



2005-2006
DIVISION I
ATHLETICS
CERTIFICATION
SELF-STUDY
INSTRUMENT

May 15, 2006

Introduction to Self-Study Report

Introduction to Self-Study Report

Institutional Information

1. Type of Institution: Public
2. Year institution was founded: 1876
3. Special Affiliation? No
4. Coeducational? Yes
5. Total student enrollment (undergraduate and graduate combined) [using a full-time-equivalency (FTE) basis]: 37870
6. Number of Faculty [using a full-time-equivalency (FTE) basis]: 1785
7. Highest level of academic degree offered: Ph.D
8. Institution's governing entity: Board of Regents
9. a. Regional accreditation agency: Commission on Colleges of the Southern Association
9. b. Date of most recent regional accreditation self-study: Reaffirmed: 2002
9. c. Current accreditation status: Accredited

Athletics Information

1. Subdivision status of athletics program (Academic Year 2006): I-A
2. Conference affiliation(s) or independent status (Academic Year 2006):

Baseball	Big 12 Conference
Football	Big 12 Conference
Men's Basketball	Big 12 Conference
Men's Cross Country	Big 12 Conference
Men's Golf	Big 12 Conference
Men's Swimming	Big 12 Conference
Men's Tennis	Big 12 Conference
Men's Track, Indoor	Big 12 Conference
Men's Track, Outdoor	Big 12 Conference
Softball	Big 12 Conference
Women's Basketball	Big 12 Conference
Women's Cross Country	Big 12 Conference
Women's Equestrian	Big 12 Conference
Women's Golf	Big 12 Conference
Women's Soccer	Big 12 Conference

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Women's Swimming	Big 12 Conference
Women's Tennis	Big 12 Conference
Women's Track, Indoor	Big 12 Conference
Women's Track, Outdoor	Big 12 Conference
Women's Volleyball	Big 12 Conference

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

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

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

None

Previous Certification Self-Study

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

The previous orientation visit was on December 4, 1996. The previous evaluation visit was February 9-12, 1998. The interim self-study report was completed on June 28, 2002.

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

Certified (July 1998)

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

None

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

President
Athletic Director

As result of both changes, several senior-level positions were restructured, combined, or added.

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

NEW MISSION STATEMENT FOR ATHLETICS DEPARTMENT

The Athletics Department adopted a new mission statement in April, 2004:

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Texas A&M Athletics is committed to Building Champions through academic achievement, athletic excellence and national recognition of our student-athletes, teams and programs. We provide our student-athletes with all the necessary tools for them to be Champions in their sport and life. The integrity of our program is rooted in the tradition and spirit of Texas A&M to bring honor and distinction to our University.

DISCONTINUED SPORT

Based on the lack of growth in the sport of Archery at the national varsity sport sponsorship level, the institution elected to drop the sport of women's archery spring 2005.

Certification Self-Study Information

1. Steering Committee Chair: Dr. Benton Cocanougher
2. Chief report writer/editor of self-study report: Dr. John Thornton
3. Describe the extent of broad-based participation of campus constituencies in the self-study. Specifically, report on the opportunities that actually were provided to various individuals or groups in the broad-campus community to: (a) offer input into the self-study report before its findings and plans for improvement were formulated, and (b) review the self-study report after it was drafted.

The steering committee and subcommittee members were carefully selected to ensure broad-based campus participation. The committees include a spectrum of faculty, staff, administrators, and student-athletes. The institution also sought diversity of ethnicity and gender when appointing the committee members. The committees met as needed during the period of the self-study to prepare the report.

After the draft was submitted to the Steering Committee, it was posted on the Texas A&M athletic web site with an invitation from the Athletics Director to the community to review and respond to the draft report. The final report will remain posted on the web site for on-going awareness and an opportunity for interested members of the public to provide feedback.

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

STATED GOALS FOR PROCESS

- * To conduct a comprehensive review of the athletics program by involving a broad range of university constituencies including students, faculty, staff, former students, and regents.
- * To identify areas where the Athletics Department can further advance the University's mission and promote opportunities for student-athletes and athletic teams and coaches.
- * To seek improvements in the athletics program at Texas A&M University by identifying strengths and weaknesses, with emphasis on the areas of academics, equity, and compliance.
- * To affirm and assure integrity is at the foundation of the athletics program.
- * To produce a final report for the NCAA and appropriately publicize the findings.

APPOINTMENT OF STEERING COMMITTEE CHAIR:

Dr. Robert Gates, president of Texas A&M University, appointed Dr. Benton Cocanougher as chair of the Steering Committee. Dr. Cocanougher has served in a number of high level administrative positions at Texas A&M University, including Interim Chancellor of the Texas A&M University System and Dean of the College of Business Administration. He currently serves as Dean Emeritus and A.P. Wiley Professor, and he continues to work closely with President Gates in an advisory capacity.

IDENTIFY INSTITUTIONAL PLANS FROM FIRST CYCLE OF SELF STUDY:

- * The final report will identify all prior recommendations and indicate actions that were taken to address these recommendations.

FIRST CYCLE RECOMMENDATIONS:

Governance and Commitment to Rules Compliance
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There were no corrective actions, conditions for certification or strategies for improvement imposed by NCAA Division I Committee on Athletics Certification in the first-cycle certification decision as they relate to Governance and Commitment to Rules Compliance issues.

Equity, Welfare, and Sportsmanship

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- 1) Financing and building of appropriate locker, practice and dressing rooms for the softball, tennis, soccer, and men's and women's track and field teams
- 2) Sports Information Director shall develop a report analyzing his staff and their distribution of work
- 3) Timeliness of the publication of media guides
- 4) Appropriate exit process for coaches and other athletic personnel
- 5) Specific gender and minority questions will be added to exit survey
- 6) Athletic Department shall continue to support open forums on an even year basis
- 7) Minority Plan
- 8) Regular review of its current plans to strongly address issues pertaining to minority opportunity in the same manner that gender equity is addressed in Title IX
- 9) Continue its improvement of recruitment efforts for minorities and women
- 10) Increasing athletic participation opportunities for women that is consistent with the enrollment growth of female students
- 11) Improve the timeliness of seeing a physician
- 12) Staffing and hours of operation of the training room need to be studied to determine if equitable service is being provided for all student-athletes
- 13) Marketing and Promotions presentations educating the student-athlete on marketing and promotions efforts prior to the beginning of each sport
- 14) Regularly scheduled assessment to evaluate student-athletes' experiences so that needed improvements can be implemented in a timely manner
- 15) Collaborative plan for conducting a faculty survey on student-athlete welfare
- 16) Meeting between athletic department and faculty senate to conduct survey on perception of student athletes
- 17) Encourage student-athletes to attend university sponsored orientation programs
- 18) Exit survey should include the impact of attending a university sponsored program
- 19) Establish more formal avenues for regularly sharing information with student-athletes about university programs and services that could benefit athletes
- 20) Student-Athletes participation in the "other education"
- 21) CAEN 101 effectiveness
- 22) Evaluation tool to determine effectiveness of tutors
- 23) Establish a task force to evaluate study halls and develop minimum criteria
- 24) Increase student-athlete awareness of health, medical, counseling, and educational services

Academic Integrity

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- 1) Annual review of student-athletes missing class time
- 2) Reduce disparities in graduation rates
- 3) Expand course offerings at the remedial level
- 4) Change measure of a student-athlete's progress from percentage of degree to completes credit hours
- 5) Student-Athlete taking responsibility for their own academic related activities
- 6) Use former student-athletes to motivate athletes in academics
- 7) Annual review by AOC of student-athlete academic policies
- 8) Encourage meetings of coaches and the AD with AOC Deans, Advisors, and Assistant Registrar on an annual basis

FUNCTION OF COMMITTEES AND COMPOSITION

Steering Committee

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Function:

- 1) Provide strategic input in guiding the three subcommittees in accordance with NCAA guidelines so that it may complete the final report
- 2) Maintain written records of meeting dates and minutes from these meetings
- 3) Monitor the process and progress of the review, including all preliminary reports
- 4) Approve the final report, including submission of the report to the NCAA

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Members of the Steering Committee

- * Chair: Dr. Benton Cocanougher, Dean Emeritus and A.P. Wiley professor
- * Dr. Tom W. Adair, III, professor, Department of Physics (FAR)
- * Mr. David B. Batson, director of intercollegiate athletic compliance
- * Mr. Bill Byrne, director of athletics
- * Mr. James A. Carlson, president, Student Government Association
- * Mr. Jerry Cox, president, Cox and Perkins Exploration Inc.
- * Dr. Ed Davis, president, Texas A&M Foundation
- * Dr. Robert Gates, president (CEO)
- * Mr. Bill Jones (ex-officio), vice chairman, Board of Regents
- * Ms. Mona G. Osborne, senior woman administrator
- * Ms. Sue Redman, senior vice president and chief financial officer
- * Dr. Chris Townsend, professor and head of Agricultural and Leadership Development
- * Dr. John Thornton, senior associate athletic director for student-athlete development
- * Dr. Tom E. Wehrly, professor, Department of Statistics
- * Dr. Mark H. Weichold, dean of undergraduate programs and associate provost for academic services

Subcommittee on Governance and Commitment to Rules Compliance

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Function:

The subcommittee will involve members of the institutional community in reviewing relevant programs and procedures to ascertain whether the institution is responsible for and committed to insuring that the athletics program and individuals representing the institution's athletics program comply with NCAA rules and regulations. The subcommittee will maintain written records of meeting dates and minutes from these meetings. Members of the subcommittee are listed below.

Members:

- * Chair: Dr. Tom W. Adair, III, Professor, Department of Physics (FAR)
- * Mr. David B. Batson, director of intercollegiate athletic compliance
- * Mr. James A. Carlson, president, Student Government Association
- * Ms. Jo Evans, head coach women's softball
- * Dr. Curtis R. Lard, professor, Department of Agricultural Economics
- * Mr. Miles Marks, executive director, 12th Man Foundation
- * Mr. Rodney P. McClendon, chief of staff, Office of the President
- * Dr. Annie McGowan, associate professor, Department of Accounting
- * Ms. Nicki Mecham, women's tennis student-athlete
- * Mr. Tom W. Reber, assistant vice president for student affairs

Subcommittee on Academic Integrity

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Function:

The subcommittee will involve members of the institutional community to provide reasonable assurance that the student-athletes' academic standards are consistent with those of the general student body. In addition, the subcommittee will obtain reasonable assurance that the athletics program is designed to enhance and protect the educational well being of student-athletes. The subcommittee will maintain written records of meeting dates and minutes from these meetings. Members of the subcommittee are listed below.

Members:

- * Chair: Dr. Tom E. Wehrly, professor, Department of Statistics
- * Ms. Laurie Corbelli, head coach, women's volleyball
- * Dr. John Fike, speaker, Faculty Senate
- * Dr. James C. Flagg, associate professor, Department of Accounting
- * Ms. Stephanie S. Matlock, athletic academic certification specialist
- * Mr. Steve E. McDonnell, associate athletic director for academic affairs
- * Ms. Karen Price, assistant registrar
- * Dr. Alice G. Reinarz, assistant provost for enrollment
- * Dr. Mike Sagas, assistant professor, Department of Health and Kinesiology
- * Mr. Ronnie Strange, men's track and field student-athlete

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Subcommittee on Equity and Student-Athlete Welfare

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Function:

The subcommittee will involve members of the institutional community to provide reasonable assurance that the institution places an appropriate emphasis on equality and enhancing the physical and educational welfare of all student-athletes. The subcommittee will maintain written records of meeting dates and minutes from these meetings. Members of the subcommittee are listed below.

Members

- * Chair: Dr. Chris Townsend, professor and head of Agricultural Leadership and Development
- * Dr. Carol D. Binzer, director, Student Life Programs
- * Ms. Kelly Bond, assistant coach women's basketball
- * Dr. Kerry Cooper, executive director, International Business Programs
- * Mr. Parker Dalton, baseball student-athlete
- * Ms. Kristie De La Garza, life skills coordinator (Replaced March 2006 with Tami Hawkins, athletic academic supervisor)
- * Dr. Kevin P. Jackson, director, Student Activities
- * Mr. Steven B. Moore, chief marketing officer and vice president for communications
- * Dr. Mary M. Olona, director, Student Counseling Services
- * Ms. Mona G. Osborne, senior woman administrator
- * Dr. Anne Reber, associate director, Student Life
- * Mr. Matt Van Zandt, men's golf student-athlete
- * Milton Overton, associate athletic director for technology management
- * Christi Hahn, women's volleyball student-athlete
- * Debra Ramirez, women's equestrian student-athlete

IDENTIFICATION OF CAMPUS LIAISON:

Dr. John Thornton - senior associate athletic director for student development. Dr. Thornton is responsible for the supervision and administration of the following areas: athletic academic services, athletic training, strength and conditioning, athletic dining hall, and athletic-related financial aid. His other duties include co-advisor to Aggie Athletes Involved, a community outreach organization composed of student-athletes; completing general administrative duties as appointed by the athletics director; and chairing the Professional Sports Counseling Panel. Dr. Thornton will have responsibility for coordinating preparations for the evaluation visit as well as providing support and coordination to the certification subcommittees. Along with the Steering Committee chair, Dr. Thornton will also serve as a liaison to appropriate NCAA staff in resolving questions that arise during the course of the review.

REPORT WRITERS:

Dr. John Thornton, senior associate athletic director for student Development, and Mr. David Batson, director of intercollegiate athletic compliance, have been designated as the report co-writers. Of course, the subcommittee chairs will be responsible for providing information, and the Steering Committee will have responsibility for reviewing and granting approval prior to submission of the final report.

REPORT OUTLINE:

I. Purpose of Certification Process

A. To educate across the university the Athletics Department's goals, purposes, challenges, and methods for supporting the University's mission.

B. To affirm the many positives that have been created for the university and student-athletes who participate in intercollegiate athletic programming.

C. To identify additional areas where the Athletics Department can advance the university's mission and promote opportunities for student-athletes and athletic teams and coaches.

II. Organization and Process Utilized for the Review

A. Charge to Steering Committee and Subcommittees

- 1) Conduct a comprehensive and precise evaluation of the athletic program
- 2) Involve campus community participation

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- 3) Evaluate compliance with the NCAA operating principles
- 4) Construct remedies for identified deficiencies

B. Involvement of University Constituencies

IV. Subcommittee Findings

- A. Review of recommendations from previous self-study
- B. Affirmation of positives and recommendations for future improvements

V. Self-Study Findings and Recommendations

PLANS FOR BIG 12 INVOLVEMENT:

Ms. Lori Ebihara, Assistant Commissioner - Governance & Compliance, will serve as our contact point with the conference. She is available for advice and counsel as needed, and we will keep her informed of our progress.

GUIDELINES FOR WRITING AND EDITING/REVIEWING STEERING COMMITTEE AND SUBCOMMITTEE DRAFT REPORTS:

- * Subcommittee chairs will submit draft reports to the Steering Committee for review and recommendations based on the timeline set forth below.
- * The final report will be reviewed and approved by the Steering Committee based on the timeline set forth below.
- * The chair of the Steering Committee will have overall responsibility for coordinating report preparations.

DEVELOPING FINAL SELF-STUDY REPORT:

Timetable for subcommittees

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- 1) Submission of draft report by March 1
- 2) Review by Steering Committee and return by March 15
- 3) Submission of final subcommittee report by April 1

Final Self-Study Report

- 1) Draft report to Steering Committee for review by April 15
- 2) Final report to Steering Committee for final review and approval by May 1
- 3) Submission to NCAA by May 15

Communicating work of institutional committee(s)

- 1) The Steering Committee will work with University Relations to issue press releases at the appropriate times.
- 2) To further support the openness of the process, a draft report could be provided on the web with a press release and/or the athletics director could invite public opinion through his "Wednesday Weekly" column.

Governance and Commitment to Rules Compliance

Operating Principle

1.1 Institutional Control, Presidential Authority and Shared Responsibilities

Self-Study Items

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

There were no corrective actions, conditions for certification or strategies for improvement imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle decision as they relate to Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities).

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

There were no plans for improvements/recommendations developed by the institution during its first-cycle decision as they relate to Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities).

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

To increase awareness, communication and coordination with the institution's executive staff, faculty, student-athletes and support organizations, the athletic director invited members of various campus offices and departments to participate in the Athletic Department's weekly senior staff meetings. The attendees who are not Athletic Department employees include the following:

- * President's Office Liaison
- * Faculty Athletics Representative
- * Athletic Council Chair
- * Representative from Office of Sr. Vice President for Finance
- * Executive Director of 12th Man Foundation
- * Student-Athlete Advisory Committee Chair or designee
- * Chief Marketing Officer and Vice President for Communications

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

Governance and Commitment to Rules Compliance

Last Three Years: 2004-05, 2003-04 and 2002-03

The Texas A&M University System Board of Regents is the entity which provides policy direction to system universities and agencies, including Texas A&M University, pursuant to authority granted by state law, appropriations bill riders, or state agency rules. The Board has delegated to the president of Texas A&M University authority to operate an intercollegiate athletic program consistent with the values and principles of the Texas A&M University System and American higher education. Certain matters, however, still require approval from the Board of Regents. A review of the minutes from Board meetings over the past three years reveals Board involvement, pursuant to standard operating procedures, in the following matters:

- * Approval of employment contract of director of athletics
- * Approval of employment contracts of all head coaches with employment contracts having a primary term longer than five years or contracts having a total salary consideration greater than \$300,000
- * Approval of all naming of facilities
- * Approval of annual budget as part of entire university budget process
- * Approval of building construction projects
- * Approval of Institution and Athletic Department's Extra Pay for Extra Work Policy
- * Review of audit reports related to Athletic Department Audits and Annual Athletic Compliance Audit.

The System Board of Regents' decisions related to athletics are consistent with their involvement with other on-campus units.

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

Last Three Years: 2004-05, 2003-04 and 2002-03

The president agreed to recommend all matters presented in Operating Principle 1.1 question four to the Board of Regents for its consideration and approval. In addition, the president has also been involved in the following athletic program matters:

- * Completing Performance evaluations for director of athletics and director of intercollegiate athletic compliance.
- * Hiring of new director of athletics
- * Approval for hire and contracts for all head coaches
- * Approval of employment contracts for all coaches
- * Approval of sponsorship agreements
- * Approval of gift agreements
- * Approval of Master Plan
- * Approval for deletion of Women's Archery as a varsity sport
- * Appointment of new faculty members to the Athletic Council
- * Annual approval of operation of sports camps
- * Annual approval of Athletic Department Spousal Travel Policy
- * Annual review and approval of any requested nepotism exceptions
- * Review of institutional policy for campus tailgating and consumption of alcoholic beverages
- * Review of audit reports related to Athletic Department Audits and Annual Athletic Compliance Audit
- * Annual review of the Equity In Athletics Disclosure Act Report
- * Representing Texas A&M at Big 12 Conference, Bowl Championship Series and Big 12 Championship events
- * Annual address to the entire Athletic Department staff on the importance of maintaining compliance with the rules.
- * Chairing Big 12 Conference Audit Committee
- * Attending Big 12 Conference President's Council meetings

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

The Board of Regents of the Texas A&M University System is the statutorily designated governing body of the Texas A&M University System, which includes Texas A&M University, eight other universities and seven state agencies. The Board of Regents has authority and is ultimately responsible for determining the university's policies relating to its intercollegiate athletic program. System Policy 18.02 sets forth that the president of each university

Governance and Commitment to Rules Compliance

shall take all appropriate steps to carry out the expressed commitment of the Board of Regents to assure full compliance with all rules and regulations of all athletic conference and national association rules, regulations, constitutions and bylaws, and to take immediate and affirmative steps in each instance where noncompliance is suspected or reported to assure compliance with the spirit, letter and intent of all such rules.

While the president is charged by the Board of Regents with the official responsibility for directing all aspects of the athletic program, the president has delegated day-to-day operations of the athletic program to the athletic director. In this capacity, the athletic director is responsible to the president on all matters affecting the program and is charged with the development of Athletic Department policies that ensure compliance with NCAA, conference, system and university rules and regulations. The president has delegated responsibility for ensuring an engaged and functioning compliance system and monitoring institutional compliance with conference and NCAA rules to the director of intercollegiate athletic compliance who reports directly to the president. Additionally, the president is advised on matters related to the athletic program by the faculty athletic representative, who works closely with the Athletic Compliance Office and the Athletic Council to ensure institutional compliance.

The Department of Contract Administration (DCA) at the university is responsible for reviewing all contracts involving university departments and agencies including the Athletic Department. Athletic contracts are reviewed by DCA staff and may be sent to the Texas A&M University System Office of General Counsel for further legal review. Contracts are then submitted to the appropriate designee (athletic director, associate vice president for finance, senior vice president for finance, president, or Board of Regents) for approval in accordance with university rules that govern contract administration and delegation of authority to sign, approve, and execute contracts.

For academic matters affecting the athletic program, the president has established an Athletic Council to review, recommend and develop policies and procedures related to athletic admission standards, eligibility standards, financial aid, and other matters related to the athletics program. Other academic matters are addressed through the Academic Operations Committee (AOC), a standing committee of the university charged by the executive vice president and provost with recommending academic policies on matters affecting the undergraduate mission of the university. The associate director of athletics for academic affairs (who has a dual reporting line to the senior associate athletic director for student development and the dean of undergraduate programs & associate provost for academic services) is a liaison to the AOC.

The president also receives advice and counsel on matters related to the athletic program from a variety of sources including the Faculty Senate, the System Internal Audit Office and Texas A&M's University Risk and Compliance Office.

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

2005-2006 Athletic Council Membership

Chair (Appointed by the President)

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Thomas Wehrly - professor of statistics, College of Science

Faculty Appointments (Appointed by President)

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Richard Carlson - professor of geology and geophysics, College of Geophysics

Annie McGowan - associate professor of accounting, Mays Business School

Robert Strawser - professor of accounting, Mays Business School

Cruz Torres - associate professor of recreation, park & tourism sciences, College of Agriculture and Life Sciences

Christine Townsend - professor and department head of agricultural leadership, education, and communications, College of Agriculture and Life Sciences

Undergraduate Student Appointments

(Nominated by Student Body President and Approved by President)

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Joseph Hildebrand

Jim Carlson

Jen Leftwich

Governance and Commitment to Rules Compliance

Ex-Officio Members (voting) (Appointed by President)

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Tom Adair - professor of physics, Faculty Athletic Representative

David Prior - executive vice president and provost

Charles Sippial, Sr. - vice president for facilities

K. Sue Redman - senior vice president and chief financial officer

Dean Bresciani - vice president for student affairs

Scott Kelly - deputy general counsel

Liaison Members (non-voting)

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Mark Weichold - dean of undergraduate programs & associate provost for academic services

Don Carter - registrar

Dave Parrott - associate vice president, Student Life

Vanessa de Rodriquez - interim director, Department of Multicultural Services

Doug Slack - faculty senate representative and professor, Department of Wildlife Sciences

Miles Marks - executive director, 12th Man Foundation

Cathy Capps - letterman's association representative

Resource Attendees

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David Batson - director of intercollegiate athletic compliance

Bill Byrne - director of athletics

Parker Dalton - president, Student-Athlete Advisory Committee

Steve McDonnell - associate athletic director, academics

Stephanie Matlock - athletic certification specialist, Office of Admissions and Records

The Athletic Council is a broad based group of faculty and staff members at Texas A&M. The Athletic Council meets monthly during the fall and spring semesters.

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

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

Evaluation

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

Governance and Commitment to Rules Compliance

2. Does the institution demonstrate that the president or chancellor is assigned ultimate responsibility and authority for the operation and personnel of the athletics program? **Currently Yes**
3. Does the institution demonstrate that appropriate campus constituencies have the opportunity, under the purview of the president or chancellor, to provide input into the formulation of policies relating to the conduct of the athletics program and to review periodically the implementation of such policies? **Currently Yes**

Governance and Commitment to Rules Compliance

Operating Principle

1.2 Rules Compliance

Self-Study Items

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

There were no corrective actions, conditions for certification or strategies for improvement imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle decision as they relate to Operating Principle 1.2 (Rules Compliance).

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

There were no plans for improvements/recommendations developed by the institution during its first-cycle decision as they relate to Operating Principle 1.2 (Rules Compliance).

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

Texas A&M is consistently reviewing and evaluating athletic compliance efforts in order to maintain an efficient and effective compliance program that is engaged and functioning in a manner that reduces the likelihood of violations. While violations can not be avoided entirely, a program that is engaged and functioning and continuously looking for improved ways to conduct business certainly reduces the exposure of the institution to major violations. Listed below are some of the changes made to the rules compliance program since the previous self-study.

- * Implementation of formal written evaluations of recruiting notebooks/records and athletic camp records
- * Development of risk assessment mechanism to assist in the efficient monitoring of student-athlete employment. (See response to Self-Study Item Number 1.2.12 for additional information)
- * Initiation of recruiting, institutional control and work flow software package; currently in developmental/pilot stages; planned implementation during summer 2006
- * Implementation of departmental policy for monitoring and reviewing the purchase and distribution of nutritional supplements for student-athletes
- * Implementation of departmental policy for walk-on tryout notification procedures
- * Implementation of summer camp brochure prior approval process
- * Implementation of student-athlete awards purchase/distribution approval process

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* Upgrade to Student-Athlete Management Information System to adjust for analysis of eligibility under the new progress-toward-degree requirements

* Development and implementation of automated, online system for approving/denying requests for donations of items that verifies compliance with NCAA rules

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

The 12th Man Foundation, a 501(c) (3) non-profit corporation, supports Texas A&M University athletics through three efforts: annual gift programs, major gift programs and a comprehensive operation for ticket operations and distribution for all athletic events as well as special events at Reed Arena. Annual gift categories range from the associate level at \$75 per year to the diamond 12th Man level at a minimum of \$7,500 per year. Major gifts range from \$25,000 to millions of dollars.

The Foundation is governed by an Executive Committee comprised of twelve individuals who serve voluntary three-year terms. The Foundation has approximately thirty-two full-time, paid staff members who conduct business in offices in the Zone at Kyle Field on the Texas A&M campus.

The organization started in 1950 as The Aggie Club and changed its name to the 12th Man Foundation as it began a major growth phase in 1990. In 2005, the Foundation raised more than \$12.5 million in annual and endowed funds and more than \$10 million in major gifts. The Foundation has approximately 23,000 donor-members.

More than a booster club, the Foundation's official affiliation with the university is governed by Texas Statute (Texas Government Code, Chapter 2255, Section 2255.001) and in a written Affiliation Agreement with the university. The Foundation's by-laws state that the president of the university can assign a representative to be a member of the Executive Committee as an ex-officio (non-voting) member, which conforms to the state statute. That representative is the director of athletics. The executive director and CEO of the 12th Man Foundation is an invited participant at monthly staff meetings of the president of the university. Additionally, the director and associate director of athletics are typically invited guests at all 12th Man Foundation Executive Committee meetings.

Other booster organizations organized to support Texas A&M athletics include the Texas A&M Lettermen's Association, Bryan-College Station Quarterback Club, Aggie Maroon Club, Dugout Club, and the 6th Man Club.

The Lettermen's Association is a support group for athletics consisting of former students who have received a letter for participation in a varsity sport at Texas A&M University. The Lettermen's Association had approximately 1100 active members during 2005. The Board of Directors consists of thirty members and includes a president, president-elect, vice president and a secretary-treasurer. Additionally, the Board of Directors includes:

1. The athletic director of Texas A&M University and all associate and assistant athletic directors; however, only one vote can be cast by this group.
2. Two additional at-large members appointed by the president.

Activities for the Lettermen's Association are coordinated by the Lettermen's Association manager who is an Athletics Department employee.

The Aggie Maroon Club is a support group for the women's athletic program at Texas A&M University. The Maroon Club has approximately 125 members. The Maroon Club activities are coordinated by the director of the Texas A&M University Sports Museum/Lettermen's Association manager. All funds associated with the Maroon Club are processed through the university.

The Bryan-College Station Aggie Quarterback Club is a support group for the football program. The Quarterback Club has approximately 120 active members. The Board of Directors consists of five members and is headed by a president, vice president, secretary and treasurer. The Quarterback Club's bank statements for each fiscal year (September 1 — August 31) are obtained and reviewed as part of the Athletic Department's annual audit performed by an outside audit firm.

The 6th Man Club is a support club for the men's basketball program. The 6th Man Club has approximately 100 members. No officers or by-laws exist for this organization. All funds associated with the 6th Man Club are processed through the university.

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The Dugout Club is a support club for the baseball program. The Dugout Club has approximately 163 members. The club meets once per month during the spring term (i.e., baseball season) for a total of four meetings per year. No officers or by-laws exist for the organization. The Dugout Club's activities are coordinated by the director of baseball operations, and all funds associated with the Dugout Club are processed through the university.

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

Texas A&M University has established a system of shared responsibilities to maintain compliance with NCAA rules. The Board of Regents, as the highest governing body of the Texas A&M University System, is committed to a philosophy of firm institutional control of athletics, to the unquestioned academic and financial integrity of the athletics program, and to the accountability of the athletics department to the values and goals befitting higher education. While the Board of Regents has ultimate control and responsibility for determining and revising intercollegiate athletic policy, the Regents, consistent with the operation of other university departments, have delegated this authority to the president of Texas A&M University.

The president is charged by the Board of Regents to take all appropriate steps to carry out the expressed commitment of the Board of Regents to assure full compliance with all rules and regulations of all athletic conference and national association rules, regulations, constitutions and bylaws, and to take immediate and affirmative steps in each instance where noncompliance is suspected or reported to ensure compliance with the spirit, letter and intent of all such rules. The president is further charged with the official responsibility for certifying that Athletic Department policies, programs, and activities are in compliance with NCAA and Big 12 Conference rules and regulations.

The athletic director is responsible for the operation of the intercollegiate athletic program. The athletic director reports directly to the president and is an ex-officio member of the Athletic Council and of the 12th Man Foundation Executive Committee.

The faculty athletics representative (FAR) advises the president regarding athletic issues and works closely with the athletic director, the director of intercollegiate athletic compliance and the Athletic Council. The FAR chairs the Athletic Council's Compliance Committee and the Student-Athlete Transfer Appeals Committee.

The director of intercollegiate athletic compliance reports directly to the president and works closely with the athletic director and other athletic and non-athletic staff. The director provides oversight regarding the engagement and functionality of the rules educational process and monitoring of NCAA and Big 12 Conference rules and regulations for the purpose of maintaining an environment of total compliance to such rules. The director supervises three Athletic Compliance Office staff members.

The athletic compliance education coordinator reports directly to the director of intercollegiate athletic compliance. The education coordinator is responsible for providing education and interpretations regarding NCAA and Big 12 rules and regulations.

The athletic compliance monitoring coordinator reports directly to the director of intercollegiate athletic compliance. The monitoring coordinator is responsible for coordinating the monitoring of various phases of athletics requiring specific oversight.

The athletic compliance administrative assistant reports directly to the director of intercollegiate athletic compliance. The administrative assistant is responsible for various monitoring areas and for monitoring the compliance office's fiscal account.

The athletic certification specialists (expanded to two certification specialists, spring 2005) certify the initial, continuing and transfer eligibility of all student-athletes. Both specialists office in the university's Office of Admissions and Records and report to the assistant registrar (over degree audit).

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The associate athletic director for academic affairs and his staff assist in the eligibility certification process by addressing academic needs of student-athletes. The associate AD for academic affairs has a dual reporting line to the senior associate athletic director for student development and the dean of undergraduate programs and associate provost for academic services.

The assistant provost for enrollment establishes admission policies for all students and, through consultation with the Athletic Council, establishes policies for admission of student-athletes. The assistant provost reports to the dean of undergraduate programs and associate provost for academic services.

The athletic financial aid coordinator within the Department of Student Financial Aid reviews and documents financial aid for all student-athletes and works closely with the coordinator for student-athlete services. The athletic financial aid coordinator reports to the assistant director of student financial aid.

The System's chief auditor and audit staff regularly audit the athletics and compliance programs. The chief auditor reports to the audit committee and issues quarterly reports to the Board of Regents and president.

Athletic coaches (head and assistant) have the responsibility for maintaining compliance with NCAA and Big 12 Conference rules and regulations. They attend education sessions on NCAA and Big 12 Conference rules and regulations, provide documentation of various athletic activities, and assist in educating student-athletes regarding these rules and regulations. The coaches report to the athletic director or a designated senior athletic staff member.

The University Career Center assistant director for athletic services assists in maintaining compliance with NCAA rules by insuring the NCAA rules are applied in the employment of student-athletes. The assistant director for athletic services has a dual reporting line to the executive director of the University Career Center and the associate athletic director for academic affairs.

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

All head coaches have the following information in their contracts:

1. University and coach recognize the importance of competitive intercollegiate athletics for student-athletes, the student body, former students and the national image of the University. For many years, university has sought to maintain a successful and respected program of intercollegiate athletics and to do so as a member of the Big 12 Athletic Conference with which the University is affiliated ("conference"), and the National Collegiate Athletic Association ("NCAA"). University and coach are committed to complete compliance with the governing constitutions, by-laws, rules and regulations of the Conference and the NCAA.

2. Coach shall comply with the rules and regulations of the above-mentioned organizations and shall educate and monitor any and all assistant coaches, trainers, graduate assistants or any other staff member under his supervision for compliance with those rules and regulations.

3. The University and coach hereby acknowledge that compliance shall be consistent with any and all written legislation of the above-described organizations, as well as with the spirit and intent of such laws and regulations.

4. The employee agrees that as a condition of employment hereunder employee will not:

- (a) engage in criminal or morally reprehensible conduct;

- (b) publicly endorse political candidate, issue or referendum, whether on the national, state, or local level;

- (c) engage in any business transactions, commercial activities or personal actions or appear on any radio or television programs or other public forum that may cause discredit to the University;

- (d) knowingly engage in, support, or tolerate any action violative of any governing constitution, by-law, rules, regulations, policy or procedure of the Conference, the NCAA, or the University;

- (e) accept or receive any monies, benefit or any other gratuity whatsoever from any University booster club or other benefactor if such action would be a violation of NCAA legislation nor or hereafter enacted.

Coach recognizes that if he is found to be in violation of NCAA regulations, after an opportunity for a hearing before an NCAA committee, he shall be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures.

5. Coach will cooperate fully and completely, and will ensure that his staff members cooperate fully and completely, with any investigation conducted by the University of any alleged violation of any of the covenants enumerated herein, including any questions raised by the Conference or the NCAA.

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6. Termination for Cause. The University shall have the right and option to either suspend coach for a period of time without pay or to terminate this Agreement immediately before the expiration of its stated term, or any extension thereof, if:

(a) coach shall negligently or intentionally fail to fulfill the duties or conditions described in Sections 2.1 through 2.5 [2.3 and 2.4 is shown above as item 4] to the reasonable satisfaction of the Director;

(b) coach shall willfully breach any covenant, term, or condition imposed under the terms of this Agreement;

(c) coach dies or becomes permanently disabled for a period of six months because of sickness, physical or mental disability, disease, or any other reason that may reasonably appear to render coach unable to complete his duties, obligations, and/or the conditions of this Agreement;

(d) coach is found to be involved in gross negligence or deliberate and serious violations of the rules of the conference with which the University is affiliated or NCAA rules, regulations, by-laws and interpretations.

(e) The [Insert Applicable Sport] program should cease to be conducted as an NCAA Division I sport.

7. Coach may not be compensated by an individual or commercial business outside the University for employment or receive assistance in any manner or from any source where such outside or third party compensation would be in violation of NCAA Rules or the rules of the conference with which the University is affiliated.

All assistant coaches have the following wording in their employment contracts

1. The employee agrees that as a condition of employment hereunder employee will not:

(a) engage in criminal or morally reprehensible conduct;

(b) publicly endorse political figure or cause, whether on the national, state, or local level;

(c) engage in any business transactions or commerce, or appear on any radio or television programs, which may bring undue criticism or discredit to the University, and which have not been first approved by the Director;

(d) engage in, support, or knowingly tolerate any action violative of any governing constitution, by-law, rule, or regulation of the Big Twelve Athletic Conference (Big 12) or the National Collegiate Athletic Association (NCAA).

2. In accordance with the University policies and procedures and pursuant to NCAA regulation, should employee be found to be involved in significant or repetitive violations, employee may be suspended, with or without pay or may be terminated from employment.

Athletic Department Coaches and Administrators have compliance statements in their job duties such as:

"Maintains continual and thorough familiarity with all applicable NCAA, Conference and University rules and regulations. Establishes and ensures communication and enforcement of rules and regulations concerning student-athlete: conduct, appearance, road games, punctuality and other areas as deemed appropriate."

OR

"Maintains continual and thorough familiarity with all applicable NCAA, Conference and University rules and regulations. Establishes and ensures communication and enforcement of rules and regulations for all staff members and student workers supervised."

In addition to the job agreements and duties, all head and assistant coaches have compliance factors considered as part of their annual job performance evaluations. The performance category is shown on the evaluation form as:

"Compliance: knowledge of & adherence to University, Big XII & NCAA regulations; Title IX (roster & financial aid management); integrity; commitment to rules' education & compliance for student-athletes."

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

Pertinent Staff: athletic certification specialists, athletic financial aid coordinator, director of intercollegiate athletic compliance, athletic compliance education coordinator, athletic compliance monitoring coordinator, athletic compliance administrative assistant.

Staff members outside of the athletics department who are involved in rules-compliance activities have job descriptions that set forth their specific responsibilities for the area of rules-compliance that they are assigned. All

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staff members outside of athletics are provided with on-going education of rules and interpretations and provided with the resources needed to attend annual NCAA and Big 12 compliance seminars. The director of compliance provides direct performance evaluations for the athletic compliance education and monitoring coordinators along with the compliance administrative assistant. Additionally, the director of compliance also provides input related to the job performance of the athletic certification specialists.

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

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

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

To reduce the likelihood of violations and increase rules awareness, Texas A&M University has an extensive rules-education program for student-athletes, coaches, staff, former students and fans, but education is not a cure-all. Through compliance education, Texas A&M strives to provide its student-athletes, coaches, staff, former students and fans with information on compliance issues relevant to them and to promote an atmosphere where all parties recognize the importance of asking questions of compliance personnel (i.e., Ask before you act).

Education takes many forms throughout the year. With student-athletes, coaches and staff, the most effective means remains in-person meetings. Student-athletes from each team meet with the athletic compliance education coordinator a minimum of four times per year, and at the first meeting the athletic compliance staff shows the compliance information video which summarizes major compliance issues, including those covered in the NCAA Summary. The four meetings are normally scheduled for early September, December, January, and late April. In addition, the athletic compliance monitoring coordinator and the University Career Center assistant director for athletic services meet with student-athletes several times a year to discuss permissible employment activities and A&M's monitoring of employment and other compliance issues. The coordinator for student-athlete services also attends these meetings and presents information about the Student-Athlete Opportunity Fund, the Special Assistance Fund, the need to complete the FAFSA form and textbook issues. On the subject of amateurism, the senior associate athletic director for student development (who is also chair of the Professional Sports Counseling Panel) meets with student-athletes from appropriate teams on various occasions during the year to discuss NCAA regulations regarding agents. On the subject of eligibility, academic advisors discuss important eligibility requirements with student-athletes and coaches for each sport to reiterate the importance of abiding by NCAA rules.

Coaches meet periodically (3-6 occasions) during the academic year with the athletic compliance education coordinator to discuss NCAA rules and interpretations. An in-depth education session is offered for all coaches and sport-specific staff each year prior to the coach's certification test. Additionally, the director of intercollegiate athletic compliance shares appropriate information at the biannual all staff meetings and the annual all coaches meeting. Other university (and 12th Man Foundation) staff members (including student workers) with athletics responsibilities

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meet with the athletic compliance education coordinator at least one time during each year to review NCAA rules pertinent to their particular area. Furthermore, the athletic compliance education coordinator also distributes an electronic newsletter at least once per month to all Athletic Department staff that details even more topical NCAA compliance issues.

