2006-2007
DIVISION I
ATHLETICS
CERTIFICATION
SELF-STUDY
INSTRUMENT
Institutional Information

1. Type of Institution: **Public**

2. Year institution was founded: **1969**

3. Special Affiliation? **No**

4. Coeducational? **Yes**

5. Total student enrollment (undergraduate and graduate combined) [using a full-time-equivalency (FTE) basis]: **21473**

6. Number of Faculty [using a full-time-equivalency (FTE) basis]: **950**

7. Highest level of academic degree offered: **Ph.D.**

8. Institution's governing entity: **Campus Management and Operations Committee**

9. a. Regional accreditation agency: **Southern Association of Colleges and Schools**

9. b. Date of most recent regional accreditation self-study: **2000**

9. c. Current accreditation status: **FULLY ACCREDITED**

Athletics Information

1. Subdivision status of athletics program (Academic Year 2007): **I-AAA**

2. Conference affiliation(s) or independent status (Academic Year 2007):

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

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

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

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

There have been no major infractions since the previous certification self-study.

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

2002
- New mission statement for athletics program adopted

2005
- Women's golf team added
- 25th anniversary of athletics department

2006
- First women's soccer program established

Previous Certification Self-Study

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

   Previous orientation visit: Oct. 13 - 16, 1998
   Interim self-study report: December 2003

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

   Fully certified

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

   None

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

   At the institution level:
   
   1999
   - President Ricardo Romo appointed to replace former UTSA President Samuel Kirkpatrick
   - Director of athletics direct reporting line established to vice president of business affairs
   
   2003
   - Bennie Wilson replaces Mark Alford as the faculty athletics representative (FAR)
   - Director of athletics direct reporting line changes to vice president of student affairs
2006
- Vice President of Student Affairs Rosalie Ambrosino promoted to provost
- Kevin Price acts as interim vice president of student affairs

2007
- Gage Paine named vice president of student affairs

At the department level:
1999
- Jim Skaines acts as interim athletics director
- Lynn Hickey appointed director of athletics
- Jeff Dow employed as women's basketball coach
- Corrie Hill employed as head softball position

2000
- Loretta Lamar named director of athletics compliance
- Elizabeth Dalton named associate athletics director/senior woman administrator
- Chris Donielson takes over as head men's golf coach
- Sherman Corbett becomes head baseball coach
- Rae Rippetoe-Blair named head women's basketball coach
- Michael Cox assumes title of strength and conditioning coach Bill -Bill Pettit and Leigh Anne Gullett accept positions as assistant sports information directors

2001
- James Blackwood employed as head women's track and field coach
- Aaron Fox named interim head men's track and field coach
- Brad Parrot becomes promotions and community relations coordinator
- Brenna Ellis named assistant athletic trainer
- Tom North becomes business manager

2002
- Kris Whitacre named marketing coordinator
- Laura Neugabauer-Goff takes over as head volleyball coach
- Julie Corbett named interim director of compliance
- Erin Molina becomes assistant SID
- Ryan McGinnis is hired as promotions and community relations coordinator
- Brad Parrot is promoted to associate athletics director for external affairs
- Carolee Goodyear becomes assistant athletics director for academic services

2003
- Ross Cobb becomes assistant athletics director for business affairs
- Jeff Konya named assistant athletics director for compliance
- Keith Ford becomes ticket manager
- Lee Johnson becomes assistant athletics director for marketing

2004
- Kyle Stephens becomes assistant SID
- Ross Cobb promoted to associate athletics director for business affairs
- Mike Harman hired as director of community relations
- Laura Baker hired as program coordinator

2005
- Jim Sarra becomes assistant athletics director for administration
- Eric Buskirk becomes assistant athletics director for marketing and community relations
- Charlie Jones replaces Harman as director of community relations
- Jeremy Hernandez accepts ticket manager position
- Holly Tothe hired as first women's golf coach
- Stephen Ballard hired to coach first women's soccer team
- Lori Cook takes over as softball head coach
- Carlos Valdez hired as assistant director for media relations

2006
- Brooks Thompson takes over as men's basketball head coach
- Scott Slade hired as head men's and women's cross country coach
- Brian Fox becomes new ticket manager
- Erin Boisclair named head women's tennis coach
- Kyle Stephens become director of sports information
- Bryan Hernandez hired as assistant sports information director
- Jim Sarra promoted to AAD for administration and compliance

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:

   Conference affiliation: No change

   Changes in admissions standards:

   The most significant change in academic standards since the first cycle certification occurred within the area of admissions. Previously, a presidential approval was awarded to those student-athletes who did not meet the published admission standards; however this policy was not posted in the university's official Undergraduate Catalog and Information Bulletin. After much research, the former unofficial presidential approval process was abandoned and an "NCAA Qualifier" exception was adopted. These admissions changes are detailed in the Academic Integrity Committee Report, Section 2.1, Question 3.

   Significant changes in graduation rates:

   Over the past ten years since the first cycle certification took place, the graduation rates released during this time include data from the 1993-1999 entering freshman classes of student-athletes on aid. The student-athlete graduation rates within this designated time frame report a difference between 37 percent low (from the 1996-97 entering class) to a high of 48 percent graduation rate (from the 1993-94 entering class). An 8 percent decrease from between the 1998-99 class to the 1999-00 freshman class could be a result of a new athletics director taking charge in 1999 and several major coaching changes occurred. Consequently, numerous student-athletes chose to leave the sporting programs.

   Change in Mission Statement:
   In 2002, a new mission statement was written and adopted as an official university document.

   Mission Statement
   Consistent with the mission of the University of Texas at San Antonio, the Athletic Department is committed to provide an environment in which student-athletes can be successful academically, athletically and socially. In doing so, the Department dedicates itself to absolute compliance with the rules of the University of Texas System, the University, the Southland Conference and the National Collegiate Athletic Association.

   The Vision Statement
   The UTSA Athletic Department will be successful in its mission when:
   * Student-athletes achieve academically and compete athletically at the highest level, and are prepared with skills for life.
   * It achieves a level of social responsibility, honesty and integrity higher than is expected by the public and is required by laws, policies, guidelines and rules.
   * Athletics is the focal point for school identity, pride and spirit among students, faculty, staff, alumni and the surrounding community.
   * The community benefits from public service, affordable entertainment and economic growth derived from athletics.

   Over the past ten years the department has moved from a $1.5 million to an $8.2 million budget. The department has accomplished this due to the student body approving an athletic fee, hosting ten major NCAA championships and by moving the marketing and donor fundraising efforts forward. One of the department's first initiatives was to add 17 scholarships across the board for student-athletes so that currently all sports are fully funded to NCAA maximums with the exception of women's golf and soccer, which will both be fully funded next year.

   Other initial changes included moving coaches out of teaching positions and giving them 12-month contracts, adding assistant coaching positions to all sports but golf and tennis, splitting administrative positions to give better oversight to the department, and hiring new and additional business staff to establish a business operations area for athletics that allows for fiscal controls that are in line with the rest of the university.
Certification Self-Study Information

1. Steering Committee Chair: Mr. Robert McKinley

2. Chief report writer/editor of self-study report: Lynn Gosnell

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.

   A broad-based effort was made to gather input from campus groups and constituencies. Specifically, committee members made presentations and gathered input from the following:

   NCAA Recertification Self Study Committee
   Outreach Presentation Schedule

   Student-Athlete Advisory Council
   January 31
   The Oaks Apts.
   Attendees: Bob McKinley, Suzy Gray, Liz Dalton and Michael Zucker

   Executive Leadership Council
   Monday, March 26
   Main Building - 3rd floor Regents Room
   noon - 2 p.m.
   Attendees: Bob McKinley and Lynn Hickey

   Staff Council
   Thursday, March 29
   Recreation Center, Studio Blue (2.110)
   8:30-10:30
   Committee Attendees: Suzy Gray and Jim Sarra

   UTSA Alumni Board of Directors
   Saturday, April 14
   Business Building, (4.02.10)
   9 - 11 a.m.
   Attendees: Lynn Hickey and Fred Hample

   Coaches Forum
   Tuesday, April 24
   UC 2.01.24 (MESQUITE)
   9 a.m.
   Attendees: Jim Sarra and Lynn Hickey

   Roadrunner Club Advisory Board
   Wednesday, May 23
   Golden Corral - Loop 1604 & Bandera
   5:30 p.m.
   Attendees: To be determined

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

Goals:
Athletics is a critical component of both UTSA’s student life and community identity, and will become increasingly important as we grow to a premier public university. Strong compliance with our own principles and NCAA requirements evidences our commitment to being an exemplary higher education citizen, among our peer institutions and also as representatives of the San Antonio community.

Our committee’s principal goal is to assess the UTSA athletics program for compliance with current NCAA criteria and process, document status in a self-study report and make recommendations to President Romo for continuous improvement.

Prior Certification Review Status and Recommendations:
The most recent recertification self-study and review occurred in 1998, and the NCAA findings report made no major recommendations for reforms or actions to be taken.

Steering Committee Structure, participants, roles and expectations:
Committee participation is broad-based, including perspectives from both outside and inside the athletics program. The chair, a member of the university’s senior management team, is “arms-length” from athletics (works in another university department). He is appointed by President Romo and has ready access to conduct self-study committee business. Sub-committee chairs have experience in their assigned areas. The required representatives include the president, the senior woman administrator, faculty representatives and the athletics director. An appropriate composition of at-large members have been considered, and all are ready to proceed and perform on the committee charge.

Executive Committee:
Responsible to manage the recertification process with particular emphasis on the self-study process and documentation. This includes collecting data, garnering campus input as well as educating the broader campus community regarding NCAA recertification requirements, manage meetings and committee communications, review, edit and submit the finalized self-study in May 1-15, 2007 timeframe via proper channels, respond and clarify any issues surfaced by NCAA staff and team reviews.

Chair: Robert McKinley, Associate Vice President, Institute for Economic Development
CEO: Ricardo Romo, President
Senior Woman Administrator: Elizabeth Dalton, Assoc. Athletics Director
Faculty Representative: Bennie Wilson III, College of Business
Athletics Council Chair: Gregg Michel, College of Liberal and Fine Arts

Subcommittee Chairs:
Responsible to analyze UTSA compliance with NCAA criteria in their respective assigned areas. Gather data and campus input, prepare documentation with the assistance of the report writer, participate with the full committee to review, edit and approve the overall self-study for final submission.

Governance and Rules Compliance: Donna Holmes, Director of Institutional Compliance and Risk Services
Academic Integrity: Fred Hample, Downtown Campus Registrar
Equity and Student Athlete Welfare: Suzy Gray, Executive Director, Campus Recreation

Ex-Officio Representatives:
Responsible to advise and support committee activities, through provision of athletics compliance data, participation in committee deliberations and campus forums, assistance with review and edits to the self-study documentation prepared by the report writer, and responding to questions or clarifications needed by NCAA staff or team members, committee logistics and communications support.

Non-voting role on committee:
Lynn Hickey: Director of Athletics
Jim Sarra: Associate Athletics Director for Administration and Compliance (and appointed NCAA staff liaison)
Elizabeth Dalton: Associate Athletics Director and Senior Woman Administrator
Cari Goodyear: Assistant Athletics Director for Academic Services
Lynn Gosnell: Report Writer/Editor

At-Large Members:
Responsible to participate in committee meetings and activities, be assigned and support one of the three subcommittees, gather and analyze pertinent data, campus input, and assist with report preparation, review and edits and vote on approval of the final self-study document for submission through appropriate channels to the NCAA.
STUDENTS
Will Nichols
Kristi Barker
Nina Piez
Carlos Robledo
Ryanne Dupree-WTR (Chair, S-A Adv. Council) Student-Athlete
David Burnett-MTR (5th yr) Student-Athlete

COACHES
Lori Cook — Softball Head Coach
Sherman Corbett — Baseball Head Coach

BOOSTERS
B. Keith McCree
Judy Cody

STAFF
Ed Braswell — Alumni
Mike Zucker — Career Services
Corrine Vela-Zapata — Business Manager
Marianne Lewis — Communications

FACULTY
Paul Schutz — College of Education and Human Development
Maria Kaylor — College of Education and Human Development
Thomas Baez — Counseling Services Director

DESIGNATED CAMPUS LIAISON TO THE NCAA
Jim Sarra
Jim.sarra@utsa.edu, or 210-458-4181

REPORT WRITER/EDITOR
Lynn Gosnell, freelance writing and editing consultant
lynngosnell@mac.com or 210-860-9611

SCHEDULE FOR SELF-STUDY COMPLETION (MEETINGS/GOALS)
Due date to NCAA:

May 1-15, 2007
President endorsement: April 30
Full self-study committee approval: April 26
Final draft circulation: April 17
Review and comment period deadline: April 13
Second draft circulation: April 6
Public Forums input: Jan. 31-April 23
First draft circulation: Feb. 28
Sub-committee work, meetings, cover gaps, analysis: Feb. 16-28
Sub-Committee sections Due: Feb. 15
Sub-Committee work and meetings, info gathering: Jan. 10-Feb. 15
Full committee meeting: Jan. 10
Full committee meeting and NCAA orientation: Dec. 12, 2006
Outside Consultant Involvement (requires NCAA prior approval):
Not anticipated at this time.

Institutional Guidelines for writing and editing of self-study:
Committee logistics, meeting rooms, equipment, formats, editing, clerical support, budget.

Process for review and edits on drafts, by full and subcommittees

Process of quality control to assure final Self-Study report is aligned with:
a) NCAA principles and criteria
b) Institutional plans for the future of the Athletics Program
c) Institutional plans for UTSA overall strategic direction

Communications plans to inform and involve stakeholders, such as:
a) students, faculty and staff
b) external constituents, boosters, alumni
c) media and the San Antonio community at large

Critical support issues or constraining factor identification:
a) potentially affecting athletics programs plans or compliance status
b) student body support, the athletics department organization, sports sponsorships, physical plant, conference participation, other issues.

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

UTSA's new Vision, Mission and Values statement was approved by the CMO in March 2007.

Vision:
To be a premier public research university, providing access to educational excellence and preparing citizen leaders for the global environment.

Mission:
The University of Texas at San Antonio is dedicated to the advancement of knowledge through research and discovery, teaching and learning, community engagement and public service. As an institution of access and excellence, UTSA embraces multicultural traditions, serving as a center for intellectual and creative resources as well as a catalyst for socioeconomic development - for Texas, the nation and the world.

Core Values
We encourage an environment of dialogue and discovery, where integrity, excellence, inclusiveness, respect, collaboration and innovation are fostered.

UTSA's core values reflect how we have pursued our plan as well as how we will fulfill our mission and realize our vision. Each value reflects rich, shared meaning:

*Integrity: Demonstrating a firm adherence to a standard of values at UTSA; fostering open, candid communication through transparency; acting in a fair, ethical and forthright fashion; promoting policies, practices and procedures which are consistent with other core values at UTSA

*Excellence: Delivering consistently high quality service, teaching and research through superior performance as a member of the UTSA community; striving to reach full potential and exceed expectations

*Inclusiveness: Fostering diversity and a sense of belonging at UTSA; promoting an environment supportive of different voices, individual backgrounds and philosophies; providing access to educational and socioeconomic opportunities for under-represented groups
*Respect: Treating others with civility and openness; acting in good faith; recognizing the dignity inherent in each individual

*Collaboration: Working with others toward common goals; valuing teamwork; promoting an environment of trust, respect and participation; fostering community service; sharing knowledge and resources

*Innovation: Demonstrating ingenuity as a member of the UTSA community, creativity and discovery; promoting an openness to change and willingness to explore new solutions to common challenges

Athletics Department Mission/Vision/Values:

Mission Statement
In 2002, a new mission statement was written and adopted as an official university document.

Consistent with the mission of the University of Texas at San Antonio, the Athletic Department is committed to provide an environment in which student-athletes can be successful academically, athletically and socially. In doing so, the Department dedicates itself to absolute compliance with the rules of the University of Texas System, the University, the Southland Conference and the National Collegiate Athletic Association.

Vision Statement
The UTSA Athletic Department will be successful in its mission when

* Student-athletes achieve academically and compete athletically at the highest level, and are prepared with skills for life.

* It achieves a level of social responsibility, honesty and integrity higher than is expected by the public and is required by laws, policies, guidelines and rules.

* Athletics is the focal point for school identity, pride and spirit among students, faculty, staff, alumni and the surrounding community.

* The community benefits from public service, affordable entertainment and economic growth derived from athletics.

AS A DEPARTMENT, WE VALUE

Health and Safety
Of highest priority is the responsibility to maintain the physical wellbeing of the student-athlete. Coaches and medical specialists maintain training methods designed to prevent and treat athletic injuries, and incorporate appropriate measures to educate, prevent and detect the use of illegal drugs. Athletic facilities are designed and maintained to provide the safest and most enjoyable experience for student-athletes, officials and spectators.

Higher Education
No goal exceeds the mandate to educate and graduate the student-athlete. At all times, the department is dedicated to being consistent with the educational purposes of the university.

Rules and Regulations
Effective institutional management and integrity in intercollegiate athletics through compliance with, and enforcement of, the rules and regulations of the University of Texas System, the NCAA, the Southland Conference, and the standards of fair play and appropriate conduct for student-athletes and institutional representatives.

Fiscal Responsibility
Operate the athletic program in a fiscally sound fashion, managing resources in a manner that will produce the most beneficial yield for the student-athletes, coaches and staff being served by Intercollegiate Athletics.

Amateur Sportsmanship
The call to honesty, integrity, commitment, hard work and social responsibility resounds from the department’s administrators, coaches and student-athletes. Through participation in athletics, student-athletes are provided opportunities to develop essential life skills in leadership, teamwork, discipline, goal setting, respect for others, as demonstrated both on and off the field of play.

Equal Opportunity
No person is excluded from an Athletics Department purpose, program or activity on the basis of race, color, national origin, religion, sex, sexual orientation, age, veteran status or disability.

Citizenship
Reaching out to admiring fans, and adhering to competitive sportsmanship and ethical play encourages student-athletes to make lifetime contributions to their community, state and nation.
Pursuit of Excellence
An emphasis on excellence helps student-athletes to understand the rewards of dedication to a larger purpose, and encourages development of physical and intellectual skills.
Operating Principle

1.1 Institutional Control, Presidential Authority and Shared Responsibilities

Self-Study Items

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

No corrective actions, conditions for certification or strategies for improvement were imposed by NCAA Div. 1 CAC in its first-cycle certification decision as it relates to this principle.

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

Recommendation No. 2-"The peer-review team recommends that the institution review the position of a faculty representative per NCAA Bylaw 6.1.3. This should take place within one year after the institution receives its final decision from the NCAA Committee on Athletics Certification.

Implemented: The faculty athletics representative (FAR) is Bennie Wilson, senior lecturer in the Department of Management (College of Business). Wilson has been the FAR since 2003. The prior FAR was Mark Alford, associate professor, Division of Accounting and Information Systems (College of Business).

Suggestion No. 1 "The peer-review team suggests that the institution increase the number of campus constituencies who may provide input relative to formulation of athletics department policy."

Implemented: The UTSA Athletics Council is an advisory body on athletic program issues, including rules compliance, institutional control, fiscal integrity, academic integrity and student-athlete welfare. The Athletics Council has broad representation and includes students; faculty (including the FAR); representatives from each vice presidential area; representatives from Admissions, Registrar, Financial Aid and Institutional Compliance/Audit; and key athletics personnel including the director of athletics.

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

-Reporting lines were restructured so that the director of athletics reports to the vice president for student affairs (VPSA) instead of the vice president for business affairs. This change was implemented to strengthen institutional control and enhance managerial guidance provided to the athletics program during a period of rapid growth for both the program and the university.

-The structure of the Department of Athletics has matured, and now includes an associate athletics director for administration and compliance (AAD/Compliance) with primary responsibility for compliance issues. In addition an intern assists with NCAA compliance issues.
The AAD/Compliance has dual reporting lines to the athletics director and to the VPSA.

UTSA has an Institutional Compliance Program as required by UT System, and assurance is provided through that program to the executive officers regarding all high risk compliance areas. Athletics is not considered an institutional high risk for the 2006-2007 academic year, however, it was on the high risk list in the past and a risk assessment was completed to identify and prioritize risks. Risk management plans were developed for the high risk areas identified (eligibility, financial aid and recruiting). The vice presidents evaluate all areas with compliance risks annually to determine which areas will be on the high risk list and receive additional oversight.

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

UTSA is a part of the University of Texas System and as such is governed by a Board of Regents (BOR) at the System level. Final approval for major decisions regarding UTSA programs including athletics, and, for example, land purchases, construction of facilities and fee decisions rests with the BOR. At the local level, the Campus Management and Operations Committee (CMO), is involved in major decisions regarding all UTSA programs including athletics. CMO membership is composed of the president (chair), the provost and the vice presidents.

The director of athletics meets with the CMO as needed to brief the committee on critical issues. Prior to meeting with the CMO, the athletics director will have met at length with her direct supervisor, the vice president of student affairs, to discuss the issue and may also have met with the provost. The VPSA briefs President Romo on major issues so that he has a full understanding of the situation and can provide guidance and direction as necessary. Both the provost and VPSA are members of the CMO. Over the past three years the CMO as a committee has been briefed on the following issues related to athletics:

- Dismissal of head basketball coach
- Hiring of new head basketball coach
- Football feasibility study
- Acquisition of land with potential for athletics facilities

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

Over the past three years the president has been significantly involved in the following decisions related to intercollegiate athletics:

- Dismissal of head basketball coach
- Hiring of new head basketball coach
- Football feasibility study
- Facilities issues, e.g. land acquisition
- Attendance at Southland Conference meetings
- NCAA championships hosted by UTSA in San Antonio
- Logo and re-branding efforts

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

When major decisions regarding athletics at UTSA are made, individuals at multiple levels are involved.

The director of athletics first discusses the issue with her senior staff and then with her direct supervisor, the vice president for student affairs (VPSA). The provost is also often involved in preliminary discussions. The VPSA will meet with the president to brief him on the matter and ensure that he has a clear understanding of the issues. The president will provide guidance and direction as needed and the athletics director will act based on the direction from the VPSA and the president.
Other vice presidents may also be involved with major decisions, depending on the issue. For example, the vice president for business affairs was deeply involved in the current process to acquire land that has the potential for athletics facilities.

The CMO, FAR and Athletics Council are also briefed on major issues involving the athletics program. Depending on the issue, other UTSA constituents may be involved. For example, if there is a proposal to increase student fees, student forums are held to get input from the student population. If the issue has compliance ramifications, the AAD/Compliance would be significantly involved.

Recommendation:
- Enhance the responsibility of the Athletics Council by clarifying its role as both an advisory and oversight group. The Athletics Council and the FAR's involvement in policy issues should be strengthened to ensure that they are consulted on major issues under consideration by the executive officers.

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

* Gregg Michel, associate professor, Department of History (Chair)
* Bennie Wilson, director and senior lecturer, Department of Management (Faculty Athletics Representative)
* John Zhang, associate professor, Department of Health and Kinesiology (Fiscal Integrity Subcommittee)
* Sue Ann Pemberton, assistant professor, College of Architecture (Student Welfare/Gender and Minority Issues Subcommittee)
* Juanita Firestone, professor, Department of Criminal Justice (Student Welfare/Gender and Minority Issues Subcommittee)
* Jim Calder, professor, Department of Political Science and Geography (Academic Integrity Subcommittee)
* Ted Skekel, associate professor, Department of Accounting (Academic Integrity Subcommittee)
* Lynn Hickey, athletics director
* Jim Sarra, associate athletics director for administration and compliance (Rules Compliance and Institutional Control Subcommittee)
* Cari Goodyear, assistant athletics director for academic services (Academic Integrity Subcommittee)
* Liz Dalton, associate athletics director and senior woman administrator (Student Welfare/Gender and Minority Issues Subcommittee)
* Ross Cobb, associate athletics director, Business Services (Fiscal Integrity Subcommittee)
* Diana S. Martinez, director, Student Financial Aid (Rules Compliance and Institutional Control Subcommittee)
* George Norton, assistant vice president, Office of Admissions (Academic Integrity Subcommittee)
* Fred Hample, executive director, Downtown Student Affairs Operations (Academic Integrity Subcommittee)
* Corrine Vela-Zapata, director, Business Services (Fiscal Integrity Subcommittee)
* Donna Holmes, director, Institutional Compliance (Fiscal Integrity Subcommittee)
* Sam Gonzales, assistant vice president, Student Services (Student Welfare/Gender and Minority Issues Subcommittee)
* David Gabler, assistant vice president, University Communications (Student Welfare/Gender and Minority Issues Subcommittee)
* Adam Cowdin, student, Student Government Association President (Academic Integrity Subcommittee)
* Mark Este-Student Government Association
* Alicia Matus-Student Government Association

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

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

1. Does the institution demonstrate that the institution's governing board provides oversight and broad policy formulation for intercollegiate athletics in a manner consistent with other units of the institution? **Currently Yes**

2. Does the institution demonstrate that the president or chancellor is assigned ultimate responsibility and authority for the operation and personnel of the athletics program? **Currently Yes**

3. Does the institution demonstrate that appropriate campus constituencies have the opportunity, under the purview of the president or chancellor, to provide input into the formulation of policies relating to the conduct of the athletics program and to review periodically the implementation of such policies? **Currently Yes**
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<th>Elements</th>
<th>Goals</th>
<th>Steps</th>
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Operating Principle

1.2 Rules Compliance

Self-Study Items

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

No corrective actions, conditions for certification or strategies for improvement were imposed by NCAA Div. 1 CAC in its first-cycle certification decision as it relates to this principle.

