe environment for our employees and students."

The MTSU Office of Equal Opportunity has oversight for sexual harassment and discrimination processes.

The Athletic Department uses a variety of resources to address issues associated with sexual orientation. The B.R. A.S.S. Program, in which all student athletes participate, deals with concerns related to sexual orientation in its programs. The Life Skills Director includes discussions about sexual orientation in University Seminar 1010 sessions on diversity. The students are provided a listing of university resources to assist them with problems or concerns that arise related to sexual orientation.

One such resource is the June Anderson Women's Center. The center has worked with the Student Athlete Enhancement Center to develop strategies and implement programs regarding issues related to sexual orientation. The June Anderson Women's Center counselors are available to meet one on one with student athletes or with specific teams as a whole. Coaches are provided a resource list of individuals available on campus to address particular areas of concern during yearly staff meetings. Another resource available to coaches and student athletes is the Guidance and Counseling Center. The Center works directly with students, one on one, who experience difficulty or have concerns.

Additionally, the Athletic Department works directly with the athletic trainers assigned to each athletic team to identify incidents of harassment, matters of security or areas of concern related to the student athlete's welfare. The athletic trainers have a unique opportunity to see the student athlete in various aspects of student life since they deal with student athletes in the training room, on the playing field and on the road in a more social setting. The trainers have an established confidential relationship with the student athletes. The student athletes most often relate to and trust their athletic trainers and that relationship gives the athletic training staff the ability to monitor concerns better than other members of the athletic staff. If issues arise the training staff cannot handle, the head trainer notifies the Athletic Director or his designee and the AD, head trainer and training staff member evaluate and monitor any concerns until they are resolved. Sexual orientation issues are discussed during the athletic trainer orientation with their respective team at the beginning of each academic year.

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

Policies and procedures about health and safety of student athletes are included in the Middle Tennessee State University Health and Safety Program and the MTSU Athletic Training Program Policies and Procedures Manual (See Middle Tennessee State University Health and Safety Program, adapted from the NCAA Sports Medicine Handbook, and the MTSU Athletic Training Program Policies and Procedures Manual, Injury, Illness, and Medical Procedures.). The Athletic Director distributes the Health and Safety Program and Athletic Training Program policies and procedures to all Athletic Program staff, including coaches, annually. The Health and Safety Program information is distributed to all student athletes at the orientation meeting each fall. The Head Athletic Trainer has the responsibility for oversight and annual review of health and safety policies and procedures and their implementation. The Associate Athletic Director/SWA and FAR are charged with monitoring health and safety processes to assure their implementation.

Student athletes receive information about health and safety policies and procedures in three ways: 1) every student athlete is mailed a packet of information about health and safety policies and procedures each summer before they arrive on campus that includes information about athletic training policies and procedures; the student athlete receives a copy of the Student Athlete Handbook which outlines policies and procedures; and 3) the policies and procedures are discussed at the orientation meeting held at the beginning of each academic year. Each student

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athlete is asked to complete a checklist noting that they have reviewed the information and completed the forms provided to them, which also includes a HIPPA Authorization Form (See Injury, Illness, and Medical Procedures).

The Athletic Training staff use the information provided by each student athlete to develop services specifically designed to meet each student athlete's medical and safety needs.

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

(See the MTSU Department of Intercollegiate Athletics policy on Injury, Illness, and Medical Procedures.)

Family and student medical histories are completed each year, medical questionnaires completed by student athletes are filed in the student's file, and physical exams are given each year before practice begins in order to assist the staff to better meet the emergency medical needs of MTSU's student athletes. All essential medical forms are on file such as medical release forms, HIPPA authorization forms, additional medical coverage forms, assumption of risk waivers, etc. These files are available in the athletic training room or are carried on the road to away from home contests to ensure proper medical care at games, practice or workout sessions with the strength and conditioning staff. Additionally, an exact protocol for emergency situations is developed for every sport (See emergency protocol in MTSU Athletic Training Policies and Procedures Manual and emergency protocols in Sports Medicine Department.). If an accident occurs at any sport at any location, athletic trainers are educated on the proper protocol that will be used by all trainers.

The addition of graduate assistant trainers now allows each sport to have the same trainer at every game, practice and workout session. This increases the continuous, as well as, the emergency quality care for the student athletes.

