

Equity, Welfare and Sportsmanship

Operating Principle

4.1 Gender Issues

Self-Study Items

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

a) The original "corrective action," "condition" or "strategy" imposed.

No "corrective actions" or "conditions for certification" were imposed. However, the Committee imposed a Strategy for Improvement (see Summary of Actions, p. 9, supra). The institution was required to modify its current gender equity plan "to create a single comprehensive institutional plan for addressing gender equity in the intercollegiate athletics program that combines all of the elements of the plan mentioned in various documents reviewed by the peer-review team and the committee including, but not limited to, the following: (1) self-study report information (Page Nos. 332-333), (2) the institution's affirmative action plan, (3) May 22 and September 17, 1997 correspondence from the University to the NCAA, (4) the January 29, 1997 memorandum from Daniel G. Gibbens to Troy L. Arthur, and (5) Board of Regents' Policies 7.20, 102.1, 3.1. and 3.2."

b) The action taken by the institution: The University modified its gender equity plan as required and submitted it to the NCAA Committee on Athletics Certification, now designated "original plan" at 4.1.2.a, infra.

c) The date of the action: September 18, 1998.

d) An explanation for any partial or non-completion of such required actions: Not applicable.

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

4.1.2.a. Original plan (the 1998 plan, required by the "Strategy," supra):

(1) Student-Athlete Participation-Goal/Intended Result 1: To effectively accommodate athletic interests and abilities and increase participation through review, development and enhancement of sports programs offered for women. The Associate Athletics Directors are responsible. The timetable is ongoing. This Goal includes:

(a) Continuing annual reviews of the recruitment, participation opportunities, and retention of student-athletes, to increase the participation rate of women student-athletes.

(b) Increasing the participation rate for female student-athletes to 40% by the 2000-2001 academic year.

(2) Student-Athlete Financial Aid-Goal/Intended Result 2: To provide the University's women varsity athletes a percentage of athletic financial aid in compliance with the requirements of the Title IX (Financial Aid Rate). The Associate Athletics Directors are responsible. The timetable is ongoing. This Goal includes:

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(a) Continuing funding for women's programs to permit the maximum financial aid permitted by NCAA rules. (The University's current Financial Aid Rate meets the requirements of Title IX.)

(b) A four-year phase-in for financial aid for women's soccer and any new women's varsity sports team prior to achievement of the mandatory Financial Aid Rate will be implemented to allow effective, timely and appropriate program development.

(c) Any disparity in the Financial Aid Rate under circumstances in which women's programs are funded at the maximum financial aid permitted by NCAA rules will be based on nondiscriminatory factors such as the differences in tuition for in-state and out-of-state students, walk-ons, and other nondiscriminatory factors.

(3) Facilities-Goal/Intended Result 3: To provide facilities for practice and competition and other program support components, benefits, and services for varsity women's athletics programs which are commensurate with facilities and support components capable of attracting varsity scholarship athletes and competition of a national caliber. This Goal includes:

(a) Improvement of office space and upgrading of women's locker rooms. The Director of Athletics and an Associate Director are responsible for overseeing the renovation and construction activities.

(b) Continued monitoring of utilization of practice facilities to maintain equitable practice times for all student-athletes, regardless of gender. The Assistant Athletics Director for Athletic Business Affairs is responsible for this monitoring with the assistance of the pertinent facility and event coordinators. The timetable is ongoing.

(c) Maintenance and enhancement of existing facilities for women's programs for practice and competition. The Associate Directors are responsible. The timetable is ongoing.

(d) An annual review of the facilities and other program support components for women's varsity sports in the furtherance of this Goal. The Associate Directors are responsible.

(4) Staffing-Goal/Intended Result 4: To ensure the fair and equitable treatment of both men and women by continuing the recruitment of qualified individuals for administrative roles as positions become available. The Director of Athletics and the Associate Directors are responsible. The timetable is dependent upon position openings, including those created by restructuring administrative assignments within the Department.

(a) The University of Oklahoma Affirmative Action Plans provides guidelines and procedures for the recruitment of qualified candidates. This document has been adopted by the University Board of Regents and is updated annually. It applies to all areas of the University. The Department of Athletics Policies and Procedures 102:1 includes specific reference to the application of the University Affirmative Actions Plans to the Department of Athletics.

(b) Rates of pay for women administrators and coaches will continue to be evaluated to ensure they are comparable to those of their male peers with comparable experience and responsibilities. The Associate Directors with sports responsibilities are responsible for implementation. The timetable is annual and ongoing.

(5) Funding—Goal/Intended Result 5: To allow the Athletics Department to provide some assistance for general University activities while maintaining sufficient funds to meet its own obligations including its commitment to Title IX and Gender Equity without an annual operating deficit. The Director of Athletics with the President and the University Board of Regents is responsible. The timetable is specified in subparagraph a.

This Goal includes:

(a) A phased and partial reduction in the subsidies provided by the Athletics Department to other University operations. This financial plan is required to address the past and projected impact of factors which no longer allow the Athletics Department budget to subsidize University operations at previous levels. The subsidies will be reduced as outlined below subject to continued cost containment efforts in the Athletics Department. The reduction in subsidies shall be 50% of the projected NCAA External Audit for Allocated Expenditures for Women's Athletics on the following schedule:

1996-97 - 30% of [\$3,600,000 (FY 94 base cost Women's Athletics, NCAA External Audit + \$410,000 (new FY 96 \$\$))] \$1,200,000

1997-98 - 40% of [\$3,600,000 (base) + \$640,000 (new FY 97 \$\$)] \$1,680,000

1998-99 - 50% of [\$3,600,000 (base) + \$1,075,000 (new FY 98 \$\$)] \$2,337,000

1999-00 - 50% of [\$3,600,000 (base) + \$1,224,000 (new FY 99 \$\$)] \$2,412,000

2000-01 - 50% of [\$3,600,000 (base) + \$1,285,000 (new FY 00 \$\$)] \$2,440,000

2001-02 - 50% of [\$3,600,000 (base) + \$1,324,000 (new FY 01 \$\$)] \$2,460,000

2002-03 - 50% of [\$3,600,000 (base) + \$1,364,000 (new FY 02 \$\$)] \$2,480,000

2003-04 - 50% of [\$3,600,000 (base) + \$1,405,000 (new FY 03 \$\$)] \$2,500,000

2004-05 - 50% of [\$3,600,000 (base) + \$1,405,000 (new FY 04 \$\$)] \$2,500,000

2005-06 - 50% of [\$3,600,000 (base) + \$1,405,000 (new FY 05 \$\$)] \$2,500,000

(6) Annual Evaluation—Goal/Intended Result 6: To annually review and evaluate through the University of Oklahoma Board of Regents, the Office of the President, and Legal Counsel, the University's commitment to the principles of Gender Equity, Title IX and the Goals set forth in this Action Plan. This Goal includes:

(a) The financial reporting for men's and women's sports expenditures required by NCAA rules, and state and/or

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federal law.

(b) The review of action taken each year to increase or maintain the participation rate of women's varsity student-athletes and the athletics financial aid rate.

(c) The review of action taken each year in the furtherance of each of the above Goals.

(d) The development of plans for implementation of recommendations resulting from the annual review of the above Goals.

(e) A Gender Equity Subcommittee of the University's Athletics Council with membership consisting of appropriate gender representation. The Subcommittee is charged with reviewing gender equity compliance progress, new plan development, cost projections, and reporting regularly to the Athletics Council.

4.1.2.b Actions taken by the institution

(1) Student-athlete Participation

The Equity and Sportsmanship Subcommittee of the Athletics Council conducted annual reviews of the recruitment, participation opportunities, and retention of student-athletes. Reviews included recommendations to increase the participation rate of female student-athletes. Based on these reviews, women's soccer was established as a varsity sport with varsity competition beginning in the fall, 1997. The goal of achieving participation rate for female athletes to 40% by '01-'02 academic year was reached.

(2) Student-athlete Financial Aid

Continuing funding for women student-athletes at the maximum permitted by the NCAA rules. A four-year phase-in for financial aid for women's soccer was implemented to allow effective, timely, and appropriate program development. Any disparity in the Financial Aid Rate under circumstances in which women's programs are funded at the maximum financial aid permitted by NCAA rules were based on a policy of nondiscriminatory factors such as the differences in tuition for in-state and out-of-state students, walk-ons, and other nondiscriminatory factors.

(3) Facilities

(a) There was an improvement of office space for women's basketball, tennis, track and cross-country, soccer and softball, upgrading of women's locker rooms for women's basketball and softball, and new locker rooms for women's track and cross-country. (b) Also, there was continued monitoring of utilization of practice facilities to maintain equitable practice times for all student-athletes, regardless of gender. With the addition of the new Everest Training Center and Mary Jane Noble Basketball Court, all student-athletes have desirable practice times. (c) There was the maintenance and enhancement of existing facilities for women's programs for practice and competition. These include: a new practice field for women's soccer, available 2002-2003; a new medical training area at Lloyd Noble, 2002-2003, for basketball, soccer and tennis; Headington Family Tennis Center, completed February, 2002; new softball stadium; new weight training rooms; expansion of academic center; new golf practice facility; renovations to the fieldhouse; and advances in media coverage. (d) And there was an annual review of the facilities and other program support components for women's varsity sports in the furtherance of this goal.

(4) Staffing

(a) The University Affirmative Action Plan and the Department of Athletics Policies and Procedures 102:1 were consistently adhered to. (b) Rates of pay for women administrators and coaches are evaluated every year to ensure they are comparable to those of their male peers with comparable experience and responsibilities. These annual reviews have resulted in significant salary increases for head coaches in softball and women's basketball.

(5) Funding

(a) The funding plan specified has been substantially accomplished. This plan addressed past and projected impact of subsidies of University operations provided by the Athletics Department as well as the need for additional funding for women's programs. The amounts set for transfer were 50% of the projected NCAA External Audit for Allocated Expenditures for Women's Athletics.

1996-97 - 30% of [\$3,600,000 (FY 94 base cost Women's Athletics, NCAA External Audit + \$410,000 (new FY 96 money))] \$1,064,286

1997-98 - 40% of [\$3,600,000 (base) + \$640,000 (new FY 97 \$\$)] \$1,587,457

1998-99 - 50% of [\$3,600,000 (base) + \$1,075,000 (new FY 98 \$\$)] \$2,260,405

1999-00 - 50% of [\$3,600,000 (base) + \$1,224,000 (new FY 99 \$\$)] \$2,341,666

2000-01 - 50% of [\$3,600,000 (base) + \$1,285,000 (new FY 00 \$\$)] \$2,349,461

2001-02 - 50% of [\$3,600,000 (base) + \$1,324,000 (new FY 01 \$\$)] \$2,403,586

2002-03 - 50% of [\$3,600,000 (base) + \$1,364,000 (new FY 02 \$\$)] \$2,391,527

The money transfers to date have not been directly applied to women's programs, but it is clear the gender equity purpose is being fulfilled. The transfers have been primarily reimbursement for the value of athletics tickets used by the University, but also have included reimbursement for academic counseling performed in the Academic Center

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that would otherwise be done by counselors outside the Athletics Department. By replacing costs otherwise coming from the Athletics Department budget, they have made possible important funding for women's programs.

(6) Annual Evaluation

(a) The financial reporting for men's and women's sports expenditures required by NCAA rules, and state and federal law was conducted each year by the Assistant Athletics Director/Business Manager and the Executive Associate Athletics Director. The Athletics Director, the Executive Associate Athletics Director, and the Associate Athletics Director/Senior Woman Administrator performed an annual review of (b) action taken to increase the participation rate of women's varsity student-athletes and the athletics Financial Aid Rate, (c) actions taken in the furtherance of each of the above goals, and (d) developed plans for the implementation of recommendations resulting from the annual review of the above goals. (e) The Equity and Sportsmanship Subcommittee of the Athletics Council with membership consisting of appropriate gender representation, charged with reviewing gender equity compliance progress, new plan development, and cost projections, reported regularly to the Athletics Council. In addition, an external reviewer (Lamar Daniels) conducted an independent audit of the yearly progress of the above goals.

4.1.2.c Dates of Actions

(1) Student-Athlete Participation: annually.

(2) Student-Athlete Financial Aid: Continued funding performed annually. The four-year phase-in for financial aid for women's soccer was completed in 2000. The Financial Aid Rate is reviewed annually.

(3) Facilities: (a) Improvement of office space for women's basketball, tennis, track & cross-country, soccer and softball and upgrading of women's locker rooms for women's basketball and softball were completed by spring, 2003 and new locker rooms for women's track and cross-country are completed. (b) Monitoring of utilization of practice facilities to maintain equitable practice times for all student-athletes, regardless of gender, is on-going. The Everest Training Center and Mary Jane Noble Basketball Court was completed fall, 2002. (c) The maintenance and enhancement of existing facilities for women's programs for practice and competition were completed as follows: practice field for women's soccer, available 2002-2003; medical training area at Lloyd Noble, 2002-2003; Headington Family Tennis Center, February, 2002; new softball stadium, available for 2000-2001 competition; new weight training rooms, completed fall, 2002; expansion of academic center, completed fall 2003; new golf practice facility was completed by the fall 2000; renovations to the fieldhouse volleyball locker rooms, team room and offices were complete by fall 2002; and advances in media coverage with contract to Sooner Sports Network, fall 2001. (d) Annual review of the facilities and other program support components for women's varsity sports in the furtherance of this goal is on-going.

(4) Staffing: (a) The University Affirmative Action Plan and Department of Athletics Policies and Procedures 102:1 were consistently adhered to in all hires depending upon position openings and staff restructuring. The on-going implementation of this plan is carried out by the Director and Associate Directors of Athletics. (b) Rates of pay for women administrators and coaches were evaluated and adjustments made annually.

(5) Funding: Annually as specified. The 1997 commitment of funding for gender equity extends through 2005-06.

(6) Annual Evaluation: Annual as specified.

4.1.2.d Actions not taken or not complete

All actions met except the planned budget transfers. They have been substantially accomplished (although difficult to track precisely). But there is a shortage not exceeding \$610,612 with respect to the total amount projected between 1996-97 and 2002-03. Additionally, actual annual expenditures allocated to women's athletics during this period increased from \$4,868,580 to \$12,755,902.

4.1.2.e Explanation for partial completion

University-wide budgetary concerns.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 4.1 (Gender Issues) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

As an aid to the continuing expansion of women's programs, the reimbursement commitment described above will continue in the foreseeable future at a rate not less than \$2,500,000 per year.

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4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 4.1 (Gender Issues). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion.

Not applicable.

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

1. Continuous monitoring and evaluation is performed by the Athletics Director, the Executive Associate Athletics Director and the Associate Athletics Director/Senior Woman Administrator. In addition, the Athletics Department retains Lamar Daniels, Consultant for General Equity Sports. Each year beginning in 1999-2000, Mr. Daniels conducted an on campus evaluation of the current gender equity status of the Athletics Department. Mr. Daniels analyzes financial data and participation statistics, and interviews coaches, student-athletes, administrators, faculty and Athletics Council members. Mr. Daniels then provides a written report, including recommendations for improvement, which is submitted to Athletics Department administrators and the Chief Legal Counsel, who advises the President.

2. The Athletics Council organization includes a subcommittee charged to monitor, evaluate and address gender equity and minority issues. The Athletics Council subcommittees were revamped in 2000, with the renamed Equity and Sportsmanship Subcommittee's charge including then-applicable NCAA Certification Operating Principles 4.1, 4.2, and 4.3. This subcommittee meets throughout each academic year to assess progress and make recommendations to the Athletics Council, which advises the President and the Athletics Director, and also makes reports to the Faculty Senate.

3. In August 2001, the Athletics Department established roster management goals for its men's and women's teams. This monitoring tool is used on a regular basis to address the scholarship numbers and roster sizes. Goals were established by the Athletics Department administration and include both desired minimum and maximum participation rates by gender. As of the first date of competition, Title IX participation numbers are determined by the roster submitted to the Financial Aid and Scholarships Coordinator, Christina Carter, by the head coach for each sport. Prior to that date, the Coordinator communicates with both, coaches and administrators, to help monitor the roster numbers on a monthly basis.

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

Editorial note: In this context, it is understood the term "discrepancies" means "differences." Sometimes the term "discrepancies" has negative implications. It is submitted that not all differences between women and men have negative implications. The University of Oklahoma is fully committed to providing equal opportunities for athletics participation regardless of gender, equal opportunities as related to interests and abilities. We take pride in the advances made in promoting equal opportunities while recognizing that in this time of important change, additional effort and expenditures are required to continue that effort. It is well known that the men's sport of football is distinctively different in terms of national public interest and size of squad than any women's sport. This is a dramatic difference and there are similar differences throughout the spectrum of intercollegiate sports that are unrelated to the goal of equal opportunities. Accordingly, we think it is important to give close attention to the following EADA-reported differences, understanding that not all differences indicate disadvantage to women's opportunities.

The EADA reports for the past three years show considerable increases in funding for women's sports in many areas. With respect to the five comparable sports (gymnastics, golf, tennis, basketball, and track/cross-country), this overall trend is particularly noteworthy. Also, we like to call attention to the high-profile competitive successes of our softball team (national champions in 2000 participant in Women's College World Series in each of the subsequent four seasons), and our women's basketball team (playing in the national championship game in 2002 — the game

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against Connecticut was watched by more viewers than any prior game in ESPN's history of televising college basketball — watched by an average of 3.487 million viewers, participant in last five NCAA tournaments; twice Big 12 Conference champions, including 2004).

Over the past three years, the EADA reports show that the undergraduate student population increased by five percent along with a slow but steady increase in the female/male student ratio. In 2000-01, the female/male percentage was 48.4/51.6 percent; in 2001-02, the percentage was 49.2/50.8 percent; and in 2002-03, the percentage was 49.0/51.0 percent. Over the same three-year period, the total number of student-athletes (unduplicated headcount) declined by 17 percent. The percentage of female student-athletes declined by 4 percent compared to a 14 percent decline for male student-athletes. In 2000-01, the female/male percentage (unduplicated) was 37/63 percent; in 2001-02, 40/60 percent; and in 2002-03, 40/60 percent. The decline (unduplicated headcount) in the number of female student-athletes is much smaller (from 220 in 2000-01 to 199 in 2002-03) than the decline in the number of male student-athletes (from 375 in 2000-01 to 343 in 2002-03). When comparing duplicated headcount (adding participation in second and third sports), the female/male percentage in 2000-01 was 37/63 percent; in 2001-02, 40/60 percent; and in 2002-03, 44/56 percent. (Note: the method used to calculate duplicated headcount changed in 2002-03 to separate the three track sports (indoor track, outdoor track, cross-country).

For 2002-03, the total amount of athletics financial assistance awarded was \$3,695,169. Aid to women was 40.6 percent of the total and aid to men was 59.4%, which is a difference of .3 percent when compared to the unduplicated rate of participation (favoring women participants). In 2001-02, the total amount of athletics financial assistance awarded was \$3,335,227. Aid to women was 39.9 percent of the total and aid to men was 60.1 percent, which is a difference of .47 percent when compared to the unduplicated rate of participation (favoring women participants). In 2000-01, the total amount of athletics financial assistance awarded was \$2,783,773. Aid to women represented 38.7 percent of the total and aid to men represented 61.3 percent, which is a difference of 1.7 percent when compared to the unduplicated rate of participation (favoring women participants).

