**Introduction to Self-Study Report**

**Institutional Information**

1. Type of Institution: **Public**
2. Year institution was founded: **1947**
3. Special Affiliation? **No**
4. Coeducational? **Yes**
5. Total student enrollment (undergraduate and graduate combined) [using a full-time-equivalency (FTE) basis]: **5947**
6. Number of Faculty [using a full-time-equivalency (FTE) basis]: **372**
7. Highest level of academic degree offered: **Doctoral**
8. Institution's governing entity: **Texas A&M University System**
9. a. Regional accreditation agency: **Southern Association of Colleges and Schools**
9. b. Date of most recent regional accreditation self-study: **2000**
9. c. Current accreditation status: **Accredited**

**Athletics Information**

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

<table>
<thead>
<tr>
<th>Sport</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball</td>
<td>Independent</td>
</tr>
<tr>
<td>Men's Basketball</td>
<td>Independent</td>
</tr>
<tr>
<td>Men's Cross Country</td>
<td>Independent</td>
</tr>
<tr>
<td>Men's Tennis</td>
<td>Independent</td>
</tr>
<tr>
<td>Men's Track, Indoor</td>
<td>Independent</td>
</tr>
<tr>
<td>Men's Track, Outdoor</td>
<td>Independent</td>
</tr>
<tr>
<td>Softball</td>
<td>Big South Conference</td>
</tr>
<tr>
<td>Women's Basketball</td>
<td>Independent</td>
</tr>
<tr>
<td>Women's Cross Country</td>
<td>Independent</td>
</tr>
<tr>
<td>Women's Golf</td>
<td>Independent</td>
</tr>
<tr>
<td>Women's Tennis</td>
<td>Independent</td>
</tr>
<tr>
<td>Women's Track, Indoor</td>
<td>Independent</td>
</tr>
<tr>
<td>Women's Track, Outdoor</td>
<td>Independent</td>
</tr>
<tr>
<td>Women's Volleyball</td>
<td>Independent</td>
</tr>
</tbody>
</table>
3. Athletics program structure (‘X’ all that apply):

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

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

   Not Applicable.

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

   Not applicable.

Previous Certification Self-Study

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

   Not applicable.

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:

   Affiliate member of Big South Conference: Women's Softball only.
   Affiliate member of Southland Conference: Men's Tennis only.

Certification Self-Study Information

1. Steering Committee Chair: Eliot Chenaux


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 University sought broad-based participation of the campus community from the beginning of the Self-Study Report. The first step to ensure broad-based participation was the appointment of the Steering Committee, which included representatives from the Divisions of Academic, Fiscal, Student Affairs and Institutional Advancement. Each Division's Vice President is on the Steering Committee and informs his/her Division of the status of the Report.

   Dr. Robert Furgason, President, announced the certification process at the February 2004 Convocation to Faculty, Staff and Students. Dr. Harper, Provost and Vice President for Academic Affairs, as part of her Provost's Report, shared it with the Faculty Senate in her February 2004 Meeting. The chair of the Steering Committee has met with the following groups on campus: Staff Advisory Council in March 2004, and the Student Government Association in March 2004. These meetings are documented in the Agendas found in the Steering Report Document.
In February 2004, there was a press release sent to the Corpus Christi Caller Times.

In addition to the above listed presentations, the NCAA Report has been in the University Web Page in various draft forms throughout the process.

Each section of the report had a Chairperson or two assigned to it. These Chairpersons represented all facets of the University Community and in turn, selected and appointed an array of members to their subcommittees to draft the report. Many of the subcommittee members had to meet with numerous campus representatives to seek answers for the reports. An extensive effort was made to be inclusive throughout the entire process.

Finally, as the report was being finalized, announcements were posted on the University GroupWise to ensure the University Community could review the report. If anyone had any suggestions, they were to send them to the Steering Committee Chair.

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

NCAA DIVISION I
ATHLETIC CERTIFICATION
WRITTEN PLAN
TEXAS A&M UNIVERSITY-CORPUS CHRISTI

Objectives Related to the Self Study:

Goals
To conduct a comprehensive self study of the Department of Intercollegiate Athletics with meaningful participation from students, faculty and staff within the university and key constituent persons outside the university community.

To assure the Department of Athletics is in full compliance with NCAA Athletics Certification and NCAA Division I operating principles and to publicly announce the results and institutional status.

Major Components of the Self Study:
Appointment of Steering Committee Chair (Appendix A)
Appointment and Listing of Steering Committee and Subcommittee Members (Appendix B)
Responsible of Steering Committee Chair, Steering Committee, and Subcommittees

Steering Committee Chair:
The Steering Committee Chair will be responsible for oversight of the NCAA Athletics Certification process. The Chair, which reports directly to the President and has authority to act on behalf of the university, will coordinate meetings, schedules and reports. The Chair will coordinate the Peer Review Evaluation Team visit. The Chair will submit the final self-study report to the President for review and approval. The Chair will be open and available to all committee members to address any question, issue or concern.

Steering Committee:
The Steering Committee will have oversight responsibility for organizing and administering the subcommittees and for completing the NCAA Athletics Certification Self Study. The Steering Committee will review the subcommittees’ draft responses and recommendations, approve final recommendations, and prepare the final Self Study to present to the Peer Review Team. The Steering Committee, in coordination with the Chair, will prepare the University’s future plan in the four areas of certification review, and will have authority from the President, to act on behalf of the university.

Subcommittee Function:
The four subcommittees will be responsible for collecting and analyzing data, conducting interviews, and preparing the draft responses and recommendations that will be forwarded to the Steering Committee.

Subcommittee Responsibilities:
Each subcommittee chair will appoint a member to serve as recorder of the minutes of the meeting. At the conclusion of each meeting, the recorder will draft minutes and submit to the subcommittee chair for review. Upon
approval by the subcommittee chair, the minutes will be distributed to the subcommittee members and to the steering committee members.

The subcommittee chair will schedule meetings, oversee and prepare the draft of the subcommittee report and present the draft report to the Steering Committee.

Campus Liaison:

Brian DeAngelis will be the campus liaison and will be responsible for coordinating athletic questions from steering committee and subcommittee members.

Outline and Schedule:

Attachment C

Self-Study Report:

Paul Orser will be responsible for drafting and editing the final self-study report in conjunction with the Self-Study Chair. Subcommittee reports are the responsibility of the subcommittee chairs including the coordination of needed equipment and secretarial assistance.

The entire process of the NCAA Athletics Certification will be communicated regularly to the university community and outside constituents through the Vice President for Institutional Advancement and his staff. The final report will be archived in the Bell Library.
Operating Principle

1.1 Mission of the Athletics Program and the Institution

Self-Study Items

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not applicable.

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

Not applicable.

6. Please provide text excerpts from the institution's mission statement that correlate to the mission statement of the athletics program.
7. Explain how the mission of the athletics program relates to that of the institution as a whole.

Not applicable.

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

Not applicable.

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

Not applicable.

Evaluation

1. Does the institution demonstrate that the mission and goals of the athletics program relate clearly to the mission and goals of the institution? **Currently Yes**

2. Does the institution demonstrate that the mission and goals of the athletics program support the educational objectives, academic progress and general welfare of student-athletes? **Currently Yes**

3. Does the institution demonstrate that the mission and goals of the athletics program support equitable opportunity for all students and staff, including women? **Currently Yes**

4. Does the institution demonstrate that the mission and goals of the athletics program support equitable opportunity for all students and staff who are minorities? **Currently Yes**

5. Does the institution demonstrate that the mission and goals of the athletics program embrace the Association's principles of sportsmanship and ethical conduct? **Currently Yes**

6. Does the institution demonstrate that the mission and goals of the athletics program are widely circulated among the institution's internal and external constituencies? **Currently Yes**

7. Does the institution demonstrate that the actual practices of the institution's athletics program are consistent with the athletics program mission and goals? **Currently Yes**

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

1.2 Institutional Control, Presidential Authority and Shared Responsibilities

Self-Study Items

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

A review of the minutes of the Texas A&M University System Board of Regents during the past three years indicates that the Board of Regents approved the implementation of an Intercollegiate Athletics Student Fee. Previously, a portion of the general Student Services Fee was allocated to that purpose. A copy of the minute order is included in the supporting documentation. Implementation of that fee also required legislative action.
The Board of Regents approves the University budget each year, including the Athletic budget. There is also a Regents' budget review process called the "Programmatic Budget Review." Part of that process requires a specific presentation on Athletic budget matters, including the sources of funding. A copy of that material is also available in the supporting materials.

Under Board policy, operational decisions regarding intercollegiate athletics are delegated to the Chief Executive Officer of each member university.

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

   The President (Chief Executive Officer) is significantly involved in a broad array of athletic program decisions. In the area of personnel, the President conducts an annual performance evaluation of the Director of Athletics and personally interviews most prospective head coaches. The President approves three-year contracts and contract extensions for head basketball coaches as well as contract extensions and salary increases for all athletic coaches and administrators.

   The President reviews and approves the Department of Intercollegiate Athletics budget, regarding both income and expenditures. The President also signs off on all audit findings and responses. The President is involved in recommending remedies for self-reported rules violations.

   The Director of Athletics meets with the President frequently to keep the President apprised of athletic issues and activities. In addition, the Director of Athletics personally presents regularly scheduled monthly reports to the President's Cabinet on Athletics issues.

   The President is also involved in major athletic fundraising efforts, such as the Circle K Golf and Fishing Tournament. The President played a central role in the development and approval of the Intercollegiate Athletics Fee. Implementation of that fee required approval by the student body in a referendum, approval by the Texas A&M University System Board of Regents, and passage of enabling legislation by the Texas legislature.

   The President has also been very involved in the process of seeking conference affiliation.

   Finally, the President reviews and approves all contractual relationships regarding use of the city arena and other community venues for intercollegiate sporting events.

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

   Decisions regarding the intercollegiate athletics program are made in the context of a set of policies both at the Texas A&M university System level and at the campus level.

***THE TEXAS A&M UNIVERSITY SYSTEM

At the System level, the Intercollegiate Athletics program at Texas A&M University-Corpus Christi operates under policies established by the Texas A&M University System Board of Regents. Three relevant policies delegate governance and control authority to the individual universities, and provide a framework within which the intercollegiate athletics programs of the member universities are to operate. The relevant Texas A&M University System Board of Regents policies are quoted below:

18.02 PRINCIPLES OF INTERCOLLEGiate ATHLETICS PARTICIPATION
Approved February 27, 1995 (MO 44-95)

1. Intercollegiate athletics programs under the auspices of the System shall be operated by the component university to assure accountability to the values and principles of American higher education and The Texas A&M University System.

2. The Board is committed to a philosophy of firm institutional control of athletics, to the unquestioned academic and financial integrity of our athletics program, and to the accountability of the athletics department to the values and goals befitting higher education.
3. The president of each university 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. In accordance with requirements for certification to each athletic conference and the national association, the president of each university shall furnish a copy of such certification to the Board of Regents and fully affirm that such programs are in full compliance.

4. The Board and Chancellor expect all intercollegiate athletics programs to operate under institutional control, with academic and financial integrity, and in full compliance with national association rules. Annually, the Chancellor will review academic and financial matters related to intercollegiate athletics programs operated by component universities and report to the Board academic achievement of student athletes, compliance with national association rules, and financial status of the program.

5. All intercollegiate athletics department funds, regardless of source, shall be deposited in the institutional fiscal office, and all accounting and disbursement of such funds shall be subject to institutional fiscal rules and procedures.

18.01 ATHLETIC COUNCIL
Approved February 27, 1995 (MO 44-95)

Each component university that participates in intercollegiate athletic competition shall have an athletic council nominated by the president of such institution.

1. The Athletic Council of each component university is established to advise the president in the development and supervision of intercollegiate athletic programs.

2. The Athletic Council of the university may:
   (1) review and make recommendations to the president of the university on any matters pertaining to the enforcement of eligibility rules and regulations established by any athletic conference or national association in which the university holds membership; and
   (2) review and make recommendations on any pertinent matters related to the university's intercollegiate athletics program; however, such recommendations and suggestions shall be made to and channeled through the president of the university.

3. Appointment and Terms of Council
   (1) The president of each institution shall appoint membership of the athletic council and shall assure the diversity of the council and shall include members of the faculty, administration, students, alumni, and members at large, consistent with appropriate conference and national association rules. The president shall submit a description of the makeup of the council to the Chancellor.
   (2) All appointments to the council shall be for a term of three years, with the exception of that of the student member whose term will be for one year. Members shall serve at the pleasure of the president. The president shall appoint the chairperson of the council and shall fill vacancies whenever necessary.

18.03 POST-SEASON ATHLETICS COMPETITION
Approved February 27, 1995 (MO 44-95)

The presidents of component institutions, with the approval of the Chancellor and the Board, shall develop post-season procedures governing the method and amount of incentives for those responsible for the accomplishments of any athletic team.

***TEXAS A&M UNIVERSITY-CORPUS CHRISTI

At the Texas A&M University-Corpus Christi campus level, the framework within which the intercollegiate athletics program operates is defined in the Texas A&M University-Corpus Christi campus rule on institutional control, which reads as follows:

18.02.99.C1 INSTITUTIONAL CONTROL OF INTERCOLLEGIATE ATHLETICS
Approved December 17, 2001
Revised February 12, 2002

"Intercollegiate athletics at Texas A&M University-Corpus Christi is governed at multiple levels. External to the University, the policies of the Texas A&M University System and the National Collegiate Athletic Association (NCAA) govern Islander Athletics. At the campus level, four groups/individuals provide independent oversight of Islander
Athletics: the University President, the Intercollegiate Athletics Council, the Faculty Athletics Representative, and the Student-Athlete Advisory Committee.

The President provides ultimate oversight along with the Intercollegiate Athletics Council. The Intercollegiate Athletics Council operates in accordance with System Policy 18.01, Athletic Council. The Islander Athletics Policies Manual specifies the structure, purpose, and responsibilities of the Intercollegiate Athletics Council. The manual also describes the qualifications and duties of the Faculty Athletics Representative as well as the composition and charge of the Student-Athlete Advisory Committee. Additionally, the Islander Athletics Policies Manual provides guidelines and procedures regarding the recruitment of student-athletes, financial aid, the continuing eligibility of student-athletes, and other topics related to intercollegiate athletics.

In addition, student-athletes at Texas A&M University-Corpus Christi are subject to the same academic standards as their fellow students. All student conduct is subject to the rules and regulations outlined in the Code of Student Conduct.

Islander Athletics staff and coaches are subject to the rules affecting all University employees as outlined in the University Rules Manual, as well as the policies and regulations of the Texas A&M University System and Bylaws of the NCAA. Islander Athletics staff with faculty appointments are subject to the rules affecting all faculty as outlined in the University Faculty Handbook.

The role and responsibilities of those involved in decision-making on issues related to the intercollegiate athletics program are described below:

THE PRESIDENT OF THE UNIVERSITY:

The Board of Regents of the Texas A&M University System, as the highest governing body of Texas A&M University-Corpus Christi, has ultimate control and responsibility of the Islander Athletics. This authority is delegated through the Chancellor to the President of the University under whose jurisdiction Islander Athletics directly falls. The President is charged with official responsibility for certifying that all Islander Athletics policies, programs and activities are in compliance with the NCAA, affiliated conference rules and regulations (if applicable), applicable laws of the State of Texas, the Texas A&M University System policies and regulations, and the rules of Texas A&M University-Corpus Christi.

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

The Provost and Vice President for Academic Affairs serves as the liaison between the intercollegiate athletics program and the academic program. In matters of NCAA rules violation investigations, the Compliance Coordinator works under the direction of the Provost, to further assure appropriate institutional control of the intercollegiate athletics program.

THE DIRECTOR OF ATHLETICS:

The Director of Athletics is responsible for the overall development of a comprehensive program for men's and women's intercollegiate sports. The Director will recommend the overall goals and rules of the intercollegiate athletic program; recruit and manage all athletic personnel; develop and implement a budget; and design and implement an effective fund raising, marketing and promotions program in coordination with the Office of Institutional Advancement. The Director is also responsible for executing institutional, conference and NCAA policies. Specific responsibilities of the position include the following:

—Recommend programmatic goals, capital expansion, staffing, budget appropriations, and other aspects of the men's and women's intercollegiate athletics program.
—Recommend rules and procedures that ensure compliance with National Collegiate Athletic Association (NCAA) and Texas A&M University-Corpus Christi rules and procedures.
—Develop, coordinate and supervise the sports programs.
—Ensure that coaching and administrative staff actively support the department and university's joint commitment to academic achievement for each student-athlete.
—Coordinate scheduling for sports events involving other universities' participation and ensure appropriate revenue contracts.
—Oversee departmental marketing.
—Conduct long-term planning to determine the need for and feasibility of constructing or upgrading athletic facilities on campus and in the local community.
—Manage overall fiscal operations for athletics. Provide overall supervision for both professional and classified personnel in the department.
—Provide leadership and serve as the primary spokesperson for the men's and women's intercollegiate athletics
program to faculty, staff, students, alumni, sports media, and the general public.
—Spearhead fund raising efforts to provide for athletic scholarships, facilities, and equipment in coordination with the Office of Institutional Advancement.

THE INTERCOLLEGiate ATHLETICS COUNCil:

The Intercollegiate Athletic Council (IAC) oversees intercollegiate athletics issues and serves as the liaison group between intercollegiate athletics and the academic leadership of the institution (i.e., Provost’s Council and Faculty Senate).

The IAC serves in an advisory capacity to the President of the University and the Director of Athletics relative to rules, regulations and administration of intercollegiate athletics. The purpose of the IAC is to help the University develop and maintain a quality intercollegiate athletic program consistent with the academic mission and fiscal integrity of the institution.

In fulfilling this purpose, the IAC:

—Advises the University administration regarding long-term and short-term objectives of intercollegiate athletic programs and policies;
—Provides advice and counsel on matters relating to academic standards, awarding of scholarships and eligibility of student-athletes, and financial support;
—Provides the University with representation in the various appropriate state, regional and national intercollegiate athletic organizations, conferences and associations;
—Makes recommendations to the President regarding booster club activities, athletic department operating policies, guidelines and philosophy in the scheduling of athletic contexts and institutional policies and procedures that affect athletics;
—Reviews overall academic performance and welfare of student-athletes.