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

Recommendation No. 1 - "The peer-review team recommends that the athletics department pursue additional venues in which the mission statement may appear in published form."

Implemented: The athletics mission statement is published/posted as follows:
* the athletics website, www.goUTSA.com
* the UTSA Handbook of Operating Procedures
* throughout athletics facilities

Recommendation No. 3 - "The peer-review team recommends that the institution review its rules-education procedures to ensure the existence of an ongoing educational effort."

Implemented: UTSA's current rules-education program is outlined in Self-Study item #9 for Operating Principle 1.2.

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

The structure of the Department of Athletics has matured, and now includes an associate athletics director for administration and compliance (AAD/compliance) with primary responsibility for compliance issues. In addition, an intern assists with NCAA compliance issues.

- The AAD/compliance has dual reporting lines to the director of athletics and to the VPSA.
- UTSA has an Institutional Compliance Program as required by UT System and assurance is provided through that program to the executive officers regarding all high risk compliance areas. Athletics is not considered an institutional high risk at UTSA for the 2006-2007 academic year; however, it was on the high risk list in the past and a risk assessment was completed to identify and prioritize risks. Risk management plans were developed for the high risk areas identified (eligibility, financial aid and recruiting). The vice presidents evaluate all areas with compliance risks annually to determine which areas will be on the high risk list and receive additional oversight.
4. Describe how the activities of the institution's athletics booster groups, support groups and other representatives of the institution's athletics interests are maintained under the clear control of the institution, including whether institutional personnel serve on booster-club, support group or foundation boards.

UTSA's official athletics booster groups and support groups are the following:

THE ROADRUNNER CLUB
UTSA's booster group dedicated to promoting 16 NCAA Division I sports programs at UTSA. Members provide support through donations, ticket purchases and participation in special events and fundraising. The associate athletics director for administration and compliance is the executive director of the Roadrunner Club under the oversight of the AAD/External Affairs. The executive director's duties include providing a budget report at meetings, acting as custodian of the organizational records and maintaining a register of member addresses.

All professional and support staff of the Roadrunner Club are UTSA employees. A Roadrunner Club Board provides guidance and oversight to the Roadrunner Club in a manner consistent with the policies of the university, the athletics department, the NCAA and the Southland Conference. This board comprises 15 members appointed by the president for three-year terms. The voting members of this board are Roadrunner Club members and ex-officio non-voting members include the athletics director, the AAD/External Affairs, the director of marketing and sales and the faculty athletics representative.

Each year, Roadrunner Club members receive a pamphlet titled "A Compliance Checklist for Alumni, Friends and Boosters" that outlines NCAA regulations that they should be aware of. All athletics donations, including Roadrunner Club memberships, are processed through the Office of University Advancement. Athletics receives the donations, prepares the standard Gift Processing Form and receipt. All athletics donations are received and processed in the same manner as all other university donations. The AAD/External Affairs reports directly to the vice president for university advancement.

THE VARSITY CLUB
A Roadrunner Club association exclusively for former and current UTSA letter winners. The Varsity Club is a subsection of the Roadrunner Club and operates under the same bylaws and administrative practices as the Roadrunner Club.

DEPARTMENT OF INTERCOLLEGIATE ATHLETICS ADVISORY COUNCIL
The purpose of the Athletics Advisory Council is to enhance the department's programs and facilities and to help expand the total student experience for all UTSA students. Athletics Advisory Council members assist the athletics director in establishing 5- and 10-year business plans, identify funding sources and advocate to achieve those plans, seek community support and involvement in development efforts, and ensure that the Department of Athletics' plans and activities mesh with those of the university and surrounding community.

Members of the Advisory Council are appointed by the president and ex-officio non-voting members include the Director of Athletics, AAD/External Affairs, VPSA, VP/Advancement, Roadrunner Club president, Alumni Association president and Student Government president.

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

The director of athletics reports to the VPSA for all matters, including NCAA rules compliance. The athletics director has established a strong culture of rules compliance within the Department of Athletics through her pro-active commitment to rules compliance and ethics. The athletics director has provided coaches and staff with the training
and tools necessary to ensure a clear understanding of their responsibility (and the university's expectation) to uphold the highest standards of rules compliance.

The associate athletics director for administration and compliance (AAD/Compliance) has dual reporting lines to the athletics director and to the VPSA. The AAD/Compliance communicates compliance issues to the VPSA as needed.

The NCAA faculty athletics representative (FAR) is appointed by the president and is primarily involved with NCAA academic compliance issues. The FAR also administers the NCAA annual certifications to UTSA coaches. The FAR is appointed to several committees related to athletics, e.g., Athletics Council, Roadrunner Club Advisory Board. The FAR does not meet regularly with the AAD/Compliance and is not involved with rules compliance issues outside of academics, however the FAR is copied on all reported NCAA violations.

The AAD/Compliance coordinates all day-to-day compliance activities through the athletics department and is assisted by a full-time intern who is shared with the assistant athletics director for academic services (AAD/Academics).

The AAD/Compliance meets regularly with the athletics director concerning compliance issues including rules education, eligibility, financial aid, and recruiting rules enforcement.

The AAD/Compliance is also the executive director of the Roadrunner Club. The athletics department can also use the advice of the UTSA Office of Legal Affairs and/or the Office of General Counsel at UT System in the event that UTSA was faced with a major violation. If warranted, athletics can also use independent outside rules compliance consultants to assist in investigations.

The Office of Student Affairs staff work closely with the Department of Athletics and perform critical support for various NCAA compliance functions, in addition to performing their primary responsibilities. Individual staff members in the Office of Admissions and the Office of the Registrar have specific responsibility for initial and continuing academic certification of each student-athlete. A member of the financial aid staff is responsible for ensuring compliance with NCAA financial aid regulations and monitoring student-athlete financial aid awards.

RECOMMENDATIONS

*Due to the rapid growth and development of the athletics program and the expected future growth, support staff resources (both inside and outside of the athletics department) should be evaluated to ensure that the risk of non-compliance is reduced to an acceptable level.

*The AAD/Compliance and the VPSA should have regularly scheduled formal meetings.

*Evaluate the role of the FAR to ensure that it meets UTSA's current and future needs and reflects best practices at other Division I institutions.

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

Based on the sample selected, it appears that only coaches' contracts and evaluations have a statement about the importance of rules compliance. Appointment letters, evaluations and job descriptions do not have a statement about the importance of rules compliance.

RECOMMENDATION

The athletics department should work with Legal Affairs and Human Resources to develop statements regarding the importance of rules compliance to be included in appointment letters, evaluations and job descriptions for all athletics personnel.

7. Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals outside the athletics department who are involved in rules-compliance activities. Specifically, the institution must provide evidence that all individuals outside the athletics department who are involved or associated with athletics have statements regarding the importance of rules compliance in all of the following documents: contracts or letters of appointment, performance evaluations and job descriptions.
Based on the sample selected, it appears that individuals outside the athletics department who are involved or associated with athletics do not have statements regarding the importance of rules compliance in their letters of appointment, performance evaluations or job descriptions.

RECOMMENDATION
A working group with representation from the Department of Athletics and offices of Admissions, Registrar, Financial Aid, Legal Affairs and Human Resources should develop statements regarding the importance of rules compliance to be included in appointment letters, evaluations and job descriptions for individuals outside the athletics department who are involved or associated with athletics.

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

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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<tr>
<td>Initial-eligibility certification.</td>
<td>X</td>
</tr>
<tr>
<td>Continuing-eligibility certification.</td>
<td>X</td>
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<tr>
<td>Transfer-eligibility certification.</td>
<td>X</td>
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<tr>
<td>Financial aid administration.</td>
<td>X</td>
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<tr>
<td>Recruiting.</td>
<td>X</td>
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<tr>
<td>Camps and clinics.</td>
<td>X</td>
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<tr>
<td>Investigations and self-reporting of rules violations.</td>
<td>X</td>
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<tr>
<td>Rules education.</td>
<td>X</td>
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<tr>
<td>Extra benefits.</td>
<td>X</td>
</tr>
<tr>
<td>Playing and practice seasons.</td>
<td>X</td>
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<tr>
<td>Student-athlete employment.</td>
<td>X</td>
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9. Describe the institution's rules-education efforts for all individuals associated with the athletics department, including student-athletes, coaches, other athletics department staff members, other institutional staff members and representatives of the institution's athletics interests.

UTSA's rules-education efforts are as follows:

COACHES
—President meets with all athletics staff annually to set the tone at the top and emphasize the importance of rules compliance.
—The associate athletics director for administration and compliance meets with coaches monthly to review NCAA rules, and coaches are tested annually on compliance issues (test is administered by the FAR).
—Rowdy's Roadrunner Report, an NCAA compliance newsletter, is emailed monthly to coaches.
—Rules education updates are emailed to coaches monthly.
—NCAA interpretations and announcements of rules for specific sports are emailed to the appropriate coaches as they become available (usually monthly).
—Athletics staff participates in an annual retreat that includes rules education.
—Dead period reminders are posted to remind coaches that no off-campus activities are allowed during these times.

STAFF
—President meets with all athletics staff annually to set the tone at the top and emphasize the importance of rules compliance.
—Rowdy's Roadrunner Report, an NCAA compliance newsletter, is emailed to athletics staff monthly.
—Rules education updates are emailed to athletics staff monthly.
—NCAA interpretations and announcements of rules for specific sports are emailed to the appropriate sports supervisors as they become available (usually monthly).
—Athletics staff participates in an annual retreat that includes rules education.
—Dead period reminders are posted to remind staff that no off campus activities are allowed during these times.
REPRESENTATIVES OF ATHLETICS INTERESTS
—Compliance Checklist brochure provided to athletics donors.
—Rowdy's Roadrunner Report, an NCAA compliance newsletter will be emailed monthly starting in March.
—Rules education updates are emailed monthly.

STUDENTS
—The associate athletics director for administration and compliance (AAD/Compliance) has annual team meetings
  to review by laws and violations committed by other institutions.
—The AAD/Compliance periodically emails student-athletes with rules-compliance information.
—The AAD/Compliance meets with specific teams as necessary to discuss rules-compliance.
—The AAD/Compliance has one-on-one meetings with student-athletes as needed.
—Student-athletes receive rules reminders handouts during off season.
—Flyers with rules-compliance information are posted in locker rooms.
—The AAD/Compliance meets annually with student-athlete advisory committee.

OTHER STAFF MEMBERS
—Some attend the Annual NCAA Regional Seminar.
—Rowdy's Roadrunner Report, an NCAA compliance newsletter, is emailed monthly.
—NCAA interpretations and announcements of rules for specific issues are emailed to the appropriate individuals
  as they become available (usually monthly).

RECOMMENDATIONS
*All institutional staff members who work outside of the Department of Athletics and are involved with NCAA
  compliance issues should attend the annual NCAA Regional Seminar.
*Include rules compliance information in all UTSA game programs.

ADDITIONAL RECOMMENDATIONS (Re: Item 8 above)
*Update the current Department of Athletics Policies and Procedures Manual and ensure that policies are included
  for Playing and Practice Seasons and Student-Athlete Employment.

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

UTSA's rules-compliance evaluations are usually conducted by the Southland Conference and/or UTSA's Auditing
and Consulting Services Department. The most recent evaluation was performed in 2003 by Auditing and
Consulting Services. Neither of these entities has day-to-day compliance responsibilities for the athletics
department and both are knowledgeable about NCAA legislation and rules-compliance practices.

The Southland Conference is scheduled to perform a rules-compliance evaluation MARCH 27-28, 2007 and UTSA
has contracted with Bond, Schoeneck & King to perform a rules-compliance evaluation APRIL 16-17, 2007. The
results of these evaluations were not available for the self-study; however, they will be available for the peer review
team. The services of Bond, Schoeneck & King were acquired through an RFP in order to ensure that the vendor
selected has the knowledge, skills and experience necessary to perform the rules-compliance evaluation.

11. The rules-compliance evaluation must consist of a review to determine that the compliance practices
are engaged and functioning and must include, at minimum, specific areas. Please indicate by clicking
"yes" or "no" which areas were included in the rules-compliance evaluation.
12. Describe relevant corrective actions planned or implemented from the rules-compliance program evaluation(s).

The rules-compliance evaluation performed in 2003 by UTSA Auditing and Consulting Services focused on the three high-risk compliance areas identified by the Department of Athletics in their risk assessment (required by the Office of Institutional Compliance for all high risk compliance areas at UTSA).

1. Student Eligibility
2. Recruiting
3. Financial Aid

The conclusion of the report was as follows:
"Our compliance testing indicates that the Athletic Department has made numerous improvements to ensure UTSA is in compliance with NCAA rules and regulations. Students were properly recruited within the NCAA rules and regulations and UTSA staff are properly monitoring students’ eligibility. However, due to a NCAA rules violation in which a student-athlete was over-awarded financial aid, the reconciliation processes and monitoring procedures over the awarding and disbursing of athletic scholarships need to be improved."

The AAD/Compliance uses the NCAA Compliance Assistant Internet for ongoing monitoring of financial aid awards. In addition, he reviews financial awards for every student-athlete three times per year to ensure that no over awards occurred.

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

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

Philosophy statements and other applicable sections of policy manuals for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.

Documentation related to the evaluation of the institution's rules-compliance program by an authority outside of athletics at least once every four years.

(Rules Compliance) Policies and Procedures.

**Evaluation**

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

2. Does the institution demonstrate that in critical and sensitive areas, institutional compliance procedures provide for the regular participation of persons outside of the athletics department? **Currently Yes**

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 No**

5. Does the institution demonstrate that at least once every four years, its rules-compliance program is the subject of evaluation by an authority outside of the athletics department? **Currently Yes**
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<th>Elements</th>
<th>Goals</th>
<th>Steps to Achieve Goals</th>
<th>Individuals/Officers Responsible for Implementation</th>
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<td>Statements regarding the importance of rules and compliance should be included in contracts, appointment letters, performance evaluations and position descriptions for all athletics personnel.</td>
<td>Specifically document commitment to rules compliance for all athletics personnel.</td>
<td>The AAD/Business and AAD/Compliance will work with UTSA Legal Affairs and Human Resources to develop statements regarding the importance of NCAA rules compliance.</td>
<td>AAD/Business, AAD/Compliance, UTSA Legal Affairs, Human Resources</td>
<td>Fiscal year 2008 (beginning September 1, 2007)</td>
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<tr>
<td>Statements regarding the importance of rules and compliance should be included in contracts, appointment letters, performance evaluations and position descriptions for individuals outside the athletics department who are significantly involved in athletics compliance.</td>
<td>Specifically document commitment to rules compliance for all individuals outside the athletics department who are significantly involved in athletics compliance.</td>
<td>The AAD/Compliance will work with VPSA, Institutional Compliance, UTSA Legal Affairs and Human Resources to develop statements regarding the importance of NCAA rules compliance.</td>
<td>AAD/Compliance, VPSA and Institutional Compliance</td>
<td>By beginning of fiscal year 2008 (September 1, 2007)</td>
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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 cited in previous reviews.

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

No corrective actions were cited in previous reviews.

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.

The most significant change in academic standards since the first cycle certification occurred within the area of admissions. Previously, a presidential approval was awarded to those student-athletes who did not meet the published admission standards; however this policy was not posted in the university's official Undergraduate Catalog and Information Bulletin. With the hiring of a new president, a new vice president of admissions, and a new assistant athletics director for academic services, the former unofficial presidential approval process was changed. The vice president of admissions, also a member of the Athletics Council, requested that the Academic Integrity Committee examine admissions standards of similar universities.

From the research, it was determined that a special admissions policy existed at most comparable conference schools and also within the other University of Texas System institutions. New alternative criteria option were proposed to allow a limited number of student-athletes' admissions based upon state requirements. The "NCAA Qualifier" exception, as listed below, was adopted by the UTSA Executive Management Budget Council.

Additionally, with the implementation of the campus-wide Banner student records system, a request for a degree audit is now submitted online for the college advising centers to review degree plan requirements for graduation.

(Note: Banner is the student information system used by UTSA. Access to Banner is controlled by the UTSA Office of Information Technology. UTSA faculty, staff and students often refer to this system as Banner, for short.)

All students have the capability to use the Automated Student Access Program (ASAP), which allows viewing and printing of academic records, including semester grades, transcript, holds, personal information and an unofficial degree audit request. Students now use this program to check admissions, register for orientation, placement exams and classes, and apply for graduation.
The Banner student records system limits probationary students to a maximum of 13 semester hours and places holds for mandatory advising of "at-risk" students and engineering majors. Specifically for the athletics department, it contains a screen to code student-athletes by sport for the semester as active, inactive, or those who are on 5th-year aid and have exhausted their eligibility. A prerequisite program has been activated for registration by checking the course requirements with those completed by each student to verify that the students have an adequate background to handle the course material. Again, the Banner system is applicable to all students with special accommodations for athletics program use.

Also, the addition of "academic warning" was added in 2005 and "applies only to new, first-time undergraduate students who earn a semester GPA between a 1.00 and 1.99 during their first semester at UTSA" as stated in the 2005-06 Information Bulletin.

The President's List was established as a scholastic distinction for students who achieve a semester GPA of 4.00 within 12 credit hours, excluding grades of CR, NC, IN, D or F. This academic standing honors those students who obtain all A's with a 4.00 semester GPA and is differentiated from the Dean's List (3.75 or higher) and the Honor Roll (designated by 3.50 or higher). The academic standing additions are in effect for all UTSA students.

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

Student-athletes are considered for admission to UTSA according to established policy. The policy and the specific criteria are approved by the senior administration and faculty governance structure of the university and are published in the UTSA Information Bulletin. The agency vested with responsibility for adherence to this policy is the Office of Admissions.

The admissions office is responsible for receiving the application and all supporting documents. Admissions will evaluate the completed application file and render a decision on admissibility according to policy based upon standardized test scores and high school class rank (as posted in the Information Bulletin, official catalogs and on the UTSA website).

The Office of Admissions is initially blind to the status of an applicant as an athlete or non-athlete in the admissions process. For athletes who meet regular admission criteria, the admission process does not differ from that of other applicants. When the admissions office receives a complete application packet from an athlete, the academic credentials therein are compared to the admission criteria. Applicants who meet regular admission criteria are offered regular admission. Applications from athletes (like general applicants) who do not meet regular admission criteria are individually reviewed by the Admissions Review Committee to determine if sufficient alternative admission criteria (as published in the Information Bulletin) have been documented to support an offer of provisional admission. The individual review process is described in detail in the response to Operating Principle 2.1, Self-Study Item #6.

The process for admission of athletes can differ from that for general applicants after the issuance of the initial admission decision. If an athlete is not regularly admitted, the athletics department may request to use one of its allotment of NCAA Qualifier admission slots to facilitate the admission of an athlete. That process is described below:

NCAA QUALIFIERS:

Student-athletes who do not meet UTSA published admissions criteria will be considered for admission to UTSA by individual file review. Admission in good standing will be offered to a maximum of six otherwise unqualified applicants per year by request of the Department of Athletics under the following conditions:

- The student-athlete has completed the published procedures for application to UTSA.
- The student athlete has been awarded an athletic scholarship by the UTSA athletics department.
- The student-athlete has been certified by the NCAA Initial-Eligibility Clearinghouse as having met NCAA Division I Freshman Eligibility Standards.
- The student-athlete was ranked academically at or above the 26th percentile of his/her high school senior class as reported on the final high school transcript in high schools where class rank is computed.

These criteria have been approved by the university's senior administration as guidelines for judging an applicant (student-athlete) who may be offered admission in good standing in the absence of having met regular admission criteria. These guidelines are in accordance with Undergraduate Admission Philosophy statement printed in the Information Bulletin that ... "Each application file is reviewed individually."

There may be communication during this decision-making process between the assistant vice president for admissions, orientation and transition services and the athletics department to confirm the award of a scholarship, the satisfaction of NCAA Eligibility, the identity of applicants to be considered under this policy and the application of the available number of NCAA Qualifier admission slots.

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

Overall, the differences in admission profiles of student-athletes who receive grants-in-aid and student profiles in general are minimal.

On the SAT, there was a 35-point average difference between gender groups of student-athletes on aid compared to all students on campus. However, the point difference between male student-athletes and the general male student population is decreasing. The female student-athletes have improved their average SAT score above that of the general female student population. Both male and female student-athletes have achieved greater than a 1,000 SAT score, improving the overall admission test scores.

The average SAT score broken down by racial or ethnic groups also consisted of an average 35-point difference between the general student population and the scholarship student athletes.

The 2005-06 entering class of student-athletes who receive grants-in-aid had higher standardized test scores for the ethnic groups of black and white.

Also of note is the fact that student-athletes on aid within each ethnic group, except for the "Other" category, have achieved the highest SAT average in the most recent year (2005-06), compared to the past three academic years.

Again in 2005-06, the highest SAT score average has been met among a majority of the sporting groups: baseball, men's track/cross country, women's basketball, women's track/cross country and women's other sports.

The increase of these student-athlete groups may be the result of an unofficial academic evaluation process that was implemented and provided to coaches in order to review the initial eligibility and admission standards of potential recruits. The coaches were made aware of the prospect's academic status prior to offering a scholarship and could encourage students to take the SAT test and improve their test score, if needed.

There is a heightened awareness of the coaching staff to recruit better quality student-athletes knowing the retention and graduation rates are being more closely monitored.

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

Generally, if a first-time freshman (student-athlete or non-student-athlete) does not meet the regular admissions criteria, the Office of Admissions may take into consideration the following factors to determine admission:
- financial status of applicant's school district
- first-generation college student status
- extracurricular activities
- leadership
- community activities
- work experience
- socioeconomic background
- experience surmounting obstacles to pursue higher education

Information about the above-mentioned factors is collected from the optional portions of the college application and any supporting documents provided by the student as well as school district information maintained by the Office of Admissions. These items, along with information about the student's academic credentials, are listed on a worksheet maintained in the electronic application file. The file is reviewed first by the Admissions Review Committee members.

The file is then routed to the director of admissions who reviews the previous recommendations before making a final decision on admissibility. Applicants who are not satisfied with the initial admissions decision may appeal that decision in writing to the admissions director. The appeal will automatically invoke an additional review of the file in light of any evidence and additional supporting documentation that is provided as part of the appeal. At the discretion of the admissions director, the appeal may be reviewed with the associate vice president for admissions, orientation and transition services. The decision of the director of admissions is final.

This is a formal process documented with committee member initials and dates at each point along the way to the final decision. This process is authorized by the faculty and administration of the university and is articulated in the UTSA Information Bulletin section on Undergraduate Admission Philosophy, where it is stated that "Each application file is reviewed individually." It is further documented in the UTSA Information Bulletin section on high school graduates applying within five years of graduation where the non-regular admission criteria factors are stated as they are above.

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

The discrepancy between the 7.9 percent of special admits for all freshman students compared to the 13.3 percent of special admits for freshman student-athletes receiving athletic aid during academic year 2003-04, as reflected in the appropriate chart, is explained by a change in policy for the special admission of all freshman students. During 2003-04, freshman applicants were not offered special admission for the fall semester—the most popular semester of matriculation for freshman applicants. This policy contributed to a low proportion of enrolled freshmen having special admission status. This low proportion of special admits among all freshman students makes the proportion of freshman student-athletes who receive athletics aid appear large by comparison.

In subsequent years, as reflected in the same chart, a policy change providing for fall semester special admission of freshmen contributed to a near doubling of the proportion of special admits among all freshman students. As such, the proportion of all freshman enrollees having special admit status is much more in line with the proportion of freshman student-athletes on athletics aid having the same admission status.