The Athletic Compliance Office provides rules-education for representatives of the university's athletics interests and former students in a variety of ways. Publications such as The 12th Man Magazine (12th Man Foundation publication), AggieAthletics.com (e.g., Compliance 101), media guides, and game programs provide rules information for former students and representatives of athletics interests. In addition, athletic compliance staff, athletic administrators, coaches, and university administrators regularly speak to various groups regarding athletic compliance issues. Former students, those with athletic interests and the general public are consistently encouraged to contact the Athletic Compliance Office with questions about compliance and assistance in interpreting Big 12 Conference and NCAA rules. During the last two years, the Athletic Compliance Office has been soliciting A&M Club event organizers to disburse prepared information as part of the annual "Coaches Nights." The initial year (summer 2004), only one A&M Club (Houston) participated. During the summer 2005 tour, all of the clubs from the major surrounding cities (Houston, Dallas, Forth Worth, Austin, and San Antonio) elected to participate in providing the educational materials.

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

The Texas A&M System Internal Audit Office performs the institution's annual compliance audits. The institution has elected to conduct annual audits covering the appropriate areas once every four years instead of a single audit once every four years covering all compliance areas. This approach allows for the institution to perform reviews of previous recommendations in a timely manner to ensure implementation and allows the audit staff to perform a more comprehensive review of each area. The staff is selected by System Internal Audit. With the Texas A&M System Internal Audit staff working with several NCAA Division I and II member institutions, they have proven to be very effective in their reviews and recommendations for change. They have an extensive knowledge of the institutional and system policies and procedures and continuously stay abreast of NCAA audit issues and concerns.

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

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

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

2002-03 Audit Observations, Recommendations and Responses

Governance and Commitment to Rules Compliance

Areas Audited: Financial Aid, Student-Athlete Employment, Student-Athlete Vehicles, Rules Education, Graduation Rates

02-03 OBSERVATION #1

A comprehensive process for monitoring student-athlete employment has been established for NCAA Bylaw 12.4.1 regulating student-athlete employment. The university's documented policies and procedures include performing all monitoring tasks for all student-athletes at Texas A&M, regardless of recruitment and financial aid status or sport. Although attempting to monitor all student-athletes' employment is one approach to minimize NCAA compliance violations in this area, there may be more efficient methods of monitoring that remain sufficiently effective.

The comprehensive procedures for monitoring summer/vacation employment require numerous forms, many of which are maintained in the Career Center. During our review, we noted that files were disorganized in the Career Center. Forms were misfiled in the wrong student-athlete binder, and numerous forms were found in old pending folders. There were copies of some forms maintained in both the Career Center and the Compliance Office. In addition, a new database has been developed for use in monitoring student employment. However standards for consistently entering information have not yet been established. While disorganized records do not necessarily constitute major weaknesses in the monitoring controls, they do increase the risk that potential violations will not be detected. Simplifying the process may contribute to increased effectiveness as well as greater efficiencies.

RECOMMENDATION #1

Perform an assessment of the risks related to student-athlete employment and NCAA compliance requirements. Based upon that risk assessment, establish a documented monitoring process that focuses resources on higher risk areas.

Maintain records in an organized manner.

MANAGEMENT RESPONSE TO #1

We concur with the recommendation made by the audit staff that an assessment of the risks related to student-athlete employment and NCAA compliance requirements should be completed as a result of the many changes in legislation that have been enacted since the original development of the employment monitoring procedures following Texas A&M's 1994 NCAA major infraction. This risk assessment was initiated via request to Texas A&M's Management Advisory Services Department for assistance in analyzing the risks and development of efficient and focused procedures for monitoring student-athlete employment.

The review process was completed December 2003 and the new procedures were implemented immediately.

Additionally, the Office of Athletic Career Services concurs with the recommendation made by the audit staff that records be maintained in an organized manner. The Office of Athletic Career Services, a service of the Career Center, has developed a new Office Filing Procedures Manual. These procedures were implemented immediately. Furthermore, the Office of Athletic Career Services implemented a format of documenting information so that information in their database consistently and accurately reflects the information submitted by student-athletes and employers.

02-03 OBSERVATION #2

During our review of student-athlete employment, we noted several open issues, such as an unsuccessful attempt to locate an employment site, a discrepancy between information provided by the student and information provided by the employer, and incomplete documentation of decisions concerning summer spot checks. Discussions with Career Center and Compliance Office personnel indicate that follow-up efforts were made, but all follow-up efforts and resolution of these issues were not documented. This made it difficult to determine the timeliness of follow-up actions taken.

Decisions to perform more or less review for differing risk areas are sometimes made informally, but not documented. As a result, it may appear that procedures are not always being followed for all student-athletes. For instance, according to Career Center and Compliance Office personnel, the decision was made not to do spot checks on all student-athletes providing employment for the summer. Although the list of all student-athletes with summer employment subject to spot checks was on file, the decision of which spot checks to perform was not documented.

Undocumented monitoring decisions and resolutions to open issues also pose an increased risk that the University might not be able to demonstrate that it adheres to the established policies and procedures.

RECOMMENDATION #2

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Follow up and document the resolution to open issues in a timely manner. Document all risk-based decisions, including those for performing spot checks.

MANAGEMENT RESPONSE TO #2

We concur with the recommendation made by the audit staff that the Office of Athletic Compliance and the Office of Athletic Career Services should follow up and document open issues in a timely manner and that such documentation reflect all risk-based decisions between the Office of Athletic Compliance and the Office of Athletic Compliance in their database; therefore all issues regarding a student-athlete's employment will be resolved and closed with appropriate notes or formal letters.

02-03 OBSERVATION #3

Vehicle license plate numbers were not on file in the Compliance Office for three of thirty student-athletes reviewed. Therefore, steps to verify vehicle ownership could not be completed. Not obtaining license plate numbers and verifying ownership increases the risk that a violation could occur and not be detected.

RECOMMENDATION #3

Obtain license plate numbers from student-athletes in a timely manner, to complete vehicle verification procedures.

MANAGEMENT RESPONSE TO #3

We concur with the recommendation made by the audit staff that license plate numbers from student-athletes should be obtained in a timely manner, to complete vehicle verification procedures. The Office of Athletic Compliance will continue to seek the assistance of the coaching staff and/or other administrators in gathering any missing information. The Office of Athletic Compliance will take additional measures if the student-athlete fails to provide the missing information by the conclusion of any given term. New measures may include blocking, if approved through institutional procedures, the ability of the student-athlete to register for future courses without providing the missing information. Actions taken in the past that will continue to be utilized when appropriate will include the removal from practice eligibility if the risk is evaluated to be at the level warranting such action.

02-03 OBSERVATION #4

Access to a database used for monitoring compliance with NCAA financial aid bylaws was not removed timely for individuals who no longer need access. Access for one former employee/intern had not been removed. Because of the nature of student information on the database, it is important to ensure that access is limited to only those individuals who currently need access. The risk of data corruption or the disclosure of confidential information is increased when access is not removed in a timely manner.

RECOMMENDATION #4

Remove access immediately for terminated employees and interns. Establish a monitoring system to periodically review access to the database.

MANAGEMENT RESPONSE #4

We concur with the recommendation made by the audit staff that database access be removed immediately for terminated employees and interns. The Director of Athletic Compliance will terminate access upon notification of employees' termination from their positions at Texas A&M or at the time of internal review. Database access was reviewed and updated immediately and will be periodically reviewed as recommended by the audit staff.

2003-04 Audit Observations, Recommendations and Responses

Areas Audited: Reviewed the previous years audit area where recommendations were made. Additionally, reviewed Coaching Assistants and Certification of Compliance process.

No formal recommendations made by audit staff.

2004-05 Audit Observations, Recommendations and Responses

Areas Audited: Athletic Equipment and Apparel, Coaching Staff Limits and Contracts, Playing and Practice Seasons, Student-Athlete Eligibility (Initial, Continuing and Transfer)

04-05 OBSERVATION #1

The sale of surplus athletic shoes was a recent initiative precipitated by the football team changing shoe colors. This resulted in approximately 900 pairs of shoes that were no longer needed by the Athletic Department. Instead of

Governance and Commitment to Rules Compliance

disposing of the shoes in bulk through the University's Surplus Department, the decision was made to sell the shoes to recover some of the initial cost. This process was approved by Surplus, but only for athletic-related equipment and apparel. Net sales for the fiscal year 2005 were approximately \$8,500.

Sales are handled by the Athletic Department's Property and Inventory Supervisor. Cash receipts were maintained in his office in a locked desk drawer. Buyers for the surplus athletic shoes include other universities, high schools, and individuals.

The NCAA bylaws regulate the benefits that can be received by current or prospective student-athletes. The underlying principle is that current and prospective student-athletes may not receive benefits that aren't available to the general student population. It also prohibits the donation of sports equipment to high schools.

The surplus shoe inventory was not being tracked using an inventory system. The Athletic Department is in the process of implementing an automated perpetual inventory system for all sports. However, the surplus inventory had not been included as of the end of fieldwork.

Incomplete or inaccurate records could result in a loss or misappropriation of funds or assets. It could also lead to inadvertent violations of NCAA Bylaws. No attempt was made during this review to trace and verify all sales. However, our review, along with a separate review by the Director of Athletic Compliance, did not reveal any violations of NCAA Bylaws.

Personnel in the Athletic Business Office and the Athletic Compliance Office that were initially interviewed were not aware of the individual sales and had not addressed the potential inventory or compliance issues associated with the process. Since the conclusion of our field work, the Athletic Department has indicated that processes have been implemented to address these weaknesses.

RECOMMENDATION #1

Implement an inventory system to account for surplus athletic equipment that is held for sale.

Perform periodic reconciliations between the inventory system and sales receipts.

MANAGEMENT RESPONSE TO #1

Management concurs with the recommendation made by the audit team. An inventory system has been implemented using Assistant Coach Systems Inventory module that is being implemented for all sports. Additionally, the athletic business office will periodically reconcile the inventory with cash receipts beginning with the spring 2006 term.

In addition to the formal observations and recommendations placed in the auditor's final reports for the last three years there are a number of smaller recommendations for change that were reflected by the auditors in their end-of-field work meeting that were minor changes to policy and procedures not considered substantial enough to warrant a formal observation or recommendation by the audit team. Additionally, the 2001-02 audit included a review of recruiting, complimentary admissions, camps and clinics, and team travel. This audit report resulted in a number of recommendations related to camps and clinics, recruiting official visit documentation and travel cash advance handling.

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

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

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

Evaluation

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

Academic Integrity

Operating Principle

2.1 Academic Standards

Self-Study Items

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

Original Strategy for Improvement

- a) Develop specific plans to reduce the disparities between the graduation rates of student-athletes and the general student body.

While conducting this evaluation, we considered the effect of admissions policies and academic profiles for student-athletes on the graduation rate disparities. The history of graduation rates of student-athletes and the general university cohort was compared for indications of trends. In these comparisons we noted that although there were variations, the "general" and "athlete" graduation rates at Texas A&M University were generally higher in the mid- to late 1990s and specifically, the graduation rate for student-athletes is increasing to meet the trend for the general student body.

b) Actions Taken by the Institution:

Texas A&M initially complied with the strategy for improvement by submitting institutional plans on December 15, 1998. The following items were presented as part of the plan for closing the disparity, and the university continues to strive to improve its effectiveness in helping reduce any disparities in graduation rates between student-athletes and the general student body:

Incoming student-athletes whose admissions criteria are similar to students classified in the Provisional Program do not pursue a specific major upon entry into the university. Rather, they take general courses and receive academic advising from the General Academic Programs Office staff.

Current Status: This advising process is being utilized.

Student-athletes in majors other than General Academics are required to meet with academic advisors within their college majors, and as a prerequisite to course registration. Each student-athlete must complete a Registration Advising form signed by the academic advisor in the student's college prior to receiving assistance from an athletic academic supervisor.

Current Status: This advising process is still being utilized.

Continual interaction and communication is maintained between athletic supervisors and academic advisors within colleges. The interaction allows student progress to be mapped out and potential problem areas to be identified and resolved.

Current Status: The communication between these areas continues to be an important part of the plan. The Center for Athletic Academic Services hosts meetings with various colleges and departments to foster communication and enhance understanding between athletic and academic officials.

The Athletic Department hired a learning specialist to work with student-athletes who have learning disabilities.

Current Status: The institution continues to employ an individual to assist student-athletes with learning disabilities as well as student-athletes who are considered to be at-risk academically. All entering student-athletes are now given the Nelson Denny exam during their new student orientation. The need for further testing is determined by the results of this reading exam along with other subsequent indicative testing. Earlier identification of any learning

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disabilities or impairment through initial testing has allowed Texas A&M and the Center for Student-Athlete Services to identify and provide the necessary services and resources to meet the student-athlete's needs in order to academically succeed at the university.

Class attendance policies were established, and the athletic tutorial program was enhanced to assist student-athletes in achieving success in the classroom.

Current Status: The Center for Student-Athlete Services maintains a class attendance policy and continues to offer an extensive tutorial program to all student-athletes.

The "Aggie Access" program was in the initial stages of development in December, 1998, and its pilot cohort entered Texas A&M University in 1999. Over the years since the initial cohort year in 2000, the program has grown to over double the original cohort's size; it is now named "Aggie Access Learning Communities" to reflect the shift toward "learning communities" that the program began taking in 2001. There is an application process for interested students to complete after they have been accepted to the university, and it is open to entering students majoring in General Academic Programs, Liberal Arts, or Geosciences. It is also the designated success program for Texas A&M Regents Scholars in those colleges. The goal of the program is still the same, to provide smaller classes for students who could benefit from guided instruction or for those students who desire closer interactions with the course instructor.

Current Status: The Aggie Access program is now in its seventh year of offering a smaller classroom setting and an increased involvement with the course instructors. It now also offers optional study groups and community events for students to participate in. This program appears to be benefiting all students who are admitted into the program.

The Institution annually reviews the admissions policies of student-athletes to ensure that only those student-athletes who have a reasonable chance to graduate are admitted.

Current Status: Texas A&M continues to annually review its admissions policies.

c) The dates of the various actions are set forth in the narrative above

d) Not applicable. Strategy for improvement was completed.

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

I. Expand Course Offerings of the University

a) Expand course offerings at the basic or introductory level, particularly in mathematics.

b) Actions taken by the Institution:

In 2003, the Texas Legislature passed the Texas Success Initiative (TSI) to replace the Texas Academic Skills Program (TASP). The purpose of the TSI was to ensure that students who enroll in public colleges and universities possess the necessary academic skills to succeed. All undergraduate students who do not meet any of the acceptable exemptions from the TSI established by the Texas Higher Education Coordinating Board are required to take an assessment test prior to enrollment in college-level courses. Students may take the Texas Higher Education Assessment exam (THEA, formerly the TASP test), the ASSET or COMPASS exam, or the ACCUPLACER exam. Texas A&M students who do not meet the minimum standards for the TSI assessment test are required by Texas law to enroll in the appropriate developmental program (consisting of basic math, basic reading, and basic writing) as determined by the university.

While the institution has not fully achieved its specific goal of expanding the course offerings at the basic or introductory level, particularly in the area of mathematics, the institution has implemented several additional institutional programs and established many new major fields of study since the first-cycle report in an effort to help all students academically succeed at Texas A&M University. These programs include:

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The development of the Aggie Access Learning Communities program for academically at-risk students. (See narrative in response to operating principle 2.1, question number 1, above for more information on Aggie Access)

The expansion of the instruction provided by the Center for Academic Enhancement.

Succeeding in College (CAEN 101) - CAEN 101 is a 2 credit hour seminar course designed to introduce students to the resources, skills and strategies needed to succeed in college. The Center for Academic Enhancement has found that students who successfully complete this course are more likely to have an academically successful first year of enrollment than students who do not take the course.

Supplemental Instruction - The Center for Academic Enhancement provides a Supplemental Instruction (SI) program that is open to all students. This program helps students get the most from the time spent in the classroom. The SI program targets traditionally difficult core curriculum courses and provides regularly scheduled out-of-class study sessions. Undergraduate students who have taken the course in question, and have been trained in proactive learning and study strategies lead the SI sessions. Session leaders attend all course lectures, take notes and read the assigned materials. They serve as leaders for organized study groups outside of class, and they help students develop useful learning skills.

SI continues to earn high marks for academic success. SI participants earn course grades between one-half and one full letter grade higher than the average course grades of students not participating. For example, in the fall 2004 the average grade-point average (GPA) for students who did not participate in the SI program was 2.547, while students who attended 10 or more SI sessions in the same semester averaged a 2.874 GPA. Attending even a single SI session has the potential of raising a student's GPA from 2.57 to 2.672 with higher gains for additional sessions attended.

Participation in SI is free and voluntary and is open to all students in the course section. Student attendance in SI sessions remains strong. For example, in the fall 2004 semester, 6,828 students participated in SI, which represents 34 percent of the total student enrollment of 19,851 in course sections for which SI sessions were available. Since its beginning in 1992, the Supplemental Instruction program has grown rapidly. Supplemental Instruction began in the 1992-93 academic year and consisted of 10 SI leaders for eight courses. By the 1996-97 academic year, SI had expanded to 126 SI leaders for 60 courses. It reached a high during the 1998-99 academic year with 175 SI leaders for 89 courses. In the 2000-01 academic year, there were 155 SI leaders for 78 courses. The Center for Academic Enhancement currently employs on average 60 SI leaders per semester. A few examples of such courses include: Accounting 230, Biochemistry 410, Biology 113, Chemistry 101 and 227, English 221 and 228; and Management 105 and 211.

Independent Study Lab - The Center for Academic Enhancement (CAE) offers an Independent Study Lab (ISL) - in which students can obtain help to improve their math, writing and study skills, including preparation for a state-mandated examination required of all students.

The Center for Academic Enhancement administers this developmental program at Texas A&M University. This statewide mandated program helps students develop the academic skills they need to academically succeed. The developmental program includes advisory opportunities and academic support, as well as a testing component. The Independent Study Labs in Writing, Reading and Math help students prepare for the state-approved assessment tests.

c) The dates of the various actions are set forth in the narrative above

d) Lack of fulfillment of this recommendation does not impact the institution's conformity with operating principle 2.1.

II. Change measure of a student-athlete's progress

a) Propose to NCAA that the required progress toward degree be measured in credit hours rather than percent complete (e.g., 25% complete by end of second year, 50% complete by end of third year, etc.)

b) No actions taken by the Institution

c) No dates of action

d) It became clear shortly after the completion of the first-cycle of the self-study, that the degree percentage completion requirement is an integral component in the determination of continuing eligibility. It has become even more apparent in light of the NCAA's academic reform measures taken over the past few years that it is also a helpful tool in steering our student-athletes toward our ultimate goal of graduating them with a degree from Texas A&M University. Therefore, the university decided not to propose this plan for self-improvement to the NCAA and has since then designated the concept for such a change calculating progress toward degree measurements as being moot and nonapplicable.

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Lack of fulfillment of this recommendation does not impact the institution's conformity to the operating principles.

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

Increased Degree Offerings - Texas A&M University instituted numerous new major fields of study: B.A. in Geology, fall 1998 (College of Geosciences); B.B.A. in Information and Operations Management (Mays College of Business), Fall 1998; B.S. in Biology, fall 2000 (College of Science); B.A. in American Studies, fall 2001 (College of Liberal Arts); B.A. in Music, fall 2001 (College of Liberal Arts); B.A. and B.S. in Telecommunications Media Studies, fall 2002 (College of Liberal Arts); B.S. in Environmental Studies, fall 2002 (College of Geosciences and College of Agriculture); B.S. in Environmental Geosciences, fall 2002 (College of Geosciences); B.S. in Sports Management, fall 2004 (College of Education); and B.S. in Spatial Sciences, fall 2004 (College of Agriculture and College of Geosciences). In addition to the new majors available to students at Texas A&M University, there has also been a number of new degree plan option codes introduced to pre-existing majors available to students in the University: B.S. in Forest Resource Management, fall 2000 (College of Agriculture); B.S. in Interdisciplinary Studies - Human Resource Development & Technology Management options, fall 2002 (College of Education); B.S. in Wildlife and Fisheries Science - Wildlife/Fisheries Management, Aquaculture, Urban Wildlife and Fisheries, Fisheries Ecology and Management, Wildlife Ecology and Management, Conservation Biology and Biodiversity, Vertebrate Zoology, and Natural Resource Collection and Museums options, fall 2000 (College of Agriculture); B.E.D. in Environmental Design - Architectural Studies and Visual Studies options, fall 2002 (College of Architecture); B.S. in Geography - Geographic Information Science option, fall 2002 (College of Geosciences); B.S. in Engineering Technology - Manufacturing and Mechanical Engineering Technology option, fall 2003 (College of Engineering); and B.S. in Agricultural Economics - Finance and Real Estate, Food Market Systems, Policy and Economic Analysis, Rural Entrepreneurship options, fall 2004 (College of Agriculture). These additional fields of study and degree plan options are an expansion of the academic offerings made by the institution. These additional fields provide a broad range of academic opportunities for students to pursue new fields of study and help close the disparity in graduation rates.

Aggie Honor Code & The Honor Council - The Aggie Honor System Office was established to be the central office responsible for maintaining records of all honor code violation reports, overseeing the proceedings of the Honor Council, and handling all remediation efforts, for the Texas A&M Honor System. The foundation of the Aggie Honor Code is the statement, "An Aggie does not lie, cheat, or steal, or tolerate those who do." Effective for all students beginning with the fall 2004 semester, the Aggie Honor Code holds all of the university community responsible with upholding the basic ideals of honesty and integrity in an academic setting. The Honor Council was established to provide due process to alleged violators and to be an integral part in the enforcement of academic integrity ideals at Texas A&M University. The Honor Council is composed of three undergraduate students, two graduate students, and three faculty members from each college. Each member of the council serves two years unless the member resigns or is removed from the council. A student who is found guilty of academic dishonesty and in violation of the Aggie Honor Code will be subject to sanctions varying in seriousness. A student may be expelled, dismissed, or suspended from the university. The guilty student may also be assigned a grade of F*, grade reduction for the entire course, or a zero on an assignment by the instructor or the Honor Council to designate that the student was found to have violated the Aggie Honor Code and will then be placed on Honor Violation Probation. A student on Honor Violation Probation will be ineligible to hold office in any student organization, represent the university in any organized outside event (to include intercollegiate competition), receive a diploma, pre-register for classes, among other possible sanctions. The Honor Violation Probation remains in effect for a student until he/she has been found to have successfully completed the Academic Integrity Development Program. More detailed information about the Aggie Honor Code is found at <http://www.tamu.edu/aggiehonor/index.html>.

First Year Grade Exclusion - Effective spring 2005 all currently enrolled undergraduate students who had been fully admitted to Texas A&M University as a "first-time in college" student (in accordance with the Texas Higher Education Coordinating Board definition) were permitted to exclude up to three course grades (D's, F's, or Unsatisfactory only) earned during the first twelve months of their initial collegiate enrollment at Texas A&M University. Once elected by the student to be excluded, the grade(s) would be removed from the calculations of the student's cumulative GPR and undergraduate degree. However, once excluded a grade cannot be added back into a student's undergraduate degree or cumulative GPR. Courses that are excluded still count in the students attempted hours when determining eligibility for tuition rebates, excess credit hour calculations, and "three-peat" (or third repeat) calculations. It can also affect a student's classification, and the courses excluded continue to remain on a student's transcript with a note added that the course has been excluded from the student's cumulative GPR calculation. Courses where a student has been found guilty of academic dishonesty are not eligible for First Year Grade Exclusion.

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Flat-rate Tuition Policy - Beginning with the fall 2005 semester, Texas A&M University implemented a flat-rate tuition policy for all undergraduate students. All full-time undergraduate students who register for at least 12 semester credit hours in a fall or spring semester are charged a flat-tuition rate for designated tuition and most required fees based on a 15 semester credit hour course load. All students are encouraged to take at least 15 credit hours a semester in order to benefit the most from Texas A&M's flat-rate tuition policy. Students who take advantage of the flat-rate tuition policy will potentially graduate at a faster rate than in previous years.

120-hour degree plans - In the institution's first-cycle report, it was mentioned that a negative factor affecting Texas A&M University's graduation rate was that all degree plans required at least 128 semester credit hours. Since the completion of the first cycle self study, members of the Texas Legislature and the Texas Higher Education Coordinating Board have considered placing a limit for all degree plans at 120 hours for all state public institutions since before the first-cycle report submission. During the 2004-2005 academic year Texas A&M introduced its first 120-hour degree plan. Over the next year, multiple colleges and departments have been able to provide more opportunities for students to follow a 120-hour degree plan. For the 2005-2006 academic year, there were 13 major fields of study that had 120-hour degree plan requirements, and some of these 120-hour majors provide different options or specializations in those fields of study. The 120-hour degree plans are expected to have a positive effect on the university's graduation rates and allow more students to graduate within a reasonable amount of time.

Changes to Distinguished Student/Dean's Honor Roll and Latin Honors Graduation Requirements - In 2005 Texas A&M University revised the student rules that are used to determine whether a student should be designated as a Distinguished Student or placed on the Dean's Honor Roll for exemplary academic performance in a semester. The basic requirements are now that a student must complete 15 credit hours a semester and earn at least a 3.5 semester GPR to be designated as a Distinguished Student, or earn at least a 3.75 semester GPR to be on the Dean's Honor Roll. If a student uses first year grade exclusion to bring his/her GPR up to the requirements for one of the designations, he/she will still need to meet the hourly and additional grade requirements without counting the hours that have been excluded from the student's semester coursework in order to qualify. Also in 2005, Texas A&M University adjusted the total number of hours required in residence at Texas A&M University from 75 to 60 hours in order for a student to qualify to graduate with Latin Honors.

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

All prospective student-athletes are expected to follow the regular admission procedures for freshman and transfer applicants as published by the Office of Admissions unless there are otherwise noted exceptions that are specified within our Admission of Student-Athletes document. Annual proposed updates to the Admission of Student-Athletes document are reviewed by the various offices involved in the admissions process for student-athletes. Currently, proposed updates are initially suggested by the Office of Admissions and Records (through the assistant provost for enrollment and the athletic academic certification specialists) and sent to the associate athletic director for academic services, director of intercollegiate athletic compliance, senior associate athletic director for student development, and the associate provost for academic services for review. Once an acceptable draft has been approved by the aforementioned persons, the admissions draft is reviewed by the Athletic Council. Texas A&M University's President has final approval authority for the Admission of Student-Athletes document. The finalized document is then presented to the Academic Operations Committee Deans (AOC) to explain any new procedures and to address any concerns or questions relative to the changes.

Regardless of recruitment status, any prospective student-athlete is required to submit all normally required admission documentation. The Admissions of Student-Athletes document provides the University procedures relative to the admission of recruited (scholarship and non-scholarship) prospective student athletes. The document contains both exceptions and additional requirements for student-athletes to meet that regular freshman or transfer applicants to Texas A&M University would not necessarily have to meet for admission consideration.

Differences in the admissions process for prospective student-athletes and non-athletic applicants are:

Due to the time frames associated with the NCAA recruiting calendars and grant-in-aid signing dates, recruited prospective student-athletes are not held to the strict published admission deadline.

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Student-athletes are required to send official test scores from the testing agency to Texas A&M University or the NCAA Clearinghouse. Acceptable official test scores for general freshman applicants may come from the student's high school transcript (dependent upon meeting certain criteria) for admission purposes. This is a higher standard of documentation that we hold our student-athletes to than regular freshman applicants in order to ensure notification if a student's test score is officially cancelled for any reason (e.g., by student request due to illness, invalidation due to test fraudulence, etc.).

Student-athletes admitted under special provisions must be certified as final qualifiers for Division I intercollegiate athletic participation by the NCAA Initial Eligibility Clearinghouse in order to fulfill the condition on their admission and to represent Texas A&M University in intercollegiate competition.

First-time entering freshman and transfer student-athletes are required to meet NCAA Initial/Transfer Eligibility standards in order to be admitted whereas regular freshman applicants are not held to this standard as a condition for their admission.

General Freshman Admission Procedures and Guidelines - A freshman admission application for the 2006-2007 application year was deemed complete and ready for admission consideration when the Office of Admissions had on file a complete State of Texas Common Application, both required essay submissions, the required application fee (or acceptable documentation for an application waiver), an official high school transcript, official SAT or ACT scores, and any other documentation required of international and non-resident applicants as determined by the Office of Admissions and International Student Services.

The regular application deadline for freshman summer/fall applicants is typically February 1, and a deadline of October 15 for spring applicants. Admission determinations for applicants who complete their application by the regular application deadline are completed by the Office of Admissions and the Admissions Selection Board. For freshman applicants to Texas A&M University, there are two automatic admission qualification categories. All other applicants who do not qualify for automatic admission may still be considered for admission if they meet a set of minimum academic requirements to be reviewed by the Admissions Selection Board.

Top 10% Admission - Applicants qualify for automatic Top 10% admission if: (1) they attend a recognized public or private high school within the state of Texas, (2) rank in the top 10% of their graduating class, and (3) ensure all required credentials are received by the freshman closing date.

Academic Admission - Domestic applicants qualify for automatic academic admission if they: (1) are a graduate from a U.S. high school, (2) are ranked in the top quarter of their graduating class, (3) achieve a 1300 on the SAT I with at least a score of 600 or better on both the math and critical reading components or 30 on the ACT with a score of at least 27 in ACT Math and ACT English, (4) have successfully taken all minimum required college preparatory course work, and (5) ensure all required credentials are received by the freshman closing date.

Admission by Review - Applicants who do not qualify for automatic admission may be considered for admission by review from the selection board if: (1) they have successfully taken all minimum required preparatory course work (i.e., 4 years of college preparatory English; 3 years of mathematics [Algebra I & II, geometry, and at least half a credit of advanced math]; 3 years science [two must come from Biology I, chemistry, Physics I]; and 2 years [recommended] the same foreign language), (2) they present at least the minimum SAT I or ACT test score on their critical reading and math sections in accordance with their rank/quarter in their graduating class [1st quarter - 920 SAT/19 ACT; 2nd quarter - 1050 SAT/23 ACT; 3rd/4th quarter - 1180 SAT/26 ACT], and (3) they ensure all required credentials are received by the freshman closing date. Applicants who are admitted by review are admitted dependant on the number of admission spaces remaining after admission of the automatic admission categories are finalized, and most applicants who are admitted generally present college preparatory course work and test scores well beyond the minimum requirements. The Admission by Review process is a holistic process where admissibility is determined by the applicant's past academic performance, personal circumstances, the context in which his/her previous academic performance was achieved, personal talents, extra-curricular activities, review of essay submissions, letters of recommendation, and other milestones as determined by the Admissions Selection Board.

Admission decisions are made throughout the application period and announced as soon as possible. Applicants who complete their admission application prior to the early admission deadline (December 1st) will be given choice of major preference, and any applicant who does not meet either automatic admission category will be considered during the initial round of reviews. A limited number of applicants who do not meet all of the minimum admission review requirements may be selected for admission through a provisional program (i.e., the Gateway program) that requires successful completion of a summer school program. The factors that are considered for this program are the same as in the review process.

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General Transfer Admission Procedures and Guidelines - Transfer applicants are admitted to a specific major and are required to follow the curriculum of that major. A transfer admission application for the 2006-2007 academic year was deemed complete and ready for admission consideration once the Office of Admissions had on file a complete State of Texas Common Application, any submission of the recommended essay for transfer applicants, the required application fee (or acceptable documentation for an application waiver), all official transcripts (high school and college), and any other documentation required of international and non-resident applicants as determined by the Office of Admissions and International Student Services. To qualify for general TAMU transfer guidelines, applicants must have presented at least a 2.5 grade point ratio on at least 24 graded semester hours of transferable course work at the time of application. (Students with less than 24 graded transferable hours are automatically denied admission.) Transfer admission decisions are made by college and major and thus admission standards are not known until the review for admission occurs. Each college and major may have specific admission requirements above the general TAMU transfer admission requirements. General Studies is not an acceptable first choice major for a transfer application. For fall admission consideration, the general application deadline is typically March 15; spring admission deadline typically is the closing date for spring freshman admissions. Spring grades may be used in the fall admission decision if received by June 1, space permitting. Fall grades may not be used in the spring admission decision (Some colleges may or may not consider second-choice majors; therefore, interested applicants are strongly recommended to refer to the college specific information prior to application submission). Most transfer applications are subject to a very competitive review process by the college/major. Applicants are typically notified of an admission decision for fall entry by early May (late November for spring entry) and early July for applicants submitting spring grades for fall entry consideration.

Admissions Process for Prospective Student-Athletes - The process to admit recruited freshman and transfer prospective student-athletes merges both NCAA and Big 12 Conference initial eligibility requirements with the published admission requirements of Texas A&M University. Recruited prospective student-athletes are officially reviewed for admission to TAMU when their application file is complete they are certified as a qualifier by the NCAA Initial Eligibility Clearinghouse per NCAA Bylaw 14.3. Recruited student-athletes who have a complete admission application on file in the Office of Admissions prior to the completion of the regular admissions processing/review period will undergo the regular automatic admission/review consideration process in order to allow qualified student-athletes to be admitted to the university on their own academic merit. Nonqualifiers are not admissible under the student-athlete admissions process as freshman student-athletes nor may they participate in any NCAA sponsored athletics program at Texas A&M University should they be admitted on their own academic merit as a freshman. Transfer student-athletes who were nonqualifiers may be admitted and permitted to participate in any NCAA sponsored athletics program at Texas A&M University if the admission was processed in accordance with the Admission of Student-Athlete document and NCAA and Big 12 transfer eligibility requirements or if the transfer student was admitted on his/her own academic merit and meets the NCAA/Big 12 transfer eligibility guidelines.

For prospective, recruited student-athletes applying for entry during the 2005-2006 academic year, the following Admission of Student-Athlete document policies and procedures were applicable.

Recruited Student-Athlete Receiving Athletics Grant-in-Aid Policy:

In the case of a prospective new freshman student-athlete who will be a recipient of an athletics grant-in-aid and has not been admitted through the regular admission review process, he or she will be admitted by late athletic admission or special athletic admission provided he or she satisfies the initial eligibility guidelines set forth in NCAA Bylaw 14.3 (freshman academic requirements) and Big Twelve Conference rules. A prospective transfer student-athlete who will be a recipient of an athletics grant-in-aid will be admitted provided he or she satisfies the transfer eligibility guidelines set forth in NCAA Bylaw 14.5 (transfer academic eligibility requirements), Big Twelve Conference rules and Texas A&M University admissions standards as determined by the appropriate AOC dean/director.

In the case of the prospective transfer student-athlete who meets NCAA academic eligibility requirements but falls below regular Texas A&M University admission requirements, the assistant provost for enrollment requires that the associate A.D. for academic services provide a letter from the appropriate AOC dean/director stating that the prospective student has a reasonable chance for graduation within the remaining eligibility time requirement in his/her desired degree program. Approval by the AOC dean/director is to be presented through the athletic academic certification specialist to the assistant provost for enrollment for the admission decision. This exception will only be made for athletic grant-in-aid student-athletes.

Recruited Student-Athlete Not Receiving Athletics Grant-in-Aid Policy:

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A prospective new freshman or transfer student-athlete who will not be receiving an athletics grant-in aid may be considered for late athletic admission or special athletic admission provided they meet the following admission guidelines:

The coaches/athletic staff members responsible for recruiting the walk-on student-athlete must document that the student has the athletic skill necessary to be a viable team member.

The associate A.D. for academic services will submit an individual letter of support requesting admission consideration along with the letter submitted from the coach/athletic staff member to the athletic academic certification specialist.

Each student-athlete must satisfy NCAA initial eligibility certification guidelines for immediate eligibility, Big Twelve Conference rules, and in the case of the prospective transfer student-athlete, admissions standards as determined by the appropriate AOC dean/director.

In the case of the prospective freshman student-athlete who has previously been denied prior to notification of recruitment status, the associate A.D. for academic services will submit a letter of appeal along with a letter submitted from the coach/athletic staff member through the athletic director through the athletic academic certification specialist to the assistant provost for enrollment for an admission decision.

General policies applicable to both groups:

For purposes of admissions, a prospective student-athlete who is granted a waiver of initial eligibility requirements by the NCAA is treated in the same manner as other prospective student-athletes. At the time of admission, the Athletic Compliance Office reports to the Admissions Committee of the Athletic Council all admission waivers submitted to the NCAA, not for approval, but for the purpose of monitoring the academic success of student-athletes who receive waivers.

In the case of the prospective student-athlete who has previous collegiate attendance of four or more semesters and is required to meet NCAA percentage toward degree requirements, prior to admission, the AOC dean will be responsible for providing the athletic academic certification specialist with an unofficial degree plan verifying percent of degree completion and completed by the academic advisor in that prospective student-athlete's major prior to admission.

In the case of a previously enrolled student-athlete with eligibility remaining who has missed the deadline for readmission, it is the responsibility of the associate A.D. for academic services to provide a letter through the athletic academic certification specialist to the associate director of admissions. If the waiver of deadline is approved, the associate director of admissions is responsible for sending the application to the AOC dean/director of the student-athlete's desired college for a decision.

In the case of the international student-athlete, the associate A.D. for academic services or the coordinator of student-athlete services will notify the athletic academic certification specialist, in writing, of the intent to recruit and/or provide aid. This may be done in the form of a blue card, memo, or letter. The athletic academic certification specialist will provide this information to the director of athletic compliance via the bi-weekly athletic prospect report.

A prospective international student-athlete must score no less than 540 on the written TOEFL or a 207 on the computer based test to be considered for admission. Course load and placement of the student-athlete will be dependent on the results of the ELPE.

A prospective international student-athlete must have a complete admission/certification file no later than two months prior to the semester or term in which the student wishes to matriculate (i.e., November 1 for spring, April 1 for summer, and July 1 for fall).

International student-athletes who apply for admission after the deadline established above must be cleared through the athletic academic certification specialist. If it is determined that the student-athlete will be admitted with ample time to have his/her visa issued and all required conferences attended and testing completed, the admission process will be allowed to continue. If the athletic academic certification specialist does not clear the international student-athlete to continue the admission process, an appeal for late consideration may be filed on behalf of the student through the associate A.D. for academic services, through the athletic director, through the athletic academic certification specialist, to the assistant provost for enrollment.

Procedures for Admission of a Recruited Student-Athlete

1. A total of 120 admission spaces for the spring/summer/fall are held for the varsity athletic program.

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2. Each sport program completes a blue card for any recruited prospective student-athlete whom the coach anticipates will be joining the team. The blue card is signed by the coach/sport administrator and submitted to the coordinator for student-athlete services (CSAS). The CSAS reviews the data on the blue card for accuracy/completeness and sends a copy of the card to the athletic academic certification specialists (AACS) and the athletic academic supervisor (AAS) for that specific sport.

3. After receiving a copy of the blue card, an AACS codes the prospective student-athlete in the Institutional Student Information Management System (SIMS) as a recruited student-athlete and as an athletic exception. An AACS also creates an athletic note in the system stating that the student is recruited and that either confirmation of scholarship or letters of support from both the coach and the associate athletic director for academic services is needed for conditional admission consideration.

4. Following receipt of a signed National Letter of Intent, statement of financial aid, blue card, or letters of support, the coordinator of student-athlete services who is responsible for the awarding of athletically related financial aid, sends a list of signees to the director of athletic compliance, the associate A. D. for academic services, and the athletic academic certification specialist. This list is updated as new prospects are added to the list.

5. After receipt of the confirmation of scholarship or letters of support, an AACS creates an athletic note in the SIMS system noting receipt of the required item(s). An AACS also flags the prospective student-athlete in the student athlete management information system (SAMIS) as an IPEDS Graduation Rate Survey/NCAA Graduation Success Rate participant, if applicable.

6. If a newly recruited student-athlete has not applied using the regular admissions procedures, the coordinator of student-athlete services forwards an admission packet to the prospective student-athlete. The Office of Admissions and Records continues to provide a paper application since the web-based application is not available after the application closing date for the term of entry. The prospective student-athlete is directed to return the admission application to the coordinator of student-athlete services.

The admissions packet includes:

- * Introduction Letter
- * Undergraduate Application for Admission
- * Statement of Financial Aid/ The National Letter of Intent
- * Federal IPEDS TAMU Student-Athlete Graduation Rate Study Report
- * NCAA Division I APR & GSR Reports
- * Student-Athlete Preliminary Profile
- * Transcript Request Form

7. Once the student-athlete has submitted an application for admission, the associate director of admissions is responsible for notifying the applicant regarding the official academic documents and supporting materials that must be on file in order to complete the applicant's admission file.