The President selects members of the Intercollegiate Athletics Council. The voting membership consists of the following: six faculty members; two student members; three ex-officio (voting) members (the Provost, the Vice President for Student Affairs or designee, and the Executive Vice President for Finance and Administration or designee). Non-voting membership includes the following: the Assistant Vice President for University Services, the Assistant Vice President and Comptroller, the Director of Recreational Sports, the Vice President for Institutional Advancement, the Dean of Enrollment Management, an alumni representative, and a member at large. The number of non-voting representatives may be increased. Chair is appointed by the President.

THE FACULTY ATHLETIC REPRESENTATIVE:

The NCAA Division I Manual defines the Faculty Athletics representative as a member of the institution’s faculty or administrative staff who is designated by the institution’s chief executive officer or other appropriate entity to represent the institution and its faculty in the institution’s relationship with the NCAA and its conference(s), if any. (4.02.2)

The Texas A&M University-Corpus Christi Faculty Athletics Representative (FAR) shall be a member of the institution’s faculty or an administrator who holds faculty rank and shall not hold an administrative or coaching position in the athletics department. Texas A&M University-Corpus Christi’s FAR must also have tenure or have experience at the FAR position.

The Faculty Athletics Representative (FAR) at Texas A&M University-Corpus Christi:

—Ensures, either directly or indirectly, that student-athletes meet all NCAA, conference (if applicable) and University requirements for eligibility for practice, financial aid and intercollegiate competition. This responsibility includes both initial and continuing academic eligibility requirements for both freshmen and transfer student-athletes.
—Develops or arranges to have developed periodic statistical reports on the academic preparation and performance of student-athletes for each sports team. The FAR should use such reports to uphold high academic standards and expectations for team members.
—Is responsible, either directly or indirectly, for institutional compliance activities.
—Is knowledgeable about the NCAA and conference (if applicable) rules related to academic eligibility, transfer requirements, and restrictions and enforcement procedures. Particular attention shall be focused on NCAA Articles 13, 14, and 15 dealing with recruiting, eligibility, and financial aid.
—Participates in institutional investigations of allegations of rules violations. All infraction reports must be reviewed by the FAR prior to their submission to the President.
—Has direct contact with student-athletes on a systematic and periodic basis. The FAR participates in new student-
athletes orientation and interacts frequently with the Student-Athlete Advisory Committee. Student-athletes should recognize the FAR as a source of information, support and counseling located administratively outside Islander Athletics.
—Serves as the senior advisor outside of Islander Athletics to the University President/CEO on matters related to Islander Athletics. Together with the Athletic Director, the FAR should formulate and recommend University positions on NCAA legislation and other matters affecting, or related to, Islander Athletics.
—Represents the university to the NCAA and conference (if applicable).
—Is an active member of the Intercollegiate Athletics Council.
—Participates on search committees for senior Islander Athletics personnel and all head coaches.

Additional information regarding the role of the FAR may be found in the NCAA Faculty Athletics Representative Handbook.

Given these roles and responsibilities, the processes by which major decisions related to the intercollegiate athletics program are made differ according to the types of decisions involved. On academic policy matters, for example, the Intercollegiate Athletics Council, the Faculty Senate, the Provosts Council, and the President's Cabinet review and recommend changes to the President. On budget and financial matters, the Director of Athletics develops a budget that is reviewed and recommended to the President by the President's Cabinet.

In the area of rules violation investigation, the Compliance Coordinator works under the direction of the Provost to assure careful and impartial review outside the athletic department.

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

Intercollegiate Athletic Council
Membership for the 2003-2004 academic year

Voting members:
Chair: Robert Maroney, Professor of Education and Faculty Athletics Representative
Sarah Heath, Associate Professor of History
Ann DeGaish, Dean of Students
Mario Garcia, Professor of Computer Science (vacant), Vice President for Finance and Administration
Mollie Lewin, Professor of Psychology
Sandra Harper, Provost and Vice President for Academic Affairs
Tim Wells, Professor of Education
Robert Vokurka, Professor of Management
Oscar Carmona, Student Athlete Advisory Council member
Dani Daniel, Student Athlete Advisory Council member

Nonvoting members:
George Dunson, Alumni Representative
Kathryn Funk-Baxter, Assistant Vice President and Comptroller
Trent Hill, Vice President for Institutional Advancement
Manuel Lujan, Associate Vice President for Enrollment Management
Jim Moloney, Member at Large
Jacqueline Hamilton, Director of Recreational Sports
Dan Viola, ex-officio
Wayne Bridgeman, ex-officio

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

See Plan for Improvement.
Evaluation

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

2. Does the institution demonstrate that the chief executive officer is assigned ultimate responsibility and authority for the operation and personnel of the athletics program? **Currently Yes**

3. Does the institution demonstrate that appropriate campus constituencies have the opportunity, under the purview of the chief executive officer, to provide input into the formulation of policies relating to the conduct of the athletics program and to review periodically the implementation of such policies? **Currently Yes**

On the basis of the yes/no answers above and the plans for correcting deficiencies, is the institution in substantial conformity with the operating principle. **Yes**
<table>
<thead>
<tr>
<th>Elements</th>
<th>Measureable Goals</th>
<th>Steps to Achieve Goals</th>
<th>Individuals/Officers Responsible for Implementation</th>
<th>Specific Timetable for Completing the Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2.7.b. Texas A&amp;M University System policy 18.03 specifies that individual campuses develop local rules regarding post-season play. We have not yet developed such a document.</td>
<td>Put in place a campus rule consistent with System policy 18.03.</td>
<td>Draft a campus rule on post-season play.</td>
<td>Director of Athletics.</td>
<td>October 1, 2004.</td>
</tr>
<tr>
<td>Approve post-season competition rule through the normal approval processes.</td>
<td></td>
<td>Director of Athletics, Intercollegiate Athletics Council, Faculty Senate, Provost's Council, President's Cabinet, President.</td>
<td>January 2005.</td>
<td></td>
</tr>
</tbody>
</table>
Operating Principle

1.3 Rules Compliance

Self-Study Items

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

   Not Applicable.

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

   Not Applicable.

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

   Not Applicable.

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

   Not Applicable.

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

   The University has one officially sanctioned booster group, the Tarpon Foundation. The primary purpose of the Tarpon Foundation is to provide scholarship funding for student-athletes. The University Development Officer for Athletics serves as the liaison between the University, the Tarpon Foundation, and the Department of Athletics. The Development Officer for Athletics ensures that Tarpon Foundation members know the NCAA rules regarding student-athletes. This is accomplished through meetings and newsletters. Examples and materials are included in the supporting documentation.
6. Identify how the institution has organized itself to maintain compliance with NCAA rules. Specify the
individual (other than the institution's compliance officer/coordinator) who the CEO designates as being
responsible for the institution's rules compliance. Also, include a description of the reporting lines for
and responsibilities assigned to the faculty athletics representative, director of athletics, compliance
coordinator, coaches, and other key individuals inside and outside athletics (e.g., registrar, financial aid
officer, admissions director, internal auditor) who are responsible for documenting and monitoring
compliance with NCAA rules, including but not limited to eligibility certification, investigation and self-
reporting of violations and monitoring of financial aid.

The Director of Athletics is the individual designated by the President as being responsible for the institution's rules
compliance. The Faculty Athletics Representative has several responsibilities related to compliance as specified in
the position description quoted above in section 1.2. The Compliance Coordinator is responsible for organizing and
executing the institution's compliance education and monitoring program. Coaches report to the Director of Athletics
and are responsible for knowing and adhering to NCAA rules.

Responsibilities for various aspects of compliance outside the Department of Intercollegiate Athletics are as follows:
In the Office of Admissions and Records, the Transfer Admissions Counselor/International Student Advisor/Certi®cation Of®cer functions as the point of contact to the Department of Intercollegiate Athletics. The Transfer Counselor/International Student Advisor/Certi®cation Officer works with the NCAA Compliance Coordinator on issues involving student athletes and their academic records. This person's current job description does not
specifically state that this position is the point of contact for the Athletic Department.

In the Office of Financial Assistance, there is an NCAA Financial Assistance Counselor whose primary
responsibilities include: counseling and advising student athletes and parents on the financial aid application
process, processing athletic scholarships and financial assistance packages, validating and verifying financial aid
application information, conducting financial assistance presentations on and off campus, and coordinating and
reconciling student-athlete financial assistance funds. A copy of this job description is available in the supporting
documents.

The Academic Testing Center and the Office of the Bursar provide support as needed.

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

Rules education at Texas A&M University-Corpus Christi is done both formally and informally. The formal structure
includes distribution of updated NCAA rules manuals each year to all coaches, and coaches meetings twice a year
to go over rules in preparation for the recruiting test which all coaches must pass each year. Additionally, coaches
receive updates in an informal manner as needed in which the Compliance Coordinator discusses changes in rules
or interpretations as they occur during the year. Coaches also receive rules education in the context of specific
situations when they request interpretations of various courses of action related to cases in which they are involved.

The Governance and Commitment to Rules Compliance Subcommittee conducted a poll of the University head
coaches in which all the coaches were asked to describe their perceptions about the effectiveness of the rules
education they receive. All agreed that:
- New rules from the NCAA were communicated and explained in a timely manner from the Compliance Coordinator.
- They were aware of all rules compliance in the area of initial-eligibility certification.
- They were aware of all rules compliance in the area of continuing-eligibility certification.
- They were aware of all rules compliance in the area of transfer-eligibility certification.
- If they had to self-report a rules violation, they knew to whom to directly report it.
- They were informed of all new NCAA recruiting rules.
- They were informed of all rules that pertain to the Financial Aid Department.
- They were informed of all rules that pertain to camps and clinics.

Student athletes have a review of NCAA rules during their annual pre-season meetings with the Compliance
Coordinator. That meeting reviews the student athlete statement provided by the NCAA. The Compliance
Coordinator also provides interpretations for student athletes on a one-to-one basis as desired by the student
athlete.
The financial aid liaison attends NCAA seminars to make sure knowledge is current. The financial aid liaison also consults with, and seeks direction from, the compliance office on issues as they arise.

The department support staff, trainers, academic advisors, and other non athletic personnel have informal conversations on an as-needed basis with the compliance office related to rules issues.

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

From the inception of athletics on the Texas A&M University-Corpus Christi campus, the President and the President's Cabinet have closely supervised and monitored all phases of the athletics department related to rules compliance. An example of the role the President and President's Cabinet have played can be found in their involvement in selecting an Athletic Director and all head coaches who are committed to following NCAA rules as well as University rules. Another example is the commitment the President has repeatedly made in campus-wide forums to having an athletic program which contributed to the mission and ethics of the University.

The department of athletics makes adherence to NCAA rules a condition of employment. All finalists for coaching positions are subject to checks with the NCAA regarding past rules violations. All department job descriptions include language on adherence to NCAA rules. All coaches have a clause in their contracts concerning expectation of compliance with NCAA rules. It is further emphasized in their annual evaluations as a basis of review. Example contract language is found in the supporting documents.

The athletic department staff understands the total commitment to NCAA rules compliance by the university and athletic department.

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

Since its inception six years ago, the athletic department has evolved through the four year process as a provisional Division I member to active Division I member status. The program became an active Division I member in Summer 2002.

This growth and evolution has involved many departments outside of athletics, particularly in the office of student financial assistance and the admissions office. Beginning three years ago a financial aid counselor dedicated to athletics was added, and the job description of the university financial aid person who has responsibility for NCAA administrative functions has been changed to reflect the need to be aware of and abide by the NCAA rules. The job description is included in the supporting documents.

Several members of the financial aid office have attended rules seminars and received training regarding the use of the internet-based Compliance Assistant software as a resource for their questions in NCAA matters.

Beginning in 2004, an admissions counselor has been assigned responsibility for liaison and point of contact athletic matters and will attend these seminars as well. Since that admissions officer performs several roles, and NCAA point of contact is a newly assigned responsibility, it is not yet listed as a formal part of the official job description for this position.

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

Student athletes at Texas A&M University-Corpus Christi follow the same process used for admission of the general student population. Based on the credentials they have presented to the Office of Admissions and Records, students are either a) regularly admitted b) reviewed/evaluated/admitted by an admissions counselor, or c) reviewed/evaluated/admitted by the University Undergraduate Admissions Committee.

If students are not regularly admitted, the admissions counselor and/or the Undergraduate Admissions Committee use a holistic admissions process for all students. The counselor/committee considers factors such as participation in extracurricular activities, including evidence of leadership; community service; talents and awards; extenuating circumstances; and employment, internships, and summer activities. This admission process was in place prior to implementation of the intercollegiate athletics program.
Detailed procedures relating to initial eligibility certification are described in the Islander Athletics Policies Manual which is included in the supplementary documentation.

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

For continuing eligibility, a student athlete must be making satisfactory progress in grade point average, hours enrolled/completed, and progress in degree. An athlete must meet all three criteria to remain eligible. When grades are issued at the end of the spring semester, total hours completed in fall and spring, grade point average, and percent of major are tabulated by the Intercollegiate Athletics Compliance Office. Student-athletes not meeting the standard are declared ineligible and the Compliance Office recommends summer class work to meet the standard.

Individuals not eligible at the end of the spring semester are re-checked by the compliance officer at the end of summer session to verify whether or not the ineligible student-athletes have remedied their academic deficiencies.

The Faculty Athletics Representative verifies the work of the intercollegiate athletics compliance officer each semester.

Additional detail is contained in the Islander Athletics Policies Manual included among the supplementary documents.

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

Once a potential transfer athlete is identified by the coaches, all NCAA rules relating to 4 year and 2 year transfers are consulted to determine what documentation is necessary under bylaw 13 and 14 to recruit the individual. Concurrently the transfer student athlete is advised to apply for admission and submit transcripts to the Office of Admissions and Records.

When all official transcripts and required admission documentation have arrived and all NCAA guidelines are applied, the university will make a decision as to the admissibility of the individual. The student athlete is subject to all the evaluation processes a non-student athlete would encounter. After the Office of Admissions and Records has determined what classes will transfer, a determination is made by the compliance office regarding eligibility and financial aid.

Additional detail is contained in the Islander Athletics Policies Manual included among the supplementary documents.

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

Investigations arise out of information received by the Compliance Coordinator from a variety of sources, both internal and external. Sources of information may include such things as documentation received as a result of required monitoring of the coaches, a self report from a coach regarding some issue of his or her behavior, or an inquiry by a faculty member or administrator on campus asking about some point about which they have become aware.

Once an issue is raised, an initial investigation is made by the Compliance Coordinator to confirm its accuracy. When the validity of the issue has been determined, the Compliance Coordinator notifies the Faculty Athletic Representative, Athletic Director, Provost, and the Coach and the individual student-athlete where appropriate. When all the documentation and rules considerations have been collected and analyzed, a draft document is prepared describing the findings of the investigation and the proposed remedies. That document is reviewed with the Athletic Director. The Faculty Athletics Representative is part of the investigating team and also reports to the Provost on appropriate issues.
After the Provost has reviewed the report of the investigation and the proposed remedies, in consultation with the President, the University may approve the recommended remedies or suggest others. The completed document is then sent to the NCAA for review.

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

The Office of Student Financial Assistance reports to the Associate Vice President for Enrollment Management and is involved in the approval of all athletic financial aid. The Director of the Office of Student Financial Assistance must sign all new scholarship agreements. Renewals are handled in the same manner for both athletes and the general student population.

The NCAA financial aid counselor is the designated liaison with athletics. This person works closely with the Compliance Coordinator to assure that, in addition to NCAA policies, all federal financial aid rules are observed and followed.

The Compliance Coordinator monitors all athletic financial aid based on data provided by this liaison. The Director of the Office of Student Financial Assistance also sends out athletic aid adjustment, reduction, or cancellation notices when necessary and provides appeal procedures for student-athletes through the financial committee.

Additional detail can be found in the Islander Athletics Policies Manual included among the supplementary documents.

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

The Compliance Coordinator works closely with coaches in monitoring adherence to NCAA recruiting rules. Some examples include:

—Rules education through compliance meetings with coaches and staff related to rule changes and applications as they progress through the NCAA legislative process, or as new interpretations emerge on an issue.
—Regular periodic monitoring of coaches recruiting logs by the compliance office,
—Approving all official visits and monitoring them while in progress through interviews with the prospect to verify information when they are on campus
—As liaison to admissions, the compliance office monitors the application and admission process to the institution.
—Writing, validating and collecting all national letters of intent as well as filing them with conference officials.

The Office of Admission and Records verifies all documentation before athletics relies on it for any purpose. Further, the NCAA clearinghouse is used as another source of documentation and verification. If waivers are required, the Compliance Coordinator, working through the coach, will collect any documentation required for support of the waivers related to initial eligibility, hardship and ARS.

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

In accordance with the University Rule on Youth Initiatives (03.03.99C1), the Dean of Community Outreach is the administrator who has oversight responsibilities for Youth Initiatives that use University facilities. This University Rule describes requirements for activities such as camps and clinics that are offered by entities on campus, including the Department of Intercollegiate Athletics. To supplement these rules, Community Outreach provides an extensive manual on the required procedures for administering camps. The Outreach Coordinator meets with the various entities across campus that offer camps to ensure compliance with the university rules as well as assistance in facilitating various services for the camps.

The University runs all on-campus camps and clinics through the Office of Community Outreach. Each camp and sport must comply with university regulations as to accounting practices, structure, and facility use. In addition each camp must show compliance with NCAA regulations regarding staffing, job descriptions, and attendees, etc.

The compliance office works closely with Community Outreach, sharing information and documentation to ensure all areas are covered.

Off campus athletic camps and clinics are not covered by the campus rule on youth initiatives. The compliance office is responsible for assuring that off-campus camps and clinics are conducted in accordance with relevant NCAA regulations.
17. Please describe the policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance in other areas (if applicable).

Overall responsibility for compliance in the areas of amateurism, playing and practice, awards and benefits, as well as the other areas of the NCAA constitutional bylaws is placed with the compliance office.

Coaches document their playing and practice seasons and submit them on a regular basis. All student athletes are evaluated on the basis of bylaw 16 (awards and benefits) and coaches are encouraged to bring questions and concerns they may have to the compliance office.

In addition, issues of amateurism, which usually arise with foreign student athletes, are cleared through the compliance office before the student-athletes involved are allowed to compete.