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

Certification of eligibility is conducted by the Registrar, Athletics and Financial Aid offices. The process begins with preparation of the daily eligibility report supplied by the athletics compliance office, which includes a list of all student-athletes on the current sport rosters. A Southland Conference Eligibility Declaration Form lists the names of student-athletes who are submitted to the registrar's office to determine the academic status for athletic competition.
The person responsible for reviewing the academic record is Judy Moreno, certification specialist in the Office of the Registrar. The supervisor in the area overseeing the athletics certification process is Anne Speights, associate registrar, and she is the designated person to sign off on the Southland Conference Eligibility Declaration Form. UTSA Registrar Joe DeCristoforo, is kept apprised of any issues or concerns. The adviser in the athletics department notifies the coaches and students if there are any outstanding documents needed to determine the student-athlete status. The coaching staff and students are not directly involved in the process.

Academic certification is a process that begins in the summer prior to the following academic year. The procedures for certification are reviewed each year. The procedures are updated each year as new bylaws are added to the certification process. Registrar, Athletics and Financial Aid office personnel attend the annual NCAA compliance workshop.

Institutional and athletics personnel are kept up-to-date on eligibility issues through the NCAA website. The AAD/Compliance makes periodic presentations to financial aid and registrar's office, as well as the coaching staffs, and sends rule interpretations and NCAA bylaws of current concern for review and reference. The NCAA Manual for Division I is available in hard copy and online from the NCAA website.

Staff from the registrar and financial aid offices, together with athletics department staff, attend the annual Southland Conference compliance workshop to review current legislative rules and interpretations of the bylaws. Legislative issues, governance, forms, procedures and case scenarios are discussed to help the staff learn to work with the certification process. The Southland Conference office sends updates on new legislative bylaws that affect each area on campus and are distributed by the AAD/Compliance. In addition, the AAD/Compliance attends the annual NCAA Compliance workshop to review new legislation and application of rules. The National Association of Athletic Academic Advisors (N4A) also distributes eligibility rule updates and applications through an e-mail network which is shared with the registrar's office.

The registrar's office compiles the documentation necessary to verify initial eligibility, transfer and continuing eligibility for satisfactory progress. The financial aid office ensures scholarship documentation by marking the individual student-athletes who are cleared. The compliance office verifies the NCAA compliance paperwork completed by each student and all necessary documentation on file. These students will be marked as cleared by each entity and can then be officially certified. The AAD/Compliance will fax the Southland Conference Eligibility Declaration form with the list of student-athletes who are now certified.

INITIAL AND TRANSFER ELIGIBILITY

The names of prospective student-athletes who are either recruited or non-recruited are loaded on a squad list. The Southland Conference List is the report that is forwarded to the registrar's office to identify current students who plan to practice and compete. As the students have been screened through the athletics compliance office to determine if they will indeed be part of the roster for a team, the athletics academic adviser then loads the student ID number and the sport code within the Banner student records system. As these are loaded, an immediate hold is placed on each record to prevent any student-athlete from being able to withdraw from classes on their own. This will ensure that student-athlete's will maintain their full-time enrollment for the each semester.

As the coaching staffs recruit prospective student-athletes, a tentative evaluation is conducted by Department of Athletics’ Academic Services Office based upon current transcripts and test scores. The unofficial evaluation is given to the coach and prospects visiting campus with an explanation of any insufficient areas. The prospects are informed about the NCAA Initial Eligibility Clearinghouse, which is accessible online at www.ncaaclearinghouse.net.

Students and membership institutions can access this website and view their information with a password to retrieve their student initial eligibility status. The NCAA Clearinghouse is updated daily with any new information. The Athletics Academic Services office meets with prospects when they visit campus for further details about admissions and eligibility requirements. An admissions packet is given to visiting prospects and to the coaches meeting with any prospects off-campus.

The process for gathering information for certification of eligibility and admissions for each prospective student-athlete (PSA) is as follows:

Initial eligibility: The prospects are identified on the NCAA Clearinghouse Institutional Request List. The academic adviser and the compliance office (both in the athletics department) submit prospects’ information online through the NCAA website. The student-athlete must submit their Student Release Form along with a fee and an official high school transcript with test scores to the clearinghouse. Transfer student-athletes are identified as either four-year college transfers or junior college transfers. Four-year college transfers require a release form from the
previous school, which is obtained by the AAD/compliance. If the student was enrolled at a two-year institution and has obtained an associate degree, a final college transcript with the degree posted is required.

Athletics Academic Services performs an unofficial evaluation of the student's transferable credits and transfer requirements and notifies the coaches of their preliminary eligibility status. Once a student-athlete has signed a National Letter of Intent or Grant-In-Aid scholarship papers, a list of new students is developed by the compliance director to monitor and update their university admission and eligibility status. The admissions process can be monitored through the university student information system (Banner). The NCAA Clearinghouse is checked for the certification status of freshman for their initial eligibility status on a daily basis for updates.

The Admissions and Registrar’s offices have an active part in communicating with the athletics academic adviser to share the admissions and qualifier status of each identified prospective student-athlete. The Athletics Academic Services office uses the Banner system to verify admissions status of signees. The admissions office, in particular George Norton, the assistant vice president of admissions, is contacted directly for any concerns or issues regarding these student-athletes. The NCAA Clearinghouse sends a detailed report (48-C) once a final certification notice has been issued for the student-athletes. The registrar’s office (Judy Moreno) receives these reports and has direct access to the NCAA Clearinghouse to view the current status of student-athletes. All paperwork and documentation for the transfer student-athletes (i.e. proof of associate degree, written release) is verified by the registrar’s office and the compliance office.

The NCAA Clearinghouse has a list of acceptable core curriculum from each high school and will address any transcript questions. The Athletic Academic Services office will contact the high school directly for any concerns or questions. If further clarification is needed, the high school will contact the NCAA Clearinghouse and supply any necessary documentation.

The 14-day and 45-day grace periods of freshman eligibility to practice is monitored through the NCAA Compliance Assisted Software by the athletics compliance office. An automated warning will appear for those whose status has not been changed. In addition, the AAD/Compliance sends a daily eligibility list of all teams to verify who is eligible for competition, practice, and financial aid so that academics, training room, weight room, coaches, athletic administration, registrar’s office, and financial aid are all aware of each student-athletes’ certification status.

Issues of amateurism, season of competition (the 21-year-old rule), and determining the true freshman or transfer student are dealt with during the recruiting process and the certification process. Coding makes it feasible to identify certain types of categories to track these issues. The student-athlete is coded by first matriculation date (to indicate whether a transfer or freshman student status). Required compliance forms (signed during student-athlete orientation) will include questions concerning amateurism.

College transcripts are required for the admissions process and reviewed for credit by the campus transfer evaluation office. The registrar’s office reviews the credits to ensure the transfer hours, transfer GPA, and the posting of degree was received, if applicable. These transcripts, scores, release forms are all imaged and scanned and maintained in the university’s permanent student record in the registrar’s office.

The NCAA Initial Eligibility Clearinghouse status is confirmed for the transfer student-athletes to determine if an associates degree is required for eligibility. In addition, the college academic advising representatives evaluate the number of degree applicable hours and verify the degree percentage needed based upon the number of full-time semesters attended.

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

CONTINUING ELIGIBILITY

The satisfactory progress and eligibility status of each student-athlete is double-checked by both the registrar’s office and the athletics academic services office, with additional assistance from the academic advising centers. Student-athletes who are beyond their second year of collegiate enrollment are required to have a specific percentage of the designated degree program completed to be certified for athletic competition. The form that is used is called the Percentage of Degree Requirement (PDR) and is verified and signed by the appropriate college academic representative. The degree plan review of the student’s applicable credits is completed by various academic representatives. This will help to determine how many more hours students have to earn toward their degree. It also helps to determine if a student is deficient in hours and if they need to enroll in more hours for the spring or summer school term in order to be eligible to compete for the following academic year in the fall.
The satisfactory progress requirements for continuing eligibility is incorporated into the academic advising process. Students are informed about the degree and graduation requirements through the university catalogs and the academic adviser in their major. The athletics academic services office will explain what is needed for the student-athlete to meet the degree hour, degree percentage, and GPA requirements; the eligibility requirements are reviewed in the student-athlete handbook and at team meetings, as well as through individual student-athlete advising sessions. This information is taken into account when developing class schedules for the following semester and for potential summer school enrollment if a student is deficient in hours. An eligibility assessment is provided to those student-athletes who have not met the NCAA satisfactory progress requirements for that year, so they will be aware of what is needed to become eligible.

The satisfactory progress toward a degree is certified and documented by appropriate officials in the university. The academic representative within the college officially reports the number of hours completed toward degree progress and the total number of hours needed for degree requirements, as well as indicating which courses are degree applicable for the semester. This information is documented on the PDR and maintained in the registrar's office in the student-athlete's permanent file.

The registrar's office and academic adviser communicate regularly to work with the continuing eligibility of student-athletes. The satisfactory progress requirements are documented on the student athlete transcripts and are used each semester to monitor the eligibility status for each continuing student-athlete; the registrar's office keeps the original transcripts and the Degree Percentage documentation forms.

All student-athletes must be registered as full-time students to compete in Division I sports. The certification officer in the registrar's office verifies the full-time enrollment for the student-athletes at the time of certification. An enrollment report of semester hours for all current student-athletes is run through the registrar's office on a weekly and an as-needed basis to also confirm full-time enrollment. A hold is placed on the student-athletes' record so that no add/drops can take place without special approval and prior notification to the athletics academic adviser. Only the certification officer in the registrar's office and athletics academic adviser has permission to override this hold.

Only students who are in their last year before graduation and have a letter from their academic representative of his/her college can enroll for less than full-time. This letter must be forwarded to the registrar's office for documentation.

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

Of note among the entering classes of 1997-98, 1998-99, and 1999-2000 (entering classes included in the most recent graduation rate data) were changes in administration and coaching staffs.

The previous Director of Athletics left the university in 1998, an interim athletics director was in place for most of 1998, and a new athletics director was hired fall 1999. During this time, women's basketball had two coaching changes, and the current coach was hired at the end of spring 2000. Considering the three coaching changes within three years, retention was a huge problem for women's basketball. Also during this three-year time frame, new coaching staffs within baseball and softball began, as well as new head coaches within the sports of men's golf, men's and women's tennis.

With so many coaching changes, turnover among student-athletes is inevitable and a considerable number transfer to other institutions, which affects the graduation rate.

In terms of ethnicity differences, black and Hispanic student-athletes had a lower graduation percentage than the general student population for the 1997-98 entering class; yet, all other student-athlete ethnic groups had higher graduation rates for the student-athletes for this same year. For the 1998-99 academic entering class, the white
All student-athlete ethnic groups in the 1999-2000 entering class had higher graduation rates than the general student population. This is interesting considering the numerous coaching changes that occurred at the end of the spring 2000.

These coaching changes attribute to the zero rates for the sports of baseball and women’s basketball, and possibly for tennis also, causing a lower rate within the women's other sports category for the 1999-2000 entering class. For each of the three years examined, the male, female, and total percentages of student-athletes graduated at a higher rate than the general male, female, and total freshman populations, except for the general women population for the 1999-2000 entering class.

An interesting fact: Student-athletes who exhausted their eligibility and attended all four to five years at UTSA graduated at a rate of 87 to 89 percent for the three years of research provided.

Overall, the student-athletes outperformed the general student population graduation rates by 11 percent for the 1997-98 freshman entering class, and by 18 percent and 8 percent for the 1998-99 and 1999-2000 entering classes, respectively.

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

The following information is drawn from the UTSA Information Bulletin

ACADEMIC STANDING

Minimum Grade Requirements
Students are expected to maintain a level of scholastic achievement that allows them to meet the grade requirements for graduation. Students remain in good standing when they maintain a UTSA grade point average of 2.0 or higher. Students who fail to maintain the minimum required grade point average of 2.0 in all work attempted at UTSA will be placed on academic warning, academic probation, or academic dismissal as appropriate. Students seeking degrees in the College of Business should refer to the UTSA Undergraduate Catalog for additional minimum grade requirements.

Academic Warning
First-time undergraduates at UTSA, including transfer students, who were admitted in good standing and earn a semester grade point average between 1.0 and 1.99 during their first semester at UTSA are placed on academic warning. New provisional students and students admitted on academic probation are not eligible for the academic warning status.

First time undergraduates at UTSA, including transfer students, who were admitted in good standing and have a semester grade point average below 1.0 during their first semester are placed on academic probation and bypass the academic warning status completely.

Students on academic warning must be advised prior to registration to help ensure their academic success. Freshmen who have declared majors are advised in the Colleges’ Freshman Advising Center (CFAC). Students who have earned 30 or more semester credit hours and have declared majors are advised in the advising center of the college of their major. Students who are undecided are advised in the Tom &amp;#225; Riviera Center (TRC).

At the end of their second semester of registration at UTSA, the academic standing of students on academic warning will be changed to good standing if their overall UTSA grade point average rises to at least 2.0 or their academic standing will be changed to academic probation if their overall UTSA grade point average remains below 2.0.

Students on academic warning may enroll in no more than 13 semester credit hours in a Fall or Spring Semester and no more than seven semester credit hours in a Summer Semester.

Academic Probation
Students in good standing (as defined above) whose overall UTSA grade point average falls below 2.0 (other than first-time undergraduates who meet the criteria for academic warning) are placed on academic probation. Academic probation will be cleared when a student achieves a 2.0 overall UTSA grade point average.

Students placed on academic probation must make a semester grade point average of 2.0 or above in each semester of probation in order to remain enrolled. Students on academic probation whose semester grade point
average is below 2.0 will be placed on academic dismissal, even if their overall UTSA grade point average is above 2.0.

Students on academic probation must be advised prior to registration to help ensure their academic success. At that time, the student and the advisor will develop a remedial plan specifying expectations the student will be required to meet during the semester. Students who do not follow this plan will be subject to academic dismissal. Students cannot graduate while on academic probation.

Students on academic probation may enroll in no more than 13 semester credit hours in a Fall or Spring Semester and no more than seven semester credit hours in a Summer Semester.

Students on academic probation during a Spring Semester may not enroll in the following May Mini-semester.

Academic Dismissal and Reinstatement Policy and Procedures

Students on academic probation who earn a semester grade point average below 2.0 will be placed on academic dismissal. There are three types of academic dismissal, each of which is described below.

If students believe there are non-academic extenuating circumstances that contributed to their inability to do well academically, they may appeal their dismissal. Students with declared majors may appeal the decision through the Dean's Office of their college and major or if students are undeclared or undecided, the Tomás Rivera Center.

First Academic Dismissal. Students, other than those classified as provisional students, who are placed on academic dismissal for the first time will be reinstated if they so choose after not attending UTSA for the next regular semester (Fall, Spring, or entire Summer Semester). Students seeking reinstatement must apply for admission with the Admissions Office by July 1 for Fall Semester, Dec. 1 for the Spring Semester, and May 1 for Summer Semester. Students on academic dismissal from UTSA may attend other institutions and transfer appropriate coursework completed to UTSA, but grades earned cannot count toward or be used to improve their UTSA grade point average.

Typically, a student subject to dismissal will be dismissed; however, each UTSA college and school has an appeals procedure administered by the college. A student who wishes to appeal a dismissal should contact the student's advising center for procedures and deadlines. In unusual circumstances, a student may be allowed to continue subject to conditions prescribed by the Undergraduate Associate Dean.

Subsequent Academic Dismissal. Students placed on academic dismissal for a second or subsequent time may be reinstated after not attending UTSA for one calendar year with the approval of the reinstatement committee in the college of the student's major. Reinstatement decisions for students without a declared major are determined by a reinstatement committee based in the Tomás Rivera Center. Each of these committees reports to a college Dean or Associate Vice President who has final authority for determinations of reinstatement.

Students seeking reinstatement must apply for admission to the Admissions Office and pay the reinstatement fee. The application for admissions may be filed online. Upon application and fee payment, the Admissions Office will forward a petition packet containing the petition form and complete instructions to the applicant. The application, reinstatement fee, petition form and all required supporting documentation must be on file in the Admissions Office by June 15 for the Fall Semester; October 15 for the Spring Semester; and March 15 for the Summer Semester, to be considered by the appropriate reinstatement committee. The reinstatement committee's decision, and any conditions of the decision, will be communicated to the applicant by the reinstatement committee. Students on academic dismissal from UTSA may attend other institutions and transfer appropriate coursework completed to UTSA, but grades earned cannot count toward or be used to improve their UTSA grade point average.

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

The Southland Conference office schedules all conference games and competition between member institutions with intentions to avoid as much missed class time as possible. Non-conference events are scheduled individually by team with oversight by the designated sport administrator to minimize class disruption.

Schedule Approval

A. Head coach should complete entire tentative schedule

B. Head coach should submit proposed schedule to:
1. AAD/Compliance for approval
2. AAD/Business will approve schedule based on budget approval
3. Sport administrator will approve schedule based on compliance approval, budget approval and missed class days, and then forward proposed schedule to facilities director for review of potential facility conflicts and multiple contests on single dates; facility director will document all home contests on master schedule
C. Sport administrator will notify head coach of schedule approval
1. Head coach will forward complete schedule to sports information director
2. Any changes in contest dates and/or times after schedule has been approved, must be approved by a sport administrator and facility director and then copied to sports information director

University Catalog Statement:
Students are expected to regularly attend and participate in all meetings of courses for which they are registered. The instructor is responsible for communicating the participation requirements for each course to students. With the exception of UTSA policies on class absences related to observance of the religious holy days, active military service, or attendance at an official University sanctioned student activity, the instructor determines classroom participation requirements and policies on making up work missed during an absence.

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

The Department of Athletics as a whole has a 10-day class absence standard limit to use as a guideline for scheduling competitions with travel included. Sport administrators review the proposed game/event schedule and factor in estimated travel arrangements to determine the possible number of missed class days. An excessive number of missed class days is reviewed by the athletics director for final official approval, usually based upon extenuating circumstances.

At various times, especially for extended trips, Academic Services, Compliance, or tutorial staff may accompany a team and assist with academic issues. These issues may include organizing team study sessions, providing tutorial support, offering laptop computer access and conducting academic meetings. This is especially important during competitive and conference tournaments as well as during post-season competition.

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

During the recruiting process, the travel absence letter process is described to the prospective student-athletes. This service through the athletics academic services office is discussed so that recruits are made aware that the office will assist with professor contact if needed to reach an acceptable accommodation. The excused absence/travel letter process is reviewed during the initial team meetings each semester and again when the absence letters are distributed to the teams with an emphasis on preparing ahead of time for missed classes.

The athletics academic services office will electronically generate an excused travel letter that is distributed prior to required travel. This states the names of the student-athletes who are participating in a university-sponsored athletic event. The dates of competitions and travel are posted on the letter along with the University Handbook of Operating Procedures (HOP) bylaw allowing alternative arrangements for missed work due to "attendance at an official university sanctioned student activity." The travel absence letters are signed by the athletics director for approval and copied to the vice president of student affairs.

It is the student-athlete’s responsibility to directly contact their instructors in order to get information about the missed class time and make any alternative arrangements for turning in assignments or make-up tests. This information and procedure is communicated to the student-athletes during an initial academic team meeting, at the team compliance meeting, and again reiterated by each coach prior to traveling for the team’s first competition. Those students attending study hall are also reminded when they sign in to study.

Annual Student-Athlete Satisfaction Survey and Exit Interviews with sports administrators contribute to smooth communication, support and monitoring of the university student-athlete programs.

Exit Interview Procedures

The UTSA Department of Athletics monitors the well-being of student-athletes and reviews their collegiate experiences through the Exit Interview and the Post-season review. The following are the procedures followed by the administration in conducting these instruments.

Designations
The following are the sports teams each sport administrator is responsible for in conducting the exit interviews and post-season reviews.
Exit Interview Procedures

The SWA is responsible for coordinating the exit interview process. The SWA receives a list of all non-returning student-athletes from the athletics academic services office and the compliance office. Non-returning student-athletes include those who have exhausted their eligibility, have quit or have been removed from the team. The SWA distributes the names of the student-athletes to the appropriate sport administrator. Phone numbers and e-mail addresses are included in order that the sport administrator may personally contact each student-athlete. The SWA supplies each sport administrator with the exit interview form in order to conduct the interviews.

Each sport administrator is responsible for contacting their respective student-athletes and instructing them to complete the exit interview. The student-athlete obtains the exit interview by picking up a copy from the sport administrator or through an e-mail attachment. The sport administrator arranges a subsequent in-person interview with each of their respective student-athletes.

During the in-person interview, the sport administrator and the student-athlete review the written exit interview, discuss its contents and also have a general discussion of all areas of the athletics department. This may include the student-athlete’s experiences with academic services, compliance, sports information, marketing and promotions, strength and conditioning, training and medical services, travel, equipment, facilities, administration and coaches, and all issues with regard to gender, minority and international student issues.

Following the exit interview, each sport administrator compiles notes according to individual sport issues and each of the disciplines previously listed.

A subsequent meeting is arranged between the sport administrator and the athletics director to review all issues pertaining to that particular sport. If necessary, appropriate staff members (i.e. coaches) will be asked to meet with the athletics director and sport administrator to discuss particular issues.

Post-Season Review

The sport administrator establishes a time to meet with the appropriate sport team.

Prior to the meeting, the team is given a copy of the post-season review and requested to complete the form before the meeting. (A copy of the post-season review is attached to the end of this document.) The sports administrator conducts the team meeting with no coaches present.

Procedures follow the same guidelines as the exit interview process. The only difference is it is conducted as a team meeting, not individual meetings.
The student-athletes are informed that they can meet individually with the sport administrator. They do not have to be a non-returning student-athlete to meet with the sport administrator.

Information is compiled and discussed with the athletics director and, if necessary, staff members (i.e. coaches) in the same manner as the exit interview process.

Exit Interview and Post-Season Review Forms: Copies of these forms will be made available for the peer-review team.

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

- A copy of the institution's most recent catalog and/or bulletin.
- A copy of the institution's standard or regular, published entrance requirements, including the provisions under which students may be admitted by special exception to the 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, and final certification reports, verification of standardized test scores, NCAA student-athlete statements, institutional transcripts, transfer documentation).
- Information from exit interviews of student-athletes.
- Athletics department manual and/or policies and procedures.
- Student-athlete handbook.
- Institutional handbook for students.

**Evaluation**

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

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

3. Does the institution demonstrate that academic standards and policies applicable to student-athletes are consistent with those adopted by the institution for the student body in general or the NCAA's standards, whichever are higher? **Currently Yes**

4. Does the institution demonstrate that the responsibility for admission, certification of academic standing and evaluation of academic performance of student-athletes is vested in the same agencies that have authority in these matters for students generally? **Currently Yes**

5. Does the institution demonstrate that written policies related to scheduling are established in all sports to minimize student-athletes' conflicts with class time and/or final examination periods due to participation in intercollegiate athletics, consistent with the provisions of Constitution 3.2.4.13? **Currently Yes**
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.

We found that after reviewing documents related to UTSA's first-cycle certification process as it relates to Operating Principle 2.2, there were no corrective actions, conditions for certification or strategies for improvement imposed by the NCAA Division 1 committee.

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

The institution was found to be in substantial conformity with the operating principles within this area. As such, there were no corrective actions directed or recommended during the first-cycle review; however, the institution has implemented several improvement plans, which are explained below in item 3.

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.

Since the first certification cycle, several policies and services have been developed and implemented related to academic integrity principles. The following changes and improvements were established in response to the priority we place on our student-athlete academic success.

ACADEMIC STAFFING: With only one full-time academic counselor on staff, the department recognized a need to upgrade and increase the services available to the student-athletes. In 1999, the academic counselor position was promoted to assistant athletics director for academic services (AAD/Academic Services) and appointed as a member of the executive administrative staff. However, this staff person was also a full-time English faculty member.

A change of personnel occurred in 2002 and the first full-time AAD/Academic Services was hired. A full-time intern position was approved and added in 2003. In 2004, a full-time academic adviser was added to the staff for assistance with study hall, tutoring and mentoring programs.

CERTIFICATION SPECIALIST: In 2005, the registrar's office designated an already employed position within their office as a certification specialist working with athletics, veterans, and residency verification of standards. This position attends NCAA and Southland Conference seminars and workshops for updates on bylaws and legislation affecting athletics certification and initial and continuing eligibility.

ON-CAMPUS HOUSING ADDITIONS: With only two housing options available on campus providing 2,000 beds (Chisholm Hall residential facility and University Oaks apartment complex), the university constructed a new 1,000-bed housing facility in 2004, Chaparral Village, helping to create a more traditional college campus. Laurel Village, a
fourth residential facility is currently under construction. As part of the Chaparral Village and with the renovations to Chisholm and University Oaks, computer labs, study rooms and a cafeteria are available for all students. Many student-athletes are housed within the on-campus residence hall while other student-athletes choose to stay at one of the on-campus apartment complexes, or off-campus, creating more diversity and integration among the general population.