8. A prospective student-athlete who submits an admission application after his or her high school graduation is required to submit a final transcript from the secondary school to both the NCAA Clearinghouse and Texas A&M for initial eligibility determination and to complete the admission application file with the Office of Admissions.

9. The coordinator of student-athlete services (CSAS) and an athletic academic certification specialist (AACS) collectively monitor the progress and completion of each prospective student-athlete's admission file and NCAA Clearinghouse paperwork. In this regard, the AACS prepares a Status of Admission Report to be forwarded to the coordinator of student-athlete services and the director of athletic compliance. The coordinator of student-athlete services utilizes the Status of Admission Report to compile the data into the Blue List Report that is sent to the respective head coaches, athletic academic supervisors, athletic director, the athletic academic certification specialists, and other appropriate athletic personnel. The Athletic Compliance Office is responsible for completing the Institution Request Lists for submission to the NCAA Clearinghouse for students who have previously been enrolled at Texas A&M who require initial academic eligibility certification by the NCAA Clearinghouse (students who become student-athletes subsequent to being admitted).

10. Once a prospective student-athlete's application file is complete and ready for an admission decision to be determined, the prospective student-athlete's application file is reviewed by the Admissions Selection Board for an admission decision based on their academic merit (if the application is received and deemed complete prior to the end of the regular admission processing period for that particular semester of entry). Or, the prospective student-athlete's application is reviewed by an athletic academic certification specialist to determine whether the student-athlete meets the requirements for late athletic admission or special athletic admission (if the application is received and/or completed after the end of the regular admission processing period for that particular semester of entry). A late athletic admit is a recruited prospective student-athlete who met the minimum published admission guidelines for admission into Texas A&M University but did not complete an admission application until after the regular

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admission processing period had passed for a specific term of entry. A special athletic admit is a prospective recruited student-athlete who does not meet the published minimum admission guidelines for admission into Texas A&M University but does meet the minimum requirements for athletic admission into TAMU in accordance with the university's Admission of Student-Athletes document. In order for a prospective freshman student-athlete to be considered for either late athletic admission or special athletic admission to Texas A&M, the test scores must meet minimum NCAA standards for initial eligibility. In addition, the prospective student-athlete's NCAA Initial Eligibility Certification Report on file with the Clearinghouse must reflect a core course record that places the prospective student-athlete within two core courses of that required for initial eligibility (i.e. 12 of 14 are needed) with a cumulative grade point average that, when combined with the lowest passing grade for the remaining units to be earned, would still permit the student-athlete to achieve qualifier status per NCAA Bylaw 14.3.

11. In order for a prospective transfer student-athlete to be considered for either late athletic admission or special athletic admission to Texas A&M, the AOC dean for the college and major must send approval for admission into his/her college/major to the assistant provost for enrollment or the athletic academic certification specialists so that the decision may then be forwarded to and processed in the Office of Admissions. The AOC dean's approval may be sent via letter/memorandum or electronic mail.

12. In the case of a student-athlete who is admitted by review or one of the automatic admission categories, the student-athlete is sent a letter containing the admission decision by the Office of Admissions during their regular letter mailing cycles.

13. In the case of a student-athlete who does not complete the admissions process prior to the end of the regular admission decision processing period, the athletic academic certification specialist notifies the associate director of admissions that either the late athletic admission or the special athletic admission criteria has been met. Once the individual is admitted, the associate director of admissions will notify the prospective student-athlete of the requirements which still need to be met for continued admission/enrollment.

14. A copy of the admission letter is forwarded to the associate A. D. for academic services. A student-athlete admitted in this manner will not be entitled to compete until final certification is received from the Initial Eligibility NCAA Clearinghouse. A student-athlete admitted in this manner will be permitted to practice according to the guidelines set forth in NCAA Bylaw 14.3.5.

15. A prospective student-athlete on athletic grant-in-aid who fails to be admitted ten working days prior to the first day of classes will be reviewed by the assistant provost for enrollment for a final admission decision. This exception is only allowed for athletic grant-in-aid student-athletes. All other prospective student-athletes must be admitted ten working days prior to the first day of classes with no exceptions.

16. A recruited student-athlete should not come to campus for enrollment (i.e., registration, dormitory move-in, etc.) until admitted to Texas A&M University.

17. The athletic academic certification specialists are the recipients of the final official certification document from the NCAA Clearinghouse.

18. A prospective student-athlete will not be admitted to the university under the student-athlete admissions process when any of the following apply:

Freshman -

His/her NCAA core-curriculum or cumulative core course GPA requirements are not met at the time of graduation from his/her secondary school (or any exceptions to this timeline) as allowed by the NCAA Initial Eligibility Clearinghouse.

The student-athlete's SAT/ACT score (as calculated by the NCAA Initial Eligibility Clearinghouse) used for determination of final qualifier status was not met after the final test period allowed by the NCAA Initial Eligibility Clearinghouse.

The student-athlete does not achieve secondary school graduation.

Transfer -

The recruited (but not on athletically granted aid) student-athlete does not meet the minimum general TAMU transfer guidelines.

The recruited student-athlete does not meet NCAA/Big 12 transfer guidelines (i.e., the 2-year or 4-2-4 transfer student failed to graduate from the 2-year institution with an associate degree, the 2-year or 4-2-4 transfer student athlete does not achieve a final 2.0 NCAA transfer GPA from the 2-year institution, etc.).

The recruited student-athlete is not accepted by the AOC dean of their first or second-choice major.

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

Part I-A - Standardized test Scores, by Gender
See Gender Chart

The scores and student numbers provided for the all male and female students portions of the table consist of a cross-section of the total Texas A&M University freshmen for those reported years. The students included in the numbers submitted SAT scores for admission consideration. As Texas A&M University accepts both SAT I and ACT test scores for admission consideration, there was a smaller number of students who submitted ACT scores in lieu of SAT I scores or scores for both types of standardized test instead of just one set of scores. Those ACT scores were not converted from the ACT scores to the SAT I scores for inclusion in this table in part because as previously mentioned, some students submitted both ACT and SAT I scores, which would have then provided multiple test scores for some students. Thus, it would not have been based on the exact number of freshmen entering Texas A&M University for those academic years.

As evidenced from the table, the average scores by gender for incoming freshman student-athletes are typically lower than the general incoming freshman student populations by gender. There does, however, seem to be a similar trend in both the general freshman population's average scores and the scores for student-athletes. In the 2003-2004 year, the scores for both gender groups were mostly at their highest for the three year period. Each gender group saw a decline in average scores in the 2004-2005 academic year, but each gender group at the very least saw a slight raise in their average score for the 2005-2006 academic year. In particular, the male student-athletes' average score actually improved above their 2003-2004 and 2004-2005 academic years' average scores, which seems to signal an improvement in the academic preparedness from past years in our incoming male student-athletes.

Part I-B - Standardized test Scores, by Racial or Ethnic Group
See Ethnic Chart

As with the table in Part I-A, the scores and number of students provided for this table consist of a cross-section of the number of Texas A&M University freshmen for those reported years. The students included in the numbers submitted SAT scores for admission consideration, and it does not include any converted ACT scores for students who submitted ACT scores to Texas A&M University.

Again, the average scores for most of the ethnic student-athlete groups do tend to be lower than the general freshman student ethnic group average scores. It is also evident that, as with the previous table, most of general freshman student ethnic groups experience similar trends in the fluctuation of test scores from one year to the next. The American Indian/American Native, Asian/Pacific Islander, African-American, and Other ethnic groups all have their highest average test scores in the 2003-2004 academic years. These ethnic groups then see a decline in the average test scores for the next academic year (2004-2005) before seeing the average test score rebound to an average test score that, for all but one of the groups, is within 10 points of the 2003-2004 average score. The Hispanic ethnic group sees a somewhat similar trend over the three year period. While the four other ethnic groups' 2005-2006 average test scores come close to reaching the same average score achieved in the 2003-2004 academic year, they do not fully reach the same average score. However, the Hispanic ethnic group's average score trend differs from the others in that the 2005-2006 average test score exceeds the 2003-2004 average test score by 7 points. The White ethnic group has a steady average test score for both the 2003-2004 and 2004-2005 academic years then experiences a rise in the average test scores that is 25 points higher than the previous two years.

The average scores for student-athlete ethnic groups on the whole have begun to improve over the past three years. The African-American and Hispanic ethnic groups have seen very similar trends in their average test scores to that of the general freshman Hispanic ethnic group. Both ethnic groups saw a decline in test scores from the 2003-2004 academic year to the 2004-2005 academic year. However, the 2005-2006 academic year average scores for both show an increase over their 2003-2004 average test scores of 15 points. The White student-athlete ethnic group sees a decline in average test scores from the 2003-2004 academic year to the 2004-2005 academic

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year. This ethnic group of student-athletes then experience a rise in average test scores in the 2005-2006 academic year from the previous year's data; however, the 2005-2006 average test score does not quite exceed the 2003-2004 academic year's average score.

One notable exception to the differences between the general freshman ethnic groups' average scores and the student-athlete ethnic groups' average test scores is seen in the Hispanic ethnic groups. Both groups saw an increase in overall average test scores in 2005-2006. However, it is also important to mention in 2 out of the three years reported, the Hispanic student-athlete ethnic group was within 20-30 points of the average test scores for the general freshman student ethnic groups. A trend in the average test scores for both the general freshman African-American ethnic group and student-athlete African-American ethnic group is that they both present the lowest average test scores each year. The African-American student-athletes present a significantly lower average score than any other ethnic group. However, another trend found for both sets of African-American ethnic groups is that their overall average scores are gradually rising to be more closely in line with the other ethnic groups' average test scores.

Part II - GPA and Test Scores, by Sport Group
See Sport Chart

On average, the Women's Other Sports group has the highest average SAT score and core course GPA. The Women's Basketball group on average presents the lowest average SAT scores. The Football group typically has the lowest Core Course GPA on average and the second lowest average SAT score.

During the past 3-year period, the football team's average SAT scores have dropped 47 points overall. Football as a sport had its highest average SAT score for the 2003-2004 year. The next year, the average SAT score for the sport declined to its lowest point in three years, and then the average SAT score raised for the 2005-2006 academic year. Even though football as a sport presents on average the lowest core course GPA, the average core course GPA seems to be increasing. Baseball, as a sport, has steadily increased its average SAT score over the past three years; however, the average core course GPA has fluctuated in the past three years with the 2003-2004 academic year's being the highest average core course GPA. Men's basketball presents both the third lowest average core course GPA and average SAT test score but has promisingly increased their average SAT scores and average core course GPA over the past three years.

Even with women's basketball presenting the lowest average SAT test scores across the sports, women's sports in general have presented higher average SAT test scores and average core course GPA's than men's sports teams over the past three years.

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

As previously discussed in the response to question four, the general freshman admission categories do allow for a number of "other," or "special admission" spaces as well as a number of athletic admission spaces for student-athletes who do meet the relevant NCAA and Big 12 initial/transfer legislation but would also fall into the athletic admission sub-category of special athletic admits.

Texas A&M University has developed two special admission programs that are available to freshman applicants. The Gateway Program is for students who are selected for provisional admission to Texas A&M University based on specific criteria that indicates potential academic success. These students typically present a strong application in areas of extracurricular activities, community service, awards, extraordinary achievement, and/or their written essays. However, these students may have a lower than average standardized test score and/or high school ranking for either early admission or review admission categories. Applicants are not automatically considered for the Gateway Program. They indicate their interest in the program, and even then, demonstrated interest in the program is not a guarantee that a student will be accepted into the program. The applicants who are offered the opportunity to participate in this program are selected in conjunction with the final review process. This program is administered by the Department of General Academic Programs and Dr. Kriss Boyd, director of General Academic Programs, is consulted in a second level review process during the selection of program participants. Applicants who are admitted to this program must attend both summer sessions prior to their initial, full-time semester at Texas A&M University and complete at least 3 assigned academically concentrated courses with at least a 2.0 course average and no course failures for continued enrollment at Texas A&M. Students must also pass an Applications of Learning

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Theory course. Finally, they must also be in good academic and disciplinary standing by the end of the summer sessions with at least a 2.0 cumulative grade point ratio in order to gain full admission as a freshman for the subsequent fall semester. According to information obtained by the General Academic Programs Office, participants in the Gateway Program have a success rate range between 75-80%, and the students who attend at least one semester beyond the initial summer sessions have comparable graduation rates to regularly admitted freshmen.

Another program that allows freshman applicants to qualify for a special admissions opportunity is the Blinn TEAM Program. The Blinn TEAM Program is a collaborative effort between Blinn College and Texas A&M University that allows its group of freshman students the opportunity to co-enroll at both institutions for a combined full-time course load during their first two years of collegiate enrollment. Participants who complete the program will have taken anywhere from 3 to 5 credit hours a semester at the main Texas A&M University campus (the remainder of the hours being taken at Blinn College). They will earn at least 45 hours at Blinn with a 3.0 grade point ratio and at least 15 hours at Texas A&M. Students who meet these requirements are allowed to enroll full-time at the Texas A&M Main Campus without having to submit another application to transfer into the University. Students who are offered the opportunity to participate in the Blinn TEAM program are selected on criteria that indicate a potential for academic success. Some meet all requirements except for our coursework minimums. The subjective information provided in their applications is typically not as strong as those candidates selected for review admission. This program is also administered by the Department of General Academic Programs, and Dr. Kriss Boyd is consulted in a second-level review process during the selection of program participants.

Over the years, Texas A&M University has remained committed to offering access to higher education. This commitment is deeply rooted in the university's Land Grant legacy and overall mission. Both programs mentioned above are only part of the continuing efforts of the university that allow Texas A&M to provide a level of broader access to Texans and to provide special academic support for our students as they adjust to collegiate life.

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

The percentages on the table for "All Freshman Students" do include the number of student athletes on athletics aid that were admitted under the special athletic admission sub-category. While only about 8-9% of each entire incoming freshman cohort over this three year period was admitted through special exception programs, student-athletes admitted through special athletic admissions were anywhere from 51-56% of the incoming freshman cohort of student-athletes awarded athletic aid for the same periods. However student-athlete special athletic admissions for those years consisted of only about 10-12% of the total special exception admits to TAMU and have been less than 1% of the entire entering freshman cohorts for each of the three years.

Through a survey of the published general and automatic admission requirements of the Big 12 Conference Schools and three peer institutions, we have found that Texas A&M University's minimum admission requirements (i.e., required test scores and required college preparatory coursework) are more stringent than a majority of the schools in the Big 12 Conference and some of the university's peer institutions. For example, out of the 15 other institutions compared 12 institutions had lower minimum math coursework requirements than Texas A&M and 6 institutions had lower minimum science coursework requirements than Texas A&M's minimum admission requirements. Most of the other general minimum course requirements necessary for admission consideration did not present as much of a significant difference in the admission coursework requirements from institution to institution. Differences in minimum test score requirements from institution to institution were vast in some instances. Some universities do not have a minimum test score admission requirement whereas other universities (similar to TAMU) do have minimum test score requirements for admission. And even within those universities that do have a minimum test scores admission requirement, there was no true uniformity between the various institutions regarding minimum test scores. Some institutions had lower minimum test scores than others that were surveyed. We also found that only five of the institutions surveyed in addition to TAMU, had any automatic admission requirements. These requirements varied from state mandated admission requirements (e.g., Texas Top 10% automatic admission requirements) to institutionally devised automatic admission requirements.

Out of our student-athletes admitted under our special admission provisions for the academic years 2003-2004 through 2005-2006, anywhere from 75% to 86% of our incoming student-athlete cohorts did not meet Texas A&M's

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minimum admission requirements due to missing the = credit of advanced Mathematics or 3rd year of Science in high school. If these same student-athletes would have been recruited by any of the institutions that we surveyed, around 95-100% of those students would have met minimum coursework admission requirements at least 12 of these other institutions as they were only missing the = credit of advanced Mathematics. Another 7-12% of the student-athletes admitted to TAMU in those same academic years would have met the minimum coursework admission requirements for at least 6 of the institutions, since they were missing not only the = credit of advanced Mathematics but the third year of Science our institution requires for admission consideration. For those three academic years, Texas A&M University admitted anywhere from 4-20% of student-athletes through special admission provisions that would not have met admission coursework requirements neither at TAMU nor many of the other institutions surveyed. Through our survey of institutions, we also did find a few students who were admitted to Texas A&M University through special admission provisions (as they did not meet all of our minimum admission requirements) that would have been automatically admissible at a few of the other institutions surveyed.

With the introduction of the Texas Top 10% law, or 51.803 of the Texas Education Code, all Texas public institutions are statutorily required to automatically admit any student graduating in the Top 10% of their class from a recognized public or private Texas high school, the make-up of the university's incoming freshman cohorts has changed. Over the past seven years, 48-55% of the incoming freshman class each year has consisted of Top 10% automatic admits. This has significantly affected the competitiveness of the university's admission process due to a more limited number of admission spaces that can be filled by review admits and special admits. In the most recent years, our NCAA intercollegiate athletics program has also seen a major increase in the total number student-athletes participating in the myriad of NCAA sports teams that the university sponsors. With the addition of these sports, we have also seen a slight increase in the percentage of special athletic admits. Another potential factor that may affect Texas A&M university's student-athlete admission profile in the immediate past and future cohorts is the recent academic reforms that have adjusted the requirements for the determination of qualifier status of prospective student-athletes. A recently proposed joint project between the Office of Admission & Records and the Center for Student-Athlete Services is that we plan to monitor the incoming student-athletes over the next few academic years and compare their admission profiles to those students who were admitted just prior to the NCAA academic reforms. We also plan to look at these student-athlete cohorts' academic retention rates and graduation rates to determine whether any changes in the student-athlete admissions profiles (positive and negative) due to the academic reforms will have any affects on the graduation rates of our grant-in-aid student-athlete cohorts.

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

Staff titles and associated staff member referenced in this section

Athletic Academic Certification Specialists - Stephanie Matlock and Patricia Holman

Coordinator of Student-Athlete Services - Mona Osborne

Associate Athletic Director for Academic Services - Steve McDonnell

Director of Intercollegiate Athletic Compliance - David Batson

Faculty Athletics Representative - Dr. Tom Adair

Athletic Compliance Monitoring Coordinator - Susan Tatum

Athletic Financial Aid Coordinator - Linda Perrone

Registrar - Don Carter

Associate Provost for Undergraduate Programs - Dr. Mark Weichold

Athletic Director - Bill Byrne

Athletic Compliance Administrative Assistant - Matthew Callaway

Athletic Academic Supervisors - Sherrice King, Tami Hawkins, Rodney Paris, Katharine Mabray, Megan Watson, Rodney Lackey, and Troy Kema

* Each sport program completes a blue card for any recruited prospective student-athlete whom the coach anticipates will be joining the team. The blue card is signed by the coach/sport administrator and submitted to the Coordinator for Student-Athlete Services (CSAS). The CSAS reviews the data on the blue card for accuracy/completeness and sends a copy of the card to the athletic academic certification specialists (AACS) and the athletic academic supervisor (AAS) for that specific sport.

* The CSAS and an AACS will collectively monitor the progress and completion of each prospective student-athlete's admission file and NCAA Clearinghouse paperwork. The Coordinator of Student-Athlete Services is responsible for completing the Institution Request Lists for submission to the NCAA Clearinghouse for first-time freshmen and incoming transfer student-athletes requiring initial academic eligibility certification by the NCAA

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Clearinghouse. The Athletic Compliance Office is responsible for completing the Institution Request Lists for submission to the NCAA Clearinghouse for students who have previously been enrolled at Texas A&M who require initial academic eligibility certification by the NCAA Clearinghouse (students who become student-athletes subsequent to being admitted).

* An athletic academic certification specialist determines a prospective student-athlete's preliminary initial/transfer eligibility dependent on NCAA, Big 12, and institutional rules prior to his/her admission to ascertain if the student meets the requirements for admissibility. An athletic academic certification specialists may also complete a preliminary transfer credit evaluation prior to receipt of a blue card if the coach for a particular sport initiates the process by submitting the correct form and documents to an athletic academic certification specialist through the associate athletic director for academic services. An athletic academic certification specialists will complete the preliminary transfer evaluation by determining an unofficial, preliminary forecast of transferable coursework from the student's other institutions. Also determined during this type of preliminary evaluation is whether the student-athlete currently meets NCAA/Big 12 Conference transfer regulations and what the student-athlete will be required to accomplish before being able to meet NCAA/Big 12 Conference transfer guidelines. If the student-athlete does not meet TAMU minimum transfer requirements, an athletic academic certification specialist will also calculate the student-athlete's current NCAA transfer GPA in order to determine whether the student-athlete would be able to attempt admission to TAMU in accordance to the guidelines in the Admission of Student-Athletes document for scholarship transfer recruits. If a major is provided by the coach/prospective student-athlete, an unofficial audit of degree completion percentage for the major at Texas A&M will be completed as well.

* If a prospective student-athlete fails to meet the preliminary initial/transfer eligibility check on requirements, an AACCS will notify the CSAS, director of intercollegiate compliance, associate A.D. for academic services, and/or the appropriate athletic academic supervisor of the results from the preliminary determination. Additionally, if a prospective student-athlete's documentation and/or test scores are determined by an AACCS to be questionably authentic, the AACCS immediately contacts the director of intercollegiate athletic compliance and the faculty athletics representative in order to begin an official questioning of the documentation. In the case of a questionable standardized test score, TAMU will follow the procedures for test score validation set forth in the Admission of Student-Athletes Document.

* When an athletic academic certification cannot be determined and it is necessary to submit copies of a prospective student-athlete's official academic records to the NCAA Academics/Eligibility Compliance Cabinet or to the NCAA Clearinghouse for review, it is the responsibility of the director of compliance or the athletic academic certification specialist to initiate this process. The director of compliance will notify the associate A. D. for academic services, the faculty athletic representative, the appropriate athletic academic supervisor, an athletic academic certification specialist, and the associate provost for Undergraduate Programs upon receiving an outcome from the NCAA.

* An athletic academic certification specialist is the recipient of the final official certification document from the NCAA Clearinghouse.

* An athletic academic certification specialist will continue to monitor an incoming student-athlete's NCAA initial/transfer eligibility status prior to and after a student-athlete has been admitted to Texas A&M University. As a condition of a recruited student-athlete's admission to Texas A&M University, he or she must meet the required NCAA/Big 12 Conference initial or transfer eligibility rules.

* Once a student-athlete's admission/certification file is complete and prepared for the final eligibility evaluation, an athletic academic certification specialist will ultimately determine and enter the final initial/transfer eligibility decision into the appropriate area within the Student-Athlete Management Information System and will report the final determination on the Big 12 Eligibility Reports, to the Athletic Compliance Office, and to the Center for Student-Athlete Academic Services.

* The athletic compliance monitoring coordinator provides a list of first dates of competition/travel for each team no later than two weeks prior to the date of the first scheduled competition to the athletic academic certification specialists, the associate athletic director for academic services, the coordinator for student-athlete services/SWA, and the athletic financial aid coordinator.

* An athletic academic certification specialist certifies each team in the order that they will compete/travel. The athletic academic certification specialists, the associate athletic director for academic services, the athletic academic counselors, and the athletic compliance staff work closely together to facilitate certification of student-athletes.

* The athletic academic certification specialists certify eligibility using information provided by the NCAA Initial-

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Eligibility Clearinghouse, the Texas A&M University Student Information Management System (SIMS) and the Student-Athlete Information Management System (SAMIS) screens, and the Office of Athletic Compliance.

* An athletic academic certification specialists complete the standardized Big 12 Conference Eligibility Report (the Report) indicating each student-athlete's eligibility status for competition. Once completed, the Report is signed by the 'Institutional Certification Officer' (the athletic academic certification specialist) who then obtains the signature of the registrar (or his designee) certifying that the information contained on the report is accurate and, unless noted otherwise, the student-athletes are eligible under NCAA and Big 12 Conference legislation.

* An athletic academic certification specialist submits the Report to the faculty athletics representative (FAR). The FAR signs the Report affirming that the process for certifying eligibility has been reviewed and approved. In the FAR's absence, the Report is forwarded to the Big 12 Conference Office without the FAR's signature along with an explanation of why the FAR is not available for signature. Upon the return of the FAR, the athletic compliance administrative assistant will submit the Report to the FAR for signature and then resubmit the Report to the Big 12 Conference Office.

* An athletic academic certification specialist submits the report to the associate athletic director for academic services for review and signature. The associate athletic director for academic services signs the Report affirming that the information is correct. In the associate athletic director for academic services' absence, the Report may be signed by the assistant athletic director for academics or the athletic academic supervisor for the sport.

* The Report is forwarded from the associate athletic director for academic services to the Athletic Compliance Office for review. The athletic compliance administrative assistant and/or monitoring coordinator reviews the Report and notifies the head coach that the Report along with the NCAA Student-Athlete Affirmation of Eligibility is ready for the head coach's signature.

* The Report is submitted by the athletic compliance administrative assistant to the athletic director for his signature. In the absence of the athletic director, the Report is forwarded to the Big 12 Conference Office without the athletic director's signature along with an explanation of why the athletic director is not available for signature. Upon the return of the athletic director, the athletic compliance administrative assistant will submit the eligibility report to the athletic director for his signature and will then resubmit the Report to the Big 12 Conference Office.

* The athletic compliance administrative assistant submits the Report to the Big 12 Conference Office by facsimile and/or by mail and provides copies of the report to the head coach of the applicable sport, the FAR, the athletic academic certification specialists, the associate athletic director for academic services, and the athletic academic supervisor for the sport. A copy is also filed in the Athletic Compliance Office.

9. List the step-by-step sequence of actions taken by particular individuals on your institution's campus to certify student-athletes' continuing eligibility. Identify by name and title the individual(s) with final authority for certifying continuing eligibility. Provide names (including titles) of who has ultimate responsibility in determining student-athlete's continuing eligibility.

Staff titles and associated staff member referenced in this section

Athletic Academic Certification Specialists - Stephanie Matlock and Patricia Holman

Coordinator of Student-Athlete Services - Mona Osborne

Associate Athletic Director for Academic Services - Steve McDonnell

Director of Intercollegiate Athletic Compliance - David Batson

Faculty Athletics Representative - Dr. Tom Adair

AOC Dean - Dr. Karen Kubena (College of Agriculture), Professor Leslie Feigenbaum (College of Architecture), Mr. Peter Drysdale (Mays Business School), Dr. James Kracht (College of Education and Human Development), Dr. Jo Howze (Dwight Look College of Engineering), Dr. Kriss Boyd (Department of General Academic Programs), Dr. Vatche Tchakerian (College of Geosciences), Dr. Don Curtis (College of Liberal Arts), Dr. Tim Scott (College of Science), Dr. Skip Landis (College of Veterinary Medicine)

Director for Students with Disabilities - Anne Reber

Director for the English Language Institute - Dr. Kathleen Clark

Athletic Academic Supervisor - Sherrice King, Tami Hawkins, Rodney Paris, Katharine Mabray, Megan Watson, Rodney Lackey, and Troy Kema

Early August of each year, the coordinator for student-athlete services sends copies of the team rosters for the upcoming academic year to the athletic academic certification specialists and the Athletic Compliance Office.

Academic Integrity

The athletic academic certification specialists build the team rosters in the Student Athlete Management Information System (SAMIS) system from the initial rosters sent by the coordinator for student-athlete services and updated late additions and deletions sent by the Athletic Compliance Office.

Prior to enrollment, the athletic academic certification specialists ensure that each incoming student-athlete is correctly coded in SAMIS. One of the most important aspects of the student-athlete coding for continuing eligibility monitoring purposes is the entry of the institutional first term, initial eligibility term, and final eligibility data. The information entered directly into the Initial Eligibility Term field influences the set of continuing eligibility rules that SAMIS assigns to a particular student-athlete for the auditing of progress toward degree and other academic measurements used to determine eligibility. SAMIS has been programmed to recognize whether a student-athlete should be audited under the pre- or post-fall 2003 initial enrollment continuing eligibility rules in accordance with NCAA bylaw 14.4. Data entered into the Initial Eligibility Term and the Final Eligibility Term are used to calculate the total number of semesters attended so that a student-athlete is audited for correct required degree completion and GPA percentages as a student progresses through his/her academic career. Another extremely important part of the student-athlete coding process occurs on screen 119 of the Student Information Management System (SIMS) and screen 521 of SAMIS. On these screens, the athletic academic certification specialists make certain that each team member is coded for all of his/her sports on screen 119 and then later flagged as "Active" on screen 521 for each sport that he/she competes in for a specific term of enrollment.

Certification of Good Academic Standing - The athletic academic certification specialists check SIMS screen 206 and SAMIS screen 540 to make certain that each team member is admitted as a degree-seeking student (i.e., in an undergraduate program of study, or in a second baccalaureate, graduate, professional school degree program). The final authority for determining good academic standing for any student (including student-athletes) is designated to the AOC dean of the student's academic college or program of study. If any student is allowed by his/her dean and/or department to continue enrollment, the student is therefore considered to be in general satisfactory academic standing at Texas A&M University.

Certification of Full-Time Enrollment - During the certification process of continuing eligibility, the athletic academic certification specialists verify on screen 541 that all team members are enrolled in a full-time course load. SAMIS screen 542 is checked twice per day (morning and late afternoon) by the athletic compliance administrative assistant to ensure that no student-athlete practices or competes after dropping below a full-time 12-hour course load without prior approval via NCAA waiver or exception. The Athletic Compliance Office is responsible for notifying the coach and appropriate athletic staff members when a student-athlete drops below full-time status or withdraws from the University.

STUDENT-ATHLETE WITH DISABILITY

* For a student-athlete to be certified of full-time enrollment for a course load less than 12 undergraduate hours in a term due to a learning disability, the student-athlete must submit appropriate medical records verifying the disability to the director for students with disabilities in the Disability Services Office and to the director of intercollegiate athletic compliance in the Athletic Compliance Office.

* The director of services for students with disabilities notifies the Texas A&M University Records Office by memorandum when a student meets the university established "Procedures for Certification of Full-Time Enrollment for Students with Disabilities."

* Assigned staff persons in the Records Office code the student as full-time on SIMS screen 140 and enter the hours certified for full-time enrollment by the coordinator of services for students with disabilities.

* The director of intercollegiate athletic compliance is responsible for filing a waiver request on behalf of the student-athlete with the appropriate NCAA Academics/Eligibility/Compliance Cabinet Subcommittee.

* The director of intercollegiate athletic compliance is responsible for notifying the athletic academic certification specialists when a waiver has been approved/denied by the NCAA Cabinet Subcommittee.

STUDENT-ATHLETE IN HIS/HER FINAL TERM

* For a graduating senior to be certified full-time in his/her final semester of enrollment, the athletic academic certification specialists verify on SIMS screens 117, 409, and 431 that the student-athlete has applied for graduation and had the graduation fee assessed/paid on the current semester billing statement.

* The athletic academic certification specialists also verify on SAMIS screen 530 that the student-athlete is currently enrolled in the final remaining hours needed to fulfill the degree requirements and that any substitutions needed to complete degree requirements have been sent by the college and received by the Degree Audit Office in the Registrar's Office.

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* If a student-athlete is enrolled in a course at another institution during his/her final semester, the athletic academic certification specialists confirm that the student-athlete has turned in acceptable proof of enrollment to the Degree Audit Office, that the particular course will transfer in as acceptable course credit at Texas A&M University, and that with the transfer credit the student is then enrolled in the final hours remaining for that final semester. Prior to each competition date for that semester, the student-athlete is required to submit evidence of continued enrollment in the course being taken elsewhere to the Athletic Compliance Office.

INTERNATIONAL STUDENT-ATHLETE

* If an international student-athlete IS enrolled in institutionally required English Language Institute (ELI) courses along with his/her regular Texas A&M courses, the athletic academic certification specialists verify with the coordinator of the English Language Institute that the student-athlete will be placed in a full-time enrollment status when combining the hours for a student's resident credit course work and ELI courses.

Certification of NCAA Progress Toward Degree Requirements - The athletic academic certification specialists at the beginning of each semester submit the schedule of classes for each student-athlete currently enrolled in a college to each AOC dean and asks that they verify that the major code, degree type and catalog assignment, degree plan option code, minor fields of study, and/or second-teaching field (where applicable) are correctly entered for those students in SIMS. They are also requested to confirm that the courses that each of the student-athletes are enrolled in for that particular semester follow the appropriate curriculum indicated. The athletic academic certification specialists also ask that the AOC dean initiate the process for submitting course substitutions to the Degree Audit Office for course work appearing as non-applicable in a student-athlete's degree audit but would be considered to be degree applicable by the AOC Dean.

* After mid-term grades are entered in SIMS, the associate athletic director for academic services will send a list of current student-athletes and the number of non-applicable hours for the current semester, as figured by the Center for Student-Athlete Services staff, to the athletic academic certification specialists for them to perform a preliminary verification of the non-applicable coursework. After completion the athletic academic certification specialists return the list and pertinent information to the associate athletic director for academic services for distribution to the athletic academic supervisors.

* The athletic academic supervisors are at that time responsible for speaking with student-athletes regarding any non-degree applicable coursework for the semester and direct the student-athletes to their academic advisors in their college/department to initiate the substitution process (if it has not already been started prior to this point).

* In the case of a student-athlete who is enrolled in either the General Studies program (GEST), Agriculture and Life Sciences general program (AGLS), or the college of Business Administration program (BUAD) and is in his/her first two years of collegiate enrollment, he/she will be audited for progress toward degree completion in accordance with NCAA Bylaw 14.4.3.1.5(a), as these programs are not specific baccalaureate degree programs.

* When a student-athlete who is enrolled in one of the GEST/AGLS/BUAD programs or in a major that requires application/specific earned course credits in order to move from a lower level designation to an upper level designation and has completed his/her fourth full-time semester of collegiate enrollment, the athletic academic supervisor is responsible for reviewing SAMIS screens 540/550 and for notifying the student-athlete that an official change of curriculum must be initiated. If the student-athlete does not have the required foundational courses, grade point average, etc., needed to officially complete a change of curriculum in SIMS, the student is responsible for submitting a Designation of Major form to the appropriate AOC dean in the student-athlete's intended major. The AOC dean, the student-athlete, and athletic academic supervisor must all sign the form acknowledging that the student-athlete will be completing coursework that will follow the specific curriculum for the degree program listed on the form.

* After the AOC dean has signed the Designation of Major form, it is to be returned by the dean to the athletic academic certification specialists in the Office of the Registrar. The athletic academic certification specialists then enters the degree plan information listed on the form onto SAMIS screen 520 and create an athletic note on screen 010 to notate the receipt of the form and degree plan that the student-athlete is now expected to follow. Certification of progress toward degree completion is determined on the basis of the designated major until the student-athlete completes a change of curriculum or another signed Designation of Major form is submitted for the student-athlete to the athletic academic certification specialists.

* On the Graduation/Final Grades SIMS Production Calendar for the Office of the Registrar, the athletic academic certification specialists request that copies of an unofficial transcript and final degree audit be printed for each active student-athlete once final grades have been posted at the end of the semester.

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* The athletic academic certification specialists then begin the audit process for each student-athlete's academic progress toward degree completion to determine his/her next semester's eligibility. The athletic academic certification specialists use the F7 function key to initiate an online degree audit for the student-athlete on SAMIS screen 540. The SAMIS system will audit the academic record of the student-athlete under his/her current degree program and update the "Required HRS," "HRS Completed For Degree," and "N/A Hours Completed" fields on screen 540. The audit date is at that point updated and displayed on both screens 540 and 550.

* The athletic academic certification specialists review the student-athlete's degree audit for any coursework that has been placed in the non-applicable area in a student's degree plan and then check SAMIS screen 551 to ensure that the number of hours reported as complete on the screen and in SIMS are in agreement. Adjustments are made to the table on screen 551 according to NCAA progress toward degree requirements. (SAMIS screen 551's tables are programmed to display in one of two possible formats that are determined by the entry that was put into the Initial Eligibility term field for that particular student-athlete. This allows the student's table to calculate the correct progress toward degree/satisfactory progress results in accordance with the continuing eligibility rules that he/she is to follow.)

a) The hours earned in coursework not applicable to the student-athlete's degree plan (including situations when coursework that requires a C or higher grade attainment for the specific degree plan and the student did not meet that grade standard) are subtracted from the total hours earned by the student-athlete in that term of enrollment. Coursework considered to be a prerequisite for a course required in a student's degree program is not subtracted from the total hours earned per NCAA guidelines.

b) Repeated coursework is reviewed, and if the course has previously been counted for NCAA progress toward degree purposes, the latest course completed is coded on the table as a repeated (R) course, and the hours are subtracted from the total hours earned for that semester (and in the total hours earned column if applicable).

c) Non-credit/remedial coursework credits earned by a student-athlete are calculated into the hours earned for that term in accordance with current NCAA guidelines. Coursework earned by the student-athlete that fails to meet the current NCAA guidelines for noncredit/remedial coursework is subtracted from the earned hours for the applicable term.

d) Coursework satisfactorily completed at another institution during an interim period or summer school and later transferred into Texas A&M University is reviewed and will be added to the appropriate term provided the coursework is applicable toward the student's degree plan. Correspondence, credit by exam, and extension coursework completed by the student-athlete at another institution will not be used toward meeting progress degree requirements per NCAA guidelines.

e) Coursework earned by advanced placement/credit by examination/dual credit is reviewed and added to the appropriate term of enrollment per NCAA guidelines provided that the hours are degree-applicable as reported in the student's degree audit. Course credit is not added to the first or second terms of enrollment for a student-athlete whose initial term of enrollment was fall 2003 or later (fall or spring only) and is instead added to the table the summer after the student's first two academic terms in order to correctly calculate the progress toward degree requirements for those terms. For a student-athlete who initially enrolls at TAMU in the summer prior to their initial term of full-time collegiate enrollment, those hours are added to the table in that applicable semester since the programming that dictates the progress toward degree calculations for screen 551 will not include the summer terms in the incorrect hour requirement calculations.

f) Coursework appearing in the free elective category of the student-athlete's degree audit is reviewed. If the free elective requirements were fulfilled prior to the student's most recent course completions, the hours most recently earned toward meeting the free elective requirement are subtracted from the term hours earned.

g) Coursework credit changed from a failing to a passing grade, courses petitioned under Texas A&M University's First Year Grade Exclusion policy, or coursework changed from an incomplete designation to a completed grade, are evaluated to make certain the change of grade was submitted and processed according to institutionally established procedures. The hours are added or subtracted from the appropriate term provided that the course and grade are acceptable in the student's degree program. Courses excluded under the First Year Grade Exclusion Policy that were previously counted for progress toward degree requirements are evaluated to determine whether a student-athlete's academic eligibility will be affected by the exclusion of those hours and the grade from the student's overall academic career. (Any course used under the First Year Grade Exclusion policy remains on a student's transcript; the hours are just no longer used in total hours completed or GPR calculations.)

* Courses that are determined to be non-applicable toward progress toward degree calculations for a particular term are noted on SIMS screen 10 by the athletic academic certification specialists, and any changes to those course's applicability toward progress toward degree are also noted on the same screen if not in the same exact notation.

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* The athletic academic certification specialists check SAMIS screen 550 to make certain that a student-athlete meets the required percentage of degree completion required of a student-athlete based on the total number of full-time collegiate semesters that a student-athlete has completed as established by NCAA progress toward degree guidelines. (The SAMIS system automatically calculates the percent degree completion by dividing the number of hours shown in the "HRS Applied for Degree" field on screen 540 by the total number of hours required for the specific degree program.) A "Y" is displayed in the "Percent Hrs Toward Degree" field on SAMIS screen 550 provided that the student-athlete meets the percentage requirement for his/her total number of collegiate semesters completed. An "N" is displayed in the "Percent Hrs Toward Degree" field if the student-athlete has failed to meet the requirement. For student-athletes enrolled in a degree program that requires in excess of 150-hours (e.g., Landscape Architecture), the athletic academic certification specialists utilize the allowed adjusted percentages as legislated by the NCAA continuing eligibility guidelines. Student-athletes meeting this exception are noted on SIMS screen 10 by the athletic academic certification specialists in order to ensure proper calculation of degree completion percentages.

* The athletic academic certification specialists verify on SAMIS screen 550 whether the student-athlete meets the minimum GPA requirement. The calculation is based on Texas A&M University's required GPA of at least a 2.0 overall in order to complete the requirements for graduation. The SAMIS system automatically calculates the ratio (i. e., divides the student's cumulative GPR by 2.0) and displays a "Y" or "N" in the "GPA Percentage" field dependent on whether the student-athlete meets the required minimum NCAA GPA based on the student's years of collegiate enrollment.