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

The Texas A&M University System Internal Audit department has performed an audit on the compliance area during each of the previous two years which is included in their report to the Chancellor and Board of Regents each year. These audits have occurred in the spring of 2002 and spring 2003 on their annual visits.

Copies of the audit reports are included in the supplementary documentation.

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

The Texas A&M University System Internal Audit Department performs the audit of the compliance area annually. System auditors are impartial auditors with no ties to this campus. Accepted auditing criteria and procedures are used to review the programs at Texas A&M University-Corpus Christi. Selection of auditors is made by the System Internal Audit Department, which is responsible to the Board of Regents of the Texas A&M University System.

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

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

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

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

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

3. Does the institution demonstrate that rules compliance is the subject of an ongoing educational effort? **Currently Yes**

4. Does the institution demonstrate that a clear and unambiguous commitment to rules compliance is a central element in all personnel matters for individuals involved in the intercollegiate athletics program? **Currently Yes**

5. Does the institution demonstrate that at least once every three years, its rules-compliance program is the subject of evaluation by an authority outside of the athletics department? **Currently Yes**

On the basis of the yes/no answers above and the plans for correcting deficiencies, is the institution in substantial conformity with the operating principle. **Yes**
<table>
<thead>
<tr>
<th>Elements</th>
<th>Measureable Goals</th>
<th>Steps to Achieve Goals</th>
<th>Individuals/Officers Responsible for Implementation</th>
<th>Specific Timetable for Completing the Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3.16 The Department of Intercollegiate Athletics does not have a written policy regarding camps and clinics conducted at off-campus sites.</td>
<td>A policy for the conduct of off-campus camps and clinics needs to be developed and implemented.</td>
<td>Draft a policy parallel to the on-campus camps and clinics policy to govern off-campus camps and clinics.</td>
<td>Director of Intercollegiate Athletics.</td>
<td>October 1, 2004</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Approve new policy through the campus rule approval processes.</td>
<td>Intercollegiate Athletics Council, Provost, President’s Cabinet, President.</td>
<td>January 2005</td>
</tr>
</tbody>
</table>
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.

   Not Applicable.

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

   Not Applicable.

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.

   Not Applicable.

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

   Not Applicable.

5. Describe the process by which student-athletes are admitted to your institution and identify the agencies vested with this responsibility. In what ways (if any) do the process and/or criteria used for the admission of student-athletes differ from the process for admitting students generally? Be specific and give careful attention to key decision points (e.g., establishment of admissions criteria, approval of special admissions) in these processes and the individuals or groups involved at each point, including the role, either formal or informal, the athletics department plays (if any) in the admissions process for student-athletes.
The University has established both criteria for regular admission and an appeals process. Undergraduate admission criteria and processes are described in the University Catalog (pp. 15-16). The criteria and the appeals process were in place prior to the University's addition of intercollegiate athletics. All students, including student-athletes, follow the same process for admission. Based on the credentials they have presented to the Office of Admissions and Records, students are either a) regularly admitted b) reviewed/evaluated/admitted by an admissions counselor, or c) reviewed/evaluated/admitted by the University Undergraduate Admissions Committee.

If students are not regularly admitted, the admissions counselor and/or the Undergraduate Admissions Committee uses a holistic admissions process for all students. The counselor/committee considers factors such as participation in extracurricular activities, including evidence of leadership; community service; talents and awards; extenuating circumstances; and employment, internships, and summer activities.

The university undergraduate admissions committee is a standing university committee. It is comprised of one faculty representative from each college recommended by the Faculty Senate in consultation with the colleges, one academic dean representing the deans, the co-director of the Core Curriculum Program, the Associate Vice President for Enrollment Management, the Director of Admissions and Records, an administrator representing Student Affairs, a representative from TitleV/TRIO offices, one graduate student, and one undergraduate student. The Office of Student Affairs chooses the student representatives.

If students are denied admission, they may appeal the decision to the Director of Admission and Records or the Associate Vice President for Enrollment Management. In rare cases, the appeal is forwarded to the Provost and Vice President for Academic Affairs. The University follows the same appeals procedure for all students who do not meet the established criteria.

Intercollegiate athletics personnel have no formal role in the admissions process, but athletics representatives do bring certain student-athletes to the attention of admissions personnel to assure that their applications are considered in a timely manner. Athletics representatives also express support for student-athletes involved in the appeals process.

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

Since Texas A&M University-Corpus Christi has had intercollegiate athletics for such a short period of time, the numbers of student-athletes in each individual cell by sports group, ethnicity, and gender is small. It appears, however, that there is not a statistically significant difference between student-athletes receiving athletics aid who were admitted through any of the admissions processes described above and the percentage of freshman students generally who were so admitted.

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

If students are not regularly admitted, the admissions counselor and/or the Undergraduate Admissions Committee use a holistic admissions process for all students. In this process, students accumulate points for various extracurricular activities, leadership experiences, challenges they have overcome, and other similar characteristics, traits, or talents. This admissions process was in place prior to the University's addition of intercollegiate athletics. The membership of the University Undergraduate Admissions Committee is delineated in response to question 2.1.5. Special admissions status, described in the Islanders Athletics Policies Manual, is also available for other students with either special expertise (i.e., music, drama) or a special connection to the University (Upward Bound).
8. Compare and explain any differences between the percentage of freshman student-athletes receiving athletics aid who were admitted through any of the processes described in Number 7 above and the percentage of freshman students generally who were so admitted. Provide these comparative data for the three most recent academic years. For the student-athlete data, information should be displayed for each of the sport groups, organized by year, and listed in the NCAA Division I Graduation-Rates supplemental form. [Use the supplied chart to compile these data.]

According to University policy, special admissions should not be granted to more than 2% of the entering class. During the years under consideration for this NCAA certification review, a total of 9 student athletes and 2 non-student athletes have been admitted under the special admissions process. Thus, the special admissions process is used very infrequently and has never come close to approaching the 2% maximum that is set as University policy.

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

As early as one year before intended enrollment, the Texas A&M University-Corpus Christi the Compliance Coordinator is provided with an unofficial transcript of a prospective transfer student-athlete from an Islander coach for unofficial pre-review. The unofficial transcript of the student is sent by the Compliance Coordinator to the admissions staff for an unofficial evaluation of the student's academic credit. The intercollegiate athletics Compliance Coordinator returns the transfer information to the respective coach. At the end of the fall semester, an updated transcript is received and the Compliance Office makes a second evaluation using the same process.

If the student athlete is transferring from a junior college, that college is contacted for an assessment of the likelihood of the individual receiving an Associate of Arts Degree in a timely fashion. If the student athlete is a four-year transfer, an updated transcript is provided and a determination of transferable hours is made at this time. If the student athlete was a qualifier by NCAA freshman eligibility standards, a confirmation is required from the NCAA clearinghouse. Official documents and applications are submitted to the admissions office through the transfer admissions counselor, who reviews and evaluates the official documentation provided.

Upon admission, the Compliance Coordinator makes a determination as to the transfer status of the student athlete and evaluates the athlete's academic record against the transfer standards as set forth by the NCAA for 4-4, 4-2-4, and 2-4 classifications. After admission, certification, registration, and actual attendance, the Compliance Coordinator, Wayne Bridgeman, and the Faculty Athletics Representative, Dr. Robert Maroney, certify the student athlete as to eligibility or ineligibility.

Additional detail is contained in the Islander Athletics Policies Manual included among the supplementary documents.

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

For continuing eligibility, a student-athlete must be making satisfactory progress in grade point average, hours enrolled/completed, and progress to degree. An athlete must meet all three criteria to remain eligible.

Procedurally, when grades are issued at the end of the spring semester, total hours completed in fall and spring, grade point average, and percent of major are tabulated by the Compliance Office. Student-athletes who do not meet the continuing eligibility standard are declared ineligible.

The Compliance Coordinator recommends appropriate summer coursework to meet the eligibility standard. Individuals not eligible at the end of the spring semester are re-checked by the compliance officer at the end of the summer to determine if they have remedied their academic deficiencies. The Faculty Athletics Representative verifies the work of the Compliance Coordinator each semester.

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

Texas A&M University-Corpus Christi is a very young program that began intercollegiate athletic competition in Fall 1998 and phased in sports over a period of years. Thus, as of this report date, the required six full years has not yet passed in order to calculate the official six-year graduation rate for those sports initiated in 1998-1999.

During the 1998-1999 academic year, the first year of competition, only men's tennis, women's tennis, and women's golf were initiated. The graduation rates for this small group of athletes will be tabulated after summer session graduation in August 2004, and will be available prior to the site visit.

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

The academic standards and policies are described in the University Catalog, the Islander Athletics Policies Manual, and the Student Handbook. There are no exceptions to the academic standards and policies contained in the university's catalog/bulletin, other than the special admit status described in responses to questions 2.1.7 and 2.1.8 above. This special admit status is not exclusively used for intercollegiate athletes. There have been no exceptions to Texas Academic Skills Program (TASP) or Texas Higher Education Assessment (THEA) regulations, probation, suspension, or graduation policies granted to any student athlete since the inception of intercollegiate athletics at Texas A&M University-Corpus Christi.

Evaluation

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

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

3. Does the institution demonstrate that academic standards and policies applicable to student-athletes are consistent with those adopted by the institution for the student body in general or the NCAA's standards, whichever are higher? Currently Yes
4. Does the institution demonstrate that the responsibility for admission, certification of academic standing and evaluation of academic performance of student-athletes is vested in the same agencies that have authority in these matters for students generally? **Currently Yes**

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

2.2 Academic Support

Self-Study Items

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

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Academic advising, academic testing, and tutoring services are organized under the Associate Vice President for Enrollment Management in the Division of Academic Affairs, which is overseen by the Provost/Vice President for Academic Affairs.

a.) Academic Advising
The University does not provide a separate academic advising system for intercollegiate athletics. Academic advising is currently provided within each of the colleges. Students who have declared majors are assigned a
professional academic advisor in that major. The academic advisor assists students with course selection and degree requirements, as well as providing the students with formal degree plans.

Students who have not declared a major are assigned to the Undeclared Students Advising Center located on the second floor of the Student Services Center. Once students declare a major, they are routed to the appropriate college. Students are also assigned a Faculty Mentor in their major area, who functions as a mentor/career advisor.

b) Transfer Counselors and International Students Office
Located on the first floor of the Student Services Center. Provides advice and support for the needs of transfer and international students, including student-athletes.

c.) Academic Testing Center
Located on the second floor of the Student Services Center, the Academic Testing Center administers the Texas Higher Education Assessment exam (THEA), as well as other standardized academic tests.

d.) Tutoring and Learning Center (TLC)
Located on the second floor of the Bell Library, the TLC provides subject area tutoring assistance, tutoring for THEA exam, supplemental instruction and a writing lab.

Students identified as THEA (Texas Higher Education Assessment) liable are automatically assigned to the Tutoring and Learning Center (TLC) where they meet with an Intervention Specialist. Students are provided with Individual Success Plan contracts that outline the process they will follow to help them overcome their academic deficiencies. If the student has declared a major, he/she is then released to the College and the professional academic advisor for that major. If undeclared, he/she is released to the Undeclared Students Advising Center. The student continues working with Tutoring and Learning Center staff along with their academic advisor until all THEA deficiencies are cleared.

The following services are organized administratively in the Division of Student Affairs, which is overseen by the Vice President for Student Affairs:

e). Services for Students with Disabilities Office
Located on the first floor of the Driftwood Building, the Services for Students with Disabilities Office assists students with diagnosed disabilities, including learning disabilities.

f.) University Counseling Center
Located on the first floor of the Driftwood Building, the University Counseling Center offers a broad spectrum of counseling and psychological services designed to help students enhance their academic potential, learn advanced skills to facilitate effective problem-solving, increase their capacity for healthy and satisfying interpersonal relationships, resolve or work through any personal issues that interfere with academic achievement, and develop specific behaviors that are important to personal, academic, and career excellence.

g.) University Health Center
Located on the first floor of the Sandpiper Building, the University Health Center provides clinical and pharmacy services. Health Center services primarily focus on providing acute care to the patients in need, and in helping them to develop relationships with their primary care providers for their chronic healthcare needs. Some patients have multiple chronic medical problems that are best managed by their primary care physicians for continuity of care with our services facilitating and assisting the patient to effectively utilize available resources.

h.) Career Services
Located on the third floor of the University Center, Career Services provides comprehensive services to assist students with their career development while enrolled and the transition to full-time employment or graduate education after commencement. These services include Career Planning and Vocational Assessment Programs, Individual Career Counseling and a Career Resource Library (books, CD-ROM's, videos). Experiential education is facilitated through the Student Employment Service (part-time on and off campus employment) and Internship/Co-op Program. Students receive Graduate/Professional School selection counseling, videotaped practice interview sessions and resume reviews in preparation for Career Fairs and Professional Recruiting and Interviewing. We also offer a Resume Referral Service. Students use a dedicated Computer Lab with Internet access for the Job Search and computer-based assessments.

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

a. The specific academic support services offered to student-athletes (if any);

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

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

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

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

   Academic Advising and Support Services are available to all students. All students are assigned a professional academic advisor upon initial registration at the University. Students who have not yet decided on a major are assigned to a centralized university advising center. Once the student has declared a major, they are assigned a professional academic advisor in the appropriate academic college.

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

   Any enrolled student can use the academic advising services of the University. Student-athletes and non-student athletes have the same access to all campus programs.

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

   The Compliance Coordinator, who also acts as a supplemental academic advisor to the athletes, generally refers them to these services. Information about academic advising and support services is available on the web (www.tamucc.edu/%7Eaac), and is easily accessible. Informational brochures are also available in various locations on campus.

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

   As part of the regular University assessment process, the Office of Planning and Institutional Effectiveness evaluates the effectiveness of academic advising every two years using the Noel-Levitz Student Satisfaction Survey instrument.

   In addition, the Academic Integrity Subcommittee also informally surveyed advising personnel in Spring 2004 in the four colleges, the Undeclared Student Advising Center, and Tutoring and Learning Center regarding their advising practices for students. They were specifically asked if their practices differed in any way between student-athletes and other students. These areas have the most direct contact with students, so their impressions are most helpful in this process. Student athletes were also informally surveyed about their experiences connected with the advising process.

   In general, responses received were positive from both the advising units and from students. Overall, the advising process for student-athletes was little different from that for non-student athletes. All students are strongly encouraged to visit with their academic and faculty advisor at least once a semester to ensure that they are progressing with their degree plan in a timely fashion. Like non-student athletes, student athletes are no better or worse than their counterparts at scheduling and keeping their advising appointments.

   Academic Advisors did express one significant difference related to student athletes, and that was difficulty working with a student-athlete's practice/training schedule and the scheduling and registration of courses. Student-athletes are permitted to register for courses early in order to avoid potential scheduling conflicts, but occasionally these types of conflicts do occur. In most cases, advisors were able to provide these students with a schedule that had the least impact on their practice times, but that also let them register for
courses appropriate to their major. The Director of Intercollegiate Athletics has a policy consistent with NCAA 17.1.5.5.1, that class takes priority over practice.

In the case of setting advising appointments, again, difficulties were dealt with on an individual basis, and accommodations were made for the student.

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

The Office of Planning and Institutional Effectiveness evaluates the services of academic advising every two years using the Noel-Levitz instrument. Academic Advising will also be a part of the ongoing program review process conducted by the Division of Academic Affairs.

As part of the review process for Academic Advising, the Office of Academic Advising, in conjunction with the Intercollegiate Athletics Council, will incorporate specific intercollegiate athletics academic advising activities into its periodic review of the Academic Advising operation. The Office of Academic Advising and the Associate Vice President for Academic Affairs will submit the program review findings to the Provost for approval. Any additional academic advising activities designed for intercollegiate athletics must be presented to the appropriate academic entity for review and modification. This entity will then forward its recommendation to the Provost for approval.

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

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

Tutoring support is available to all students through the Tutoring and Learning Center (TLC). TLC staff assist students with setting appointments. Students are also accepted on a walk-in basis. Students who are Texas Higher Education Assessment (THEA) liable work with the intervention specialists during registration periods to ensure that afternoon classes are avoided as much as possible in order to accommodate practice times, work schedules, etc. and to allow the student time to utilize TLC services. Weekend hours are not available at this time. As for accessibility of support services, most areas have operating hours during the day as well as evening hours (in most areas until 7pm), and arrangements can be made based on the individual needs of that student.

If there are not tutors available within the TLC for the required subject, a search is conducted for a tutor with the required major. In these cases, the Compliance Coordinator assigns tutors to athletes needing assistance.

A student athlete must first meet with the Compliance Coordinator for assessment of need. The student must provide evidence that they have been applying themselves in the class before a tutor is provided. Tutors are sought first within the student athlete population. If there are not student athletes available, the professor is asked to recommend a tutor. Each tutor must sign a form acknowledging receipt of all the NCAA guidelines. There are strict limits on how much time a tutor can spend with a student to prevent the tutor from teaching the class for the student, and to prevent academic dishonesty. The Compliance Coordinator works with tutors to make sure they understand their role. Tutors work with student athletes an average of half an hour to two hours a week per student athlete needing assistance. They are paid $8 per hour and can tutor a maximum of two student athletes per semester. Access to tutorial assistance is based on need. Male and female athletes receive identical opportunities for assistance. The form which tutors must sign acknowledging receipt of NCAA guidelines is included in the supplementary documentation.

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

Any enrolled student can use the services of the Tutoring and Learning Center.

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

Wayne Bridgeman, the Compliance Coordinator in his role as supplemental academic advisor, generally refers student-athletes to these services.
Information about the Tutoring and Learning Center is available on the web (www.tamucc.edu/~tlcweb/), and is easily accessible. Informational brochures are also available in various locations on campus. Bridgeman also arranges for supplemental tutoring in specialized subjects if athletes have specific subject needs. The Director of the Tutoring and Learning Center screens these supplemental tutors.

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

The Division of Academic Affairs has not reviewed the tutoring process specifically designed for student athletes described in Section 2a.

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

In addition to its ongoing annual assessments, the Tutoring and Learning Center is scheduled in the ongoing program review process conducted by the Division of Academic Affairs. The Tutoring and Learning Center, in conjunction with the Intercollegiate Athletics Council, will incorporate intercollegiate athletics tutoring services into its periodic review of the TLC operation. The Tutoring and Learning Center and the Associate Vice President for Academic Affairs will submit the program review findings to the Provost for approval. Any additional tutoring activities designed for intercollegiate athletics must be presented to the appropriate academic entity for review and modification. This entity will then forward its recommendation to the Provost for approval.