NEWLY DEVELOPED SERVICES:
- Created a department-wide study hall program in 2004 for all freshman, new transfers and probationary student-athletes.
- Introduced a "task-based" study hall system in 2005 (described further in Operating Principle 2.2 question number 5).
- Developed a tutoring and mentoring program with consultation from the Tomas Rivera Learning Assistance Center on the hiring, training and employment of student tutors and mentors.

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

UTSA views sound academic advising as a significant responsibility in educating its students. Academic advisers assist students in developing intellectual potential and exploring educational opportunities and life goals.

Advising services are advertised to all students and registered students through admission letters, websites, campus advertisements, orientations, electronic e-mail and word-of-mouth.

The review of academic advising services at the university is a shared administrative responsibility. As seen in the organizational charts, both the executive director of academic advising and the college's associate deans supervise advising personnel, budgets and services.

All students, including student-athletes, who have declared majors and have fewer than 30 credit hours, are advised by the staff at the Colleges' Freshman Advising Center (CFAC); those who are undeclared majors are advised by the Tomás Rivera Center (TRC). Additionally, freshman student-athletes receive academic advising from the athletics department's academic counselor. Like all other students who complete 30 hours, student-athletes receive academic advice from the college-based advisers responsible for specific academic majors.

The university embraces a system adopted by the Department of Athletics whereby the academic advising facilities of all freshman students—non-athletes and student-athletes alike—in coordination with the faculty, report on their academic progress at mid-term during each semester. For student-athletes, the athletics department's academic counselor analyzes the report, identifies student-athletes who may be in academic difficulty and works with them to make use of various academic support services.

Beginning fall semester 2006, all UTSA undergraduates are required to meet with their academic advisers no later than the first semester of their sophomore year and develop filed degree plans showing semester-by-semester course selections and expected graduation dates. Undergraduates are expected to meet with their advisers regularly to update their filed degree plans to ensure timely progress toward graduation.

In addition, beginning fall semester 2006, all UTSA undergraduates are required to meet with their academic advisers to complete a pre-graduation degree audit before they earn 90 semester-credit-hours. The pre-graduation audit is intended to:
- inform the student which courses are still needed to graduate
- ensure that all courses needed for graduation are included in the student's filed degree plan
- identify required pre-requisites that are missing, and
- determine whether scheduling accommodations are necessary.

The student-athletes at UTSA are completely integrated into the student body and enjoy the same program commitments to academic excellence as do non-athletes. One of the guiding philosophies of the university is that the first obligation of the administrators, faculty, staff and students is to the academic success of all students. This is particularly true of student-athletes whose university programs include their added obligations to their athletic programs in terms of practice and competition schedules, a situation that requires added academic initiative for student-athletes.

Within the athletics department:
The Athletics Academic Services office comprises an assistant athletics director, academic adviser, and full-time intern (splits time between academics and compliance). The AAD/Academic Services reports to the Director of Athletics and is responsible for overseeing men's and women's tennis, men's and women's golf, softball, and women's track teams. Additional responsibilities include all Academic Performance Program, Graduation Success Rate, and Graduation Rate data; as well as monitor the Texas Success Initiative (TSI) for developmental education, reviewing on-campus official visit requests, requesting and collecting degree percentage documentation and participate in the executive staff meetings.

The athletics academic adviser works with men's and women's basketball, volleyball, men's track, soccer, and baseball student-athletes to monitor class performance, attendance, scheduling and registration; supervise study hall; make tutoring and mentoring appointments; examine degree plan progress; review satisfactory progress requirements for eligibility and evaluate college transfer transcripts. This person prepares the monthly, mid-term and semester grade and summary reports, compiles all study hall attendance for distribution and assists with updating the student-athlete handbook.

The athletics academic intern position assists with high school transcript evaluations, NCAA Initial Eligibility Clearinghouse data, supervises study hall, assists with tutor coordination, and collects admission information regarding admission status. The academic adviser position and the full-time intern both report directly to the AAD/Academic Services.

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

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

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

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

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

   Athletic Academic Services takes a focal, yet secondary, role in the advising of student-athletes. The student-athletes meet with their college major academic adviser to prepare a semester class schedule with regards to graduation requirements. Then, the athletics academic adviser meets with each student-athlete to review the proposed schedule so that classes are double checked against the student-athlete's degree plans and ensure that satisfactory progress is being made toward the degree while maintaining their academic eligibility.

   Course scheduling of the designated classes for days and times are determined from the semester offerings and arranged around practice times. In the unavoidable cases where a conflict exists between class and athletics, academics takes priority.

   With direct access to the Banner system, the Athletic Academic Services office may facilitate the registration process for the student-athletes and register for pre-determined courses. Priority registration is granted by the Registrar's office, and reviewed yearly, to prepare student-athlete schedules allowing for shared facility usage (between the volleyball, men's and women's basketball teams) with alternating practice times. The student-athletes are made aware of this process through an academic team meeting conducted by the Athletic Academic Services office prior to the pre-registration time frame each semester; allowing them adequate time to seek academic advising assistance with their designated college.
Once registration is set, an "athletic hold" is placed on each student-athlete account within the Banner system. This is done to stop student-athletes from arbitrarily dropping or changing classes from their particular course load. As such, each student seeking to modify the class schedule must consult with the Athletic Academic Services office to make sure that full-time enrollment is not jeopardized, and/or that certain major degree percentages are not negatively affected through the course change.

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

All Athletic Academic Services are made available to any UTSA student participating in athletics, including scholarship and non-scholarship student-athletes, managers, trainers and spirit programs.

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

Program information is reviewed during initial academic team meetings each year and annual compliance meetings, written into the UTSA Student-Athlete Handbook and displayed on the UTSA athletics website (www.goUTSA.com). Additionally, the services are first introduced and described to the student-athletes during official and unofficial campus visits and during the new student orientation programs. Weekly schedules and notifications about current events, special programs and deadlines are also posted around the Physical Education Building, athletic dressing rooms, training room and weight room; plus, periodic reminders are sent to the coaching staffs as announcements during team meetings and practice.

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

The mechanism for review of academic services for student-athletes is conducted through the Athletics Council. A summary of academic performance, services made available to the student-athletes, challenges/concerns, issues encountered, and graduation rate percentages are reviewed with the Athletics Council on a regular basis. Typically, an academic area is discussed monthly at each Athletics Council meeting.

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

The Athletics Council Academic Integrity Subcommittee will be asked to formulate an official procedure for conducting a comprehensive review and approval of the student-athlete academic support system. A variety of on-campus representatives will be selected and serve on the review team to examine and provide periodic approval of the services and programs available for student-athlete academic success.

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.

Any potential tutors must complete a departmental application and interview to review academic background, qualifications and experience. Once reviewed and accepted for hire, the applicants must complete the required Human Resource employment forms. Once hired, tutors must complete a tutor training program before they are able to work with student-athletes. This program is designed in accordance with the learning assistance staff at the Tomas Rivera Center (TRC), which includes a segment regarding NCAA compliance issues. Employment is assigned on a semester basis and subject to dismissal or rehire based upon performance. A pay scale has been established based upon levels of background and a reward incentive is included on a yearly basis for dedicated and continued employment.

All tutorial appointments must be arranged through a tutor request process within the Academic Services office; no coaches or other department staff can arrange for tutoring appointments outside of the Academic Services office. Typically, tutoring appointments take place during the designated study hall sessions; however additional individual appointments can be arranged at other times on campus with the permission of the Academic Services office. Tutors are required to complete a report each day regarding each individual meeting and should be submitted to the Academic Services office staff.
In addition, the Tomas Rivera Center (TRC) Learning Assistance Center offers campus wide free tutorial services and is open to all UTSA students. Student-athletes who need academic assistance are encouraged to seek assistance from this center, just as are all UTSA students. The center is open during much of the day as a come-and-go option and offers specialized tutors primarily in science and math.

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

All Athletic Academic Services are made available to any UTSA student participating in athletics, including scholarship and non-scholarship student-athletes, managers, trainers and spirit programs.

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

Program information is reviewed during initial academic team meetings each year and annual compliance meetings, written into the UTSA Student-Athlete Handbook and displayed on the UTSA athletics website (www.goUTSA.com). Additionally, the services are first introduced and described to the student-athletes during official and unofficial campus visits and during the new student orientation programs. Weekly schedules and notifications about current events, special programs and deadlines are also posted around the Physical Education Building, athletic dressing rooms, training room and weight room; plus, periodic reminders are sent to the coaching staffs as announcements during team meetings and practice.

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

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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.

Freshman scholarship and preferred walk-on student-athletes are strongly encouraged to take the KIN 1013 Freshman Topics - Life Skills class. A learning skills specialist from the UTSA Tomas Rivera Center is invited as a speaker in the Life Skills course to review the tutoring, mentoring, and learning programs available through their office on campus. Professional student developmental faculty and staff conduct learning skills workshops in such areas as note-taking, time management, exam preparation, stress management, effective reading, and exam preparation through the TRC.

The athletics department also has developed an intricate NCAA Champs Life Skills program for all student-athletes. Participation is mandated and actively monitored. As part of this program, student-athletes may take advantage of several study-skill seminars, career services programs, and other offerings on campus related to life-time, personal, or educational improvement. Moreover, off-campus presenters are booked on selected topics for direct benefit and education of student-athletes. A Life Skills section is available on the general UTSA athletics website.

b. Any policies that govern which students can use these services.
c. The mechanisms by which student-athletes are made aware of these services.

Program information is reviewed during initial academic team meetings each year and annual compliance meetings, written into the UTSA Student-Athlete Handbook and displayed on the UTSA athletics website (www.goUTSA.com). Additionally, the services are first introduced and described to the student-athletes during official and unofficial campus visits and during the new student orientation programs. Weekly schedules and notifications about current events, special programs and deadlines are also posted around the Physical Education Building, athletic dressing rooms, training room and weight room; plus, periodic reminders are sent to the coaching staffs as announcements during team meetings and practice.

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

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

A department-wide study hall system was established in 2004 and has been held in different locations throughout campus, including the current reserved area within the University Center Cafe Dining Hall. The purpose of study hall is simply to provide a tool for student-athletes to reach their academic goals in a variety of areas. It is a scheduled study time set aside for the student-athletes to monitor their studying habits and to receive assistance when needed.

All first-term freshman student-athletes and first-term transfers are required to attend study hall for three out of the four nights available each week (Monday - Thursday). All returning student-athletes with a cumulative GPA below 2.25, on academic probation, or who are classified as “at-risk” must attend weekly study hall sessions. To accommodate the majority of student-athletes and with space limitations, study hall is conducted in the evenings, while the dining hall is closed (6-10 p.m.).

All study sessions are “task-oriented” so students must complete a study task sheet for each session. Each study task is approved at the beginning of the session and reviewed at the end of the session to show completion and mastery. Tutors and mentors are made available during this time to assist the student-athletes with preparing, understanding, or reviewing their required tasks. Weekly reports are provided to each head coach regarding attendance and review of any academic or personal issues.

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

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c. The mechanisms by which student-athletes are made aware of these services.
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e. The mechanism for periodic approval of these services by academic authorities outside athletics.

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5. Freshman/transfer orientation  Availability, attendance requirements.

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

   UTSA conducts a mandatory freshman orientation program to all students, including student-athletes, who are integrated throughout the various sessions. The cost of the program is $75, and this fee is not included in the general athletic scholarship award. The orientation spans three days, incorporating required placement testing, advising and registering for fall course load, touring and learning campus sites, traditions, and the functions of various key offices (such as financial aid, housing, parking and traffic). Two orientation sessions are available each week through the summer months; students must be fully admitted before attendance is allowed. Registration for orientation is completed through each student’s ASAP account using their assigned student ID number. An orientation hold is placed on the students’ record and is lifted once the program is complete; registration cannot be processed until the orientation hold is removed.

   A transfer orientation is offered, although attendance is optional. During the orientation, transferable credits are reviewed for degree applicability, and a degree plan is. Discussion is underway to mandate orientation attendance for transfers.

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

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

   Program information is reviewed during initial academic team meetings each year and annual compliance meetings, written into the UTSA Student-Athlete Handbook and displayed on the UTSA athletics website (www.goUTSA.com). Additionally, the services are first introduced and described to the student-athletes during official and unofficial campus visits and during the new student orientation programs. Weekly schedules and notifications about current events, special programs and deadlines are also posted around the Physical Education Building, athletic dressing rooms, training room and weight room; plus, periodic reminders are sent to the coaching staffs as announcements during team meetings and practice.
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e. The mechanism for periodic approval of these services by academic authorities outside athletics.

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

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

Grade check forms will be sent to faculty electronically on a regular basis to check both grades and attendance. Once the grade sheets are returned to the Athletics Academic Services office, the information provided is shared with the appropriate coaches and student-athletes for improvement. "At-risk" student-athletes are identified and monitored accordingly for additional tutoring, study hall sessions, or by seeking help from the instructor. Student-athletes are made aware of this procedure during academic team meetings and during the annual compliance certification meeting.

Additionally, a campus wide mid-term grade check is performed on all UTSA freshman students, as well as any grades of "D" or "F" reported for any UTSA student, regardless of classification. This is of huge importance to know which students are truly struggling and need immediate intervention.

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

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

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

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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.

Special academic needs can be determined as early as the recruiting process. Individual student-athletes may divulge any learning areas of concern or disabilities so they may learn about any available services offered for assistance. Often, courses are designated on the high school transcript which is recognized during the evaluation process.

During orientation, the academic adviser examines the Texas Higher Education Assessment (THEA) scores to determine if any developmental courses are required. If any area of the Math, Reading, or Writing is not passed, further analysis of academic ability is addressed by comparing SAT or ACT test scores, along with high school core grade point average.

Any continuing student-athletes, who perform academically below average or express difficulty with course work and genuinely not comprehending the material studied, are put on watch for special academic need. Often times student-athlete academic difficulties are brought to our attention by a professor, coach, tutor, and/or mentor at any point while in attendance at the university.

Any student-athlete who may need special assistance will meet with the Academic Services staff member (as designated for each team liaison) and the individual head coach. The respective situation is discussed at length and in great detail to determine the appropriate options for the student-athlete. Accordingly, the student-athlete is then referred to the UTSA Counseling Center for an assessment and further diagnostic testing from a specialist, if needed. If a learning disability is determined, the student-athlete is then referred to the campus Disabilities Services Office for possible learning assistance accommodations. The procedure for referral of special academic needs is the same for all students.

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

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

Program information is reviewed during initial academic team meetings each year and annual compliance meetings, written into the UTSA Student-Athlete Handbook and displayed on the UTSA athletics website (www.goUTSA.com). Additionally, the services are first introduced and described to the student-athletes during official and unofficial campus visits and during the new student orientation programs. Weekly schedules and notifications about current events, special programs and deadlines are also posted around the Physical Education Building, athletic dressing rooms, training room and weight room; plus, periodic reminders are sent to the coaching staffs as announcements during team meetings and practice.

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

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

As implemented by state policy, UTSA requires all students, including student-athletes to take and submit the Texas Higher Education Assessment Program (THEA) scores as a requirement for enrolling in college-level courses. The test score information is used by UTSA for advising, assessment, and academic placement. THEA (or an alternative test, Accuplacer) scores are especially important, in that all students are placed in the appropriate developmental courses, and thereby the student and the university comply with mandated state policy. The Academic Services office may refer any student-athlete to the UTSA Disability Services office or the campus Counseling Center for further academic assessment.

In addition, Testing Services offers a variety of placement exams within such areas as chemistry, foreign language, and mathematics. Placement exams are available during orientation sessions, as well as other times throughout the semester. The dates, costs, registration procedures, and additional information is posted on the Testing Services university website.

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

All Athletic Academic Services are made available to any UTSA student participating in athletics, including scholarship and non-scholarship student-athletes, managers, trainers and spirit programs.

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

Program information is reviewed during initial academic team meetings each year and annual compliance meetings, written into the UTSA Student-Athlete Handbook and displayed on the UTSA athletics website (www.goUTSA.com). Additionally, the services are first introduced and described to the student-athletes during official and unofficial campus visits and during the new student orientation programs. Weekly schedules and notifications about current events, special programs and deadlines are also posted around the Physical Education Building, athletic dressing rooms, training room and weight room; plus, periodic reminders are sent to the coaching staffs as announcements during team meetings and practice.

d. The mechanism for review of these services by academic authorities outside athletics

The mechanism for review of academic services for student-athletes is conducted through the Athletics Council. A summary of academic performance, services made available to the student-athletes, challenges/concerns, issues encountered, and graduation rate percentages are reviewed with the Athletics Council on a regular basis. Typically, an academic area is discussed monthly at each Athletics Council meeting.

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

The Athletics Council Academic Integrity Subcommittee will be asked to formulate an official procedure for conducting a comprehensive review and approval of the student-athlete academic support system. A variety of on-campus representatives will be selected and serve on the review team to examine and provide periodic approval of the services and programs available for student-athlete academic success.
9. Mentoring  Availability of mentors; identification and assignment methods, frequency of interaction.

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

   Within the last two years, a formal mentoring program was developed and implemented. A search for qualified mentors and tutors is conducted through academic departments, faculty members, the campus Honors College and within the UTSA Ambassadors organization. The mentors are hired through the same process as the tutorial staff process. This includes a review of background, GPA and expertise in study skills or counseling.

   New freshman student-athletes were assigned to meet a minimum of once every week for an hour with an academic mentor. On occasion, the mentor and student-athlete meet during the study hall sessions, although it is preferred to make individual appointments on campus at another time. Ideally the mentor will review expectations, assignments, due dates, assist with tutoring and study skill needs as able, and help with organization and details. Mentors are required to submit a meeting summary report for each student daily.

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

   All Athletic Academic Services are made available to any UTSA student participating in athletics, including scholarship and non-scholarship student-athletes, managers, trainers and spirit programs.

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

   Program information is reviewed during initial academic team meetings each year and annual compliance meetings, written into the UTSA Student-Athlete Handbook and displayed on the UTSA athletics website (www.goUTSA.com). Additionally, the services are first introduced and described to the student-athletes during official and unofficial campus visits and during the new student orientation programs. Weekly schedules and notifications about current events, special programs and deadlines are also posted around the Physical Education Building, athletic dressing rooms, training room and weight room; plus, periodic reminders are sent to the coaching staffs as announcements during team meetings and practice.

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

   The mechanism for review of academic services for student-athletes is conducted through the Athletics Council. A summary of academic performance, services made available to the student-athletes, challenges/concerns, issues encountered, and graduation rate percentages are reviewed with the Athletics Council on a regular basis. Typically, an academic area is discussed monthly at each Athletics Council meeting.

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

   The Athletics Council Academic Integrity Subcommittee will be asked to formulate an official procedure for conducting a comprehensive review and approval of the student-athlete academic support system. A variety of on-campus representatives will be selected and serve on the review team to examine and provide periodic approval of the services and programs available for student-athlete academic success.

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

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

   At-risk student-athletes are provided the same academic services as all student-athletes, as indicated within this document; however, those student-athletes considered "at-risk" are monitored in greater detail and with more frequency. Participation in mentoring, tutoring, and study hall is mandatory and weekly
appointments with athletic academic adviser are made to review academic progress. Contact is made with professors in order to keep up-to-date grade status within the "at-risk" student-athlete's classes.

A "checkpoint" review is conducted at mid-term to estimate potential semester grades with possible effect on overall grade point average and academic status, in addition to athletic eligibility. Assign more tutoring sessions and/or require attendance in supplemental instruction sessions, if available within currently scheduled courses. Continual follow-up reviews with tutors, mentors, and professors are essential for ensuring the student-athlete's participation and commitment to academic needs. Communication with coaches is essential for keeping updated on a student's progress and involvement.

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

All Athletic Academic Services are made available to any UTSA student participating in athletics, including scholarship and non-scholarship student-athletes, managers, trainers and spirit programs.

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

Program information is reviewed during initial academic team meetings each year and annual compliance meetings, written into the UTSA Student-Athlete Handbook and displayed on the UTSA athletics website (www.goUTSA.com). Additionally, the services are first introduced and described to the student-athletes during official and unofficial campus visits and during the new student orientation programs. Weekly schedules and notifications about current events, special programs and deadlines are also posted around the Physical Education Building, athletic dressing rooms, training room and weight room; plus, periodic reminders are sent to the coaching staffs as announcements during team meetings and practice.

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

The mechanism for review of academic services for student-athletes is conducted through the Athletics Council. A summary of academic performance, services made available to the student-athletes, challenges/concerns, issues encountered, and graduation rate percentages are reviewed with the Athletics Council on a regular basis. Typically, an academic area is discussed monthly at each Athletics Council meeting.

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

The Athletics Council Academic Integrity Subcommittee will be asked to formulate an official procedure for conducting a comprehensive review and approval of the student-athlete academic support system. A variety of on-campus representatives will be selected and serve on the review team to examine and provide periodic approval of the services and programs available for student-athlete academic success.

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

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

Graduation and retention rates are a strong focus of the UTSA Department of Athletics. Once athletics eligibility is exhausted, the Academic Services office continues to track progress toward degree attainment. The academic services offered within the athletics department and within the TRC remain open to post-eligibility student-athletes. Competitive scholarships are also available, and post eligibility student-athletes are encouraged to apply. Such aid is distributed after a series of meetings by athletics administrators and a formal application/screening process is undertaken. Each of these student-athletes is required to meet with their declared college academic adviser to develop a feasible graduation plan.

b. Any policies that govern which students can use these services.
All Athletic Academic Services are made available to any UTSA student participating in athletics, including scholarship and non-scholarship student-athletes, managers, trainers and spirit programs.

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

Program information is reviewed during initial academic team meetings each year and annual compliance meetings, written into the UTSA Student-Athlete Handbook and displayed on the UTSA athletics website (www.goUTSA.com). Additionally, the services are first introduced and described to the student-athletes during official and unofficial campus visits and during the new student orientation programs. Weekly schedules and notifications about current events, special programs and deadlines are also posted around the Physical Education Building, athletic dressing rooms, training room and weight room; plus, periodic reminders are sent to the coaching staffs as announcements during team meetings and practice.

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6. Please submit a copy of the report from the academic support services review to your NCAA staff liaison with the submission of your self-study report.

At this time, an official written report does not exist. Currently, the university Athletics Council (consisting of various campus staff and faculty) is apprised of the student-athlete academic services offered and given a summary or evaluation of the academic progress. Questions are asked and a discussion is held concerning how the services are offered, updates of program or process changes, and ideas for improvement.

On a semester basis, team academic standing information, such as team GPA, academic performance rate, graduation rate, and individual academic award honors are presented to the council. The task-based study hall program was presented to the council for review, with an end of semester analysis provided for evaluation. Additional services are discussed, such as missed class time, tutoring program, and grade check process, among other concerns/issues. Academic updates are usually a standing agenda item for each monthly council meeting.

From the UTSA Athletics Council, an Academic Integrity Sub-committee is assigned the task of reviewing specific policies and procedures made available through the Athletics Academic Services office. This sub-committee is composed of UTSA faculty and staff including the following members:

Fred Hample-Executive Director Student Affairs, Downtown Campus
George Norton-Vice President for Admissions and Transition Services
Joe DeCristofo-Assistant Vice President and University Registrar
Anne Jimenez-Director of Judicial Affairs and Assistant Dean of Students
Bennie Wilson-College of Business faculty and Faculty Athletics Representative
Sherman Corbett-Head Men's Baseball Coach

Members of this committee examined the special admissions policy of conference institutions and submitted a proposal to allow a number of student-athletes to be admitted into the university using alternative criteria based upon specific guidelines. This university policy was formally adopted by the UTSA Executive Management Budget Council.
In addition, the Athletics Council Academic Integrity Subcommittee will be asked to formulate an official procedure for conducting a comprehensive review of the student-athlete academic support system. The designated academic authorities outside of athletics will examine the services and programs available for student-athlete academic success and provide a written report of the analysis with recommendations for improvement. We will consult with the NCAA Cycle 2 Peer Review Team for further information to establish an active campus review process.

It is our intent to have a process in place and to begin the first review analysis during the upcoming fall 2007 semester.

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

Without an official written review, no corrective actions were noted. However, based upon the recent Academic Performance Rate results, several plans of action have been submitted for academic enhancement. Both the university in general and the athletics department specifically have undertaken several initiatives to improve graduation and retention rates. In terms of the university, these include such initiatives as tighter admission criteria, improved academic advising processes, and improved student life, particularly in the areas of on-campus housing, recreational, and dining facilities.

*Investigate joining the National Consortium to encourage and assist student-athletes with college expenses after exhausting their eligibility and athletic scholarship grant-in-aid allowed by the NCAA.