* Once an athletic academic certification specialist determines whether a student-athlete has met all of the required measurements to maintain his/her continued eligibility, the specialist will enter a "Y" or "N" on SAMIS screen 521 in the "Certified Eligible" field. This field entry is also displayed on SAMIS screen 541.

* Should a student-athlete's academic performance during a semester or summer session be deemed less than satisfactory, the student-athlete's AOC dean informs the associate athletic director for academic services of the student-athlete's insufficient academic status. Such information is communicated via SIMS screen 10, a memorandum/letter, telephone call, electronic mail, and/or during a person-to-person meeting.

* The associate athletic director for academic services will contact the student-athlete, the head-coach(es) for the student-athlete's sport team(s), and the appropriate athletic academic supervisor. In a meeting attended by the associate athletic director for academic services/athletic academic supervisor and the student-athlete, a decision will be made as to whether the student will attempt to appeal the AOC dean's decision for dismissal or explore other academic opportunities in another college/degree program. Should the student-athlete choose to appeal the decision to dismiss, the athletic academic supervisor will assist the student-athlete in completion of the appeal process.

* When a student-athlete is officially dismissed from the university, the associate athletic director for student services prepares and sends a letter to the student-athlete that cites all existing and future athletic conditions and options for the student.

* A student-athlete who is found by the Aggie Honor Council to have committed an Honor Code violation due to academic misconduct and is further assigned a failing grade (F or F*) and placed on Honor Violation Probation is automatically ineligible for intercollegiate competition until the student completes the Academic Integrity Development Program. (The "F*" grade is to designate on a student's transcript that the student was found to have committed an act of academic misconduct and therefore failed to follow the guidelines of the Aggie Honor Code. Students who are assigned an F* are not allowed to use First Year Grade Exclusion and an F will be calculated in the student's grade point ratio.) When a student-athlete has been placed on Honor Violation Probation, the Records Office staff responsible for entering such information into SIMS notifies the athletic academic certification specialists so that the student-athlete does not represent the university while ineligible due to academic misconduct. The athletic academic certification specialists will designate on SAMIS screen 521 an "N" in the Certified Eligible field regardless of whether the student-athlete meets all NCAA academic requirements for continuing eligibility. The student-athlete will remain ineligible for competition until the Aggie Honor Code Office sends official notification to the Records Office that the student-athlete may be taken off of Honor Violation Probation. The Records staff person who processes such documents notifies the athletic academic certification specialists so that the student-athlete's eligibility for competition at that time may be reevaluated.

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

We have reviewed and analyzed the federal graduation rates for the 1996, 1997, and 1998 freshman cohorts. These three cohorts were selected as they were the most recent sets of graduation rates for Texas A&M University reported through both the federal IPEDS report and the NCAA Graduation Success Rate report; these years also contain all six years allowed for the cohorts to graduate. For all three of the cohorts selected, the total graduation rates for student-athletes fell below that of the general student body. Each year, the graduation rates for student-athletes were between 9 and 17 percentage points below that of the general student body. While the general student body graduation rate has been fairly steady at 74-75% over the past three years, the total student-athlete graduation rates have fluctuated slightly. But, in the 1998 cohort, the student-athlete graduation rate achieved its highest graduation rate and the smallest percent margin of difference from the overall student graduation rate for that particular year. This past year while completing the new NCAA Graduation Success Rate report, we found that the overall four-year class average federal graduation rate of all students at Texas A&M University for 1995-1998 cohort years was 75%, while the same type of average calculation for the university's student-athlete cohorts for the same time period yielded a 64% graduation rate (or a difference of 11 percentage points).

One trend that we have been able to discern in the student-athlete graduation rates is that the female teams generally have substantially better graduation rates (both by sport groups and by ethnic groups) than the male teams. The female student-athlete graduation rates also showed a smaller gap between their graduation rates and those of the general student population. In fact, in most cases the female student-athlete groups' graduation rates were more likely to either have the same graduation rate of the similar group of female general populations' graduation rates or exceed the graduation rates of the general female groups' graduation rates.

There was not really a discernable trend to be found across the various ethnic group graduation rates for student-athletes. Most ethnic groups represented in the student-athlete cohorts had fluctuating graduation rates of anywhere from 0% to 100% across the different sport teams and overall student-athlete graduation rate numbers.

The one sport that has shown the most downward decline in the federal graduation rates over the three years reviewed is men's basketball. They have gone from a high of 33% in 1996, to a 0% graduation rate in both 1997 and 1998. Like the football and baseball teams' graduation rates, they have tended to be lower than the other sports. However, one of the reasons that we believe it is more likely that there will be a lower graduation rate for these three teams is that the number of student-athletes who leave the teams due to transferring to another school or beginning a professional sports career is higher for these three sports than the other sports. One does not typically see too many students from the general population leave the university to begin a professional career without first achieving graduation.

When utilizing the university's NCAA Graduation Success Rates, almost without exception, our graduation rates improve because these calculations take into consideration student-athletes who leave to transfer to other institutions or to pursue professional sports careers but would have been eligible to compete had they remained at Texas A&M. The NCAA Graduation Success Rates also include transfer student-athlete graduation rates. All sports except women's basketball experienced an improved graduation rate percentage when using the calculations for the NCAA Graduation Success Rates. Women's basketball saw a 14 percentage point decrease from its federal four-year class average graduation rate to its NCAA Graduation Success Rate. However, we noticed that this was due to the use of transfer graduation rates in the NCAA formula and was not actually a reflection of the freshman cohort for women's basketball during that time period. Texas A&M University's Overall Graduation Success Rate for student-athletes for the 1995-1998 academic years is 73%, which is only a 2% difference from the average federal graduation rate for the same time frame. Texas A&M University strives to create new programs and opportunities for our students to succeed and eventually graduate from the university. With recent programmatic additions in the areas of academic advising, student services (both academic and student life oriented), and financial aid for both

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the general student body as well as student-athletes, we are hopeful that the graduation success rates will improve over the coming years.

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

Academic standards and policies for the general student population are located in the Texas A&M Student Rules, which is accessible via the world wide web at <http://student-rules.tamu.edu/>. Students may also find academic standards and policies published online at <http://www.tamu.edu/admissions/catalogs/> or purchase them through Texas A&M University Bookstore located in the Memorial Student Center. Standards for the Aggie Honor System may be found online at <http://www.tamu.edu/aggiehonor/index.html>. The Residence Life Handbook for campus residence halls and apartments may be found at <http://reslife.tamu.edu/download/publications/handbook.pdf>, and the university and TAMU System rules may be found at the following websites: <http://rules-saps.tamu.edu> and <http://sago.tamu.edu/policy/tocmain.htm>.

These publications provide rules for the university community regarding the grading policies, academic integrity standards (and sanctions for failure to uphold such standards), the university's First-Year Grade Exclusion policy and procedures, class attendance policies, registration, graduation requirements, withdrawal procedures, code of conduct, student-grievance procedures, risk-management issues, and many other areas concerning the university's student body and the rights and responsibilities for all associated with Texas A&M University.

Student-athletes do not benefit from any exceptions to the university's published student rules that are not also available to the general student body population. Student-athletes are held to the same institutional rules and policies in regard to the definition of good academic standing and the definition of minimum full-time enrollment status as any non-student-athlete. Student-athletes, student athletic trainers, and student team managers are allowed to have early registration privileges as long as they are currently active on the rosters and have eligibility remaining. Other student groups are allowed to have early registration privileges, too. For example, students enrolled in the University's Honors Program, students registered with the Disability Services Office, and students who work part-time on or off campus are a few of the other student groups allowed to have early registration privileges.

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

At the beginning of every semester, each coach completes a Class Absence Report indicating the dates and times of all team travel for the semester and submits a roster of student-athletes who will be traveling. Coaches make every effort to ensure that home competitions do not conflict with class time for any student-athlete.

The associate athletic director for academic services reviews the Class Absence Report. The coach and the associate athletic director discuss all concerns regarding class absences.

A standard letter regarding class absence is prepared for each student-athlete who participates in team travel during the semester. This letter includes the dates and times of travel for the semester and cites Rule 7.5 of the Texas A&M University's Rules. This letter also addresses the issue of proctoring exams or quizzes missed due to team travel. Student-athletes submit these letters to their instructors and discuss assignments that will be missed due to competition.

The associate athletic director for academic services presents a summary of class absences for each sport annually to the Athletic Council. This attendance policy has been formulated over several years with certain elements implemented at different times.

The attendance policy is designed to provide both rigors in reporting and flexibility to the coaches in terms of setting forth guidelines in advance for individual sports. The goal is to minimize absences due to competition; any element (s) of this policy may be revised at the discretion of the associate athletic director for academic services.

In addition to reviewing the attendance policy, the Academic Integrity Subcommittee, with the assistance of the associate athletic director for academic services, reviews the policies for class time missed due to unexcused absences.

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

Texas A&M University does not have a specific policy regarding the number of class times a student misses and at what point a student's absences from class become excessive or significant. There are institutional policies regarding class absences in place for all students at Texas A&M University, and all student-athletes must comply with the class absence policies. However, the university does realize that our student-athletes tend to be absent from class a larger amount of time than the average student. Therefore, on longer or extended competition trips, there is tutoring available for student-athletes to assist them in staying on track with their studies.

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

The policies and procedures regarding scheduling competition and missed class time are communicated to the student-athletes primarily through written statements in the Student-Athlete Handbook & Planner. These policies are reviewed with new student-athletes at the new student-athlete orientation sessions conducted at the beginning of each semester. The policies and procedures are also discussed with all student-athletes at the first team meeting for each sport at the beginning of the school year. Staff members from the Center for Student-Athlete Services distributes copies of the Student-Athlete Handbook & Planner to all team members and discuss all academic related policies with the student-athletes.

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

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

Evaluation

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

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3. Does the institution demonstrate that academic standards and policies applicable to student-athletes are consistent with those adopted by the institution for the student body in general or the NCAA's standards, whichever are higher? **Currently Yes**
4. Does the institution demonstrate that the responsibility for admission, certification of academic standing and evaluation of academic performance of student-athletes is vested in the same agencies that have authority in these matters for students generally. **Currently Yes**
5. Does the institution demonstrate that written policies related to scheduling are established in all sports to minimize student-athletes' conflicts with class time and/or final examination periods due to participation in intercollegiate athletics, consistent with the provisions of Constitution 3.2.4.13? **Currently Yes**

Academic Integrity

Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Graduation Rate Disparities between Student-Athletes and General Student Body	Lower the disparities between the two rates.	Texas A&M University will continue to develop and support programs such as the Aggie Access Learning Communities that enhance both the academic performance and collegiate experience of all students, including student-athletes. Aggie Access was designed by the General Academic Programs Office to provide a "transition" from high school to the university. It has been successful with both the general student and student-athlete populations.	Associate Athletic Director for Academic Affairs, Senior Associate Athletic Director for Student-Athlete Development, Director of Athletics	Ongoing with yearly evaluation of programs
		Vigilance will continue in the monitoring and engagement of student-athletes with regard to academic activities, particularly for those students in highly demanding sports or at-risk student-athletes who may not be familiar with the academic expectations of the university.	Associate Athletic Director for Academic Affairs	Ongoing

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Operating Principle

2.2 Academic Support

Self-Study Items

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

I. Analyze Effectiveness of missed class time policies

a) Establish institutional procedures to provide an annual review of the effectiveness of team policies for student-athletes' missed class time. If, after this review, any of the team's policies are deemed ineffectual, the Athletic Department should revise the policies and submit the revisions to the appropriate institutional authorities for approval.

b) Actions taken by the institution:

Texas A&M initially complied with this strategy for improvement by submitting institutional procedures to the NCAA Committee on Athletics on December 15, 1998. In this document, it was stipulated that a review of the attendance policies would take place at the conclusion of the 1998-99 academic year. After the first semester, an update would be provided to the athletic director by the associate athletic director for academic affairs as to the academic status of each team and the effectiveness of the class attendance policies.

The associate athletic director for academic affairs resigned during the spring of 1999, and a replacement was not hired until December, 1999. During this transition, the athletic director continued to receive updates on the academic status of each team, but the effectiveness of the attendance policy was not examined in the time frame originally proposed. During the interim report review period, the associate athletic director for academic services (new title) developed the following guidelines applicable to each team. These guidelines have been approved by the athletic director and were implemented in the fall of 2002.

At the beginning of every semester, each coach completes a Class Absence Report indicating the dates and times of all team travels for the semester and submits a roster of student-athletes who will be traveling. Coaches make every effort to ensure that home competitions do not conflict with class time for any student-athlete.

The associate athletic director for academic services reviews the Class Absence Report. The coach and the associate athletic director discuss all concerns regarding class absences.

A standard letter regarding class absence is prepared for each student-athlete who participates in team travel during the semester. This letter includes the dates and times of travel for the semester and cites Rule 7.5 of the Texas A&M University's Student Rules regarding excused class absences. This letter also addresses the issue of proctoring exams or quizzes missed due to team travel. Student-athletes submit these letters to their instructors and discuss assignments that will be missed due to competition.

The associate athletic director for academic services presents a summary of class absences for each sport annually to the Athletic Council. This attendance policy has been formulated over several years with certain elements implemented at different times.

The attendance policy is designed to provide both rigor in reporting and flexibility to the coaches in terms of setting forth guidelines in advance for individual sports. The goal is to minimize absences due to competition; any element (s) of this policy may be revised at the discretion of the associate athletic director for academic services.

c) See narrative as part of section b above for various action dates.

d) Not applicable; institution completed this recommendation.

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

I. Student-Athletes - Personal Responsibility for their own Academic Processes

a) Student-athletes should be required to assume responsibility for various academic related activities. Such actions are intended to provide better life skills development by student-athletes and closer interface between student-athletes and their academic advisors.

b) Actions taken by the institution:

The mission of the Center for Student-Athlete Services (CSAS) is to help student-athletes to become independent and self-reliant learners. The Center's staff provides resources, experience and knowledge to help each student-athlete reach his/her academic and personal potential.

Student-athletes are taught effective study skills to help them succeed in the classroom. Student-athletes participate in a newly created student-athlete orientation program that focuses on providing practical and timely information to help them make a successful transition to college and to take charge of their academic responsibilities. As an example of such facilitation, all student-athletes are expected to complete their own web-based registration for courses (and have done so since the fall of 2001) like the general student population. In addition, since the fall of 1997, all scholarship student-athletes have been required to personally obtain their required course-related books from the university bookstore and to personally return them following the completion of the term. Some student-athletes who are deficient in certain academic skills are assigned to work with learning assistants. These learning assistants teach basic study skills including time management, test-taking skills, note-taking skills, etc. Student-athletes are required to maintain an academic planner and notebook that contains their class syllabi, notes, and weekly assignments. The student-athletes project their grades for each class at the beginning of the semester, and then they assess their actual academic performance throughout the semester. The staff at the Center for Student-Athlete Services conducted a pilot program in which student-athletes from certain sports met with their instructors bi-weekly to obtain written feedback concerning their academic performance in each class. The CSAS staff requires this interaction for many of the at-risk student-athletes. This program provides the opportunity for student-athletes to interact with their faculty throughout the semester.

At the end of the spring semester the Athletic Department hosts the CHAMPS Recognition Banquet to honor all student-athletes who earned a 3.00 GPA or better during the previous two semesters. The Department also honors student-athletes who demonstrated significant academic improvement during this same time frame. This recognition encourages student-athletes to continue to achieve academic success in the classroom.

The CSAS staff has also developed and implemented the "VIP Program." This program is designed to allow student-athletes to assume an active role in determining how they will fulfill their required study hours each week. Student-athletes can choose from tutor sessions, study time, Supplemental Instruction sessions, meetings with their professors, review sessions, and a host of other options to fulfill these hours. The student-athletes who participate in this program appreciate the opportunity to select the most effective methods for their learning to take place.

Summary of Actions:

1) Student-athletes are required to attend all scheduled classes (except in cases of athletic competition) and to interact with the faculty on a regular basis both to maintain rapport and to ensure compliance with required activities/skills development.

2) Student-athletes are encouraged to maintain a "course dossier" of all materials for each course in which they are enrolled. The CSAS staff regularly reviews the various documents.

3) Student-athletes are responsible for procedural activities in academic life (registration, acquiring books and other materials, attending class, taking course notes, etc.).

c) See narrative as part of section b for action dates.

d) Recommendation completed.

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II Use of Former Student-Athletes

a) The Career Center should be encouraged to use former athletes in motivating student-athletes in academics. The intended result would be that such use would improve the retention and graduation rates.

b) Actions taken by the institution:

The Career Center utilizes former student-athletes as guest presenters at special sessions as part of the career awareness program. In addition, the university invites former student-athletes to return to campus and discuss professional sports issues such as those surrounding agents and financial advisors.

III. Annual Review by AOC of Academic Policies for Student-Athletes

a) Many of the academic policies affecting students are enacted by AOC. As part of the original self-study, the academic integrity subcommittee discovered there were policies set in place by the AOC concerning student-athletes which have not been updated since 1989. A formal review was thought to be beneficial with revisions as appropriate.

b) Actions taken by the institution:

The athletic academic certification specialist (AACS) began distributing the approved student-athlete admission policies to the subcommittee of the AOC in November, 2001. The president has final authority over the "Admission of Student-Athletes" policy.

In the fall of 2002, the AACS presented the proposed changes for the "Admission of Student-Athletes" policy to the AOC Deans as well to the Athletic Council to explain new procedures and to address questions or concerns. The associate athletic director for academic services is responsible for presenting proposed changes to the coaches for input and addressing questions or concerns relative to the proposed changes. This process continues as significant changes are recommended.

At the beginning of each semester, an AACS notifies the AOC Deans of any new student-athletes in progress and of any freshmen or transfer student-athletes and provides their class schedules. This allows the AOC Deans and their respective departments to review the schedules to determine if students are in the correct catalog and are taking coursework applicable to their current majors. Class schedules are distributed prior to the first week of school and again after the official census date. An AACS also sends out Grade Point Deficiency reports at the end of each semester.

In addition to the meetings held to discuss the "Admissions of Student-Athletes" document, an AACS attends an additional meeting of the AOC Deans to discuss the various reports that are to be submitted to the AACS. The intent of this discussion is to emphasize the importance of the timely submission of course substitutions, designation of major forms, curriculum changes, and verification of minors or areas of emphasis in determining the academic eligibility of student-athletes. The AACS also presents the official NCAA Graduation Rates Report at this time.

The associate athletic director for academic services continues to regularly attend the AOC meetings as a liaison member and reports to both the senior associate athletic director and the associate provost for undergraduate programs and academic services.

c) See narrative as part of section b for action dates.

d) Not applicable; recommendation completed and still currently being used.

IV. Encourage Meetings of Coaches and the Athletic Director with AOC Deans, Advisors, and Assistant Registrar.

a) Such interactions are intended to improve communication resulting in more emphasis on academics by student-athletes and better understanding by coaches of the academic admission/certification process.

b) Actions taken by the institution:

The institution has not fulfilled this strategy for improvement. The AOC Deans, academic advisors and assistant registrar continue to work closely with the associate athletic director for academic services who is responsible for sharing information through the proper channels of authority. The annual meeting involving the individuals listed in this strategy has not been held as recommended in the 1997 self-study.

The associate athletic director for academic services reports administratively to both the senior associate athletic director and the associate provost for Undergraduate Programs and academic services. The Academic Integrity

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Subcommittee believes that the associate athletic director for academic services has the responsibility to serve as the liaison between Academic Affairs and the Athletic Department. A part of this responsibility is to ensure that consistent and regular communication occurs between both entities. The Academic Integrity Subcommittee believes that the dual reporting role of the associate athletic director for academic services fulfills the intention of this strategy.

c) Not applicable

d) Lack of fulfillment of this recommendation does not impact the institution's conformity to operating principle 2.2.

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

NONE.

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

The Center for Student-Athlete Services (CSAS) is under the direction of the associate athletic director for academic services (AADAS). The AADAS has dual reporting lines to the senior associate athletic director for student-athlete welfare and the dean of undergraduate programs & associate provost for academic services. There are seven full-time athletic academic supervisors who are assigned sport specific responsibilities to monitor the academic progress of student-athletes, a full-time Learning Specialist, a fulltime Career Services person, and two full-time support staff. In addition, there are four part-time graduate assistants who provide support to the athletic academic supervisors. The staff of the CSAS is divided into three teams (Advising, Learning Center and Life Skills). The Advising Team helps educate staff and standardize policies and procedures concerning student-athlete advising, monitoring student-athlete progress and creating reports for coaches and staff. The Learning Center Team coordinates the tutoring services, diagnostic testing for all student-athletes, special services for learning disabled student-athletes and front office staff supervision. The Life Skills Team coordinates all career services, the CHAMPS 101 class, new student-athlete orientation, life skills workshops, the CHAMPS banquet and serves as an advisor for SAAC. The teams are directed by the associate directors of CSAS. Each team meets weekly to discuss specific issues and responsibilities that are pending. The team leaders also meet together weekly to discuss plans and future issues of concern. Even though there are three teams, the athletic academic supervisors still have some basic responsibilities that are common to the position including advising student-athletes and monitoring academic progress.

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

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

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

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

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

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Within the Center for Student-Athlete Services (CSAS) there are seven full-time athletic academic supervisors who work with all student-athletes. Priority registration is provided for all student-athletes, student managers, and student trainers. Student-athletes are blocked from registration by the CSAS staff until they have met with their major academic advisor and completed a pre-registration form that must be signed by the academic advisor. Student-athletes meet with their athletic academic supervisor to work out the details of choosing professors and class times. Pre-registration forms are delivered to student-athletes via team meetings and are also available in the CSAS office. All students register for courses on-line through a secure website, and student-athletes are encouraged to use the CSAS computer lab where assistance is readily available from staff members.

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

These services are available to all of our student-athletes in all sports, including walk-ons, exhausted eligibility, and permanent medical. In addition, CSAS provides many of these services to student trainers and managers as well. The Registrar's Office staff codes each student-athlete, manager and trainer after receiving a list of approved students from the Compliance Office. If a student-athlete is currently listed on a team roster, s/he is eligible to use all of the academic support services.

c. The mechanisms by which students are made aware of these services.

Student-athletes are made aware of the assistance available through the Center for Student-Athlete Services (CSAS) by a variety of methods. All of the CSAS services are listed in the Student-Athlete Handbook & Planner which is distributed by CSAS staff to each returning student-athlete at the first team meeting each year. In addition, all new student-athletes receive the Student-Athlete Handbook & Planner at the new student-athlete orientation sessions at the beginning of each academic year. During these sessions the CSAS staff discusses all of the services that are available to student-athletes. Throughout the year the CSAS staff will discuss these services at team meetings. Also, members of the Student-Athlete Advisory Committee (SAAC) are encouraged to remind their teammates about these services. In addition, a member of SAAC attends the Learning Center Team weekly meetings to discuss improvements and provide suggestions for informing student-athletes about these services.

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

The associate athletic director for academic services has a dual reporting line to the senior associate athletic director for student-athlete welfare and the dean of undergraduate programs & associate provost for academic services. As part of the reporting to the dean of undergraduate programs & associate provost for academic services the associate athletic director for academic services has bi-weekly meetings with all other directors within Undergraduate Programs and Academic Services (UPAS) and individual monthly meetings with the associate provost. In addition, the associate athletic director for academic services serves as liaison to the Academic Operations Committee (AOC). The AOC is comprised of associate deans from each of the undergraduate colleges at Texas A&M University. The dean of undergraduate programs & associate provost for academic services chairs the AOC meetings. The associate athletic director for academic services provides monthly reports to the AOC about academic services including proposed policy changes and academic performance updates.

The associate athletic director for academic services also serves as an ex-officio member of the University Athletic Council. The associate athletic director for academic services provides monthly reports to the Athletic Council including proposed policy changes and academic performance updates. In addition, the Athletic Council also has one meeting each year at the Center for Student-Athlete Services (CSAS). During this meeting council members receive a thorough update about CSAS services, interact with CSAS staff members, and tour the facilities. The Faculty Athletics Representative meets with the staff of CSAS each semester to review CSAS policies and discuss academic issues related to student-athletes.

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

As a result of the reporting lines listed above, plus participation in the AOC and the Athletic Council, the associate athletic director for academic services presents monthly updates to these groups regarding

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CSAS services. These groups approve various policies within the organization including the class absence policy and the student-athlete admission policy.

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

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

All of the tutoring support services are available to all student-athletes (all sports, all scholarship athletes, all walk-ons, exhausted eligibility, permanent medical, etc.). Student-athletes can use all of these services by coming to the learning center during the normal hours of operation:

Sunday 12:00pm - 12:00am
Monday thru Thursday 8:00am - 12:00am
Friday 8:00am - 5:00pm

We provide special academic services to our at-risk student-athletes. At-risk student-athletes are defined as those who are under-prepared for college. In addition, all new freshman and junior college student-athletes are deemed at-risk until they have proven they can succeed at this university.

The at-risk student-athletes are required to use the learning center at least eight hours each week. They participate in a structured learning environment where they receive support from tutors and learning assistants. All other student-athletes are able to use the tutoring services, computer lab, study lounge and all other services during the normal hours of operation.

The tutoring services are available in three formats:

Individual Subject Tutoring - Available by appointment only; primarily for well-prepared students

Tutor Labs - Subject tutoring on a drop-in basis; primarily for well-prepared and moderate risk students

Learning Labs - Individualized learning assistant tutoring focusing on study skills and time management; primarily for at-risk student-athletes.

Student-athletes can access tutors through the tutor labs or by reviewing the master tutor list which is available on the Student-Athlete Management System (SAMS) program on the web. Referral for tutoring may also come from the athletic academic supervisor or the coach.

Qualifications:

Subject tutor: May work individually or in a tutor lab setting. Subject tutors are expected to have a solid grasp of their particular subject. Tutors must be able to relate concepts well. Preference is given to tutors who have taken the course or similar courses. Subject tutors may work with many students in a given semester, depending on need. They may also be called upon to lead study groups.

Learning assistant: Must possess solid teaching skills and/or be an academically mature student. Background or current student in education or related field is preferred. Primary duties include teaching time-management, study, and note-taking skills. Learning assistants are typically assigned to work 4-5 days/nights per week with 5-7 student-athletes per semester.

Learning coordinator: These are Learning assistants (typically teaching professionals) who coordinate Learning Center services for all students in a single learning lab room.

Starting rates of pay:

Undergraduate subject tutor: \$8.00/Hour
Graduate subject tutor: \$9.00-\$11.00/Hour
Undergraduate Learning Assistant: \$10.50/Hour
Graduate Learning Assistant: \$11.00-\$12.00/Hour
Learning Lab Coordinators: \$15.00-\$20.00/Hour

All tutors are interviewed and receive training in the form of a compliance video, a tutoring handbook, and workshops at the beginning of each semester. Tutors who break departmental ethical standards or allow student-athletes to break ethical standards are subject to dismissal.

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

These services are available to all of our student-athletes in all sports, including walk-ons, exhausted eligibility, and permanent medical. In addition, CSAS provides many of these services to student trainers and managers as well. The Registrar's Office staff codes each student-athlete, manager and trainer after receiving a list of approved students from the Compliance Office. If a student-athlete is currently listed on a team roster, s/he is eligible to use all of the academic support services.

c. The mechanisms by which students are made aware of these services.

Student-athletes are made aware of the assistance available through the Center for Student-Athlete Services (CSAS) by a variety of methods. All of the CSAS services are listed in the Student-Athlete Handbook & Planner which is distributed by CSAS staff to each returning student-athlete at the first team meeting each year. In addition, all new student-athletes receive the Student-Athlete Handbook & Planner at the new student-athlete orientation sessions at the beginning of each academic year. During these sessions the CSAS staff discusses all of the services that are available to student-athletes. Throughout the year the CSAS staff will discuss these services at team meetings. Also, members of the Student-Athlete Advisory Committee (SAAC) are encouraged to remind their teammates about these services. In addition, a member of SAAC attends the Learning Center Team weekly meetings to discuss improvements and provide suggestions for informing student-athletes about these services.

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

The associate athletic director for academic services has a dual reporting line to the senior associate athletic director for student-athlete welfare and the dean of undergraduate programs & associate provost for academic services. As part of the reporting to the dean of undergraduate programs & associate provost for academic services the associate athletic director for academic services has bi-weekly meetings with all other directors within Undergraduate Programs and Academic Services (UPAS) and individual monthly meetings with the associate provost. In addition, the associate athletic director for academic services serves as liaison to the Academic Operations Committee (AOC). The AOC is comprised of associate deans from each of the undergraduate colleges at Texas A&M University. The dean of undergraduate programs & associate provost for academic services chairs the AOC meetings. The associate athletic director for academic services provides monthly reports to the AOC about academic services including proposed policy changes and academic performance updates.

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

As a result of the reporting lines listed above, plus participation in the AOC and the Athletic Council, the associate athletic director for academic services presents monthly updates to these groups regarding CSAS services. These groups approve various policies within the organization including the class absence policy and the student-athlete admission policy.

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

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

Bridge Program - Summer Study Skills programming for incoming freshmen. The Bridge Program is an optional but highly recommended program designed to address common first year student academic

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concerns. Students in the program are registered for three courses. The first is a standard 3 hour lecture course (all students take one of the same 2-3 courses if possible). The second is a 2 hour special topics course that is taught by our learning specialist. The course follows a curriculum similar to the university study skills course also offered in the summer; however, this class focuses less on theory and more on practical application of study-skills. The emphasis is on improving note taking skills, reading comprehension, and time management. The last course is a 1 hour CHAMPS 101 life skills course. Students take the three courses during the same summer session. Students are also introduced to the learning center and have regular meetings with learning assistants to work on the skills learned in the study-skills course as well as study for the 3 hour course in which they are enrolled.

CHAMPS 101 - In addition to the summer bridge program, the Center for Student-Athlete Services (CSAS) provides academic success skills as part of the CHAMPS 101 class. CHAMPS 101 is a one credit, graded course for all of our new student-athletes. It is listed as KINE 198, which is a required course in all majors. The course is comprised of a series of presentations about topics that are critical to the transition to college. Students are in classes of 25-30 students with a facilitator and two teaching assistants. The teaching assistants are upper level student-athletes. Guest speakers present information about various topics that are pertinent to new students making the transition to college. Goal setting and time management skills are presented to all new student-athletes in this format.

Writing Center - Within the learning center, CSAS has a writing center that is staffed by personnel from the university's general student writing center. CSAS staff follow the same policies and procedures of the university writing center in teaching writing and grammar skills to our student-athletes. The writing center is available to all student-athletes as a component of the learning center. Most student-athletes use the writing center during the evening hours (6:00pm - 10:00pm); however, the CSAS writing center staff is available to work with student-athletes during the daytime at the student-athlete's request.

Learning Labs - Learning assistants work with students one on one or in small groups to teach study skills, note-taking, and time management. All at-risk students are required to attend mandatory learning center sessions for approximately 8-10 hours per week. Typical sessions are 2 hours long Monday-Friday. Each session includes a meeting with a learning assistant to discuss each class and any necessary subject tutors and quiet study time.

Study skills, note and test taking skills are also taught in our learning center by the learning coordinators and the learning assistants. These staff members work with the at-risk and moderate risk student-athletes to assure that they are developing the academic skills needed to succeed at Texas A&M University.

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

Athletic Department policies governing which student-athletes can use these services are as follows:

Bridge program is offered to all incoming freshman student-athletes.

CHAMPS 101 is required for all freshman student-athletes.

Writing Center is open to all student-athletes.

Learning labs are assigned by referral of the athletic academic supervisor and/or coach.

c. The mechanisms by which students are made aware of these services.

Student-athletes are made aware of the assistance available through the Center for Student-Athlete Services (CSAS) by a variety of methods. All of the CSAS services are listed in the Student-Athlete Handbook & Planner which is distributed by CSAS staff to each returning student-athlete at the first team meeting each year. In addition, all new student-athletes receive the Student-Athlete Handbook & Planner at the new student-athlete orientation sessions at the beginning of each academic year. During these sessions the CSAS staff discusses all of the services that are available to student-athletes. Throughout the year the CSAS staff will discuss these services at team meetings. Also, members of the Student-Athlete Advisory Committee (SAAC) are encouraged to remind their teammates about these services. In addition, a member of SAAC attends the Learning Center Team weekly meetings to discuss improvements and provide suggestions for informing student-athletes about these services.

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

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The associate athletic director for academic services has a dual reporting line to the senior associate athletic director for student-athlete welfare and the dean of undergraduate programs & associate provost for academic services. As part of the reporting to the dean of undergraduate programs & associate provost for academic services the associate athletic director for academic services has bi-weekly meetings with all other directors within Undergraduate Programs and Academic Services (UPAS) and individual monthly meetings with the associate provost. In addition, the associate athletic director for academic services serves as liaison to the Academic Operations Committee (AOC). The AOC is comprised of associate deans from each of the undergraduate colleges at Texas A&M University. The dean of undergraduate programs & associate provost for academic services chairs the AOC meetings. The associate athletic director for academic services provides monthly reports to the AOC about academic services including proposed policy changes and academic performance updates.

The associate athletic director for academic services also serves as an ex-officio member of the University Athletic Council. The associate athletic director for academic services provides monthly reports to the Athletic Council including proposed policy changes and academic performance updates. In addition, the Athletic Council also has one meeting each year at the Center for Student-Athlete Services (CSAS). During this meeting council members receive a thorough update about CSAS services, interact with CSAS staff members, and tour the facilities. The Faculty Athletics Representative meets with the staff of CSAS each semester to review CSAS policies and discuss academic issues related to student-athletes.

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

As a result of the reporting lines listed above, plus participation in the AOC and the Athletic Council, the associate athletic director for academic services presents monthly updates to these groups regarding CSAS services. These groups approve various policies within the organization including the class absence policy and the student-athlete admission policy.

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

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

The CSAS is located in the Bright Football Complex. It offers multiple spaces for classes as well as small group and individual tutoring.

Services offered include: Individual tutoring, tutor labs, computer lab, writing center, math center, monitored quiet study areas, and a student lounge. Students may use the facility Sunday through Friday. Student-athletes can use all of these services by coming to the learning center during the normal hours of operation:

Sunday 12:00pm - 12:00am
Monday thru Thursday 8:00am - 12:00am
Friday 8:00am - 5:00pm

Coaches and/or athletic academic supervisors may specify time requirements in the learning center (aka study hall). Typical time requirements range from 6-10 hours per week. Time is tracked using web based software (SAMS). Reports of learning center participation may be generated daily or weekly as requested by coaches.

Student-athletes may use the building and its resources during regular operation hours. Student-athletes may request contact information for tutors from the front desk, their athletic academic supervisor, or via the web based master list that they can access using their student number.

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

These services are available to all of our student-athletes in all sports, including walk-ons, exhausted eligibility, and permanent medical. In addition, CSAS provides many of these services to student trainers and managers as well. The Registrar's Office staff codes each student-athlete, manager and trainer after receiving a list of approved students from the Compliance Office. If a student-athlete is currently listed on a team roster, s/he is eligible to use all of the academic support services.

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c. The mechanisms by which students are made aware of these services.

Student-athletes are made aware of the assistance available through the Center for Student-Athlete Services (CSAS) by a variety of methods. All of the CSAS services are listed in the Student-Athlete Handbook & Planner which is distributed by CSAS staff to each returning student-athlete at the first team meeting each year. In addition, all new student-athletes receive the Student-Athlete Handbook & Planner at the new student-athlete orientation sessions at the beginning of each academic year. During these sessions the CSAS staff discusses all of the services that are available to student-athletes. Throughout the year the CSAS staff will discuss these services at team meetings. Also, members of the Student-Athlete Advisory Committee (SAAC) are encouraged to remind their teammates about these services. In addition, a member of SAAC attends the Learning Center Team weekly meetings to discuss improvements and provide suggestions for informing student-athletes about these services.

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

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

As a result of the reporting lines listed above, plus participation in the AOC and the Athletic Council, the associate athletic director for academic services presents monthly updates to these groups regarding CSAS services. These groups approve various policies within the organization including the class absence policy and the student-athlete admission policy.

5. Freshman/Transfer orientation Availability, attendance requirements.

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

All student-athletes are required to attend the Texas A&M University new student conferences held during the summer prior to their initial enrollment at the university. In addition, the staff of the Center for Student-Athlete Services (CSAS) conducts new student-athlete orientation sessions for all new student-athletes. These sessions are conducted in early August for new student-athletes on the soccer, volleyball and football teams (prior to their fall practice beginning). For all other sports, the orientation sessions occur on the Thursday and Friday prior to the beginning of the fall semester classes. There is a similar, condensed version of the orientation session offered to all new student-athletes who enroll at Texas A&M during the spring semester. In addition, all new student-athletes take the CHAMPS 101 class during their first semester on campus. This course provides many resources and suggestions about how to succeed at Texas A&M University. All student-athletes are given a Student-Athlete Handbook and Planner at the beginning of each school year. The handbook provides current information about Texas A&M University,

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Big XII Conference and NCAA policies and procedures concerning progress toward degree, academic issues, conduct issues and resources available to student-athletes. CSAS staff distributes the handbooks to all student-athletes at each of the first team meetings in the fall. The CSAS staff discusses changes from the previous handbook and reviews the services available with all student-athletes.

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

These services are available to all of our student-athletes in all sports, including walk-ons, exhausted eligibility, and permanent medical. In addition, CSAS provides many of these services to student trainers and managers as well. The Registrar's Office staff codes each student-athlete, manager and trainer after receiving a list of approved students from the Compliance Office. If a student-athlete is currently listed on a team roster, s/he is eligible to use all of the academic support services.

c. The mechanisms by which students are made aware of these services.

Student-athletes are made aware of the assistance available through the Center for Student-Athlete Services (CSAS) by a variety of methods. All of the CSAS services are listed in the Student-Athlete Handbook & Planner which is distributed by CSAS staff to each returning student-athlete at the first team meeting each year. In addition, all new student-athletes receive the Student-Athlete Handbook & Planner at the new student-athlete orientation sessions at the beginning of each academic year. During these sessions the CSAS staff discusses all of the services that are available to student-athletes. Throughout the year the CSAS staff will discuss these services at team meetings. Also, members of the Student-Athlete Advisory Committee (SAAC) are encouraged to remind their teammates about these services. In addition, a member of SAAC attends the Learning Center Team weekly meetings to discuss improvements and provide suggestions for informing student-athletes about these services.

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

The associate athletic director for academic services has a dual reporting line to the senior associate athletic director for student-athlete welfare and the dean of undergraduate programs & associate provost for academic services. As part of the reporting to the dean of undergraduate programs & associate provost for academic services the associate athletic director for academic services has bi-weekly meetings with all other directors within Undergraduate Programs and Academic Services (UPAS) and individual monthly meetings with the associate provost. In addition, the associate athletic director for academic services serves as liaison to the Academic Operations Committee (AOC). The AOC is comprised of associate deans from each of the undergraduate colleges at Texas A&M University. The dean of undergraduate programs & associate provost for academic services chairs the AOC meetings. The associate athletic director for academic services provides monthly reports to the AOC about academic services including proposed policy changes and academic performance updates.

The associate athletic director for academic services also serves as an ex-officio member of the University Athletic Council. The associate athletic director for academic services provides monthly reports to the Athletic Council including proposed policy changes and academic performance updates. In addition, the Athletic Council also has one meeting each year at the Center for Student-Athlete Services (CSAS). During this meeting council members receive a thorough update about CSAS services, interact with CSAS staff members, and tour the facilities. The Faculty Athletics Representative meets with the staff of CSAS each semester to review CSAS policies and discuss academic issues related to student-athletes.

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

As a result of the reporting lines listed above, plus participation in the AOC and the Athletic Council, the associate athletic director for academic services presents monthly updates to these groups regarding CSAS services. These groups approve various policies within the organization including the class absence policy and the student-athlete admission policy.