In 2002-03, the per capita difference reported in expenditures was \$644 more for men's sports than for women's sports, and in 2001-02 the per capita difference was \$744 more for men's than women's sports. In 2000-01 the per capita difference reported was more for women's sports by \$740 due to a miscalculation underreporting expenditures in football for that year. Examining the per capita expenditures for the five comparable sports (gymnastics, golf, tennis, basketball, and track/cross-country) less athletics scholarships over the three-year period shows that the expenditures for men's teams exceed those for women's teams by approximately 50 percent. The difference is largely accounted for by men's basketball and to a lesser extent, men's golf. Men's gymnastics and men's tennis typically show expenditures of 25 to 11 percent less than women's gymnastics and women's tennis each year over the three-year period.

For 2002-03, the total amount spent on recruiting was \$619,699 for men's sports and \$259,738 for women's sports, a difference \$359,961 (or 139%). In 2001-02, men's sports reported recruiting expenditures of \$539,822 compared to \$224,125 for women's sports, a difference of \$315,697 (or 140%). And in 2000-01, recruiting expenditures totaled \$511,961 for men's sports and \$206,187 for women's sports, a difference of \$305,774 (148%). For the five sports played by both men and women, we can also compare the expenses in various areas. Recruiting expenditures for men's sports exceed the recruiting expenditures for female sports by 67 percent in 2000-01, 39 percent in 2001-02, and 49 percent in 2002-03. These differences can be attributed to the fact that men's basketball and men's golf show considerably higher recruiting expenses than the equivalent women's sports. Over the three-year period, the recruiting expenses for men's gymnastics ranged from two-thirds to one-third less than the recruiting expenses for women's gymnastics; for men's track/cross-country one-fifth to one-third less. Interviews with coaches conducted by Lamar Daniels indicated that all sports programs have the necessary resources to recruit at the highest level.

Similarly, for equipment the totals were about \$392,520 for men's sports and \$237,352 for women's sports in 2002-03; \$422,350 for men's sports and \$239,112 for men's sports in 2001-02; and \$352,497 for men's sports and \$207,891 for women's sports in 2000-01. For the five comparable sports, the equipment costs for men's sports slightly exceeded women's sports in 2002-03, whereas in the two preceding years, women's costs exceeded men's despite the fact that men's basketball typically significantly outspends women's basketball. Equipment costs for men's gymnastics, tennis and golf range from 50% to 30% less than the equipment costs for the women's teams.

In 2002-03, travel expenses for women's sports totaled about \$895,658, while for men's sports, the total was \$1,163,990; in 2001-02 travel expenses for women's sports totaled \$733,531 compared with \$1,220,896 for men's teams; and in 2000-01 travel expenses for women's sports totaled \$729,696, compared to \$938,785 for men's teams. Of course, these expenses vary greatly from year to year because of the many variables that affect this type of expenditure. For the five comparable sports plus softball and baseball, the travel expenses for men's teams exceeded the travel expenses for women's teams by 14 percent in 2000-01 and by 3 percent in 2001-02. However, in 2002-03 the travel expenses for women's teams exceeded those for men's teams by 8 percent.

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The difference between average head coaching salaries for men's teams and women's teams has declined over the past three years. For the five comparable sports, the average salaries for head coaches of the men's teams and of the women's teams are virtually identical in 2002-03 and 2001-02. However, 2002-03 is typical of the three year trend with respect to the salary of the head women's golf coach, which is 20% less than the salary of the men's golf coach; with respect to the salary of the men's gymnastic coach, which is 24% less than the women's gymnastic coach; and with respect to the salary of the women's softball coach, which is 7% less than the men's baseball coach.

The number of head coaches has remained constant since 2000-01, although the number of female head coaches for women's teams has declined by one and the number of male coaches of women's teams has increased by one. However, currently the numbers of assistant coaches are the same for men's and women's teams and over the past three years, the number of female assistant coaches for women's teams has increased from four to eight. While the differential in salaries between the assistant coaches for women's and men's teams has declined over the past three years, the assistant coaches of the men's teams average about 6% more per year in salary than the assistant coaches for women's teams. While the differential between the salaries for the assistant basketball coaches of the men's and women's team have been reduced considerably over the past three years, the salaries of the assistant coaches of the women's basketball teams are still 24% less than the salaries of the assistant coaches of the men's basketball team. In contrast, the salaries of the assistant coaches of the men's gymnastic team are consistently below the salaries of the assistant coaches of the women's gymnastic team. The average salary of the assistant coaches of the men's track team is 19 percent less than the equivalent women's team and the average salary of the men's gymnastic coaches is 24 percent less than the equivalent on the women's team. Although the EADA report shows the assistant coaches salaries for men's and women's track are different, all four assistant track coaches coach both men's and women's track. The differential between the average salary for the assistant coaches on the women's softball team and the average salary for the assistant coaches on the men's baseball team has declined considerable over the past 3 years, although the assistant coaches of the women's softball team average 9 percent less than equivalent men's team. (Note: In each year the FTE for assistant coaches is identical for each of the five comparable sports, with the exception 2001-02, when the EADA report showed 0 FTE in the men's assistant golf coach category).

Total revenues for women's sports have increased from \$128,000 in 2000-01 to \$585,000 and in 2002-03, an increase of 357 percent. However, this still represents only a small percentage of total revenue — in 2002-03 revenues for women's sports represented 1.8 percent of total revenues. During the same time period, revenues for men's sports increased from \$20,697,436 to \$32,356,977, and increase of 56 percent.

7. Using the program areas for gender issues, please:

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

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

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

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

The Athletics Department retains Lamar Daniels, Inc., Consultant for Gender Equity and Sports. Each year beginning in 1999-2000, Mr. Daniels has examined the proportion of scholarship dollars awarded to women and men as a part of his analysis of our current gender equity status. Mr. Daniels summarizes his findings in a written report submitted to the Athletics Department administrators. This report is used by the Athletics Department to monitor proportionality in the distribution of athletics scholarships to men and women.

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Each year, the Athletics Council through its Equity and Sportsmanship Subcommittee examines the proportion of scholarship dollars awarded to women and men and reports to the Athletics Council and Athletics Director.

The Athletics Department each year submits the Equity in Athletics Disclosure Act report (EADA) to the NCAA and the Department of Education. This report specifically addresses the scholarship dollars awarded to men and women. This report is used to study the scholarship dollars awarded and assess the status of proportionality in the award of athletics scholarships to men and women. This report has been prepared by the Executive Associate Athletics Director.

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

The total amount of athletics scholarships awarded in 2002-03 was \$2,905,754.10. Men represented 60.8% of the participants and received 60.3% of the awards. Women represented 39.2% of the participants and received 39.7% of the awards. There is a difference of .5% favoring the women's program.

Summer school aid is considered but is part of the above comparison. Men and women student-athletes from each team attended summer school in the summer of 2003. Many of the men were football participants. All teams were represented except men's golf, which had no one in need or who desired to attend. All who need or desire to go to summer school do attend.

The commitment and resources from the Athletics Department to ensure scholarship dollars are awarded to men and women in an equitable manner is clear. All student-athletes, regardless of gender, have the opportunity to take classes all the necessary and attend summer school.

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

At the conclusion of the last Self-Study, the total amount of athletics scholarships awarded in 1994-95 was \$1,793,000. Women represented 33 percent of the participants and received 35 percent of the awards. Men represented 67 percent of the participants and received 65 percent of the awards. Thus during 1994-95, there was a 2 percent difference favoring female athletes. During 1999-2000 and 2002-03, there was a difference for 5 percent favoring women's teams. Nondiscriminatory reasons, including in state and out-of-state tuition, account for the differences favoring women's programs, since all teams have the maximum number of scholarships allowed by the NCAA for the sports offered. However, men's teams awarded fewer scholarships than women's teams.

The award of athletics scholarships to men and women student-athletes during 2001-02 and 2002-03 is substantially proportionate to their rates of participation. There is a difference of .5% favoring the women's program for 2002-03, and a .3% difference favoring the men's program for 2001-02. During 1999-2000 and 2000-01, the difference was more significant. The trend is moving in the direction favoring the women's program.

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

The future plan specifies (1) continued funding of athletics scholarships at the maximum permitted by the NCAA for both men's and women's sports, and (2) continued monitoring of financial assistance awarded, and whether proportionately equal amounts of financial assistance are available to men's and women's programs consistent with the requirements of Title IX.

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

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

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1. The accommodation of interests and abilities, as specified, is a main focus of the continuous monitoring and evaluation performed by the Athletics Director, the Executive Associate Athletics Director and the Associate Athletics Director/Senior Woman Administrator. In addition, the Athletics Department retains Lamar Daniels, Consultant for General Equity Sports. Each year beginning in 1999-2000, Mr. Daniels conducted an on campus evaluation of the current gender equity status of the Athletics Department. Mr. Daniels analyzes financial data and participation statistics, and interviews coaches, student-athletes, administrators, faculty and Athletics Council members. Mr. Daniels then provides a written report, including recommendations for improvement, which is submitted to Athletics Department administrators and the Chief Legal Counsel, who advises the President. The accommodation of interests and abilities is also a main focus of his work.

2. The Athletics Council organization includes a subcommittee charged to monitor, evaluate and address gender equity and minority issues. The Athletics Council subcommittees were revamped in 2000, with the renamed Equity and Sportsmanship Subcommittee's charge including then-applicable NCAA Certification Operating Principles 4.1, 4.2, and 4.3. This subcommittee meets throughout each academic year to assess progress and make recommendations to the Athletics Council, which advises the President and the Athletics Director, and also makes reports to the Faculty Senate. The accommodation of interests and abilities is a main focus of this subcommittee's work.

3. As one method of addressing proportionality, in August 2001, the Athletics Department established roster management goals for its men's and women's teams. This monitoring tool is used on a regular basis. Goals were established by the Athletics Department administration and include both desired minimum and maximum participation rates by gender. As of the first date of competition, Title IX participation numbers are determined by the roster submitted to the Financial Aid and Scholarships Coordinator, Christina Carter, by the head coach for each sport. Prior to that date, the Coordinator communicates with both coaches and administrators, to help monitor the roster numbers on a monthly basis.

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

Soccer was added in 1996. Currently, the addition of another sport is being considered although the identity of the sport has not been determined. In March 2004, the Athletics Council approved Guidelines for Evaluating the Addition or Deletion of an Intercollegiate Sport. The commitment to resource allocation is demonstrated by the increase in annual operating expenditures allocated to women's athletics in the last seven years from \$4,868,580 to \$12,755,902 — plus the expenditures on facilities described in program area 8 below.

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

There is a deficiency in participation rates. Roster management has been undertaken and has been effective. Representatives from the rugby and rowing club programs have requested varsity status.

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

The addition of another women's sport is being considered. The future plan describes the process for determining the need for adding a sport, and the criteria for selecting the sport. As an aid to the continuing expansion of women's programs, the commitment of University funds to the Athletics Department continues in the foreseeable future in the amount of at least \$2,500,000 per year, as reimbursement for the value of (1) athletics tickets used by the University, and (2) a portion of academic counseling services performed in the Academic Center.

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

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

As part of Lamar Daniels' annual evaluation referred to above, e.g., at item 7.1.a, he addresses equipment and supplies provided. He analyzes financial data and interviews coaches, student-athletes, administrators, faculty and the Athletics Council members. Upon completion of the data analysis, Mr.

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Daniels prepares a written draft report, including recommendations for improvement in the area of equipment and supplies, which is submitted to the Athletics Department. This report is used by the Athletics Department to monitor progress in ensuring fair and equitable treatment of male and female athletes with respect to the quantity and quality of equipment and supplies.

Each year, the Athletics Council through the Equity and Sportsmanship Subcommittee submits a written Gender Equity Report. This report periodically evaluates the distribution of equipment and supplies to male and female athletes and makes recommendations to the Athletics Council and Athletics Director. These recommendations address any discrepancies in the area of equipment and supplies.

As required by the Equity in Athletics Disclosure Act (EADA), the Athletics Department submits a report to the NCAA and the Department of Education. This report identifies funding provided to men's and women's teams (by sport) for equipment, uniforms and supplies.

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

In Lamar Daniels' 2003 report, he states that the quality and suitability of the equipment provided is suitable for various sports and rated by the coaches and participants as good to excellent.

The Athletics Department has invested a significant amount of resources and time into developing a strong relationship with Nike as the main supplier of clothing items for both women's and men's sports. Because of the resource investment and the overall successes of the athletics program, the University signed an eight-year contract with Nike beginning in 2004 as the exclusive provider of athletics gear. This relationship will positively affect each sport.

In addition, 5 full-time, professional equipment managers handle the equipment and supplies for all teams. All are certified by the Athletics Equipment Managers Association. Several student managers assist them.

Laundry services are available for all teams but are not utilized by some. Teams with laundry services near their locker rooms are football, baseball, wrestling, men's and women's basketball (separate one for each), volleyball, men's and women's cross country/track, and softball. The competitive apparel for both men's and women's golf participants is dry cleaned.

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

Only area of deficiency that has been identified is provision of sports bras for women's golf and track. This deficiency has been corrected.

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

The future plan provides for continued excellence.

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

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

Prior to each sport season, the Executive Associate Athletics Director and the Associate Athletics Director/Senior Woman Administrator check the schedule of competitions for the sports they are respectively responsible for, including number of games and preseason and postseason opportunities. In addition, the Associate Athletics Director for Academic Affairs checks practice schedules to ensure they are consistent with class and study opportunities. In addition, he annually receives traveling schedules for all the teams and ensures they are consistent with the Athletics Council's Policy on Missed Class Time, and takes any that are excessive to the Athletics Council if justifiable (usually only golf).

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

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The Athletics Department is committed to fair and equitable scheduling of games and practice times for all sports programs. Each team is provided the necessary resources to compete in the maximum allowable competition dates.

The number of practice opportunities and the length (per week) are governed by NCAA rules that are adhered to. All teams practice at times that are as consistent as possible with team members' class schedules. With the completion of the identical practice facilities for women's and men's basketball, both teams' practice opportunities are fully available.

Competition is scheduled on days and times convenient for the particular sport. Times and dates are set according to the prime times for their sports. All teams are provided the resources to compete in any desirable pre-season competitions. All teams or individuals that qualified for post-season are allowed to compete.

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

There do not appear to be any deficiencies, but there are some trends with different sports. For example, although the men's gymnastics team did not compete in the maximum number of competitions, they competed in the amount the program felt was sufficient to compete at the highest level. Softball and baseball can be affected by the weather and that can affect the number of participation opportunities.

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

The Athletics Department is doing an excellent job. The future plan provides for continued excellence.

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

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

The Athletics Director, the Executive Associate Athletics Director, the Associate Athletics Director/Senior Woman Administrator and the Associate Athletics Director for Academic Affairs monitor the several aspects of team travel mentioned on a continuing basis.

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

All teams are treated equally when it comes to travel and per diem allowances. The Board of Regents has established a policy for modes of transportation for each team. All teams are required to follow the same policy. The housing furnished during travel is similar for each team allowing for one bed per player. Teams arrive the night before and leave the night following a competition unless a charter bus or plane is taken and those teams may arrive on and/or leave on the day of competition. All student-athletes receive the same per diem amount. The institution is committed to providing the necessary resources for all student-athletes to travel in an efficient and comfortable manner.

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

There are no deficiencies or trends in this area.

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

In the area of travel and per diem allowances, the Athletics Department is doing an excellent job. The future plan provides for continued excellence.

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.

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

Tutors are available to all student-athletes on an equal basis regardless of sport or gender. The Associate Athletics Director for Academic Affairs ensures this availability is maintained.

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

The academic services available, including tutoring, are made known to student-athletes when they are still prospects making their initial visit. They receive a tour of the academic services facility and are advised about what is available to them. This is reinforced in the fall at an orientation specifically for student-athletes and, again, when the assigned advisors meet with the teams at the beginning of the year.

Academic advisors receive sport specific assignments based upon size of squads, academic needs of the student-athletes in that sport, and other factors such as frequency of junior college transfers. The Athletics Department has four full-time academic advisors. All advisors have a master's degree in a related area. Two of the advisors have nine or more years experience and two advisors have less than five years experience. The two academic advisors with the greatest experience and salary level are assigned to men's football, women's and men's basketball, men's and women's track and cross country and men's golf.

If tutoring is needed, student-athletes go to their academic counselor, and a tutor is provided. Tutors are primarily graduate students in a masters or doctoral program. They must have taken the course in the area being tutored and must have made at least a "B" grade. Tutors are carefully screened and must provide references. They are paid a minimum of \$8.00 per hour and up to \$15.00 depending on the level of difficulty of the course. Tutors are made available to all student-athletes in every subject area.

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

The opportunity to receive tutoring and the assignment and compensation of tutors is excellent for all student-athletes and tutors. No deficiencies or trends were identified.

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

In the area of tutoring, the Athletics Department is doing an excellent job. The future plan provides for continued excellence.

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

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

Continuous monitoring and evaluation is performed by the Athletics Director, the Executive Associate Athletics Director and the Associate Athletics Director/Senior Woman Administrator. In addition, the Athletics Department has retained Lamar Daniels, Consultant for General Equity Sports. Each year beginning in 1999-2000, Mr. Daniels conducted an on campus evaluation of the current gender equity status of the Athletics Department. Mr. Daniels analyzes financial data and participation statistics, and interviews coaches, student-athletes, administrators, faculty and Athletics Council members. Mr. Daniels then provides a written report, including recommendations for improvement, which is submitted to Athletics Department administrators and the Chief Legal Counsel, who advises the President.

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

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All men's and women's teams are at the NCAA Division I maximum for coaching allowances with coaching duties exclusively, and overall, the availability of coaches is equivalent. All coaches are highly qualified, most having participated at both the high school or club and college levels in the sport they coach. Some have competed on national teams and played and coached professionally. While some coaches also have coaching experience at the high school and professional level, the average number of years of experience at the college level for coaches of men's sports is 13.5 years and the average for women's sports is 8.25 years. Nine of 17 head coaches have contracts. Four men and four women's teams have head coaches with contracts and one coach who coaches men and women. The compensation of coaches is commensurate with market demands and their success as a coach.

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

Since the first-cycle certification, the trend has been toward higher compensation and long term contracts for several women's sports coaches.

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

In the area of coaches, the Athletics Department is doing an excellent job. The future plan provides for continued excellence.

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

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

Regular routine monitoring and evaluation is performed by the Athletics Director, the Executive Associate Athletics Director and the Associate Athletics Director/Senior Woman Administrator. In addition, the Athletics Department retains Lamar Daniels, Consultant for General Equity Sports. Each year beginning in 1999-2000, Mr. Daniels conducted an on campus evaluation of the current gender equity status of the Athletics Department. Mr. Daniels analyses financial data and participation statistics, and interviews coaches, student-athletes, administrators, faculty and Athletics Counsel members. Mr. Daniels then provides a written report, including recommendations for improvement, which is submitted to Athletics Department administrators and the Chief Legal Counsel, who advises the President.

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

Since the first-cycle certification, the Athletics Department has improved locker room, practice and competitive facilities. Track and field, wrestling, volleyball, men and women's basketball, men and women's golf, football, men's and women's tennis, soccer and softball all have had significant improvements to their facilities. The resources and commitment to the improvement of each sport's facilities is clear. There is a continued effort to continue to improve the areas still with needs including a soccer/tennis locker room facility and renovations of the Field House.

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

The Field House, which is used by the volleyball team for practice and competition, and the wrestling and men's gymnastics teams for competition, is in poor practice condition. The volleyball team rented a local private high school gym with air conditioning for pre-season practice. Soccer, men's and women's tennis do not have a locker room facility located at their complex. The University of Oklahoma trend shows the continuous progress of upgrading nearly every athletics facility over the last five years. Since the last report, a minimum of one facility has continuously been under construction or renovation.

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

In the area of locker rooms, practice and competitive facilities, the Athletics Department is doing an excellent job in the renovated areas. The future plan addresses this area with a plan to renovate the Field

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House for volleyball and wrestling as well as a plan to complete the soccer complex (press box and permanent seating) and construct a locker room facility for soccer and men's and women's tennis.