Due to restrictions of NCAA scholarship grant-in-aid awards, universities can provide financial aid assistance for only six years to the student-athletes. This creates a disadvantage for those who leave the university to pursue professional athletic careers, particularly with baseball student-athletes who are drafted by a professional baseball league and basketball student-athletes who have the opportunity to play professionally. Many student-athletes do not graduate because their scholarship award expires and they have no alternate means of paying for the college and living expenses.

By joining a consortium, UTSA can encourage former student-athletes to return to the university and earn their degree requirements for graduation and potentially earning back a delayed graduation point.

*Hire additional full-time athletic academic staff with emphasis on learning assistance.

This position will oversee the tutoring/mentoring services within the athletics department. This person will be assigned to both hire and train tutors and mentors and to establish an evaluation process for those workers.

This staff person will have oversight of the weekly tutoring and mentoring appointments of probationary student-athletes and will continually monitor them. They will do daily reviews of comments from tutoring/mentoring appointments. This staff person will also focus on getting more academic assistance to the "at-risk" student-athletes and follow up with additional assistance and resource programming that is needed in areas such as reading improvement, note-taking and study skills.

*Promote full-time intern position that assists with academics and compliance to a full-time administrative assistant position.

*Establish an academic facility for student-athletes allowing room for study hall sessions, tutor/mentoring, computer lab, and academic assistance.

Plans have been developed for an academic center to be built when renovations for the convocation center are put into action. Currently, study hall is held nightly in a cafeteria on campus, with no accommodations available for daytime usage. This would allow many students to utilize a facility throughout the day between classes or practice. Teams would have room to hold specialized study sessions, and tutors would have a place to meet the student-athletes at any time rather than just during the evening study hall sessions. Much needed computer access will also be addressed in the proposed academic center.

*Initiate full administrative and coaching staff support when academic requirements are not achieved.

Each member of the coaching staff will be required to monitor the academic and social well being of a specified number of team members. There will be communication between the coaches and academic adviser so that all student-athlete supervisors are aware of each student's weekly progress.

Standard penalties will be established for non-compliance of study hall, tutoring, mentoring, academic appointments, and class attendance requirements. Consistent disciplinary action will be put into effect for student-
athletes that do not meet their academic commitments. The Athletics director will enforce application of penalties and hold the coaches and academic adviser accountable for implementation of agreed-upon rules and penalties.

*Provide orientation program for all student-athletes during first week of school with presentations from representatives of campus programs, including judicial affairs and police department.

Immediately prior to the start of the academic year and during the first week of school, a Student-Athlete Orientation Program will be established and conducted to help introduce student-athletes to the academic expectations of the athletics program and to start introducing them to the resources available within the department and on campus. Staff throughout the university will discuss a variety of topics to help students be more comfortable and better prepared for the beginning of a new school year. Programming will be done for both incoming freshman and returning student-athletes to meet their separate needs. Both academic and social issues will be addressed in this program. A condensed version of this program will also take place for any incoming freshman who are attending summer school prior to their first fall semester of school.

Furthermore, the orientation program informs student-athletes of the many campus resources available to assist them with increasing study skills and developing academic independence. The orientation program will also help students become aware of all learning assistance programs, the counseling center (learning assessment testing), career services and supplemental instruction sessions for particular classes, as well as encourage student-athletes to participate in the Life Skills program.

CONCLUSION

There will be continued education of coaches concerning the importance of both the success of student-athletes in pursuing their degree while maintaining eligibility and the importance of retention of student-athletes. The level of success demanded starts with the recruiting process and so there will be additional oversight given to all programs regarding the potential academic success of recruited student-athletes.

We will also create a better process for communication between the coach and the following offices: compliance, academic advising and sports administration before official visits and scholarship offers are made. This needs to be a formal process with documentation in the form of a check-list of approvals.

Evaluation

1. Does the institution demonstrate that adequate academic support services are available for student-athletes? Currently Yes

2. Does the institution demonstrate that student-athletes are encouraged and assisted in reaching attainable academic goals of their own choosing? Currently Yes

3. Does the institution demonstrate that, when it is determined that student-athletes have special academic needs, these needs are addressed? Currently Yes

4. Does the institution demonstrate that the support services are approved and reviewed periodically by academic authorities outside the department of intercollegiate athletics? Currently No

5. Does the institution demonstrate that there is a commitment to the fair treatment of student-athletes, particularly in their academic role as students? Currently Yes
<table>
<thead>
<tr>
<th>Elements</th>
<th>Goals</th>
<th>Steps to Achieve Goals</th>
<th>Individuals/Officers Responsible for Implementation</th>
<th>Specific Timetable for Completing the Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issues in the Self-Study</td>
<td>Measureable Goals</td>
<td>A set process and procedure will be established for the review and approval of the academic support services. The designated on-campus academic authorities will examine the support services available for student-athletes and provide an overall assessment report. This written review will analyze the academic programs offered, any areas of concern and list recommendations for improvements.</td>
<td>The Athletics Council subcommittee on academic integrity will develop and organize a strategic procedure to be implemented as the review process of the academic support services. The designated academic authorities will conduct a comprehensive analysis of the support services available to the student athletes. Through this overall assessment, the outside athletics representatives will develop a written report listing the services offered and examined with comments, suggestions and recommendations for improvements.</td>
<td>The Athletics Council subcommittee on academic integrity, AAD/academic services and any other designated academic authorities outside of athletics who may be consulted or requested to assist</td>
</tr>
</tbody>
</table>
### FOR FRESHMAN STUDENTS GENERALLY AND FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID

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

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Male Students</th>
<th>Male Student-Athletes</th>
<th>Female Students</th>
<th>Female Student-Athletes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-2006</td>
<td>1026</td>
<td>1871</td>
<td>1004</td>
<td>17</td>
</tr>
<tr>
<td>2004-2005</td>
<td>996</td>
<td>1944</td>
<td>933</td>
<td>23</td>
</tr>
<tr>
<td>2003-2004</td>
<td>1013</td>
<td>1653</td>
<td>974</td>
<td>25</td>
</tr>
</tbody>
</table>

Name of person completing this chart:  **Cari Goodyear**

Title: **Assistant Athletics Director for Academic Services**
### 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

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Am. Ind. / AN</th>
<th>Asian / PI</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Score # of Students</td>
<td>Score # of Students</td>
<td>Score # of Students</td>
<td>Score # of Students</td>
<td>Score # of Students</td>
<td>Score # of Students</td>
</tr>
<tr>
<td>2005-2006</td>
<td>989 28</td>
<td>1016 212</td>
<td>939 318</td>
<td>966 1634</td>
<td>1037 1535</td>
<td>966 71</td>
</tr>
<tr>
<td>2004-2005</td>
<td>1008 26</td>
<td>1016 193</td>
<td>906 285</td>
<td>940 1729</td>
<td>1026 1601</td>
<td>1024 26</td>
</tr>
<tr>
<td>2003-2004</td>
<td>1085 21</td>
<td>1002 158</td>
<td>935 173</td>
<td>959 1546</td>
<td>1046 1348</td>
<td>1039 57</td>
</tr>
</tbody>
</table>

#### Average Standardized Test Score

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Am. Ind. / AN</th>
<th>Asian / PI</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Score # of Students</td>
<td>Score # of Students</td>
<td>Score # of Students</td>
<td>Score # of Students</td>
<td>Score # of Students</td>
<td>Score # of Students</td>
</tr>
<tr>
<td>2005-2006</td>
<td>945 10</td>
<td>923 4</td>
<td>1059 23</td>
<td>963 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2004-2005</td>
<td>876 14</td>
<td>917 3</td>
<td>971 15</td>
<td>968 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003-2004</td>
<td>864 11</td>
<td>920 5</td>
<td>1021 26</td>
<td>990 3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name of person completing this chart: Cari Goodyear
Title: Assistant Athletics Director for Academic Services
### FOR FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID

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

<table>
<thead>
<tr>
<th>Sport Group</th>
<th>Football</th>
<th>Men’s Basketball</th>
<th>Baseball</th>
<th>Men’s Track/Cross Country</th>
<th>Men’s Other Sports and Mixed Sports</th>
<th>Women’s Basketball</th>
<th>Women’s Track/Cross Country</th>
<th>Women’s Other Sports</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Year</strong></td>
<td>Core GPA</td>
<td># of Students</td>
<td>Core GPA</td>
<td># of Students</td>
<td>Core GPA</td>
<td># of Students</td>
<td>Core GPA</td>
<td># of Students</td>
</tr>
<tr>
<td>2004-2005</td>
<td>2.922</td>
<td>3</td>
<td>3.519</td>
<td>5</td>
<td>3.248</td>
<td>11</td>
<td>3.162</td>
<td>4</td>
</tr>
</tbody>
</table>

| **Academic Year**               | Score    | # of Students    | Score    | # of Students             | Score    | # of Students             | Score    | # of Students             | Score    | # of Students |
| 2005-2006                       | 823      | 3                | 1097     | 6                          | 980      | 4                          | 1023     | 4                          | 1070     | 6              |
| 2004-2005                       | 840      | 3                | 1068     | 5                          | 900      | 11                         | 928      | 4                          | 960      | 4              |
| 2003-2004                       | 1090     | 2                | 1007     | 9                          | 895      | 10                         | 1087     | 3                          | 1017     | 3              |

Average Core Course GPA: 2.922
Average Standardized Test Score: 890

Name of person completing this chart: Cari Goodyear
Title: Assistant Athletics Director for Academic Services
SPECIAL-ADMISSIONS INFORMATION

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

<table>
<thead>
<tr>
<th>Year</th>
<th>All Freshman Students</th>
<th>All Freshman Student-Athletes on Athletics Aid **</th>
<th>Sport Group (Freshman)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Baseball</td>
</tr>
<tr>
<td>2005-2006</td>
<td>12%</td>
<td>14%</td>
<td>0%</td>
</tr>
<tr>
<td>2004-2005</td>
<td>16%</td>
<td>16%</td>
<td>0%</td>
</tr>
<tr>
<td>2003-2004</td>
<td>8%</td>
<td>13%</td>
<td>0%</td>
</tr>
</tbody>
</table>

% of Special Admits

Name of person completing this chart: Cari Goodyear
Title: Assistant Athletics Director for Academic Services
Operating Principle

3.1 Gender Issues

Self-Study Items

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

I. No corrective action required.

II. Recommendations

1-A. The peer-review team recommends that the institution devise a process whereby gender and minority issues are monitored on a regular basis by persons from outside the athletics department. This process must be in place within six months after the institution receives its final decision from the NCAA Committee on Athletics Certification.

1-B. Members of the Standing Committee on Athletics as well as the director of the Office of Institutional Diversity will regularly monitor gender and minority issues in athletics. These individuals are currently in place and will continue to play an active role in the monitoring and development of policy with regards to gender and minority issues. It is important to note that these university processes were reorganized under the auspices of the Office of Human Resources and the university's Equal Opportunity Officer. The Department of Athletics, as do all university departments and entities, now falls under the direction of the Office of Human Resources with regard to the overall hiring process, including position advertisement and the creation of interview committees.

1-C. Dates of Action: 2000

1-D. Ongoing

2-A. The peer-review team recommends that the institution develop and implement a plan to ensure equity among coaches' salaries. This action should be completed within five years after the institution receives its final certification decision from the NCAA Committee on Athletics Certification.

2-B. The athletics department has succeeded in its effort to work toward equitable salaries among the men's and women's coaches. As noted in the review, the head women's basketball coach's salary has increased substantially and will continue to be analyzed in comparison with the head men's basketball coach's salary. The Standing Committee on Athletics as well as the institutional Affirmative Action Officer will monitor coaches' salaries and will oversee a plan which will ensure that inequities are addressed.

2-C. Dates of Action: 1998-1999

2-D. Completed

3-A. The peer-review team suggests that a review of the recruiting budgets in men's and women's basketball be conducted so that equity is achieved in those budgets.

3-B. The athletics department has been successful in its effort to work toward achieving equitable budgets within the men's and women's basketball programs as well as the other comparable sports programs. Over the past eight years the recruiting discrepancies have been gradually addressed. There will continue to be advances made each year until full equity is achieved in regards to each sport's needs.

3-C. Dates of Action: 2000

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

1-A. The number of participant opportunities for male and female student-athletes will be brought to within 5 percent of the overall student population to ensure substantial proportionality.
1-B. Action Taken: All men's teams were given a maximum squad list size, while the women's teams were given a target minimum squad size.
1-C. Dates of Action: 2000-2001
1-D. Action not Taken/Completed: Completed
1-E. Action Taken: Two women's team, golf and soccer, have been added to the department.
1-F. Dates of Action: 2005

2-A. Addition of support staff to meet the increasing number of student-athletes.
2-B. Action Taken: The first change in staffing was splitting the associate athletics director for compliance/SWA into two different positions: the associate athletics director/senior woman administrator position (SWA) and the associate athletics director for administration and compliance (AAD/Compliance), which occurred in 2000. In subsequent years the following staff positions have been added to better meet the needs of a growing program: associate athletics director for business, business manager, an additional administrative assistant for business, full-time spirit coach, a full-time promotions community relations director, a head and assistant strength coach, an additional full-time trainer and two full-time athletic training interns, an additional full-time facility supervisor, full-time AAD/Academic Services and one full-time academic adviser.
2-C. Dates of Action: 2000-2004
2-D. Action not Taken/Completed: Completed

3-A. Salaries of men's and women's head basketball coaches need to be more equitable. Differences in coaches' responsibilities, qualifications and experience will be reviewed.
3-B. Action Taken: The women's head basketball coach's salary was increased in $5,000 increments in 1998-1999 and 1999-2000. Upon hiring a new head women's basketball coach in the spring of 2000, that salary was made equitable with the men's head basketball coach.
3-C. Dates of Action: 2000
3-D. Action not Taken/Completed: Completed

4-A. With an increased pool of softball prospective student-athletes available, UTSA will increase the number of softball student-athlete participants.
4-B. Action Taken: A minimum squad list target was given to the head softball coach and a maximum squad list size was given to the head baseball coach. The head softball coach was required to conduct walk-on tryouts.
4-C. Dates of Action: 2000
4-D. Action not Taken/Completed: Completed

5-A. Comparable office space will be provided to the male and female coaching staffs.
5-B. Action Taken: The offices were remodeled in 1998, adding additional office space and allowing the male and female coaches to be moved into comparable offices.
3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 3.1 (Gender Issues) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

1-A. Plan for Improvement: Provide a more equitable locker room environment.
1-B. Action Taken: The women's basketball locker room was remodeled and video equipment was added to be comparable with the men's basketball locker room. Separate volleyball and softball locker rooms were added to be comparable to the baseball locker room. Men's and women's dressing areas were also added and they are equitable spaces. Women's soccer has been provided lockers and space in the Convocation Center until the new outdoor complex is completed. Renovations of the Convocation Center are in the design phase and will significantly improve the locker room situation for women's basketball and volleyball in that building. The renovation of the Convocation Center will make space for women's basketball and volleyball equitable to men's basketball. UTSA is also designing an outdoor complex to house all sports except for basketball and volleyball. That complex will house the playing fields and the locker rooms for each team.

2-B. Action Taken: The head track coach position was split into head men's and head women's track coaching positions and a head men's cross country coach and a head women's cross country coach were hired to provide the female track-and-field student-athletes with their own coaching staff.

3-A. Plan for Improvement: Provide funds for equitable team travel.
3-B. Action Taken: All team travel budgets were increased to allow all teams, except for men's and women's golf and men's and women's tennis, to travel by charter bus, stay in comparable hotels and provide equitable meals/per diem.

4-A. Plan for Improvement: Provide equitable medical treatment and athletic training for the male and female student-athletes.
4-B. Action Taken: The male assistant trainer was replaced by a female associate head athletic trainer and two additional trainers were hired to allow a full-time athletic trainer to travel with volleyball, men's and women's basketball, baseball, softball, soccer and track and field.

5-A. Plan for Improvement: Provide additional opportunities for female student-athletes.
5-B. Action Taken: Women's golf and women's soccer varsity teams were added and all women's teams are required to conduct walk-on tryouts for the general student body.

6-A. Plan for Improvement: Provide equitable media coverage for men's and women's sports.
6-B. Action Taken: Two assistant sports information directors (SID) were hired so that a full-time SID could travel with volleyball, soccer, men's and women's basketball, baseball and softball. In addition, women's basketball and volleyball are now broadcast via the Internet and have Game Tracker coverage for all games and Internet video streaming for home games.

7-A. Plan for Improvement: Provide equitable coaching staffs for men's and women's sports.
7-B. Action Taken: Both volleyball and softball have two full-time assistant coaches whose salaries are equitable with the baseball assistant coaches. The golf and tennis programs all have equivalent coaches' staffs.

8-A. Plan for Improvement: Continue to solicit financial and other support for women's athletics teams.
8-B. Action Taken: A full-time director of promotions and community relations was hired to assist the assistant athletics director for marketing (AAD/Marketing) and the associate athletics director for external affairs (AAD/External Affairs) in soliciting funding, sponsorships and to help promote the season for all teams. An administrative assistant was promoted to programming coordinator to be of service to the positions listed above and to head up the Women's Walk Fundraiser. Currently, the programming coordinator position is open and a determination will be made this spring on how that position will be filled. All women's sports receive equitable treatment in marketing, promotional, and development efforts and activities.

9-A. Plan for Improvement: Improve the quality and stability of the women's basketball program.
9-B. Action Taken: With the hiring of a new coach in 2000 and a concerted effort to provide the necessary resources, the women's basketball program has gone from last to first in a three-year period. In an effort to draw better quality opponents at home, he program has hosted two home tournaments annually, which has resulted in a better opportunity for success and fan involvement.
10-A. Plan for Improvement: Create an atmosphere in which the Roadrunner Club board takes an active role in promoting women's athletics.

10-B. Action Taken: The board was completely reorganized and emphasis was made to have female representation from the general public as well as from former student-athletes. The board is charged with supporting efforts of all sports and has shown its concern for equity on a continuous basis. Having each board member being in charge of a particular sport and having each coach make presentations and bring student-athletes to board meetings has shown that there is equitable balance for all teams.

11-A. Plan for Improvement: Provide the maximum grants in aid for all sports irrespective of designation of "head count" or "equivalency."

11-B. Action Taken: All teams are at their maximum scholarship number, with the exception of women's golf and women's soccer. These teams are on an annual increment until they reach their maximum scholarship limits by spring 2008.

12-A. Plan for Improvement: Make a commitment to provide each women's sport program with the greatest opportunity for success and exposure.

12-B. Action Taken: Each women's team hosts at least one tournament/event at UTSA or within the community. The athletics department will continue to evaluate all available resources and provide them where appropriate. The athletics department has also committed to bid for and host the maximum number of conference championships on an annual basis, with multiple events for volleyball and tennis.

13-A. Plan for Improvement: Provide the facilities necessary to compete for conference championships and to schedule non-conference opponents from the "major" conferences.

13-B. Action Taken: The softball facility has been renovated to include an indoor hitting facility, resurfaced dugouts, a new infield, a renovated press box and temporary bathrooms. The fencing behind home plate has been replaced by a net and the wall behind home plate was moved in order to meet the necessary dimensions to host post-season events. The tennis facility has been renovated to provide a better match atmosphere for student-athletes and fans. A new outdoor athletics complex is in the design phase, with land already purchased and funds being raised that would place UTSA at the top of the conference in terms of facilities and will provide all amenities for the student-athletes in one location.

14-A. Plan for Improvement: Department of Athletics staff will remain up-to-date regarding current Title IX issues and trends.

14-B. Action Taken: A senior administrative staff member has attended the annual Title IX conference.

15-A. Plan for Improvement: Athletics department administrative staff will create more opportunities for contact with the women's sports teams.

15-B. Action Taken: The associate and assistant athletic directors who have sport specific responsibilities will travel with each team at least once per season, in addition to post-season competition. The administrative liaisons have been rearranged to include additional staff members so that more attention can be paid to each team.

16-A. Plan for Improvement: Continue to increase the women's basketball recruiting budget until it approaches the men's basketball budget.

16-B. Action Taken: The women's basketball recruiting budget has steadily increased since the hiring of a new coaching staff in 2000.

17-A. Plan for Improvement: Continue to increase the softball assistant coaches' salaries until they approach the salaries for baseball assistant coaches. The salaries are commensurate on experience, so they will not necessarily become equal.

17-B. Action Taken: The salaries for the assistant softball coaches have steadily increased; however, with the promotion of the assistant head coach to head coach, a new assistant coach was hired, reducing the combined experience of the assistant coaching staff in relation to the baseball staff.

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

The Department of Athletics, as do all other university departments, falls under the auspices of the Office of Human Resources and the Office of Institutional Diversity and must therefore comply with university policies, procedures and reviews with respect to gender issues. The Athletics Council subcommittee on student-athlete welfare and the athletics senior administrative staff conduct annual reviews of the EADA Report and sports budgets, as well as the
responses collected in exit interviews, annual team surveys, coaches evaluations, individual meetings with each coaching staff and interviews with the Student-Athlete Advisory Committee. The senior woman administrator is primarily responsible for the well-being of the student-athletes and coaching staff.

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

No discrepancies or negative trends identified.

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

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

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

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

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

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

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

   a. Describe how the institution has ensured a complete study of this program area.

       The scholarship data for the last four years was analyzed.

   b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.

       Men $865,173 = 41 percent; Women $1,219,629 = 59 percent

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

       None

   d. Explain how the institution's future plan for gender issues addresses this program area.

       The gender plan is structured so that it specifically addresses each of the 13 gender issues areas. The authors of the plan used the contents of this report as well as their experiences within the Department of Athletics to address each item as it relates to the future of the department.
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 program area.

Participation and enrollment data was analyzed, and we studied all of the positives and negatives and interest in adding each of the women's sports sponsored by the NCAA that UTSA did not support at that time (soccer and golf were eventually selected).

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.

Campus full-time undergraduate enrollment is 48 percent male and 52 percent female compared to athletics, which is 41 percent male and 59 percent female. Women's golf was added in 2005-2006 and women's soccer competed for the first time in 2006-2007.

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

None identified.

d. Explain how the institution's future plan for gender issues addresses this program area.

The gender plan is structured so that it specifically addresses each of the 13 gender issues areas. The authors of the plan used the contents of this report as well as their experiences within the Department of Athletics to address each item as it relates to the future of the department.

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 program area.

The equipment inventory for each sport was reviewed and each head coach and student-athlete was questioned on the quality of their equipment through annual evaluations, exit interviews and the annual team survey.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.

<table>
<thead>
<tr>
<th>Sport</th>
<th>Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women's Basketball</td>
<td>$18,000</td>
</tr>
<tr>
<td>Men's Basketball</td>
<td>$18,000</td>
</tr>
<tr>
<td>Men's Track</td>
<td>$20,000</td>
</tr>
<tr>
<td>Women's Track</td>
<td>$20,000</td>
</tr>
<tr>
<td>Men's Tennis</td>
<td>$6,000</td>
</tr>
<tr>
<td>Women's Tennis</td>
<td>$6,000</td>
</tr>
</tbody>
</table>
MEN'S GOLF-$6,000  
WOMEN'S GOLF-$6,000  
BASEBALL-$25,000  
SOFTBALL-$20,000  
SOCCER-$15,000  
VOLLEYBALL-$13,000  

It is important to note that the difference in the budgets for baseball and softball are due to the increased size of a baseball pitching squad.

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

None identified.

d. Explain how the institution's future plan for gender issues addresses this program area.

The gender plan is structured so that it specifically addresses each of the 13 gender issues areas. The authors of the plan used the contents of this report as well as their experiences within the Department of Athletics to address each item as it relates to the future of the department.

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 program area.

All coaches are aware that they are allowed and encouraged to play the maximum number of contests allowed by the NCAA. Each sport administrator reviews the proposed schedule for each team prior to game contracts being initiated. The SWA is directly involved in coordinating the scheduling of practice times for the only three sports that are required to share a facility (volleyball, men's and women's basketball). She maintains notes on the process and decisions made in scheduling on a semester basis.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.

Volleyball and men's and women's basketball share a common facility. The SWA conducts a meeting with the head coaches of each of those sports on a semester basis in order to assign practice times. Each team receives the same amount of time and the priority choice of times is on a rotation.

Both tennis teams share a common facility as do the track programs. Practice length and selection of times for each of these programs is on an equitable basis. No other sport is required to share a facility and is therefore allowed to select the length and time of their practices and games. All sports are allowed to compete in the maximum number of contests allowed by the NCAA.

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

Because it is a new program, facilities for the soccer team are lacking but plans are in the design-phase for an exclusive soccer facility.

d. Explain how the institution's future plan for gender issues addresses this program area.
The gender plan is structured so that it specifically addresses each of the 13 gender issues areas. The authors of the plan used the contents of this report as well as their experiences within the Department of Athletics to address each item as it relates to the future of the department.