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

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

The seven athletic academic supervisors (AAS) are assigned to work with specific sports. Each AAS monitors the academic progress of student-athletes in their assigned sports both in a formal and informal manner. The formal monitoring consists of academic progress reports that are sent to faculty members for each of the student-athletes. These reports are sent electronically to faculty during the sixth week of class and the eleventh week of class. The faculty completes the reports on-line and submits them to the AAS. The AAS compile a summary of the reports and submit them to the coaches daily as the reports come in. Copies of the reports are also presented to individual student-athletes to discuss their academic progress. The AAS also contact faculty via e-mail or telephone to discuss specific reports as requested by faculty.

During the eighth week of classes, the AAS receive copies of mid-term grade reports for each student-athlete from the Registrar's Office. These reports also include information about class absences. The mid-term grades are shared with the coaches and the individual student-athletes. In addition, we send copies of the mid-term grades to parents of student-athletes who have signed a release form.

In some cases, where the staff may have a special concern about the student's academic performance, the AAS request that the student-athlete hand deliver a progress report to their faculty to request weekly updates about the student's academic performance. These reports are completed by faculty and returned to the AAS by the student. This process assures that each student-athlete is meeting with his/her professors to discuss their academic performance.

Through the Student-Athlete Management System (SAMS) software our staff is able to monitor student participation in the learning center. The tutors complete a daily report on the academic progress of each student-athlete assigned to the learning center. These reports are compiled by sport daily and are shared with the coaches. Any concerns presented in the reports (absences, poor performance, etc.) are followed up by the AAS and coaches. In addition, we use the SAMS software to monitor class attendance of student-athletes on the football, men's basketball and women's basketball teams. Student workers are assigned to check the classes of designated student-athletes daily and to report the summaries in the SAMS system. These reports are compiled daily by the AAS of the sport and submitted to the coaches.

The informal monitoring consists of AAS staff members contacting faculty via e-mail or telephone to discuss the academic performance of specific student-athletes about whom they are most concerned. These contacts may occur as often as once each week depending on the specific circumstances of the student-athlete.

The AAS also create Individual Academic Plans (IAP) for many of the student-athletes. The IAP provides a concise, up-to-date summary of the student-athlete's progress toward degree. These reports are shared with the student-athlete and his/her coach periodically during a semester. The staff also creates Progress Toward Degree Worksheets, by sport, that summarize the academic status of each student-athlete on the team. These reports are shared with the coaches.

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

These services are available to all of our student-athletes in all sports, including walk-ons, exhausted eligibility, and permanent medical. In addition, CSAS provides many of these services to student trainers and managers as well. The Registrar's Office staff codes each student-athlete, manager and trainer after receiving a list of approved students from the Compliance Office. If a student-athlete is currently listed on a team roster, s/he is eligible to use all of the academic support services.

c. The mechanisms by which students are made aware of these services.

Student-athletes are made aware of the assistance available through the Center for Student-Athlete Services (CSAS) by a variety of methods. All of the CSAS services are listed in the Student-Athlete Handbook & Planner which is distributed by CSAS staff to each returning student-athlete at the first team meeting each year. In addition, all new student-athletes receive the Student-Athlete Handbook & Planner at the new student-athlete orientation sessions at the beginning of each academic year. During these sessions the CSAS staff discusses all of the services that are available to student-athletes. Throughout the year the CSAS staff will discuss these services at team meetings. Also, members of the Student-Athlete Advisory Committee (SAAC) are encouraged to remind their teammates about these services. In addition, a member of SAAC attends the Learning Center Team weekly meetings to discuss improvements and provide suggestions for informing student-athletes about these services.

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

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

As a result of the reporting lines listed above, plus participation in the AOC and the Athletic Council, the associate athletic director for academic services presents monthly updates to these groups regarding CSAS services. These groups approve various policies within the organization including the class absence policy and the student-athlete admission policy.

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

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

All student-athletes take the Nelson Denny reading exam during the new student-athlete orientation. The Scholastic Abilities Test for Adults is given to students who score below the 9th grade reading level on the Nelson Denny. Results of these exams along with other factors help determine if further testing is required.

Rigorous independent testing by a psychiatrist or psychologist is required to diagnose a learning disability or other learning impairment. Student-athletes who have diagnosed learning disabilities are sent to register with the institution's Disability Services (DS) Office. Each case is individually evaluated by DS. If approved by DS, the student-athletes will be granted university approved accommodations consistent with accommodations available to all students with similar disabilities. Examples of accommodations include extended testing time, note-taking assistance, reader services, scribe services, books on tape, and other adaptive technology services.

In addition to classroom accommodations, the Center for Student-Athlete Services' (CSAS) learning center offers extensive tutoring from learning assistants who either have a background in working with students with academic challenges or who have been trained to do so through the learning center. All assistance provided to student-athletes with disabilities is overseen by the Learning Center director and the learning specialist.

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

These services are available to all of our student-athletes in all sports, including walk-ons, exhausted eligibility, and permanent medical. In addition, CSAS provides many of these services to student trainers and managers as well. The Registrar's Office staff codes each student-athlete, manager and trainer after

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receiving a list of approved students from the Compliance Office. If a student-athlete is currently listed on a team roster, s/he is eligible to use all of the academic support services.

c. The mechanisms by which students are made aware of these services.

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

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

As a result of the reporting lines listed above, plus participation in the AOC and the Athletic Council, the associate athletic director for academic services presents monthly updates to these groups regarding CSAS services. These groups approve various policies within the organization including the class absence policy and the student-athlete admission policy.

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

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

All student-athletes take the Nelson Denny reading exam during the new student-athlete orientation. The Scholastic Abilities Test for Adults is given to students who score below the 9th grade reading level on the Nelson Denny. Results of these exams along with other factors help determine if further testing is required. These tests also help the learning specialist determine which students are the at-risk, moderate-risk and well-prepared student-athletes.

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

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These services are available to all of our student-athletes in all sports, including walk-ons, exhausted eligibility, and permanent medical. In addition, CSAS provides many of these services to student trainers and managers as well. The Registrar's Office staff codes each student-athlete, manager and trainer after receiving a list of approved students from the Compliance Office. If a student-athlete is currently listed on a team roster, s/he is eligible to use all of the academic support services.

c. The mechanisms by which students are made aware of these services.

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

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

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

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

Currently, we do not provide any formal mentoring program to the student-athletes. We do have teaching assistants (TA) in our CHAMPS 101 classes available to the new student-athletes. The TAs are upper level student-athletes who provide personal accounts of their experiences during their first year of college. Each section of the CHAMPS 101 class has a male and a female TA assigned. During new student orientation

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sessions and CHAMPS 101 we also mention other options for mentoring on campus (ATM Mentors, ExCel).

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

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c. The mechanisms by which students are made aware of these services.

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

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

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

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At-risk students are defined as those who are under-prepared for college. In addition, all new freshman and junior college students are deemed at-risk until they have proven they can succeed at this university.

Offerings for at-risk student-athletes begin in the summer prior to their first fall semester. The Bridge Program is an optional but highly recommended program designed to address common first year academic concerns. Student-athletes in the program are registered for 3 courses. The first is a standard 3 hour lecture course (all student-athletes take one of the same 2-3 courses if possible). The second is a 2 hour special topics course that is taught by the Center for Student-Athlete Services (CSAS) learning specialist. The course follows a curriculum similar to the university run study skills course offered in the summer; however, this class focuses less on theory and more on practical application of study-skills. The emphasis is on improving note taking skills, reading comprehension, and time management. The last course is a 1 hour CHAMPS 101 life skills course. Student-athletes take the 3 courses during the same summer session. Student-athletes are also introduced to the learning center and have regular meetings with learning assistants to work on the skills learned in the study-skills course as well as study for the 3 hour course in which they are enrolled.

All at-risk student-athletes are required to attend mandatory learning center sessions for approximately 8-10 hours per week. Typical sessions are 2 hours long Monday-Friday. Each session includes a meeting with a learning assistant to discuss each class and any necessary subject tutors and quiet study-time.

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

These services are available to all of our student-athletes in all sports, including walk-ons, exhausted eligibility, and permanent medical. In addition, CSAS provides many of these services to student trainers and managers as well. The Registrar's Office staff codes each student-athlete, manager and trainer after receiving a list of approved students from the Compliance Office. If a student-athlete is currently listed on a team roster, s/he is eligible to use all of the academic support services.

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

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

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

All of the academic services described in response to questions 1-10 are available to all student-athletes including student-athletes who have completed their eligibility.

In addition, Texas A&M University is part of the National Consortium of Academics and Sport (NCAS). As part of this consortium, the institution provides opportunities for student-athletes to come back and complete their degrees after they have left the institution. The Athletics Department provides tuition and fees to qualified former student-athletes in exchange for the student-athlete providing community service while enrolled at Texas A&M University. The CSAS staff also works closely with personnel from the NFL and the NBA Player Development organizations to provide opportunities for former student-athletes to return to campus to complete their degrees.

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

These services are available to all of our student-athletes in all sports, including walk-ons, exhausted eligibility, and permanent medical. In addition, CSAS provides many of these services to student trainers and managers as well. The Registrar's Office staff codes each student-athlete, manager and trainer after receiving a list of approved students from the Compliance Office. If a student-athlete is currently listed on a team roster, s/he is eligible to use all of the academic support services.

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

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

The institution has not completed an academic support services review at this time. However, the associate athletic director for academic services has met with the associate provost for undergraduate programs and academic services and the senior associate athletics director to request an external review of the Center for Student-Athlete Services (CSAS). The associate provost will select a committee, comprised of faculty and staff at Texas A&M, who will conduct a comprehensive review of CSAS. The target date for completion of this review is October 1, 2006. The committee review and recommendations will be used to make improvements in the services provided by staff of the Center for Student-Athlete Services.

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

The institution is operating in substantial conformity with operating principle 2.2 and has not identified any corrective actions but has implemented a plan for enhanced external review.

Evaluation

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

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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
Review of student-athlete academic support by academic authorities outside athletics at least once every three years	Have review of student-athlete academic support completed by an entity outside of the Athletic Department	Request associate provost for undergraduate programs and academic services organize external review panel.	Associate Athletic Director for Academic Services	May 2006
		Organize and charge committee of faculty and staff to conduct a comprehensive review of center for student-athlete services.	Associate Provost for Undergraduate Programs and Academic Services	June 2006
		Complete an external review of the services provided by the Center for Student-Athlete Services.	Designated Committee Members	October 1, 2006 and at least once every three years thereafter.

Academic Integrity

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

PART I-A: Standardized test Scores, by Gender

		Gender							
		Male Students		Male Student-Athletes		Female Students		Female Student-Athletes	
		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	Academic Year								
	2005-2006	1166	3184	1012	45	1136	3221	1021	42
	2004-2005	1166	3042	948	47	1121	3247	1007	42
	2003-2004	1195	2881	971	49	1162	3092	1062	38

Name of person completing this chart: Stephanie Matlock
 Title: Athletic Academic Certification Specialist

Academic Integrity

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

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

Racial or Ethnic Group - All Entering Freshman Students													
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other	
Academic Year		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2005-2006	1179	27	1223	312	1043	231	1101	823	1211	4856	1133	4
	2004-2005	1152	32	1206	260	1027	201	1081	772	1186	4977	1171	5
	2003-2004	1181	22	1233	220	1049	137	1094	627	1186	4895	1279	8
Racial or Ethnic Group - All Entering Freshman Student-Athletes on Aid													
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other	
Academic Year		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2005-2006		0		0	885	27	1080		1075	57		0
	2004-2005	1090			0	843	25	935		1031	59	1000	
	2003-2004	970			0	870	24	1065	6	1078	42	1005	4

Name of person completing this chart: Stephanie Matlock

Title: Athletic Academic Certification Specialist

Academic Integrity

FOR FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID

PART II: GPA and Test Scores, by Sport Group

		Sport Group																
		Football		Men's Basketball		Baseball		Men's Track/Cross Country		Men's Other Sports and Mixed Sports		Women's Basketball		Women's Track/Cross Country		Women's Other Sports		
		Academic Year	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students
Average Core Course GPA	2005-2006	3.055	20	3.357		3.196	5	3.094	9	3.26	10	3.047	5	3.639	10	3.542	27	
	2004-2005	3.119	18	3.392	4	3.347	12	3.371	5	3.05	8	3.444	6	3.531	7	3.687	29	
	2003-2004	2.926	22	2.761	4	3.213	7	3.389	8	3.184	8	3.512		3.551	8	3.744	27	
		Academic Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2005-2006	899	20	990		1130	5	1067	9	1134	10	828	5	1013	10	1060	27	
	2004-2005	880	18	887	4	1040	12	966	5	962	8	876	6	921	7	1055	29	
	2003-2004	946	22	897	4	957	7	972	8	1093	8	853		892	8	1136	27	

Name of person completing this chart: Stephanie Matlock

Title: Athletic Academic Certification Specialist

Academic Integrity

SPECIAL-ADMISSIONS INFORMATION

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

	Year	All Freshman Students	All Freshman Student-Athletes on Athletics Aid **	Sport Group (Freshman)							
				Baseball	M e n ' s Basketball	Football	Men's Track/Cross Country	Men's Other Sports and Mixed Sports	W o m e n ' s Basketball	Women's Track/Cross Country	Women's Other Sports
% of Special Admits	2004-2005	8%	55%	6%	4%	35%	8%	6%	8%	8%	22%
	2003-2004	9%	51%	15%	8%	30%	6%	10%	6%	10%	17%
	2002-2003	8%	56%	10%	8%	36%	12%	8%	1%	4%	12%

Name of person completing this chart: Stephanie Matlock

Title: Athletic Academic Certification Specialist

Equity and Student-Athlete Welfare

Operating Principle

3.1 Gender Issues

Self-Study Items

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

There were no corrective actions, conditions for certification, or strategies for improvement imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle decision as they relate to Operating Principle 3.1

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

TEXAS A&M UNIVERSITY GENDER EQUITY PLAN

Texas A&M University has been and will continue to be a proponent of and an active participant in the equitable development of athletics. Fair and equal treatment of all student-athletes regardless of gender has been and continues to be a priority for the administration.

Currently, Texas A&M supports twenty sports programs, which are substantially funded, and provides the maximum number of scholarships and contest opportunities allowable under NCAA rules for Division I intercollegiate athletics. Eleven of these sports are sponsored for participation by women. All sports at Texas A&M University have access to the same support areas.

The following items are primary objectives of the Texas A&M University Athletic Department Gender Equity Plan:

- I. Increase participation opportunities for women
- II. Address the male/female participation ratio to accommodate the changing demographics of the total student body
- III. Continue to improve the environment for coaches and student-athletes in women's sports
- IV. Improve, enhance, and upgrade athletic facilities for women's sports
- V. To continue to enhance and provide for training, medical, and medical service needs for women student-athletes
- VI. Continue to seek input and constantly survey women student-athletes to better meet their needs for their college experience
- VII. Conduct regular department Title IX reviews on an even year basis

Equity and Student-Athlete Welfare

The implementation and continued commitment to the principles of the original Texas A&M University Gender Equity Plan will be profiled by addressing first-cycle recommendations.

RECOMMENDATIONS FROM THE FIRST-CYCLE CERTIFICATION PROCESS WERE:

I. Increase Women's Participation and Scholarship Numbers

- a) The plan included continued research on additional sports and the adding of new women's sports.
- b) Actions taken by the institution:

Two women's sports, archery and equestrian, were added in 1999. While archery proved to be a very successful sport there was no expansion generated around the nation, and the sport was ultimately dropped back to club level at the conclusion of the 2004-05 academic year. Equestrian has proven to be a very successful and growing sport. The Athletic Department ensures that appropriate budget and staff resources are provided so that new sports can remain successful. The Athletic Department has found it desirable to add sports that are regulated by the Big XII Conference or the NCAA. The equestrian sport has been extremely popular; it is not uncommon for over 200 students to try out for the team. Equestrian student-athletes have been phased into the Athletic Department system (i.e. training, conditioning, academic advisors, scholarships, etc.). The team is funded comparably for participation toward national championship status .

- c) See narrative as part of section b above for action dates
- d) Not applicable; original gender equity plan fulfilled.

II. Improve Male/Female Participation Ratio

- a) The plan included the supporting of NCAA legislation to increase scholarships for female sports and the monitoring of male/female participation ratios as compared with total student body male/female ratio.
- b) Actions taken by the institution:

The institution has supported all legislative proposals to increase scholarship limits for women's sports. The membership adopted an increase in women's soccer at the January 2006 convention, and the institution will increase the scholarship allotments to continue the institution's awarding of the full allotment of scholarships allowed by NCAA rules. During the 2004-05 academic year, the institution began an annual title IX compliance audit by an outside firm. Part of the audit includes an analysis of the male/female ratios and compliance with the accepted standards.

- c) See narrative as part of section b above for action dates
- d) Not applicable; original gender equity plan fulfilled.

III. Enhancement of Coaching Opportunities for Women's Sports

- a) The institution did not have any stated issues in this area of the plan

IV. Improvement of Athletic Facilities for Women's Sports

- a) The plan included the construction of \$4 million tennis facility; construction of a westside training room; locker rooms for track; soccer and softball teams; and completion of a special events center.
- b) Action taken by the institution in regard to the gender equity plan items:

A tennis facility with locker and dressing rooms was completed in the fall of 1998. Additional upgrades to existing structures for hosting the NCAA Championship, including a press box, concession area, and resurfaced courts, were completed in January, 2002. Reed Arena, which is located on the west campus, now has training rooms. Planning for an additional west campus building projects for women's soccer and softball, men and women's track and field (including cross-country) began in 2000, and construction was completed in 2002. With the new west campus facilities, equity for female student-athletes in the areas of health and training are met. This new westside compound is three times the size of the former Kyle Field training area. Construction began in November, 2001 at an estimated cost of \$5,496,000. The construction project consisted of four separate buildings totaling 27,142 square feet of much needed locker and training area for women's soccer and softball and men's and women's track/field: softball at 5,894 square feet with space for 57 lockers (27 home team and 30 for visitors); soccer at 5,246 square feet with space for 30 lockers (home); track and field, including cross country, at 7,681 square feet with space for 120 lockers (60 for men and 60 for women); and training area at 8,321 square feet will service all men's and women's teams except for football and volleyball, which initially continued to use the Kyle Field training area

Equity and Student-Athlete Welfare

(3,600 square feet) due to proximity of practice and competition areas but now use the athletic training facilities located in the Bright Building. These changes have reduced the overcrowding issue that occurred during the use of the former Kyle Field facility. Services provided include an on-call physician when necessary.

c) See narrative as part of section b above for action dates.

d) Not applicable; original identified actions completed by the institution.

V. Continued Enhancement for Support Services in the Areas of Sports Information, Marketing and Promotions and the Athletic Training/Medical Services

a) The plan specifically called for a review of sports information staff and their distribution of work, a review of marketing and promotions of women's sports and a review of training room staff and their distribution of work.

b) Actions taken by the institution:

REVIEW OF SPORTS INFORMATION

In 1997, the Sports Information Department consisted of a director and three assistant information directors (Information Representatives II). The department has expanded to the current 9 full-time staff members to better provide for the needs of the various sports. The director's position is now an associate athletic director, and the remaining staff positions include one associate director's position, six assistant director's positions, one media relations publications specialist, and a media relations secretary. With the addition of the various staff members, the workload has been eased, especially in the area of media guide production. In addition to the staff, additional computer equipment was acquired to help meet production deadlines.

Sports Information Director Staff Increase from 1997 to 2005

1997:

Director

Assistant Sports Information Director

Assistant Sports Information Director

Assistant Sports Information Director

2005:

Associate Athletic Director, Media Relations

Associate Media Relations Director

Assistant Media Relations Director

Assistant Media Relations Director

Assistant Media Relations Director

Assistant Media Relations Director

Assistant Media Relations Director

Assistant Media Relations Director

Media Relations Publications Specialist

Staff Responsibilities 2005:

Associate Athletic Director-Football

Associate Media Relations Director-Men's Basketball and Men's & Women's Golf

Assistant Media Relations Director-Baseball and Football

Assistant Media Relations Director-Men's & Women's Cross Country and Track and Field and Football

Assistant Media Relations Director-Women's Basketball and Men's Tennis

Assistant Media Relations Director-Softball and Soccer

Assistant Media Relations Director-Equestrian, and Men's & Women's Swimming and Diving

Assistant Media Relations Director- Volleyball and Women's Tennis

In addition to publishing/distributing the media guides on schedule, the quality of the media guides produced by the Sports Information Office is among the nation's best. The media relations directors are members of the College Sports Information Directors of America (COSIDA) and stay abreast of current trends. The football media guide has been rated among the nation's Top 10, and women's volleyball, women's soccer, and men's and women's track and field media guides have been selected as the very best in the country. The parents of the student-athletes, as well as the media, eagerly anticipate the media guides. They are a good source of information for the particular sport in which a student-athlete is involved.

REVIEW OF MARKETING AND PROMOTIONS

Equity and Student-Athlete Welfare

The institution fulfilled the initial review and made some significant changes; however, none of them compare to the changes made in the last three years. 2005-06 marked the start of the third year of the 12th Man Rewards program. This program has been the foundation of a tremendous growth in attendance for all sports at Texas A&M and serves as an overall marketing effort for all sports at Texas A&M.

In 2003-04, the Athletics Department revamped its entire marketing and promotions efforts under the leadership of the newly hired senior associate athletic director for external operations. Along with the development of the 12th Man Rewards Program, the department established a student promotions staff in which a student employee/intern is assigned to work individually with each sport and develop a marketing plan for his/her assigned sport. The students are in constant contact with the coaching staff members and the student-athletes throughout the season to create new ideas in the area of marketing and promotions. Without a doubt, the student-athletes are aware of the various marketing efforts and have been very appreciative of the increased attendance at their events as a result.

REVIEW OF TRAINING ROOM STAFF

Shortly after the completion of the first-cycle report, the athletic director mandated that all athletic training areas remain open all day, from 7:30 a.m. through 5:00 p.m., including the noon hour, to accommodate the needs of the student-athletes. In addition to the hours of availability, the completion of the new west campus facilities insured greater gender equity to the student-athletes through increased staff and access to team physicians. This action provided student-athletes the ability to be seen or receive treatment prior to classes. Each of the staff athletic trainers now has the ability to open early or close late to accommodate student-athletes in their respective sports. In response to trainer availability concerns, the institution has increased athletic training staff members as follows:

1996-1997

- 1 Athletic Trainer
- 1 Rehabilitation Specialist
- 5 Athletic Trainers
- 1 Graduate Assistant (1/2 time Coaching Assistant)

2005-2006

- 1 Director of Sports Medicine/Team Physician
- 1 Assistant AD for Athletic Therapy
- 1 Rehabilitation Specialist
- 4 Assistant Athletic Trainers
- 5 Athletic Therapists

- c) See narrative as part of section b above for action dates.
- d) Not applicable; original identified actions completed.

VI. Improved Evaluation Programs Established on Regular Time Periods

- a) The plan included actions related to the revision of the student-athlete exit interview to add more questions regarding gender issues and the development of an exit interview for staff members.
- b) Actions taken by the institution:

The original Student-Athlete Exit Survey was implemented in 1990 to establish an exit interview procedure as guided by NCAA legislation (6.3.2). The survey was constructed to ask about, "the value of the students' athletics experiences, the extent of the athletics time demands encountered by the student-athlete, proposed changes in intercollegiate athletics and concerns related to the administration of the student-athletes' specific sport." The instrument was revised to address gender and minority issues as recommended in the first-cycle report. Subsequently, the exit interview results have been utilized in the Title IX Status Reports allowing an opportunity for comparison of the overall male and female student-athletes' experiences as perceived by the student-athletes (1997). The survey has been continuously distributed to all student-athletes completing their eligibility or leaving the institution. Results are shared and distributed to coaches, sport administrators and the rest of the administration on a yearly basis. Qualitative and quantitative data has been used to ascertain the perceptions of student-athletes on the effectiveness of athletic department programming that had been designed to meet their specific needs related to academic, athletic, career development, personal development, and service development. A secondary purpose of the study is to analyze key responses to profile the perceptions of student-athletes on the basis of gender, ethnicity, sport participation, and transfer status.

The population surveyed was identified by utilizing the final squad list for all sports sponsored by the university. Although NCAA rules only require a random sample of, an attempt is made to survey all scholarship student-

Equity and Student-Athlete Welfare

athletes concluding their athletic eligibility or declining to participate in their respective sports in the fall or spring. Conclusion of eligibility refers to those student-athletes who have either exhausted eligibility or who have discontinued participation in their respective sports as of the final class day. Each individual is asked to complete a self-response questionnaire which provides data related to athletic department programming. The instrument was designed to ascertain levels of satisfaction of athletic programming by ethnic and gender groups. (For reference, see 2005 exit survey responses)

An example of department action taken based on gender-specific exit survey responses was the department's changes to training room hours. Staffing and hours of operation of the training room were studied to determine if equitable service were being achieved for all student-athletes. A task force (including student-athletes) appointed by the athletic director reported findings and made recommendations in the fall of 1998.

c) See narrative as part of section b above for action dates.

d) While the institution continues to make significant efforts in the form of student-athlete exit interviews, the institution has not fulfilled the action item of developing a formal exit interview for staff members. However, lack of fulfillment of this action item does not impact the institution's substantial conformity to operating principle 3.1.

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

In addition to the continued implementation of Texas A&M University's Gender Equity Plan, the Athletic Department contracted with Lamar Daniel's Inc., consultants for gender equity and sport management, to conduct a Title IX compliance audit of its athletic programming.

The consultants performed an initial visit in November, 2004 with an initial report issued in January, 2005. The institution undertook the second annual report October, 2005 with a followup visit in January 2006. Many of the issues found on the Gender Equity Plan and throughout the report are supported by the evidence gathered by the outside firm.

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

Organization of efforts by the Athletics Department relative to operating principles and gender issues begins with the athletics director. Upon his arrival, and continuing to the present, he has demonstrated the importance and the priority of equity in the athletics department as it relates to staff and student-athletes by initiating a process by which regular comprehensive monitoring and evaluation occurs. Prior to his arrival, the Gender Equity Plan principally guided the commitment to equity. To evaluate and verify adherence to this plan a system involving external evaluation has been implemented. This external review and report process has been conducted by Lamar Daniel's Gender Equity and Sport Management TITLE IX Compliance Audit. As result of the three visits conducted by the audit team, recommendations have been identified and reported to the athletics director, respective area heads, and coaches for action. It is anticipated that this external review opportunity will continue to occur on an annual basis. Additionally, the results of the student-athlete exit surveys are evaluated by the senior athletics administrative staff and all head coaches.

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

Using the Office of the Postsecondary Education of the U.S. Department of Education Equity in Athletics Disclosure Website, the three most recent academic years where analyzed. The worksheets for 2003, 2004, and 2005 were compared to evaluate and to determine any discrepancies or trends. The most significant change was the dropping of archery as an intercollegiate sport. Although financial aid remained committed to the student-athletes until degree completion, all other funding for the sport of archery by the athletics department ended. Archery was dropped because little, or no progress, was being made in its status as an emerging sport on the national level.

Equity and Student-Athlete Welfare

To offset the loss of women's participants in archery, discussions are ongoing to explore other sport sponsorships related to women's opportunities.

Positive trends can be found in the areas of funding in operating expenses, money spent per student-athlete, and coaches' salaries as it relates to women's golf, soccer, softball, tennis, volleyball and swimming. In examining funding levels of all other women's sports sponsored, it was determined that funding remained good. In the women's sport of equestrian, progress has been made, but there still exists a significant gap in comparative funding levels. This discrepancy was identified in the outside TITLE IX Compliance Audit conducted by Lamar Daniels, Inc. Initial plans to explore the potential of improving facilities and possibilities of the construction and meeting and dressing areas on site are underway.

6. Using the 13 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 13 areas,
- c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future., and
- d. Explain how the institution's future plan for gender issues addresses each of the 13 areas.

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

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

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

The review in this area is based on:

1) the general regulatory requirement that institutions must provide reasonable opportunities for awards of financial assistance for members of each sex in proportion to the number of students of each sex participating in athletics;

2) the policy interpretation of 1979 which clarifies that compliance will be determined by means of a financial comparison which considers whether proportionately equal amounts of financial assistance (scholarship aid) are available to the men's and women's program. This is done by totaling the amounts awarded to each sex and comparing the ratio of men and women participating in the intercollegiate athletics program. Participants are counted only one time although some may compete in two and three sports; hence, the participation rate will differ for some sports from the participation opportunities rate found in the previous section, and

3) The "Bowling Green Letter" where on July 23, 1998, OCR issued a letter to the general counsel of Bowling Green University in response to a request concerning allowable differences between the rates of participation and the rates of the awards of athletic financial assistance. OCR took the position in this letter that a difference in excess of 1% must be justified by nondiscriminatory reasons or a violation of 34 C.F.R. Section 106.37(c) resulted. This was a marked change from the previous years when statistical tests were required to determine if differences were significant. The "Bowling Green Letter" has been distributed to all schools as current OCR policy.

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

The review revealed the following information in regards to athletic scholarships.

Athletic Scholarship Assistance Awarded to Each Team and Participant Count

Equity and Student-Athlete Welfare

Men's Team - Assistance - Number of Participants

```

=====
Baseball - $158,867.00 - 40
Basketball - $169,652.17 - 22
Football - $998,346.30 - 146
Golf - $53,925.60 - 13
Swimming/Diving - $194,304.00 - 27
Tennis - $85,482.80 - 11
Track/Cross Country - $184,685.95 - 58

TOTALS - $1,845,263.82 - 317
    
```