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

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

Regular monitoring and evaluation is performed by the Athletics Director, the Executive Associate Athletics Director and the Associate Athletics Director/Senior Woman Administrator. In addition, the Athletics Department retains Lamar Daniels, Consultant for General Equity Sports. Each year beginning in 1999-2000, Mr. Daniels conducted an on campus evaluation of the current gender equity status of the Athletics Department. Mr. Daniels analyses financial data and participation statistics, and interviews coaches, student-athletes, administrators, faculty and Athletics Counsel members. Mr. Daniels then provides a written report, including recommendations for improvement, which is submitted to Athletics Department administrators and the Chief Legal Counsel, who advises the President.

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

The Athletics Department has shown a commitment since the first-cycle certification to continue to grow the sports medicine staff, the strength and conditioning staff and continue to improve the services and facilities provided to each team.

A new Sports Medicine Center was constructed in the Lloyd Noble Center for primary service to men's and women's basketball, women's soccer, and men's and women's tennis. The Freede Sports Medicine Center, servicing all student-athletes, was renovated to provide additional space and equipment for rehabilitation, hydrotherapy (including a SwimEx Aquatic Physical Therapy System), private physician examination room (including x-ray), and offices. A training room was added at the Everest Training Center to service football and track and field, as well as at the Softball Complex and L. Dale Mitchell Baseball Park.

The main strength and conditioning center was renovated to provide more space and state-of-the-art equipment. An additional weight room was built in the Lloyd Noble Center for men and women's basketball. An additional weight room was built in the Everest Training Center for football to alleviate the congestion in the main facility. Weight training equipment has been improved in the wrestling and men's gymnastics for in-season strength training.

The sports medicine staff has increased significantly. Full-time Certified Athletic Training staff has doubled, from three to six, of which one is also a physical therapist coordinating all rehabilitation protocols. The number of graduate Certified Athletic Trainers is eight.

The team physician staff consists of a core of ten doctors (six orthopedic surgeons, two family practice, one internist, and one cardiologist). One orthopedic surgeon has dedicated responsibility to wrestling, another orthopedic surgeon has dedicated responsibility to men's and women's gymnastics, another orthopedic surgeon has dedicated responsibility to women's soccer. The family practice physicians divide sport responsibility.

The strength and conditioning staff has increased since the last certification cycle to provide better services for each team including full-time strength coaches who staff practices and travel with men and women's basketball in addition to football.

Sports Medicine has a priority interest in education, training, and medical research as it relates to sport. In addition to compliance with National Athletic Trainers' Association Board of Certification and Oklahoma State Board of Medical Licensure and Supervision requirements for continuing education, which includes annual cardiopulmonary resuscitation certification, the Certified Athletic Trainers and physicians complete biannual certification in Advanced Life Support.

University of Oklahoma Sports Medicine Staff is consistently involved in sports medicine research. While routinely participating in provision of data in support of multi-program research projects, priority is given to

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primary investigations, of late in cooperation with research scientists from Gatorade Sports Science Institute in studying exertional muscle cramping and core temperature in intercollegiate football players.

Numerous members of the Sports Medicine Staff are called upon to write sports medicine journal articles, author chapters for sports medicine textbooks, and speak at various professional educational seminars. Additionally, several of the staff are active in professional and public advisement through appointed service to Advisory Boards for the State of Oklahoma.

Annually, the Department of Intercollegiate Athletics in cooperation with the University of Oklahoma Department of Orthopedic Surgery and Rehabilitation hosts a Sports Medicine Symposium to address current topics of interest through sharing the expertise of our professional sports medical staff in conjunction with invited national experts.

The institution has shown a strong commitment to provide the best resources for student-athletes in the area of sports medicine and strength and conditioning.

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

Sports Medicine has continued to address its care in terms of quality, consistency, and convenience of care to the student-athlete. The trend has been in a direction of growth. Current circumstances provide a single (shared) certified athletics trainer for Volleyball and Track. This is the only area of possible deficiency at this point.

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

In the area of medical and training facilities and services, the Athletics Department is doing an excellent job. The future plan addresses this area with a goal to continue to maintain and grow the current level of service including the addition of a certified athletics trainer to staff Volleyball.

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

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

Regular monitoring and evaluation is performed by the Athletics Director, the Executive Associate Athletics Director, the Associate Athletics Director/Senior Woman Administrator, and the Associate Athletics Director for Academic Affairs. In addition, the Athletics Department retains Lamar Daniels, Consultant for General Equity Sports. Each year beginning in 1999-2000, Mr. Daniels conducted an on campus evaluation of the current gender equity status of the Athletics Department. Mr. Daniels analyses financial data and participation statistics, and interviews coaches, student-athletes, administrators, faculty and Athletics Counsel members. Mr. Daniels then provides a written report, including recommendations for improvement, which is submitted to Athletics Department administrators and the Chief Legal Counsel, who advises the President.

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

The Sooner Housing Center is owned and operated by the Athletics Department. It is comprised of three dormitories and one dining facility. The staffing and maintenance of the facility is funded by the Athletics Department in an effort provide the best resources for the student-athletes.

The Jefferson Dining Facility is part of the Sooner Housing Center. While it is open to any University student, residents of the Housing Center and many other student-athletes receiving room and board scholarships, eat there. Three meal plans are available: a 15-meal plan, a 10-meal plan and a 5-meal plan. The staffing and maintenance of the facility is funded by the Athletics Department in an effort provide the best resources for the student-athletes.

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

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The Sooner Housing Center was created many years ago and has continued to provide OU student-athletes with the ability to live and eat in close proximity to the Academic Center as well as practice, training and competition facilities. There have not been any identifiable deficiencies or trends.

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

In the area of housing and dining facilities and services, the Athletics Department is doing an excellent job. The future plan provides for continued excellence.

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

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

Regular and routine monitoring and evaluation is performed by the Athletics Director, the Executive Associate Athletics Director, and the Associate Athletics Director/Senior Woman Administrator. In addition, the Athletics Department retains Lamar Daniels, Consultant for General Equity Sports. Each year beginning in 1999-2000, Mr. Daniels conducted an on campus evaluation of the current gender equity status of the Athletics Department. Mr. Daniels analyses financial data and participation statistics, and interviews coaches, student-athletes, administrators, faculty and Athletics Counsel members. Mr. Daniels then provides a written report, including recommendations for improvement, which is submitted to Athletics Department administrators and the Chief Legal Counsel, who advises the President.

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

Media Relations personnel are under the supervision of the Assistant Athletics Director for Media Relations. He has six full-time staff to assist him. In addition to this staff, he has one intern and ten student assistants. The Director has twenty years experience in Media Relations. He covers football home and away. One Associate Media Relations Director has ten years of experience in Media Relations and is responsible for men's basketball both home and away. The second Associate Media Relations Director covers women's basketball both home and away. She has eleven years of experience. Both Associate Media Relations Directors assist the Director with football. An Assistant Director will coordinate publications and oversee men's and women's cross country/track. She does not travel. This Assistant Director has twenty-nine years experience. Another Assistant Director, a former intern assists with football and covers baseball home and away. She has four years experience. A fifth Assistant Director, a former intern, covers volleyball and softball. He has two years experience, and he travels with softball. The last Assistant Director is the Director of Internet Services. He does not have any sport-specific assignments.

The intern has one-year experience, and he covers soccer and men's and women's gymnastics. He does not travel. Finally, five students cover the following sports: men's and women's tennis, wrestling and men's and women's golf. The student covering wrestling traveled to some away events. If a coach requests a Media Relations staff member to accompany the team to an away event, one will be provided.

All sports have the same access to publicity resources. All sports are covered on the soonersports.com website. High quality media guides/recruitment brochures are provided to all men's and women's teams. All men's and women's teams were provided posters and schedule cards. Programs of varying quality were provided by media relations to all teams competing at home. Season ticket brochures were provided for four men's teams (baseball, basketball, football and wrestling), and three women's teams (basketball, soccer and softball). The men's and women's gymnastics and volleyball teams sell tickets at their home competition but do not have season tickets.

The Associate Athletics Director for Marketing oversees the in-house marketing and promotions for men's and women's sports. The Director of Promotions and the Director of Marketing each assist him. Much of the marketing is outsourced to Sooner Sports Properties contracted by the Athletics Department. Sooner Sports Properties is involved with corporate sales for advertising, event sponsorship, game promotion, etc. While much of their efforts are directed towards men's basketball and football, they also provide support for women's basketball (coach's show, radio broadcasts, game programs, game sponsorship, signage, etc.) and softball (game programs, game sponsorship, in-game promotions, signage, Bedlam softball statewide telecast, etc.). Signage at the soccer complex is also part of their responsibility. Finally, they

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produce a TV magazine show, which airs in the spring and contains features on softball, track, gymnastics, etc. There is a marketing plan for men's and women's gymnastics, wrestling, baseball, men's and women's basketball, soccer, volleyball and softball. In-game promotions are provided for five men's sports (baseball, basketball, football, gymnastics and wrestling) and five women's sports (basketball, gymnastics, soccer, softball and volleyball).

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

Since the first-cycle certification, the media relations and marketing staffs have grown significantly. This growth has allowed for increased effort to publicize and promote all the sports programs. The trend in the area of publicity has been extremely positive.

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

In the area of publicity, the Athletics Department is doing an excellent job. The future plan provides for continued excellence.

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

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

Continuous monitoring and evaluation is performed by the Athletics Director, the Executive Associate Athletics Director, and the Associate Athletics Director/Senior Woman Administrator. In addition, the Athletics Department retains Lamar Daniels, Consultant for General Equity Sports. Each year beginning in 1999-2000, Mr. Daniels conducted an on campus evaluation of the current gender equity status of the Athletics Department. Mr. Daniels analyzes financial data and participation statistics, and interviews coaches, student-athletes, administrators, faculty and Athletics Counsel members. Mr. Daniels then provides a written report, including recommendations for improvement, which is submitted to Athletics Department administrators and the Chief Legal Counsel, who advises the President.

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

Each sport has an Associate Athletics Director or the Athletics Director to work with on a regular, daily basis if necessary. All coaches have direct access to the athletic director if necessary.

There are three secretarial/clerical staff for football, two for men's basketball and two for women's basketball. The baseball coaching staff has a part-time employee. One individual assists men's and women's golf coaches. Two secretarial/clerical staff assists the remainder of coaching staffs who have needs of this nature.

All coaches who desire computers have one, and this minimizes the need for secretarial/clerical staff.

All head and assistant coaches have private offices except the Head Men's Gymnastics and the assistant women's gymnastics coaches. The three men's gymnastics coaches (Head and two assistants) remain in one room in the Viersen Gymnastics Center, although they were offered private offices in the Stadium. The same is true with the women's assistant gymnastics coaches. They also remain at Viersen Gymnastics Center.

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

Since the first-cycle certification, several facilities have been renovated to provide more office space for several coaching staffs. The trend has been to increase administrative, secretarial and clerical support in addition to enhancing offices.

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

In the area of support services, the Athletics Department is doing an excellent job. The future plan addresses this area with a goal to continue to maintain and potentially grow the current level of support support.

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

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

Continuous monitoring and evaluation is performed by the Athletics Director, the Executive Assistant Athletics Director, and the Associate Athletics Director/Senior Woman Administrator.

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

There is a strong commitment by the Athletics Department to provide the resources for coaches to be able to successfully recruit the best student-athletes in the nation. Each program has the opportunity to hire the maximum allotment of coaching staffs. The coaching staff size directly affects a program's ability to successfully recruit. Each program is provided the financial resources to contact, evaluate and visit all potential recruits. Each program has the resources to fly recruits to campus, lodging, provide meals, and entertainment. The treatment of all prospective student-athletes is equal regardless of the sport.

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

Since the first-cycle certification, the trend in the area of recruitment has been to increase the recruiting budgets of each program. These budgets have significantly grown to the level that is consistent with the desire of the programs to provide the necessary resources to recruit the best student-athletes. While there are significant differences in the recruiting budgets of men's and women's teams, interviews by Lamar Daniels indicate all teams have the necessary funds to recruit at the highest level.

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

In the area of recruitment of student-athletes, the Athletics Department is doing an excellent job. The future plan provides for continued excellence.

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

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

This plan is provided in the web format in the pages that follow.

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

Two campus committees address gender equity for the future of the intercollegiate athletics program.

The first group is the Athletics Council which advises the President and Board of Regents on policy relating to intercollegiate athletics relative to issues including actual and proposed NCAA and Big 12 rules, financial aid and awards to student-athletes, admissions and academic performance of student-athletes, Athletics Department

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financial operation, appointment of key administrators and coaching staff, facilities, scheduling, recruiting, and rule changes. The Chair of the Athletics Council serves as a member of the Executive Committee of the University Faculty Senate and each year reports to the President and to the Faculty Senate with respect to progress on gender equity. The Athletics Council includes broad-based participation and consists of faculty, students and staff from the Norman and Health Sciences Center Campuses, alumni and student-athletes. Council members are selected by the President and by the Faculty Senates from both the Norman and Health Sciences Center campuses. The Council has four standing subcommittees. The Equity and Sportsmanship Subcommittee is charged with the responsibility for annually reviewing and reporting to the Council on the Athletics Department's gender equity policies and practices. Specifically, this subcommittee is responsible for reviewing and reporting on the implementation of the provisions of NCAA Constitution 2.3, which require compliance with federal and state laws regarding gender equity and the implementation of the Athletics Department's approved Gender Equity Plan from the NCAA Certification Self-Study.

The second group is the NCAA Self-Study Steering Committee. This committee was formed in 2003 and charged by the President to conduct the second comprehensive self-study of the Department of Athletics. The Steering Committee includes members of the faculty and University community and Athletics Department administrators. The Subcommittee on Equity, Welfare and Sporting Conduct (EWS) includes representatives from the faculty, alumni, University and Athletics Department administration, students, and student-athletes. The EWS Subcommittee members include former members of the Athletics Council and Faculty Senate, current and former members of the Student-Athlete Advisory Board, and student-athletes representing diversity with respect to gender and ethnicity.

The work of this committee is conducted in the following three subgroups organized by operating principles: 1) Gender Issues (4.1); 2) Minority Issues (4.2) and 3) Student-Athlete Welfare and Ethical Conduct (4.3 and 4.4). Each subgroup includes a student-athlete and was charged to collect data, write reports and make recommendations with respect to each self-study item within its charge. The entire EWS Subcommittee met on October 6, 2003. The Gender Equity subgroup met on October 30 and November 11. The Student-Athlete Welfare subgroup met on October 22, November 5, and November 11. The minority issues subgroup met via e-mail. At these meetings, the groups shared information and draft copies of reports for review. The subgroup chairs met on December 11 to share information collected by each subgroup, to review progress reports and make recommendations for additional data collection. In addition, the EWS Chair met individually with each student committee member regularly for feedback on the analysis of data and to identify areas of potential data collection. The subgroup chairs met on February 29 to review analysis of student interview data, draft reports and to discuss strategies for the development of preliminary plans. The subgroup chairs distributed a draft version of the reports and plans to their respective subcommittees.

Although the Steering Committee includes no current members of the Athletics Council, the EWS chair met regularly with both the Chair of the Athletics Council and the Chair of the Council's Equity and Sportsmanship Subcommittee. The EWS Chair reported to the Athletics Council's Equity and Student Welfare Subcommittee during the spring semester to gain their feedback on the Gender Equity and Minority Issues Plans prior to campus wide distribution. The EWS Subcommittee through the subgroup chairs reviewed Council feedback and made changes as appropriate.

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**

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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**

On the basis of the yes/no answers above and the plans for for correcting deficiencies, is the institution in substantial conformity with the operating principle. Yes

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Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Athletics Scholarships	Provide financial assistance for male and female student-athletes consistent with the requirements of Title IX.	Continue funding financial aid at the maximum permitted by the NCAA for both men's and women's programs.	Athletics Director	Annually
		Continue to monitor financial assistance awarded, and continue to monitor whether proportionately equal amounts of financial assistance are available to men's and women's programs.	Associate Athletics Directors responsible for sport management and the Financial Aid Coordinator, in cooperation with the Director of Athletics	Ongoing
Accommodation of Interests and Abilities	Effectively accommodate the interests and abilities of students.	Addition of a women's varsity sport unless review of sport offering reveals lack of interests and abilities.	Athletics Council application of its Guidelines for Evaluating the Addition or Deletion of an Intercollegiate Sport reporting result to Director of Athletics, selection of sport by Director of Athletics, approval by University President and Board of Regents, implementation by the Associate Athletics Director with sport responsibility. However, if Athletics Council's application of its Guidelines reveals lack of interests and abilities at the time, no further action.	Athletics Council's review of interests and abilities completed in 2004-2005, followed by Director of Athletics' sport selection in 2004-05, with implementation in 2005-06 and competition per complete schedule in 2006-07. However, if 2004-05 review indicates sport addition not needed, then review of interests and abilities should be repeated biannually.