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

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

Texas A&M University-Corpus Christi does not have a traditional success skills course in the regular academic curriculum. These specific skills are threaded throughout the assignments in the First-Year Seminar Course.

Students needing additional assistance in success skills are advised to take the Life Skills Workshops offered by the University Counseling Center.

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

The First-Year Seminar Course is mandatory for all first year full-time students. All students have access to the success skills programs offered by the University Counseling Center.

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

Student athletes are advised into the Freshman Seminar course during the freshman orientation/registration sessions in the summer. Information about the Freshman Seminar program can be found on the web (www.tamucc.edu/uccp).

Information about Life Skills Workshops offered by the University Counseling Center may be found on the university web site (www.tamucc.edu/~ucounselingc/services.htm).

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

The First-Year Seminar Course is evaluated annually as a separate entity and every five years as a part of the comprehensive Core Curriculum Program Review.

e. The mechanism for approval of these services by academic authorities outside athletics.
The Faculty Core Curriculum Committee, the Co-Directors of the University Core Curriculum Program, and the Associate Vice President for Academic Affairs will submit the program review findings to the Provost for approval. Any additional student success skills (e.g. study skills, note and test taking, writing and grammar skills, time management skills) designed specifically for intercollegiate athletics must be presented to the appropriate academic entity for review and modification. This entity will then forward its recommendation to the Provost for approval.

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

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

   Freshman Orientation is offered approximately seven times during the summer before a student's first year. It is mandatory for all incoming freshman students. During orientation, students learn about the various support services, receive placement advice for English, Mathematics, and Reading, and register for their courses with the assistance of a faculty advisor. Transfer Orientation is optional but strongly encouraged.

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

   First year students are required to attend an orientation session before they register for classes. Transfer orientation is optional, but students are allowed priority registration if they attend orientation.

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

   The Office of Admissions and Records publicizes these events to all students. Orientation information is also available on the university web site (http://orientation.tamucc.edu).

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

   The services of the Office of Admissions and Records are evaluated every two years by the university assessment process, coordinated by the Office of Planning and Institutional Effectiveness. The Noel-Levitz instrument is used. Each orientation session is also evaluated by the participants of the specific session.

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

   The Director of New Student Programs presents the results of the evaluations to the Director of Admissions and Records and the Associate Vice President for Enrollment Management for their review and approval. Currently, the intercollegiate athletes participate with the general student body in freshman/transfer orientation. Any change in the orientation process must be presented to the appropriate academic entity for review and modification. This entity will then forward its recommendation to the Provost for approval.

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

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

   The Office of Intercollegiate Athletics sends faculty members who have student athletes in their classes a report form that asks them to detail the athlete's academic progress and attendance in that specific course. The Compliance Office monitors these reports. The centralized university advising office also communicates to the advisors which students are likely to be at high-risk of academic difficulties. Advisors are encouraged to communicate more frequently with the high risk students.

   b. Any policies that govern which students can use these services.
The Intercollegiate Athletics Compliance Office monitors the progress of the intercollegiate student athletes.

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

The Compliance Coordinator and the coaches inform the students of the monitoring process.

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

Academic authorities outside athletics have not evaluated this monitoring and reporting process.

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

This process could be folded into the ongoing academic program review process.


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

There is no specific study hall option provided for students other than the TLC. Intercollegiate Athletics Compliance Coordinator Wayne Bridgeman did explain that student athletes are required to attend a study hall session set up by the coaches in the different sports. These sessions are mandatory and students are required to sign an attendance sheet. Some coaches maintain a sign-in sheet at the TLC. Staff at the TLC does not directly monitor student-athlete attendance. Documentation about attendance is not available at this time.

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

Since study halls usually occur in the library, there are no policies governing which students can utilize the specific space where the study halls occur.

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

The individual coaches communicate the study hall requirements to the athletes in their particular sport.

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

Academic authorities outside athletics have not evaluated the study hall effort.

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

This process could be folded into the ongoing academic program review process.


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

Students with special academic needs are provided assistance in accordance with the Texas A&M University-Corpus Christi Developmental Education Plan and may also receive accommodations by the Services for Students with Disabilities office. These support services are available to all students.
b. Any policies that govern which students can use these services.

There are specific requirements set by the State of Texas, and outlined in the Texas A&M University-Corpus Christi Developmental Education Plan, indicating which students are required to receive remediation for reading, writing, or mathematics. Students following the Developmental Education Plan who disclose a disability are referred to the Services for Students with Disabilities (SSD) Office. To receive disability-related accommodations through the SSD office, students must self-identify with the office and provide appropriate documentation supporting the need for accommodations. All students, including student-athletes, follow the same procedures to obtain accommodations.

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

Initially student-athletes are made aware of these academic support services at orientation sessions. Informational brochures are made available at various locations on campus. Campus personnel also inform students of these services and often make referrals. In addition, information regarding services is available on the TAMU-CC website (www.tamucc.edu/~ssd/).

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

The Texas A&M University-Corpus Christi Tutoring and Learning Center analyzes the effectiveness of its training components, instructional delivery system, outcomes, the quality of service to students, and the retention and graduation rates of students who use its services. The results of their evaluations led to the Tutoring and Learning Center being selected as the winner of the 2004 Tutoring Excellence Award by the National Tutoring Association.

Each semester the Services for Students with Disabilities (SSD) staff review the services and accommodations of every student enrolled and registered with the office. In addition SSD staff audit the file of each currently registered student at least once every three years to assess if accommodations and services are appropriate. The review process is the same for all students.

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

In addition to its ongoing annual assessments, the Tutoring and Learning Center is scheduled in the ongoing program review process conducted by the Division of Academic Affairs.

The Director of the Services for Students with Disabilities (SSD) Office determines and approves accommodations for students on a case-by-case basis following the compliance regulations of the Americans with Disabilities Act, the National Standards provided by AHEAD (Association on Higher Education and Disability) and documentation provided by the student. A student may appeal the decision about his/her accommodations to the Disability Advisory Council (DAC), a committee comprised of Deans, faculty and staff within the various colleges of the University. A student also has the right to appeal the decision of the DAC and request a review by the Provost/Academic Vice President. In this case the Provost will make the final decision. All students, including student-athletes, follow the same approval and appeal process. The Office of Academic Advising and the Associate Vice President for Academic Affairs will submit the program review findings to the Provost for approval.

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

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

The Academic Testing Center administers the Texas Higher Education Assessment (THEA) examination. Students identified as THEA liable are automatically assigned to the Tutoring and Learning Center (TLC) where they meet with an Intervention Specialist. Students are provided with Individual Success Plan contracts that outline the process they will follow to help them overcome their deficiencies. If the student has declared a major, he/she is then released to the College and Academic Advisor for that major. If undeclared, he/she is released to the Undeclared Students Advising Center. The student continues working with TLC staff along with their academic advisor until all THEA deficiencies are cleared.
b. Any policies that govern which students can use these services.

Learning assessment policies are identified in the Texas A&M University-Corpus Christi Developmental Education plan. A copy of this plan is included in the supporting materials to this report.

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

Students needing these services are initially notified about their academic deficiencies in their admissions letters. These services are also communicated to the students at orientation sessions. THEA liable students are advised during the navigation sessions of academic advising during orientation. Information is also available on the University website (www.tamucc.edu/~atcweb/), and is easily accessible. Informational brochures are also available at various locations on campus. Coaches also communicate these state expectations to the athletes during the recruiting process.

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

The Texas A&M University-Corpus Christi Tutoring and Learning Center analyzes the effectiveness of its training components, instructional delivery system, outcomes, the quality of service to students, and the retention and graduation rates of students who use its services. The results of their evaluations led to the Tutoring and Learning Center being named the winner of the 2004 Tutoring Excellence Award by the National Tutoring Association.

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

In addition to its ongoing annual assessments, the Tutoring and Learning Center is scheduled in the ongoing program review process conducted by the Division of Academic Affairs. The Tutoring and Learning Center and the Associate Vice President for Academic Affairs will submit the program review findings to the Provost for approval.


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

Both Professional Advisors and Faculty Mentors are assigned to each student. Professional Advisors focus more on degree plan progress and course selection, and play a bigger role during the student's freshman and sophomore years. The role of the Faculty Mentor is involved more with longer-range academic planning and career advice, and becomes more prominent as the student becomes a junior and senior.

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

Any student may have a Faculty Mentor.

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

These services are communicated to the students initially at orientation sessions. Information is also available on the University website (www.tamucc.edu/%7Eacc/), and is easily accessible. Informational brochures are also available in various locations on campus.

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

As part of the regular University assessment process, the Office of Planning and Institutional Effectiveness evaluates the effectiveness of academic advising every two years using the Noel-Levitz instrument.
e. The mechanism for approval of these services by academic authorities outside athletics.

In addition to the bi-annual review by Office of Planning and Institutional Effectiveness, academic advising will also be a part of the ongoing program review process conducted by the Division of Academic Affairs. The Office of Academic Advising and the Associate Vice President for Academic Affairs will submit the program review findings to the Provost for approval.

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

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

The Office of Academic Advising identifies students who have one or more factors which may indicate that they are at risk of academic failure but are willing to accept assistance. These individuals are contacted more frequently so that they are aware of the services available to them for academic support.

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

In addition to the services provided for the general student population, Texas A&M University-Corpus Christi also administers grant funded programs (for example, the ACE/Title V, and the Student Support Services/TRIO program) for students likely to be at high risk. Any students seeking assistance from these programs must submit an application for admission and meet specific guidelines in order to receive assistance.

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

These services are communicated to the students initially at orientation sessions. Information is also available on the University website (http://www.tamucc.edu) and is easily accessible. Informational brochures are also available around campus. Campus personnel often make referrals for these services.

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

The Texas A&M University-Corpus Christi Tutoring and Learning Center analyzes the effectiveness of its training components, instructional delivery system, outcomes, the quality of service to students, and the retention and graduation rates of students who use its services. The results of their evaluations led to the Tutoring and Learning Center being named the winner of the 2004 Tutoring Excellence Award by the National Tutoring Association.

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

In addition to its ongoing annual assessments, the Tutoring and Learning Center is scheduled in the ongoing program review process conducted by the Division of Academic Affairs.

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

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

Texas A&M University-Corpus Christi nominates eligible athletes for the NCAA post-graduate scholarship. It also provides continued Athletics Grants-in-Aid (Ninth Semester or Fifth-Year) to assist student athletes who have completed their athletics eligibility, are in good academic standing as defined by the University, and performed well enough academically, to complete their bachelor’s degree within the following academic year (fall, spring, summer inclusive). Limited summer school aid is also available.

b. Any policies that govern which students can use these services.
To receive a nomination for the NCAA postgraduate scholarship, student athlete applicants must:

— Have an overall undergraduate minimum cumulative grade-point average of 3.2 (based on a 4.0 scale) or its equivalent, including enrollment at all colleges and universities attended.
— Be nominated in his or her final season of intercollegiate athletics and competition under NCAA legislation for the sport in which the student-athlete is nominated.
— Have performed with distinction as a member of the varsity team in the sport in which the student-athlete has been nominated. The degree of the student-athlete's achievement will be weighed along with academic performance, university involvement and volunteer community service. Institutions should note participation in activities in which the student-athlete serves as an example to other students and demonstrates leadership qualities.
— Intends to enroll in a graduate degree program at an academically accredited graduate or degree granting professional school. An academic professor of the college in which the student-athlete is currently enrolled must address the capability of the student-athlete for graduate study.
— Be an upstanding citizen and an excellent role model for the institution and intercollegiate athletics as a whole.

To qualify for a Fifth-Year Scholarship:

— The student-athlete has completed his or her eligibility for competition within four or five years of their initial date of enrollment as a full-time student;
— The student-athlete has not previously received a Fifth-Year Scholarship;
— The student-athlete is within one year (approximately 30 hours) of completing the requirements for a bachelor's degree as certified by the registrar, and has completed 75% of his or her major in course work as required by NCAA.
— The student-athlete has no eligibility remaining in his or her primary sport, is not receiving any other athletics aid, and will not be competing in a second intercollegiate sport;
— The student-athlete has competed at Texas A&M University-Corpus Christi for at least the last two years;
— The student-athlete has at least a 2.0 cumulative Texas A&M University-Corpus Christi grade point average and is in good standing, i.e., without academic or conduct probation, with Texas A&M University-Corpus Christi.

To qualify for summer athletic aid, the athlete must fill out a "Summer School Application for Athletic Aid" form, which details the specific classes needed, the reason for the request, and comments from the athlete's coach.

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

An announcement is posted on the hallway outside athletic department offices promoting the programs. NCAA also provides flyers/brochures which are distributed to the coaches.

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

Academic authorities have not reviewed these services to date. The Intercollegiate Athletics Council will be charged with developing the review process and implementing the review process beginning Fall 2004.

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

Academic authorities have not approved these services to date. The Intercollegiate Athletics Council, after its review, will submit its findings to the Provost for approval. Any additional post-eligibility services relating to scholarships, assistantships and academic support must be presented to the appropriate academic entity for review and modification. This entity will then forward its recommendation to the Provost for approval.
Evaluation

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

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

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

4. Does the institution demonstrate that the support services are approved and reviewed periodically by academic authorities outside the department of intercollegiate athletics? **Currently Yes**

On the basis of the yes/no answers above and the plans for for correcting deficiencies, is the institution in substantial conformity with the operating principle. **Yes**
<table>
<thead>
<tr>
<th>Elements</th>
<th>Measureable Goals</th>
<th>Steps to Achieve Goals</th>
<th>Individuals/Officers Responsible for Implementation</th>
<th>Specific Timetable for Completing the Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2.6 Athletic advising, study hall, tutoring, and monitoring of academic progress are not approved and reviewed periodically by academic authorities outside the department of intercollegiate athletics.</td>
<td>Academic support services related specifically to intercollegiate athletics will be incorporated into the University's academic program review process.</td>
<td>The Intercollegiate Athletics Council, in conjunction with the Tutoring and Learning Center and the Office of Academic Advising, will incorporate intercollegiate athletics support services into its periodic review of the TLC and Academic Advising operations. A report will be given to the Intercollegiate Athletics Council with recommendations to the President through the Provost.</td>
<td>Faculty Athletics Representative, Director of the Tutoring and Learning Center, Director of Intercollegiate Athletics, Associate Vice President for Academic Affairs, Provost</td>
<td>October 1, 2004</td>
</tr>
<tr>
<td>2.2.11.d Indicates that currently there is no mechanism for review of these services by academic authorities outside athletics at least once every three years.</td>
<td>Implement a review process by academic authorities of post-eligibility programs.</td>
<td>The Provost will issue a charge to the Intercollegiate Athletics Council to design a review process determining the effectiveness of the University's post-eligibility programs and to ensure that these programs conform to the University Institutional Principles. The Intercollegiate Athletics Council will submit its findings to the Provost.</td>
<td>Intercollegiate Athletics Council Chair, Director of Intercollegiate Athletics, Provost</td>
<td>The initial review will take place by March 1, 2005.</td>
</tr>
<tr>
<td>2.2.11.e Indicates that there is currently no mechanism for approval of post-eligibility programs by academic authorities outside of athletics.</td>
<td>Implement an approval process of post-eligibility programs by academic authorities.</td>
<td>Any additional post-eligibility services relating to scholarships, assistantships and academic support must be presented to the appropriate academic entity for review and modification. This entity will then forward its recommendation to the Provost for approval.</td>
<td>Director of Athletics, Provost</td>
<td>This approval procedure will go into effect October 1, 2004.</td>
</tr>
</tbody>
</table>
Operating Principle

2.3 Scheduling

Self-Study Items

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

The institution does not currently have written policies related to the scheduling of intercollegiate athletics competitions and practices. The institution follows the NCAA written policies 12.5.1 (d) (Promotional Activities/Permissible) and 17.1.5.5.1 (No Class Time Missed for Practice Activities) and 17.1.5.5.1.1 (Exception-Championship Practice).

Coaches and student-athletes discuss directly academic course and practice schedules. Coaches establish a block of time for scheduled practices and students select courses around the specific time block. Should a scheduling
conflict arise, the coach and student resolve the conflict on an individual basis. Student-athletes are not allowed to miss class for any practice.

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

To monitor missed class time for student-athletes, the Department of Intercollegiate Athletics sends Academic Progress Report forms to all faculty members who have student-athletes enrolled in their courses. The progress reports are sent once during each academic semester. The report requests information not only about student attendance but also regarding academic progress. Example copies of the forms are provided as part of the supplementary documentation. The forms are returned to the Department of Intercollegiate Athletics for review. Coaches from each sport are responsible for addressing any issues pertaining to academic progress and class attendance with the individual student-athlete.

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

The Steering Committee reviewed the number of class periods missed for each of the fourteen sports during the 2003-2004 academic year. The Athletic Integrity Subcommittee also reviewed data indicating how many intercollegiate athletes had either been academically suspended from the University and/or had been declared ineligible for academic reasons. The Subcommittee recognized that inherent in intercollegiate athletic competition is the need to miss class for either competition itself or traveling to or from competition events.

After reviewing the available information, the Steering Committee concluded that the evidence indicated that the absences incurred by the athletes were not significant or excessive enough to seriously impair student-athletes' ability to progress successfully toward their academic degrees. The academic support provided by the University and the Department of Intercollegiate Athletics appear to be sufficient to overcome the deleterious effects of missed classes.

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

The institution's policy regarding class attendance is written in the University's Undergraduate Catalog it states:

"Students are held responsible for class attendance and are advised that excessive absences may adversely affect their grades. Every instructor should make clear the policy on class attendance at the beginning of each course. If students are absent from class on approved university business (e.g. Intercollegiate athletics competition/travel, field trips, student research conferences, Board of Regents meetings), faculty members should count this as an excused absence and should not penalize the student for it. Students should be allowed to make up any required course work in advance or after their return to campus. Students are responsible for informing their instructors about the trip in advance so that the faculty members can make plans accordingly. If you have any doubt as to whether the activity in question is considered official university business, you should contact the Provost's Office."