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

(See the MTSU Department of Intercollegiate Athletics policy on Injury, Illness, and Medical Procedures in the MTSU Athletic Training Policies and Procedures Manual pp. ____). This policy explains who is responsible for reporting injuries or illnesses and stipulates procedures for contacting an athletic trainer or a team physician for assistance or advice if an injury occurs outside the athletic venue. These procedures are covered in the graduate assistant orientation as well as the student athlete orientation. This document also identifies who make decisions about a student-athlete's fitness to participate in practice or play in game competition.

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

- a. Describe how the institution studies these topics as they apply to all student-athletes;
- b. Provide data demonstrating the institution's commitment to these issues for all student-athletes; and
- c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.

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

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

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The Athletic Department is committed to "educating and preparing (its) student athlete population to be productive, successful and beneficial members of society." (See Athletic Department Mission on file). The Faculty Athletics Representative, Life Skills Director, Student Athlete Advisory Council and the Athletic Training (Sports Medicine) Department are charged to continuously update the Athletic Director and the executive staff on current issues or concerns related to the student athlete experience. These groups serve as resources and provide the most current and up-to-date information on student athletes and the problems student athletes encounter on a daily basis. Trends or issues identified by any one of these groups are brought before the executive staff for review and the executive staff, in conjunction with Athletic Program staff, develop strategies and activities to meet the needs of the student athletes. Exit interviews from graduating student athletes also provide valuable data about the issues that student athletes think were not adequately addressed during their time as student athletes. The Athletic Director, in the annual review of the goal accomplishments of the Athletic Program and the setting of new goals for the coming academic year, uses the information provided by the Student Athlete Advisory Council, the FAR and the Director of the Life Skills program, as well as input from other Athletic staff, to identify specific strategies and activities to address these identified student welfare issues and concerns.

The university has designated the FAR to ensure oversight and monitoring of the various components of MTSU's student welfare programs for its student athletes. The Head Athletic Trainer is specifically designated to monitor health related processes for student athletes.

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

Data sources demonstrating MTSU's commitment to student welfare for all student athletes include:

Exit interview data (on file)

Student Athlete Advisory Council minutes (on file)

Athletic training logs/reports/forms (on file)

Aggregate data for students athletes, i.e., equity reports, minority reports, graduation rates, retention rates, etc.

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

The Athletic Department will continue to rely on the processes it has established to ascertain and respond to the needs of student athletes. The University will continue to rely on the student athletes themselves (exit interviews), the Student Athlete Advisory Council, the FAR, the Academic Advisors in the Student Athlete Enhancement Center and Athletic Trainers to identify areas of concern or areas where the Athletic Department needs to become more involved. The Student Athlete Advisory Council and the exit interviews are the most essential components of this program. They are the voice for every student athlete and they are a significant link to involving and educating their peers to the opportunities available to all student athletes. The Athletic Department annually reviews MTSU's programs, policies and procedures related to student welfare and develops improvements based on this review. Effective use of this review process results in program changes, i.e., an enhanced student athlete orientation session and enhanced Athletics Program staff orientation have been implemented to address concerns and to distribute new materials developed to address these concerns.

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

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

See 4.3 no. 2 and no. 5 above

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

See B.R.A.S.S. curriculum and list of activities (on file).

See Student Athlete Advisory Council minutes (on file).

See University Seminar 1010 course syllabus (on file).

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See Athletic Training Policies and Procedure Manual (on file)
See Athletic Department Institutional Effectiveness Plan (on file)

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

The Athletic Department will continue to rely on the processes it has established to ascertain and respond to the needs of student athletes. The University will continue to rely on the student athletes themselves (exit interviews), the Student Athlete Advisory Council, the FAR, the Academic Advisors in the Student Athlete Enhancement Center and Athletic Trainers to identify areas of concern or areas where the Athletic Department needs to become more involved. The Student Athlete Advisory Council and the exit interviews are the most essential components of this program. They are the voice for every student athlete and they are a significant link to involving and educating their peers to the opportunities available to all student athletes. The Athletic Department annually reviews MTSU's programs, policies and procedures related to student welfare and develops improvements based on this review. Effective use of this review process results in program changes, i.e., an enhanced student athlete orientation session and enhanced Athletics Program staff orientation have been implemented to address concerns and to distribute new materials developed to address these concerns

3. Participation in Governance and Decision-Making Involvement of student-athletes in the governance and decision-making processes of the athletics department (including the student-athlete advisory committee).