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Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
		The University will formalize written procedures for compiling data for the Equity in Athletics Disclosure Act requirements. The report data will be compiled from both the Health Science Center and Norman campuses. These procedures should ensure that the data reported is valid and consistent (that is, the data can be replicated in subsequent years).	Executive Associate Athletics Director in cooperation with the Senior Woman Administrator, Financial Aid Coordinator, Human Resources Manager and Business Manager.	Summer 2004 and reviewed annually
		Continue a Roster Management Program designed to manage the participation opportunities for student-athletes. Roster Management will be used to supplement participation opportunities and not serve as a replacement for adding a sport if required upon review.	Associate Athletics Directors responsible for sport oversight in cooperation with the Financial Aid Coordinator.	Ongoing

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Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
		The increased costs of an additional sport will impact several areas of the Athletics Department (i.e.: housing, academics, sports medicine, strength and conditioning, support services, etc.). Should a sport be added, the Athletics Department will monitor the effects on each impacted area. The intent of an additional sport is not meant to adversely affect the existing programs in a disproportionate manner.	Associate Athletics Directors with sport oversight responsibility.	Ongoing
		The Athletics Council will review the progress toward the accommodation of interest and abilities. The Athletics Council, upon recommendation from the Athletics Director through the President, will review pre-determined sports to evaluate their viability for addition or deletion using the developed criteria. The Athletics Council will report to the Board of Regents, the President and the Faculty Senate on the status of the effective accommodation of interests and abilities.	Athletics Council	Annual

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Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
		Continue the transfer of University funds to reimburse the Athletics Department for the value of (1) athletics tickets used by the University, and (2) a portion of academic counseling services performed in the Academic Center, the total amount being not less than \$2,500,000 per year for the foreseeable future.	Director of Athletics.	Ongoing.
Equipment and Supplies	Continue to provide each sport with the necessary equipment and supplies with respect to quality, amount, suitability, maintenance and replacement, and availability.	Continue to monitor the amount of equipment, quality of equipment and the quality of equipment management. The Athletics Department will correct the deficiencies in apparel for golf, soccer, track and gymnastics.	Associate Athletics Directors with sport oversight responsibilities in cooperation with the equipment manager and budget manager.	Ongoing
Scheduling of Games and Practice Times	Continue to provide equivalent opportunities in number of games, length and time of day of practices, time of day of games, pre-season and post-season opportunities.	Continuous monitoring of the scheduling of games and practice times.	Associate Athletics Directors with sport oversight responsibility in cooperation with facility managers and coaches.	Ongoing
Travel and per Diem Allowance	Continue to provide equivalent quality of travel, dining, and per diem arrangements and accommodations for men's and women's sports.	Continuous monitoring of quality of travel, dining and per diem allowances and accommodations for men's and women's sports.	Associate Athletics Directors with sport oversight responsibility in cooperation with coaches and travel coordinators.	Ongoing

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Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Tutors	Continue to provide a high quality of academic support for male and female student-athletes at equivalent levels.	Continue to monitor academic support in relation to availability, procedures and criteria for obtaining assistance, assignment qualifications, training, experience, etc. Monitoring the compensation rate of pay, pupil loads, qualifications, experience, and other terms and conditions of employment will also continue.	Associate Athletics Director for Academic Affairs in cooperation with coordinator for academic services and all academic support staff.	Ongoing
Coaches	Continue to provide equivalent levels of coaching for male and female sports in regard to availability, assignment and compensation.	Continue to provide all men's and women's teams with the NCAA Division I maximum for coaching allowances.	Athletics Director in cooperation with Associate Athletics Directors with sport oversight responsibilities, the Human Resources Manager and the Business Manager.	Ongoing
		Continue to monitor the quantity and quality of male and female coaches hired, the salaries for male and female teams, and evaluate, assess and attempt to resolve any inappropriate discrepancies in numbers and salary levels for coaches in comparable sports.	Athletics Director in cooperation with Associate Athletics Directors with sport oversight responsibilities, the Human Resources Manager and the Business manager.	Annually
		The University will work to equalize the experience levels of coaches of male and female sports to the extent possible.	Associate Athletics Directors with sport oversight responsibilities	Ongoing

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Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Locker Rooms, Practice and Competitive Facilities	Provide locker room, practice and competitive facilities to ensure the quality, availability and exclusivity of practice and competitive facilities are equal for men's and women's sports, including the quality and availability of locker rooms, maintenance and preparation of practice and competitive facilities.	Provide locker facility for women's soccer, men's and women's tennis.	Athletics Director in cooperation with the Associate Athletics Director with sport oversight responsibilities, facility managers and fundraising personnel.	2007-08
		The University will renovate the Field House.	Athletics Director in cooperation with the Associate Athletics Director with sport oversight responsibilities, facility managers and fundraising personnel.	2005-07.
		Provide press box and permanent seating for the women's soccer team.	Athletics Director in cooperation with the Associate Athletics Director with sport oversight responsibilities, facility managers and fundraising personnel.	2006-07
Medical and Training Facilities and Services	Continue to provide equitable medical and training facilities and support services for male and female student-athletes.	Assignments for strength coaches for male and female sports will be monitored for workload equivalence.	Associate Athletics Director with Strength and Conditioning oversight responsibility in cooperation with the Director of Strength and Conditioning.	Ongoing
		The University will monitor the strength and conditioning program to work toward equalized experience level and salaries of strength coaches for male and female sports.	Associate Athletics Director with Strength and Conditioning oversight responsibility in cooperation with the Director of Strength and Conditioning.	Ongoing

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Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Housing and Dining Facilities and Services.	Continue to provide high quality housing and dining facilities and services to male and female athletes.	Continue to monitor the current quality and quantity of university housing for male and female student-athletes to determine equivalency.	Associate Athletics Director for Academic Affairs in coordination with the Athletics Director and the Director of Athletics Student Housing.	Ongoing
		Continue to monitor the quality of dining facilities and services to ensure equivalency for male and female student-athletes.	Associate Athletics Director for Academic Affairs in cooperation with the manager of the athletics dining facility.	Annually
Publicity	Continue to provide equivalent publicity opportunities for men's and women's sports.	Continue to monitor the quality and availability of sports information personnel.	Assistant Athletics Director of Media Relations in coordination with the Athletics Director and the Associate Athletics Directors with sport oversight responsibilities.	Annually
		Continue to monitor access to other publicity resources for men's and women's program.	Assistant Athletics Director for Media Relations and Associate Athletics Director for Marketing and Promotions in coordination with the Athletics Director and the Associate Athletics Directors with sport oversight responsibilities.	Annually
		Continue to monitor the quantity and quality of publications and other promotional devices featuring men's and women's programs.	Assistant Athletics Director for Media Relations and Associate Athletics Director for Marketing and Promotions in coordination with the Athletics Director and the Associate Athletics Directors with sport oversight responsibilities.	Annually

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Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Support Services	Continue to provide equivalent support services for men's and women's sports and to continue to monitor the quality of these support services.	Continue to monitor the administrative, clerical and secretarial support and availability of other support staff for men's and women's teams.	Associate Athletics Directors with sport oversight responsibilities in cooperation with Athletic Director.	Annually
		Continue to monitor the quantity and quality of office space for coaches and support personnel for men's and women's teams.	Associate Athletics Directors with sport oversight responsibilities in cooperation with Athletics Director.	Annually
		Continue to monitor the quality and quantity of office equipment and supplies for men's and women's sports.	Associate Athletics Directors with sport oversight responsibilities in cooperation with Athletics Director.	Annually
Recruitment of Student-athletes	Continue to provide equal opportunities to recruit student-athletes among men's and women's sports.	Continue to monitor the opportunities of coaches and other personnel to recruit.	Associate Athletics Directors with sport oversight responsibilities.	Annually
		Continue to monitor whether financial and other recruiting resources are adequate for men's and women's sports programs.	Associate Athletics Directors with sport oversight responsibilities.	Annually
		Continue to monitor prospective student-athletes for men's and women's programs to ensure their treatment during campus visits is adequately equivalent.	Associate Athletics Directors with sport oversight responsibilities.	Annually
Annual evaluation of the institution's gender equity program areas	Continue to utilize evaluation mechanisms for ongoing monitoring of the institution's progress in overall gender equity program areas.	Continue to annually contract with an outside agency to monitor and evaluate the institution's gender equity program areas.	Athletics Director in coordination with the Senior Woman Administrator.	Annually

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Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
		Continue to annually utilize the Athletics Council's Equity and Sportsmanship Sub-Committee's report on gender equity.	Athletics Council and Athletics Director in cooperation with the Senior Woman Administrator.	Annually
		Annually review the Athletics Department's strategic plan in relation to the goals and steps to achieve gender equity.	Athletics Director in cooperation with executive staff	Annually
		Create and implement an annual student-athlete evaluation that addresses gender equity as a component of the evaluation	Associate Athletics Director/Senior Woman Administrator in cooperation with the Associate Athletics Director for Academic Affairs and the Student-Athlete Advisory Board	Spring 2005
		Data from Exit Interviews with student-athletes will be used to monitor progress in gender equity.	Associate Athletics Director / Senior Woman Administrator	Annually
		The Athletics Council will include the progress toward gender equity in its written report to the President, the Board of Regents and Faculty Senate.	Athletics Council	Annually
Women in Intercollegiate Athletics Administration	Increase efforts to have more women in higher athletic administrative roles.	Create a program that identifies and fosters professional development of potential women athletics administrators.	Senior Woman Administrator in cooperation with the Athletics Director.	Develop during the 2004-05 academic year. Implement during the 2005-06 academic year.
		Continue to encourage participation of women staff members in governance and decision making within the Athletics Department.	Senior Woman Administrator in cooperation with the Athletics Director and Executive Staff.	Ongoing

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Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
		Adopt procedures to support more aggressive targeting of women for all searches.	Senior Woman Administrator in cooperation with the Human Resources Manager.	Ongoing.
		Create an athletics administration graduate assistantship designed to create opportunities for women in higher athletics administration.	Senior Woman Administrator in cooperation with the Associate Athletics Director for Academic Affairs.	Develop 2004-05 academic year. Implement 2005-06 academic year.

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Operating Principle

4.2 Minority Issues

Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 4.2 (Minority Issues). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

The original "corrective action," "condition" or "strategy" imposed.

No "corrective actions" or "conditions for certification" were imposed. However, the Committee imposed a Strategy for Improvement (see Summary of Actions, p. 9, supra). The institution was required to modify its current minority-opportunities "to create a single comprehensive institutional plan for addressing minority opportunities in the intercollegiate athletics program that combines all of the elements of the plan mentioned in various documents reviewed by the peer-review team and the committee including, but not limited to, the following: (1) self-study report information, (2) the institution's affirmative action plan, (3) May 22 and September 17, 1997 correspondence from the University to the NCAA, (4) the January 29, 1997 memorandum from Daniel G. Gibbens to Troy L. Arthur, and (5) Board of Regents' Policies 7.20, 102.1, 3.1. and 3.2."

b) The action taken by the institution: The University modified its minority opportunities plan as required and submitted it to the NCAA Committee on Athletics Certification, now designated "original plan" at 4.1.2.a, infra.

c) The date of the action: September 18, 1998.

d) An explanation for any partial or non-completion of such required actions: Not applicable.

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

4.1.2.a. Original plan (the 1998 plan, required by the "Strategy," supra):

(1) Student Life—Goal/Intended Result 1: To continue to provide access to all academic services, counseling, housing, facilities, and all other student life services to all student-athletes without regard to sport, gender, race, religion, or ethnic origin. The Associate Director for Academic Affairs has primary responsibility. The timetable is ongoing. This Goal includes:

(a) Endeavor to provide all student-athletes a comfortable/encouraging/challenging environment for them according to their individual needs.

(b) Promote full use of the Department's life skills education programs.

(c) Continue joint efforts by the Athletics Department and the University Vice President for Student Affairs to improve campus-wide integration of student-athletes into the general student body, and specifically minority student-athletes.

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(d) Develop programs and initiatives through the Student-Athlete Advisory Board (a registered student organization) to further integrate all student-athletes into the general student body.

(e) Participation of staff and student-athletes in the University African American Task Force and any other similar group addressing campus minority issues.

(f) All student life services are provided to all student-athletes without regard to sport, gender or race. Continuation of this philosophy and policy will be monitored by the Associate Director for Academic Affairs. Programs and progress will be included in annual reports to the Athletics Council regarding academics and student life.

(2) Staff—Goal/Intended Result 2: To reduce the underutilization of protected classes and specifically minority applicants and employees by increasing opportunities for minorities, and to continue aggressive recruitment of qualified individuals including minority candidates for administrative and coaching positions. This Goal includes:

(a) Identify positions of underutilization through the current year University Affirmative Action Plans' Action-Oriented Program Number 10 Staff Impact Ratio Analysis (copy attached), and the resulting statistics provided in tables labeled "Workforce Analysis" and "Utilization Analysis." The Director of Athletics and the Associate Directors are responsible. The timetable is dependent upon position openings, including those created by restructuring administrative assignments within the Department.

(b) Follow the Plans' Affirmative Action-Oriented Program Number 11 for Positive Staff Selection Procedure as guidelines for recruitment and selection of qualified candidates and the Plans' Affirmative Action Employment Procedures for executive and administrative officers.

(c) Provide timely training on the Positive Staff Selection Procedure for staff involved in hiring of staff.

4.2.2.b Actions taken by the institution

Goal 1 (a) Endeavor to provide all student-athletes a comfortable/encouraging/challenging environment for them according to their individual needs.

Graduation rates serve as an important indicator representing the quality of the academic experience for student-athletes. The 2002 Graduate-Rate Report ranks OU in first place among the Big-12 institutions with respect to the graduation of student-athletes who entered OU during the 1996-97 academic year. In addition, 78 percent of African-American males and 100 percent of African-American females graduated within the required six-year span. For other minority groups, 100 percent of Asian-American student-athletes completed degrees on time and there were no other ethnic-minority student-athletes enrolled during the 1996-97 school year. To further assess the quality of academic life for OU student-athletes, the Big 12 Conference conducted two surveys assessing life skills programs among Big 12 athletic programs, the first in 1996 and the second in 1999. In both surveys, the University of Oklahoma ranks first in almost all categories related to commitment to academics and personal/social development. The 1999 survey data indicates that while OU scored in the top tier when compared to their peers in all categories, all institutions scored lower in the following areas: career services, counseling, financial aid, graduation rates, and community student involvement. Since 1999, OU has focused upon improvements in these areas, with specific attention to graduate rates, financial aid and career services. Student-athlete participation in career services continues to increase (see goal 1 (b) below). In 2002, the Athletic Department created a pilot mentoring program called the Sooner Football Career Network. The purpose of this program is to provide academic and career mentors to each former or current football letterman. A proportion of these mentors are ethnic minorities with successful careers. This program has led to the creation of the "O-Club Career Network" which will serve all student-athletes and will be implemented during the 2004-05 academic year. Within that program is a special diversity mentoring program designed to provide student-athletes from diverse backgrounds with a mentor relationship with successful minority role models. In the area of financial aid, the new Student Opportunities Fund has expanded the financial aid opportunities for economically disadvantaged student-athletes by providing full funding for all unmet needs for student-athletes eligible for the Special Assistance Fund.

Goal 1 (b). Promote full use of the Department's life skills education programs.

Each year, the Office of Student Life monitors student-athlete participation in life-skills educational programs. Developed in 1995, the Athletic Career Center became one of seven learning centers in the Prentice Gault Academic Center. Its goal is to provide student-athletes with career development skills and increase their visibility to the world of work and career related opportunities. The 2003 Career Fair hosted more than 65 companies and served over 350 student-athletes. The minority participation in the 2003 Career Fair increased to 44.9 percent from 29.7 percent in 2002. The Career Center actively seeks the participation of companies in the annual career fair that have a solid record of hiring underrepresented minorities.

Goal 1 (c) Continue joint efforts by the Athletics Department and the University Vice President for Student Affairs to improve campus-wide integration of student-athletes into the general student body, and specifically minority student-athletes.

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As freshmen, student-athletes are informed about student organizations and opportunities for participation in student activities during the student-athlete orientation. In addition, the University offers Gateway to College Learning, two-hour letter graded course designed to help students make the transition from high school and college. During this course, students are familiarized with all of the cultural, social, academic, and technical resources available at the University of Oklahoma. The Gateway to College Learning course is required for all specially admitted students and many athletic advisors recommend this course for student-athletes.

Goal 1 (d) Develop programs and initiatives through the Student-Athlete Advisory Board (a registered student organization) to further integrate all student-athletes into the general student body.

In further support of campus-wide integration of student-athlete, the President of the Student Athlete Advisory Board (SAAB) sits on the Vice President for Student Affairs' Advisory Council (VPAC). In addition, the Sooner Housing Safe Trick or Treat program and the Athletics Department Blood Drive are examples of two programs sponsored by SAAB, which target the University student body.

The Sooner Housing Center is a fully integrated residential center managed by the Athletic Department and is home to student-athletes and residential students. The students in Sooner Housing Center received the President's Trophy for outstanding housing center in both 1998 and 2003. The criteria for the award include the promotion of academic excellence, participation in campus activities, and the promotion of cultural diversity. The Sooner Housing Center participates in the campus Faculty-in-Residence program, designed to promote a learning community beyond the classroom. Through this program, both minority and non-minority freshman interact with a faculty member who resides in the dorm.

Goal 1 (e). Participation of staff and student-athletes in the University African American Task Force and any other similar group addressing campus minority issues

Student-athletes, particularly minority student-athletes take advantage of the variety of social and cultural activities of university life, as demonstrated by the 2003-2004 report of student-athlete involvement. The Center for Student Life, a division of Student Affairs, houses the African American Student Services Center which sponsors a variety of activities for African American students and works closely with the Black Student Association (BSA). Both the BSA and Native American Student Organization seek out and include minority student-athletes among their active members. The Henderson-Tolson Cultural Center serves as the base of all African American student programs and likewise, as does the Jim Thorpe Cultural Center for all Native American Programs. These facilities provide meeting rooms, lounge facilities, offices and a library and provide minority student-athletes with a place to socialize and participate in campus leadership opportunities with other minority students.

A number of our Black student-athletes are now and have been actively involved in NPHC (National Panhellenic Council) sororities and fraternities. Those organizations represented by student-athletes are Zeta Phi Beta Sorority, Alpha Kappa Alpha Sorority, Phi Beta Sigma Fraternity, Kappa Alpha Psi Fraternity, Omega Psi Phi Fraternity, Alpha Phi Alpha Fraternity, and Iota Phi Theta Fraternity. Student-athletes have competed and won scholarship pageants given by organizations on campus such as Miss Black and Gold, Little Boy Blue, and Mr. Miaka. Student-athletes have competed in talent showcases well advertised in the OKC/Norman communities such as Zeta Phi Beta Sorority and Phi Beta Sigma Fraternity Annual Blue Revue. Student-athletes have been involved in a number of community service events hosted by the Black Student Association (BSA). Student-athletes are involved in other social organizations under BSA such as the Caribbean Student Association, African Student Association, National Association of Black Engineers (NSBE), Association of Black Education Majors (ABEM), and National Association of Black Journalist (NABJ). Student-athletes are now and have been involved in the business fraternity.

Goal 1 (f). All student life services are provided to all student-athletes without regard to sport, gender or race. All student-athletes are eligible to utilize all services offered with the academic center. There are no distinctions or restrictions placed upon student-athletes, teams, or athletic scholarship status. Data collected during the Fall 2002 semester indicated that of 189 minority student-athletes, 78 utilized the writing and study skills center in 482 visits. Thirty-one minority student-athletes spent a total of about 230 hours in the mathematics center and minority student-athletes logged 223 tutoring hours. For the same time period, of a total population of 534 student-athletes, 186 students utilized the writing and study skills center in 979 visits. Sixty-four student-athletes spent a total of 564 hours in the math center and logged 1189 total tutoring hours. With the exception of total tutoring hours, minority student-athletes use these academic services at higher rates than the total student-athlete population.

Goal 2 (a). Identify positions of underutilization through the current year University Affirmative Action Plans' Action-Oriented Program Number 10 Staff Impact Ratio Analysis (copy attached), and the resulting statistics provided in tables labeled "Workforce Analysis" and "Utilization Analysis."

Every year, each job classification utilized by the University is analyzed by comparing the ethnic and gender makeup of the current staff and faculty to the pool of qualified candidates that are available for work in the recruiting

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area utilized by the University. In the case of hourly employees the guidelines provided in Affirmative Action-Oriented Program number seven (Staff Impact Ratio Analysis) are followed. The recruiting area utilized for hourly employees is usually the five county area surrounding Norman and Oklahoma City.

For administrative and coaching positions, national availability pools are used and the Affirmative Action Plan National Recruitment Procedures are followed. When the analysis determines that a position is under-represented by a protected group, the position is declared under-utilized and goals are established to attempt to make the workforce mirror the population from which it is recruited. Additional outreach activities are undertaken to ensure that minority groups are informed of the vacancy and have an opportunity to apply. The Athletics Department has instituted a process for advertising vacant positions requiring national searches through a variety of outlets targeting underrepresented groups including the Black Coaches' Association Website, the Women in Sports Website, and through the National Association of Collegiate Women Athletics Administrators. We do not lower standards to attract minority or female candidates but we are diligent in our outreach efforts to attract fully qualified minority and women applicants. Once an application has been submitted, a referral is sent to the Athletics Department from the Office of Human Resources. This referral indicates if the applicant is a candidate from an underutilized group as defined by the Office of Affirmative Action.

Goal 2 (b). Follow the Plans' Affirmative Action-Oriented Program Number 11 for Positive Staff Selection Procedure as guidelines for recruitment and selection of qualified candidates and the Plans' Affirmative Action Employment Procedures for executive and administrative officers.

The Office of Equal Opportunity issues a written affirmative action plan annually in accordance with federal regulations administered by the US Department of Labor's Office of Federal Contract Compliance. The document is intended to fulfill the legal requirement for an annual up-date of the University's Affirmative Action Plans. A separate plan is prepared for each of the following campuses; (1) Norman and (2) OKC Health Sciences Center. All employment data utilized in the computations reflect the work force on each campus as of the preceding November. The plan is issued in January or February of each year. The Athletics Department falls under the requirements of the Norman campus plan.