(Undergraduate Catalog, 2003-04, p. 31)

Each student-athlete is given a copy of the catalog. In addition, coaches advise their student-athletes of all applicable policies and procedures at the beginning of each semester. Student-athletes are told that it is their responsibility to inform all of their professors of their scheduled absences. Should a student miss a class for a scheduled athletic event, the Department of Intercollegiate Athletics also notifies each student-athlete's professor in writing. Example copies are available in the supplementary documentation.

Evaluation

1. Does the institution demonstrate that written policies are established in all sports to minimize student-athletes' conflicts with class time and/or final examination periods due to participation in intercollegiate athletics, consistent with the provisions of Constitution 3.2.4.12? **Currently No**

**On the basis of the yes/no answers above and the plans for for correcting deficiencies, is the institution in substantial conformity with the operating principle. No**
<table>
<thead>
<tr>
<th>Elements</th>
<th>Measureable Goals</th>
<th>Steps to Achieve Goals</th>
<th>Individuals/Officers Responsible for Implementation</th>
<th>Specific Timetable for Completing the Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issues in the Self-Study</td>
<td>Policies for each sport at Texas A&amp;M University-Corpus Christi will be developed which are consistent with the provisions of Constitution 3.2.4.12.</td>
<td>The Director of Intercollegiate Athletics should discuss this task at an upcoming staff meeting. The Director should work with his staff to draft a generic policy. He should then designate one individual from each sport to draft a written policy for that particular sport which conforms to the generic policy.</td>
<td>The Director of Intercollegiate Athletics and the head coach of each of the sports.</td>
<td>October 1, 2004</td>
</tr>
</tbody>
</table>

Texas A&M University-Corpus Christi does not have written policies in all sports in order to minimize student-athletes' conflicts with class time and/or final examination periods due to participation in intercollegiate athletics.
FOR FRESHMAN STUDENTS GENERALLY AND FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID

PART I-A: Standardized test Scores, by Gender

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Male Students</th>
<th>Male Student-Athletes</th>
<th>Female Students</th>
<th>Female Student-Athletes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Score</td>
<td># of Students</td>
<td>Score</td>
<td># of Students</td>
</tr>
<tr>
<td>2000-2001</td>
<td>990</td>
<td>904</td>
<td>883</td>
<td>36</td>
</tr>
<tr>
<td>2001-2002</td>
<td>997</td>
<td>1121</td>
<td>920</td>
<td>32</td>
</tr>
<tr>
<td>2002-2003</td>
<td>995</td>
<td>1090</td>
<td>946</td>
<td>40</td>
</tr>
</tbody>
</table>

Average Standardized Test Score

Name of person completing this chart:  Gary Cunningham
Title:  Associate Director of Admission and Records
## FOR FRESHMAN STUDENTS GENERALLY AND FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID

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

#### Racial or Ethnic Group - All Entering Freshman Students

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Am. Ind. / AN</th>
<th>Score</th>
<th># of Students</th>
<th>Asian / PI</th>
<th>Score</th>
<th># of Students</th>
<th>Black</th>
<th>Score</th>
<th># of Students</th>
<th>Hispanic</th>
<th>Score</th>
<th># of Students</th>
<th>White</th>
<th>Score</th>
<th># of Students</th>
<th>Other</th>
<th>Score</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-2001</td>
<td>1034</td>
<td>8</td>
<td>1045</td>
<td>49</td>
<td>990</td>
<td>86</td>
<td>915</td>
<td>945</td>
<td>1017</td>
<td>1356</td>
<td>1021</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2001-2002</td>
<td>1058</td>
<td>16</td>
<td>1012</td>
<td>55</td>
<td>900</td>
<td>84</td>
<td>910</td>
<td>988</td>
<td>1016</td>
<td>1794</td>
<td>1110</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2002-2003</td>
<td>1026</td>
<td>12</td>
<td>985</td>
<td>60</td>
<td>926</td>
<td>72</td>
<td>905</td>
<td>1103</td>
<td>1017</td>
<td>1730</td>
<td>962</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Racial or Ethnic Group - All Entering Freshman Student-Athletes on Aid

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Am. Ind. / AN</th>
<th>Score</th>
<th># of Students</th>
<th>Asian / PI</th>
<th>Score</th>
<th># of Students</th>
<th>Black</th>
<th>Score</th>
<th># of Students</th>
<th>Hispanic</th>
<th>Score</th>
<th># of Students</th>
<th>White</th>
<th>Score</th>
<th># of Students</th>
<th>Other</th>
<th>Score</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-2001</td>
<td>918</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>897</td>
<td>10</td>
<td>849</td>
<td>24</td>
<td>992</td>
<td>33</td>
<td>1043</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2001-2002</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>858</td>
<td>7</td>
<td>875</td>
<td>22</td>
<td>951</td>
<td>31</td>
<td>976</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2002-2003</td>
<td>1000</td>
<td>2</td>
<td>1012</td>
<td>2</td>
<td>844</td>
<td>10</td>
<td>899</td>
<td>13</td>
<td>949</td>
<td>40</td>
<td>1103</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name of person completing this chart: **Gary Cunningham**
Title: **Associate Director of Admission and Records**
### PART II: GPA and Test Scores, by Sport Group

<table>
<thead>
<tr>
<th>Sport Group</th>
<th>Football</th>
<th>Men's Basketball</th>
<th>Baseball</th>
<th>Men's Track/Cross Country</th>
<th>Men's Other Sports and Mixed Sports</th>
<th>Women's Basketball</th>
<th>Women's Track/Cross Country</th>
<th>Women's Other Sports</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-2001</td>
<td>0</td>
<td>0</td>
<td>2.5</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3.3</td>
</tr>
<tr>
<td>2001-2002</td>
<td>0</td>
<td>0</td>
<td>2.95</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3.43</td>
</tr>
<tr>
<td>2002-2003</td>
<td>0</td>
<td>0</td>
<td>2.69</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3.66</td>
</tr>
<tr>
<td>2000-2001</td>
<td>0</td>
<td>0</td>
<td>837</td>
<td>8</td>
<td>823</td>
<td>6</td>
<td>914</td>
<td>1063</td>
</tr>
<tr>
<td>2001-2002</td>
<td>0</td>
<td>0</td>
<td>978</td>
<td>4</td>
<td>928</td>
<td>12</td>
<td>890</td>
<td>945</td>
</tr>
<tr>
<td>2002-2003</td>
<td>0</td>
<td>0</td>
<td>851</td>
<td>7</td>
<td>937</td>
<td>8</td>
<td>946</td>
<td>1039</td>
</tr>
</tbody>
</table>

**Average Core Course GPA**

**Average Standardized Test Score**

**Name of person completing this chart:** Gary Cunningham  
**Title:** Associate Director of Admission and Records
## SPECIAL-ADMISSIONS INFORMATION

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

<table>
<thead>
<tr>
<th>Year</th>
<th>All Freshman Students</th>
<th>All Freshman Student-Athletes on Athletics Aid **</th>
<th>Sport Group (Freshman)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Baseball</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Men’s Basketball</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Football</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Men’s Track/Cross Country</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Men’s Other Sports and Mixed Sports</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Women’s Basketball</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Women’s Track/Cross Country</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Women’s Other Sports</td>
</tr>
<tr>
<td>1999-2000</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2000-2001</td>
<td>0</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>2001-2002</td>
<td>0</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Name of person completing this chart: Gary Cunningham  
Title: **Associate Director of Admission and Records**
Operating Principle

3.1 Financial Practices

Self-Study Items

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not applicable.

6. List all other sources (i.e., those not under the accounting and financial control of the institution) generating revenue on behalf of the institution's intercollegiate athletics program, including outside foundations.
7. Describe the step-by-step process for budget development and approval, and highlight any areas that may differ from the institution's standard or normal budgeting procedures.

Not applicable.

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

Not applicable.

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

Not applicable.

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

Not applicable.

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

Not applicable.

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

Not applicable.

Evaluation

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

2. Does the institution demonstrate that all expenditures from any source for athletics are approved by the institution? **Currently Yes**

3. Does the institution demonstrate that budget and audit procedures for athletics are consistent with those followed by the institution generally and with the provisions of NCAA Constitution 6.2? **Currently Yes**

4. Does the institution demonstrate that the institution's annual budget for athletics is approved by the institution's chief executive officer or designee from outside the athletics department? **Currently Yes**

5. Does the institution demonstrate that an annual financial audit is performed by a qualified auditor who is not a staff member of the institution and who is selected by the chief executive officer or designee from outside the athletics department? **Currently Yes**
On the basis of the yes/no answers above and the plans for correcting deficiencies, is the institution in substantial conformity with the operating principle. Yes
Operating Principle

3.2 Fiscal Management and Stability

Self-Study Items

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not applicable.

6. Using the institution's established budgetary format, prepare a list of both projected and actual athletics revenues (by source) and expenditures (by budget category) for the three most recently completed fiscal years. In doing so, make sure that all athletics administrative costs are included. Provide any revenues and expenditures on a sport-by-sport basis. To add a sport to the list, please click "Add Sport to List."
1. Not Applicable
   a. Revenues by source.
      Not applicable.
   b. Expenditures by budget category.
      Not applicable.

7. Describe the institutional procedures that are in place to address any deficit in the intercollegiate athletics budget incurred during any fiscal year(s).
   Not applicable.

8. Outline the sources, uses and amounts of funds received by the intercollegiate athletics program from nonathletics department and/or noninstitutional sources.
   Not applicable.

9. Identify the sources, uses and amounts of athletics department surplus and/or reserve funds.
   Not applicable.

10. Describe how the university will accommodate future financing needs of the intercollegiate athletics program or plans to respond to changing conditions based upon the institution's future financing projections.
    Not applicable.

11. Using the institution's Equity in Athletics Disclosure Act survey forms, athletic department budget reports, and other appropriate documentation for the three most recent years for which the information is available, evaluate each of the following areas for every sport sponsored by the institution. On the basis of this review, state the institution's determination of its ability to provide relatively full and stable opportunities to student-athletes in each sport in the specific areas of:
   a. Coaching;
   b. Scholarships;
   c. Recruiting;
   d. Operating expenses (e.g., travel, facilities, equipment); and
   e. Percentage of the sport budget that has to be obtained each via fundraising (i.e., by institutional entities, department, team and individual student-athletes).

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

1. Not applicable.
   a. Coaching.
      Not applicable.
   b. Scholarships.
Not applicable.

c. Recruiting.
   Not applicable.

d. Operating Expenses (e.g., travel, facilities, equipment).
   Not applicable.

e. Percentage of the sport budget that has to be obtained via fundraising (i.e., by institutional entities, department, team and individual student-athletes).
   Not applicable.

12. Using your institution's NCAA Sports Sponsorship Report for the three most recent academic years indicate whether the institution meets the Division I membership requirements for sports sponsorship and scholarships.
   Not applicable.

Evaluation

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

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

3.3 Established Fiscal Policies and Procedures

Self-Study Items

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

   Not Applicable.

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

   Not Applicable.

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

   Not Applicable.

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

   Not Applicable.

5. Describe the policies and standard operating procedures that help to ensure that all expenditures for athletics are handled in accordance with NCAA, conference and institutional rules including:

   a. Identification of person(s) responsible for these areas; and
   b. Means of monitoring compliance with these rules.
Not applicable.

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

a. Identification of person(s) responsible for these areas;

b. Means of monitoring compliance with these rules; and,

c. Means of ensuring that only institutional or athletics department funds are expended in these areas.

Not applicable.

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

a. Identification of person(s) responsible for these areas;

b. Means of monitoring compliance with these rules; and,

c. Means of ensuring that only institutional or athletics department funds are expended in these areas.

Not applicable.

Evaluation

1. Does the institution demonstrate that it has in place fiscal policies and standard operating procedures to ensure that prospective student-athletes are not provided with impermissible recruiting inducements? **Currently Yes**

2. Does the institution demonstrate that it has in place fiscal policies and standard operating procedures to ensure that enrolled student-athletes are not provided with benefits that are expressly prohibited by NCAA legislation? **Currently Yes**

3. Does the institution demonstrate that it has in place fiscal policies and standard operating procedures to ensure that all expenditures for athletics are handled consistently in accordance with NCAA, conference and institutional rules? **Currently Yes**

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

4.1 Gender Issues

Self-Study Items

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

   Not Applicable.

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

   Not Applicable.

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

   Not Applicable.

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

   Not Applicable.

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

   The University President has the ultimate authority on matters concerning intercollegiate athletics and student affairs at Texas A&M University-Corpus Christi. He has stated repeatedly his commitment "to excellence in teaching, research, and service" to prepare "students for lifelong learning and for responsible participation in the global
community." The complete Texas A&M University-Corpus Christi Institutional Vision, Mission, Goals, and Principles document is available on the web (http://www.tamu.edu/provost/university_rules/statements/attachment.html) and is included in the supporting documentation.

The Department of Intercollegiate Athletics is linked organizationally directly to the University President, with the Athletic Director reporting directly to the University President. The Senior Woman Administrator reports to the Athletic Director. The Senior Woman Administrator's job is, in large part, to ensure that the University is furthering its efforts related to the gender issues operating principle for both athletics department staff and student-athletes, and provide evidence that matters concerning gender equity are monitored, evaluated and addressed on a continuing basis.

The Department of Intercollegiate Athletics Organizational Chart and the job description of the Senior Woman Administrator is included in the supplementary documentation.

The Office of Planning and Institutional Effectiveness serves as the data repository for University statistics from which reports are generated. Statistics for reports concerning certification, accreditation and regulatory agencies come from this office. This office assists departments with data collection and analysis, including data collection and analysis relevant to gender issues. A description of the responsibilities of this office is available on the web (http://pie.tamucc.edu and is included as 4.1.5.c) in the documentation.

The Institutional Effectiveness (IE) Committee is charged with "ensuring that Texas A&M University-Corpus Christi is engaging in ongoing integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs and services that results in continuing improvement and demonstrates that the institution is effectively accomplishing its mission." The charge further requires the committee to ensure that the institution has "identified expected outcomes for its educational programs and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results."

The committee has recently established a schedule of reviews for each major division of the University. The review focuses on the progress of each division towards meeting university goals, accreditation goals and Texas Higher Education Coordinating Board goals, including the "Closing the Gaps" initiative to increase participation and success, particularly among underserved groups. A complete listing of committee charges and membership for this and other committees named in this section is listed in the University Committees and University Administrative Councils Document, which is available for each year on the web (http://www.tamu.edu/provost/committees_councils/index.html) and is included in the documentation.

The University Women's Center for Education and Service has the stated mission of providing and supporting education, services and research that advance and affirm the inherent dignity and worth of each individual. The Center serves as a focal point for women to discuss their concerns and advance policy that promotes a productive climate for the education and work of all students, staff, and faculty of the University; serves in an advisory capacity regarding gender issues to the Student Government Association and other student groups, the administration, Staff Advisory Council, Faculty Senate, and other campus units; promotes the development of each individual's potential, within the University and the community by focusing on critical issues; promotes, highlights, and reinforces positive University norms and policies that affirm, respect, and value aspects of diversity including gender, ethnicity, race, class, age, religion, sexual orientation, and mental or physical ability among and within students, staff, and faculty.

A University-wide Diversity Management Committee serves to provide an informed forum where issues, policies, practices, and initiatives related to diversity can be discussed on a regular and integrated basis. In so doing, this forum provides students, faculty and staff with an accessible conduit for understanding, developing, and analyzing both concerns and interests related to diversity. Diversity includes both the primary dimensions (e.g., race, sex, disability, age, etc.) and secondary dimensions (e.g., social class, religion, marital status, etc.). This Committee analyzes the diversity recruitment and retention efforts identified in the University's Access and Equity Plan. It helps assess progress toward the goals in the plan and provides input for the Access and Equity reports the University submits to the Texas Higher Education Coordinating Board. The Committee also presents its analysis of whether or not the University is meeting its goals to identify, recruit, and graduate a diverse student body and a diverse and highly qualified faculty and staff to the Strategic Planning and Budgeting Council.

Student-athletes, like all students at Texas A&M University-Corpus Christi, are bound by the Student Code of Conduct, which stipulates: "The quality of life on and about the campus is best served by courteous and dignified interaction between all individuals, regardless of sex, ethnic or religious background, sexual orientation, or disability. It is the expectation of this University that all members of the campus community will work to develop and maintain a high degree of respect and civility for the wealth of diversity in which we are all fortunate to live and work. To ensure that this expectation is met, the University will take whatever action is necessary to prevent, correct, and discipline behavior which violates the spirit and intent of regulations designed to promote respect and civility, and..."
will take whatever steps are necessary to foster mutual respect among the campus community.” The Student Code of Conduct is available on the web (http://www.tamucc.edu/~students/conductcode.html) and is included in the documentation.

The University ensures that matters concerning gender equity are monitored, evaluated and addressed on a continuing basis, not only for athletics department staff and student-athletes, but also for the entire campus community, through the active participation of the President, Department of Intercollegiate Athletics, Office of Planning and Institutional Effectiveness, the Institutional Effectiveness Committee, the Women’s Center for Education and Service, and the Diversity Management Committee, as well as by requiring adherence to the University Code of Conduct.

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

To address the issue of gender equity, Equity in Athletics Disclosure Act (EADA) reports for the following three years were analyzed: 2000-2001, 2001-2002, and 2002-2003. These reports are included in the supporting documentation. The undergraduate enrollment and student athlete participation rates are summarized in Table 1: Total Student Enrollment Compared to Athlete Participation. This table is included in the documentation.

The Intercollegiate Athletics Plan of Action, which serves as the initial planning document for the University’s athletics program, indicates that a primary goal in the planning process was to ensure that the teams fielded provided opportunities for participation to men and women that approximated the percentages of men (40%) and women (60%) in the student body. Of a total of fourteen teams, the athletic program’s plan was to field 6 men’s teams and 8 women’s teams. It was not until the 2001-2002 year that all sports in the University’s athletic program fielded teams. In 2000-2001, the first year of this study, the University fielded four men’s teams and six women’s teams. The Intercollegiate Athletics Plan of Action is included in the documentation.

The data indicate that the undergraduate enrollment has remained relatively stable with the proportion of female students ranging from 60.5% to 61.7%. Female student-athlete participation rates are slightly lower for the three-year period, ranging from 47.7% to 54.6%. During the three-year period female student athlete participation rates increased by more than 14% as the full complement of female sports was added to the program.