Women's Sport - Assistance - Number of Participants

```

=====
Archery - $71,270.00 - 16
Basketball - $187,012.20 - 14
Equestrian - $173,738.40 - 73
Golf - $73,086.60 - 12
Soccer - $197,165.30 - 27
Softball - $139,045.30 - 18
Swimming/Diving - $231,602.40 - 30
Tennis - $99,537.60 - 8
Track/Cross Country - 212,385.80 - 48
Volleyball - $128,997.60 - 15

TOTALS - $1,513,841.20 - 261
    
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An analysis of the data showed that the total amount of athletic financial assistance awarded in 2004-2005 was \$3,359,105.02. Men represented 54.8% of the participants and received 54.9% of the awards. Women represented 45.2% of the participants and received 45.1% of the awards. There is a difference of .1% favoring the men's program. The consultant determined that the difference is not significant. Additionally it should be noted that the institution provides the maximum number of athletic grants-in-aid to all men's and women's sports.

Summer school aid was considered under this section but is not part of the above comparison. Mr. Daniel's indicated that the only criterion for compliance in this area is that access to summer school be equal. In 2004-2005, some participants on all the men's and women's teams attended summer school. The institution's philosophy is that all participants who have a need or desire to attend summer school are allowed to attend.

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

The conclusion made by Lamar Daniel's Inc. and supported by the institution is that the institution is in compliance with 34 C.F.R. Section 106.37(c) and subsequent policy interpretations regarding the awards of grants-in-aid. Therefore, the subcommittee has not identified any areas of deficiency related to athletic scholarships.

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

The department plans to continue to utilize Lamar Daniel's, Inc. and plans generated as part of the review to guide future endeavors in providing equal opportunity for male and female student-athletes in the awarding of athletic scholarships.

2. Accomodation 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.

Equity and Student-Athlete Welfare

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

The review in this area is based on:

1) the general regulatory requirement requiring institutions to accommodate effectively the interests and abilities of students to the extent necessary to provide equal opportunity in the selection of sports and levels of competition, and

2) the guidance regarding compliance with the effective accommodation of interests and abilities section of Title IX is assessed in any one of three ways; (i.e., if any one of the following three tests is met, the university will comply with Title IX in the area of interests and abilities.)

A) "Whether intercollegiate level participation opportunities for male and female students are provided in numbers substantially proportionate to their respective enrollments"

(1) Full-time Undergraduate Male Students: 16,878(50.7%)

Full-time Undergraduate Female Students: 16,440(49.3%)

Total full-time students: 33,318

The above enrollment is for the fall semester of 2004.

Male Participants: 382 (54.8%)

Female Participants: 315 (45.2%)

Total Participants: 697

(2) There is a minus 4.1% difference between the participation rate and the enrollment rate of female students. The difference is 56 participants.

B. "Where the members of one sex have been and are underrepresented among intercollegiate athletes, whether the institution can show a history and continuing practice of program expansion which is demonstrably responsive to the developing interests and abilities of the members of that sex;"

C. "Where the members of one sex are underrepresented among intercollegiate athletes, and the institution cannot show a continuing practice of program expansion such as that cited above, whether it can be demonstrated that the interests and abilities of the members of that sex have been fully and effectively accommodated by the present program."

Because it is Texas A&M's intentions to satisfy the first test (part A above), it is not necessary to consider either of the two additional tests.

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

The 2004-05 participant levels as determined by Lamar Daniels, Inc. were:

Men's Sport - Number of Participants

Baseball - 40

Basketball - 22

Football - 146

Golf - 13

Swimming and Diving - 27

Tennis - 11

Track/Cross Country - 58

TOTALS - 317

Women's Sports - Amount - Number of Participants

Archery - 16

Basketball - 14

Equestrian - 73

Golf - 12

Soccer - 27

Softball - 18

Swimming and Diving - 30

Tennis - 8

Equity and Student-Athlete Welfare

Track/Cross Country - 48
 Volleyball - 15
 TOTALS - 261

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

Meeting the first test is in Texas A&M's best interest because there are club sports with varsity potential that would need to be considered for upgrading to varsity at some point. These sports and the number of women participants on each in the fall of 2004-2005 were fencing-22, gymnastics-35, lacrosse-25, rugby-40 and water polo-27. With the exception of rugby, which has been designated as an emerging sport, the others are NCAA championship sports. Only one school at the Division I level, Eastern Illinois, offers rugby. One school offers it at the varsity level in Division II and two offer it in Division III.

Archery, which was previously a varsity sport in the NCAA emerging sport category, was returned to the club level and has been removed from the emerging sport list by the Association because few colleges offer the sport on the varsity level. However, financial aid has been honored for those student-athletes affected by the discontinuing of their sport.

Only one sport for women at the intramural level has varsity potential, bowling. Badminton, like archery, is another NCAA designated emerging sport that did not emerge. There are no Division I or Division II programs and only three Division III programs. Bowling is now an NCAA championship sport. While there is a bowling club at Texas A&M, it had only one female participant in 2004-2005.

In order to reach proportionality, coaches need to either "buy" into it or be directed that this is the path Texas A&M must take. Based on 2004-2005 participation rates, the only women's sports that need to increase are tennis (but only by 2) and cross country/track. On the men's side, almost all must cut some walk-ons.

Below was Lamar Daniels, Inc. initial recommended roster management plan. It is based on these factors:

- a. 2004-2005 participation rates
- b. NCAA Division I average participation rates
- c. The participation rates of other schools in the Big XII
- d. Schools with similar programs at Texas A&M's level.

The roster management information is listed in the following order:

- 1) Sport, 2) 2004-05 Participation, 3) NCAA Division I Average and 4) Recommended Participation

Men's Sports

=====

Baseball - 40 - 33.6 - 34
 Basketball - 22 - 15.4 - 16
 Football - 146 - 116.3 - 135
 Golf - 13 - 10.6 - 12
 Swimming and Diving - 27 - 24.1 - 25
 Tennis - 11 - 9.7 - 10
 Cross Country - 17 - 14.3 - 15
 Indoor Track - 55 - 35.6 - 40
 Outdoor Track - 51 - 36 - 40
 Totals - 382 - 295.6 - 337

Women's Sports

=====

Basketball - 14 - 14.7 - 15
 Equestrian - 73 - 48.3 - 75
 Golf - 12 - 8.7 - 12
 Soccer - 28 - 25.4 - 28
 Softball - 18 - 18.8 - 20
 Swimming and Diving - 30 - 25.7 - 30
 Tennis - 8 - 9.3 - 10
 Cross Country - 14 - 16 - 22
 Indoor Track - 46 - 34.5 - 50
 Outdoor Track - 41 - 33.9 - 50

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Volleyball - 15 - 13.9 - 16
Totals - 315 - 249.2 - 326

It was shared by Lamar Daniels, Inc. that the above roster management plan is viable for several reasons:

- a. No men's teams are below the NCAA average participation.
- b. There are no competitive disadvantages.
- c. Football, the sport in which the 12th man is most important, is allowed only four participants less than the 2005 participation rate of 139.
- d. Women's teams are required to exceed their average participation rates in every sport, so there can be no charge that men participants are being eliminated because women participants will not walk-on.

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

The institution's gender equity plan includes the implementation of roster management for both men's and women's sports programs and the on-going review of additional women's sports programs.

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 each of the areas,

The review in this area is based on:

1) the general regulatory requirement that institutions must provide equal athletic opportunities for members of both sexes. In determining whether an institution is providing equal opportunity, several factors must be considered.

"Unequal aggregate expenditures for members of each sex or unequal expenditures for male and female teams will not constitute noncompliance," but the Assistant Secretary (for Civil Rights of the U. S. Department of Education) may consider the failure to provide necessary funds for teams for one sex in assessing equality of opportunity for members of each sex." (The Title IX regulation at 34 C.F.R. Section 106.41(c).)

2) the policy interpretation which clarifies that equality of opportunity is assessed by comparing the availability, quality and kinds of benefits, opportunities and treatment of both sexes under each factor or component. If the components are found to be equivalent, then the institution will be in compliance. Equivalence means equal or equal in effect. Under the equivalence standard, identical benefits, budgets, opportunities, or treatment are not required, provided the overall effect of any difference does not have a disparate impact on one sex.

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

The Lamar Daniels, Inc. audit revealed the following information regarding equipment and supplies:

QUALITY AND SUITABILITY

The audit revealed that the equipment and supplies being provided to all teams was suitable for the various sports and rated as good to excellent by coaches and participants.

AMOUNT AND AVAILABILITY OF EQUIPMENT AND APPAREL

Most men's and women's teams are provided all the equipment and supplies necessary to practice and compete. The men's and women's golf teams provided only their competition clothes. There are no golf practice clothes per se; however, returning participants may use the previous year's tournament clothes for practice. The men's and women's swimming and diving teams provided their own towels. Women participants stated that they received one towel as a freshman but no more after that.

The equestrian participants must furnish a great deal of their own equipment and supplies. The situation is minimized somewhat by the fact that many of the participants have their own apparel from previous

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experience in showing horses prior to coming to Texas A&M. They also loan each other items of apparel. English helmets and some western hats are available, as well as a few western shirts. The head coach and participants estimated that it would cost from \$900 to \$1,500 per participant to provide all that is needed. Some items (i.e., boots and shirts) can be very expensive.

In addition, both participants and the head coach for equestrian indicated a need for more tack (i.e. saddles, bridles, girths and martingales).

MAINTENANCE AND REPLACEMENT

Three full-time equipment managers work primarily with football, although one assists with baseball as well. They have several student managers assisting them with football. Head coaches of other sports hire their managers, mostly students, directly. The full-time equipment managers are responsible for the laundry for all sports except men's and women's cross country/track, men's and women's swimming/diving and tennis. Track and swimming/diving participants, both men and women, are currently laundering their own clothing. Tennis participants have their own washer/dryer at the tennis center, and student managers may launder the teams' practice clothes there. The men's and women's basketball apparel is laundered by their student managers at Reed Arena. The men's and women's golf tournament clothes are professionally dry-cleaned.

Equipment and supplies are stored in various locations at or near the teams' locker rooms and/or practice/competitive facilities. The men's and women's cross country/track equipment is being stored at Kyle Field with the football equipment while a storage facility is constructed. The equestrian program lacks sufficient storage space to store the equipment they have, and more equipment is needed as indicated above.

With the noted exceptions, equipment and supplies are replaced as needed. The Athletic Department has a contract with a major equipment provider, and the head equipment manager orders for all sports. Some coaches have separate agreements with other manufacturers (i.e., baseball, softball, men's and women's swimming/diving, men's and women's golf, etc.), and they order directly from those equipment manufacturers.

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

The problem area in equipment and supplies is in the equestrian program. Participants furnish most of their equipment, and some of it is expensive. Because this equipment is so different from other athletic equipment, the head coach has provided a detailed list of proposed equipment for the 2005-2006 budgets. Also, equestrian is moving towards a format that will allow for uniforms during competition rather than the show apparel preferred for IHSA competition. The uniform equipment should be less expensive.

Additional equipment storage plans for equestrian are under consideration. A new area will be needed to store the additional tack that is also needed.

The swimming coaches have decided not to provide a towel service for their teams. Because both teams are affected, this is not a Title IX problem.

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

The institution's gender equity plan includes the component of phasing in the equipment/apparel purchases for women's equestrian beginning in 2006-07. Additionally, the gender equity plan calls for the addition of space for a tack room for equestrian.

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

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

The review in this area is based on:

1) the general regulatory requirement that institutions must provide equal athletic opportunities for members of both sexes. In determining whether an institution is providing equal opportunity, several factors must be considered.

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"Unequal aggregate expenditures for members of each sex or unequal expenditures for male and female teams will not constitute noncompliance, but the Assistant Secretary (for Civil Rights of the U. S. Department of Education) may consider the failure to provide necessary funds for teams for one sex in assessing equality of opportunity for members of each sex." (The Title IX regulation at 34 C.F.R. Section 106.41(c).)

2) the policy interpretation which clarifies that equality of opportunity is assessed by comparing the availability, quality and kinds of benefits, opportunities and treatment of both sexes under each factor or component. If the components are found to be equivalent, then the institution will be in compliance. Equivalence means equal or equal in effect. Under the equivalence standard, identical benefits, budgets, opportunities, or treatment are not required, provided the overall effect of any difference does not have a disparate impact on one sex.

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

The Lamar Daniels, Inc. audit revealed the following information regarding scheduling of games and practice times:

NUMBER OF REGULAR SEASON COMPETITIVE EVENTS

The following information is listed in the following order: 1) Sport, 2) Number of competitive events, 3) NCAA Maximum

2003-2004

=====

Baseball - 56 - 56
 M. Basketball - 28 - 28
 W. Basketball - 28 - 28
 W. Equestrian - 15 - 15
 Football - 11 - 11
 M. Golf - 24 - 24
 W. Golf - 24 - 24
 W. Soccer - 20 - 20
 Softball - 56 - 56
 M. Swimming and Diving - 14 - 20
 W. Swimming and Diving - 20 - 20
 M. Tennis - 25 - 25
 W. Tennis - 25 - 25
 M. Cross Country - 6 - 7
 W. Cross Country - 6 - 7
 M. Track (Indoor & Outdoor) - 17 - 18
 W. Track (Indoor & Outdoor) - 17 - 18
 W. Volleyball - 27 - 28

All men's and women's teams competed in the maximum number of regular season events or one less than allowed under NCAA rules except men's swimming, where the head coach indicated that the number of competitive events in which the team competed was sufficient.

THE NUMBER AND LENGTH OF PRACTICE OPPORTUNITIES AND THE TIME OF DAY PRACTICE OPPORTUNITIES ARE SCHEDULED

The number of practice opportunities and the length (per week) are governed by NCAA rules. Practice times are based on class schedules. All teams practice at the most desirable times. Those teams that share facilities (basketball, golf, tennis, cross country/track and swimming/diving) either practice together at the same time (due to the size of the facility) or work out mutually agreeable times for the use of facilities.

THE TIME OF DAY COMPETITIVE OPPORTUNITIES ARE SCHEDULED

Competition is scheduled seven days a week at various times of the day or evening depending on the sport. Based on the various interviews, neither coaches nor women participants have any concerns about the time of day competitive opportunities are scheduled.

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THE OPPORTUNITIES TO ENGAGE IN PRE-SEASON AND POST-SEASON COMPETITION

The following teams had the opportunity to compete in pre-season, "other" season, or nontraditional season competition in 2004-2005:

The following information is listed in the following order: 1) Sport, 2) Number of events, 3) NCAA Limit

Baseball - 0 - No Limit
M. Basketball - 2 - 2
W. Basketball - 2 - 2
W. Soccer - 5 - 5
Softball - 6 - No Limit
W. Volleyball - 4 - 4

The baseball and softball teams are allowed scrimmages or "practice games" in the fall, but each one counts toward the maximum number of competitive events during the traditional season (56). The head baseball coach chose not to compete. The head softball coach scheduled and the team competed on six dates. The remainder of the sports competed in the maximum allowed.

All men's and women's teams or individuals that qualify for post-season are allowed to compete. In 2004-2005, all men's teams except baseball and cross country competed in the post-season. All women's teams also competed in the post-season except cross country.

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

The conclusion made by Lamar Daniel's Inc. and supported by the institution is that the institution is in compliance with 34 C.F.R. Section 106.41(c)(3) and subsequent policy interpretations regarding the scheduling of games and practice times. Therefore, the subcommittee has not identified any areas of deficiency in this area.

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

The institution's gender equity plan calls for the treatment of each women's sport program with equitable scheduling of facilities as it relates to games and practice. Additionally, the gender equity plan calls for expansion in the area of basketball practice gyms which will further enhance the availability of and flexibility in basketball practice times.

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

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

The review in this area is based on:

1) the general regulatory requirement that institutions must provide equal athletic opportunities for members of both sexes. In determining whether an institution is providing equal opportunity, several factors must be considered.

"Unequal aggregate expenditures for members of each sex or unequal expenditures for male and female teams will not constitute noncompliance, but the Assistant Secretary (for Civil Rights of the U. S. Department of Education) may consider the failure to provide necessary funds for teams for one sex in assessing equality of opportunity for members of each sex." (The Title IX regulation at 34 C.F.R. Section 106.41(c).)

2) the policy interpretation which clarifies that equality of opportunity is assessed by comparing the availability, quality and kinds of benefits, opportunities and treatment of both sexes under each factor or component. If the components are found to be equivalent, then the institution will be in compliance. Equivalence means equal or equal in effect. Under the equivalence standard, identical benefits, budgets, opportunities, or treatment are not required, provided the overall effect of any difference does not have a disparate impact on one sex.

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

The Lamar Daniels, Inc. audit revealed the following information regarding travel and per diem allowances:

MODES OF TRANSPORTATION

Below is the total number of trips by mode of transportation for seven men's and eight women's teams during the regular seasons and the conference tournaments. The sources of the information are the travel data provided to Lamar Daniel's, Inc. prior to their on-campus review and interviews with coaches and participants. The men's and women's cross country/track teams are not included because these teams were combined under one coaching staff and traveled together. The cross country teams bussed once and flew five times. The indoor track teams also flew five times. The outdoor track teams bussed three times and flew four times.

The following information is listed in the following order: 1) Mode of Transportation, 2) Number of Men's Trips, 3)Number of Women's Trips

Air - 34 - 42
 Bus - 18 - 21
 Van - 3 - 6
 Cars - 4 - 0

Men's teams (basketball and football) had twelve charter flights. Women's teams (basketball and volleyball) had thirteen charter flights.

LODGING FURNISED DURING TRAVEL

When overnight travel is required, each team stays in moderately good to excellent lodging establishments selected by a member of the coaching staff or an administrator. Participants share rooms. Most teams assign two participants to a room, one per bed. If three are assigned to a room when there are an odd number of participants on the travel team, a rollaway bed is provided. According to the women's swimming participants, the team was assigned 3-4 to a room, and several participants were required to share a bed during regular season meets. In post-season, they were assigned two to a room, one per bed.

LENGTH OF STAY BEFORE AND AFTER COMPETITIVE EVENTS

Teams arrive either the day before or in sufficient time to warm up prior to a competitive event and leave immediately after the event in order to return to campus, except when commercial air travel is involved. In that case, participants sometimes have to stay overnight and fly back the next day.

DINING ARRANGEMENTS AND PER DIEM ALLOWANCES (MEAL COSTS)

Teams eat as a group with one of the coaches or an administrator paying the full bill, or participants are given money for the meal. There are no problems with these arrangements. Coaches stated that they allowed \$35.00 per day for food when per diem was provided in lieu of group meals. All head coaches and most participants felt that the food provided was sufficient in quality and quantity. Equestrian participants, however, stated that they were provided no food until 5:00 p.m. when they arrived at a competition site. The team was required to be on campus at 6:00 a.m. and left for the airport at 7:00 a.m. Their flight left after 10:00 a.m.. This happened only one time.

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

All women's teams that required participants to share beds in 2003-2004 ceased this practice in 2004-2005 except women's swimming and diving; however, through an oversight, the head women's swimming and diving coach may not have been notified that the practice of assigning more than one person per bed is prohibited.

It was noted that the problem with equestrian not having a meal all day occurred only once during their season; however, the head coach needs to plan better.

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

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The institution's gender equity plan calls for funding all sports consistently with regards to per-diem and housing as it relates to travel.

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

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

The review in this area is based on:

1) the general regulatory requirement that institutions must provide equal athletic opportunities for members of both sexes. In determining whether an institution is providing equal opportunity, several factors must be considered.

"Unequal aggregate expenditures for members of each sex or unequal expenditures for male and female teams will not constitute noncompliance," but the Assistant Secretary (for Civil Rights of the U. S. Department of Education) may consider the failure to provide necessary funds for teams for one sex in assessing equality of opportunity for members of each sex." (The Title IX regulation at 34 C.F.R. Section 106.41(c).)

2) the policy interpretation which clarifies that equality of opportunity is assessed by comparing the availability, quality and kinds of benefits, opportunities and treatment of both sexes under each factor or component. If the components are found to be equivalent, then the institution will be in compliance. Equivalence means equal or equal in effect. Under the equivalence standard, identical benefits, budgets, opportunities, or treatment are not required, provided the overall effect of any difference does not have a disparate impact on one sex.

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

The Lamar Daniels, Inc. audit revealed the following information regarding tutors:

OPPORTUNITY TO RECEIVE TUTORING AND THE ASSIGNMENT AND COMPENSATION OF TUTORS

Procedures, Tutor Qualifications, Compensation and Availability:

The associate athletic director for academic services supervises the academic services program and oversees the Center for Student-Athlete Services located in the Bright Complex. The associate AD reports to the associate provost for undergraduate programs and a senior associate AD. Assisting the associate AD in administering the program and providing the services are the following:

1. Assistant AD - Supervises the Learning Center and works directly with the softball team
2. Associate Director - Assists baseball, women's basketball, volleyball and women's golf
3. Athletic Academic Supervisor (1) - Assists equestrian and men's swimming
4. Athletic Academic Supervisor (2) - Assists football
5. Athletic Academic Supervisor (3) - Assist men's and women's cross country/track and football
6. Athletic Academic Supervisor (4) - Assists women's tennis, soccer, men's tennis and men's golf
7. Athletic Academic Supervisor (5) - Assists men's basketball
8. Assistant Director - Life Skills Coordinator. Works with women's swimming/diving

A computer center coordinator and a career service coordinator complete the remaining professional staff.

Student-athletes learn about the availability of academic services when they are making their official visits. If an official visit is not made, academic services are addressed at the annual, new student-athlete orientation. Academic counselors also discuss the availability of services at team meetings, or as part of the late addition to roster process and provide a student-athlete handbook containing the availability of services to all student-athletes.

If tutoring is needed, the associate AD for academic services has a budget for tutoring. Course specific tutors are undergraduate and graduate students. Learning consultants, who are teachers in the community, teach study skills and work with the at-risk students. Undergraduate and graduate students are

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paid \$8.00 - 11.00 per hour. Undergraduates must be at least a junior with a 3.0 overall grade point average and expertise in the course in which they tutor. They must submit a letter of reference from a faculty member and undergo tutor training. Graduate students also must have a 3.0 overall average, have letters of reference from the faculty and have demonstrated good academic performance. Learning specialists are paid \$18.00-\$22.00 per hour. There are several learning labs for academic subjects (i.e., business, social science, math, etc.).

The assistance of most of the counselors was rated as good to excellent by the head coaches of men's and women's sports.

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

The conclusion made by Lamar Daniel's Inc. and supported by the institution is that the institution's tutoring program overall is a good program with sufficient staff. Additionally, the program is available to all student-athletes on an equal basis. The subcommittee is in agreement with this analysis and has not identified any areas of deficiency in this area.

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

The institution's Gender Equity Plan calls for the annual review of the tutor program to ensure consistent opportunities for the use of tutors by all student-athletes.

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

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

The review in this area is based on:

1) the general regulatory requirement that institutions must provide equal athletic opportunities for members of both sexes. In determining whether an institution is providing equal opportunity, several factors must be considered.

"Unequal aggregate expenditures for members of each sex or unequal expenditures for male and female teams will not constitute noncompliance," but the Assistant Secretary (for Civil Rights of the U. S. Department of Education) may consider the failure to provide necessary funds for teams for one sex in assessing equality of opportunity for members of each sex." (The Title IX regulation at 34 C.F.R. Section 106.41(c).)

2) the policy interpretation which clarifies that equality of opportunity is assessed by comparing the availability, quality and kinds of benefits, opportunities and treatment of both sexes under each factor or component. If the components are found to be equivalent, then the institution will be in compliance. Equivalence means equal or equal in effect. Under the equivalence standard, identical benefits, budgets, opportunities, or treatment are not required, provided the overall effect of any difference does not have a disparate impact on one sex.

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

The Lamar Daniels, Inc. audit revealed the following information regarding coaching of student-athletes:

AVAILABILITY OF COACHING PERSONNEL (2004-05)

Below is a list comparing the current full-time, part-time and graduate assistant coaches for men's and women's teams. The men's and women's cross country/track teams are not a part of this comparison because the teams are combined under one coaching staff comprised of five full-time coaches, one short of the NCAA maximum. The head diving coach is also not included.

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The following information is listed in the following order: 1) Sport, 2) Number of Coaches (FT=Full Time; VOL=Volunteer, GA=Graduate Assistant)

Baseball - 3 FT, 1 VOL
 M. Basketball - 4 FT
 W. Basketball - 4 FT
 Football - 10 FT, 2 GA
 Equestrian - 2 FT, 1 PT
 M. Golf - 2 FT
 W. Golf - 2 FT
 W. Soccer - 3 FT
 Softball - 3 FT, 1 VOL
 M. Swimming - 2 FT
 W. Swimming - 2 FT
 M. Tennis - 2 FT
 W. Tennis - 2 FT
 W. Volleyball - 3 FT

The number of coaches indicated above are the maximum allowed under NCAA rules for the sports offered. The only coach that is not full-time is the second assistant in equestrian. She is 60% coaching and 40% teaching in the Animal Science Program but is a full-time employee of Texas A&M.

ASSIGNMENT AND COMPENSATION OF COACHES

The men's and women's cross country/track coaches and the head diving coach are also excluded from this analysis. 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 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 17.9 years and the average for women's sports is 12.1 years.

In order for there to be a violation of Title IX with respect to coaching salaries, there must be a difference in the availability of coaches or the qualifications of coaches, and the difference must be shown to have a disparate impact on female student-athletes. There were no problems in the availability of coaches. Also, if there is some problem with respect to the delivery of coaching services to the student-athletes, Title IX jurisdiction can be asserted in this area. There were no problems. Otherwise, coaching salaries would fall under other federal laws: the Equal Pay Act, the Fair Labor Standards Act and Title VII of the 1964 Civil Rights Act.

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

The conclusion made by Lamar Daniel's Inc. and supported by the institution is that the institution is in compliance with 34 C.F.R. Section 106.41(c)(5)-(6) and subsequent policy interpretations regarding coaching personnel. Therefore, the subcommittee has not identified any areas of deficiency in this area.

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

The institution's Gender Equity Plan calls for the continuing practice of equitable funding for women's coaches and maintaining the full allotment of coaching staff members.

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

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

The review in this area is based on:

1) the general regulatory requirement that institutions must provide equal athletic opportunities for members of both sexes. In determining whether an institution is providing equal opportunity, several factors must be considered.

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"Unequal aggregate expenditures for members of each sex or unequal expenditures for male and female teams will not constitute noncompliance," but the Assistant Secretary (for Civil Rights of the U. S. Department of Education) may consider the failure to provide necessary funds for teams for one sex in assessing equality of opportunity for members of each sex." (The Title IX regulation at 34 C.F.R. Section 106.41(c).)

2) the policy interpretation which clarifies that equality of opportunity is assessed by comparing the availability, quality and kinds of benefits, opportunities and treatment of both sexes under each factor or component. If the components are found to be equivalent, then the institution will be in compliance. Equivalence means equal or equal in effect. Under the equivalence standard, identical benefits, budgets, opportunities, or treatment are not required, provided the overall effect of any difference does not have a disparate impact on one sex.

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

The Lamar Daniels, Inc. audit revealed the following information regarding locker rooms, practice and competitive facilities:

LOCKER ROOMS

Quality and Availability:

All teams except equestrian have a locker room. All locker rooms, with the exception of men's basketball and baseball, were rated as good to excellent. The ones for men's basketball and baseball were rated as "O.K." A space at Freeman Arena, which is owned by the Animal Science Program and not athletics, has been identified for an equestrian locker room. The women's basketball locker room is being redone, and the volleyball locker room is scheduled to be redone. The volleyball team has a \$100,000 gift that can be used for a remodeled locker room.

PRACTICE AND COMPETITIVE FACILITIES

Quality, Availability and Exclusivity of Use and the Maintenance and Preparation of the Facilities for Practice and Competition:

Below is a list of the facilities for each team. The quality and the maintenance and preparation are evaluated by the head coaches and female participants.

Baseball - Olsen Field. Field quality is average. The remainder is excellent. Exclusive use for practice and competition. Maintenance and preparation by grounds crew is rated as excellent.

Basketball - Men & Women - Both teams practice in the auxiliary gym and main floor of Reed Arena and compete in the arena. The facility is rated as good to excellent. The auxiliary gym for men's basketball is O. K. Exclusive use of auxiliary gym. Reed Arena is also used for special events. Maintenance and preparation by Reed Arena staff is rated as good.

Equestrian - Freeman Arena rated as good. Noted that it is either hot or cold. Used by students in the Animal Science Program, the Rodeo Club, the Polo Club AQHA shows, etc. Maintenance is provided by Animal Science student workers. Additionally, coaches and participants are involved in preparation of the facility for practice and competitions.

Football - Two full-size practice fields, one turf field and one "sled" field for practice. Kyle Field for competition is rated as excellent, but the artificial turf practice field is in bad shape. Exclusive use of all but turf field. Turf field is accessible to all sports. Maintenance and preparation by grounds crew is rated as excellent.

Golf - Men and Women - Traditions Golf Club & Wahlberg Learning Center is rated as excellent. Other golf courses are available. The course is also used by members of the club. The Wahlberg Learning Center is used by men's and women's golf only. Maintenance and preparation by professional groundskeepers is rated as excellent.

Soccer - Women = The Aggie Soccer Complex is rated as very good. Exclusive use. Maintenance and preparation by grounds crew is rated as excellent.

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Softball - Aggie Softball Complex. The field is rated as excellent. Stadium has a 95% un-obstructed view for the fans. Maintenance and preparation by grounds crew is rated as excellent.

Swimming and Diving - Men and Women - The Student Recreation Center Natatorium is rated as excellent. Also used by kinesiology classes, club swimming and recreation swimming. Maintenance and preparation by student recreation staff is rated as good.

Tennis - Men & Women - The Mitchell Tennis Center is rated as good. Used by men's and women's tennis teams. Maintenance and preparation by Athletic Department staff is rated as good.

Track/Cross Country - Men & Women - Cross country practices in different locations. The home cross country meet is held on intramural field, which is rated as good. No indoor track facility is available. The outdoor track is on campus at the Anderson Track and Field Complex. The track surface is scheduled to be redone in the near future. Because of the bad track surface, there have been no home competitions for two years. All track practice and competition facilities are used by many others. Maintenance and preparation by Athletic Department maintenance staff is rated as good.

Volleyball - Practice and competition in G. Rollie White Coliseum is rated good. Also used by kinesiology classes. Maintenance and preparation by physical plant staff is rated as good.

The soccer facility has a new enlarged press box and additional seating. The softball field was reworked and is now excellent. A padded fence was installed during our visit, and a new scoreboard was installed spring 2006.

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

The areas of deficiency noted by Lamar Daniel's Inc. and supported by the institution are:

- 1) With respect to locker rooms, the only problem to be addressed is lack of a permanent one for equestrian; however, space has been identified near the Freeman Arena. Funds have not been allocated for this project yet.
- 2) Volleyball has the available funds to redo the their locker room that was redone two years ago. Funding is also sufficient for a coaches' locker room.
- 4) A new track will eventually be provided. At present, men's and women's sports are equally affected.

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

The institution's Gender Equity Plan calls for the remodeling of the women's volleyball locker room, the renovation of the men's and women's track facility, and the construction of a multi-use indoor facility. Additionally, the institution has begun an aggressive fund-raising program for women's equestrian to address the identified issue regarding women's equestrian locker rooms.

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

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

The review in this area is based on:

- 1) the general regulatory requirement that institutions must provide equal athletic opportunities for members of both sexes. In determining whether an institution is providing equal opportunity, several factors must be considered.

"Unequal aggregate expenditures for members of each sex or unequal expenditures for male and female teams will not constitute noncompliance," but the Assistant Secretary (for Civil Rights of the U. S. Department of Education) may consider the failure to provide necessary funds for teams for one sex in assessing equality of opportunity for members of each sex." (The Title IX regulation at 34 C.F.R. Section 106.41(c).)

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2) the policy interpretation which clarifies that equality of opportunity is assessed by comparing the availability, quality and kinds of benefits, opportunities and treatment of both sexes under each factor or component. If the components are found to be equivalent, then the institution will be in compliance. Equivalence means equal or equal in effect. Under the equivalence standard, identical benefits, budgets, opportunities, or treatment are not required, provided the overall effect of any difference does not have a disparate impact on one sex.

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

The Lamar Daniels, Inc. audit revealed the following information regarding medical and training facilities and services:

HEALTH, ACCIDENT, AND INJURY INSURANCE COVERAGE

Texas A&M is self-insured up to \$10,000.00. If a student-athlete has coverage, Texas A&M provides secondary coverage. If a student-athlete has no insurance, Texas A&M provides primary coverage. Based on the current insurance program, no student-athlete should have to pay any costs related to athletic injuries and medical treatment.

AVAILABILITY AND QUALITY OF WEIGHT AND CONDITIONING FACILITIES

The Netum Steed Physiology Research and Conditioning Laboratory is the primary weight room for all Texas A&M student-athletes. The facility is 18,000 square feet and is used by all men's and women's teams on a scheduled basis. All female student-athletes and head coaches rated the Steed Weight Room as good to excellent.

Nine full-time strength coaches and one part-time employee staff the Steed Weight Room and work with the various teams. Two of the full-time staff members are females. Strength coaches supervise their assigned teams when the participants use the weight room. Their assistance was rated as good to excellent.

AVAILABILITY AND QUALITY OF TRAINING FACILITIES

There are three fully equipped training rooms for Texas A&M student-athletes. The training room at Reed Arena serves men's and women's basketball and men's and women's golf. The one at the Bright Complex serves football and volleyball. The West Campus Training Room serves the remaining teams. Satellite facilities used for practice and game days are located at the tennis facility, baseball stadium, and G. Rollie White for volleyball. All these facilities were rated as good to excellent.

AVAILABILITY OF MEDICAL PERSONNEL AND ASSISTANCE

Five primary care physicians and three orthopedists are on contract and on retainers for the Athletic Department. One is an employee of the Athletic Department. Other specialists are available through referral. The medical doctors on retainer have a daily schedule at the Bright Complex and West Campus Training Rooms. Medical doctors conduct physicals for incoming freshmen and transfer student-athletes. Those who had significant injuries in the previous year see a medical doctor also. Medical doctors or trainers meet with the other returning student-athletes, but they are not screened further unless they had an injury during the summer or a history of a problem.

Medical doctors travel with football, and an orthopedist will sometimes travel with women's soccer. Primary care physicians will travel with men's and women's basketball on occasion. A physician is onsite or on call at all home competitive events.

AVAILABILITY AND QUALIFICATIONS OF ATHLETIC TRAINERS

Ten full-time trainers and two part-time trainers comprise the medical training staff. All are nationally certified and licensed by the state of Texas. Four of the full-time trainers are females. One of the trainers is a rehabilitation specialist who is 50% in athletics and 50% with the kinesiology program. He does rehabilitation only in the athletic training part of his job and has no team assignment. A nutritionist is also part of the staff, and she reports to the senior associate AD for student-athlete development, as does the head trainer/assistant AD for athletic training. This year there were 26 student trainers who assisted the certified staff.

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The assistant AD for athletic training oversees the training program and assigns trainers for each sport. Trainers travel to regular season away events with all teams except men's and women's golf, men's and women's tennis, men's and women's swimming and diving, and equestrian. They travel to championships with those teams. There is certified trainer coverage at all home events. The part-time trainer who is assigned to men's and women's swimming and diving will sometimes travel to regular season meets with one of the teams. If both are traveling to the same meet, he will definitely travel to the meet. Otherwise, a student may travel with either one of the teams. The part-time trainer assigned to equestrian traveled to 2-3 of their meets.

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

The conclusion made by Lamar Daniel's Inc. and supported by the institution is that the institution's medical and training facilities and services is an outstanding area that is well staffed in the weight room, medical training rooms and with physicians. Additionally, the program is available to all student-athletes on an equal basis. The subcommittee is in agreement with this analysis and has not identified any areas of deficiency in this area.

The areas of interest noted by Lamar Daniel's Inc. and supported by the institution are:

- 1) Equestrian participants stated that they felt the part-time strength coach who worked with them in the weight room did not know how to train them for their sport. The participants felt they needed more work on the abdominal muscles and lower back and less on building their biceps. The participants also expressed that they would like to take the strength coach riding with them to further educate him on their needs.
- 2) Equestrian participants also suggested that their assigned trainer should ride with them and attend some practices in order to suggest ways that injuries can be prevented.

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

The institution's Gender Equity Plan calls for the annual review of the medical and training facilities and services to ensure consistent opportunities for the use and adequate treatment and services to all student-athletes.

While not a part of the plan, the information shared by the equestrian student-athletes has been shared with the appropriate staff members.

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

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

The review in this area is based on:

- 1) the general regulatory requirement that institutions must provide equal athletic opportunities for members of both sexes. In determining whether an institution is providing equal opportunity, several factors must be considered.

"Unequal aggregate expenditures for members of each sex or unequal expenditures for male and female teams will not constitute noncompliance," but the Assistant Secretary (for Civil Rights of the U. S. Department of Education) may consider the failure to provide necessary funds for teams for one sex in assessing equality of opportunity for members of each sex." (The Title IX regulation at 34 C.F.R. Section 106.41(c).)

- 2) the policy interpretation which clarifies that equality of opportunity is assessed by comparing the availability, quality and kinds of benefits, opportunities and treatment of both sexes under each factor or component. If the components are found to be equivalent, then the institution will be in compliance. Equivalence means equal or equal in effect. Under the equivalence standard, identical benefits, budgets, opportunities, or treatment are not required, provided the overall effect of any difference does not have a disparate impact on one sex.

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

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The Lamar Daniels, Inc. audit revealed the following information regarding housing and dining facilities and services:

HOUSING

Participants live in dorms and apartments on- and off-campus. During the pre-season, the Christmas/New Year break, spring break, after classes have concluded, or other holidays, the participants have the same lodging available. If dorms are not open during some holidays, participants move into apartments. There are no problems with housing. The football team spends the night before home games at a local hotel. No women's team expressed a need or a desire to do this.

DINING

Teams in season that must be on campus to practice and/or compete during vacation periods are given meal money of \$35.00 per day, less if they have a team meal. Cain Dining Hall is available to all student-athletes.

Four men's teams (baseball, basketball, football and tennis) are provided pre-game meals. Pre-game meals are provided for football at the hotel where they stay the night of home games, the men's basketball team at Reed Arena, for the baseball team at Cain Dining Hall, and for the men's tennis team at a restaurant. Men's golf has lunch for the team at their home tournaments and dinner at night. The football and men's basketball teams are provided post-game food or meal money. Sometimes men's swimming and diving will have post-game meals. Four women's teams (basketball, soccer, tennis and volleyball) have pre-game meals. The equestrian team has both breakfast and lunch provided at their home shows. The women's basketball, volleyball and tennis teams also are provided meal money or food after their games. Sometimes, women soccer participants are provided snacks.

Pre-game meals for both men's and women's teams may be provided at Cain Dining Hall on-campus, a local restaurant, or at the competitive facility by a caterer.

Two women's teams (softball and swimming and diving) and men's and women's cross country/track are the only teams with home games on campus where participants are not provided food either before or after competition.

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

The conclusion made by Lamar Daniel's Inc. and supported by the institution is that the institution has no problems in the area of housing and dining facilities and services. The subcommittee is in agreement with this analysis and has not identified any areas of deficiency in this area.

One point of interest noted by Lamar Daniel's Inc. and recognized by the institution is that the:

equestrian participants stated that the food provided to them was not nutritious. They said breakfast would usually be a breakfast burrito and lunch would be pizza. For a time, they were provided food from a local deli that was nutritious; then they were again provided pizza.

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

The institution's Gender Equity Plan calls for the annual review of the housing and dining facilities and services to ensure opportunities for the use and adequate treatment and services to all student-athletes.

While not a part of the plan, the information shared by the equestrian student-athletes has been shared with the appropriate staff members.

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

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

The review in this area is based on:

- 1) the general regulatory requirement that institutions must provide equal athletic opportunities for

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members of both sexes. In determining whether an institution is providing equal opportunity, several factors must be considered.

"Unequal aggregate expenditures for members of each sex or unequal expenditures for male and female teams will not constitute noncompliance," but the Assistant Secretary (for Civil Rights of the U. S. Department of Education) may consider the failure to provide necessary funds for teams for one sex in assessing equality of opportunity for members of each sex." (The Title IX regulation at 34 C.F.R. Section 106.41(c).)

2) the policy interpretation which clarifies that equality of opportunity is assessed by comparing the availability, quality and kinds of benefits, opportunities and treatment of both sexes under each factor or component. If the components are found to be equivalent, then the institution will be in compliance. Equivalence means equal or equal in effect. Under the equivalence standard, identical benefits, budgets, opportunities, or treatment are not required, provided the overall effect of any difference does not have a disparate impact on one sex.

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

The Lamar Daniels, Inc. audit revealed the following information regarding publicity:

PUBLICITY

Availability and Quality of Sports Information Personnel:

Sports Information (SI) is comprised of nine full-time staff members and four student assistants. One of the full-time staff does publications only. The assistant AD for media relations (sports information director or SID) supervises their work. He has 25 years experience and covers football home and away. An associate SID has 18 years experience, and he covers men's basketball home and away and men's and women's golf. He only travels with the golf teams in post-season.

The remaining full-time staff members are assistant SIDs. One has 14 years experience, and she covers volleyball and women's tennis both home and away. Another assistant SID has 16 years experience, and he assists with football, home and away, and covers men's and women's cross country/track at home and away only in the post-season. He also splits men's swimming coverage with another assistant SID. Another assistant SID with 11 years experience covers women's basketball, home and away, men's tennis and football. His football coverage is at home games only, but he sometimes travels with men's tennis. The assistant SID for baseball has 9 years experience. He covers baseball home and away and assists with publications. According to the SID, he is available to assist other teams when SI staffers have a conflict. Another assistant SID has 12 years experience, and he covers equestrian and men's and women's swimming/diving. He travels some with each team. He also assists with men's and women's cross country/track. The last assistant SID has one-year of experience, and she covers soccer and softball, home and away.

Most of the head coaches and participants rated the services of the SI staff as good to excellent. Female golf participants expressed concern about errors in their media guide and that one of the female golfers was eligible for an SI award but was not nominated.

QUANTITY AND QUALITY OF PUBLICATIONS

High quality media guides, all spiral bound, were provided in sufficient quantity to all men's and women's teams. The one for men's and women's cross country/track was combined. Full color schedule cards and posters were provided to four men's teams (baseball, basketball, football and tennis) and five women's teams (basketball, soccer, softball, tennis and volleyball). The schedule cards and posters for men's and women's tennis were combined. Men's and women's swimming/diving received a combined poster. A 12th Man Team Rewards Program poster shows the home events for all sports offered at Texas A&M. Team photo cards in color were provided to two men's teams (baseball and basketball) and four women's teams (basketball, soccer, softball and volleyball). Full color season ticket brochures were provided to four men's teams (baseball, basketball, football and tennis) and five women's teams (basketball, soccer, softball, tennis and volleyball). The following were combined: soccer and volleyball, men's and women's basketball and men's and women's tennis. Schedule magnets were provided to three men's teams (baseball, football and tennis) and four women's teams (soccer, softball, tennis and volleyball).

OTHER PUBLICITY RESOURCES AND PROMOTIONAL SERVICES

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The senior associate AD for external operations is over in-game marketing, promotions and sponsorships, among other duties. He oversees marketing, specifically. Sports information, video productions, internal and special projects, and the Lettermen's Association also report to him. He is a liaison to the 12th Man Foundation (fund-raising). Assisting him in marketing and promotions are the associate AD for events and game operations; the associate AD for sponsorships, promotions, and broadcasts; and the director of in-game promotions.

All teams are marketed and promoted. In November of 2003, a program was begun with student assistants, both undergraduate and graduate students, in Business Marketing or Sports Management. The students are supervised by the senior associate AD for external operations and the director of in-game marketing. The students are required to develop a marketing plan for the sport to which they are assigned, carry out the plan and provide a marketing report at the end of the season. Multiple ads are placed in the newspaper each week to promote various events. The 12th Man Rewards Program is specifically designed to increase attendance in all sports.

Football, men's and women's basketball and baseball have all games broadcasted on radio. Internet broadcasts are provided for the same team (except football), plus soccer, volleyball and softball. A magazine type show that covers all sports is televised on Sunday nights. This show features all sports in season. Several Texas television stations and some in Oklahoma carry the show. Teams receiving televised coverage of games are mostly provided this through the Big XII Conference package or TV Network selection.

There were no negative evaluations of the efforts of marketing and promotions by head coaches or participants.

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

The conclusion made by Lamar Daniel's, Inc. was that the marketing and promotions at Texas A&M are the best and most comprehensive he has ever seen. This opinion is shared by the institution and the subcommittee.

The areas of interest noted by Lamar Daniel's, Inc. and recognized by the institution are:

The female golfers had problems with their SI that need addressing (i.e., errors in the media guide and the female golfer who was eligible for an SI award but not nominated). In addition to that, the female golfers stated that their website was not updated. The head coach verified these concerns.

Additionally, the head track and field coach desired that the team's media guide be completed by the end of December, prior to the beginning of the indoor track season. SI should attempt to work with him on this.

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

The institution's Gender Equity Plan calls for the annual review of the publicity services to ensure equal and excellent treatment and services to all student-athletes.

While not a part of the plan, the information shared by the women's golf program and the head track coach has been shared with the appropriate staff members.

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

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

The review in this area is based on:

1) the general regulatory requirement that institutions must provide equal athletic opportunities for members of both sexes. In determining whether an institution is providing equal opportunity, several factors must be considered.

"Unequal aggregate expenditures for members of each sex or unequal expenditures for male and female teams will not constitute noncompliance," but the Assistant Secretary (for Civil Rights of the U. S. Department of Education) may consider the failure to provide necessary funds for teams for one sex in assessing equality of opportunity for members of each sex." (The Title IX regulation at 34 C.F.R. Section 106.41(c).)

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2) the policy interpretation which clarifies that equality of opportunity is assessed by comparing the availability, quality and kinds of benefits, opportunities and treatment of both sexes under each factor or component. If the components are found to be equivalent, then the institution will be in compliance. Equivalence means equal or equal in effect. Under the equivalence standard, identical benefits, budgets, opportunities, or treatment are not required, provided the overall effect of any difference does not have a disparate impact on one sex.