The complete University hiring process is explained in the affirmative action plan. Athletics Department vacancies are posted with the University Personnel office. These vacancies are posted on the OU Website and accessible to everyone. In addition, the publication of choice for Athletics Department vacancies has been the NCAA news. All position announcements, including those issued by the Athletics Department, include the following statement: "OU is an equal opportunity, affirmative action employer. We encourage women and minorities to apply." Those positions requiring national searches, i.e., faculty, academic administrators, executive officers, and administrative officers follow a process monitored by the Equal Opportunity Office. Recruiting for hourly positions and lower level salaried positions follow a process monitored by Human Resources.

Goal 2 (c). Provide timely training on the Positive Staff Selection Procedure for staff involved in hiring of staff.

Training on the Positive Staff Selection Procedure for staff involved in hiring of staff is provided through the University Training and Development's Foundation in Management series, a Division of the Office of Human Resources (see <http://www.ou.edu/persvcs/pages/trainfm.html>). Participation in this series is required by all supervisory personnel at the University of Oklahoma. This series includes training related to affirmative action, cultural awareness, and hiring and retaining personnel. Additional information is provided on the OHR website. Athletics Department staff involved in hiring of staff are encouraged to attend training specifically related to affirmative action.

c) Date of the action(s)

Goal 1: These actions are ongoing.

Goal 2: These actions are ongoing.

d) Action(s) not taken or not completed.

Goal 1: These actions are continually monitored by the Athletics Director and Associate Athletics Director for Academic Affairs.

Goal 2: These actions are continually monitored by the Athletics Director and the Associate Athletics Director and Senior Woman Administrator, and the University Affirmative Action Officer.

e) Explanations for partial completion

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Goal 1: All actions have been completed

Goal 2: All actions have been completed

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 4.2 (Minority Issues) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

In 2003, the Athletics Council Subcommittee on Equity and Student Welfare submitted a report to the Athletics Council which provides an update of the progress toward the minority opportunities plan.

The Prentice Gautt Minority Mentoring Program is program designed to provide minority student-athletes with a one-on-one relationship with successful role models with the goal of helping student-athletes recognize and develop their personal, academic, and career skills that will sustain them beyond their college careers.

In 2004 the Athletics Department implemented a program called Bridge Builders. This is an organization for, about and run by African-American student-athletes at the University of Oklahoma. Its purpose is to effectively address and find solutions to the academic, athletic, social, cultural and emotional issues unique to African-American student-athletes at the University of Oklahoma.

The institution has several initiatives designed to increase the number of students from underrepresented groups for both undergraduate and graduate programs. First, the Office of Recruitment Services has implemented a Recruitment Services Initiative designed to increase the number of qualified minority student applicants. In addition, the Diversity Enrichment Program focuses upon recruiting qualified minority applications targeting recruitment activities in inner city high schools throughout Oklahoma and adjoining states. Minority recruiters regularly conduct on-site visits to high schools having large minority student populations and encourage prospective students and their parents to visit OU, the recruiters fully explain the financial aid packages available, and other benefits of attending the University of Oklahoma.

Second, the Graduate College has developed two programs designed to increase participation in graduate education by students from underrepresented groups. Action-Oriented Program Number 5: General Initiatives Sponsored by the Graduate College is described in the University's 2003 Affirmative Action Plan, (p. 113). The University has several new scholarship programs designed to recruit and retain minority students. The Henderson Scholarship Program targets students with diverse interests and recipients participate in leadership programs and participate in a variety of community service and mentoring activities serving elementary students with diverse backgrounds. In addition, the ConocoPhillips Scholarships targets students with high GPAs from high school who are interested in diversity programs. Institutional research has reported steady increases in the number of Black, Hispanic, Asian, and American Indian students in the student population.

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 4.2 (Minority Issues). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action (s) not taken or completed, and (e) explanation(s) for partial completion.

Not applicable.

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

The institution employs a full-time University Equal Opportunity Officer. As an executive officer, the University Equal Opportunity Officer reports directly to the President. The University Equal Opportunity Officer is assisted by a staff consisting of one Associate University Equal Opportunity Officer and one Administrative Assistant on the Norman campus; one Assistant Equal Opportunity Officer and one Administrative Secretary on the Health Sciences Center campus; and one part-time Special Assistant on the Tulsa campus.

This office is charged with the responsibility of increasing the presence of qualified minority staff and faculty through the use of affirmative action and for enforcing and administering the institution's policies prohibiting discrimination and/or harassment based upon race, color, national origin, sex, age, disability, status as a veteran, sexual

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orientation, and political affiliation. The discrimination, harassment, and grievance procedures apply to faculty, staff, students as well as prospective employees and/or students.

The institution's affirmative action plan is available for review.

Within the Athletics Department, the Student Life Office in the Academic Center has developed a Minority Mentoring Program designed to provide our diverse student-athletes with a one-on-one relationship among successful minority role models. The purpose of this program is to help minority student-athletes develop their personal, academic and career skills that will sustain them far beyond their college career. The Center for Student Life, a division of Student Affairs, houses the African American Student Services Center which sponsors a variety of activities for African American students and works closely with the Black Student Association (BSA). Both the BSA and Native American Student Organization seek out and include minority student-athletes among their active members. The Henderson-Tolson Cultural Center serves as the base of all African American student programs and likewise, as does the Jim Thorpe Cultural Center for all Native American Programs. These facilities provide meeting rooms, lounge facilities, offices and a library and provide minority student-athletes with a place to socialize and participate in campus leadership opportunities with other minority students.

Minority issues are monitored, evaluated and addressed on a continuing basis. First, the Athletics Council has a standing Equity and Sportsmanship Subcommittee whose charge is to "report on gender equity policies and practices, promoting respect for and sensitivity to the dignity of every person and to refrain from discrimination prohibited by federal and state law." This committee is responsible for monitoring the implementation of the minority issues plan. In addition, the Associate Athletics Director/Senior Woman Administrator is administratively responsible for monitoring the implementation of the minority issues plan.

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

See Chart, page 152.

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

See Chart, page 153.

- 8.** For the three most recent academic years, provide the racial or ethnic composition of student-athletes who received athletics aid by the eight sport groups listed in the graduation-rates disclosure form. Also, for those sports not at the varsity level for three years, indicate the year in which the sport was recognized by the institution as a varsity sport. [Note: Use the supplied chart to compile the data requested in this self-study item.]

See Chart, page 154.

- 9.** Using the program areas for minority issues please:

- a. Describe how the institution has ensured a complete study of each of these areas,
- b. Provide data demonstrating the institution's commitment across each of the areas,

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- c. Identify areas of deficiency and comment on any trends, and
- d. Explain how the institution's future plan for minority issues addresses each of the areas.

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

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

All written statements distributed to the public must follow the Board of Regents Publications policy that requires that all publications state that the University is an equal employment institution. Regents' policies are reviewed periodically and are currently being revised in 2004. The Athletics Department executive staff holds annual staff advances to discuss the mission of the Department, strategic planning and progress toward goals emanating from the Mission Statement, including progress toward increased diversity.

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

To show a commitment to minority issues, the Athletics Department's mission statement lists, as a core value: "Appreciation for and Encouragement of Gender and Cultural Diversity."

The Athletics Department also places the following on all job announcements: "OU is an equal opportunity, affirmative action employer. We encourage women and minorities to apply." The administrator responsible for position announcements is the Human Resources Director. In addition, all publications distributed by the Athletics Department to the general public include the following statement "the University of Oklahoma is an equal opportunity institution." All visual marketing materials such as posters, brochures, and television spots include images of student-athletes from diverse backgrounds. The administrator responsible for ensuring this statement is the Director of Publications.

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

The Athletics Department does not currently prepare or distribute any written goals and objectives related to diversity for annual review.

- d. Explain how the institution's future plan for minority issues addresses this area.

The future plan for minority issues addresses the need to continue the current practice of developing and maintaining written statements that address a commitment toward diversity and to continue to reflect diversity through marketing materials including posters, brochures, and television video spots. The future plan includes provisions for identifying an executive staff position with the responsibility to monitor the Athletics Department's progress toward its diversity goals. In addition, annual statements of progress toward objectives will be developed and distributed to the Department executive staff and to the Athletics Council's Subcommittee on Equity and Sportsmanship.

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

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

The Athletics Director and executive staff are responsible administratively for monitoring the implementation progress toward the Athletics' Departments diversity goals. Diversity issues are addressed in the Athletics Department strategic planning process, although no written documents are distributed. The Office of Affirmative Action is responsible for reviewing the institution's activities for consistency with the University's goals and objectives related to reducing the under representation of protected groups in administrative and coaching positions. The Athletics Council Subcommittee on Equity and Sportsmanship reviews and monitors the implementation of the Minority Issues Plan and reviews Athletics Department

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activities for consistency with the goals and objectives identified in the Athletics Department's written commitments to diversity.

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

The Athletics Council Subcommittee on Equity and Sportsmanship was formed in 2000 and charged with reviewing and reporting to the Athletics Council on the Athletics Department's policies and practices promoting respect for and sensitivity to the dignity of every person and to refrain from discrimination prohibited by federal and state law. This committee is also responsible for monitoring the approved Minority Opportunities Plan from the previous NCAA Certification Self-Study. This committee prepares periodic reports assessing progress toward the Athletics Department's diversity goals.

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

Currently the Associate Athletics Director/Senior Woman Administrator is charged with oversight and coordination of the Department's progress toward diversity goals. Individual departments consider diversity in the planning and implementation of programs. The Athletics Department does not currently prepare or distribute any written goals and objectives related to diversity for annual review.

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

The Minority Issues Plan affirms the need to continue the current practices of evaluating progress toward the Department's diversity goals including the periodic review of progress toward diversity goals by the Athletics Council Subcommittee on Equity and Student Welfare. The Minority Issues Plan includes a recommendation that this review be conducted annually. In addition, the Minority Issues Plan includes a recommendation to designate a member of the executive staff to have the continuing responsibility for coordinating and directing goals related to diversity and to annually address progress toward these goals as part of the Department's strategic planning process.

3. Organization and Structure Policies, and/or organization, and/or activities of the athletics program and its activities to help enhance diversity.

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

The Department's executive staff is consistently sensitive to the need to enhance diversity. The Athletics Council Subcommittee on Equity and Sportsmanship periodically reviews toward the Athletics Department's diversity goals including a study of the programs and activities that help enhance diversity.

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

The Athletics Council Subcommittee on Equity and Sportsmanship prepares periodic reports assessing progress toward the Athletics Department's diversity goals including a study of the programs and activities that help enhance diversity. The 2002 Graduation Rate shows that 78 percent of African-American males and 100 percent of African-American females graduated within the required six-year span. For other minority groups, 100 percent of Asian-American student-athletes completed degrees on time and there were no other ethnic-minority student-athletes enrolled during the 1996-97 school year. To further assess the quality of academic life for OU student-athletes, the Big 12 Conference conducted two surveys assessing life skills programs among Big 12 athletic programs, the first in 1996 and the second in 1999. In both surveys, the University of Oklahoma ranks first in almost all categories related to commitment to academics and personal/social development. The 'O-Club Career Network' serves all student-athletes. Within that program is a special diversity mentoring program designed to provide student-athletes from diverse backgrounds with a mentor relationship with successful minority role models. In the area of financial aid, the new Student Opportunities Fund has expanded the financial aid opportunities for economically disadvantaged student-athletes by providing full funding for all unmet needs for student-athletes eligible for the Special Assistance Fund. Each year, the Student Life Office monitors student-athlete participation in life-skills educational programs. Developed in 1995, the Career Center in the Academic Center became one of seven learning centers in the Prentice Gautt Academic Center. Its goal is to provide student-athletes with career development skills and increase their visibility to the world of work and career related opportunities. The 2003 Career Fair hosted more than 65 companies and served over

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350 student-athletes. The minority participation in the 2003 Career Fair increased to 44.9 percent from 29.7 percent in 2002. The Career Center actively seeks the participation of companies in the annual career fair that have a solid record of hiring underrepresented minorities. The University of Oklahoma Office of Human Resources currently provides seminars focusing upon diversity that target University staff, administration and faculty.

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

Needed is one executive position charged with continuing oversight and coordination of the Department's policies and programs designed to support the Department's diversity goals. The Athletics Department does not currently prepare or distribute any study of policy, organization, or programs targeting objectives related to diversity for annual review.

Although the Athletics Department encourages staff and coaches to participate in diversity training offered by the Office of Human Resources, the Department currently provides no incentives for participation. Beginning in May 2004, the Athletics Department is requiring periodic diversity training for coaches, student-athletes and staff.

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

The Minority Issues Plan affirms the need to continue the current practice of evaluating progress toward the Department's diversity goals including the periodic review programs by the by the Athletics Council Subcommittee on Equity and Student Sportsmanship. The Minority Opportunities Plan includes a recommendation that this review be conducted annually and that this review include a study of policies and organizational structure related to diversity. In addition, the Minority Issues Plan includes a recommendation that the executive staff with responsibility for coordinating and reviewing policies, organizational structure and programs related to diversity will annually address progress toward these goals as part of the Department's strategic planning process. All coaches and staff will participate in mandatory diversity training with the goal of helping them create a positive environment through dialogue on issues regarding issues of diversity, by learning to be sensitive to differing communication, cultural norms, and learning styles of student-athletes with diverse backgrounds.

4. Enrollment Goals of the institution for enrollment of minority students and minority student-athletes.

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

The University Enrollment Management Board monitors student enrollments and makes recommendations concerning enrollment management practices and procedures. This board's responsibilities include assessing progress with respect to the enrollment of minority students. The Associate Athletics Director for Academic Affairs serves on this board and also monitors student-athlete minority enrollment. In addition, the Athletics Council Subcommittee on Academic Integrity and Student Welfare monitors the academic progress minority student-athletes.

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

The University of Oklahoma currently has the third highest proportion of minority students enrolled among all Big 12 institutions, behind the University of Texas and Texas A&M. However, the proportion of minority students has declined in the past three years. In 2001, minority students represented 27.5 percent of the student population, in 2002, 26.38 percent, and in 2003, 25.69 percent. The decline can be attributed in part to constitutional challenges to state scholarships targeting minority students. During the same time period, the population of minority student-athletes has generally held constant with minorities representing 43.1 percent of the total population of student-athletes in 2001; followed by 39.55 percent in 2002; and 41.19 percent in 2003. The University's recruitment services have initiated several programs targeting prospective students with diverse backgrounds including increasing recruitment visibility in schools with high minority populations.

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

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Increasing the diversity of the student and faculty population is an important goal of the University of Oklahoma in its desire to improve the educational experience of all students. The percentage of minority student-athletes is significantly higher than the general student population. The Department has increased the number of minority academic support staff who serve as advisors and mentors to minority student-athletes.

- d. Explain how the institution's future plan for minority issues addresses this area.

The Minority Issues Plan affirms the need to continue the current practices of monitoring student enrollment with the goal of increasing the diversity of the general student population. In addition, the Plan affirms the need to continue to monitor the academic success of minority student-athletes with the goal of continued improvement.

5. Comparison of Populations Examination of the student population and comparison of the percentage of minority student-athletes in all sports, by sport, to ensure that there are no signs of discrimination revealed through the recruitment practices of the institution.

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

The University Enrollment Management Board monitors student enrollments and this board's responsibilities include assessing progress with respect to the enrollment of minority students. The Associate Athletics Director for Academic Affairs serves on this board and also monitors student-athlete minority enrollment. In addition, the Athletics Council Subcommittee on Academic Integrity and Student Welfare monitors the academic progress of minority student-athletes.

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

In 2001, minority students represented 27.5 percent of the student population, in 2002, 26.38 percent, and in 2003, 25.69 percent. The decline can be attributed in part to constitutional challenges to state scholarships that specifically target minority students. During the same time period, the population of minority student-athletes has generally held constant with minorities representing 43.1 percent of the total population of student-athletes in 2001; followed by 39.55 percent in 2002; and 41.19 percent in 2003.

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

The Associate Athletics Director for Academic Affairs monitors the enrollment of minority student-athletes and by virtue of his representation on the University enrollment management board, also monitors the comparison of student populations. However, no one currently examines comparison of racial or ethnic group participation by sport. Current recruitment practice is to recruit athletes based upon ability and academic potential without regard to race or ethnicity.

- d. Explain how the institution's future plan for minority issues addresses this area.

The Minority Issues Plan affirms the need to continue the current practices of monitoring student enrollment with the goal of increasing the diversity of the general student population. The Plan also includes the continuation of an executive staff position with the responsibility to monitor the Department's progress toward its diversity goals. In addition, strategic planning documents will be prepared and addressed in annual staff advances to address the progress toward implementation of the Minority Issues Plan to include an annual analysis of race and ethnicity by sport. Because sports differ widely with respect to minority participation, these comparisons will periodically examine the racial and ethnic composition by sport of peer institutions to increase confidence that differences in minority participation among sports are not the result of discrimination. In addition, data from exit interviews and annual surveys of student-athletes will be analyzed to monitor the treatment of minority student-athletes.

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.

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

The Department's executive staff is consistently sensitive to the need to enhance diversity. The Athletics Council Subcommittee on Equity and Sportsmanship periodically reviews toward the Athletics Department's diversity goals including a study of the programs and activities that help enhance diversity.

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

Minority students-athletes regularly participate in our Student-Athlete Advisory Board. One of the two student-athletes on the Athletics Council who regularly attended over a two-year period was a Black student-athlete (now a second-year law student).

In addition, a number of our Black student-athletes are now and have been actively involved in NPHC (National Panhellenic Council) sororities and fraternities. Student-athletes have competed and won scholarship pageants given by organizations on campus such as Miss Black and Gold, Little Boy Blue, and Mr. Miaka. Student-athletes have competed in talent showcases well advertised in the OKC/Norman communities such as Zeta Phi Beta Sorority and Phi Beta Sigma Fraternity Annual Blue Revue. Student-athletes have been involved in a number of community service events hosted by the Black Student Association (BSA). Student-athletes are involved in other social organizations under BSA such as the Caribbean Student Association, African Student Association, National Association of Black Engineers (NSBE), Association of Black Education Majors (ABEM), and National Association of Black Journalist (NABJ). Student-athletes are now and have been involved in the business fraternity.

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

Although minority student-athletes are encouraged to participate in leadership opportunities, currently no executive position is charged with monitoring and encouraging involvement of minority student-athletes in the governance and decision-making processes of the Athletics Department. Individuals do encourage minority students to participate in leadership opportunities within the department, but no administrative coordination or direction is provided. The Athletics Department does not currently prepare or distribute any study of the involvement of minority students in leadership and governance opportunities within the department.

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

The Minority Issues Plan addresses the need to evaluate the participation of minority student-athletes in leadership and governance opportunities within the Athletics Department and the larger university and to include the periodic review of leadership involvement by the Athletics Council Subcommittee on Equity and Sportsmanship. In addition, ethnicity should be considered when identifying student-athletes for participation on the Athletics Council. The Minority Issues Plan includes a recommendation that this review be conducted annually. In addition the Minority Issues Plan includes a recommendation to designate a member of the executive staff to have continuing responsibility for monitoring the participation of minority student-athletes in leadership and governance activities within the Department. Coaches will be encouraged to consider diversity when considering student-athletes for participation on the Student-Athlete Advisory Board. The Student-Athlete Advisory Board will consider revisions in its charter to establish a standing student subcommittee of SAAB to address the needs and interests and focus upon issues of diversity.

7. Employment Opportunities Establishment of goals for minority employment opportunities in the athletics department and the encouragement of promotion and hiring of minority coaches and administrators.