The data for the three-year period clearly demonstrate the University’s commitment to achieving gender parity in student athlete participation rates. Over the three-year study period and as the Department of Intercollegiate Athletics reached the full complement of teams and participants, the University has made steady progress toward increasing the proportion of female athletes to better represent the student body composition.

The discrepancies between female student-athlete participation rates and proportion of females in the general student population have narrowed each year. Preliminary EADA estimates for the 2003-2004 year indicate that with all teams at full rosters, the athletics program will succeed in reaching a participation rate that is 59.7% female and 40.3% male, closely approximating the ratio of women to men in the student body.

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

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

[Note: The institution may want to refer to the equitable medical care section of the NCAA Sports Medicine Handbook Guideline No. 1-A as a guide in responding to Item No. 9 of the program area checklist.]
1. **Athletics Scholarships.** Scholarship dollars to be awarded to women and men at same proportion as their respective rate of participation in the intercollegiate athletics program.

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

      The University has charged the Department of Intercollegiate Athletics with annually reviewing all areas addressed by the Equity in Athletics Disclosure Act. Each year the Department of Intercollegiate Athletics completes the documents required by the Equity in Athletics Disclosure Act after undertaking a thorough review of all areas addressed in the Act, including distribution of scholarship dollars. The EADA reports are submitted to the federal government each October.

      The Equity, Welfare and Sportsmanship sub-committee reviewed the Equity in Athletics Disclosure Act documents for the academic years of 2000-2003. These reports are included in the documentation. The committee also reviewed data from Department of Intercollegiate Athletics documents and the NCAA, as well as financial aid contract audits.

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

      Data from Department of Intercollegiate Athletics documents and the NCAA, as well as financial aid contract audits were collected and reviewed, and are summarized in Table 2: Athletic Scholarship Dollars, 2000-2003. This table is included in the documentation.

      Available data demonstrate that athletic scholarships are equitably distributed among female and male athletes, and closely approximate the 60% female, 40% male mix found in the general student population. In 2000/01 female athletes received 58.5% of available scholarship funds, while male athletes received 41.5%. In 2001/2002, female athletes received 61.1% of available scholarship funds, while male athletes received 38.9%. In 2002/2003, the most recent year studied, female athletes received 61.8% of available scholarship funds, while male athletes received 38.2%.

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

      Based on the University plan to provide for gender equity, student athletes receive scholarships according to the respective rates of undergraduate enrollment. During the three-year study period, the total scholarship amount increased yearly. As indicated by Table 2: Athletic Scholarship Dollars, 2000-2003, the proportions of scholarship dollars for females fell well within acceptable parameters, closely matching the proportion of females participating in athletics programs, as well as closely matching the proportion of female to males in the general student body. Table 2: Athletic Scholarship Dollars, 2000-2003, is included in the documentation.

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

      The University will annually review the distribution of scholarship dollars by gender to ensure that proportionality closely matching that of the undergraduate enrollment is maintained. Adjustments will be made as needed to maintain gender equity.

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

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

      The University has charged the Department of Intercollegiate Athletics with annually reviewing all areas addressed by the Equity in Athletics Disclosure Act. Each year the Department of Intercollegiate Athletics
The Intercollegiate Athletics Plan of Action, which serves as the initial planning document for the University's athletics program, indicates that a primary goal in the planning process was to ensure that the teams fielded provided opportunities for participation to men and women that approximated the percentages of men (40%) and women (60%) in the student body. Of a total of fourteen teams, the athletic program's plan was to field six men's teams and eight women's teams. Of the teams fielded, three major team sports have been matched for men and women (Men's Basketball with Women's Basketball, Men's Baseball with Women's Softball, and Men's Tennis with Women's Tennis), while the combined cross-country/track/field team contains both men and women. In order to achieve a higher rate of female participation, the Volleyball and Golf teams are for women only.

The University included volleyball as an intercollegiate sport based upon the sports offered in the Southland Conference, because of its proximity and because this is the conference with which the University would like to become affiliated. All Southland Conference schools include volleyball in their intercollegiate athletics lineup. Women's golf was selected as an intercollegiate sport both because of the availability of playing sites in the vicinity and because the south Texas climate is conducive to year-round play. This selection of teams provides choices for male students of some popular sports, while providing a wide range of opportunities to attract female participants. The Intercollegiate Athletics Plan of Action is included in the documentation.

Table 3: Resource Allocations EADA Report 2000-2003 summarizes resource allocations across this area for the three-year study period. During the study period, distribution of resources overall remained relatively constant. Total resource allocations for female sports increased slightly each year, from 54.5% in 2000-01, to 55.8% in 2001-02, to 56.2% in 2002-03. Table 3: Resource Allocations EADA Report 2000-2003, based data presented in the EADA reports included in the supporting documentation.

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

The proportion of female athletes participating in the University's athletic program has grown to more closely approximate the proportion of females in the general student population. Based on the EADA reports for the study period, a small discrepancy still exists. Preliminary figures for the 2003-2004 year, however, indicate that the proportion of female athletes will accurately reflect the proportion of females in the general student population.

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

Preliminary EADA numbers for the 2003-2004 school year indicate that the University will meet its goal of achieving proportions of male and female athletes that accurately reflect the proportions of male and female students in the general student population. The University will continue efforts to recruit and retain female athletes. Coaches of female sports in conjunction with the Athletic Director will develop a plan for each sport aimed at the recruitment of female athletes. The University will annually review enrollment trends in the student body and participation trends in athletics to ensure that the proportion of female student-athletes remains consistent with the proportion of females in the general student population.

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

a. Describe how the institution has ensured a complete study of this area.
The University has charged the Department of Intercollegiate Athletics with annually reviewing all areas addressed by the Equity in Athletics Disclosure Act. Each year the Department of Intercollegiate Athletics completes the documents required by the Equity in Athletics Disclosure Act, after undertaking a thorough review of all areas addressed in the Act. The EADA reports are submitted to the federal government each October.

The Equity, Welfare and Sportsmanship Committee reviewed Department of Intercollegiate Athletics resource allocations and interviewed Mr. Brian Deangelis, Associate Director of Athletics. The committee also interviewed the head coach of each sport to determine the quality, amount, suitability, maintenance, replacement, and availability of equipment and supplies. EADA reports are included in the documentation. Interview notes are also included in the documentation. The Department of Intercollegiate Athletics annual budget, including the budget for equipment and supplies is included in the documentation as well.

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

Budgets for each fiscal year are developed and monitored by the Department of Intercollegiate Athletics and reviewed periodically by the senior department administrators to determine adequacy. Using the EADA report the Department of Intercollegiate Athletics determines whether gender equity was maintained in funding sports supplies and equipment budgets.

Budgets for supplies and equipment are based on factors including prior year usage, special demonstrated needs of particular programs, number of athletes in a particular sport, cost of required equipment and university budget constraints. All coaches have complete discretion over their allocated equipment budgets. Their purchases are monitored, however, by the Associate Athletic Director and the Athletic Director, who must approve each purchase in the university accounting system before the transaction can be completed. Coaches may also, with the approval of the Associate Athletic Director and the Athletic Director, use money from other sources within their total budget to counter any unforeseen needs or special purchases.

Spending on equipment and supplies decreased by 17.8% over the three-year study period, from $74,840 in 2000-01 to $61,510 in 2002-03. This decrease is the result of higher program startup costs in the first year of the three-year study period, and lower maintenance costs in succeeding years.

Based on available data, the percentage of funding spent on supplies and equipment for women's sports has increased by more than 14% over the three-year period, rising from 56.7% of spending in 2000-2001 to 65% of spending in 2002-2003. In the last two years of the study, the percentage of spending on equipment for women's sports was slightly higher than the actual female participation rates in intercollegiate athletics at Texas A&M University-Corpus Christi. The Department of Intercollegiate Athletics maintains its commitment to providing equipment and supplies for all sports. Table 4: Equipment Allocations, 2000-2003, summarizes spending on equipment by men's and women's sports over the three-year study period. This table is included in the documentation. The Department of Intercollegiate Athletics Budget and the EADA Reports are also included in the documentation.

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

Although budget limitations prevent teams from purchasing everything that is desired, generally each team has been able to purchase essential items. Each coach has control over their own budget, which enables them to prioritize their purchases. The budget is adjusted yearly to reflect changes in individual team needs which are determined based on the criteria discussed above, for example the need to replace uniforms or specific equipment. Table 4: Equipment Allocations, 2000-2003 indicates the variance from year to year. This table is included in the documentation.

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

As a part of the annual budget cycle, Department of Intercollegiate Athletics personnel will perform a gender-neutral review of equipment needs for each sport and establish supplies and equipment budgets based on that review of needs. A summary of the annual review will be included in the annual report to the Intercollegiate Athletics Council.
4. Scheduling of Games and Practice Time. Number of games; number, length, and time of day of practices; time of day of games; preseason and postseason opportunities.

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

The University has charged the Department of Intercollegiate Athletics with annually reviewing and coordinating scheduling of games and practice times to ensure that equity is maintained.

The Equity, Welfare and Sportsmanship Committee interviewed Department of Intercollegiate Athletics Staff to determine department policies/procedures related to scheduling of games and practice times. Notes from these interviews are included in the documentation.

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

The facilities available for Texas A&M-Corpus Christi athletes impose limitations on the scheduling of games and practices. The Men’s and Women’s Basketball teams currently share a practice gym (Moody Field House) and play home games in the city of Corpus Christi’s facility. Each fall, space is reserved in the Moody Field House in equal increments to meet the practice needs of men's and women's basketball and the practice and game needs of women's volleyball. These reservations may also include visiting teams’ practices. All reservations for the Moody Field House are submitted through the Recreational Sports Department. The appropriate paperwork is turned into the Director of Recreational Sports and all practice and game times are reserved in their computer system.

The Department of Intercollegiate Athletics has a policy of ensuring that all teams needing this space have equal access to it. Whenever a scheduling conflict occurs or a change needs to be made all involved parties are consulted to arrive at a solution that is agreeable to all. If an unavoidable conflict exists, volleyball games are given the highest priority for usage, followed by time of the season for that sport, next game played, availability of an alternative site to practice that sport, and who reserved the space and time first. In the next session of the state legislature, the University is submitting a funding request to the legislature that would enable the construction of a new practice and recreational facility. When funded, this facility will alleviate scheduling challenges currently experienced in the scheduling of basketball/volleyball practices and volleyball games.

While the poor condition of the current city arena has made it difficult in previous years to attract visiting men’s and women’s basketball teams for home games, the opening of a new city arena in October 2004 will enable the men’s and women’s basketball programs to attract and schedule a higher class of opponent. Both men's and women's basketball have equal access to date availability in the new arena based on the available dates the arena management company provides. The Department of Intercollegiate Athletics is committed to maintaining gender equity in scheduling access and works with all teams to ensure that all Department of Intercollegiate Athletics personnel work together to resolve any scheduling discrepancies. The Athletic Director keeps availability dates and games scheduled on a master calendar during the scheduling process, and he is responsible for ensuring that equity is maintained.

The Baseball and Softball teams have separate facilities, therefore they are able to schedule games and practices according to each team’s needs. The baseball and softball fields were originally built as practice fields. Both were subsequently upgraded to NCAA regulation playing fields. With the start of the 2002-03 season, all baseball and softball practices and games were played on campus.

The Tennis teams practice at two different private facilities off-campus under the supervision of their coaches. Both facilities are of higher quality than that available on campus. The golf team practices at Kings Crossing Country Club, subject to facility availability and the guidance of the coach. Golf tournaments are based on invitation. The Cross-Country/Track and Field teams practice sites are based on the judgment of the coach and space available. The meets are by team invitation. Practice schedules and game/meet schedules for all sports are included in the documentation.

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

Because the Intercollegiate athletics program at Texas A&M University-Corpus Christi is a young program, it continues to share existing facilities with recreational sports programs and the Kinesiology program. Existing city facilities, used for men’s and women’s basketball games, are aging and ill suited as a venue,
making it difficult to attract competitors for Islander home games. To address practice scheduling and facilities issues, the university has requested legislative support for new recreational/athletic practice facilities. The new City Arena, which will serve as the home court for both men’s and women’s basketball, is scheduled to open in October 2004 and will address issues with scheduling of home games for these teams.

The majority of intercollegiate athletics teams at Texas A&M University-Corpus Christi are not yet affiliated with any Conference. This non-affiliated status, in combination with limited facilities creates unique scheduling issues for each sport.

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

The new City Arena (opening in October 2004) will benefit both men’s and women’s basketball, providing a modern facility that will attract visiting teams and tournaments. Legislative funding for new practice facilities would enable the university to address practice scheduling difficulties.

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

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

The University has charged the Department of Intercollegiate Athletics with annually reviewing travel and per diem allowances to ensure that equity is maintained.

The Equity, Welfare and Sportsmanship Committee interviewed Mr. Brian Deangelis, Associate Director of Athletics, to gather information regarding travel and per diem allowances. EADA reports were also reviewed. EADA Reports, the Department of Intercollegiate Athletics Budget, and interview notes are included in the documentation. Article 3 is also included in the documentation.

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

The Department of Intercollegiate Athletics assigns responsibility for planning travel to each coach for his or her team. Each coach makes decisions for his/her team based on the specific situation and according to how it fits within his/her budget. All travel is governed by the Texas A&M University-Corpus Christi Department of Intercollegiate Athletics Policy and Procedures Manual and the travel guidelines issued by the state of Texas.

The Texas A&M University-Corpus Christi Department of Intercollegiate Athletics Policy and Procedure Manual, Article 3, Budget and Financial Procedures and Policies, Section 4. Policies and Procedures for Team and Individual Travel states, “Team travel guidelines for coaches to follow are that over the course of a season the average cost for a hotel room should be $69 for two people and that coaches are encouraged to provide three team meals in which the coach pays the bill for all the meals at a decent establishment charging a reasonable rate and not give a per diem amount to each student-athlete. Expenses are reviewed upon completion of a trip when all travel forms and receipts are returned along with any excess cash for reconciliation.” Each coach makes lodging decisions for his/her team based on this guideline. The $69 room rate is based on what Department of Intercollegiate Athletics administration has determined is a fair amount to pay for hotel rooms, while at the same time ensuring student athletes travel safely.

Coaches are encouraged to negotiate arrangements with hotels and restaurants to lower costs. As with equipment and supplies budgets, coaches have full discretion over this part of their budget and may, with the approval of the Associate Athletic Director and the Athletic Director, use other funds within their budget or fundraising revenue they have generated to offset higher costs incurred while traveling. All coaches follow the $69 per night guideline and are encouraged to arrange for group meals and not issue per diem allowances.

All teams, taking in account their game and practice schedule, mode of transportation, time of the year, class schedules, and travel distance depart from campus a day prior to their first contest for away competitions. The general Department of Intercollegiate Athletics guideline is that if teams are playing within the state of Texas the Department of Intercollegiate Athletics will charter a bus, and if they are
competing outside the state of Texas, the Department of Intercollegiate Athletics will handle all plane reservations. Teams are permitted to travel by air only when the travel time by land would result in excessive missed class time. If the team is small (men's and women's tennis and golf) and travel is within the state of Texas, the team rents a 12-passenger van. Rentals are handled through the associate athletic director after discussions with the head coach and consultation with the director of athletics.

All teams depart from their away competition sites immediately upon completion of their contest unless traveling by air or the competition ends at a late hour and safety dictates an overnight stay. When traveling by air then the departure is the day after the contest. When traveling by vehicle, teams may stay overnight following a competition if the time of completion would necessitate overnight driving.

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

The study found no gender equity deficiencies in the assignment of travel/per diem.

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

The Department of Intercollegiate Athletics will annually review the overall expense budgets of coaches to ensure equity in the area of travel/per diem allowances. A summary of the annual review will be included in the annual report to the Intercollegiate Athletics Council.

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

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

The University has charged the Department of Intercollegiate Athletics with annually reviewing availability of tutorial services for student-athletes.

The Equity, Welfare and Sportsmanship sub-committee interviewed Mr. Wayne Bridgeman, Compliance Coordinator, to gather information regarding tutorial services for athletes. The committee also reviewed documents related to supplementary tutorial services offered through the Department of Intercollegiate Athletics, such as NCAA guidelines for tutors and forms acknowledging receipt and understanding of NCAA guidelines. Samples of these forms are included in the documentation.

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

Tutors are made available to athletes, as they are to the general student population, through the Tutoring and Learning Center on campus. For a complete description of the services offered by the Tutoring and Learning Center see section 2.2.6.2.a through 2.2.6.2.e. If there are not tutors available within the TLC for the required subject, a search is conducted for a tutor with the required major. In these cases, the Compliance Coordinator assigns tutors to athletes needing assistance.

A student athlete must first meet with the Compliance Coordinator for assessment of need. The student must provide evidence that they have been applying themselves to the class before a tutor is provided. Tutors are sought first within the student athlete population. If there are not student athletes available, the professor is asked to recommend a tutor. Each tutor must sign a form acknowledging receipt of all the NCAA guidelines. NCAA Guidelines for time limitations that maintain the tutoring relationship are strictly observed, preserving academic honesty. The Compliance Coordinator works with tutors to make sure they understand their role. Tutors work with student athletes an average of half an hour to two hours a week per student athlete needing assistance. They are paid $8 per hour and can tutor a maximum of two student athletes per semester. Access to tutorial assistance is based on need. Male and female athletes receive identical opportunities for assistance. The form which tutors must sign acknowledging receipt of NCAA guidelines is included in the documentation.

c. Identify areas of deficiency and comment on any trends.
The study found no gender equity deficiencies in the availability of tutorial assistance. The Department's policies/procedures for hiring, paying and evaluating tutors are not yet included in the department policy manual.

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

Department of Intercollegiate Athletics will annually review the availability of tutorial services to ensure that equal access to tutoring services for male and female athletes is maintained. A summary of the annual review will be included in the annual report to the Intercollegiate Athletics Council. A summary of the annual review will be included in the annual report to the Intercollegiate Athletics Council, which will make recommendations regarding discrepancies.

The Department of Intercollegiate Athletics will add policies and procedures regarding employment of tutors to the department manual.

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

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

The University has charged the Department of Intercollegiate Athletics with conducting an annual review of all issues dealing with coaches. The department participates in a national salary survey annually, and uses the results of this survey to measure the coaches' salaries against the mean figures for schools of similar size. Additionally, all aspects of each sport (personnel, facilities, staffing, etc.) are reviewed annually with the head coach by the Athletic Director. The Athletic Director reports to the President on various aspects of these reviews as requested.