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

The university established the Student Athlete Advisory Council, which is comprised of student athletes from each of the athletic programs. Athletic teams with more than 25 members have an additional representative for every 25 additional team members. These representatives are elected by their respective programs and meet bi-monthly with the Life Skills Director and the FAR. This group developed a constitution and elects a chair at the first meeting of each academic year. The group voices problems or concerns facing the student athletes and provides input for possible solutions to problems and strategies to address concerns to the FAR and Life Skills Director. These suggestions are brought to the Athletic Director and the Athletic Executive Committee by the FAR. Some actions taken based on these suggestions to date include: revision and implementation of the athletic letterman awards, a student welcome back picnic, a formal student ball and increased community service activities. Additionally, the Life Skills Director has developed processes and programs, based on student athlete feedback, to address issues of health and safety, sexual responsibility, gambling, alcohol abuse, eating disorders and drug education. An annual athletic career night has also been developed to address career options available to student athletes within their chosen fields, to provide resource or mentor opportunities and to provide preliminary interview experiences.

Additionally, student athletes serve on the Athletic Committee and the Compliance Committee (See committee rosters on file.) and student athletes who are seniors participate in exit interviews with the FAR. (MTSU has a policy that student representatives sit on all University Standing Committees.)

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

See Student Athlete Advisory Committee minutes (on file).
See Athletic Committee roster and minutes (on file).
See Compliance Committee Roster and recommendations (on file).
See Exit Interview data (on file).

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

The Student Athlete Advisory Council, which is comprised of student athletes from each of the athletic programs, will continue to provide input into the decision-making process. The Council will meet bi-

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monthly with the Life Skills Director and the FAR to voice problems or concerns facing the student athletes and provides input for possible solutions to problems and strategies to address concerns to the FAR and Life Skills Director. These suggestions will be carried forward to the Athletic Director and the Athletic Executive Committee by the FAR.

Additionally, student athletes will continue to serve on the Athletic Committee and the Compliance Committee. (MTSU has a policy that student representatives sit on all University Standing Committees.)

4. Programs and Activities Establishment of programs that address the needs and issues affecting student-athletes.

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

See 4.3 no. 2 above.

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

See B.R.A.S.S. program/activities list (on file).

See University Seminar 1010 course syllabus (on file).

See Student Athlete Enhancement Center minutes (on file).

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

The university established the Student Athlete Advisory Council, which is comprised of student athletes from each of the athletic programs. Athletic teams with more than 25 members have an additional representative for every 25 additional team members. These representatives are elected by their respective programs and meet bi-monthly with the Life Skills Director and the FAR. The group voices problems or concerns facing the student athletes and provides input for possible solutions to problems and strategies to address concerns to the FAR and Life Skills Director. These suggestions are brought to the Athletic Director and the Athletic Executive Committee by the FAR. Some actions taken based on these suggestions to date include: revision and implementation of the athletic letterman awards, a student welcome back picnic, a formal student ball and increased community service activities. The Life Skills Director also has developed processes and programs, based on student athlete feedback, to address issues of health and safety, sexual responsibility, gambling, alcohol abuse, eating disorders and drug education. An annual athletic career night has also been developed to address career options available to student athletes within their chosen fields, to provide resource or mentor opportunities and to provide preliminary interview experiences.

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

- Facilities schedule for practice and competition.
- Sports schedules.
- Sports marketing materials.
- Media guides.
- Institution's student-athlete handbook or, if no such handbook exists, institution's method(s) for conveying athletics policies and procedures to student-athletes.
- Written materials (e.g., forms) used to document student-athlete exit interviews.
- Institution's and/or athletics department written grievance and/or appeal procedures available to student-athletes in areas mandated by NCAA legislation and in other areas.

Equity, Welfare and Sportsmanship

Evaluation

1. Does the institution demonstrate a commitment to the fair treatment of student-athletes, particularly in their academic role as students? **Currently Yes**
2. Does the institution provide evidence that the welfare of student-athletes and the fairness of their treatment is monitored, evaluated and addressed on a continuing basis? **Currently Yes**
3. Does the institution have established grievance or appeal procedures available to student-athletes in appropriate areas? **Currently Yes**
4. Does the institution provide evidence that the institution has in place programs that protect the health of and provide a safe environment for its student-athletes? **Currently Yes**

Equity, Welfare and Sportsmanship

Operating Principle

4.4 Sportsmanship and Ethical Conduct

Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 4.4 (Sporting and Ethical Conduct). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

Not applicable

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 4.4 (Sporting and Ethical Conduct). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

Not applicable

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 4.4 (Sporting and Ethical Conduct) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

Not applicable

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 4.4 (Sporting and Ethical Conduct). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion.