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

The complete University hiring process is explained in the Affirmative Action Plan. Athletics Department vacancies are posted with the University Personnel office. All position announcements, including those issued by the Athletics Department, include the following statement: "OU is an equal opportunity, affirmative action employer. We encourage women and minorities to apply." For administrative and coaching positions, national availability pools are used and the Affirmative Action Plan National

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Recruitment Procedures are followed. When the analysis determines that a position is under-represented by a protected group, the position is declared under-utilized and goals are established to attempt to make the workforce mirror the population from which it is recruited. Additional outreach activities are undertaken to ensure that minority groups are informed of the vacancy and have an opportunity to apply. The publication of choice for Athletics Department vacancies is the NCAA News. In addition, the Athletics Department has recently instituted a process for advertising vacant positions requiring national searches through a variety of outlets targeting underrepresented groups including the Black Coaches' Association Website, the Women in Sports Website, and through the National Association of Collegiate Women Athletics Administrators. The Department does not lower standards to attract minority or female candidates, but is diligent in its outreach efforts to attract fully qualified minority and women applicants. Once an application has been submitted, a referral is sent to the Athletics Department from the Office of Human Resources. This referral indicates if the applicant is a candidate from an underutilized group as defined by the Office of Affirmative Action.

Training on the Positive Staff Selection Procedure for staff involved in hiring of staff is provided through the University Training and Development's Foundation in Management series, a Division of the Office of Human Resources (OHR)(see <http://www.ou.edu/persvcs/pages/trainfim.html>). Participation in this series is required by all supervisory personnel at the University of Oklahoma. This series includes training related to affirmative action, cultural awareness, and hiring and retaining personnel. Additional information is provided on the OHR website. Athletics Department staff involved in hiring of staff are encouraged to attend training specifically related to affirmative action.

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

Since 2001, the number of minority Athletics Department staff has increased by 4 FTE, an increase of 26 percent. Currently, there are no minorities represented in the senior staff, 3 minority professional staff, 3 minority head coaches and 8 minority assistant coaches. As of the fall of 2003, minorities represent 15 percent of the total Athletics Department staff.

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

While the Athletics Department has made some progress in the promotion and hiring of minority coaches and administrators, there exists a disparity with respect to the proportion of minority student-athletes when compared to the proportion of minority administrators and coaches. In interviews, minority student-athletes have described the importance of having mentors and role models serve in these roles.

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

The Athletics Department will continue its practice of hiring the most qualified person for the position. However, the Minority Issues Plan will formalize requirements for more aggressive targeting of diverse groups in searching, including national searches through a variety of outlets targeting underrepresented groups including the Black Coaches' Association Website, the Women in Sports Website, and through the National Association of Collegiate Women Athletics Administrators. The Department will strongly encourage all individuals serving on search committees to participate in training in procedures and practices which encourage the identification of qualified minority candidates. In addition, annual statements of progress toward objectives will be developed and distributed to the executive staff and to the Athletics Council's Subcommittee on Equity and Sportsmanship.

Diversity in administrative and coaching positions is a national problem and can be resolved in part by increasing the pool of qualified minority candidates. The Minority Issues Plan will include plans for the development of the University of Oklahoma Athletics Administration Graduate Assistantship Program, a program designed to identify and support qualified graduate students as they seek advanced degrees. This program will provide graduate students from diverse backgrounds interested in University athletics administration with financial support and job experience while pursuing graduate study at the University of Oklahoma.

8. Programs and Activities Establishment of programs that address the needs and issues affecting minority student-athletes.

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

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The Associate Athletics Director for Academic Affairs annually assesses student-athlete interests, including interests of minority student-athletes for educational programs. The Athletics Council Subcommittee on Equity and Sportsmanship periodically reviews Athletics Department programs that address the needs and issues affecting minority student-athletes.

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

The Athletics Council Subcommittee on Equity and Sportsmanship prepares periodic reports assessing progress toward the Athletics Department's diversity goals including a study of the programs and issues effecting minority student-athletes. Each year, the Student Life Office in the Academic Center monitors student-athlete participation in life-skills educational programs. Developed in 1995, the Athletics Career Center became one of seven learning centers in the Prentice Gautt Academic Center. Its goal is to provide student-athletes with career development skills and increase their visibility to the world of work and career related opportunities. The 2003 Career Fair hosted more than 65 companies and served over 350 student athletes. The minority participation in the 2003 career fair increased to 44.9 percent from 29.7 percent in 2002. The Career Center actively seeks the participation of companies in the annual career fair that have a solid record of hiring underrepresented minorities. The "O-Club Career Network" serves all student-athletes and will be implemented during the 2004-05 academic year. Within that program is a special diversity mentoring program designed to provide student-athletes from diverse backgrounds with a mentor relationship with successful minority role models. In the area of financial aid, the new Student Opportunities Fund has expanded the financial aid opportunities for economically disadvantaged student athletes by providing full funding for all unmet needs for student-athletes eligible for the Special Assistance Fund.

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

An executive position charged with continuing oversight and coordination of the Department's policies and programs designed to support the Department's diversity goals is needed. The Athletics Department does not currently assess the needs of minority student-athletes and currently does not prepare or distribute any written goals and objectives for developing programs and addressing issues of student-athletes in general.

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

The Minority Issues Plan affirms the need to continue the current practice of evaluating progress toward the Department's diversity goals including the development of programs targeting minority student-athletes. The Athletics Council Subcommittee on Equity and Sportmanship will continue to periodically review progress toward diversity goals. In addition, the Minority Issues Plan includes the designated member of the executive staff to have the continuing responsibility for coordinating and directing goals related to diversity and to annually address assess the needs and interests of all student-athletes, including minority student-athletes. Exit interviews and annual student-athlete evaluations will gather data related to minority issues and the fair and equitable treatment of all student-athletes. This data will be analyzed annually and included in the Athletics Department's annual strategic planning process.

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

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

This plan is provided in the web format in the pages that follow.

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

Two campus committees address minority issues for the future of the intercollegiate athletics program.

The first group is the Athletics Council which advises the President and Board of Regents on policy relating to intercollegiate athletics including actual and proposed NCAA and Big 12 rules, financial aid and awards to student-athletes, admissions and academic performance of student-athletes, Athletics Department financial operation, appointment of key administrators and coaching staff, facilities, scheduling, recruiting, and rule changes. The Chair of the Athletics Council serves as a member of the Executive Committee of the University Faculty Senate and each year reports to the President and the Faculty Senate with respect to progress on minority issues. The Athletics Council includes broad-based participation including faculty, students and staff from the Norman and Health Sciences Center Campus, alumni and student-athletes. Council members are selected by the President and by the Faculty Senates from both the Norman and Health Sciences Center campuses. The Council has four standing subcommittees. The Equity and Sportsmanship Subcommittee is charged with the responsibility for annually reviewing and reporting to the Council on the Athletics Department's policies and practices promoting respect for and sensitivity to the dignity of every person and to refrain from discrimination prohibited by federal and state law. In addition, this committee is charged with the implementation of the Minority Opportunities Plan from the NCAA Certification Self-Study.

The second group is the NCAA Self-Study Steering Committee. This committee was formed in 2003 and charged by the President to conduct the second comprehensive self-study of the Department of Athletics. The Steering Committee includes members of the faculty and University community and Athletics Department administrators. The Subcommittee on Equity, Welfare and Sporting Conduct (EWS) includes representatives from the faculty, alumni, University and Athletics Department administration, students, and student-athletes. The EWS Subcommittee members include former members of the Athletics Council and Faculty Senate, current and former members of the Student-Athlete Advisory Board, and student-athletes representing diversity with respect to gender and ethnicity.

The work of this committee is conducted in the following three subgroups organized by operating principles: 1) Gender Issues (4.1); 2) Minority Issues (4.2) and 3) Student Welfare and Ethical Conduct (4.3 and 4.4). Each subgroup includes a student-athlete and was charged to collect data, write reports and make recommendations with respect to each self-study item within its charge. The entire EWS Subcommittee met on October 6, 2003. The Gender Equity subgroup met on Oct. 30 and November 11. The Student Welfare subgroup met on October 22, November 5, and November 11. The minority issues subgroup met via e-mail. At these meetings, the groups shared information and draft copies of reports for review. The subgroup chairs meet regularly because many of the considerable overlap within the issues of gender equity, minority issues and student welfare. The subgroup chairs met on December 11 to share information collected by each subgroup, to review progress reports and make recommendations for additional data collection. In addition, the EWS Chair meets individually with each student committee member regularly for feedback on the analysis of data and to identify areas of potential data collection. The subgroup chairs met in February to review the analysis of student interview data, draft reports and to discuss strategies for the development of preliminary plans. The subgroups chairs met and distributed a draft version of the reports and plans.

Although the Steering Committee includes no current members of the Athletics Council, the EWS chair met regularly with both the Chair of the Athletics Council and the Chair of the Council's Equity and Student Welfare Subcommittee. The EWS Chair reported to the Athletics Council's Equity and Student Welfare Subcommittee on February 19 and February 26 to gain their feedback on the Gender Equity and Minority Issues Plan prior to campus-wide distribution. The EWS Subcommittee through the subgroup chairs reviewed Council feedback and made changes as appropriate.

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**

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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**

On the basis of the yes/no answers above and the plans for for correcting deficiencies, is the institution in substantial conformity with the operating principle. Yes

Equity, Welfare and Sportsmanship

Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Continue the assignment of an executive staff member as the person with oversight of Athletics Department's Diversity Issues.	Identify a person responsible for all diversity issues.	Assign responsibility of Athletics Department diversity issues to the Senior Woman Administrator.	Athletics Director	Assignment complete
Institutional and Athletics Department commitment to the development and maintenance of written statements that address the issues of diversity.	The Athletics Department will continue the current practice of developing and maintaining written statements that address a commitment toward diversity.	Maintain and distribute the written goals and objectives that support the Athletics Department's commitment to diversity.	Executive staff member responsible for diversity in cooperation with Athletics Director and the executive staff	Fall 2004
		Continue to reflect diversity through posters, brochures, television spots and any additional publicity representing the Athletics Department.	Executive staff member responsible for diversity in cooperation with Assistant Athletics Director for Media Relations and the Associate Athletics Director for Marketing and Promotions.	Ongoing
		Continue to include written statements addressing diversity in all Athletics Department printed materials including but not limited to media guides, student-athlete handbook, development brochures, etc.	Executive staff member responsible for diversity in cooperation with Assistant Athletics Director for Media Relations and the Associate Athletics Director for Marketing and Promotions.	Ongoing
		Include the Athletics Department's mission statement and core values in all media guides, the student-athlete handbook, game programs and additional Athletics Department publications.	Executive staff member responsible for diversity in cooperation with all Athletics Department area administrators.	Ongoing

Equity, Welfare and Sportsmanship

Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Evaluation.	Monitor the Athletics Department activities for consistency with the developed goals and objectives set forth in the University and Athletics Department's written commitments to diversity.	Include written goals and objectives related to the commitment to diversity as part of the executive staff's strategic planning process and distribute them.	Executive staff member responsible for diversity in cooperation with Athletics Director and executive staff.	Fall 2004
		The executive staff member assigned to diversity will be responsible for collecting data designed to assess progress toward achieving the Athletics Department's written goals and objectives that support the department's commitment to diversity. Data will be collected concerning diversity issues from a student-athlete survey and exit interviews.	Executive Staff member with diversity progress oversight.	Annually
		Develop a system to include the Student-Athlete Advisory Board members in the evaluation of the Athletics Department's written goals and objectives that support the department's commitment to diversity.	Executive staff member responsible for diversity in cooperation with the SAAB Advisor.	Fall 2004
Organization and Structure	To create an organizational structure within the Athletics Department that has measures in place to monitor, evaluate and review policies and activities that support the diversity goals and objectives	Structure the organization of the Athletics Department to ensure that the executive staff member responsible for diversity has a direct reporting line to the Athletics Director.	Athletics Director	Fall 2004

Equity, Welfare and Sportsmanship

Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
		Structure the organization of the Athletics Department to ensure that the executive staff member responsible for diversity has a direct reporting line to the Athletics Director.	Athletics Director	Fall 2004
		The Athletics Council will review the Athletics Department's progress toward its diversity goals and objectives.	Athletics Council.	Annually
		The Athletics Council will report to the President, the Board of Regents and the Faculty Senate on the progress of the Athletics Department Minority Issues Plan.	Athletics Council.	Annually
		Create a diversity within the Athletics Department	Executive staff member with diversity progress oversight.	Fall 2004
Enrollment	Monitor student enrollment with the goal of increasing the diversity of the general student population and monitor the academic success of minority student-athletes.	Monitor the effectiveness of the current minority recruitment programs' impact upon the diversity of the general student population.	Enrollment Management Board in cooperation with the Director of Minority Student Recruitment.	Ongoing
		Continue to monitor the academic success of minority student-athletes and continue to collect data assessing the academic achievement of minority student-athletes.	Associate Athletics Director for Academic Affairs in cooperation with Executive staff member responsible for diversity.	Annually

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Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
		Collect data assessing the effectiveness of academic support services for minority student-athletes and assess the impact of the current sport obligations of minority student-athletes upon their academic success.	Associate Athletics Director for Academic Affairs in cooperation with Executive staff member responsible for diversity.	Annually
Comparison of populations	Review student-athlete participation by race and ethnicity for each sport and compare to the general student population to ensure that there are no signs of discrimination revealed through recruiting.	Compare the racial and ethnic composition by sport of peer institutions.	Executive staff member responsible for diversity	Periodically
		Analyze data from exit interviews and annual student-athlete evaluations to monitor the treatment of minority student-athletes.	Executive staff member responsible for diversity.	Annually
		All coaches, staff and student-athletes will participate in mandatory diversity training.	Executive staff member responsible for diversity in cooperation with the Athletics Director.	Periodically
Participation in governance and decision-making	Involve minority student-athletes in the governance and decision-making processes of the Athletics Department and provide leadership opportunities for minority student-athletes.	Monitor, encourage and support the participation of minority student-athletes in leadership and governance activities within the Department and the larger University.	Associate Athletics Director for Academic Affairs in cooperation with an Executive staff member responsible for diversity.	Ongoing

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Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
		Monitor, support and encourage integration of minority student-athletes into general student life by informing students of opportunities for participation in culturally related organizations.	Executive staff member responsible for diversity in cooperation with Associate Athletics Director for Academic Affairs.	Ongoing
		Utilize the Bridge Builders Program as a vehical for minority student-athlete participation in goverance and decision making.	Associate Athletics Director for Academic Affairs in cooperation with the executive staff member responsible for diversity and the Bridge Builders Advisor.	Ongoing
Employment Opportunities	Establish goals for minority employment opportunities in the Athletics Department and the encouragement of promotion and hiring of minority coaches and administrators.	Implement all action steps identified by the current Affirmative Action plan designed to reduce the underutilization of protected classes, specifically minority applicants and continue the aggressive recruitment of qualified minority candidates for coaching and administrative positions.	Executive staff member responsible for diversity in cooperation with Athletics Director, executive staff and the Human Resources Director.	Ongoing
		Adopt procedures that support more aggressive targeting of diverse groups in all searches.	Executive staff member responsible for diversity in cooperation with Athletics Director, executive staff and the Human Resources Director.	Ongoing
		Require all individuals serving on search committees to participate in training in procedures and practices which encourage the identification of qualified minority candidates.	Executive staff member responsible for diversity in cooperation with Athletics Director, executive staff and the Human Resources Director.	Ongoing

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Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
		Implement Athletics Administration Graduate Assistantship Program.	Executive staff member responsible for diversity in cooperation with the Associate Athletics Director for Academic Affairs and the coordinator of the assistantship program.	Fall 2004
Programs and Activities	Establish programs that address the needs and issues affecting minority student-athletes.	Implement programs and activities identified by the Student-Athlete Advisory Board, student-athlete evaluations, exit interviews and the Bridge Builders African American Student-Athlete Network.	Associate Athletics Director for Academic Affairs in cooperation with the executive staff member responsible for diversity.	Ongoing
		To continue to implement the Bridge Builders Program and assess its effectiveness periodically.	Bridge Builders' Executive Committee in cooperation the the Bridge Builder advisor.	Ongoing

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Operating Principle

4.3 Student-Athlete Welfare

Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 4.3 (Student-Athlete Welfare). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

Does not apply

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 4.3 (Student-Athlete Welfare). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

Does not apply

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 4.3 (Student-Athlete Welfare) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

Each year the Athletics Council Subcommittee on Academic Integrity and Student Welfare submits a report to the Athletics Council. This report reviews the academic progress of student-athletes, including admissions, graduation, performance trends, awards and recognition, life skills and housing.

Each year the Athletics Department publishes a Student-Athlete Handbook and Academic Planner, which contains information about the university, the community, the Athletics Department, academic requirements, and university and NCAA rules.

The Prentice Gautt Mentoring Program includes an Academic Mentoring Program designed to create an environment conducive to student-athlete success in the University academic setting. Through this an academic mentor establishes a one-on-one professional relationship with the student-athlete with the purpose of providing academic and social guidance.

Each year the Big 12 administers a Life Skills survey designed to assess the life skills needs of student-athletes. In addition, since the last self-study, the Big 12 Conference conducted two evaluations of the service components of the life skills programs at all Big 12 institutions. This evaluation surveyed student-athletes to assess academic commitment, athletics commitment and commitment to personal and social development. Our program has ranked at the top of the Big 12 in both surveys.

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4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 4.3 (Student-Athlete Welfare). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion.

Not applicable.

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

Student-athlete welfare is a visible focus of the Athletics Department and is the responsibility of three organizational units within the Department: (1) The Prentice Gautt Academic Center; (2) the Athletics Council; and (3) the executive officers of the Athletics Department.

First, Dr. Gerald Gurney, Associate Athletics Director for Academic Affairs, directs the Prentice Gautt Academic Center. This center acts as a conduit for student welfare feedback and review, as well as an academic advising unit. This unit includes personal development, academic and career counseling. All Academic Center staff receive ongoing staff development on the proper way to handle a variety of student welfare issues that are brought to their attention. The majority of the academic tutors have graduate degrees in their discipline and provide individual academic tutoring for student-athletes. In addition, this unit sponsors the Student-Athlete Advisory Board (SAAB), which meets twice a month and includes two student-athletes from each sport selected by their teammates or coach. This is a student-athlete organization charged as a "vehicle to promote communication between the Athletics Administration and student-athlete body." In addition to regular attendance by Dr. Gurney and his staff, the Athletics Director meets with the SAAB several times each year and grants them considerable voice in general policy matters.

Second, the Athletics Council includes two student-athletes in addition to the faculty and staff external to the Athletics Department. This group advises the President and Athletics Director with respect to student-athlete welfare issues. The Athletics Council has an Academic Integrity and Student Welfare Subcommittee, and each year produces an annual Academic Integrity and Student Welfare Report.

Finally, each Associate Athletics Director with assigned responsibility for specific sports conducts an annual review of their respective sports that includes an ongoing assessment of student-athlete welfare. The Athletics Director makes a conscious effort to be available to student-athletes and administrators.

The University of Oklahoma ranks at the top of the Big 12 in the quality of life skills according to two surveys conducted by the Big 12 in recent years.

6. Describe the institution's educational enhancement programs (e.g., education regarding career guidance counseling; personal counseling; health and safety; alcohol and other drug guidelines [see the NCAA Sports Medicine Handbook, Guideline No.1-E]; non-academic components of life skills programs) available to student-athletes. Describe practices/procedures in place to encourage and assure student-athletes' access to these programs.