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

The Lamar Daniels, Inc. audit revealed the following information regarding support services:

ADMINISTRATIVE ASSISTANCE

The director of athletics (AD) oversees the entire intercollegiate athletics program. He reports directly to the president of Texas A&M. Reporting to the AD is the chief of staff. She is the number two person in the athletic program and is in charge of the program in the AD's absence. The AD and the chief of staff work closely together on all issues affecting the institution's athletics program. There are two senior associate athletic directors who report to the AD. The senior associate AD for external operations was discussed in an earlier section. The senior associate AD for student-athlete development is over academic services, strength and conditioning, medical training, Cain Dining Hall and financial aid. There are several associate ADs with specialized areas. The associate AD for internal operations is over the Business Office, facilities, concessions, grounds and building maintenance and equipment. He is the liaison with Reed Arena, which is under the authority of the Office of Finance and Administration. Other associate and assistant ADs have more narrow responsibilities.

Three men's sports (baseball, basketball and football) and five women's sports (basketball, equestrian, soccer, softball and volleyball) have directors of operations to assist them in administering their programs.

OFFICE SPACE

The auditors found that all head and assistant coaches have private offices except the two assistants in equestrian. They share; however, one is on the Animal Science faculty and has a private office there.

SECRETARIAL AND CLERICAL ASSISTANCE

The football program has four full-time secretaries for their staff of ten coaches, two graduate assistants, the director of operations, and other administrative staff. The men's and women's basketball coaches have one each. The men's and women's cross country/track program also has a secretary for their six coaches. One secretarial/clerical employee assists volleyball, equestrian, soccer and softball. Another assists men's and women's tennis, men's and women's golf and baseball. All coaches who desire one have computers which minimizes the need for secretarial/clerical assistance.

OFFICE EQUIPMENT AND SUPPLIES

Office equipment and supplies are available as needed.

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

The conclusion made by Lamar Daniel's, Inc. and supported by the institution is that the institution has no problems with administrative assistance, secretarial and clerical assistance or office equipment and supplies. The subcommittee is in agreement with this analysis and has not identified any areas of deficiency in this area.

One point of interest noted by Lamar Daniel's, Inc. and recognized by the institution was that there is an office assigned to the volleyball intern that is rarely used. It could be reassigned to one of the equestrian coaches, and all coaching staffs would have private offices.

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

The institution's Gender Equity Plan calls for the annual review of the support services to ensure equal access to resources to all sport programs.

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Actions already taken by the institution include reallocating the volleyball intern office space to the assistant equestrian coach as recommended in the audit.

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

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

The review in this area is based on:

1) the general regulatory requirement that institutions must provide equal athletic opportunities for members of both sexes. In determining whether an institution is providing equal opportunity, several factors must be considered.

"Unequal aggregate expenditures for members of each sex or unequal expenditures for male and female teams will not constitute noncompliance," but the Assistant Secretary (for Civil Rights of the U. S. Department of Education) may consider the failure to provide necessary funds for teams for one sex in assessing equality of opportunity for members of each sex." (The Title IX regulation at 34 C.F.R. Section 106.41(c).)

2) the policy interpretation which clarifies that equality of opportunity is assessed by comparing the availability, quality and kinds of benefits, opportunities and treatment of both sexes under each factor or component. If the components are found to be equivalent, then the institution will be in compliance. Equivalence means equal or equal in effect. Under the equivalence standard, identical benefits, budgets, opportunities, or treatment are not required, provided the overall effect of any difference does not have a disparate impact on one sex.

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

The Lamar Daniels, Inc. audit revealed the following information regarding recruitment of student-athletes:

THE OPPORTUNITY TO RECRUIT

The opportunity to recruit is virtually synonymous with the opportunity to receive coaching (i.e., availability of coaches). If there are problems in the opportunity to receive coaching due to a lack of coaches or the lack of full-time coaches, there will usually be a problem in the opportunity to recruit. The availability of coaches/recruiters is equivalent at Texas A&M. The opportunity to recruit is also equivalent.

FINANCIAL AND OTHER RESOURCES

This is a very difficult area of Title IX, one that is often misinterpreted because some formula for spending is sought in determining compliance. There is no such formula. The standard is whether the needs of the men's and women's program overall are met on an equivalent basis. Exacerbating the difficulty is the fact that needs fluctuate annually, and each team has different needs.

After determining which items of a team's budget constitute recruitment expenditures, each coach was asked to address the sufficiency of recruitment funds. All head coaches except the softball coach verified that the recruitment funding for their sports was sufficient in 2004-2005.

"Other resources" for recruitment include such items as courtesy cars or car allowances, cell phones, and media guides or recruitment brochures. Media guides were discussed under the publicity component. Courtesy cars and cell phones fall under the jurisdiction of Title IX because these are also used in recruitment. Otherwise, both are fringe benefits of employment, more appropriately addressed under Title VII. There are twenty-three (23) courtesy cars for coaches in the men's program; ten in football, four in men's basketball, three in baseball, two each in golf, tennis and swimming. There are eighteen (18) courtesy cars for coaches in the women's program: four in basketball, two in volleyball, three in softball, two in soccer, two in golf, two in tennis, two in swimming and one in equestrian. The men's and women's cross country/track staff have five cars, one for each coach. The head men's and women's diving coach also has a courtesy car. Cell phones were provided to all coaching staffs.

BENEFITS, OPPORTUNITIES AND TREATMENT OF PROSPECTIVE STUDENT-ATHLETES

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The following information is listed in the following order: 1) Sport, 2) Number of official visits

2004-2005 Data:

Baseball - 12
M. Basketball - 10
W. Basketball - 9
W. Equestrian - 2
Football - 43
M. Golf - 4
W. Golf - 3
W. Soccer - 5
Softball - 3
M. Swimming and Diving - 16
W. Swimming and Diving - 27
M. Tennis - 5
W. Tennis - 13
M. Track and Cross Country - 35
W. Track and Cross Country - 38
W. Volleyball - 3

Prospective student-athletes are both flown in and driven by automobile. They are lodged on campus or in local hotels and provided meals and entertainment on and off campus within NCAA rules. Head coaches expressed no concerns about limitations on official visits.

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

The recommendations made by Lamar Daniel's, Inc. and supported by the institution are:

1. Courtesy cars were provided to the assistant men's and women's swimming and diving coach and the head equestrian coach. Now, all head and assistant coaches have courtesy cars except one assistant in volleyball and the two equestrian assistant coaches. Because these are women's sports and all men's sports have cars or car allowances, I recommend these women's sports be provided with cars or car allowances.
2. The softball budget should be evaluated and a determination made as to whether there is a shortage of recruitment funds.

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

The institution's Gender Equity Plan calls for the annual review of the recruitment of student-athletes to ensure equal access to resources to all sport programs.

Actions already taken by the institution include the allocation of program cars to the assistant volleyball coach and on one of the assistant equestrian coaches.

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

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

Completed. In depth information can also be found in operating principle 3.1 response to question 3.

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

Revision and subsequent implementation of the institution's Gender Equity Plan occurred in 1997 as a result of recommendations from the first-cycle certification process.

The Gender Equity Subcommittee participating in that process had broad based participation with the membership consisting of the FAR, SWA, faculty, coaches, student-athletes and members of the university and athletics department administrative staffs. The plan was approved by the president and was placed in the Athletics Department Policies and Procedures Manual and continued to be a guiding document for the institution.

Evaluation of the Gender Equity Plan will occur on an annual basis and be supervised by the SWA and the Athletics Department chief of staff.

The development of the current plan was a result of the last two gender equity audits completed by Lamar Daniel's, Inc., which involved interviews with administrators, coaches, student-athletes and other support personnel in the Athletics Department. As part of the certification program, the plan has been reviewed by the Equity and Welfare Subcommittee and the certification Steering Committee members.

The final plan will be submitted by the director of athletics for institutional approval of the president.

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

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

Evaluation

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

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Plan Date Range: 2006-07 thru 2010-11

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Athletic Scholarships	No identified issue	Continue to offer maximum financial aid as allowed by NCAA rules and maintain compliance with Gender Equity principles.	Continue to fund each sport program with maximum allowed financial aid.	Director of Athletics	Reviewed annually through budget process and gender equity audit.
Accommodation of Interests and Abilities.	Initiate a roster management strategy.	Continue to provide equitable opportunities for women through increased participation in existing women's sports programs and management of roster sizes in the existing men's sports programs or through the addition of additional women's sports programs.	Provided each head coach with the desired maximum/minimum number of participants desired.	Director of Athletics/Sport Administrator	Effective fall 2006, reviewed and updated annually.
			Examine potential women's sports for future sponsorship.	Director of Athletics	Review and research on a yearly basis.
Equipment and Supplies.	Increase funding related to equipment and supplies for the sport of equestrian.	Fund all women's sports to adequately meet the needs of the coaches and student-athletes.	Phase in funding for equestrian equipment and apparel	Director of Athletics	Increase budget for equestrian in the 2006-2007 budget cycle
			Add additional storage (i.e., tack room) for equestrian	Director of Athletics	Academic Year 2006-07
			Continue to review funding levels for women's sports on an annual basis	Director of Athletics and Chief of Staff	Ongoing review on an annual basis as part of budget process.
Scheduling of Games and Practice Times.	No identified issues	Continue to provide equal opportunity for women as it relates to equitable scheduling of games and practice times.	Continue to provide each women's sport program with equitable scheduling of facilities as it relates to games and practice.	Director of Athletics	Review annually through gender equity audit.

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Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
			Expand the number of practice gyms in basketball arena	Director of Athletics	Begin construction of additional practice facilities at Reed Arena in 2007.
Travel and Per Diem Allowance.	Consistent housing and per-diem related to travel.	Fund all sports consistently with regards to per-diem and housing as it relates to travel.	Provide one person per bed in housing arrangements for women's swimming and diving	Sport administrator for women's swimming and diving	Implemented spring 2006
			Provide either a meal/snack or money for travel for equestrian student-athletes	Equestrian Coaches	Implemented spring 2006
Tutors.	No identified issue	Continue to offer consistent opportunities for the use of tutors as it relates to women and Gender Equity principles.	Continue to review the use and availability of tutors	Associate Director for Academic Services	An annual process
			Continue to review responses of student-athletes related to academic services by analyzing results of the annually conducted exit survey.	Associate Director of Student-Athlete Services and Senior Associate Athletic Director of Student-Athlete development.	Will occur on a annual basis
Coaches.	No identified issue	Continue to offer equitable funding for women's coaches and maintain compliance with Gender Equity principles.	Continue to fund each sport program as it relates to coaching stipends in a fair and equitable manner as it relates to principles of gender equity.	Director of Athletics	Reviewed annually through budget process and gender equity audit
Locker Rooms, Practice and Competitive Facilities.	Provide where needed additional locker rooms, weight, and practice areas	Address needs of women as it relates to adequate locker rooms, weight, and practice areas	Remodel Volleyball lockerrooms.	Director of Athletics	Spring 2007
			Build new or renovate existing track, dressing and weight areas.	Director of Athletics	Begin 2007-2008 academic year

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Elements			Steps		
Program Areas	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 indoor practice and competition facility	Construct multi-use indoor practice and competition facility	Build indoor practice facility	Director of Athletics	Begin Construction in 2007
Medical and Training Facilities and Services.	No identified issue	Continue to offer maximum medical and training support with regards Gender Equity principles.	Continue to review responses of student-athletes related to athletic training and medical services by analyzing results of the annually conducted exit survey	Assistant Director for Athletic Training and Senior Associate Athletic Director for Student-Athlete Development	Will occur on a annual basis
Housing	No identified issues	Continue to provide equal opportunity for women as it relates to housing.	Continue to review responses of student-athletes related to housing by analyzing results of the annually conducted exit survey	Senior Associate Athletic Director for Student-Athlete Development	Will occur on a annual basis
Publicity	No identified issues	Continue to provide equal opportunity for women as it relates to publicity of all sports sponsored	Continue to provide each women's sport program with equitable publicity.	Assistant Athletic Director for Media Relations	Review annually through gender equity audit.
			Continue to review responses of student-athletes related to a publicity by analyzing results of the annually conducted exit survey	Assistant Director for Media Relations	Will occur on a annual basis
Support Services.	No identified issue	Continue to offer opportunities in the area of support services for women based on the ongoing commitment to principles of Gender Equity.	Continue to review responses of student-athletes related to all areas related to support services academic services by analyzing results of the annually conducted exit survey.	Associate Athletic Director of Student-Athlete Services and Senior Associate Athletic Director of Student-Athlete development.	Will occur on a annual basis

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Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
			Continue to fund each sport program as it relates to support services in a fair and equitably as it relates to principles of gender equity.	Director of Athletics	Reviewed annually through budget process and gender equity audit
Recruitment of Student-Athletes.	Provide needed recruiting funds and equitable access to program vehicles.	Offer financial support to allow equitable recruitment practices as it relates to principles of Gender Equity.	Review the softball program budget for appropriate adjustments in recruiting allocations.	Associate AD for Internal Operations	Summer 2006.
			Provide all head and assistant coaches with a program car or a car allowance.	Director of Athletics	2006-07 Academic Year and thereafter.

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Operating Principle

3.2 Minority Issues

Self-Study Items

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

There were no corrective actions, conditions for certification or strategies for improvement imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle decision as they relate to Operating Principle 3.2 (Minority Issues).

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

Texas A&M University developed several plans to address minority issues in its first-cycle certification process. A description of each plan and the actions taken in response to the plan are provided below.

I. Add Specific Gender and Minority Questions to Student-Athlete Exit Interview Survey

a) In its first cycle certification process, the university planned to add minority issues questions to the student-athlete exit interview. The assistant athletic director for student-athlete services was charged to ensure that all exit surveys include questions pertaining to minority opportunities. The student-athlete exit survey was in place prior to the first certification cycle; however, to better determine how women and minorities feel about the athletic program access and equity issues, specific minority questions were recommended to be added.

b) Exit surveys for student-athletes are administered to graduating senior athletes and student-athlete who depart or leave a team/program (e.g, cut, quit, transfer). The last page of the Student-Athlete Exit Survey was added in response to NCAA recommendations as part of the institution's first cycle certification and directly addresses such special issues as surrounding diversity and equity. The Sports Management Program is instrumental in soliciting and compiling the survey responses. Once the survey responses are gathered and compiled, a detailed report is provided to the senior associate athletic director for dissemination to the director of athletics and other appropriate administrative personnel.

c) The additional minority issues and gender specific questions were added to the student exit interviews in 1997.

d) The plan was fully and timely implemented.

II. Develop a Written Minority Opportunity Plan

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a) In its first-cycle certification process, the university planned to develop a written Minority Opportunity Plan to help guide the department in its efforts to increase diversity among the staff in part by providing a professional development plan for senior athletic personnel and head coaches. The professional development plan would provide opportunities for advancement and training in the areas of budgeting, coaching clinics, personnel decisions, hiring and review, as well as other sound management practices.

b) The Texas A&M University Athletics Department Minority Opportunity Plan was created in 1997 and added to the Athletics Department Policy and Procedures Manual. It is complementary to university policies as well as the department's Gender Equity Plan and is used as an ongoing guide for increasing the number of minority coaches and staff. Texas A&M also relies on the Big XII Conference Policy on Gender Equity and Diversity for guidance. Minority coaches and staff have access to professional growth seminars and programs, as do all Athletics Department employees on a "request" basis.

c) The Minority Opportunity Plan was created in 1997.

d) The plan was fully implemented in a timely manner.

III. Improve Recruitment Effort for Minorities and Women in Staff Positions

a) In its first-cycle certification process, the university planned to utilize non-traditional publications to advertise position vacancies for head coach, assistant coach, and other administrative personnel like those organizations that cater to a diverse readership and membership (i.e. Black Coaches Association).

b) The Athletic Department added The Black Coaches Association, Chronicle of Higher Education, NCAA News, Texas A&M Human Resources, National Association of Collegiate Women Athletic Administrators' (NACWAA) list-serv and the Big XII Conference Governance list-serv to its list of publications utilized when advertising vacant positions to increase employment opportunities for women and minorities. The intensified recruitment efforts to improve diversity among the staff have begun to pay positive dividends. During the institution's first-cycle certification self study, the institution reported 11 minority staff members in 1995-96. As part of the institution's June 2000 interim certification report, the institution reported an increase in minorities on the Athletics Department's full-time staff to 25. A review of the 2004-05 minority staff members reveals that the minority representation has increased overall to a total of 41 full-time staff members. While the number of minority head and assistant coaches has decreased, the overall minority representation within the department has increased.

Using the Minority Opportunity Plan created in 1997 and the university's diversity plan, the Athletics Department implemented the strategy to improve diversity within the staff. Utilizing this strategy, the Athletic Department has significantly increased the number of full and part-time minority employees since the last certification report was submitted.

c) The utilization of these non-traditional publications was added to the hiring process subsequent to the institution's first-cycle self study and continue to be used in the current hiring processes by the Athletics Department.

d) The plan was fully implemented in a timely manner.

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

Since the first-cycle certification process, Texas A&M University has significantly enhanced its efforts to recruit minority students and faculty by using a number of initiatives. Results and a description of some of those efforts are outlined below:

On December 3, 2003, President Robert Gates issued the following statement on the recruitment and admissions of students to Texas A&M University:

For the past several months, Texas A&M has been considering new initiatives that would enable us to do our part as a flagship university to prepare leaders for 21st century Texas and America. For its entire history, this land-grant university has had a national reputation for leadership development. We also have had a national reputation for admitting students from modest beginnings and preparing them to live extraordinary lives. For 127 years, this has been "the Aggie Miracle."

Justin Morrill and Jonathan Turner, fathers of the land-grant college concept, stressed that colleges such as Texas A&M were intended "to make higher education available to all classes of students, not just a select few. In our early

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days, one father wrote that his Aggie son attended a school where the poor man's son and the rich man's son stand precisely on the same footing. Each student is judged by what he is and does."

That is the standard by which this university has grown in size and reputation. It is the standard that underpins all our traditions and culture. It is the standard by which we will move forward.

As a college education becomes more costly, as Texas becomes more diverse, and as Texas A&M becomes more competitive, meeting our responsibilities to the people of this state has become more complex. The Texas Higher Education Coordinating Board has challenged the state's universities to "Close the Gaps" - to make a college education both more accessible and more affordable for the hundreds of thousands of students who will come of age in the next decade. To meet the needs of the state, to respond to the Coordinating Boards challenge, and to continue serving as a crucible of leadership development, we have developed several new initiatives, including changes in admission requirements, programs to persuade more minorities to apply to and enroll at Texas A&M, and new financial assistance for the economically disadvantaged.

In all of these initiatives, we have been guided by one fundamental philosophical premise: each and every student admitted to Texas A&M will be admitted on the basis of a competitive process focused on individual achievement, merit and leadership potential.

My recommendations to the Board of Regents regarding admission, and related programmatic initiatives, involve two objectives about which I feel quite strongly. The first objective, as I have stated before, is for Texas A&M to better serve all of the citizens of the state of Texas, and that includes a better record in attracting and enrolling minorities. The second objective is that students at Texas A&M should be admitted as individuals, on personal merit - and on no other basis.

The specific initiatives I will describe shortly can be summarized as follows: Texas A&M will make new and significant efforts to encourage minority students to apply for admission to the university. We want them to know of our interest in having them consider Texas A&M as the place to continue their education. For those minority students we admit, we will undertake new and significant efforts to encourage them actually to enroll, to become part of the Aggie family, and eventually to wear the Aggie ring. However, apart from quantitative admission decisions (i.e., the top 10% law), the decision on whether to admit a student will be made on an individual basis, taking into account personal achievement, merit and leadership potential. Every student who is at Texas A&M must know, now and in the future, that he or she and all students here have been admitted on personal merit.

Let me describe the initiatives.

Admission Requirements

Currently, all students admitted to Texas A&M fall into three categories: 1) those admitted under the Texas top 10% law - this accounts for about half of our freshman class; 2) those receiving automatic academic admission, which requires scoring at least 1300 on the SAT and ranking in the top half of their high school class - about a quarter of the freshman class; 3) the remainder, those reviewed on an individual basis, with focus not only on academic achievement but also on extracurricular achievements, unusual experiences, special talents and skills, and leadership potential.

This week we will propose to the Board of Regents two changes in admission requirements. First, we will ask to raise the standard for automatic academic admission from the top half of the high school graduating class to the top one-quarter. While the combined SAT Math and SAT Verbal test score of 1300 would remain unchanged, we propose that the student must score at least 600 in each of the two components of the SAT. Corresponding scores would be required for applicants choosing to present ACT test results. Based on past experience, this will reduce the number of students receiving automatic academic admission from about 1700 to about 850. This will open up roughly another 850 places in the freshman class where applicants can be evaluated on the basis of the whole person - that is, individual merit based on academic achievement, extracurricular activities, unusual experiences, leadership potential, and special talents. This group being evaluated individually likely will comprise about a third of the freshman class.

Second, since 1998, all applicants for public colleges and universities in Texas have been required to complete the Texas Common Application. There are four essay questions in the application. Question A asks students to "Describe a significant setback, challenge or opportunity in your life and the impact it has had on you." Question B asks students to "Describe how you, as a student, are a good match with us as a learning community. How will your individual characteristics lead you to make a contribution to our campus? (Be sure to shape your essay to reflect the college major you have selected.)" Question C asks students for additional information "you wish to be considered in the decision to admit you" - for example, exceptional hardships or achievements, personal

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responsibilities, educational goals and ways in which the student has associated with the university. Question D asks the student to describe an aesthetic experience.

Currently, completing any of these essays is optional in applying to Texas A&M. With the Regents' approval, we will require students to answer Questions A&B. In our effort to evaluate more students on the basis of the whole person, this will provide us with significantly more information on each applicant, particularly with respect to what each would contribute to Texas A&M.

Both of these proposed changes in admission requirements are intended to give us greater flexibility and information to admit students with the potential for both academic achievement and success in what we call "the other education" at Texas A&M - leadership development and involvement in campus life.

If the Regents approve these changes in admission requirements, under state law, they would not go into effect until December 2004, or for the 2005 entering class.

Some will criticize our special efforts to reach out to students in Texas who are Hispanic, African-American, Asian-American, or economically disadvantaged. Some argue that promoting diversity itself is a mistake. I believe they are mistaken. Getting to know people from different cultures, from different economic circumstances, from different regions and countries, with different beliefs and backgrounds, significantly enriches learning. This, and the need to educate future leaders for the nation, were explicitly recognized by the U.S. Supreme Court in the 2003 Grutter v. Bollinger decision, written by Justice Sandra Day O'Connor. Exposure to a diverse learning environment also better prepares students for the real world beyond college.

Texas A&M has a unique spirit and culture, and we are proud of both. Our culture is grounded in patriotism, religious belief (however expressed), loyalty to family and to one another, a hard work ethic, character and integrity. We want all who share that culture to feel - and to be - welcome at Texas A&M. We want and need to persuade all who embrace that culture - and who meet our admission standards — to become a part of the Aggie family.

As I have said, while we will admit students solely on the basis of individual merit, we are going to intensify significantly our efforts to persuade more minorities to apply here and, for those who are admitted, we are going to do much more to try to persuade them to enroll here.

To persuade more to apply, we will have more counselor and current student visits to socio-economically targeted high schools, more application workshops at target schools, and more trips to campus for students from underrepresented high schools from the Rio Grande Valley , Houston , Dallas and San Antonio . We will unveil a new program in the Rio Grande Valley called "Aggie Day", which will involve visits from representatives of admissions, financial aid, and various colleges. We will further develop a program called "Passport to College", involving trips to Texas A&M for University Outreach participants, as well as an initiative called "Aggieland 101" to bring students from targeted schools to campus. We will hold workshops on the admissions process. We will work with community based organizations. Finally, we are developing a "Parents Program" designed to encourage students to enroll by responding to questions and concerns of applicant families.

An area of special emphasis will be getting minority students who meet our standards and are admitted actually to enroll. Currently, only 44% of African-American, 48% of Hispanic, and 33% of Asian-American students we admit actually enroll as students here. This contrasts with 62% of white students who are admitted and then enroll. We must persuade more minority students who we admit and who we want to come here actually to do so - to see Texas A&M as their university of choice.

To this end, the Office of Admissions will significantly increase direct and personal communications with those admitted, workshops will be provided for parents, and campus visits will be arranged for those who are admitted. Admitted students will be contacted by minority and non-minority faculty as well as minority and non-minority former and current students, and by key university officials. I expect that several members of the Board of Regents, as well as I, personally will be involved in this. We also will significantly increase the involvement of our former students - "the Aggie Network", including A&M clubs and affiliated organizations hosting socials, making calls, making contact. We will increase faculty and staff involvement, provide lists of admitted minority students to each college and to professional organizations on campus. Finally, we want to identify current Texas A&M students from targeted high schools and get them involved.

At the graduate student level, among other initiatives, we will be working with the other universities in The Texas A&M University System with a view to increasing the number of their graduates who come to Texas A&M in College Station for graduate studies.

We will establish no numerical quotas or targets as we seek to increase the diversity of students who enroll. We only know that where we are is unacceptable, and that the future of Texas A&M depends on being more successful in attracting more minority students to join the Aggie family.

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The Aggie Miracle Project

Texas A&M, both as a land-grant university and by virtue of its culture, has always been fundamentally a university for all the people, not exclusively for the elite. Yet, for some Texans, an education at Texas A&M is financially out of reach. Thus, we risk losing touch with the kind of people in Texas who made this university what it is - bright young people brought up in economic hardship yet brimming with desire, determination and a willingness to work hard; young people who left their homes and families in search of their dreams; young people like so many who are now among our most prominent former students. Consistent with our entire history, and in furtherance of the need to respond to the need for affordability and "Closing the Gaps", I am today announcing the Texas A&M "Regents Scholarships." Every student admitted to Texas A&M who is a first generation college student and whose family income is \$40,000 or less, will be guaranteed in his or her admission letter a \$5,000 per year scholarship for four years - with the ability to add other scholarships, for which many will be eligible, up to the cost of attendance. Last year, about 575 freshmen would have been eligible.

For other students, Texas A&M will continue to disburse some \$260 million each year in financial assistance, and we will be looking specifically at new initiatives to try to alleviate the burden on families in the \$40,000-\$80,000 income range. Some 70% of our students receive financial assistance and, on average, it reduces their cost of attendance by 40%.

Conclusion

To conclude, let me summarize with three points:

- * Admission to Texas A&M will continue to be a competitive process, in which personal merit - individual achievement, leadership potential and personal strengths - is the only criterion for admission. Gains in minority enrollment will come through enhanced outreach, not changes in admission policies, requirements and standards. Every student now and in the future can be confident he or she arrived at Texas A&M on his or her individual merits.

- * We will work aggressively to increase the number of minorities from all backgrounds who apply to Texas A&M, and we intend to be far more aggressive in trying to persuade those we admit actually to enroll - to join the Aggie family. And, we will continue our efforts to ensure that once they arrive, they find a welcoming campus and remain here to graduate. We will continually evaluate our progress and we expect to be judged by the results of our efforts.

- * We intend to remain a university that always will make a place for young men and women of modest beginnings who we believe will build extraordinary lives. This land-grant University is, and will remain, the people's university, "available to all classes of students, not just a select few" and where, if I may paraphrase, "the poor man's son and daughter and the rich man's son and daughter stand precisely on the same footing..Each student judged by what he or she is and does."

A final observation. The reality we all must accept is that Texas - and the nation - are part of a far more diverse, more competitive and more complex world than ever before. The reality we all must accept is that the alternative to change is stagnation and decline. The reality we all must accept is that we must do a better job of meeting our obligations and responsibilities to all of the citizens of the state of Texas in preparing its students for a changed world. This is not political correctness. It is political realism.

The challenge, as always before in our history, is to make the changes necessary to assure Texas A&M's future success while preserving the traditions and culture and spirit that we hold so dear and that make us unique. Change in any large institution is challenging. Earl Rudder is a hero, an icon, to Aggies today, but when he decided to admit women, made the Corps of Cadets voluntary, and desegregated the University, there was significant controversy. His vision and his courage made possible the growth of a small, at-risk military college into a world-class university, one of the largest in the United States .

The changes I am proposing are far less dramatic than those General Rudder made, but they will keep us on the right path, the path forward - continuing to build a University that is a great treasure for all Texans and for the nation, a force to be reckoned with in education and in research both nationally and globally, a great University with a unique culture and spirit. A University with a great heart, a great soul, an unparalleled intellect, a University true to its purpose and its history. An enduring crucible of leadership for Texas and for America .

The recommendations to the Board of Regents were approved and Texas A&M has seen drastic percentage increases in the number of students applying to Texas A&M and actually enrolling after being offered admission. The number of application, admits and enrolled for American Indian, Asian, Black and Hispanic students fall 1996 (time period of first cycle self study) were 3416, 2518 and 1144 respectively for an enrollment yield of 45%. By fall 2003 these numbers were 3897, 2492 and 1111 for an enrollment yield of 44%. Clearly the numbers were not headed in the right direction. Since the changes made by the institution the numbers have drastically increased for fall 2005 to 4925, 3323 and 1606 for an enrollment yield of 48%. More importantly, this is an increase in minority

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enrollment by nearly 500 in a two year period for an institution that was stagnant or headed in the wrong direction for several years.

In addition to the push to increase minority student enrollment, there have been significant university efforts made to increase the diversity amongst the faculty as well. During his September 2005 Academic Convocation speech, President Gates revealed that as of September 1, 2005, the institution has created and funded 245 new faculty positions at Texas A&M in the last two and a half years. Nearly 230 of those positions had been filled at that time. This number reflected that the institution was more than halfway to the goal of 447 new faculty positions within five years - that is, by 2008.

Not only has this initiative lowered the student-faculty ratio from 21:1 to about 19:1 and reduced the percentage of classes with 50 or more students from 33% to 24% as of fall 2005, but this expansion in faculty is affording the institution the opportunity to diversify a faculty that, until recently, was 85% white and 85% male. The president revealed the following numbers in his speech: 1) in 2003-2004, 36.4% of the new tenured/tenure track faculty hired were women, and 31.4% in 2004-2005. This compares to 18.2% women among our current instructional faculty when we began this faculty expansion. 2) In fall, 2002, 16.4% of the tenured/tenure track faculty were ethnic minorities; in 2003-2004, 30.8% of our new faculty hires were minorities and, in 2004-2005, 28.6%. The president congratulated the colleges, the departments and the faculty as a whole for the progress to date, but he clearly stated we still have considerable distance to go.

Similar to the university's overall approach, the Athletics Department continues to seek out the best qualified individuals for coaching and administrative positions along with the best qualified student-athletes based on each individual's own merit. The increased minority initiatives from the university along with the continued initiatives by the Athletics Department will continue to assist the institution in overcoming the ill-perceived lack of minority friendliness of Texas A&M.

Collaboration with the University on Diversity Initiatives:

The Athletics Department, in conjunction with Multicultural Services, began an annual meet and greet social designed to help minority student-athletes interact with other minority students within the general student body. This event is typically held at the beginning of the semester to assist freshman student-athletes with their transition to college life outside of athletics.

Texas A&M Athletics Department staff members have also been very involved with other campus-wide diversity initiatives that have helped our minority retention and recruitment efforts. Over the past few years, the Athletics Department had several representatives serve on the University Diversity Plan Steering Committee to develop the university's comprehensive diversity plan. The athletics director along with the associate athletics director for technology, the associate athletics director for academics, and the director of football operations served on the committee in 2004-05.

Several senior athletic department staff members attended the Former Black Student-Association African American Summit and participated in several panel discussions on the subject of improving campus diversity and the campus racial climate. Five former and current student-athletes sat on a panel discussion entitled "Life of Minority Student-Athletes," where they answered questions former minority students had about their experiences at Texas A&M.

Student Orientation Programs

The Athletics Department encourages student-athletes to participate in sponsored orientation programs such as Fish Camp, T-Camp and ExCeL. The department sends a letter, along with orientation information, to help inform the student-athletes about the various orientation options available to them. An orientation date is set and an academic advisor is assigned to each new student-athlete. The assistant athletic director for academics has an effective structure in place, and the Admissions Office has staff dedicated to following the admissions process for student-athletes to help them get involved early in the process. Fall football has been a challenge since it begins right in the middle of the orientation schedule of events. Many student-athletes sign national letters of intent late in the year, and by that time, most of the new student orientation sessions are filled. Recently, to rectify this situation, Fish Camp and the ExCEL Conference sponsored by the Department of Multicultural Services have been able to hold some session slots open for the student-athletes who sign late in the year. Participation in the various orientation programs is very beneficial to integrating the new student-athlete into the university community.

Distribution of Information:

The Athletics Department has improved in the area of distributing information regarding minority awareness, leadership and educational opportunities to the student-athletes with the following methods:

- 1) The Career Chronicle newsletter that combines information from the Student-Athlete Advisory Committee (SAAC), Aggie Athletes Involved, Career Services, and the Texas A&M Compliance Office.
- 2) Flyers placed on the bulletin boards at Cain Hall, the Bright Academic Center, Netum Steed (the strength and conditioning facility) and the athletic training room include information on university services, dates of special

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events, academic information, and nutritional information. An annual display promotes African-American History Month to encourage multicultural awareness.

3) The university strongly encourages all registered students to acquire a Neo account (i.e., university e-mail account) which will enable departments to communicate via list-serv to students.

4) Announcements are made at team meetings, and information is provided to the coach for presentation.

5) Student-athletes have access to all Athletics Department personnel e-mail addresses.

6) The creation of the yearly Student-Athlete Handbook and Planner presents a calendar of events and pertinent information of campus services.

7) Programs are presented under the Life Skills umbrella, which include presentations, lectures, or displays regarding health-related issues, nutrition, responsible sexual behavior, stress management, money management, alcohol/drug abuse and study skills. Other campus departments (i.e. Student Life, Student Counseling Services) provide collaborative efforts with some of the program offerings.

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

The commitment to improving diversity at Texas A&M begins with the Texas A&M System, the Office of the President and the Athletics Department in setting the tone for an institutional commitment to increasing the diversity at Texas A&M. Each entity has implemented multiple diversity initiatives with measurable goals that ensure consistent progress is being made towards creating a more inclusive diverse campus environment.

The president's message is:

"An essential part of a university education is the opportunity to get to know and learn from students, faculty and staff who have different backgrounds. While diversity is most frequently used to characterize those from different racial and ethnic backgrounds, it is actually far broader than that. Diversity encompasses, as well, differences in social and economic circumstances, state or country of birth and heritage, values, political opinions, religion, and all of the other factors that make each of us unique.

Texas A&M University is committed to promoting diversity in all of its dimensions as an essential enriching aspect of a quality educational experience. The real world — the world after college —is endlessly diverse; A&M students must be prepared to make their contribution in that world."

The vice president and associate provost for diversity at Texas A&M reports directly to the president. The Office of Vice President and Associate Vice Provost for Diversity's mission is to facilitate, broker, coordinate, amplify, inform, and monitor the University's Diversity Plan.

The university's core diversity strategies are:

Strategy 1: Improve the Campus Climate for all Faculty, Administrators, Staff, and Students

Strategy 2: Expand Education on Obstacles to Achieving Diversity

Strategy 3: Recruit More Faculty, Administrators and Staff from underrepresented groups

Strategy 4: Recruit More Students from underrepresented groups

Strategy 5: Expand and Improve Mentoring and Retention Programs for all Faculty, Administrators, Staff, and Students

Strategy 6: Develop Family, School and Community Partnerships

Vice presidents of the institution determine how the responsibility for implementation is shared within their division for the sake of unit-level reporting, but no element of their division is excluded from participation in the plan. Every unit on campus is expected to document activities and outcomes that demonstrate their participation and success in each strategic area.

To assist the president and vice presidents in evaluating and monitoring progress, The Office of Institutional Studies and Planning (OISP) provides a precise statistical depiction of the characteristics and performance of Texas A&M University by generating timely, accurate, and useful data to both internal and external constituencies to the University.

The athletics director reports directly to the president. The athletic director is charged with the responsibility for the Athletic Department's compliance with state and federal guidelines and fulfilling the initiatives set forth by the president on matters concerning diversity.

The athletic director along with the associate athletic director for technology, the associate athletic director for academics and the director of football operations represented the athletic department on the University Diversity Plan Steering Committee. Additionally, several senior athletic department staff members attended the February

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2006 African American Summit in an effort to help connect our minority student-athletes with former African American students.

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

An analysis of the data reveals that the institution in the last three years has maintained approximately the same number of minority staff members within athletics, the department has expanded its staff by 42 total full-time staff members but reduced the part-time staff members by 20 for a net increase of 22 staff members but no increase in minority staff members. The most significant loss of minority staff members came in the area of black assistant coaches where the institution dropped from 10 black assistants to only 6 on staff during this three year period. However, hires in other areas of the athletic department have increased minority opportunities to offset this loss. Finally, during the first year, of the data collection, there were no minority representatives on the Student-Athlete Advisory Committee (SAAC). During year two and year three, there were two minority representatives. This represents approximately a 10% minority representation, which is lower than the 26% minority student-athletes on athletic aid.

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

An analysis of the data reveals that the general minority undergraduate student body has increased by 16% (from 5,523 to 6,413) over the three year period while the overall undergraduate student enrollment has increased by less than one percent (from 36,066 to 36,368). The same analysis for student-athletes reveals an 8% drop in minority student-athletes on athletic aid (from 134 to 123) while the overall number of student-athletes on some sort of athletic aid increased by 6% (from 445 to 472). A significant portion of this increase is attributed to the addition of a number of walk-ons during the spring 2005 term. Typically, the nonscholarship student-athlete mirrors the normal student body, which is predominantly white at this time. Rewarding walk-on student-athletes in the spring term who have achieved academically and athletically with any remaining scholarships still available for various reasons is in the best interest of student welfare and in the best interest of the institution regardless of the race of the student-athlete.

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

An analysis of the data reveals that in the head count/full scholarship sports with significant minority participation, the number of minority student-athletes has remained consistent. The analysis shows that the loss of seven of the total nine black student-athletes was attributed to men's and women's track and field where the student-athletes are often on partial scholarships.

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

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- a. Describe how the institution has ensured a complete study of each of these eight areas,
- b. Provide data demonstrating the institution's commitment across each of the eight areas,
- c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future., and
- d. Explain how the institution's future plan for minority issues addresses each of the eight areas.

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

- a. Describe how the institution has ensured a complete study of each of these program areas,

The Athletics Department uses the university's and its own written mission statements addressing their commitment to diversity as a guide in all operational practices.

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

The institution and the Athletics Department have developed appropriate and laudable mission statements concerning diversity plans.

The institution has made significant strides in the recruitment, enrollment and retention of minority students in the last two years as demonstrated by the data analyzed above and the data presented in the various charts. While the minority student-athlete figures have not increased as drastically, the Athletics Department is committed to the institution's diversity efforts and has sought to recruit and award aid on the same basis (i.e., through a merit based system) and not based on the color of the student-athlete. Once enrolled, the Athletics Department makes significant attempts to have the minority student-athlete become more involved in student-athlete issues through various committees and groups, but ultimately, it is the student's personal decision to get involved or not.

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

While there are no significant deficiencies with the university's or Athletics Department's written commitment to diversity, the institution has made several recommendations as part of this review and included in the Minority Opportunities Plan that will assist in the on-going maintenance of the written commitments.

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

See section 2-d below.

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

- a. Describe how the institution has ensured a complete study of each of these program areas,

The institution has studied this issue by reviewing data, through communication and interviews with the parties and individuals involved, and through review of student-athlete exit surveys.

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

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The Athletics Department conducts formal student-athlete exit interviews and informal employee exit interviews. The interviews assist the department's level of awareness and sensitivity concerning minority issues and in identifying any problems relating to minority issues.

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

The institution has identified two recommendations to assist in the 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.

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

The Athletic Department Minority Opportunities Plan includes the following issues:

1) The Athletic Council (AC) is a university committee appointed by the president and charged with advising the president and athletics director on matters related to intercollegiate athletics. The AC will be charged with receiving a report of the progress in satisfying the diversity plans in the Athletics Department. A report will be prepared on an annual basis and guided by the Athletics Department's Minority Opportunities Plan along with the University Diversity Plan. The Council will be charged with the authority to make recommendations/suggestions concerning the plan to the director of athletics and the president.

2) The appointing of a senior administrator within the Athletics Department is designed to maintain ongoing communication with coaches and staff to assure ongoing sensitivity to minority issues, to assure compliance with all plans developed to address minority issues, and to serve as liaison to the AC Equity Subcommittee. The senior staff member will serve as the department's liaison with the Texas A&M Office of Diversity and Inclusion to ensure that the Athletic Department's diversity plan is consistent with the university's diversity plan and is actively participating in university campus-wide diversity initiatives. The Athletics Department diversity liaison will annually report the department's progress on the Minority Opportunities Plan to the Athletic Council and Athletics Department's senior administrative staff.

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

a. Describe how the institution has ensured a complete study of each of these program areas,

The institution has studied this issue by reviewing the organization's stated structure above and through review of student-athlete exit interviews.

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

As discussed throughout this report, the Athletics Department has implemented a number of policies and activities that are designed to increase awareness and sensitivity toward minority issues. These policies and activities include policies on hiring and the creation of opportunities for staff to grow in their awareness of minority issues.

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

Although the Athletics Department engages in various activities relating to minority issues, no staff member has been assigned specific responsibility to monitor minority-related issues and to ensure the implementation of plans created to address minority issues. Additionally, when the Athletics Department hires minority staff members, no formal actions are taken to help integrate them into the community (i.e. no minority networking per se).

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

1)The institution's plan includes the appointment of a senior administrator within the Athletics Department to maintain ongoing communication with coaches and staff to ensure ongoing sensitivity to minority issues, to ensure compliance with all plans developed to address minority issues, and to serve as liaison

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to the AC Equity Subcommittee. The senior staff member will serve as the department's liaison with the Texas A&M Office of Diversity and Inclusion to ensure that the Athletics Department's diversity plan is consistent with the university's diversity plan and is actively participating in university campus-wide diversity initiatives. The Athletics Department's diversity liaison will annually report the department's progress on the Minority Opportunities Plan to the Athletic Council and the Athletics Department senior administrative staff.

2) The Athletics Department should continue to consider the implementation of an orientation program to facilitate networking and additional recruitment of minorities. One available resource to facilitate networking would be the African American Professional Organization and the Professional Hispanic Network.

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

a. Describe how the institution has ensured a complete study of each of these program areas,

The institution has studied this issue by reviewing the supplied data regarding minority enrollment and through various institutional statements. This is evidenced by the significant commitment made by the president and the institution to the recruitment of students in areas of the state who can assist in the diversity of the institution but be admitted on their own merit.

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