The Equity, Welfare and Sportsmanship Committee reviewed the Equity in Athletics Disclosure Act documents for the academic years of 2000-2003. In addition, the committee interviewed Mr. Brian DeAngelis, Associate Director of Athletics. The committee also reviewed the job descriptions for each coaching position. Finally, the committee reviewed comparative salary data. Department of Intercollegiate Athletics personnel job descriptions, interview notes, the 2003 Salary Summary for Division I athletics prepared by Collegiate Financial Services, EADA Reports, Table 5: Department of Intercollegiate Athletics Salary Summary 1997-2004, and sample contracts are included in the supplementary documentation.

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

The philosophy of the Department of Intercollegiate Athletics is to provide student-athletes with top-level coaches regardless of sport. The department's hiring practices demonstrate that it has held to this philosophy since its inception. Documentation for all hires is located both in the Department of Intercollegiate Athletics and in the Department of Human Resources. As the athletics program at Texas A&M University-Corpus Christi developed, the University and the Department of Intercollegiate Athletics concluded that the University must ensure that experience and salary for head coaches, number of coaching assistants, nature of duties, and working conditions all should be on average with similar institutions (Division I-AAA), as well as with institutions in the Southland Conference (both because of its proximity and because this is the conference with which the University would like to become affiliated). The goal of the program was to be competitive immediately and not to gradually build to a competitive level, thus hiring high caliber coaches was imperative.

Budget constraints have dictated a few limitations and exceptions as the program has developed. Each head basketball coach is full-time with no teaching duties assigned. Salaries are comparable to others in similar positions at similar institutions. Each basketball program has two full-time assistant coaches with no teaching duties; however, most Division I-AAA universities have three full-time assistant coaches.

The baseball and softball teams each have a full-time head coach and an assistant coach with no teaching duties and with comparable salaries to one another.
The men's track and field/cross-country and women's track and field/cross-country have the same full-time head coach and assistant coach each with no teaching duties.

The women's volleyball team has one full-time head coach and one assistant coach each with no teaching duties.

The men's tennis, women's tennis, and women's golf coaches are all part-time at very comparable salaries. The men's and women's tennis coach each work at tennis facilities in town.

The Department of Intercollegiate Athletics is committed to the continuing review of all coaching positions to ensure that equity is maintained among men's and women's coaches. All head coaches and assistant coaches, except for the head men's and women's basketball coach, are on one-year renewal contracts. The head men's and women's basketball coaches are on three-year contracts with the option of one-year extensions at the end of each year. Coaches, regardless of team/sport, have similar responsibilities for which they are held accountable. The Department of Intercollegiate Athletics and the Department of Human Resources maintain a job description for each position, as well as copies of annual evaluations. These evaluations help determine continuation of employment, areas for improvement, and justification for granting or not granting yearly merit raises. All coach's contracts state the terms of employment and expectations of performance. Coaches are hired based on playing and coaching experience, educational background, and prior knowledge of person's abilities along with the customary checking of references and with the NCAA to ensure that coaches do not have a history of rules violations.

Head coaches have control over personnel (assistant coaches serve at the discretion of head coaches and are on an annual contract basis in all sports), scheduling, purchasing, and all other aspects of their individual sports. The EADA reflects these costs and shows that overall the institution is allocating resources in an appropriate gender ratio.

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

The Texas A&M University-Corpus Christi athletic program was started in 1998-1999 with two women's teams and one men's team. Teams were added in each successive year through summer 2002, when the athletic program reached a final cumulative total of 14 teams and joined the NCAA as an active member in Division I. As these teams were added, gender issues were reviewed and addressed. At the beginning of active status in summer 2002 the Department examined where it stood in relation to overall university gender ratios. In the two years since the Department began monitoring gender ratios, it has mirrored the University gender proportions in its administrative and coaching staff.

External market forces and internal equity considerations influence salaries for coaches in both women's and men's sports. The proportion of salary dollars for women's sports has declined from 55 to 52 percent over the study period, a result of adding teams every year of the study, turnover in some coaching positions, contracting with outside entities to provide coaching for the golf team for an annual fee, and the high cost of starting teams from scratch. Table 5: Department of Intercollegiate Athletics Salary Summary, 1997-2004 is included in the documentation.

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

To date, the Department of Intercollegiate Athletics has experienced a higher rate of coaching turnover in women's sports. As each new coach is hired to fill vacancies, he/she is frequently hired at a salary lower than that of the previous coach. Thus, most salary inequities in the department may be addressed through coaching staff retention. Retaining existing coaching staff and ensuring that merit increases and other raises are equitably distributed will maintain salary parity maintained between men's and women's coaching staff.

The Department has no plans to add new sports or to incur additional start-up costs for recently added sports. Expenditures required to support the overall sports program continue to stabilize. Given these two conditions, the Department of Intercollegiate Athletics, using the EADA as a measure, expects to achieve proportionality for gender purposes in all areas of this study by the end of the academic year 2006-2007.

8. Locker Rooms, Practice and Competitive Facilities. Quality, availability, and exclusivity of practice and competitive facilities; quality and availability of locker rooms; maintenance and preparation of practice and competitive facilities.
a. Describe how the institution has ensured a complete study of this area.

In 1998, the University engaged the Sink Combs Dethlefs architectural planning firm to develop a comprehensive athletic/recreational/educational facilities plan that would support athletics, kinesiology, and expanding recreational sports programs at the University. The plan was completed in March 1999. The plan projected facility needs as the campus continued to grow and the intercollegiate athletics program phased in. The plan called for the development of practice fields for intercollegiate baseball and softball, an 8,000 seat arena for basketball, expansion of practice and locker room, and training facilities, and construction of a training and recreational mixed-use track.

This plan has been followed as funding has allowed. For example, the completion of the baseball and softball fields and their upgrade to competition standards has been accomplished. The city is constructing a new 8,000 seat arena that will be completed this October. Funds have been allocated to begin the design of the track facility, and the University is approaching the legislature for funding for a new Kinesiology, Recreational Sports and Intercollegiate Athletics facility.

Members of the Equity, Welfare, and Sportsmanship Subcommittee toured the existing facilities under the direction of Julie Ostermann, Assistant Director of Athletics. The committee also reviewed the 1999 planning document and University budget information related to the development/improvement of new and available facilities. The 1999 planning document and the relevant university budget information is included in the documentation.

An interview was also conducted with Brian DeAngelis, Associate Athletic Director. He described the planning procedures for scheduling practices in all venues and how each program has equal access to facilities. He explained that as upgrades have been made to facilities, they have been fair and equitable. This is demonstrated in the construction of the softball and baseball scoreboards and the purchasing of bleachers for each of those sports.

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

There are two comparable locker rooms with showers, one for use by the men and one for use by the women. The Men's locker room is used solely for the Men's Basketball team. The Women's Basketball team and the Women's Volleyball team share the women's locker room by mutual agreement. Use of the locker room by these two teams overlaps by one week, otherwise it is used sequentially by sport season. Both locker rooms can be described as plain, but adequate and comparably furnished. Athletes in the remaining sports change in their rooms and/or use general purpose locker room facilities on campus.

The basketball teams and the volleyball team practice in an enclosed gym on campus. The volleyball team also competes in this campus facility. The gym is small, but in good condition. There is a small area for bleachers along one wall for spectators. Due to the lack of space for spectators, the basketball teams compete in a larger city coliseum. Although this facility provides enough seating for spectators, other factors make it a less than desirable venue, which causes difficulties in attracting competitors for home games. The flooring is set upon the hockey ice rink, causing humidity and condensation problems. This facility will remain the site of games until the city completes a new facility scheduled to open in October 2004.

The baseball and softball teams each have their own field. Each of these teams uses their respective field for both practice and competition. Both the baseball field and the softball field have new scoreboards, donated by a local company. Bleachers have also been added at both the baseball and softball fields to accommodate seating for up to 150 people respectively at each venue.

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

There are no deficiencies by gender. The locker rooms and practice spaces are less than optimal but all are adequate. The larger city arena, when it becomes available, will greatly improve the competition facilities situation for the basketball teams and enable them to attract competitors for home games and tournaments. The University is requesting legislative funding for on-campus athletic facilities. Once approved and constructed, these facilities will alleviate difficulties currently encountered with practice scheduling.
d. Explain how the institution’s future plan for gender issues addresses this area.

The University will evaluate building plans as they are prepared to ensure that gender equity is maintained. Once new facilities are available, scheduling will be reviewed annually to ensure that gender equity is maintained.

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

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

The University has charged the Department of Intercollegiate Athletics with monitoring medical and training facilities and services used by student athletes.

Members of the Equity, Welfare and Sportsmanship subcommittee, together with the Assistant Athletic Director performed a complete study of this area by interviewing the head athletic trainer and assistant athletic trainer. The athletic trainers provided information regarding currently existing policies and practices in the area of medical and training facilities and services. The committee also consulted with Associate Athletic Director, Brian DeAngelis and reviewed budgets and expenditures, administrative procedures, and University oversight. Finally, committee members toured medical and training facilities with the Assistant Athletic Director. Procedures are included in the supplementary documentation.

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

Three local physicians provide treatment for all athletes. One of the physicians is available at all home basketball games, and an ambulance is on site. The other teams with less potential for injury receive care as needed. One of the physicians provides an on-campus clinic once a week for athletes needing treatment. Athletes requiring immediate treatment are transported to the office of one of the local physicians. Additional general health care is available on campus at the University Health Center.

The head athletic trainer contacts all incoming and returning athletes and their parents to request medical documentation, including health insurance coverage, prior to the first day of practice. These documents/records are maintained in the athletic training office under the supervision of the head athletic trainer. These records are referred to in the event that an athlete is injured. The head athletic trainer or his/her designee then completes all required documentation related to the injury and coordinates with outside medical personnel and insurance companies to provide medical attention.

In case of athletic injury the University provides secondary insurance coverage for athletes with their own primary insurance and full coverage for athletes with no other insurance. All walk-on athletes must have their own primary insurance before they are given permission to participate.

All student athletes use the same weight training and conditioning facility. This shared facility has blocked times for each sport based on their practice times and needs. The facility is shared with students, faculty, and staff campus wide during non-blocked times. Because this single facility is shared among teams and with the general University community, availability of the facility for athlete training and conditioning is limited. The equipment, though limited in amount, is in good condition, with some new equipment available. In the 2005 fiscal year, the University is requesting legislative funding for new on-campus athletic facilities that would expand available space for conditioning, weight training and team practice.

The training room is open 8 a.m. to 8 p.m. and is generally used immediately following the team practices. Although, the training room is small with limited bed space, it appears to be adequate for the athletes based on current needs. All trainers are licensed in Texas and nationally certified. There are two trainers with Master’s degrees on staff and additional student trainers that are currently working on their Master’s degrees. There is always at least one trainer or student trainer available during open hours and usually there is a trainer and one or more student trainers ready to assist students.

c. Identify areas of deficiency and comment on any trends.
No deficiencies were noted in terms of gender. Access to training facilities for all teams, however, is limited by the size of available training facilities. One current facility, Moody Sustainers Fieldhouse was built to serve a student population of 800, while the current student population is more than eight times that size. The recreational sports and training facility, Glasscock, was originally the campus University Center, and was converted into a gym facility within the past few years. Previously mentioned University plans for a new athletic/recreational sports/kinesology complex with a larger training room to accommodate athletic and teaching needs are included in the University’s legislative funding request. Once constructed, these facilities will alleviate difficulties currently encountered with training facilities availability.

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

The Department of Intercollegiate Athletics, in consultation with the head athletic trainer, will continue to evaluate and monitor annually the use and availability of athletic trainers for each team to ensure that both the male and female sports receive equal access to training facilities and services. A summary of findings will be included in the annual report to the Intercollegiate Athletics Council.

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

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

The University contracts with a private company to provide on-campus apartment-style housing for students. The Equity, Welfare and Sportsmanship subcommittee interviewed Julie Ostermann, Assistant Director of Athletics to gather this information.

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

Because student-athletes have demanding schedules that differ from those of many non-athletes, the assignment of rooms to athletes helps to support a living arrangement that protects the physical and emotional wellness of all students on campus. A number of campus apartment units are set aside by the campus housing authority for a limited time for assignment to student athletes. When possible, student-athletes are placed in apartments/rooms with other student-athletes. These apartments are spread throughout the campus housing complex, ensuring that student-athletes are able to regularly mix with the rest of the resident student body. Because student-athletes have demanding schedules that differ from those of many non-athletes, the assignment of rooms in the same suites to athletes helps to support a living arrangement that protects the physical and emotional wellness of all students on campus.

All apartments have cooking facilities. Student athletes can also eat in the food court area of the University Center during weekdays. The University is in the process of planning/constructing a new dining facility, which is scheduled to open in fall 2005. Beginning with the fall semester 2004, the University offers a campus dining plan to all students, including student athletes. Once the new dining facility opens, the Department of Intercollegiate Athletics will examine the opportunities for providing meal plans for all student athletes living on campus. A pool and laundry facilities are available within the campus housing complex for all students living on campus.

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

No deficiencies were noted in the housing and dining arrangements made available to student-athletes.

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

The University will continue to add housing as needed to support the general student population, thus ensuring sufficient residence space for student-athletes. Equal access to the residence hall and dining facilities will be made available to student-athletes, regardless of gender.

11. Publicity. Availability and quality of sports information personnel; access to other publicity resources; quantity and quality of publications and other promotional devices.
a. Describe how the institution has ensured a complete study of this area.

The University has charged the Department of Intercollegiate Athletics with ensuring gender equity in publicity and promotion of teams and sporting events.

The head women’s basketball coach, Jodi Kest, and Assistant Athletic Director, Julie Ostermann were interviewed by the committee. Committee members also toured facilities and reviewed publications. Finally, the committee spoke with the Sports Information Director about his role and responsibilities regarding publicizing all athletic events and programs.

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

The Sports Information Director and an assistant cover all sports. The personnel from this office attend every home event and provide statistics, media relations, press reports, game programs, and media guides. Targeted newspaper and television ads are used to increase public support for local events.

Each sport has its own media guide with the exception of men’s and women’s tennis. Men’s and women’s tennis have had a shared guide because the size of individual team guides for this sport would be too small. The cross country/track media guides for men and women are also combined. All media guides are produced by the sports information department and printed locally with a color cover. Enough guides are printed in each sport to handle media requests, distribution to the players, and recruiting needs. All media guides follow similar layout and informational formats. In addition, last year each sport was given a poster to use as they wished. Some were distributed around town and others were given to supporters.

Men’s and women’s basketball games are broadcast on the radio, with all men’s games and select women’s games receiving airtime. Only selected women’s games have been broadcast in the past for a variety of reasons. The University has one radio play-by-play announcer. If he is broadcasting a men’s game or traveling with the men’s team at the time the women are playing, he cannot cover both events.

The University also owns one set of radio broadcasting equipment to use for broadcasts. Finally, the local radio station that is currently under contract for airtime also carries professional hockey games. When scheduling conflicts arise between hockey and women’s basketball broadcast times, the station chooses to broadcast hockey based on listener base and sponsorships. It has been the Department of Intercollegiate Athletics goal to broadcast as many home and away women’s basketball games as possible. In the past few years the number of broadcasted women’s games has increased. The concept of broadcasting all men’s games home and away as a priority is strictly market driven based on ratings and advertising revenue opportunities.

In relation to all other media publications (press releases, special interest stories) all sports are treated equally and promoted to the best of our abilities. All releases on every sport are sent to the media outlets that the Department of Intercollegiate Athletics deals with throughout the year.

Newspaper advertising to promote home sporting events and ticket sales is done for all the spectator sports with an emphasis on men’s and women’s basketball since those are our highest revenue generators.

The focus of Department of Intercollegiate Athletics advertising is upon Islander Athletics in general. Every attempt is made to keep the advertisements of spectator sports gender neutral. For example, both Basketball teams have a glossy poster and a schedule card. Baseball and Softball each have a glossy poster and share a schedule card. The Volleyball team also has a glossy poster and a smaller schedule card. Because of limited availability of Department of Intercollegiate Athletics promotional staff, the athletes frequently distribute promotional materials themselves. Both general and team specific posters and promotional materials are made available for teams to distribute in the local area.

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

Despite attempts to maintain parity, it has been difficult to provide consistent radio coverage of the basketball games. All Men's Basketball games (28) were broadcast on radio last year while fewer of the Women's Basketball (17) games were broadcast. This is due to radio station constraints, despite the fact that the University pays for the radio time and collects their own ad revenue from the broadcasts. Although this represents progress from the previous year, it still represents an area of concern.
d. Explain how the institution's future plan for gender issues addresses this area.

The Department of Intercollegiate Athletics will continue to emphasize and promote women's sports in general, as well as specifically trying to increase the number of games broadcast for women's basketball in the upcoming years by hiring additional personnel, purchasing additional equipment, and by renegotiating contracts with local stations. The Department will continue to monitor all press releases, media guides, and other publications to ensure that all sports are being treated fairly; both in size and color of publications and that the sports information department is adequately funded so that every program has publications that they can be proud of. Additionally all coaches will be held responsible for cooperating with the Sports Information Director to ensure each sport has the media guide materials in a timely manner.


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

The Department of Intercollegiate Athletics was staffed based on the Intercollegiate Athletics Plan of Action, an organizational plan put forth by the Athletic Director five years ago at the inception of athletics on this campus. This plan is consistent with University guidelines and has been the guiding force as teams have been added and personnel added. It is included in the supplementary documentation.

Committee members interviewed Brian DeAngelis, Associate Athletic Director, toured facilities, reviewed job descriptions and the Department of Intercollegiate Athletics organizational chart. They also reviewed the Intercollegiate Athletics Plan of Action, and Department of Intercollegiate Athletics budgets and expenditures.

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

There are three staff secretaries working in the Athletics Department. Each of the secretaries is responsible for two or more teams and a portion of athletics administration. Each team has its own office space within a suite arrangement and shares other equipment and services including a conference room, copier, mail services, business and ticket office, and central administration.

In the initial stages of planning, the Department of Intercollegiate Athletics administrative support structure and administrative personnel needs were derived from how similar University Departments of Intercollegiate Athletics were staffed, the type and number of sports sponsored, space available, and budgetary constraints. Initially, three secretaries were hired to cover all 14 sports as well as the administrative areas. Each secretary was assigned particular sports and administrative areas so that the workload was evenly distributed.