The University of Oklahoma, along with the Athletics Department have a plethora of programs available to student-athletes regarding career guidance, personal development counseling, health and safety, alcohol and other drug issues. The Prentice Gautt Academic Center houses a Career Center with a full-time director. The center which provides a variety of career related services including resume preparation, interviewing skills, and career paths. Each spring, the center sponsors a Career Fair for student-athletes. Student-athletes are informed about the services provided by the Career Center in the Student-Athlete Handbook. In addition, the academic advisors are required to discuss career counseling with each student-athlete once a semester. The Career Center is prominently located in the Academic Center. In addition, the Office of the Vice President of Student Affairs provides Career Services to all University students, offering guidance in career selection, resume writing, internship searches, as well as a variety of other services available to ensure students have answers to their career questions. All of these campus programs have advertising campaigns tied to them, to ensure that students are aware that the programs

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exist and are utilized as much as possible. All programs are revised on a regular basis, and changes are made to ensure that the most up-to-date information is presented to students.

Within the Athletics Department, Associate Athletics Directors in charge of individual sports are responsible for ensuring that each of the coaches are informing their student-athletes about the various programs related to health, safety, alcohol and drugs offered by the Athletics Department. In addition, the Goddard Health Center offers counseling and testing services, which are available to all University students, including student-athletes. Students can take part in individual and group counseling, as well as specialized services dependent upon the students' individual needs. Substance abuse programs are based out of Counseling Services, and any student in need is free to schedule an appointment at any time during the school year. Counseling and Testing Services also offers an after-hours crisis and information service called Number Nyne, which is staffed by trained student volunteers. Along with counseling services, testing services offers the ACT, SAT, GED, as well as information regarding the GRE, TOEFL, MCAT, LSAT, GMAT, MAT and MELAB. In addition, the Counseling Psychology Clinic directed by University Counseling Psychology faculty and staffed by counseling psychology doctoral students is a service available to all members of the community and has been available to support the Goddard Counseling Center and for testing learning disabilities for student-athletes. Information about these programs is contained in the Student-Athlete Handbook provided to each athlete upon entering. In addition, student-athletes are made aware of health related programs offered through the Athletics Department by coaches at team meetings, and through flyers, emails, personal letters, and academic advisors. Another source of information is the Student-Athlete Advisory Board. Health and safety issues are also addressed campus-wide by Housing and Food Services, also a division of Student Affairs at the University.

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

The Athletics Department notifies each student-athlete who has completed his/her eligibility, transferred or quit a team of the exit interview process. The student-athlete then completes a short questionnaire designed to measure the value of their athletic, academic and social experiences and provide an opportunity for feedback and suggestions for improvement related to administration, coaching staff, academic staff, sports medicine, strength and conditioning, life skills, and proposed changes in intercollegiate athletics. Each student-athlete is invited to sit with an athletics administrator to discuss their experience at the University of Oklahoma. All interviews are confidential.

At the conclusion of the academic year, all exit interview information is compiled by the sport administrators and used to evaluate each sports program, the academic center, sports medicine center, strength and conditioning and the overall athletics program. Any changes implemented or policies adopted as a result of this review will occur with the intent of bettering the student-athlete experience.

Other avenues available to student-athletes to provide input include the Student-Athlete Advisory Board (SAAB) and meetings with coaches; managers; strength and conditioning, medical, or academic staff; sport administrators; or the Director of Athletics.

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

The University of Oklahoma, as well as the Athletics Department, have extensive procedures available to students and student-athletes regarding written grievances and/or appeals for such issues as harassment, hazing, abusive behavior, and sexual orientation. Two offices within the University are responsible for student appeals and grievances. The University Affirmative Action Officer is responsible for any appeal or grievance related to affirmative action. The University's Human Resources Department provides mandatory training for all University employees on sexual harassment for all University employees and offers seminars on sexual harassment awareness and cultural diversity each semester. Disability and Judicial Services within the Office of the Vice-President for Student Affairs handles all other appeals and grievances. The University publishes information about the grievances and appeals procedures in the Student Code, which applies to all students, including student-athletes. Students are acquainted with the Student Code during student orientation and a copy is distributed to each new student-athlete. Copies of

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the Student Code are also available through the Office of the Vice-President for Student Affairs. In addition, the Student Code is available on the web and each student receives an e-mail message with the hyperlink to the Student Code url. In addition, the Athletics Department published policies and procedures for grievances and appeals related to sexual harassment in the Student-Athlete Handbook. The student-athlete's orientation includes information about the University Student Code. Contact information for submitting a grievance and or an appeal is provided in both the Student-Athlete Handbook and in the Academic Year Calendar, which is distributed, to all students during the first week of school. A student-athlete who wished to submit a grievance and/or an appeal would begin by contacting either the coach of their sport or their academic advisor in the Office of Student Life, depending upon the nature of the issue. This individual then attempts to resolve the issue and if unsuccessful, takes the issue to the Associate Athletic Director responsible for the sport. However, student-athletes with grievances other than those related to financial aid or transfers are initially directed to the coach and staff that have a direct relationship with the student in question. Student-athletes may then elect to take their grievances to the Associate Athletics Director for their sport and ultimately to the Director of Athletics. Any appeal or grievance related to financial aid or transfer is processed through the Associate Athletics Director for Academic Affairs. Academic advisors play an integral part in ensuring that students are aware of the appeals procedure and how it should be used in various situations.

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

The University of Oklahoma sponsors programs on the subject of sexual orientation each year. Each year the number of speakers and performers dealing with the issue of sexual orientation has increased, and the University fully supports these endeavors by various organizations and departments. The University also sponsors two organizations that form the core of the University's educational and support programs related to sexual orientation. The GLBTF (Gay, Lesbian, Bisexual, Transgendered & Friends) and Womyn On Womyn (WOW) each are sponsored by the University of Oklahoma Student Association and are directed by the Office of Student Life under the Vice President for Student Affairs. Each group has a full time faculty advisor and meet weekly. In addition, the Athletics Department recently hosted a sexual awareness speaker, Robin Sawyer. The University Office of Student Affairs also coordinates programs in the Residence Halls that raise the awareness of sexual orientation issues.

Student-athletes are given the Student-Athlete Handbook as soon as they get to campus as freshmen which is a detailed document for all rules and regulations regarding all aspects of campus life. It is the main resource used by Student-Athletes for issues regarding the maintenance of a safe environment for students.

- 10. Identify the mechanisms in place to ensure the health and safety of student-athletes and the administrator(s) responsible for the institutional awareness of health, safety (including travel) and sports medicine policies. Describe the process by which these policies and guidelines are disseminated within the athletics department, who receives this information and how these issues are addressed within the athletics department. [Note: The institution may want to refer to the equitable medical care section of the NCAA Sports Medicine Handbook Guideline No. 1-A as a guide in responding to this self-study item.]**

The University of Oklahoma and the Athletics Department have many mechanisms in place to ensure the health and safety of student-athletes. First, Goddard Health Center provides medical related services to all students at reduced rates. This service is available to student-athletes for non-athletic related medical services. Goddard is accredited by the Association for Ambulatory Health Care (AAAHC) and provides medical services, counseling and testing, and health education to the campus community.

In addition, the Athletics Department provides a wide range of medical and health related services for student-athletes primarily through the Student Life Office in the Academic Center, the Sports Medicine Department, and the Sports Enhancement Program. Each year, the Student Life Office provides a variety of educational programs related health, covering a variety of topics such as eating disorders, nutrition and fitness. Complete athletically related medical services are the responsibility of the Sport Medicine Department, directed by Scott Anderson, ATC, Head Athletics Trainer. The Freede Sports Medicine Center is a state-of-the-art facility and provides both preventative medicine and post-injury treatment and rehabilitation. Additional training rooms are housed at Lloyd Noble Center, L. Dale Mitchell Park, Sam Vierson Gymnastics Center, the OU Softball Complex, Everest Indoor Center, and the McCasland Fieldhouse. Mr. Anderson has dual reporting responsibilities. For issues related to medical treatment, he reports to the Head Team Physician, while administratively he reports to the Associate Athletics Director for Academic Affairs. Twelve Certified Athletics Trainers, six full time athletics trainers and six

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graduate students, are responsible for the 20 sports. All full-time and graduate athletics trainers are Certified by the National Athletics Trainers' Association Board of Certification and licensed by the Oklahoma State Board of Medical Licensure and Supervision. In addition, the Athletics Department provides each team with access to a cadre of physicians, consisting of two primary care physicians at Goddard Health Center, one internist, one cardiologist, and six orthopedic surgeons. Referral to physician specialists of every medical discipline is available, per recommendation from the team physician staff. The Head Team Physician is the final medical authority for the Athletics Department, and also, along with the Head Athletics Trainer, serves as the point of contact for any medically related complaints. A cardiologist, orthopedic surgeon, and an internist conduct weekly clinics in the training rooms. An orthopedic surgeon attends all home games and selected away competitions for the following sports: football, men's and women's basketball, men's and women's gymnastics, soccer, and wrestling. In addition, an orthopedic surgeon is on-call for all remaining home games. A primary care physician is available for travel with each team. Scholarship student-athletes, and select non-scholarship student-athletes (as approved by that sport's Associate Athletics Director), are provided paid medical care, travel/accident insurance and catastrophic coverage. In the event that an athletic-related injury occurs, the head team physician is the final authority regarding all medical eligibility, although student-athletes may seek second opinions at their own expense.

The Athletics Department's Sports Enhancement Program is responsible for all strength and conditioning programs and is directed by Jerry Schmidt, Director of Sports Enhancement. This program houses state-of-the-art equipment and facilities with five full time conditioning staff, each certified by the National Strength and Conditioning Association. In addition, the staff coordinates meal planning with the Jefferson Dining Hall, a residence hall that services many student-athletes. The Strength and Conditioning program is the responsibility of the Associate Athletics Director for Academic Affairs.

Travel policies are written in the Athletics Department Policy Manual which is distributed to all coaches and staff members. The travel policy and guidelines have just recently undergone a thorough review and have been approved by the Oklahoma Board of Regents to ensure student-athlete safety. The new policies and guidelines were distributed to the coaching staffs at regular coaches' meetings.

These policies and guidelines are disseminated within the Athletics Department through Athletics Department staff, the Student-Athlete Handbook and team policies. All first-year student-athletes are required to attend seminars conducted by the Academic Center. Additionally, trainers meet with teams (players, coaches, strength staff) annually and physicians are available to address teams as needed.

Issues arising related to the health and safety of student-athletes are addressed within the Athletics Department through policies (drug testing, eating disorders), on-field research (sweat content, core temperature - Gatorade), and within the Medical Aspects Committee. This is a group appointed by the Athletics Director and chaired by the Associate Athletics Director for Academic Affairs and reviews medically related policies and make recommendations to the Athletics Director.

- 11. Describe the institution's emergency medical plan for practices and games. [Note: The institution may want to refer to the emergency care section of the NCAA Sports Medicine Handbook Guideline No. 1-A as a guide in responding to this self-study item.]**

The emergency action plan is posted in all athletics facilities. These plans identify the emergency personnel and their roles, methods of readily available emergency communication, available (on-site) emergency equipment, instructions for requesting EMS, venue directions, and sports medicine staff and contact phone numbers. Additionally, catastrophic incident procedures are outlined in the staff handbook.

- 12. Describe the institution's written emergency plan for the athletics program and specific coverage for out-of-season workouts, strength training and skills sessions. [Note: The institution may want to refer to the emergency care section of the NCAA Sports Medicine Handbook Guideline No. 1-A as a guide in responding to this self-study item.]**

The written emergency plan for the Athletics Program is described in Question 4.3.11. There is no formal plan specific to out-of-season workouts, strength training and skills sessions. The same policy used for practices and games is in effect for these programs as well.

- 13. Using the program areas for student-athlete welfare issues please:**

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- a. Describe how the institution studies these topics as they apply to all student-athletes;
- b. Provide data demonstrating the institution's commitment to these issues for all student-athletes; and
- c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.

1. Evaluation. Periodic review of athletics department activities for consistency with goals and objectives set forth in the institution's and athletics department's written commitments to student-athlete welfare, including the evaluation of the effectiveness of mechanisms to ensure the health and safety of student-athletes.

- a. Describe how the institution studies these topics as they apply to all student-athletes.

The Athletics Department's commitment to student-athlete welfare is clearly set out in practice and monitored on a regular basis. Written commitments are published in both the student-athlete handbook, which is distributed to every student-athlete each year, and in the general University Student Code. The University Office of Student Affairs also periodically evaluates the support services provided to all students and publishes a Student Code that outlines the commitment of the University to student excellence.

The Athletics Council Subcommittee on Academic Integrity and Student-Athlete Welfare annually reviews and reports to the Athletics Council on how the athletics program integrates within the student activities programs of the University. This subcommittee makes suggestions and recommendations concerning the needs and interests of the student-athletes. Each year, the Associate Athletics Director for Academic Affairs prepares a report that provides an analysis of admission and academic performance data and assesses the effectiveness of programs related to student-athlete welfare. In addition, the Big 12 Conference Office periodically assesses the life skills environment for student-athletes in the Big 12 Conference. Each year, the Athletics Council submits a report to the Board of Regents, the President, and the Faculty Senate, which includes an assessment of the Athletics Department's academic and student-athlete welfare programs. In addition, the Athletics Director meets annually with the Faculty Senate to report on the status of student-athlete academic and welfare issues.

Monitoring of student-athlete welfare is the general responsibility of the Associate Athletics Directors who each conduct annual evaluation of coaches in their area, including a review of student-athlete welfare issues. Issues arising related to the health and safety of student-athletes are addressed within the Athletics Department through policies (drug testing, eating disorders), on-field research (sweat content, core temperature-Gatorade), and within the Medical Aspects Committee. This committee is chaired by the Associate Athletics Director for Academic Affairs and reviews medically related policies and makes recommendations to the Athletics Director.

The Student-Athlete Advisory Board (SAAB) includes representatives from each sport and is charged with addressing issues of concern to student-athletes. The Athletics Department executive staff members regularly meet with this body. In addition, exit interviews are conducted with all student-athletes in their final year and questions related to student-athlete welfare are included and analyzed by the executive staff.

- b. Provide data demonstrating the institution's commitment to these issues for all student-athletes.

Each year the Associate Athletics Director for Academic Affairs prepares a report analyzing the admission and academic performance of student-athletes and assesses the effectiveness of programs related to student-athlete welfare. In addition, the Big 12 Conference Office periodically assesses the life skills environment for student-athletes in the Big 12 Conference. The Big 12 Life Skills studies consistently rank the University of Oklahoma highest in almost all categories related to commitment to the academics and personal/social development of student-athletes. The 1999 survey data indicates that while OU scored in the top tier when compared to their peers in all categories, all institutions scored lower in the following areas: career services, counseling, financial aid, graduation rates, and community student involvement.

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Since 1999, OU has focused upon improvements in these areas, with specific attention to graduation rates, financial aid and career services.

- c.** Explain how the institution will address these topics in the future for the welfare of all student-athletes.

Goals and objectives related to student-athlete welfare will be identified in the Department's strategic plan and progress toward these goals and objectives will be reviewed annually by the Athletics Department executive staff. In addition, the Athletics Department will administer a student-athlete evaluation each year in cooperation with the Student-Athlete Advisory Board. Exit interviews will continue to be conducted with student-athletes during their final year and will continue to include questions relating to student-athlete welfare. Data from the student-athlete evaluations and exit interviews will be analyzed each year and this information will be provided to the executive staff in order to assess progress toward goals and objectives. Position descriptions for all appropriate Associate Athletics Directors and coaches will include in writing a requirement that coaches and associate directors are responsible for monitoring and promoting student-athlete welfare. The criteria for the formal review of each coach and associate director will include written criteria related to fostering student-athlete welfare.

The Athletics Council Subcommittee on Academic Integrity and Student-Athlete Welfare annual report will include an assessment of the actions taken internally to promote student-athlete welfare, including activities related to the mental and physical health and safety of student-athletes. Because interviews with student-athletes identify high levels of physical and mental stress as a problem, the Athletics Department should develop a process to evaluate and monitor student-athlete stress and include medical services related to mental health. Currently, there exists an unwritten priority system for receiving medical attention. In interviews with student-athletes, they consistently report being "bumped" by football players, in and out of season, even those with scheduled appointments. This practice should be reviewed and policies and procedures should be developed to ensure that all student-athletes are treated equally with respect to the provision of medical treatment. In addition, the Athletics Department should monitor the current team assignments of strength and conditioning coaches with the goal of providing a more equitable distribution of strength and conditioning staff among the teams.

2. Organization and Structure Policies, and/or organization, and/or activities of the athletics program and its activities to help enhance student-athlete welfare.

- a.** Describe how the institution studies these topics as they apply to all student-athletes.

Each team is assigned to an Associate Athletics Director. Each Associate Athletics Director conducts annual reviews of each sport assigned. These assessments include student-athlete welfare and academic progress. In addition, the Associate Athletics Director for Academic Affairs is responsible for promoting academic and student life skills among student-athletes. The University Athletics Council produces an annual Student-Athlete Welfare Report that summarizes these activities. This report documents an extensive array of community and civic activities undertaken by student-athletes. In addition the Student-Athlete Advisory Board undertakes an ambitious schedule of community activities. The Associate Athletics Directors with sport responsibilities and the Athletics Director conduct a written and verbal interviews among student-athletes completing eligibility that evaluate athletics and student-athlete life issues. These interviews are used at strategic planning meetings and in evaluations of programs.

- b.** Provide data demonstrating the institution's commitment to these issues for all student-athletes.

The organizational chart of the Athletics Department and the Athletics Council charge demonstrate the organization and structure designed to promote student-athlete welfare. Each year the Athletics Student Life staff publishes a Academic Integrity and Student Welfare Report that summarizes all programs and activities related to promoting student-athlete academic performance and life skills education. In addition, agenda from the Student-Athlete Advisory Board (SAAB) meetings describe the programs and activities organized by the student-athletes.

- c.** Explain how the institution will address these topics in the future for the welfare of all student-athletes.

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The Athletics Department executive staff will continue to monitor the policies, organizations and activities of the teams to help enhance student-athlete welfare. While several teams have written policies, the policies vary widely in content, focus and penalty specification. Furthermore, it does not appear that all teams have written policies nor is there a provision for regular review of published policies. It is recommended that the Athletics Department generate a model team policy statement that can be used as a guide to coaches in generating their own. While it is not recommended that all policies be uniform, there should be a process of reviewing team policies to assure that they all comply with Athletics Department policy and appropriate legal and regulatory protections.

The Student-Athlete Advisory Board will review its bylaws and will develop procedures for the selection of student-athletes to assure that student-athlete members are representative of their peers and that their role as representatives to the Department administration is recognized by their fellow student-athletes. The bylaws will describe the specific advisory activities of the Board, in addition to outreach and charitable activities and this will be included in both the annual report and goals statement. In addition, SAAB will consider altering the bylaws to include standing committees charged with the following activities: governance, equity, and student-athlete welfare.

The Athletics Department will identify in writing a process that will allow a student-athlete to be heard in the case that a problem or grievance with coaches, staff or teammates that cannot be resolved through normal channels. The process will be described in the Student-Athlete Handbook in a clear and simple manner and will include the appropriate officer and guarantees of confidentiality. While the process for grievances and/or appeals related to sexual harassment are documented in the Student-Athlete Handbook and the Student Code, the Athletic Department should include in the Student-Athlete Handbook a description of the process for initiating a grievance and/or appeal for other issues, such as financial aid and transfers. In addition, the Athletics Department should be proactive in ensuring that each student-athlete is aware of the grievance and/or appeals process by addressing this topic in the Student-Athlete orientation or individually in meetings with the student's academic advisor. This program should include information about the Office of Affirmative Action, including its jurisdiction, procedures for contacting, and assurances of confidentiality. Currently the University requires online sexual harassment training for all employees. In addition, the Athletics Department should institute and monitor an ongoing series of training and awareness programs to assure that all first line personnel (trainers, equipment personnel, strength staff as well as coaching staff) are sensitive to issues related to harassment, hazing, and abusive behavior so that they understand the proper and legal actions that they should take upon discovering a problem.