Not applicable

5. Explain how the institution is organized to further its efforts related to sporting and ethical conduct and provide evidence that matters concerning sporting and ethical conduct are monitored, evaluated and addressed on a continuing basis.

Not applicable

6. Provide the institution's written policies and procedures on sporting and ethical conduct.

Not applicable

Equity, Welfare and Sportsmanship

7. Describe any sanctions that may be levied for inappropriate behavior by all individuals associated with the intercollegiate athletics program.

Not applicable

8. Describe the institution's method(s) for communicating the institution's sporting and ethical conduct policies and procedures to all individuals associated with the intercollegiate athletics program.

Not applicable

9. Describe the institution's educational activities/programs in the area of violence, abuse and harassment committed by student-athletes.

Not applicable

10. Describe educational activities related to sporting and ethical conduct for student-athletes, coaches, institutional staff members, boosters, support groups (e.g., alumni, cheerleaders) and all others associated with the intercollegiate athletics program.

Not applicable

11. Describe mechanisms the institution has in place to review and monitor the effectiveness of its sporting and ethical conduct policies and procedures. Also, provide a brief description of incidents that have been reviewed through these mechanisms in the last three years.

Not applicable

12. Describe specific incidents over the last three years that shed light on the institution's commitment to the values of sporting and ethical conduct (e.g., citations or sanctions from the conference office, sanctions or reprimands from the NCAA for conduct during its championships, awards received by the institution or its athletes for exemplary behavior in this area).

Not applicable

Evaluation

1. Does the institution demonstrate that in the area of intercollegiate athletics, it is committed to these fundamental values of sporting and ethical conduct? **Currently Yes**
2. Does the institution have established a set of written policies and procedures for this area? **Currently Yes**
3. Does the institution demonstrate that educational activities related to sporting and ethical conduct exist for individuals and groups associated with the intercollegiate athletics experience? **Currently Yes**
4. Does the institution provide evidence that the effectiveness of activities in this area are monitored, evaluated and addressed on a continuing basis? **Currently Yes**

Equity, Welfare and Sportsmanship

RACIAL OR ETHNIC COMPOSITION ATHLETICS AND SELECTED INSTITUTIONAL PERSONNEL

	Year	Racial or Ethnic Group																	
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Senior Administrative Athletics Dept. Staff	F													7	6	9			
Other Professional Athletics Dept. Staff	F							2	2	2			1	22	21	26			
	P																		
Head Coaches	F							1	1	1				11	11	11			
	P																		
Assistant Coaches	F							6	6	6			1	29	30	29			
	P																		
Totals (for Athletics Dept. Personnel)	F	0						9	9	9	0		2	69	68	75	0		
	P																		
Faculty-Based Athletics Board or Committee Members								1	0	0				13	13	13			
Other Advisory or Policy-Making Group Members								7	6	7				15	10	9			

Name of person completing this chart: Diane Turnham/Donna VictoryTitle: Assoc. AD/Enrollment Specialist

Equity, Welfare and Sportsmanship

RACIAL OR ETHNIC COMPOSITION STUDENTS GENERALLY AND STUDENT-ATHLETES ON ATHLETICS AID

	Racial or Ethnic Group																	
	Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
Year	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
All Students	66	71	70	357	317	324	1942	1877	1738	268	249	217	13854	13418	12694	66	63	57
Student-Athletes	1	1	0	0	3	4	129	118	137	5	1	4	146	135	125	2	2	1

Name of person completing this chart: Diane Turnham/Donna Victory

Title: Assoc. AD/Enrollment Specialist

Equity, Welfare and Sportsmanship

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	1	2	3	1	2	3
Baseball							2	1	2				28	25	34			
Men's Basketball							10	13	12				3	1	2			
Football							68	61	73				22	19	3			
Men's Track / Cross Country							15	15	15			2	5	5	3	1	1	1
Men's Other Sports and Mixed Sports					2	1	0	0	0				17	18	18			
Women's Basketball							10	8	12	1			1	5	4	1	1	
Women's Track / Cross Country							17	13	18				4	4	2			
Women's Other Sports	1	1	0		1	3	7	7	5	4	1	2	66	58	59			
Total	1	1	0	0	3	4	129	118	137	5	1	4	146	135	125	2	2	1

Name of person completing this chart: Diane Turnham/Donna Victory

Title: Assoc. AD/Enrollment Specialist