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 program area.

   The travel financial records were analyzed. Each head coach and student-athlete was questioned on all transportation and travel issues through annual evaluations, exit interviews and the annual team survey.

   **b.** Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.

   The 2006-2007 travel budgets are listed below:

   WOMEN’S BASKETBALL—$82,000  
   MEN'S BASKETBALL—$87,000  
   WOMEN'S TRACK—$51,000  
   MEN'S TRACK—$51,000  
   WOMEN'S TENNIS—$27,650  
   MEN'S TENNIS—$27,650  
   WOMEN'S GOLF—$27,000  
   MEN'S GOLF—$27,000  
   BASEBALL—$65,000  
   SOFTBALL—$50,000  
   SOCCER—$36,000  
   VOLLEYBALL—$42,000

   It is important to note that the difference in the budgets for baseball and softball are due to roster size and also the fact that, in Southland Conference play, the baseball series span three days while the softball series are completed in two days.

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

   None identified.

   **d.** Explain how the institution's future plan for gender issues addresses this program area.

   The gender plan is structured so that it specifically addresses each of the 13 gender issues areas. The authors of the plan used the contents of this report as well as their experiences within the Department of Athletics to address each item as it relates to the future of the department.

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 program area.
The academic subcommittee reviewed all academic support policies and procedures. Each head coach and student-athlete was questioned on the academic support program through annual evaluations, exit interviews and the annual team survey.

b. Provide data demonstrating the institution’s status/commitment, including resource allocation, across this program area.

The total budget for tutors is $51,000 and is spent on an as-needed basis, with no preference to a particular gender or team.

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

None identified.

d. Explain how the institution's future plan for gender issues addresses this program area.

The gender plan is structured so that it specifically addresses each of the 13 gender issues areas. The authors of the plan used the contents of this report as well as their experiences within the Department of Athletics to address each item as it relates to the future of the department.

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 program area.

Coaches contracts, compensation and employment status data were analyzed.

b. Provide data demonstrating the institution’s status/commitment, including resource allocation, across this program area.

Each sports team has a unique coaching staff, and no coaches are shared between sports or required to teach classes. All coaches are full-time employees except for Blackwood and Dyes, with their percent stipend tied to retirement schedules. All like sports have an equal number of assistant coaches. The requirements for positions are similar: typically three years experience for a head coach and one year for an assistant coach. Contract lengths are also similar, with most head coaches receiving an initial three-year contract, followed by one-year renewals. All assistant coaches are on one-year contracts. The salaries for each coach are listed below.

<table>
<thead>
<tr>
<th>Sports Team</th>
<th>Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head Men's Basketball</td>
<td>$110,000</td>
</tr>
<tr>
<td>Assistant Men's Basketball</td>
<td>$48,500</td>
</tr>
<tr>
<td>Assistant Men's Basketball</td>
<td>$42,000</td>
</tr>
<tr>
<td>Assistant Men's Basketball</td>
<td>$38,000</td>
</tr>
<tr>
<td>Director of Operations</td>
<td>$20,000</td>
</tr>
<tr>
<td>Head Women's Basketball</td>
<td>$99,078</td>
</tr>
<tr>
<td>Assoc. Head Women's Basketball</td>
<td>$50,171</td>
</tr>
<tr>
<td>Assistant Women's Basketball</td>
<td>$38,000</td>
</tr>
<tr>
<td>Assistant Women's Basketball</td>
<td>$32,000</td>
</tr>
<tr>
<td>Director of Operations</td>
<td>$15,804</td>
</tr>
<tr>
<td>Head Men's Track</td>
<td>$39,692</td>
</tr>
<tr>
<td>Assistant Men's Track</td>
<td>$30,000</td>
</tr>
</tbody>
</table>
Assistant Men's Track—$25,000

Head Women's Track—$38,841 (3/4 time)
Head Women's Cross Country/Assistant Coach—$31,951
Assistant Women's Track—$13,858 (1/2 time)

Head Men's Tennis—$40,555

Head Women's Tennis—$42,000

Head Volleyball—$54,276
Assistant Volleyball—$33,116
Assistant Volleyball—$25,000

Head Men's Golf—$49,322

Head Women's Golf—$39,063

Head Women's Soccer—$50,676
Assistant Women's Soccer—$31,197

Head Baseball—$53,449
Associate Head Baseball—$44,352
Assistant Baseball—$30,000

Head Softball—$50,000
Assistant Softball—$34,000
Assistant Softball—$27,000

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

While they have shown a steady increase, the softball assistant coaches' salaries need to continue to increase toward the same levels as for baseball.

d. Explain how the institution's future plan for gender issues addresses this program area.

While they have shown a steady increase, the softball assistant coaches' salaries need to continue to increase toward the same levels as for baseball respectively.

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 program area.

All facilities were reviewed and each head coach and student-athlete was questioned on the quality of their locker rooms and facilities through annual evaluations, exit interviews and the annual team survey.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.

Except for the women's soccer team, all teams have equal access to comparable practice, competition and locker facilities. While an exclusive soccer complex is being built for a new program, the team is using a locker room without shower and toilet facilities. The soccer team is also required to share the current competition and practice facility with intramural programs until their facility is built.
c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

Because it is a new program, facilities for the soccer team are lacking but plans are in the design-phase for an exclusive soccer facility.

d. Explain how the institution's future plan for gender issues addresses this program area.

The gender plan is structured so that it specifically addresses each of the 13 gender issues areas. The authors of the plan used the contents of this report as well as their experiences within the Department of Athletics to address each item as it relates to the future of the department.

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 program area.

The athletic training facility and practices were analyzed and each head coach and student-athlete was questioned on the quality of the athletic training and medical support services through annual evaluations, exit interviews and the annual team survey.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.

Team physicians are available to all student-athletes regardless of sport or gender. UTSA staffs four athletic trainers, all licensed by the State of Texas and certified by the NATA/BOC. The following sports have coverage including travel by one of the four staff members: men's and women's basketball, baseball, softball, soccer, volleyball and track and field. The remaining sports have direct coverage without travel. The athletics department maintains insurance coverage for all student-athletes, regardless of sport or gender, for any medical condition that results from participation in intercollegiate athletics. This insurance is secondary to the student-athlete's primary insurance coverage. If any scholarship student-athlete does not have primary health insurance, the school's insurance becomes the primary. All non-scholarship student-athletes are required to have personal medical insurance.

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

Because it is a new program, facilities for the soccer team are lacking but plans are in the design-phase for an exclusive soccer facility.

d. Explain how the institution's future plan for gender issues addresses this program area.

The gender plan is structured so that it specifically addresses each of the 13 gender issues areas. The authors of the plan used the contents of this report as well as their experiences within the Department of Athletics to address each item as it relates to the future of the department.

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 program area.
The SWA coordinates the housing and dining programs and provides the processes for these systems for review. In addition, each head coach and student-athlete was questioned on the quality of the housing and meal plan through annual evaluations, exit interviews and the annual team survey.

b. Provide data demonstrating the institution’s status/commitment, including resource allocation, across this program area.

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

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

None identified.

d. Explain how the institution's future plan for gender issues addresses this program area.

The gender plan is structured so that it specifically addresses each of the 13 gender issues areas. The authors of the plan used the contents of this report as well as their experiences within the Department of Athletics to address each item as it relates to the future of the department.

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 program area.

The sports information team assignments as well as actual publicity pieces (website, schedule cards, team posters, etc.) were reviewed. Each head coach and student-athlete is questioned on the quality of the sports information, marketing and promotional support they receive through annual evaluations, exit interviews and the annual team survey.

b. Provide data demonstrating the institution’s status/commitment, including resource allocation, across this program area.

A separate media guide is prepared for each sport, and the size of the guide is equal for like sports. The following sports have a full-time sports information staff member assigned to travel with them: men's basketball, women's basketball, volleyball, baseball and softball. The remaining sports are each assigned to a staff member, but that SID does not travel with their team. Wallet-sized schedule cards are created independently for all sports except track and field and golf (who do not compete on campus). A poster is created to promote all fall sports, another for spring sports and then a separate poster is created for each of the men's and women's basketball teams. Men's and women's basketball, volleyball, baseball and softball games are broadcast via the Internet. In-game promotional activities are planned for all home basketball, volleyball, soccer, baseball and softball contests.

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

None identified.

d. Explain how the institution's future plan for gender issues addresses this program area.
The gender plan is structured so that it specifically addresses each of the 13 gender issues areas. The authors of the plan used the contents of this report as well as their experiences within the Department of Athletics to address each item as it relates to the future of the department.


   a. Describe how the institution has ensured a complete study of this program area.

      The staff assignments were reviewed and each head coach and student-athlete was questioned on the quality of their support services through annual evaluations, exit interviews and the annual team survey.

   b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.

      Two sports administrators are responsible for four teams each while two other sports administrators are responsible for two teams each. One clerical staff member is shared by seven sports and another is shared by five sports—these assignments are based on office location. The number of offices allocated to each sport is listed below.

      MEN'S BASKETBALL—5
      WOMEN'S BASKETBALL—4
      MEN'S TRACK—2
      WOMEN'S TRACK—3
      MEN'S TENNIS—1
      WOMEN'S TENNIS—1
      MEN'S GOLF—1
      WOMEN'S GOLF—1
      BASEBALL—3
      SOFTBALL—2
      SOCCER—1
      VOLLEYBALL—1

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

      None identified.

   d. Explain how the institution's future plan for gender issues addresses this program area.

      The gender plan is structured so that it specifically addresses each of the 13 gender issues areas. The authors of the plan used the contents of this report as well as their experiences within the Department of Athletics to address each item as it relates to the future of the department.

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 program area.

      The recruiting budgets were analyzed and each team's recruiting processes were evaluated resulting in an educational support program for coaches' recruiting efforts.

   b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.
WOMEN'S BASKETBALL—$40,000
MEN'S BASKETBALL—$50,000
WOMEN'S TRACK—$10,000
MEN'S TRACK—$10,000
WOMEN'S TENNIS—$5,000
MEN'S TENNIS—$5,000
WOMEN'S GOLF—$5,000
MEN'S GOLF—$5,000
BASEBALL—$10,000
SOFTBALL—$10,000
SOCCER—$10,000
VOLLEYBALL—$10,000

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

While these have shown a steady increase, the women's basketball recruiting budget needs to continue to increase toward the same level for men's basketball.

(d. Explain how the institution's future plan for gender issues addresses this program area.

The gender plan is structured so that it specifically addresses each of the 13 gender issues areas. The authors of the plan used the contents of this report as well as their experiences within the Department of Athletics to address each item as it relates to the future of the department.

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

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

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

The gender equity plan was created by the senior athletics administrative staff with input from the coaching staff and Student-Athlete Advisory Committee. The plan was then reviewed, edited and approved by the director of the Office of Institutional Diversity, the vice president of student affairs, the Athletics Council subcommittee on student-athlete welfare, and the associate commissioner of the Southland Conference.
Information to be available for review by the peer-review team, if requested:

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

Evaluation

1. Has the institution implemented its approved gender-equity plan from the previous self-study? Currently Yes

2. Has the institution provided an explanation from appropriate institutional authorities if its gender-equity plan was modified or not fully carried out? Currently Yes

3. Has the institution demonstrated that it is committed to, and has progressed toward, fair and equitable treatment of both male and female student-athletes and athletics department personnel? Currently Yes

4. Has the institution formally adopted a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which is equitable for both genders? Currently Yes

5. Has the institution developed a plan that includes measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables? Currently Yes
<table>
<thead>
<tr>
<th>Program Area</th>
<th>Issues in the Self-Study</th>
<th>Measureable Goals</th>
<th>Steps to Achieve Goals</th>
<th>Individuals/Officers Responsible for Implementation</th>
<th>Specific Timetable for Completing the Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics Scholarships</td>
<td>Two teams added (golf 2005-2006, soccer 2006-2007) with plan to increase scholarships on an incremental basis until reaching scholarship maximum.</td>
<td>Become and remain fully funded in all sports.</td>
<td>Allocate funds to provide each head coach the opportunity to award additional scholarships based on schedule.</td>
<td>AAD/Business</td>
<td>2005-2006: golf (2), soccer (4) 2006-2007: golf (4), soccer (8) 2007-2008: golf (6), soccer (12) 2008-2009: golf (6), soccer (14)</td>
</tr>
<tr>
<td>Accommodation of Interests and Abilities</td>
<td>If football is added, additional women's sport(s) will need to be added to reach proportionality.</td>
<td>Remain in proportionality and continue history or program expansion.</td>
<td>Investigate potential women's sports based on interests and abilities, roster sizes and facility issues.</td>
<td>Director of Athletics, AAD/SWA, AAD/Business</td>
<td>If decision is made to add football, establish timeline to add women's sport(s) mirroring football timeline.</td>
</tr>
<tr>
<td>Equipment and Supplies</td>
<td>Teams are not purchasing new uniforms at appropriate intervals.</td>
<td>Comparable teams should have uniforms of same age and quality.</td>
<td>Create a rotation for purchasing uniform sets for each sport and require head coaches to commit budget to uniforms.</td>
<td>AAD/Business, Head Coaches</td>
<td>2007-2008 and then ongoing</td>
</tr>
<tr>
<td>Travel and Per Diem Allowance</td>
<td>No issues identified between genders. Maintenance plan included.</td>
<td>Provide equitable modes of transportation and housing during travel, length of stay surrounding competitions, dining and per diem allowances.</td>
<td>Annual review of each area, modifying as needed the written policies, procedures and criteria for travel arrangements and per diem allowances.</td>
<td>AAD/Senior Woman Administrator, AAD/Business, Sport Administrators</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Program Area</td>
<td>Issues in the Self-Study</td>
<td>Measureable Goals</td>
<td>Steps to Achieve Goals</td>
<td>Individuals/Officers Responsible for Implementation</td>
<td>Specific Timetable for Completing the Work</td>
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</tr>
<tr>
<td>Tutors</td>
<td>No issues identified between genders. Maintenance plan included.</td>
<td>Provide equitable academic support</td>
<td>Annual review of academic support program, modifying as needed the written policies, procedures and criteria for tutorial assistance.</td>
<td>AAD/Academic Services, Athletics Council academic subcommittee</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Coaches</td>
<td>Soccer is short one assistant coach.</td>
<td>Increase full-time soccer coaching staff to NCAA maximum (3)</td>
<td>Secure funding to hire an additional assistant coach.</td>
<td>AAD/Business, Head Soccer Coach</td>
<td>2009</td>
</tr>
<tr>
<td>Locker Rooms, Practice and Competitive Facilities</td>
<td>See item 4. Locker room facilities are not comparable for all sports.</td>
<td>Build outdoor complex and renovate Convocation Center to allow additional locker space.</td>
<td>Addressed in master plan</td>
<td>Director of Athletics, AAD/External Affairs, AAD/Business</td>
<td>ongoing</td>
</tr>
<tr>
<td>Medical and Training Facilities and Services</td>
<td>No issues identified.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Housing and Dining Facilities and Services</td>
<td>No issues identified.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Publicity</td>
<td>No issues identified.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Support Services</td>
<td>Need to improve office space for volleyball and soccer coaches.</td>
<td>Build outdoor complex and renovate Convocation Center to allow additional office space.</td>
<td>This is addressed in master plan.</td>
<td>Director of Athletics, AAD/External Affairs, AAD/Business</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td>Need to increase clerical support.</td>
<td>Hire two additional clerical support staff members.</td>
<td>Secure funding for additional clerical support.</td>
<td>AAD/Business</td>
<td>2009</td>
</tr>
<tr>
<td>Program Area</td>
<td>Issues in the Self-Study</td>
<td>Measureable Goals</td>
<td>Steps to Achieve Goals</td>
<td>Individuals/Officers Responsible for Implementation</td>
<td>Specific Timetable for Completing the Work</td>
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<tr>
<td>Recruitment of Student-Athletes</td>
<td>Women's basketball recruiting budget needs to be more comparable to the men's basketball recruiting budget. An anonymous donor provided funding for the baseball coaches to obtain dealer cars for head and assistant coach, softball coaches need assistance in securing for equivalent staff.</td>
<td>Increase women's basketball recruiting budget. Secure two additional dealer cars for the head and assistant softball coach.</td>
<td>Secure funding for additional support and require the women's basketball team to play one guarantee game worth at least $15,000 per season. AAD/Marketing and the AAD/External Affairs solicits cars from local dealerships by developing a car program.</td>
<td>Director of Athletics, AAD/Business, Head Women's Basketball Coach AAD/Marketing and the AAD/External Affairs</td>
<td>2008-2009 2010</td>
</tr>
</tbody>
</table>
Operating Principle

3.2 Minority Issues

Self-Study Items

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

No corrective actions required. No recommendations made.

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

1-A. Increase the number of minority student-athlete participants.
1-B. Action Taken: Coaches were encouraged to recruit a more representative and diverse group of student-athletes. Diversity training was provided for all athletics department personnel and student-athletes. Recruiting budgets were increased so coaches could recruit more regionally and nationally, increasing the pool of talent from which to choose. All coaches have been encouraged to recruit in the San Antonio metropolitan area, which has a large Hispanic population. The enhancement of the Life Skills program has provided multiple opportunities for UTSA coaches and student-athletes to venture into schools of historically underrepresented ethnicities in intercollegiate athletics.
1-C. Date of Action: 2000

2-A. Increase the number of minority coaches and administrators.
2-B. Action Taken: A continuous effort is being made to attract a more diverse applicant pool. All open positions are advertised on a national basis. The senior administrative staff researches candidates on a national basis for each position, hoping to attract qualified ethnic minority and female candidates. Additional minority coaches and administrators have been hired in an specific effort to provide Hispanic representation on the staff. All employment advertisements are approved by the university Equal Opportunity Officer prior to their publication in periodicals and via the Internet. All athletics department hiring procedures are guided and monitored by the Office of Human Resources, which follows all System, state and national regulations for a public institution of higher education.
2-C. Date of Action: 1998
3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 3.2 (Minority Issues) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

1-A. Plan for Improvement: Provide diversity education for student-athletes and staff.
1-B. Action Taken: The Life Skills program provides diversity education on an annual basis and UTSA athletics staff and student-athletes have participated in the NCAA On-Campus Diversity Education seminar. The NCAA Foundation Leadership Conference videotape on diversity has been made available for viewing to all student-athletes and staff.

2-A. Plan for Improvement: Provide coaches and student-athletes with multiple opportunities to create relationships with minority youth in the community.
2-B. Action Taken: The Life Skills program provides multiple opportunities for coaches and student-athletes to conduct educational seminars in local schools, as well as providing community service opportunities on their campuses. UTSA also makes a concerted effort to host conference and national events, and as such conducts Youth Education through Sport (YES) Clinics associated with those championships. The primary participants in these clinics are minority school children who have been specifically targeted through an existing partnership between UTSA and the San Antonio Sports Foundation Dreams for Youth program. The Senior Woman Administrator is a board member of that organization.

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

The Department of Athletics, as do all other university departments, falls under the auspices of the Office of Human Resources and the Office of Institutional Diversity and must therefore comply with university policies, procedures and reviews with respect to minority issues. The athletics senior administrative staff conduct annual reviews of the responses collected in exit interviews, annual team surveys, coaches' evaluations, individual meetings with each coaching staff and interviews with the Student-Athlete Advisory Committee. The senior woman administrator is primarily responsible for the well-being of the student-athletes and coaching staff.

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

As previously mentioned as a "Plan for Improvement", it is evident from the data that the athletics staff is not as representative of the student-athlete make-up as we would like, particularly with regard to African American staff members. The Student-Athlete Advisory Committee has been very representative of the student-athlete make-up, but the Athletics Council is not as diverse.

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

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

See chart.

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

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

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

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

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

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

a. Describe how the institution has ensured a complete study of this program area.

All racial and ethnic data was analyzed and written procedures were reviewed. Each head coach and student-athlete is questioned on the diversity of the athletics department and the environment in which they must work or compete through annual evaluations, exit interviews and the annual team survey.

b. Provide data demonstrating the institution's commitment across this program area.

As stated in the Department of Athletics Mission Statement, Vision Statement and Departmental Values, equal opportunity is part of the framework of our organization.

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

As stated previously, the athletics department staff could better represent the student-athlete population with increased Hispanic and African-American staff members. This issue is constantly addressed through all hiring practices.

d. Explain how the institution's future plan for minority issues address this program area.

The minority plan is structured so that it specifically addresses each of the eight minority issues areas. The authors of the plan used the contents of this report as well as their experiences within the Department of Athletics to address each item as it relates to the future of the department.

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 program area.
Reviews are scheduled with two separate groups on an annual basis and all staff are required to comply with university procedures and participate in educational activities. Each head coach and student-athlete is questioned on the diversity of the department and the environment in which they must work or compete through annual evaluations, exit interviews and the annual team survey.

b. Provide data demonstrating the institution's commitment across this program area.

An annual review is conducted by the Athletics Council Student-Athlete Welfare sub-committee, as well as the senior administrative staff.

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

As stated previously, the athletics department staff could better represent the student-athlete population with increased Hispanic and African-American staff members. This issue is constantly addressed through all hiring practices.

d. Explain how the institution's future plan for minority issues address this program area.

The minority plan is structured so that it specifically addresses each of the eight minority issues areas. The authors of the plan used the contents of this report as well as their experiences within the Department of Athletics to address each item as it relates to the future of the department.

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 program area.

All racial and ethnic data was analyzed and written procedures were reviewed. Each head coach and student-athlete is questioned on the diversity of the athletics department and the environment in which they must work or compete through annual evaluations, exit interviews and the annual team survey.

b. Provide data demonstrating the institution's commitment across this program area.

Membership on the Student-Athlete Advisory Committee is determined by the members of each team. Diversity programming is available through the Life Skills program on at least an annual basis.

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

As stated previously, the athletics department staff could better represent the student-athlete population with increased Hispanic and African-American staff members. This issue is constantly addressed through all hiring practices.

d. Explain how the institution's future plan for minority issues address this program area.

The minority plan is structured so that it specifically addresses each of the eight minority issues areas. The authors of the plan used the contents of this report as well as their experiences within the Department of Athletics to address each item as it relates to the future of the department.

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 program area.

The university goals were reviewed and the athletics goals mirror that of the university.

b. Provide data demonstrating the institution's commitment across this program area.

The following are actual and targeted enrollments broken down by ethnicity for the years 2000, 2005, 2010 and 2015.

**FALL 2000 actual minority and total enrollment**
948 (African American)
8,498 (Hispanic)
8,225 (white)
18,830 (overall total)

**FALL 2005 actual minority and total enrollment**
1,816 (African American)
12,323 (Hispanic)
10,810 (white)
27,291 (overall total)

**FALL 2010 targeted minority and total enrollment**
2,300 (African American)
14,000 (Hispanic)
12,000 (white)
32,000 (overall total)

**FALL 2015 targeted minority and total enrollment**
2,500 (African American)
15,300 (Hispanic)
13,900 (white)
35,000 (overall total)

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

As stated previously, the athletics department staff could better represent the student-athlete population with increased Hispanic and African American staff members. This issue is constantly addressed through all hiring practices.

d. Explain how the institution's future plan for minority issues address this program area.

The minority plan is structured so that it specifically addresses each of the eight minority issues areas. The authors of the plan used the contents of this report as well as their experiences within the Department of Athletics to address each item as it relates to the future of the department.

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 program area.

The racial and ethnic data was analyzed along with the recruiting practices and philosophies of each team.

b. Provide data demonstrating the institution's commitment across this program area.

This is included in the annual reviews mentioned under "Evaluation" above.
c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future.

As stated previously, the athletics department staff could better represent the student-athlete population with increased Hispanic and African-American staff members. This issue is constantly addressed through all hiring practices.

d. Explain how the institution's future plan for minority issues address this program area.

The minority plan is structured so that it specifically addresses each of the eight minority issues areas. The authors of the plan used the contents of this report as well as their experiences within the Department of Athletics to address each item as it relates to the future of the department.

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 program area.

The make-up of the Student-Athlete Advisory Committee was reviewed along with the manner in which these student-athletes are selected. The agendas of the SAAC were reviewed to determine the types of policies this group is involved in creating and editing.

b. Provide data demonstrating the institution's commitment across this program area.

As mentioned under "Organization and Structure" the Student-Athlete Advisory Committee members are selected by their teammates, resulting in a very representative group. This group is actively involved in Athletics Department policy making, such as a per diem policy, alcohol policy, student-athlete code of conduct as well as many other issues.

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

As stated previously, the athletics department staff could better represent the student-athlete population with increased Hispanic and African-American staff members. This issue is constantly addressed through all hiring practices.

d. Explain how the institution's future plan for minority issues address this program area.