The university has made a significant commitment to increasing diversity (including racial and ethnic diversity) on campus within the general student body. The university's efforts in this regard are resulting in significant increases in minority undergraduate applications, admits and enrollment. The Athletics Department has been successful at recruiting minority student-athletes where qualified minority students have been identified. See responses to self-study items number 3 and 6 of operating principle 3.2 for more details.

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

There were no identified areas of deficiency in the enrollment of minority students or student-athletes based on the significant improvements made by the institution in the last few years, which will further assist the athletic programs in attracting a diverse student-athlete population.

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

While the institution has not identified a deficiency in this area, it is important that the Athletics Department take a proactive approach to identification and recruitment of minority students similar to the institution's proactive approach. The guiding principle, however, shall be the desire to attract the best and brightest student-athletes regardless of color.

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

a. Describe how the institution has ensured a complete study of each of these program areas,

The institution has studied this issue by reviewing the supplied data and student-athlete exit interviews.

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

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The data reviewed by the subcommittee revealed no information to suggest that discrimination exists in the recruitment policies of the university and/or the Athletics Department. The university strives to achieve a diverse student body, and enrollment of minority students within the Athletics Department consistently exceeds enrollment of minorities in the general student body.

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

The university found no deficiencies in this area.

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

The recommended review by the Athletic Council will continue to assist the Athletics Department in its review of this area and to ensure that the diversity issues are appropriately addressed.

6. Participation in Governance and Decision-Making Involvement of minority student-athletes in the governance and decision-making processes of the athletics department, and provision of leadership opportunities (e.g., participation on student-athlete advisory committee) for minority student-athletes.

a. Describe how the institution has ensured a complete study of each of these program areas,

The institution has studied this issue by reviewing the supplied Student-Athlete Advisory Committee (SAAC) data along with the information presented by the Athletics Department regarding the attempts made to solicit all student-athletes' participation in governance areas.

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

The Athletics Department strongly encourages minority student-athletes to participate on the SAAC, Aggie Athletes Involved (AAI) and individual team leadership committees. Each of these committees provides input and recommendations to the department on important decisions.

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

Despite the efforts of the Athletics Department to encourage minority representation on these committees, the number of student-athlete members of color continues to be low, particularly on the SAAC.

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

The senior associate athletics director for student-athlete services will issue annual letters to coaches and administrative staff to recommend names and encourage minority student-athletes to participate on the SAAC.

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

a. Describe how the institution has ensured a complete study of each of these program areas,

The institution has studied this issue by reviewing the supplied data reflecting an overall increase in the number of minority opportunities since the institution's first-cycle certification.

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

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The Athletics Department has developed departmental policies and guidelines to ensure that a fair and equitable hiring process is in place and that efforts are being made to increase the number of people of color in staff and coaching positions at the university.

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

The number of minority employees in the Athletics Department has improved (particularly in staff positions), and no deficiency was noted as part of the review. However, greater and more systematic efforts can be made to increase the opportunity for identifying qualified minority coaches and staff.

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

The athletics director will request that each head coach and senior administrator continuously review potential candidates for employment and to specifically identify any potential minority candidates who can satisfy the required credentials for the position and excel as a member of the staff at Texas A&M.

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

a. Describe how the institution has ensured a complete study of each of these program areas,

The institution has studied this issue by reviewing the various programs available to the undergraduate student body and specifically to the minority student-athletes.

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

The institution and the Athletics Department have a mission to effectively address issues of support, programming, and training to ensure that minority students receive fair, equitable and sensitive treatment. Programs available to all minority student-athletes at the university include offerings from the Office of Vice President and Associate Provost for Diversity and the University Multicultural Services Office. Additionally, Athletics Department's coaches and administrators who regularly work with student athletes are offered training in order to address the needs and issues that directly affect minority student-athletes.

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

The university found no deficiencies in this area. However, the university anticipates that these efforts will improve after the appointment of a staff member within the Athletics Department who will have the responsibility to monitor minority related issues and to ensure the implementation of plans created to address minority issues.

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

The assigned Athletics Department staff member will continuously review the programs available to address the needs and issues affecting minority student-athletes.

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

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

Plan has been submitted

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

The draft minority issues plan was updated and prepared as part of the institution's self-study. The plan was submitted as part of the overall report to the institution's Athletics Certification Steering Committee for its review and comments. Members of the steering committee were selected to serve because of their broad representation of constituency groups across campus. In addition to the president of the university, the committee includes several vice presidents and associate vice presidents. This broad based committee reviewed and revised the minority issues plan. The Athletics Department subsequently prepared the plan as a stand alone document and submitted the plan to the president for formal approval.

Evaluation

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

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Plan Date Range: 2006-07 thru 2010-11

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals / Officers Responsible for Implementation	Specific Timetable for Completing the Work
Institutional and Athletics Department Commitment	No issues were identified. The Institution and Athletics Department are currently committed to minority opportunities.	Maintain and continue to develop a diverse group of employees and student-athletes.	Perform annual evaluation of the minority opportunities and the efforts made to recruit diverse staff members and student-athletes.	Director of Athletics	Annual evaluation. Adjustments to plans made on a rolling five-year plan.
Evaluation	No Athletics Department administrator assigned to monitor minority issues and assure implementation of plans created to address minority issues.	Assign an administrative staff person within the Athletics Department who has primary responsibility to monitor minority issues, assure ongoing annual diversity training, and assure implementation of plans created to address minority issues.	Appoint senior level athletic administrator.	Director of Athletics	Fall 2006
			Define the staff person's roles and responsibilities in this area	Director of Athletics	Fall 2006
			Appointed administrative staff person report annually to the Athletics Department and the Athletics Council on minority-related issues	Newly appointed staff member	Annually beginning Summer 2007. The annual report will include an updated athletic department minority plan extending at least five years in to the future.
Organization and Structure	Create an oversight/advisory charge for the Athletic Council.	Charge the Athletic Council with the Authority to provide advice regarding fulfillment of minority plans.	Formal request to President and Athletic Council	Director of Athletics	By August 2006
			Adjust the charge and scope of responsibilities of the subcommittee	Director of Athletics proposal approved through president and Athletic Council chair.	Fall 2006

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Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals / Officers Responsible for Implementation	Specific Timetable for Completing the Work
Enrollment	The number of minority student athletes continue to be low in some sports, and especially in women's sports.	Increase recruitment of minority student-athletes in those sports with significant participation of minority students at the secondary school or club sport levels.	Identify sports with significant high level minority participation at the high school and/or club level and request sports to focus increased efforts toward identifying potential athletically and academically qualified minority prospective student-athletes.	Newly appointed oversight staff member with assistance from head coaches.	Annually, on a rolling five-year period beginning fall 2006.
			Actively identify and recruit minority students in sports identified in the previous step.	Head coaches in identified sports.	Annually, on a rolling five-year period beginning fall 2006.
Comparison of Populations	Annually review data related to minority opportunities	Annually evaluate athletic department's level of minority participation and potential areas of improvement.	Preparation of student-athlete and employee data for review	Newly appointed athletic department staff member identified above.	First review summer 2007 with annual review and updated plan on a rolling five-year period.
Participation in Governance and Decision-Making	The need to have greater ethnic diversity representation on SAAC.	Have participation of minorities on SAAC mirror participation levels on the teams.	Issue annual notifications to coaches and administrative staff to recommend names and encourage minority student-athletes to participate on SAAC.	Senior Associate Athletic Director for Student-Athlete Development.	Annually prior to the beginning of each academic year.
			Identification of minority student-athletes for participation on SAAC.	Head coaches.	Annually upon request.
Employment Opportunities	The number of minority coaching staff members have decreased from an already low level.	Identify qualified minority coaches and aggressively recruit for future openings.	Identify and/or solicit coaches association feedback for potential minority head coaches for those sports where the pool of minority head and assistant coaches is substantial.	Director of Athletics or sport's administrator.	Upon any head coaching vacancy.

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Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
			Identify and/or solicit coaches association feedback for potential minority assistant coaches for those sports where the pool of minority head and assistant coaches is substantial.	Head Coaches	Upon vacancy.
Programs and Activities	No issues identified	Maintain excellent programs for identifying and handling issues important to minority student-athletes and staff members.	Continuously evaluate various opportunities for enhanced diversity initiatives the program participation and/or sponsorship.	Newly designated staff member.	Annual review on a rolling five-year period

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Operating Principle

3.3 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 3.3 (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.

There were no corrective actions, conditions for certification or strategies for improvement imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle decision as they relate to Operating Principle 3.3 (Student-Athlete Welfare).

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

I. Athletics Department continues to support open forums on an even year basis

STATUS: On going; next forum scheduled for 2006.

Action taken by the institution:

The Student-Athlete Open Forums are held in even numbered years. The next forum is scheduled for 2006. The Student-Athlete Advisory Committee is integral in promoting the open forums by hosting them and by serving as a liaison between the student-athletes and the Athletics Department. The forums help provide a venue to address areas of concern and to learn about additional resources available to student-athletes.

II. Improve the timeliness of seeing a physician

Student-athletes believed that improvements could be made in the timeliness of seeing a physician. Comments from women indicated that they felt they had to wait longer than their male counterparts to see a doctor. These findings warrant further study by the Athletics Department.

STATUS: Completed.

Action taken by the institution:

Between 1996 and the present, significant changes have been implemented regarding physician resources for student-athletes. These improved resources include the addition of a medical director, eight additional team physicians, and a quarter-time arrangement with Student Counseling Services for counseling when requested by the student-athletes. The medical director and physicians have an office to see patients in the Btight Complex. They see patients for sports injuries and any other problem. The medical director has initiated a schedule rotation for current team physicians to hold a daily clinic in the training room. Team physicians are present each day, except after 2:00 PM on Friday. All student-athletes have access to the physicians on a first-come first-serve basis. Special cases are brought in early to accommodate classes or practice sessions. Any other medical needs that may be required are made through the Student Health Center or at one of the local doctor's offices. Medication and

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prescriptions are filled at the Health Center or CVS Pharmacy. An orthopedic physician is present each afternoon (except Friday) to see orthopedic cases on a first-come first-serve basis or as special arrangements are made. Any specialist physician needs are made on an individual basis by the athletic trainers on referral from the physicians. Each physician has student trainers who are usually from sports management or kinesiology majors. The Athletics Department attempts to have a physician present at all sporting events.

III. Regularly scheduled assessment to evaluate their experiences so that needed improvements can be implemented in a timely manner

It was recommended that student-athletes participate in some type of regularly scheduled assessment to evaluate their experiences so that needed improvements can be implemented in a timely manner. The first-cycle subcommittee recommend that Dr. John Thornton, now senior associate athletics director for student-athlete development, who coordinates the Student-Athlete Exit Interviews, develop an assessment tool for current athletes by fall 1998. This assessment should be multifaceted, consisting of a written survey of randomly selected athletes from each sport. Also, some focus groups should be organized that will allow athletes to discuss issues of concern and provide ongoing feedback and suggestions.

STATUS: Ongoing.

Action taken by the institution:

Focus groups provide the opportunity for discussion and assessment. Unlike the open forums, the focus groups tend to be smaller and are facilitated by professionals from Student Affairs. The audience is usually 45-50 student-athletes, selected by gender, race, and diversity. The student-athletes are divided into groups and asked focused questions covering issues of concern to the students and life skills. The focus group comments are compiled into a report that is shared with the athletics director and the associate athletics directors.

IV. Collaborative plan for conducting a faculty survey on this topic

It was recommended that within the next two years, the Athletics Department meet with the Faculty Senate Executive Committee to discuss a collaborative plan for conducting a faculty survey on this topic.

STATUS: Not Completed.

V. Meeting between Athletics Department and Faculty Senate to conduct survey on perception of student-athletes

Consider arranging a meeting between the Athletic Department and the Faculty Senate Executive Committee to discuss developing a plan for conducting a faculty surveys on its perceptions of student-athletes.

STATUS: Not Completed.

Action taken by the institution in regard to IV and V:

The faculty at Texas A&M University is committed to the success and welfare of all students. However, soliciting the perceptions of the faculty will not facilitate the Athletics Department's efforts in addressing gender equity and welfare issues regarding its student-athletes. This action is no longer applicable. The Athletics Department plans to conduct a comprehensive review of its services for student-athletes. Texas A&M faculty and staff members who are knowledgeable in such areas as learning theories, facilities, and human resources, to name a few, will evaluate the effectiveness of the Center for Student-Athlete Services. The projected completion date is fall 2006.

VI. Exit survey should include the impact of attending a university orientation program

The Texas A&M Exit Interview should include questions designed to assess the impact that participating in a university sponsored orientation program has on integrating student-athletes into campus life.

STATUS: Completed.

Action taken by the institution:

The current Student-Athlete Exit Survey does ask questions related to the freshman/transfer student orientation process, the CAEN 101 course on "Succeeding in College", the availability of outreach/service opportunities, the availability of leadership opportunities, their experiences as student-athletes and the development received as a well-rounded person prepared for "life after sport."

VII. Encourage student-athletes to attend university sponsored orientation programs

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Coaches should strongly encourage student-athletes to attend university sponsored orientation programs such as Fish Camp or T-Camp. Beginning in the spring of 1998, coaches should be required to send a letter or encouragement and orientation information to all incoming student-athletes. Some sports may hold mandatory practice before classes begin, which may preclude those athletes from attending orientation programs; however, an effort should be made to see if scheduling can accomplish both activities. Each fall starting in 1998, coaches should submit a report to the athletics director or his/her designee documenting the student-athletes who attended.

STATUS: Ongoing

Action taken by the institution:

The Athletics Department encourages student-athletes to participate in university sponsored orientation programs such as Fish Camp or T-Camp. The department sends a letter, along with orientation information, to help inform the student-athlete about the various orientation options available. An orientation date is set and an advisor is assigned to each new student-athlete. The assistant director has an effective structure in place, and the Admissions Office has staff dedicated to following the admissions process for student-athletes to help them get involved early in the process. Fall football has been a challenge since it begins right in the middle of the orientation schedule of events. Many student-athletes sign late in the year, and by that time, most of the orientation sessions are filled. Recently, to rectify this situation, Fish Camp and the ExCEL Conference sponsored by the Department of Multicultural Services, have offered to hold some session slots open for the student-athletes who sign late in the year. Many student-athletes do not sign until April while the application deadline for Texas A&M is February 1. Late signing puts the student-athlete behind in the entire new student process, which can affect orientation programs and camps, both of which can be very important to integrating the new student-athlete into the university community. The "eleventh hour" admits are still problematic because they are not incorporated into the new student process. As soon as the Athletics Department knows that a student-athlete is going to attend and sign, s/he are incorporated into the process. At this time, coaches do not submit a report documenting the student-athletes who plan on attending or have attended.

Texas A&M University requires all students attend a New Student Conference before their initial enrollment. The Department of Student Life coordinates a campus orientation program that includes meetings with the deans and academic advisors of their respective colleges. All new students receive their class schedules during the final day of New Student Conference. In addition, the Center for Student-Athlete Services teaches a one hour orientation course called "Champs 101: Succeeding in Life." CHAMPS 101 is a comprehensive course created to assist our student-athletes in coping with the many transitions and challenges of college and athletics. The course creates opportunities for student-athletes to explore and be involved in campus life, services, and programs while encouraging personal growth and responsible decision-making. All new student-athletes are required to complete the course for academic credit within their first year. In addition, experienced student-athletes may participate as teaching assistants, providing guidance for new students while gaining valuable experience as mentors and teachers. The CHAMPS 101 course serves to enhance Texas A&M's commitment to the total development of our student-athletes by addressing issues and topics that will better prepare them athletically, academically, and personally.

VIII. Establish more formal avenues for regularly sharing information with student-athletes about university programs and services that could benefit athletes

The Athletics Department maintains communication with student-athletes through open door policies, academic advising, and active interface with the Student-Athlete Advisory Committee. It is recommended that the Athletics Department establish more formal avenues for regularly sharing information with student-athletes about university programs and services that could benefit athletes.

STATUS: Completed.

Action taken by the institution:

The athletics director and the associate athletics directors serve as administrative supervisors of individual sports. Student-athletes are encouraged to visit them with any concerns ("open door policy"). Student-athletes are required to utilize the university e-mail account system, Neo, and are kept informed through numerous newsletters and open forums. They are provided with a comprehensive student handbook/day planner designed to keep them informed of university community events and services as well as promote effective time management skills. The Student-Athlete Advisory Committee (SAAC) has been essential in facilitating communication between the student-athletes and athletic administration. The Athletics Department maintains open communications with its student-athletes. The implementation of the Student-Athlete Advisory Committee has been positive for communicating thoughts and suggestions relative to the Athletics Department, Big XII and NCAA policies to the administrative staff. A Center for

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Student-Athlete Services staff member serves as the SAAC advisor. Student-athletes have the opportunity to visit with an administrative supervisor for their respective sports in addition to the coach if necessary regarding any concerns under the guidelines of our "open door" policy. More formal avenues of addressing informational needs include:

- 1) Flyers placed on the bulletin boards at Cain Hall include information on university services, dates of special events, academic information, and nutritional information.
- 2) The university requires all registered students to acquire a Neo Account (Email account) which will enable departments to communicate via list-serv to students.
- 3) Announcements are always made at team meetings and by providing information to the coach for presentation.
- 4) Student-athletes have access to all Athletics Department personnel e-mail addresses.
- 5) The creation of the yearly Student-Athlete Handbook and Planner presents a calendar of events and pertinent information of campus services.
- 6) Programs are presented under the Life Skills umbrella, which include presentations, lectures, or displays regarding health-related issues, nutrition, responsible sexual behavior, stress management, money management, alcohol/drug abuse and study skills. Other campus departments (i.e. Student Life, Student Counseling Services) provide collaborative efforts with some of the program offerings. Each year in February, a display on bulletin boards in the Center for Student-Athlete Services will promote African-American History Month to encourage multicultural awareness.
- 7) Information is often posted at Cain Dining Hall, the Bright Academic Center, Netum Steed (strength and conditioning) and the training rooms.

IX. Student-Athletes participation in the "other education"

It was recommended that the Athletics Department examine the extent to which student-athletes are involved in "the other education" at Texas A&M University and take advantage of leadership and service opportunities. In addition, we recommend that the Athletics Department continue to explore ways to encourage more campus involvement through activities such as Aggie Athletes Involved and Student-Athlete Advisory Committee.

STATUS: Ongoing.

Action taken by the institution:

The Student-Athlete Advisory Committee (SAAC) is a recognized student organization whose membership is made up of student-athletes. The SAAC advisor is a staff member in the Center for Student-Athlete Services. SAAC provides effective peer interaction with other student-athletes and the campus community and in addition, has been integral in providing important information to various national collegiate athletic forums. They stay active throughout the year coordinating service learning projects and social functions that create interaction between the student-athletes and the university community. Their programs are educational and seek to inform the student-athlete about community issues that are considered hot topics. They maintain close association with the associate athletic director for academic services and meet weekly to discuss relevant issues affecting the students.

X. CAEN 101 effectiveness

Evaluate the effectiveness of the course, "Succeeding in College" (CAEN 101). The concern seems to be that the course is not as organized or developed as it could be. It is recommended that the course location be moved out of Cain Hall and into a classroom more conducive for learning (i.e. classroom in the Koldus Building) by the fall of 1998. In addition, it is recommended that a dedicated professional teach the class each semester rather than a graduate student.

STATUS: Completed.

Action taken by the institution:

CAEN 101 is no longer offered in Cain Hall; in fact, it is only offered through the Center for Academic Enhancement. Twelve to fifteen sections are offered each fall. While the classes were originally taught by graduate students, this practice no longer continues. The Athletics Department still has concerns about the CAEN 101 course and plans to develop a separate seminar class that will enhance the student-athlete's academic experience. The non-credit seminar would meet for one hour on a weekly basis. It would be taught by athletics staff and use undergraduate and graduate students as mentors. The Athletics Department plans to make this a mandatory course, perhaps a part of Kinesiology 199, for which student-athletes will receive course credit. The course will include programming on alcohol and drug abuse, time management, and fundamentals of academic success. Not all student-athletes can take CAEN 101, so the Athletics Department utilizes the Student Counseling Services Center, which conducts small study groups of 8-10 student-athletes. Staff in the Department of Multicultural Services has changed the class times of their CAEN 101 (ExCEL Seminar) to increase the participation of student-athletes.

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To better serve student-athletes, the Athletics Department created CHAMPS 101, a comprehensive course to assist our student-athletes in coping with the many transitions and challenges of college and athletics. The course creates opportunities for student-athletes to explore and be involved in campus life, services, and programs while encouraging personal growth and responsible decision-making. Lecture topics include:

- * Leadership and Involvement
- * Time Management
- * Drugs/Substance Abuse
- * Goal Setting
- * Finance
- * Sexual Responsibility
- * Mental Health Issues
- * Diversity and Multiculturalism
- * Stress and Communication
- * Career Services

All new student-athletes are required to complete the course for academic credit within their first year. In addition, experienced student-athletes may participate as teaching assistants, providing guidance for new students while gaining valuable experience as mentors and teachers. The CHAMPS 101 course serves to enhance Texas A&M's commitment to the total development of our student-athletes by addressing issues and topics that will better prepare them athletically, academically, and personally.

XI. Evaluation tool to determine effectiveness of tutors

It was recommended that the Athletics Department develop an evaluation tool that will allow student-athletes the opportunity to evaluate the effectiveness of tutors. This information will be invaluable to the Athletics Department when developing lists of acceptable tutors.

STATUS: Completed.

Action taken by the institution:

The Athletics Department uses an assessment tool and survey questions in the Student-Athlete Exit Interview to judge the effectiveness of tutors. Tutors receive a formal annual evaluation before any salary increases are recommended. Additionally, tutors receive a tutor manual and participate in training sessions each semester. Undergraduate and graduate students perform the majority of tutoring but are limited to 20 hours per week; thus, non-students who are available to work more than 20 hours are hired to provide specialized tutoring. The Athletics Department receives a weekly update on how the tutoring is progressing for the student-athletes. This update provides input on whether tutors should be rehired. The Athletics Department tells the student-athletes to let them know if a tutor is not meeting their needs. The Athletics Department reports that the graduation rates for student-athletes have increased from previous years. The football graduation rates have increased dramatically. The graduation rates of African American student-athletes have also increased.

XII. Establish a task force to evaluate study halls and develop minimum criteria

It was recommended that the Athletics Department appoint a task force comprised of coaches, athletes, academic advisors, and at least two external representatives with expertise in study skills (i.e., Student Counseling Service staff, faculty, etc.) who would evaluate study halls. The task force may want to work with the Student-Athlete Advisory Committee to develop a survey of the needs, perceptions, and recommendations of all athletes. It is recommended that the task force develop minimum criteria to maintain consistency in study hall opportunities.

STATUS: Completed.

Action taken by the institution:

The task force has established minimum criteria for the Learning Center. Smaller groups and tailored study programs are methods emphasized during this time. Newly admitted student-athletes are required to participate in the Learning Center for a minimum of eight hours a week. Student-athletes who may be considered at-risk are required to participate in additional study hours.

XIII. Increase student-athlete awareness of health, medical, counseling, and education services

It was recommended that in the upcoming year, the Athletics Department develop a plan to increase student-athlete awareness of health, medical, counseling, and education services available through the Student Counseling Service, Student Health Services, Alcohol and Drug Education Programs, Multicultural Services, etc. Furthermore,

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the Athletic Department should explore ways to encourage student-athletes to take advantage of these many personal development opportunities.

STATUS: Completed.

Action taken by the institution:

The Champs Life Skills Program includes a needs assessment aspect that attempts to assess campus life skills programming. This opportunity is designed to gather feedback from student-athletes on topics like orientation, study skills, eating disorders, advising, nutrition and working with persons of authority. The assessment developed by the NCAA can be used to help determine strategies for incorporating life skills components. The instrument is used annually with a standard Likert scale and scantron that is easy to administer. Coaches conduct an annual assessment on student-athletes' experiences in a particular sport, including their experience with trainers' and head coaches, etc. The Athletics Department's life skills coordinator holds monthly meetings and has restarted the Student Athlete Advocate Committee to address primary life skills needed by the student-athletes.

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

Our improvements include placing people and resources in key areas. The Athletics Department has hired a full-time nutritionist to work with all student-athletes and coaching staffs through education of quality nutrition, monitoring of supplements, and teaching healthful cooking classes. The nutritionist is housed in the Center for Student-Athlete Services area and is easily accessible to student-athletes.

A fulltime learning specialist position has been created to provide additional academic support for student-athletes. The learning specialist has extensive knowledge of learning disabilities and will assist with early detection and referral for LD testing.

The CSAS office re-structured its staff to provide better support in three main areas: Advising, Life Skills, and Learning Center. This division of support has allowed the staff to concentrate on specific areas and keep all staff informed and prepared.

To accommodate freshmen starting college in the summer, CSAS created a Bridge Program to provide transitional support for new freshman student-athletes. The Bridge Program is an optional but highly recommended program designed to address common first year student academic concerns. Students in the program are registered for 3 courses. The first is a standard 3 hour lecture course. The second is a 2 hour special topics course that is taught by our Learning Specialist. The course follows a curriculum similar to the university run study skills course also offered in the summer. However, this class focuses less on theory and more on practical application of study skills. The emphasis is on improving note-taking skills, reading comprehension, and time management. The last course is a 1 hour CHAMPS 101 life skills course. Students take the 3 courses during the same summer session. Students are also introduced to the Learning Center and have regular meetings with learning assistants to work on the skills learned in the study-skills course as well as study for the 3 hour course in which they are enrolled.

To additionally allow input from student-athletes, a student-athlete is present as a resource attendee at each Athletics Department Senior Staff meeting and at each Athletics Council meeting.

4. 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.

With the arrival of Athletics Director Bill Byrne in 2003, the Athletics Department underwent organizational restructuring. The restructuring was undertaken to better meet the needs of the student-athletes and improve the efficiency of Athletics Department's operations, both internally and externally. Specifically related to student-athlete welfare, the department was structured so that a senior associate athletics director would supervise all areas within the department that touch or impact the student-athlete while on campus. John Thornton, an associate athletics director, was promoted to senior associate athletics director for student-athlete development and was charged with coordinating efforts related to student-athlete welfare in the following Athletics Department areas: athletic academic services, athletic training, financial aid, student counseling services, nutrition, athletic dining, medical, and strength & conditioning.

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Student-athlete welfare is monitored, evaluated and continually addressed through staff development opportunities. The Athletics Department hosts regular staff development via "In the Huddle" luncheons. Program topics are created to educate the coaching staffs and administration and have covered information such as suicide prevention training, eating disorders, admissions and the Summer Bridge Program. Each luncheon includes time for coaches to comment in an open forum.

Additionally, the Student-Athlete Advisory Committee (SAAC) has had an effective voice in athletics administration. Examples of input include improving the lighting around Athletics facilities, increasing the number of bike racks at the dining facility, and complimentary tickets for student-athletes to home football games. To continually monitor student-athlete welfare, there is a chair person on SAAC devoted to welfare.

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

Career Guidance - Texas A&M University is dedicated to providing quality professional development for our student-athletes. A full-time professional staff member coordinates Athletic Career Services and provides career counseling exclusively for student-athletes. We offer programs to assist student-athletes in their career planning and job search process. Services provided include:

- * Counseling for on-campus interviews
- * Job search strategies
- * Career workshops (Resume Writing, Business Etiquette - Basic Principles for the Real World, Applying to Graduate School & GRE Prep, Career Center Registration Orientation, Distinguish Yourself at the Company Visit, Dress Your Professional Best, Internship Search Strategies, Research Your Prospective Employer, and Salary Evaluation & Negotiation and Financial Planning)
- * Mock interviews
- * Resume writing and career planning assistance
- * Career fairs
- * On-line job postings
- * Professional workplace referrals
- * Series of seminars on "Choosing A Major"
- * Major Decisions Symposium
- * Assistance with internships and summer jobs

Personal Counseling - Texas A&M's Student Counseling Services provides personal counseling to all students, and two physicians provide psychiatric services. Also provided are specialized services such as biofeedback training, couple and human sexuality counseling, alcohol and substance counseling, and services for minority, international, and disabled students. The Athletics Department employs two counselors through the SCS to provide direct support for student-athletes.

Health and Safety - The Athletics Department is committed to the health and safety of all student-athletes. A full-time nutritionist provides education and nutritional support to all teams. Through athletic training, student-athletes have access to physicians, rehabilitation facilities and specialists. Safety procedures are in place through the Athletics Department policies on Lightning, Emergency Evacuation, and Critical Incident Management. These policies are available via the Athletics Department website.

Substance Abuse Education - The Center for Student-Athlete Services office provides five drug and alcohol education workshops per year. The workshops are taught by representatives from the Office of Student-Life, MADD and Department of Public Safety. Attendance at one workshop per year is mandatory for all student-athletes as outlined in the Athletics Department Substance Abuse and Education Policy, which is handed out to student-athletes annually.

Other Non-Academic Components - CHAMPS 101 is a comprehensive course created to assist our student-athletes in coping with the many transitions and challenges of college and athletics. The course creates opportunities for student-athletes to explore and be involved in campus life, services, and programs while encouraging personal growth and responsible decision-making. Lecture topics include:

- * Leadership and Involvement
- * Time Management

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- * Drugs/Substance Abuse
- * Goal Setting
- * Finance
- * Sexual Responsibility
- * Mental Health Issues
- * Diversity and Multiculturalism
- * Stress and Communication
- * Career Services

All new student-athletes are required to complete the course for academic credit within their first year. In addition, experienced student-athletes participate as teaching assistants, providing guidance for new students while gaining valuable experience as mentors and teachers. The CHAMPS 101 course serves to enhance Texas A&M's commitment to the total development of our student-athletes by addressing issues and topics that will better prepare them athletically, academically, and personally.

Leadership Opportunities - Beginning in 2004, the Athletics Department began a partnership with former President George Bush to facilitate an annual leadership forum. The forum is open to student-athletes and the student body as a whole. Guest speakers have included Coach Mike Krzyzewski, Larry Dierker, and David Carr. In an effort to focus on women's topics, the coaches and administration also created a Women's Leadership forum specific to female student-athletes. Guest speakers have included Nancy Dickey and former female student-athletes such as Trig Bracewell, Melanie Wilson, and Rosa Joilvett. Both leadership forums have been well received by student-athletes.

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

An exit interview is provided to those student-athletes who do not have eligibility remaining (i.e. seniors), who transfer from Texas A&M University, or who quit their respective teams. Information is provided directly by the Athletic Compliance Office regarding eligibility and transfer status. Potential respondents are provided a website or a hard copy of a survey instrument and procedures related to submission. The transfer student-athletes and those student-athletes who quit the team are asked to return the questionnaire and are given a self-addressed, stamped envelope by the coordinator of student-athlete services. Demographic information as well as all completed answers are put into a spreadsheet statistical program by the coordinator of student-athlete services and the Sports Management Department. This information is provided to the athletics director, sport administrators, department heads and coaches, and is used "in house" and in departmental reports and evaluations. The athletic compliance monitoring coordinator visits with the senior associate athletic director for student development during May to obtain a copy of the present year's questionnaire, information as to the rate of return, and insights gained. The monitoring coordinator also reviews completed questionnaires. Completed exit interview questionnaires are filed in the office of the coordinator for student-athlete services.

Additionally, student-athletes have the opportunity to provide input via participation in SAAC meetings, open forums, regular attendance at the Athletics Department weekly senior staff meetings, and as a resource attendee at the Athletics Council meetings.

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

Specific written policy related to grievance and/or appeals procedures available to student-athletes, which are mandated by NCAA legislation pertaining to financial aid and transfer appeals procedures, are detailed in the department policies and procedures manual and the student-athlete handbook. Additionally, semester by semester team meetings are conducted by Athletics Department staff and the Compliance Office outlining student-athlete rights and opportunities. Respectively, Mona Osborne, senior women's administrator and coordinator of student-athlete services, is responsible for coordinating the awarding of athletic financial aid and all appeals related to cancellation or reduction of aid. The University Scholarship Committee, composed of university faculty and

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administrators outside of the Athletics Department, is the ultimate authority related to student-athlete appeals. Should an appeal be necessary, the athletic financial aid coordinator has the responsibility to coordinate the appeal process.

The Student-Athlete Transfer Appeals Panel hears appeals involving the denial of a student-athlete's request to permit any other institution to contact the student-athlete about transferring or Texas A&M's objection to the student-athlete being granted an exception to the transfer-residence requirement. Membership on the Transfer Appeals Panel includes the faculty athletics representative, the current chair of the Athletics Council, the immediate past chair of the Athletics Council, a faculty member appointed by the university president and a student appointed by the president of the student body. The faculty athletics representative chairs the panel. A quorum consists of three members being able to attend the appeal hearing.

Texas A&M University, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status. Students who feel they have been discriminated against or harassed should contact the Office of the Dean of Student Life. The university clearly outlines the grievance and appeals process in the Student Rules, which are available online to anyone. Student-athletes are notified of the Student Rules during orientation at New Student Conference, which is mandatory for all new students. Staff members are notified of university rules during staff orientation and via the Human Resource website.

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

All students have access to the Women's and Gender Equity Resource Center at Texas A&M University. Their mission is to pursue equity and enhance the campus climate for women and the lesbian, gay, bisexual, and transgender (LGBT) community through visibility, advocacy, support, and programming. The Center advocates by educating campus and community constituencies on LGBT-related issues and functions as a resource and referral center. The Center strives to ensure a community in which women and men can live and work together in a mutually respectful, safe, and supportive environment where equality, responsibility, and personal empowerment are encouraged and fostered. The Center further serves as a symbol for the university's commitment to inclusion and equal access for women and LGBT faculty, staff, and students, and thus celebrates the achievements of women and LGBT people while calling to attention and challenging the barriers that inhibit the full inclusion of women and LGBT people in the A&M community and beyond. The Center provides advocacy, education and support services to the women and men of Texas A&M University and the Bryan/College Station community.

Additionally, the university issues the following statement on equitable treatment of students, faculty, and staff: "Texas A&M is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, Texas A&M encourages a climate that values and nurtures collegiality, diversity, pluralism and the uniqueness of the individual within our state, nation and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status."

- 9. Identify the mechanisms in place to ensure the health and safety of student-athletes and the administrator (s) responsible for the institutional awareness of health, safety, travel and sports medicine policies. Describe the process by which these policies and guidelines are 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 as a guide in responding to this self-study item.]**

The Texas A&M University Athletics Department has established the following components to help provide for the health and safety of our student-athletes. Every student-athlete is required to obtain a pre-participation medical exam provided by the Athletics Department prior to any participation. The department also provides for health insurance coverage to cover all student-athletes participating, which covers any injury incurring during participation in their respective sports. The Athletics Department also has in place an Emergency Plan and Procedures manual. This document outlines the current emergency and evacuation plans for all Athletics Department facilities. At an annual meeting each summer, there is an education and review session of the facility emergency plan with the local

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and university EMS groups. Each sport has assigned a fully licensed athletic trainer as well as athletic training students, who work day to day with each student-athlete in their respective sports. Daily medical clinics (primary care and orthopedic), X-ray, and physical therapy are all located and available in the Athletics Department facilities. Additionally, the department facilitates an annual education, training and review session for all athletic training staff and students reviewing emergency care as well as care and prevention procedures. Additionally, to ensure the health and safety of student-athletes, the Athletics Department has the following policies on the following areas: Infectious Pathogen, Lightening, Supplement, and Eating Disorders. These policies are available via the website. All policies are reviewed by the Athletics Department's senior staff before they are adopted. These policies are also reviewed and updated annually. Policies are disseminated to student-athletes annually prior to each sports season during team meetings. The administrator primarily responsible for this area is Karl Kapchinski, assistant athletics director for athletics training.

- 10.** 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 as a guide in responding to this self-study item.]

Emergency medical response plans have been developed and implemented for all athletic facilities between September, 2001 and January, 2002, and are routinely updated. Also a comprehensive emergency plan was created for every venue to include: crowd management, communications, evacuation, traffic management, staging and triage, bomb threat, fire, lightning and related emergency protocol.

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

Each sport is assigned and covered medically by a licensed athletic trainer for both in season and out of season team activities, including work outs, strength training and skill sessions. The written emergency plan for non-traditional practice setting outlines that if for some reason a staff athletic trainer or student athletic trainer are not present, then the coach needs to have CPR and First Aid training. The highest level of qualified medical training will make initial evaluations and begin treatment. This includes activating Emergency Medical Services.

Additionally, an Emergency Medical Procedure is outlined and available to all student-athletes via the Student-Athlete Handbook and Planner. As stated, the policy explains what to do in the event that an emergency occurs when a staff athletic trainer is not present. It also provides important contact information including phone numbers.

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

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

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

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

The Athletics Department evaluates itself through annual Student-Athlete Exit Interviews. The information gathered is used not only to see what is going well, but also what needs improvement. Specific to the

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health and safety of student-athletes, the Athletics Department conducts annual training and evaluation of the Emergency Plan and Procedures with the local and University EMS groups, as well as staff training for full-time and student trainers.

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

Documents available for review include the 2004-2005 Student-Athlete Exit Interview Results and the Emergency Plan and Procedures manual.

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

Evaluation of the department's commitment to student-athlete welfare will continue in the same manner.

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.

As described earlier, the Athletics Department underwent an organizational restructuring in 2003. A senior associate athletics director coordinates efforts relating to student-athlete welfare and regularly meets with the staff members who work directly with the student-athletes. Additionally, the department encourages staff retreats to improve overall effectiveness. An Advocate Committee that includes representatives from the Athletics Department and several campus departments (i.e., orientation, health education, multicultural services, student counseling) was created by the department to provide input on student-athlete welfare.

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

The Athletics Department's organizational chart demonstrates the commitment through structure. The administration budget for staff development through conferences and retreats is included, as well as agenda for retreats showing the commitment for student-athlete welfare. Also available are meeting minutes from the Advocate Committee.

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

The Athletics Department will continue its efforts in this area and look for new ways to improve.

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

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

The Student-Athlete Advisory Committee (SAAC) has had an effective voice to the Athletics Department administration. Examples of input include improving the lighting around athletics facilities, increasing the number of bike racks at the dining facility, and complimentary tickets for student-athletes to home football games. To continually monitor student-athlete welfare, there is a chair person on SAAC devoted to welfare. Also, as stated earlier, there is a student-athlete representative at the weekly Athletics Department Senior Staff meeting and at the monthly Athletics Council meeting.

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

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SAAC, Senior Staff, and Athletics Council meeting minutes are available to demonstrate the department's commitment to involve student-athletes in governance processes.

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

The Athletics Department will continue its efforts in this area and look for new ways to improve.

- 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 Summer Bridge Program and the Champs 101 class were created to address the changing needs of freshman student-athletes. The Advocate Committee was created to address the issues of student-athletes as they pertain to what the campus and the Athletics Department can do together. Substance abuse workshops and cooking classes are examples of programming designed to impact the health and safety of student-athletes. Adding a day-planner to the Student-Athlete Handbook was a way to assist in promoting time management skills for student-athletes. Leadership programs were created to enhance the student-athlete experience at Texas A&M.

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

Regular evaluations are compiled from the Bridge Program and Champs class to evaluate their effectiveness. Programming events are documented through attendance records and agendas.

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

The Athletics Department will continue its efforts in this area. To improve its effectiveness, the department will request formal program evaluations from student-athletes in attendance.

Evaluation

1. 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**
2. Does the institution have established grievance or appeal procedures available to student-athletes in appropriate areas? **Currently Yes**
3. Does the institution provide evidence that the institution has in place programs that protect the health of and provide a safe environment for its student-athletes? **Currently Yes**

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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
Student-athlete exit interviews are not conducted via in-person meetings and/or conference call.	Conduct student-athlete exit interviews via in-person meetings and/or conference call with a sample of student-athletes whose eligibility has expired.	Develop and implement procedure for conducting in-person student-athlete exit interviews for a sample of student-athletes whose eligibility has expired.	Senior Associate Athletic Director for Student-Athlete Development	Summer 2006

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RACIAL OR ETHNIC COMPOSITION ATHLETICS AND SELECTED INSTITUTIONAL PERSONNEL

		Racial or Ethnic Group																	
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
		Year	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2
Senior Administrative Athletics Dept. Staff	F	0	0	0	0	0	0	3	3	2	0	0	0	13	9	9	0	0	0
Other Professional Athletics Dept. Staff	F	0	0	0	3	3	3	16	16	15	11	10	9	110	109	116	0	0	0
	P				2	3	3	5	5	5	1	1	1	18	27	36	0	0	0
Head Coaches	F	0	0	0	0	0	0	0	0	1	0	0	0	16	16	16	0	0	0
	P																		
Assistant Coaches	F	0	0	0	0	0	0	6	8	10	1	2	2	36	37	37	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0				0	0	0
Totals (for Athletics Dept. Personnel)	F	0	0	0	3	3	3	25	27	28	12	12	11	175	171	178	0	0	0
	P	0	0	0	2	3	3	5	5	5	1	1	1	18	27	36	0	0	0
Faculty-Based Athletics Board or Committee Members		0	0	0	0	1	1	2	2	2	1	1	0	9	8	10	0	0	0
Other Advisory or Policy-Making Group Members																			

Name of person completing this chart: Milton Overton

Title: Associate Athletic Director

Equity and Student-Athlete Welfare

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

	Racial or Ethnic Group																	
	Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
Year	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
All Students	181	193	179	1288	1165	1126	960	836	854	3984	3604	3364	29030	29197	29716	925	737	827
Student-Athletes	2	1	1	3	7	7	99	108	108	19	18	18	347	310	310	2	1	1

Name of person completing this chart: Milton Overton

Title: Associate Athletic Director

Equity and Student-Athlete Welfare

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

Sports	Year	Racial or Ethnic Group																	
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Baseball		0	0	0	0	1	1	1	2	2	1	2	2	47	41	41	0	0	0
Men's Basketball		0	0	0	0	0	0	11	11	11	1	1	1	4	3	3	0	0	0
Football		0	0	0	2	3	3	56	58	58	1	1	1	37	36	36	0	0	0
Men's Track / Cross Country		0	0	0	0	0	0	6	9	9	3	3	3	24	14	14	1	1	1
Men's Other Sports and Mixed Sports		0	0	0	0	0	0	0	0	0	4	5	5	45	45	45	0	0	0
Women's Basketball		0	0	0	0	0	0	13	13	13	0	0	0	4	4	4	0	0	0
Women's Track / Cross Country		0	0	0	0	0	0	9	14	14	0	0	0	24	19	19	1	0	0
Women's Other Sports		2	1	1	1	3	3	3	1	1	9	6	6	148	148	162	0	0	0
Total		2	1	1	3	7	7	99	108	108	19	18	18	333	310	324	2	1	1

Name of person completing this chart: Milton Overton

Title: Associate Athletic Director