The Athletics Department should implement a formal mechanism for systematic sexual awareness training and include someone on staff who is designated to address concerns related to diverse sexual orientation. While training for staff on issues related to sexual orientation is already in place for employees of the University of Oklahoma, the Athletics Department should supplement this training with more intensive training targeting support staffs that interact with student-athletes on a regular basis.

The Athletics Department will review policies and procedures governing voluntary practices and will develop procedures for monitoring the impact of voluntary practices upon student-athlete mental, physical and academic performance. The Academic Integrity and Student Welfare Subcommittee of the Athletics Council will monitor the implementation of policies and procedures governing voluntary practices.

3. Participation in Governance and Decision-Making Involvement of student-athletes in the governance and decision-making processes of the athletics department (including the student-athlete advisory committee).

a. Describe how the institution studies these topics as they apply to all student-athletes.

Student-athletes currently have a variety of opportunities for participation in governance and decision-making. First, all student-athletes participate in team meetings. In addition, the Student-Athlete Advisory Board (SAAB) is a body, which provides representation to student-athletes with respect to governance and decision-making within the Athletics Department. In addition, student-athletes have the opportunity to participate in student governance activities sponsored by the Office of Student Affairs. Finally, two student-athletes serve as members on the Athletics Council, with voice but no vote (to avoid the possibility that their vote might be influenced by Athletics Department personnel).

The Student-Athlete Advisory Board (SAAB) is tasked in its constitution to represent student-athlete interests to the administration. The board meets every two weeks with the Life Skills Coordinator in the

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Academic Affairs office, reporting directly to the Associate Director for Academic Affairs. The Athletics Director and other Associate Athletics Directors regularly meets with this board to facilitate communication. The SAAB has substantial advisory impact. Most recently SAAB participated in determining where supplemental funding received from the NCAA would be spent.

- b. Provide data demonstrating the institution's commitment to these issues for all student-athletes.**

The Athletics Department formally recognizes the Student-Athlete Advisory Board (SAAB) as an organization charged with providing student-athletes with a voice in governance and decision-making. The Athletics Director and Associate Athletics Directors regularly attend SAAB Meetings and review recommendations made by the organization. In addition, the University Athletics Council includes student-athlete representatives.

- c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.**

The Student-Athlete Advisory Board (SAAB) was formed in 1990s. Since that time, its bylaws have not been reviewed. Based upon interviews with student-athletes, most non-SAAB members are not familiar with SAAB or its activities. While SAAB appears to be growing with respect to visibility, its charter and bylaws have not been reviewed since its inception. During the 2004-05 academic year, the Associate Director of Athletics with SAAB responsibility will work with SAAB officers to revise the charter and bylaws. Considerations will include the development of standing committees; identify a formal process for SAAB in the collection of data concerning student-athlete welfare, a review of procedures for identifying representatives, and formalizing interaction with Athletics Department leadership. In addition, coaches will be encouraged to develop team policies that recognize the role of SAAB in the Athletics Department administration. Student-athlete participation in governance and decision-making will be monitored by the Athletics Council Subcommittee for Academic Integrity and Student-Athlete Welfare. Goals and objectives related to governance and decision-making by student-athletes will be monitored annually through the Department's strategic planning process.

4. Programs and Activities Establishment of programs that address the needs and issues affecting student-athletes.

- a. Describe how the institution studies these topics as they apply to all student-athletes.**

The Athletics Council Subcommittee on Academic Integrity and Student Welfare reviews each year the life skills and student activities programs in place. Each year, the Student Life Office in the Academic Center provides a variety of programming designed to meet the needs of student-athletes. The active involvement of the Athletics Department administration in the development of programs for student-athletes is substantial and long-standing.

- b. Provide data demonstrating the institution's commitment to these issues for all student-athletes.**

The Athletics Department provides a number of educational programs. In addition, the Student-Athlete Advisory Board sponsors a variety of programs and events.

- c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.**

The Athletics Department will continue to monitor the effectiveness of programs and activities for student-athletes through the Athletics Council's Subcommittee on Academic Integrity and Student-Athlete Welfare. The goals and objectives related to programs and activities will be assessed annually through the Department's strategic planning process. In addition to the Big 12 Life Skills Survey, each year a student-athlete evaluation will be administered in cooperation with SAAB and will assess programming needs and interests of student-athletes. The Athletics Department will institute an ongoing series of training and awareness programs to assure that all first line personnel (trainers, equipment personnel, strength staff as

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well as coaching staff) are sensitive to issues related to harassment, hazing, abusive behavior and other related student-athlete welfare issues that student-athletes might have shared with them. This training will be designed to ensure that all personnel are trained with regard to the proper and legal actions that they should take upon discovering a problem.

Evaluation

1. Does the institution demonstrate a commitment to the fair treatment of student-athletes, particularly in their academic role as students? **Currently Yes**
2. Does the institution provide evidence that the welfare of student-athletes and the fairness of their treatment is monitored, evaluated and addressed on a continuing basis? **Currently Yes**
3. Does the institution have established grievance or appeal procedures available to student-athletes in appropriate areas? **Currently Yes**
4. Does the institution provide evidence that the institution has in place programs that protect the health of and provide a safe environment for its student-athletes? **Currently Yes**

On the basis of the yes/no answers above and the plans for for correcting deficiencies, is the institution in substantial conformity with the operating principle. Yes

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Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Evaluation	Continue its progress toward the 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 the mechanisms to ensure the health and safety of student-athletes.	The Athletics Council will continue to monitor student-athlete welfare through its subcommittee on Academic Integrity and Student Welfare.	Athletics Council and Director of Athletics.	Ongoing
		The goals and objectives related to student-athlete welfare will be identified in writing through the Athletics Department's strategic plan and progress toward these goals and objectives will be evaluated annually by the Athletics Department executive staff.	Director of Athletics in cooperation with the Associate Athletics Director for Academic Affairs and the Executive Staff.	Ongoing
		The Athletics Department will continue to administer the Big 12 CHAMPS life skills survey each year. Data from the survey will be compiled and analyzed. This information will be provided to the executive staff in order to assess progress toward written goals.	Life Skills Coordinator	Annually

Equity, Welfare and Sportsmanship

Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
		The Athletics Department will create a student-athlete evaluation in cooperation with the Student-Athlete Advisory Board to administer annually to every student-athlete. Data from the evaluation will be compiled and analyzed. The evaluation will focus on issues pertaining to student-athlete welfare (academics, athletics participation, sports medicine, strength and conditioning, campus life, leadership and community service activities, etc.), gender and minority issues as well as NCAA issues. This information will be provided to the executive staff in order to assess progress toward written goals.	Associate Athletics Directors in cooperation with SAAB.	2004-05 creation of student-athlete evaluation. Implementation spring 2005.
		Exit interviews will continue to be conducted with student-athletes at the conclusion of their athletics eligibility. Data from these interviews will be compiled and analyzed. This information will be provided to the executive staff in order to assess progress toward written goals.	Associate Athletics Director in cooperation with the executive staff.	Annually

Equity, Welfare and Sportsmanship

Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
		Position description for all coaches, staff and administrators who have responsibility in direction relation to student-athletes must include a statement regarding the monitoring and promoting of student-athlete welfare. The criteria for formal review of these positions will include written criteria related to fostering student-athlete welfare.	Director of Athletics, Associate Athletics Directors with operating manual responsibilities and the Director of Human Resources.	Ongoing
		The Athletics Council Academic Integrity and Student Welfare Report will continue to include a assessment of the actions taken internally to promote student-athlete welfare including activities related to the mental and physical health and safety of student-athletes.	Athletics Council in cooperation with the Associate Athletics Director for Academic Affairs.	Annually.
		The Athletics Department will develop and implement procedures for evaluating and monitoring student-athlete stress. This procedures will be reviewed regularly.	Associate Athletics Director for Academic Affairs in cooperation with the Medical Aspects Committee.	Develop and implement procedures by fall 2004. Review is ongoing.

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Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
		Evaluate current practices for providing medical services for student-athletes in relation to evaluations by team physicians. Develop written procedures for establishing scheduling priority for appointments. Review these procedures regularly.	Associate Athletics Directors with medical services responsibilities in cooperation with the Medical Aspects Committee.	Evaluate and develop procedures by fall 2004. Review is ongoing.
		Expand the Medical Care section in the Student-Athlete Handbook to include the process for a student-athlete's request of a second opinion on a sports related injury.	Medical Aspects Committee.	Fall 2004
		The Athletics Department will monitor the current team assignment of strength and conditioning coaches with the goal of providing an equitable ratio of coach to student-athlete.	Associate Athletics Director with strength and conditioning oversight responsibility in cooperation with the head strength coach.	Annually

Equity, Welfare and Sportsmanship

Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Organization and Structure	The Athletics Department will continue to monitor policies, organizations and activities that enhance student-athlete welfare.	The Athletics Department will generate a model team policy statement that can be used as a guide to coaches in generating policies for their respective teams. The policy statement will include recognition of the Student-Athlete Advisory Board's responsibility in Athletics Department governance. While it is not recommended that all policies be uniform, a process will be developed for reviewing team policies to assure each comply with Athletics Department policy and appropriate legal and regulatory protections.	Associate Athletics Directors with sport oversight responsibilities and Associate Athletics Director for Academic Affairs in cooperation with the athletics director.	Generate policy and review process by fall 2004. Review and distribution annually.
		The Student-Athlete Advisory Board (SAAB) will periodically review its bylaws to examine committee structure and membership selection. In addition, SAAB will consider mechanisms for formalizing interaction with Athletics Department administration and for participating in the planning and development of the student-athlete evaluation.	Associate Athletics Directors with SAAB involvement, the SAAB advisor and the SAAB executive committee.	Ongoing

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Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
		Include the Student-Athlete Advisory Board in the formal organizational structure of the Athletics Department and describe its functions in the Athletics Department Operating Manual.	Associate Athletics Director responsible for the Athletics Department Operating Manual.	Fall 2004
		Enhance awareness of the Student-Athlete Advisory Board (SAAB) as the voice for all student-athletes by constant communication, support and encouragement of participation between SAAB members, coaches, administration and team members.	Associate Athletics Directors with SAAB involvement, SAAB Advisor, the Director of Athletics and the SAAB members	Ongoing
		Rules governing practices times (voluntary and mandatory) will be published and included in the Student-Athlete Handbook. In addition practice rules will be covered each year in the student-athlete orientation and the annual certification meetings.	Associate Athletics Director for Academic Affairs, Student Life personnel and compliance officers.	Ongoing

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Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
		The Athletics Department will expand upon current grievance procedures published in the student-athlete handbook and develop written procedures that describe the process for allowing a student-athlete to be heard with respect to a problem or grievance related to financial aid, transfers, harassment, hazing, abusive behavior and sexual orientation. The process will be described in the Student-Athlete Handbook in a clear and simple manner and will include the appropriate steps for action.	Athletics Director for Academic Affairs in cooperation with Executive Staff.	Fall 2004
Participation in Governance and Decision Making	The Athletics Department will monitor opportunities for student-athlete participation in governance and decision making.	The goals and objectives related to the contribution of student-athletes to departmental governance and decision-making will be identified and incorporated into the Athletics Department's strategic planning process.	Athletics Director in cooperation with the executive staff.	Identify and incorporate by fall 2004. Ongoing review
		The Athletics Department will continue to encourage and support student-athlete participation in University student governance opportunities such as the Undergraduate Student Congress.	Vice President of Student Affairs in cooperation with Associate Athletics Director for Academic Affairs.	Ongoing

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Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
		The Athletics Department will continue to support student-athlete participation in Athletics Department governance opportunities including the Athletics Council and its subcommittees, search committees, NCAA Certification committees and other decision making venues.	Athletics Director in cooperation with executive staff.	Ongoing
Programs and Activities	The Athletics Department will continue to monitor the effectiveness of programs and activities for student-athletes.	The Athletics Department will continue to monitor the effectiveness of programs and activities for student-athletes through the Athletics Council's Subcommittee on Academic Integrity and Student Welfare.	Athletics Council in cooperation with the Associate Athletics Director for Academic Affairs.	Annually
		The goals and objectives related to programs and activities will be assessed annually through the department's strategic planning process.	Associate Athletics Director for Academic Affairs in cooperation with the Executive Staff.	Annually
		Utilize the all-encompassing student-athlete evaluation to assess programming needs and interests of student-athletes.	Associate Athletics Directors in cooperation with SAAB.	Annually

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Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
		The Athletics Department will institute an ongoing series of training and awareness programs to assure that all first line personnel (trainers, equipment personnel, strength staff, academic advisors as well as coaching staff) are sensitive to issues related to harassment, hazing, abusive behavior, mental health issues and sexual orientation. This training will be designed to ensure that all personnel are trained with regard to the proper and legal actions that they should take upon discovering a problem.	Associate Athletics Directors with oversight responsibilities for the first line personnel in cooperation with the Athletics Director.	Ongoing
		The Athletics Department should ensure that each student-athlete is aware of the grievance and/or appeals processes by addressing this topic in the student-athlete orientation and individually in meetings with the student's academic advisor.	Associate Athletics Director for Academic Affairs in cooperation with the academic advisors and other Student Life employees.	Ongoing
		The Athletics Department will host programs and activities for student-athletes dealing with the issue of sexual orientation.	Associate Athletics Director for Academic Affairs in cooperation with the Life Skills Advisor.	Ongoing

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Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
		The Athletics Department will ensure that all members of the Athletics Department staff are fully aware of the university's hazing policies. Further, the Athletics Department, through distribution of literature and presentations, will ensure that all first-year student-athletes and transfers will be made aware of the activities that constitute hazing, all policies regarding hazing, and the ramifications behind any hazing activities.	Associate Athletics Director for Academic Affairs in cooperation with executive staff.	Ongoing
		Continue to annually address and define academic misconduct in the Student-Athlete Handbook and during each student-athlete's first individualized advising session. Annually train academic advisers and student tutors on how to assist students with academic misconduct charges.	Associate Athletics Director for Academic Affairs in cooperation with the academic advisers and other Student Life employees.	Ongoing

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Operating Principle

4.4 Sportsmanship and Ethical Conduct

Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 4.4 (Sporting and Ethical Conduct). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

NOT APPLICABLE.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 4.4 (Sporting and Ethical Conduct). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

NOT APPLICABLE.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 4.4 (Sporting and Ethical Conduct) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

NOT APPLICABLE.

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 4.4 (Sporting and Ethical Conduct). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion.

NOT APPLICABLE.

5. Explain how the institution is organized to further its efforts related to sporting and ethical conduct and provide evidence that matters concerning sporting and ethical conduct are monitored, evaluated and addressed on a continuing basis.

NOT APPLICABLE.

6. Provide the institution's written policies and procedures on sporting and ethical conduct.

NOT APPLICABLE.

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7. Describe any sanctions that may be levied for inappropriate behavior by all individuals associated with the intercollegiate athletics program.

NOT APPLICABLE.

8. Describe the institution's method(s) for communicating the institution's sporting and ethical conduct policies and procedures to all individuals associated with the intercollegiate athletics program.

NOT APPLICABLE.

9. Describe the institution's educational activities/programs in the area of violence, abuse and harassment committed by student-athletes.

NOT APPLICABLE.

10. Describe educational activities related to sporting and ethical conduct for student-athletes, coaches, institutional staff members, boosters, support groups (e.g., alumni, cheerleaders) and all others associated with the intercollegiate athletics program.

NOT APPLICABLE.

11. Describe mechanisms the institution has in place to review and monitor the effectiveness of its sporting and ethical conduct policies and procedures. Also, provide a brief description of incidents that have been reviewed through these mechanisms in the last three years.

NOT APPLICABLE.

12. Describe specific incidents over the last three years that shed light on the institution's commitment to the values of sporting and ethical conduct (e.g., citations or sanctions from the conference office, sanctions or reprimands from the NCAA for conduct during its championships, awards received by the institution or its athletes for exemplary behavior in this area).

NOT APPLICABLE.

Evaluation

1. Does the institution demonstrate that in the area of intercollegiate athletics, it is committed to these fundamental values of sporting and ethical conduct? **Currently Yes**

2. Does the institution have established a set of written policies and procedures for this area? **Currently Yes**

3. Does the institution demonstrate that educational activities related to sporting and ethical conduct exist for individuals and groups associated with the intercollegiate athletics experience? **Currently Yes**

4. Does the institution provide evidence that the effectiveness of activities in this area are monitored, evaluated and addressed on a continuing basis? **Currently Yes**

On the basis of the yes/no answers above and the plans for for correcting deficiencies, is the institution in substantial conformity with the operating principle. Yes

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Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Not applicable.				

Equity, Welfare and Sportsmanship

RACIAL OR ETHNIC COMPOSITION ATHLETICS AND SELECTED INSTITUTIONAL PERSONNEL

	Year	Racial or Ethnic Group																	
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Senior Administrative Athletics Dept. Staff	F	0	0	0	0	0	0	2	0	0	0	0	0	10	12	12	0	0	0
Other Professional Athletics Dept. Staff	F	0	0	0	0	0	0	0	4	3	0	0	0	20	32	27	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Head Coaches	F	1	1	1	0	0	0	1	1	1	0	0	1	14	14	14	1	1	1
	P	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Assistant Coaches	F	0	1	0	0	1	1	6	5	6	1	1	1	29	28	29	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals (for Athletics Dept. Personnel)	F	1	2	1	0	1	1	9	10	10	1	1	2	73	86	82	1	1	1
	P	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty-Based Athletics Board or Committee Memebrs		0	0	0	0	0	0	1	0	0	0	0	0	15	16	16	2	2	2
Other Advisory or Policy-Making Group Memebrs																			

Name of person completing this chart: Stephanie Rempe

Title: Associate Athletics Director/Senior Woman Admr.

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RACIAL OR ETHNIC COMPOSITION STUDENTS GENERALLY AND STUDENT-ATHLETES ON ATHLETICS AID

Year	Racial or Ethnic Group																	
	Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
All Students	1318	1333	1375	842	916	910	1132	1095	1051	628	661	688	11988	12907	13464	628	619	631
Student-Athletes	7	14	20	3	5	4	106	100	104	12	11	14	207	214	208	17	10	15

Name of person completing this chart: Stephanie Rempe

Title: Associate Athletics Director/Senior Woman Admr.

Equity, Welfare and Sportsmanship

RACIAL OR ETHNIC COMPOSITION MEN'S AND WOMEN'S SPORTS TEAMS

Sports** Year	Racial or Ethnic Group																	
	Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Baseball	1	1	1	0	1	2	0	1	3	3	4	4	31	30	38	0	0	0
Men's Basketball	0	0	0	0	0	0	10	9	10	1	1	1	3	2	2	1	1	1
Football	4	7	9	1	1	0	55	57	59	2	2	2	29	35	41	0	0	0
Men's Track / Cross Country	1	2	3	0	0	0	12	12	12	0	0	1	15	11	21	3	1	3
Men's Other Sports and Mixed Sports	0	1	5	0	0	2	8	4	5	3	3	4	43	43	50	5	5	3
Women's Basketball	0	0	2	0	0	0	3	5	3	0	0	1	13	11	9	2	1	1
Women's Track / Cross Country	1	2	1	0	1	0	18	15	17	0	0	0	19	19	19	1	0	2
Women's Other Sports	2	4	4	2	3	1	2	4	6	4	3	2	69	74	75	5	2	5
Total	9	17	25	3	6	5	108	107	115	13	13	15	222	225	255	17	10	15

Name of person completing this chart: Stephanie Rempe

Title: Associate Athletics Director/Senior Woman Admr.