The minority plan is structured so that it specifically addresses each of the eight minority issues areas. The authors of the plan used the contents of this report as well as their experiences within the Department of Athletics to address each item as it relates to the future of the department.

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 program area.
The racial and ethnic make-up of the staff was analyzed. The hiring procedures and philosophies of the athletics department were also reviewed. We reviewed data to evaluate completion of the university mandated education series.

b. Provide data demonstrating the institution's commitment across this program area.

Position vacancies are advertised on a national basis, including publications for minority coaches associations. Hiring committees contain minority representation.

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

As stated previously, the athletics department staff could better represent the student-athlete population with increased Hispanic and African-American staff members. This issue is constantly addressed through all hiring practices.

d. Explain how the institution's future plan for minority issues address this program area.

As stated previously, the athletics department staff could better represent the student-athlete population with increased Hispanic and African-American staff members. This issue is constantly addressed through all hiring practices.

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 program area.

Each head coach and student-athlete is questioned on the diversity of the athletics department and the environment in which they must work or compete through annual evaluations, exit interviews and the annual team survey. In addition, all coaches and student-athletes complete "needs assessment" surveys for their particular group (coaches, student-athletes) to help determine the programming topics for student-athlete welfare and coaches professional development.

b. Provide data demonstrating the institution's commitment across this program area.

Diversity education sessions are provided at least on an annual basis for athletics staff and student-athletes. Data taken from the exit interviews and annual team surveys indicating any issues affecting minority or international student-athletes will be analyzed and addressed through life skills programming and programming for athletics staff. To date no issues have been identified by the student-athletes.

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

As stated previously, the athletics department staff could better represent the student-athlete population with increased Hispanic and African-American staff members. This issue is constantly addressed through all hiring practices.

d. Explain how the institution's future plan for minority issues address this program area.

The minority plan is structured so that it specifically addresses each of the eight minority issues areas. The authors of the plan used the contents of this report as well as their experiences within the Department of Athletics to address each item as it relates to the future of the department.
9. Using the "plan for improvement" section, please provide a written, stand-alone institutional plan for addressing minority issues for the future in the intercollegiate athletics program. The plan must address all eight program areas for minority issues as listed previously; however, an evaluation mechanism to monitor the institution's status in those program areas without deficiencies is acceptable, provided the identification of such a mechanism is included in the institution's minority-issues plan. Further, the plan must extend at least five years into the future and be active at all times. [Note: Please see the Web site for an example format outlining all required elements of a plan.]

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

See plan.

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

The minority equity plan was created by the senior athletic administrative staff, with input from the coaching staff and Student-Athlete Advisory Committee. The plan was then reviewed, edited and approved by the director of the Office of Institutional Diversity, the VPSA, the Athletics Council sub-committee on Student-Athlete Welfare and the associate commissioner of the Southland Conference.

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**
<table>
<thead>
<tr>
<th>Program Area</th>
<th>Issues in the Self-Study</th>
<th>Measureable Goals</th>
<th>Steps to Achieve Goals</th>
<th>Individuals/Officers Responsible for Implementation</th>
<th>Specific Timetable for Completing the Work</th>
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</thead>
<tbody>
<tr>
<td>Institutional and Athletics Department Commitment</td>
<td>No issues identified.</td>
<td></td>
<td></td>
<td>Athletics Council subcommittee on student-athlete welfare along with Director of Office of Institutional Diversity</td>
<td>Annually</td>
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<tr>
<td>Evaluation</td>
<td>Conduct review of athletics department commitment to diversity both internally and externally.</td>
<td>Monitor the athletics department activities for consistency with the goals and objectives set forth in the institution and department's commitment to diversity.</td>
<td>Athletics Council subcommittee on student-athlete welfare along with Director of Office of Institutional Diversity conduct annual review of exit interviews, team surveys and interview with SAAC. Sport administrators will do the same internally.</td>
<td>Athletics Council subcommittee, Director of Office of Institutional Diversity, Director of Athletics, AAD/SWA, AAD/Compliance, AAD/Business</td>
<td>Annually</td>
</tr>
<tr>
<td>Organization and Structure</td>
<td>No issues identified.</td>
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<tr>
<td>Enrollment</td>
<td>No issues identified.</td>
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<tr>
<td>Comparison of Populations</td>
<td>Conduct review of populations during annual review outlined in #2.</td>
<td>Monitor the student population in comparison to the student-athlete population to ensure no signs of discrimination exist.</td>
<td>Athletics Council subcommittee on student-athlete welfare, as well as the senior administrative staff review the data on a team-by-team basis to identify any negative trends.</td>
<td>Athletics Council sub-committee on student-athlete welfare, Director of Athletics, Associate Athletics Director/SWA, AAD/Business</td>
<td>Annually</td>
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<tr>
<td>Participation in Governance and Decision-Making</td>
<td>No issues identified.</td>
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<td>Elements</td>
<td>Goals</td>
<td>Steps</td>
<td>Specific Timetable for Completing the Work</td>
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<td><strong>Employment Opportunities</strong></td>
<td>Athletics Department lacks African American staff members.</td>
<td>Increase the number of African Americans on the coaching and administrative staffs.</td>
<td>Consult with the offices of Human Resources and Institutional Diversity to develop strategies to successfully identify and recruit applicants from diverse and under-represented groups. Advertise open positions in publications that reach diverse populations. Hiring committees will be created with minority representation.</td>
<td>Ongoing</td>
<td></td>
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<tr>
<td><strong>Programs and Activities</strong></td>
<td>No issues identified.</td>
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Operating Principle

3.3 Student-Athlete Well-Being

Self-Study Items

1. List all "corrective actions", "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 3.3 (Student-Athlete Well-Being). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

I. No corrective action required.

II. Recommendations

1-A. The peer-review team suggests that the athletics administration conduct more frequent meetings with the athletics department personnel to improve communication between administration and coaches.

1-B. The athletics department has implemented a series of monthly meetings with its coaching staff during which issues relating to the athletics department or specific sports may be discussed. Each coach is given the opportunity to submit agenda items for discussion at each meeting. A calendar of scheduled meetings for the year has been developed and given to members of the coaching staff. In addition, the administrative staff and senior administrative staff alternate bi-weekly meetings, and each sports administrator conducts regular meetings with each coaching staff he/she supervises.

1-C. Dates of Action: 1998

1-D. Action not Taken/Completed: Completed

2-A. The peer-review team suggests that, in addition to the exit interview of post-eligible student-athletes, the athletics administration seek ways to obtain input from student-athletes following each respective season of competition.

2-B. With the help of its coaches and student-athletes, the athletics department has developed a mechanism for gathering input from student-athletes following each respective season of competition. This mechanism is in both written and oral form and is administered in much the same way that exit interviews are currently administered.

2-C. Dates of Action: 2003

2-D. Action not Taken/Completed: Completed

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 3.3 (Student-Athlete Well-Being). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

No plans for improvement/recommendations are currently being investigated.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 3.3 (Student-Athlete Well-Being) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

1-A. Plan for Improvement: Enhance the athletics department's Life Skills program.
1-B. Action Taken: A menu-driven program was implemented to allow the student-athletes to have input on the topics covered and a selection of which sessions they would like to attend (see attached brochure for Fall 2003)

2-A. Plan for Improvement: Make a commitment to nominate qualified coaches and student-athletes for all available awards.
2-B. Action Taken: The SWA monitors all awards and maintains a list of qualifications, timelines, student-athletes/coaches nominated and those winning awards. The assistant athletics director for academic services (AAD/Academics) and the sports information director are active participants in the nomination process (see attachment).

3-A. Plan for Improvement: Create a resource library for coaches, administrative staff and student-athletes.
3-B. Action Taken: A library of software, literature, audiotape and videotape has been accumulated, which allows coaches and student-athletes the opportunity to view educational information at their own pace. A library is kept in the athletics department, as well as a list of other media available on campus.

4-A. Plan for Improvement: Encourage continued education by athletic staff.
4-B. Action Taken: Informational literature is prepared and delivered to the athletics staff on a regular basis. Numerous staff members have attended national conferences in their respective fields. A coaches' professional development series has been implemented to not only assist the coaches in their career advancement, but also to benefit the student-athletes based on the knowledge and experience of their coaches.

5-A. Plan for Improvement: Increase alcohol and drug education and programming.
5-B. Action Taken: The SWA sits on the UTSA Alcohol, Tobacco, Other Drug and Crime Prevention Task Force, which creates programming regarding these topics across campus. Multiple alcohol and drug education sessions have been added to the Life Skills program. Several athletics staff members attended the APPLE Conference to assist with alcohol awareness programming.

6-A. Plan for Improvement: Work with the university community to cosponsor educational events and seminars.
6-B. Action Taken: A partnership has been established to work specifically with the campus academic support center, career center, counseling center and Greek community. Two nationally acclaimed speakers are scheduled each year in conjunction with these groups to address the student-athletes and university community. All seminars conducted by the academic support services and career services center are listed on the Life Skills program calendar.

7-A. Plan for Improvement: Require all first-semester student-athletes to attend the Life Skills class.
7-B. Action Taken: All freshmen and any transfer student-athletes who have not taken a Life Skills lecture course are required to enroll for the Life Skills class their first semester on campus.

8-A. Plan for Improvement: Enhance the Student-Athlete Advisory Committees' role on the UTSA campus.
8-B. Action Taken: The SWA has assumed the sponsor role for this group, which meets every three weeks during the school year and is a registered student organization on campus. The committee is divided into sub-committees, which meet outside of the regular meeting schedule to conduct additional business. The committee also meets with the Director of Athletics at a minimum of once per semester, as well as conducts joint meetings with the Student Government Association, the Greek Council and the Athletics Council.

9-A. Plan for Improvement: Devise a new and consistent letter award process.
9-B. Action Taken: The Student-Athlete Advisory Committee designed a new logo and selected new gifts for letter awards. Funds were added to allow for awards on an annual basis. Letter award criteria was collected from each coach and discussed in a staff meeting, in order to create more uniform criteria.

10-A. Plan for Improvement: Increase student-athlete services on the athletics department website.
10-B. Action Taken: Links for the Life Skills program, Compliance Office, Mission Statement, Student-Athlete Advisory Committee and Student-Athlete Handbook have been added to the athletics department website.

11-A. Plan for Improvement: Enhance the exit interview process.
11-B. Action Taken: Following receipt of the written survey, each sport administrator conducts an in-person interview with all departing student-athletes. This information is then categorized and used to enhance the student-athlete experience. The Student-Athlete Advisory Committee edited a new interview instrument that is now in use.

12-A. Plan for Improvement: Create specific policies and procedures for team travel.
12-B. Action Taken: All coaches and clerical staff have been informed of new team travel policies. Policies regarding mode of transportation, length of stay, per diem amounts, crisis management and documentation procedures were implemented to ensure safety, consistency amongst teams and a positive student-athlete experience. Laptop computers are also available for team checkout while traveling. Academic support staff and/or tutors periodically travel with sports teams on an as-needed basis.
13-A. Plan for Improvement: Create a crisis management plan within the athletics department and have representation with the university efforts in this area.
13-B. Action Taken: A comprehensive crisis management plan covering areas such as natural disasters, terrorism, travel incidents and discipline issues was written and disseminated to all athletics department staff and the Student-Athlete Advisory Committee. Each team is informed of the plan and instructed on its use during team meetings at the beginning of each school year. Athletics staff are required to sign that they have read and understand all procedures contained in the plan. The SWA sits on the university’s Student Affairs Response Team as well as the university's Travel Committee.

14-B. Action Taken: The AAD/Compliance revised the Student-Athlete Handbook and it has been placed on the athletics department website.

15-A. Plan for Improvement: Encourage staff members and coaches to serve on committees, in order to have the greatest affect on legislation affecting student-athletes.
15-B. Action Taken: Several coaches and administrators currently serve on university, Southland Conference, regional and national committees. Each coach has been encouraged to seek such positions.

16-A. Plan for Improvement: Bid to host the maximum allowable conference championship events on campus each year.
16-B. Action Taken: The Southland Conference allows member institutions to host a maximum of two conference championship events per year. UTSA has bid for at least two each year, and were able to secure bids to host the 2001, 2002, 2004, 2005 and 2007 Southland Conference Tennis Tournaments and the 2003, 2006 and 2007 Southland Conference Volleyball Tournaments.

17-A. Plan for Improvement: Improve facilities for student-athlete and fan enjoyment.
17-B. Action Taken:
The tennis, softball and track facilities have been renovated and permanent restrooms were added to the baseball facility and high-quality temporary restrooms were added to the softball field. Lights have been added at both softball and baseball facilities. At the softball facility, the fencing behind home plate was replaced with a net and the wall behind home plate was moved to meet dimensions required to host post-season competition. The baseball facility was also renovated with a new wall behind home plate and a new net. A field specialist has been employed to take care of both the softball and baseball fields. The men and women's basketball locker rooms have been renovated. New LED lights have been added to backboards on basketball floor. A new wood floor was put in the practice gym in the PE Building. A second gym in the PE Building has been renovated to become the weight room for the athletic department.

18-A. Plan for Improvement: Limit the number of class days missed due to team travel.
18-B. Action Taken: A maximum amount of missed class days per semester, per sport has been conveyed to each head coach. Each sport administrator must approve each of their team's proposed schedules, based on budget and missed class days, prior to game contracts being prepared.

19-A. Plan for Improvement: Improve the strength and conditioning program.
19-B. Action Taken: Head and assistant strength and conditioning coaches were hired specifically for varsity student-athletes and the weight room was closed to everyone but student-athletes. A new weight room was constructed, greatly increasing the space and improving the atmosphere of the facility.

20-B. Action Taken: The process for student-athletes to check-out and check-in their textbooks has been revised to a more efficient and convenient process, which also allows the student-athletes to keep their textbooks throughout the final exam schedule. This process has also provided a more efficient monitoring process for the athletics compliance office.

21-A. Plan for Improvement: Improve the reduction/non-renewal notification process.
21-B. Action Taken: Head coaches are required to receive approval from their sport administrator prior to any scholarship reductions or non-renewals. The head coach is also required to conduct an in-person meeting with any student-athlete who will have their scholarship reduced or cancelled.

22-A. Plan for Improvement: Institute a Lettermen's Association and Athletic Hall of Fame.
22-B. Action Taken: The Varsity Club has been created.
23-A. Plan for Improvement: Remove all coaches from teaching assignments.
23-B. Action Taken: All coaches have been removed from teaching assignments with the exception of the strength coach.

24-A. Plan for Improvement: Increase the involvement of administrative staff in the recruiting process.
24-B. Action Taken: Prospective student-athletes meet with several members of the administrative staff during official and unofficial visits. Head coaches are required to receive approval from the athletics director, sport administrator and AAD/Academics prior to the National Letter of Intent being sent to a prospective student-athlete.

25-A. Plan for Improvement: Retain quality head and assistant coaches to improve the quality of coaching and create stability in each program.
25-B. Action Taken: Several assistant coaches have been promoted to assistant/associate head coach in order to retain them at UTSA. Following the departure of the head softball coach, the assistant head coach was promoted on an interim basis.

26-A. Plan for Improvement: Provide transportation options for the men's and women's golf and tennis teams.
26-B. Action Taken: Coaches have the option to take a departmental staff member or volunteer as a second driver so the teams can travel more comfortably in two vehicles, or recreational vehicles may now be rented for team travel. An additional option relating to scheduling both teams at the same location is being investigated so the teams would be able to travel by charter bus.

27-A. Plan for Improvement: Create a better home game atmosphere and home court/field advantage.
27-B. Action Taken: A promotions coordinator was hired and the spirit coach was promoted to a full-time appointment. The marketing and promotions staffs have worked in conjunction with the spirit squads to drastically improve the atmosphere of all home events. Game operations equipment was invested in to improve communication between the various components of the game operations. Two new mascots were purchased and mascot training was provided. The pep band for basketball and volleyball games was improved with the hiring of a new director and an increase in financial support.

28-A.
Plan for Improvement: Establish a departmentally funded student manager program so the coaches and student-athletes will have additional assistance with practice and game preparation.
28-B. Action Taken: A manager program was established for all sports and the spirit program providing a specified number of positions that are funded on an annually increasing stipend.

29-A. Plan for Improvement: Establish a Student Code of Conduct so the coaches and student-athletes will have a well-communicated structure for disciplinary cases.
29-B. Action Taken: A Student Code of Conduct was researched over several years and, with input from the coaching staff and student-athletes, has been implemented.

30-A. Plan for Improvement: Improve the athletic department website, including feature stories, merchandise sales and game broadcasting abilities.
30-B. Action Taken: A new website has been created, greatly enhancing the ability to promote the accomplishments of our coaches and student-athletes.

4. Explain how the institution is organized to further its efforts related to the student-athlete well-being operating principle and provide evidence that matters concerning student-athlete welfare are monitored, evaluated and addressed on a continuing basis.

The Department of Athletics, as do all other university departments, falls under the auspices of the Office of Human Resources and the Office of Institutional Diversity and must therefore comply with university policies, procedures and reviews with respect to student well-being issues. The Athletics Council sub-committee on Student-Athlete Welfare and the Athletics senior administrative staff conduct annual reviews of the EADA Report and sports budgets. The senior administrative staff reviews responses collected in exit interviews, annual team surveys, coaches evaluations, individual meetings with each coaching staff and interviews with the Student-Athlete Advisory Committee. The senior woman administrator is primarily responsible for the well-being of the student-athletes and coaching staff.
5. Describe the institution's educational enhancement programs (e.g., education regarding career guidance counseling; personal counseling; health and safety; alcohol and other drug guidelines [see the NCAA Sports Medicine Handbook, Guideline No.1]; non-academic components of life skills programs) available to student-athletes. Describe practices/procedures in place to encourage and assure student-athletes’ access to these programs.

The programs that are available to the student-athlete include: Life skills class and classes in sexual responsibility, sports nutrition, diversity and hate crimes, hazing, fiscal responsibility, stress management, anger management, coping with depression and grief, drug education, alcohol and tobacco responsibility and use, self defense, sportsmanship, sports psychology, resume building, note taking, read better/remember more, test preparation, media and booster relations. These require mandatory attendance based on classification: two for senior/freshman, three for juniors and sophomores.

Through the CHAMPS/Life skills program, students get training in such areas as study skills (tutors, mentors, study halls, road study halls, communication skills, goal-setting and stress management. The Tomas Rivera Center for Student Success has tutors designated to work with the student-athlete program.

Also, coaches have mandated participation in workshops/seminars conducted by career counselors via the university’s Career Services office. Coaches are requiring athletes to attend four career development workshops (resume writing, career planning, researching internships, interview skills). Athletes also complete a resume to be placed in a resume book which is distributed to employers interested in recruiting UTSA student-athletes.

One educational enhancement program is the Directors Cup. This is awarded to the team that has accumulated the highest team GPA. The teams have a system for gaining points based on academic performance. Student-athletes have access to the same personal counseling services as the student body. The counseling center offers individual counseling appointments as well as support group counseling. Some of the topics that are addressed include anxiety, stress management, surviving grad school, dating, etc.

The procedures that are in place to assure that students have access to these programs are the student-athlete handbook which details all of the programs that are in place for the student to take advantage. Also, the students meet with advisors that are charged with helping the students plot their academic course.

6. Describe the institution's process for conducting the student-athlete exit interviews required by NCAA Constitution 6.3.2 and the means by which this information is used to better the student-athlete experience. Describe other avenues available to student-athletes to provide input.

Each sport has a designated exit interviewer. The senior woman administrator (SWA) is responsible for coordinating the interview process. The athletics academic services office provides a list to the SWA of all exiting student athletes. The list is then distributed to the exit interviewer of the designated sport. They are then forwarded an exit interview form to be completed during the interview. The athlete will complete the form and then conduct an in-person interview.

This interview is used as an opportunity for the student to "clear the air" pertaining to the status of the athletics program. The SWA is responsible for coordinating the Exit Interview process.

The SWA receives a list of all non-returning student-athletes from the athletics academic services office and the compliance office. Non-returning student-athletes include those who have exhausted their eligibility, have quit or have been removed from the team.

The SWA distributes the names of the student-athletes to the appropriate sport administrator. Phone numbers and e-mail addresses are included in order that the sport administrator may personally contact each student-athlete.

The SWA supplies each sport administrator with the Exit Interview form in order to conduct the interviews.

Each sport administrator is responsible for contacting his or her respective student-athletes and instructing them to complete the Exit Interview. The student-athlete obtains the exit interview by picking up a copy from the sport administrator or through an e-mail attachment.

The sport administrator arranges a subsequent in-person interview with each of their respective student-athletes.
During the in-person interview, the sport administrator and the student-athlete reviews the written Exit Interview, discusses its contents, and then has a general discussion of all areas of the athletics department. This may include the student-athlete's experiences with academic services, compliance, sports information, marketing and promotions, strength and conditioning, training and medical services, travel, equipment, facilities, administration and coaches, and all issues with regard to gender, minority and international student issues.

Following the exit interview, each sport administrator compiles notes according to individual sport issues and each of the disciplines previously listed.

A subsequent meeting is arranged between the sport administrator and the athletic director to review all issues pertaining to that particular sport.

If necessary, appropriate staff members (i.e. coaches) will be asked to meet with the athletics director and sport administrator to discuss particular issues.

**POST-SEASON REVIEW**

Traditionally, the interviews were only conducted with the student-athletes who were graduating, transferring or leaving the university. We have moved to conducting interviews for all of the student-athletes at the end of each season. This is the process for conducting these post-season interviews.

- The sport administrator establishes a time to meet with the appropriate sport team.
- Prior to the meeting, the team is given a copy of the Post-Season Review and requested to complete the form before the meeting. This form will be available for the NCAA monitoring group to view.
- The sport administrator conducts the team meeting with no coaches present.
- Procedures follow the same guidelines as the Exit Interview process. The only difference is it is conducted as a team meeting, not individual meetings.
- The student-athletes are informed that they can meet individually with the sport administrator. They do not have to be a non-returning student-athlete to meet with the sport administrator.
- Information is compiled and discussed with the athletics director and, if necessary, staff members (i.e. coaches) in the same manner as the Exit Interview process.

The student-athlete may also provide input through the annual student athlete survey. The survey assesses the following components of the program based on a five-point rating scale (outstanding, exceeds expectations, meets expectations, below expectations, and unsatisfactory): strength and conditioning; sports medicine; academic services; coaching; and administration. In preparing the self-study report, we also surveyed the student athlete advisory council and asked them to rate the university athletic program based on five criteria: making you a better athlete, physical safety and care, academic support and overall environment.

The information gathered via the surveys and the interview process is forwarded to the proper sport administrator and the results will used to better serve student-athletes at UTSA.

7. Describe the institution's and/or athletics department's written grievance and/or appeals procedures available to student-athletes in areas mandated by NCAA legislation (i.e. financial aid and transfers) and in other areas (e.g. harassment, hazing, abusive behavior, sexual orientation). Also, identify the individual(s) responsible for overseeing the administration of the grievance and/or appeals procedures and describe the means by which the grievance and/or appeals procedures are communicated to student athletes and staff.

All UTSA students are expected to follow the Student Code of Conduct (UTSA Course Catalog, Appendix B).

By enrolling at the University of Texas at San Antonio, a student neither loses the rights nor escapes the responsibilities of citizenship. All students are expected to obey federal, state, and local laws, the Rules and Regulations of the Board of Regents or The University of Texas System, the rules and regulations of The University of Texas at San Antonio, and directives issued by an administrative official in the course of his or her duties. A student who enrolls at the university is charged with obligation to conduct himself or herself in a manner compatible with the university's function as an educational institution.

All UTSA students are informed of the Student Grievances procedures (UTSA Course Catalog, Appendix E). UTSA students may need to pursue questions or concerns involving academic or nonacademic aspects of student life. The Student Ombudsperson assists students who are encountering challenges within the campus community by listening to concerns, providing and clarifying information, identifying and evaluating options, acting as a facilitator or mediator, serving as a referral agent and making recommendations for change to enhance the mission of The university.
The Student Ombudsperson offers confidential services to all students in a welcoming and safe environment and communicates with various representatives and offices to respond to and help resolve concerns in a timely and impartial manner. The Student Ombudsperson is located in the Office of the Vice President for Student Affairs in the Main Building, 4.108, and may be reached at (210) 458-4136.

A student grievance may involve a UTSA employee and other students. A student with a grievance involving a university employee should first seek to resolve the problem with the employee. If the matter cannot be resolved with the employee, the grievance can be forwarded to the employee's supervisor in his or her department. A student who believes another student has violated the Student Code of Conduct may file a complaint with the Office of Student Judicial Affairs. In conflict situations that do not require a criminal or student conduct response, or have not been resolved through regular grievance channels, it is recommended that students pursue resolution of their conflict with the Student Ombudsperson.

All freshman students are required to attend a mandatory orientation prior to their first semester at The university. At that orientation, students are informed of the Student Code of Conduct and the grievance procedures and are informed how to access the information.

POLICY ON STUDENT-ATHLETE FINANCIAL AID APPEALS
If a student-athlete's athletic aid has been reduced, canceled, or not renewed, they must be provided written notice of an opportunity for a hearing (NCAA Bylaw 15.3.5.1).

A student who wishes to appeal any decisions related to his/her athletic financial aid shall submit the Student-Athlete Appeal Petition Form to the Lisa Blazer, Assistant VP/Student Financial Aid and Enrollment Services.

This request shall include:
Student's Name, UTSA Banner ID, Year in School, Sport;
Type and amount of previous financial aid;
Reasons for believing that the decision was unfair or unjustified;
Include names of institutional staff members the student has discussed the aid with; Copies of any relevant documents supporting appeal;
The student will be afforded a written appeal process only

Please note: Assistant VP/Student Financial Aid and Enrollment Services has right the right to hold an in-person hearing if they deem appropriate.

An appeal must be submitted to the Financial Aid Office within 14 days after the student receives the cancellation or reduction letter.

Appeals Committee

The appeals committee consists of three staff members of the Student Affairs Division. Members are selected by the Assistant VP/Student Financial Aid and Enrollment Services. Each member serves a one-year academic term. The Athletics Compliance Coordinator arranges the meeting times and locations.

Appeal Procedures

Within two weeks after receiving a non-renewal or reduction letter, the student-athlete submits the Student-Athlete Appeal Petition Form to the Financial Aid Office.
The Student-Athlete Appeal Form includes the items listed in the policy section above.
The Athletic Compliance Coordinator notifies the athletic department, and appeals committee of the request.
A hearing is scheduled immediately.

Following the hearing, one of the two actions is taken:

If the financial aid appeals committee finds that the decision to reduce, cancel, or not renew is not a violation of the rules, regulations or institutional policies and no extenuating circumstances are present, the appeal is immediately denied.

If the financial aid appeals committee finds that the decision to reduce, cancel, or not renew aid is a violation of the rules, regulations and institutional policies, the appeal is immediately approved. The financial aid is then made available to the student as soon as possible.

The committee's decision is final.

POLICY ON ONE-TIME TRANSFER APPEALS
If a student-athlete is denied a request for their release they must be provided written notice of an opportunity for a hearing per NCAA Bylaw 14.5.5.2.10 (d).

A student who wishes to appeal any decisions related to his/her denial of the one-time transfer exception shall submit the Student-Athlete Appeal Petition Form to the Bennie Wilson, Faculty Athletics Representative. This request shall include:

- Student's Name, UTSA Banner ID, Year in School, Sport;
- Reasons for believing that the decision was unfair or unjustified;
- Include names of institutional staff members the student has discussed the transfer with;
- Copies of any relevant documents supporting appeal
- The student will be afforded a written appeal process only

Please note: Faculty Athletics Representative has the right to hold an in-person hearing if they deem appropriate.

An appeal must be submitted to the Faculty Athletics Representative within 14 days after the student receives the denial letter.

Appeals Committee

The appeals committee consists of three to five staff members chosen at the discretion of the Faculty Athletics Representative. Each member serves a open-ended term. The Athletics Compliance Coordinator will arrange the meeting times and locations.

Appeal Procedures

Within two weeks after receiving a denial letter, the student-athlete submits the Student-Athlete Appeal Petition Form to the Faculty Athletics Representative.

The Student-Athlete Appeal Form includes the items listed in the policy section above.

The Faculty Athletics Representative will notify Athletic Compliance Coordinator who in turn notifies the athletics department of the request.

A hearing is scheduled immediately.

Following the hearing, one of the two actions is taken:

- If the committee finds that the decision to deny the one-time transfer exception is not a violation of the rules, regulations or institutional policies and no extenuating circumstances are present, the appeal is immediately denied.
- If the committee finds that the decision to deny the one-time transfer exception is a violation of the rules, regulations and institutional policies, the appeal is immediately approved. The one-time transfer exception will be granted to the student.

The Committee’s decision is final.

8. Describe the institution’s educational and support programs in the area of sexual orientation. Also, describe the institution’s structure and/or policies that ensure the provision of a safe environment for all students, including student-athletes with diverse sexual orientations.

The educational programs that are in place to address the issues of sexual orientation are integrated into the life skills training, which is required by the university as well as the NCAA. The specific programs targeting these issues include sexual responsibility, diversity and hate crimes, and hazing. The support programs that are in place include counseling at the university counseling center, registered GLBT student organizations such as Lambda Alliance, and a Greek organization targeting GLBT students and supporters.

The institution has a program in place called Allies training. These are a series of workshops which can be attended by the staff, faculty and student body. The content of these workshops is designed to educate the participants as to the stereotypes associated with GLBT students, how to dispel some of the associated myths of homosexuality, how to be more aware of your own biases/beliefs, and most importantly, how to promote and provide a safe environment whereby any student who needs a safe place to speak with a staff/faculty member can look for the allies training certificate posted in a given office and know that that specific professional is equipped to handle such discourse.
9. Identify the mechanisms in place to ensure the health and safety of student-athletes and the administrator (s) responsible for the institutional awareness of health, safety, travel and sports medicine policies. Describe the process by which these policies and guidelines are approved and communicated to athletics department staff and student-athletes. In addition, describe the process by which these policies are periodically evaluated to ensure continued effectiveness.

UNIVERSITY OF TEXAS-SAN ANTONIO SPORTS MEDICINE/DEPARTMENT OF INTERCOLLEGIATE ATHLETICS EMERGENCY MEDICAL ACTION PLAN INTRODUCTION

Emergency situations may occur at any time during an athletic event, an event refers to practices and competitions. Medical emergencies are not limited to student-athletes but can also occur to coaches, department support staff, student support staff, and spectators. Because of the possibility of an emergency, the athletic department and the department of sports medicine has an obligation to have an emergency medical action plan in place and prepared to be properly implemented so that the best possible care will be provided in a timely manner. Since medical emergencies can occur at any time and during any activity the sports medicine team must be prepared. Preparation for a medical emergency includes formation of an emergency plan, proper coverage of athletic events, maintenance of emergency equipment and supplies, utilization of appropriate emergency medical personnel, and continuing education in the area of emergency medicine, and emergency management and planning. Some potential medical emergencies to student-athletes can be avoided through pre-participation physical screenings, safe practice and training techniques and safe play areas. Even though every precaution is taken it is important to understand that medical emergencies can still occur. But with an emergency medical action plan and proper training, these situations can be handled appropriately. There are several components of an emergency medical action plan, these include:

- Emergency Team
- Initial responders
- Emergency Communication
- Proper Emergency Equipment
- Expedient Action
- Maps and Directions for Various Venues

EMERGENCY TEAM

The implementation of an emergency medical plan cannot take place without the formation of an emergency team. Initially this team consists of team physicians and staff athletic trainers. These people are responsible for the formation of the plan. Once a emergency takes place the emergency team can vary depending who is at the scene. This can include a team physician, staff athletic trainer, student-athletic trainer, UTSA police, coach, staff strength coach, department support staff, student support staff, or spectators. In any case the roles of these people will vary depending on the amount of members on the team, the venue and the preference of the person in charge which is usually a staff athletic trainer. There are four priorities of the emergency team. The first is the immediate care of the victim, this will be left up to the most qualified individual at the scene. Individuals who are less qualified should yield to those who have more appropriate training. The second priority is equipment retrieval, this may be done by anyone on the emergency team who is familiar with the types and location of specific equipment needed. The third priority is the activation of the EMS system. Depending on the type and severity of emergency this may become the second priority. Activation of EMS is required when they are not already at the sporting event. If EMS is not at the scene they should be activated as soon as it is deemed necessary. Time is the most critical factor in an emergency situation. Activating EMS can be done by anyone on the team, but the person chosen for this should be someone who is calm under pressure situations and who can communicate well over the telephone. This person should be able to communicate the nature of the emergency as well as the location and address of the emergency. The fourth role of the emergency team is that of directing EMS to the scene. In most cases this will be a member of the UTSA police department as one of their roles in an emergency is to escort emergency vehicles to the scene.

ROLES OF THE EMERGENCY TEAM

- Immediate care of the victim
- Emergency Equipment Retrieval
- Activation of the Emergency Medical Services
- Direction of EMS to the Scene

INITIAL RESPONDERS

Typically when a medical emergency occurs at an athletic event the initial responder will be either a certified and/or licensed athletic trainer or a student-athletic trainer. In some cases a physician may be present at an athletic event but this will depend on the event and location. The initial responder may also be a coach or departmental support
staff person. In either case the initial responder should be trained in cardiopulmonary resuscitation (CPR). It is also preferred that the initial responder have knowledge of basic first aid and the prevention of disease transmission. In addition the initial responder should be familiar with the emergency medical action plan.

EMERGENCY COMMUNICATION
In the event that a medical emergency arises and EMS activation is required but not on site, communication will be very critical to ensure that the most expeditious and best care will be given to the victim. Should an EMS unit be needed the first contact will always be with the university police, they in turn will contact emergency medical services and work with the athletic training staff as to where EMS needs to go. Access to locked gates should be made readily available. Either a coach, staff trainer, UTSA police or physical plant should have keys to all locked gates on campus.

The university police can be contacted for emergencies by dialing 4911 or 911 on a campus phone. If a mobile phone is being used you will need to call 458-4911. At or near all outdoor venues there are speakerphones that connect directly to the university dispatch, if a phone is unavailable this may be used. ALWAYS call the university police if EMS is needed, this will always be your first means of contact.

The university police will also dispatch an officer to the scene to document the incident and give assistance as needed. There is also a fire department located just northwest of the campus on Babcock road. Typically they will respond in the event of a medical emergency for support. The person making the call to the university police requesting an EMS unit should give the following information:
- Your name
- Nature of the emergency.
- Location
- How to best access the site.
- Any other information as necessary or requested.

PROPER EMERGENCY EQUIPMENT
The UTSA sports medicine department and its staff are responsible for having proper emergency equipment and keeping it in good working order. Team physicians, staff athletic trainers, and student athletic trainers are expected to have a working knowledge of this equipment. The emergency equipment available should be appropriate for the level of training for the emergency medical providers.

MEDICAL EMERGENCY TRANSPORTATION
In evaluating a medical emergency, the primary survey helps the emergency care provider in identifying emergencies requiring intervention and in determining transport decisions. In an emergency where the victim is unstable transportation should occur by ambulance. Emergency care providers should refrain from transporting unstable victims in inappropriate vehicles. In addition care must be taken to ensure that the sporting event continues to have medical supervision should the emergency care provider leave the sit and travel with the victim to a medical facility. In an emergency situation where there is a compromised level of conscious, airway, breathing or circulation, or there is a neurovascular problem, these should be considered a "load and go" situation. This means that there should be a rapid evaluation, treatment and transportation of the victim. In order to provide the best possible care at a medical facility there are two level 1 trauma centers in San Antonio, University Hospital and Brook Army Medical Center (BAMC), either one of these facilities can handle any trauma situation. In addition there are a host of other hospitals that can handle most medical situations. The nature and severity of the injury and the status of the hospitals will determine which medical facility is used in addition of the preference of the victim. If the victim is a UTSA student-athlete and is considered critical then University Hospital will be used. If it is not life threatening the choice of medical facility may be at the discretion of the team physician or the staff trainer, or may be dictated by capacities of local emergency departments at that time.

CRISIS MANAGEMENT PLAN
The athletic department has a crisis management plan in place. The emergency medical action plan is not meant to replace the crisis management plan but rather is to be used in conjunction with it as deemed appropriate.

CONCLUSION
The importance of being properly prepared for emergency medical situations cannot be stressed enough. A victim's survival may hinge on how well the sports medicine team is prepared to handle these situations. Administrators, team physicians, athletic trainers, and coaches should be familiar with policies and procedures in regards to handling emergency medical situations as they arise. The University of Texas-San Antonio stresses the importance in its preparedness of emergency situations.

Excerpted from Emergency Medical Plan available on Athletics Department Website: http://www.goutsa.com/ViewArticle.dbml?&DB_OEM_ID=13100&ATCLID=783975
The Emergency Medical Plan is communicated to athletics department staff and student-athletes through pre-season meetings with student-athletes and coaching staff. A downloadable version of the Emergency Medical Plan is also available on the athletic department website: www.goutsa.edu.

Through an interview with the UTSA athletics department head athletic trainer, found that Emergency Medical Plan is evaluated and updated on an as-needed basis by entire athletic training department staff.

10. Describe the institution’s written emergency medical plan for practices and games. Describe the process by which these policies and guidelines are approved and communicated to athletics department staff and student-athletes. In addition, describe the process by which these policies are periodically evaluated to ensure continued effectiveness.

Emergency situations may occur at any time during an athletic event, an event refers to practices and competitions. Medical emergencies are not limited to student-athletes but can also occur to coaches, department support staff, student support staff, and spectators. Because of the possibility of an emergency, the athletic department and the department of sports medicine has an obligation to have an emergency medical action plan in place and prepared to be properly implemented so that the best possible care will be provided in a timely manner. Since medical emergencies can occur at any time and during any activity the sports medicine team must be prepared. Preparation for a medical emergency includes formation of an emergency plan, proper coverage of athletic events, maintenance of emergency equipment and supplies, utilization of appropriate emergency medical personnel, and continuing education in the area of emergency medicine, and emergency management and planning. Some potential medical emergencies to student-athletes can be avoided through pre-participation physical screenings, safe practice and training techniques and safe play areas. Even though every precaution is taken it is important to understand that medical emergencies can still occur. But with an emergency medical action plan and proper training, these situations can be handled appropriately.

There are several components of an emergency medical action plan, these include:
- Emergency Team
- Initial responders
- Emergency Communication
- Proper Emergency Equipment
- Expedient Action
- Maps and Directions for Various Venues

EMERGENCY TEAM
The implementation of an emergency medical plan cannot take place without the formation of an emergency team. Initially this team consists of team physicians and staff athletic trainers. These people are responsible for the formation of the plan. Once a emergency takes place the emergency team can vary depending who is at the scene. This can include a team physician, staff athletic trainer, student-athletic trainer, UTSA police, coach, staff strength coach, department support staff, student support staff, or spectators. In any case the roles of these people will vary depending on the amount of members on the team, the venue and the preference of the person in charge which is usually a staff athletic trainer. There are four priorities of the emergency team. The first is the immediate care of the victim, this will be left up to the most qualified individual at the scene. Individuals who are less qualified should yield to those who have more appropriate training. The second priority is equipment retrieval, this may be done by anyone on the emergency team who is familiar with the types and location of specific equipment needed. The third priority is the activation of the EMS system. Depending on the type and severity of emergency this may become the second priority. Activation of EMS is required when they are not already at the sporting event. If EMS is not at the scene they should be activated as soon as it is deemed necessary. Time is the most critical factor in an emergency situation. Activating EMS can be done by anyone on the team, but the person chosen for this should be someone who is calm under pressure situations and who can communicate well over the telephone. This person should be able to communicate the nature of the emergency as well as the location and address of the emergency. The fourth role of the emergency team is that of directing EMS to the scene. In most cases this will be a member of the UTSA police department as one of their roles in an emergency is to escort emergency vehicles to the scene.

ROLES OF THE EMERGENCY TEAM
- Immediate care of the victim
- Emergency Equipment Retrieval
- Activation of the Emergency Medical Services
- Direction of EMS to the Scene

INITIAL RESPONDERS

Typically when a medical emergency occurs at an athletic event the initial responder will be either a certified and/or licensed athletic trainer or a student-athletic trainer. In some cases a physician may be present at an athletic event but this will depend on the event and location. The initial responder may also be a coach or departmental support staff person. In either case the initial responder should be trained in cardiopulmonary resuscitation (CPR). It is also preferred that the initial responder have knowledge of basic first aid and the prevention of disease transmission. In addition the initial responder should be familiar with the emergency medical action plan.

EMERGENCY COMMUNICATION

In the event that a medical emergency arises and EMS activation is required but not on site, communication will be very critical to ensure that the most expedient and best care will be given to the victim. Should an EMS unit be needed the first contact will always be with the university police, they in turn will contact emergency medical services and work with the athletic training staff as to where EMS needs to go. Access to locked gates should be made readily available. Either a coach, staff trainer, UTSA police or physical plant should have keys to all locked gates on campus. The university police can be contacted for emergencies by dialing 4911 or 911 on a campus phone. If a mobile phone is being used you will need to call 458-4911. At or near all outdoor venues there are speakerphones that connect directly to the university dispatch, if a phone is unavailable this may be used. ALWAYS call the university police if EMS is needed, this will always be your first means of contact. The university police will also dispatch an officer to the scene to document the incident and give assistance as needed. There is also a fire department located just northwest of the campus on Babcock road. Typically they will respond in the event of a medical emergency for support. The person making the call to the university police requesting an EMS unit should give the following information:
- Your name
- Nature of the emergency.
- Location
- How to best access the site.
- Any other information as necessary or requested.

PROPER EMERGENCY EQUIPMENT

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The importance of being properly prepared for emergency medical situations cannot be stressed enough. A victim's survival may hinge on how well the sports medicine team is prepared to handle these situations. Administrators, team physicians, athletic trainers, and coaches should be familiar with policies and procedures in regards to
handling emergency medical situations as they arise. The University of Texas-San Antonio stresses the importance in its preparedness of emergency situations.

Excerpted from Emergency Medical Plan available on Athletics Department website.

The Emergency Medical Plan is communicated to athletics department staff and student-athletes through pre-season meetings with student-athletes and coaching staff. A downloadable version of the Emergency Medical Plan is also available on the athletic department website: www.goutsa.edu.

Through an interview with the UTSA athletics department head athletic trainer, it was found that the Emergency Medical Plan is evaluated and updated on an as-needed basis by entire athletic training department staff.

11. Describe the institution's written emergency plan for the athletics program and specific coverage for out-of-season workouts, strength training and skills sessions. Describe the process by which these policies and guidelines are approved and communicated to athletics department staff and student-athletes. In addition, describe the process by which these policies are periodically evaluated to ensure continued effectiveness.

According to the UTSA athletics department head athletic trainer, the Emergency Medical Plan described in self-study item number 10 is the same plan used for out-of-season workouts, strength training and skills sessions.

The Emergency Medical Plan is communicated to athletics department staff and student-athletes through pre-season meetings with student-athletes and coaching staff. A downloadable version of the Emergency Medical Plan is also available on the athletic department website: www.goutsa.edu.

Through an interview with the UTSA athletics department head athletic trainer, it was discovered that the Emergency Medical Plan is evaluated and updated on an as-needed basis by entire athletic training department staff.

12. Using the four program areas for student-athlete well-being issues please:

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

b. Provide data demonstrating the institution's commitment across each of the four areas for all student-athletes; and

c. Explain how the institution will address these topics in the future for the well-being of all student-athletes.

1. Evaluation. Periodic review of athletics department activities for consistency with goals and objectives set forth in the institution's and athletics department's written commitments to student-athlete welfare, including the evaluation of the effectiveness of mechanisms to ensure the health and safety of student-athletes.

a. Describe how the institution has ensured a complete study of this program area.

All written policies and procedures were reviewed. Each student-athlete is questioned on all welfare issues through exit interviews and annual team surveys.

b. Provide data demonstrating the institution's commitment to this program area for all student-athletes.

The student-athlete welfare subcommittee of the Athletics Council, as well as the senior administrative staff, conducts an annual review of all issues pertaining to student-athlete well-being. As a part of this review, the responses to the exit interview and the annual team survey are examined. Student-athlete
welfare issues are also discussed at all Student-Athlete Advisory Committee meetings and addressed by the SAAC Student-Athlete Welfare subcommittee.

c. Explain how the institution will address this topic in the future for the well-being of all student-athletes.

The annual reviews, as described in Part A above, will be structured so that each of the four topics are addressed and evaluated with changes implemented according to the outcome of these evaluations.

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 has ensured a complete study of this program area.

All written policies and procedures were reviewed. Each student-athlete is questioned on all welfare issues through exit interviews and annual team surveys. The job descriptions of staff members as they pertain to student-athlete welfare and the organization of the department was reviewed.

b. Provide data demonstrating the institution's commitment to this program area for all student-athletes.

The SWA has the primary responsibility to oversee student-athlete well-being. Policies are created to enhance well-being by the senior administrative staff with input from the coaching staff and Student-Athlete Advisory Committee. The Life Skills program is designed to promote student-athlete well-being by allowing the student-athletes to select their own programming from a menu-based system and also requires them to attend programming on seven issues critical to their development.

c. Explain how the institution will address this topic in the future for the well-being of all student-athletes.

The annual reviews, as described in Part A above, will be structured so that each of the four topics are addressed and evaluated, with changes implemented according to the outcome of these evaluations.

3. Participation in Governance and Decision-Making. Involvement of student-athletes in the governance and decision-making processes of the athletics department (including the student-athlete advisory committee).

a. Describe how the institution has ensured a complete study of this program area.

Student-Athlete Advisory Committee agendas were reviewed, indicating the decision-making and policy-making role the committee plays.

b. Provide data demonstrating the institution's commitment to this program area for all student-athletes.

The Student-Athlete Advisory Committee is actively involved in athletics department policy making. As mentioned previously, the polices that the SAAC has been involved in creating include but are not limited to per diem, alcohol issues, student-athlete code of conduct and the make-up of the SAAC.

c. Explain how the institution will address this topic in the future for the well-being of all student-athletes.

The annual reviews, as described in Part A above, will be structured so that each of the four topics are addressed and evaluated, with changes implemented according to the outcome of these evaluations.
4. Programs and Activities. Establishment of programs that address the needs and issues affecting student-athletes.

   a. Describe how the institution has ensured a complete study of this program area.

      The life skills programming was reviewed and the "needs assessment" surveys the coaches and student-athletes complete in order to determine the programming topics.

   b. Provide data demonstrating the institution's commitment to this program area for all student-athletes.

      As mentioned previously, the Life Skills program is designed to allow student-athletes to select their own programming, while completing a specified list of required sessions. The topics covered in the Life Skills program are selected by the Student-Athlete Advisory Committee, results from a survey provided to the coaching staff, the Life Skills Needs Assessment provided by the NCAA and as a result of the most pressing issues facing the student-athlete population during the previous semester, as determined by the senior administrative staff.

   c. Explain how the institution will address this topic in the future for the well-being of all student-athletes.

      The annual reviews, as described in Part "a" above, will be structured so that each of the four topics are addressed and evaluated, with changes implemented according to the outcome of these evaluations.

Evaluation

1. Does the institution provide evidence that the well-being of student-athletes and the fairness of their treatment is monitored, evaluated and addressed on a continuing basis? **Currently Yes**

2. Does the institution have established grievance or appeal procedures available to student-athletes in appropriate areas? **Currently Yes**

3. Does the institution provide evidence that the institution has in place programs that protect the health of and provide a safe environment for its student-athletes? **Currently Yes**
### Racial or Ethnic Composition

**Athletics and Selected Institutional Personnel**

<table>
<thead>
<tr>
<th>Racial or Ethnic Group</th>
<th>Am. Ind./AN (N)</th>
<th>Asian/PI (N)</th>
<th>Black (N)</th>
<th>Hispanic (N)</th>
<th>White (N)</th>
<th>Other (N)</th>
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<td>F 12 13 14</td>
<td>F 12 13 14</td>
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<tr>
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<td>9 14 15</td>
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Name of person completing this chart: Elizabeth Dalton
Title: AAD/SWA
### Racial or Ethnic Composition

**Students Generally and Student-Athletes on Athletics Aid**

<table>
<thead>
<tr>
<th>Racial or Ethnic Group</th>
<th>Am. Ind./AN (N)</th>
<th>Asian/PI (N)</th>
<th>Black (N)</th>
<th>Hispanic (N)</th>
<th>White (N)</th>
<th>Other (N)</th>
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<td>1   2   3</td>
<td>1   2   3</td>
<td>1   2   3</td>
<td>1   2   3</td>
<td>1   2   3</td>
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<td>18 18 22</td>
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</table>

Name of person completing this chart: **Elizabeth Dalton**

Title: **AAD/SWA**
## Racial or Ethnic Composition
### Men's and Women's Sports Teams

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<tr>
<th>Racial or Ethnic Group</th>
<th>Am. Ind./AN (N)</th>
<th>Asian/PI (N)</th>
<th>Black (N)</th>
<th>Hispanic (N)</th>
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<td>7 12 8</td>
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<tr>
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<td>41 41 42</td>
<td>23 24 21</td>
<td>106 78 69</td>
<td>18 18 22</td>
</tr>
</tbody>
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