The Athletic Director then made the following recommendations regarding the administrative staff structure: Assistant Athletic Director for External Affairs, Assistant Athletic Director for Internal Affairs (Re-titled in fall of 2003 to Associate Athletic Director), Compliance Coordinator, Sports Information Director, Sports Information Intern, Head Athletic Trainer, Assistant Athletic Trainer, Ticket Manager (part-time), and an Advancement Associate.

Due to the growth of the department, the complexity of some of the jobs and the corresponding responsibilities, the administrative staff have been reassigned. Starting in the fall 2004, a full-time sports information assistant, an academic advisor, a graduate assistant for the Assistant Athletic Director for External Affairs, and partnering with the department of Kinesiology, a second assistant athletic trainer will be added. Recently an athletic sales manager and two interns charged with selling season tickets for men's and women's basketball in addition to other sponsorship packages were also added.

Each sport that has a full-time coach has its own suite with the exception of softball and baseball which share a suite. Each head coach and assistant coach has his/her own office of comparable size and with the same amenities (i.e. air conditioning, power, telephone line, Ethernet connection, and window). Each sport has another office for storage. The part-time coaches have a shared office, however each mostly works out of his/her office at his/her full-time job or from home. All administrative staff members have their own office of similar size and with similar amenities. Each secretary works in a similar open office space. Interns and graduate assistants occupy an intern office in the department. All are provided with similar
c. Identify areas of deficiency and comment on any trends.

The committee found no gender related deficiencies in the area of administrative and support staff.

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

As the athletic program grows, planning for support services will be a part of the process to ensure parity across programs and sports.

The Department of Intercollegiate Athletics will continue to ensure that all Department of Intercollegiate Athletics administrative areas and programs are treated equitably in distribution of financial and support resources. As the Department develops further, it will continually review the status of its support services and request additional funding to hire additional personnel to continue to provide services at the same level it currently provides to all sports equally.

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

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

The University has charged the Department of Intercollegiate Athletics with annually reviewing all areas addressed by the Equity in Athletics Disclosure Act. Each year the Department of Intercollegiate Athletics completes the documents required by the Equity in Athletics Disclosure Act, after undertaking a thorough review of all areas addressed in the Act. The EADA reports are submitted to the federal government each October.

The Equity, Welfare and Sportsmanship Committee reviewed the Equity in Athletics Disclosure Act documents for the academic years of 2000-2003. Wayne Bridgeman, Compliance Coordinator, was interviewed by the committee. The committee also interviewed Brian DeAngelis, Associate Athletic Director. The recruiting logs of various coaches, the budgets kept by the Associate Athletic Director, and recruiting travel paperwork for both on and off campus recruiting by all the sports and coaches were reviewed for the past three fiscal years.

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

All coaches have discretion over their assigned budgets. The Department allocates a certain amount to cover recruiting expenses for each sport. These amounts are determined based on history of spending, needs for the upcoming year, Department of Intercollegiate Athletics budgetary constraints, and consultation with coaches. Each particular sports need can change from year to year based on the number of athletes graduating, positions of players leaving that need to be filled, players who academically or for other reasons do not return, etc. In the initial stages of budgeting, like sports are given equal amounts in order to recruit (i.e. baseball/softball, women's basketball/men's basketball). As stated in previous sections, coaches have the discretion to use funds from other areas to cover recruiting expenses if needed. All travel for recruiting on and off campus is approved by the Associate Athletic Director and Athletic Director with proper paperwork completed through the Compliance Coordinator prior to all travel. All the coaches may drive or fly, and receive reimbursement for food and lodging, provided they abide by the guidelines set forth by the Department and University and remain within their budget. All completed recruiting travel is seen and approved by the Athletic Director to insure compliance with NCAA and Department of Intercollegiate Athletics guidelines. During on-campus recruiting all prospective athletes regardless of sport, at the discretion of the head coach, are housed in the same hotel, fed similar meals, are entertained by a current student-athlete, etc. These activities follow NCAA guidelines for on-campus visits.

Table 6: Summary of Recruitment Dollars, 2000-2003 clearly shows that recruitment funding for women's teams has increased over the three-year study period, rising from 54.9% of total recruitment funding in
2000-2001 to 62% of total recruitment funding in 2002-2003. This percentage closely approximates the percentage of females in the general student population as well as the percentage of women’s teams in the intercollegiate athletics program. Table 6 is included in the supporting documentation.

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

No gender-related deficiencies were noted in terms of recruitment funding. Apparent deficiencies during the first two years of the three-year study period were the result of program expansion, as teams were added and funds were diverted to start-up programs. Once the athletic program reached its full complement of 14 teams, the Department of Intercollegiate Athletics began its policy mandating that all equivalent sports have equivalent funding to recruit and treat all prospective student athletes equally. Although the dollar expenditures indicate relative proportionality in spending for recruitment activities, the percentage of female athletes recruited compared to male athletes recruited indicates that some additional changes may be needed in recruitment methods.

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

The Department of Intercollegiate Athletics will continue to equitably budget for recruiting for all the sports and to ensure that all the NCAA and University rules regarding travel and on and off campus recruiting are being followed by all coaches. All travel paperwork will be reviewed by the Compliance Coordinator, Associate Athletic Director, and Athletic Director to ensure financial compliance.

The Department of Intercollegiate Athletics will review recruitment expenditures annually to ensure that appropriate recruitment activities are taking place, that recruitment funding is proportionally distributed among teams/programs, and that sufficient numbers of female athletes are recruited. This information will be included in its annual report to the Intercollegiate Athletics Council.

The Intercollegiate Athletics Council will review recruitment expenditures before the end of each spring semester.

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

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

See plan for improvement.

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

The institution has made every effort to ensure broad-based participation in the NCAA Self-Study process. Members of the Steering Committee represent constituencies across administrative divisions. Subcommittees seated to draft individual sections of the report were similarly designed to include representatives from across administrative divisions. The Equity, Welfare and Sportsmanship subcommittee members represent Student Affairs, Academic Affairs, the Department of Intercollegiate Athletics, students and alumni. Members were selected to ensure that faculty, staff, administrators, students (including student-athletes), and former students were represented.
The plan for addressing gender equity was drafted by a working group within the Equity, Welfare, and Sportsmanship Subcommittee of the NCAA Certification Steering Committee. The plan is based on the findings within section 4.1.7 of the self-study and addresses issues or deficiencies discovered in the course of the study. A completed draft of the plan was distributed to the Equity, Welfare, and Sportsmanship Subcommittee for review and comment. Comments were incorporated into the draft. The plan was then forwarded to the NCAA Self-Study Steering Committee for review, comment and approval. The Steering Committee presented the report to the campus community through its representative bodies (Faculty Senate, Provost's Council, Staff Advisory Council, Student Government Association, Intercollegiate Athletic Council, and the Student Athlete Advisory Committee) in March and April. All members of the campus community were invited to review and comment upon the report before its final publication as a part of the self-study.

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**

On the basis of the yes/no answers above and the plans for correcting deficiencies, is the institution in substantial conformity with the operating principle. **Yes**
<table>
<thead>
<tr>
<th>Elements in the Self-Study</th>
<th>Measureable Goals</th>
<th>Steps to Achieve Goals</th>
<th>Individuals/Officers Responsible for Implementation</th>
<th>Specific Timetable for Completing the Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1.7.1 A THLETIC SCHOLARSHIPS</td>
<td>There are no gender-related deficiencies in the area of athletic scholarships.</td>
<td>The Department of Intercollegiate Athletics will assure that the proportion of athletic scholarship dollars is distributed to student-athletes in amounts proportionate to the male/female percentages in the student body.</td>
<td>Director of Athletics</td>
<td>December 1 of each academic year.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Department of Intercollegiate Athletics will review the distribution of athletic scholarship dollars by gender annually, and report its findings and any proposed remedies to the Intercollegiate Athletics Council.</td>
<td>Intercollegiate Athletics Council</td>
<td>May 1 of each academic year.</td>
</tr>
<tr>
<td>4.1.7.2 ACCOMMODATION OF INTERESTS AND ABILITIES</td>
<td>The proportion of female athletes during the three-year review period was lower than would be expected compared to the percentage of men and women in the student body.</td>
<td>The numbers of male and female athletes will accurately reflect the proportion of males and females in the student body.</td>
<td>The Athletic Director</td>
<td>December 1 of each academic year.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Department of Intercollegiate Athletics will review the proportionality of male and female student-athletes relative to the general student population annually, and report its findings regarding any imbalances and its proposed remedies to the Intercollegiate Athletics Council.</td>
<td>Intercollegiate Athletics Council</td>
<td>May 1 of each academic year.</td>
</tr>
<tr>
<td>Elements</td>
<td>Measureable Goals</td>
<td>Steps to Achieve Goals</td>
<td>Individuals/Officers Responsible for Implementation</td>
<td>Specific Timetable for Completing the Work</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>4.1.7.3  EQUIPMENT AND SUPPLIES  There are no gender-related deficiencies in the area of equipment and supplies.</td>
<td>In consideration of the differing needs of each sport, the funding for equipment and supplies will be adjusted annually with the goal to maintain parity between male and female sports.</td>
<td>The Department of Intercollegiate Athletics will review the distribution of equipment and supplies expenditures by male and female sport annually, and report its findings and any proposed remedies to the Intercollegiate Athletics Council.</td>
<td>Athletic Director.</td>
<td>December 1 of each academic year.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Intercollegiate Athletics Council will review the annual report on this issue by the Department of Intercollegiate Athletics, and make any necessary recommendations to the Athletic Director and the President.</td>
<td>Intercollegiate Athletics Council.</td>
<td>May 1 of each academic year.</td>
</tr>
<tr>
<td>4.7.1.4  SCHEDULING OF GAMES AND PRACTICE TIME  There are no gender-related deficiencies in the area of scheduling games and practice times.</td>
<td>Male and female athletes will continue to have equivalent access to facilities and equitable scheduling.</td>
<td>The Department of Intercollegiate Athletics will review the schedules for practices and competition for equity between male and female sports annually, and report its findings and any proposed remedies to the Intercollegiate Athletics Council.</td>
<td>Director of Athletics</td>
<td>December 1 of each academic year.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Intercollegiate Athletics Council will review the annual report on this issue by the Department of Intercollegiate Athletics, and make any necessary recommendations to the Athletic Director and the President.</td>
<td>Intercollegiate Athletics Council.</td>
<td>May 1 of each academic year.</td>
</tr>
<tr>
<td>Elements</td>
<td>Measureable Goals</td>
<td>Steps to Achieve Goals</td>
<td>Individuals/Officers Responsible for Implementation</td>
<td>Specific Timetable for Completing the Work</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Issues in the Self-Study</td>
<td>Male and female athletes will continue to be treated equally under similar circumstances regarding travel and per diem allowances.</td>
<td>The Department of Intercollegiate Athletics will review the distribution of travel and per diem allowances for equity between male and female sports annually, and report its findings and any proposed remedies to the Intercollegiate Athletics Council.</td>
<td>Director of Athletics.</td>
<td>December 1 of each academic year.</td>
</tr>
<tr>
<td>4.1.7.5 TRAVEL AND PER DIEM ALLOWANCE</td>
<td>Male and female athletes will continue to be treated equally under similar circumstances regarding travel and per diem allowances.</td>
<td>The Intercollegiate Athletics Council will review the annual report on this issue by the Department of Intercollegiate Athletics, and make any necessary recommendations to the Athletic Director and the President.</td>
<td>Intercollegiate Athletics Council.</td>
<td>May 1 of each academic year.</td>
</tr>
<tr>
<td>4.1.7.6 TUTORS</td>
<td>Male and female athletes will have equal access to tutors and other forms of academic assistance.</td>
<td>The Department of Intercollegiate Athletics will review the use of supplementary tutoring services for equity between male and female sports annually, and report its findings and any proposed remedies to the Intercollegiate Athletics Council.</td>
<td>Athletic Director.</td>
<td>December 1 of each academic year.</td>
</tr>
</tbody>
</table>
### Elements

<table>
<thead>
<tr>
<th>Issues in the Self-Study</th>
<th>Measureable Goals</th>
<th>Steps to Achieve Goals</th>
<th>Individuals/Officers Responsible for Implementation</th>
<th>Specific Timetable for Completing the Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1.7.7 COACHES</td>
<td></td>
<td>The Department of Intercollegiate Athletics will develop a gender equity salary plan for coaches and administrative staff, and an annual review process that is based on valid externally benchmarked salary studies of comparable institutions.</td>
<td>Director of Athletics</td>
<td>May 1, 2005</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Department of Intercollegiate Athletics will develop a gender equity salary plan that documents all factors considered in salaries at hire and merit increases for coaching and administrative staff. That plan will include reference to valid external salary comparison to similar institutions.</td>
<td>Director of Athletics</td>
<td>November 2004</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Position Description questionnaires for all current positions will be completed and reviewed by Human Resources and the Office of Equal Opportunity and Employee Relations.</td>
<td>Director of Athletics, Director of Human Resources, Office of Equal Opportunity and Employee Relations</td>
<td>December 1 of each academic year, beginning in December 2005.</td>
</tr>
<tr>
<td>Elements</td>
<td>Measureable Goals</td>
<td>Steps</td>
<td>Individuals/Officers Responsible for Implementation</td>
<td>Specific Timetable for Completing the Work</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>---------------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Issues in the Self-Study</td>
<td>Measureable Goals</td>
<td>Steps to Achieve Goals</td>
<td>Intercollegiate Athletics Council.</td>
<td>May 1 of each academic year beginning in May 2006</td>
</tr>
<tr>
<td>4.1.7.8 LOCKER ROOMS, PRACTICE AND COMPETITIVE FACILITIES</td>
<td>Similar sports will continue to have available similar facilities to maintain equity for male and female teams.</td>
<td>The Department of Intercollegiate Athletics will review the use of locker rooms, practice and competitive facilities for equity between male and female sports annually, and report its findings and any proposed remedies to the Intercollegiate Athletics Council.</td>
<td>Director of Athletics.</td>
<td>December 1 of each academic year.</td>
</tr>
<tr>
<td>4.1.7.9 MEDICAL AND TRAINING FACILITIES AND SERVICES</td>
<td>Male and female athletes will continue to have equal access to Medical and Training Facilities and Services.</td>
<td>The Department of Intercollegiate Athletics will review the use of medical and training facilities and services for equity between male and female sports annually, and report its findings and any proposed remedies to the Intercollegiate Athletics Council.</td>
<td>Head Athletic Trainer and Director of Athletics.</td>
<td>December 1 of each academic year.</td>
</tr>
<tr>
<td>Elements</td>
<td>Measureable Goals</td>
<td>Steps to Achieve Goals</td>
<td>Individuals/Officers responsible for Implementation</td>
<td>Specific Timetable for Completing the Work</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Issues in the Self-Study</td>
<td></td>
<td>The Intercollegiate Athletics Council will review the annual report on this issue by the Department of Intercollegiate Athletics, and make any necessary recommendations to the Athletic Director and the President.</td>
<td>Intercollegiate Athletics Council.</td>
<td>May 1 of each academic year.</td>
</tr>
<tr>
<td>4.1.7.10 HOUSING AND DINING FACILITIES AND SERVICES</td>
<td>Male and female student-athletes will continue to have equal access to housing and dining facilities and services.</td>
<td>The Department of Intercollegiate Athletics will review the use of medical and training facilities and services for equity between male and female sports annually, and report its findings and any proposed remedies to the Intercollegiate Athletics Council.</td>
<td>Director of Athletics.</td>
<td>December 1 of each academic year.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Intercollegiate Athletics Council will review the annual report on this issue by the Department of Intercollegiate Athletics, and make any necessary recommendations to the Athletic Director and the President.</td>
<td>Intercollegiate Athletics Council.</td>
<td>May 1 of each academic year.</td>
</tr>
<tr>
<td>Elements</td>
<td>Measureable Goals</td>
<td>Steps to Achieve Goals</td>
<td>Individuals/Officers Responsible for Implementation</td>
<td>Specific Timetable for Completing the Work</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Issues in the Self-Study</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.1.7.11 PUBLICITY</td>
<td>Disproportionately more men's basketball games are broadcast on local radio than women's basketball.</td>
<td>The Department of Intercollegiate Athletics will continue to emphasize and promote women's sports in general, as well as specifically trying to increase the number of games broadcast for women's basketball in the upcoming years. The department will continue to monitor all press releases, media guides, and other publications to ensure that all sports are being treated equitably. The Department will submit an annual report on publicity to the Intercollegiate Athletics Council.</td>
<td>Director of Athletics.</td>
<td>December 1 of each academic year.</td>
</tr>
<tr>
<td></td>
<td>Attain parity in radio broadcasts between men's and women's basketball.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.1.7.12 SUPPORT SERVICES</td>
<td>Male and female student-athletes will continue to have equal access to support services.</td>
<td>The Department of Intercollegiate Athletics will review the use of support services for equity between male and female sports annually, and report its findings and any proposed remedies to the Intercollegiate Athletics Council.</td>
<td>Director of Athletics.</td>
<td>December 1 of each academic year.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elements</td>
<td>Steps</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-----------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Issues in the Self-Study</td>
<td>Measureable Goals</td>
<td>Steps to Achieve Goals</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Department of Intercollegiate Athletics will continue to</td>
<td>The Intercollegiate Athletics Council will review the annual report on this issue by the</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>equitably budget for recruiting for all sports to ensure that gender</td>
<td>Department of Intercollegiate Athletics, and make any necessary recommendations to the</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>equity is maintained in recruitment funding.</td>
<td>Athletic Director and the President.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Department of Intercollegiate Athletics will review the</td>
<td>The Intercollegiate Athletics Council.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>distribution of expenditures for student-athlete recruiting by male</td>
<td>May 1 of each academic year.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and female sport annually, and report its findings and any</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>proposed remedies to the Intercollegiate Athletics Council.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Department of Intercollegiate Athletics will review the annual</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>report on this issue by the Department of Intercollegiate Athletics,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and make any necessary recommendations to the Athletic Director and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and the President.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.1.7.13 RECRUITMENT OF</td>
<td>There are no gender-related deficiencies in the area of recruitment of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STUDENT-ATHLETES</td>
<td>student-athletes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Department of Intercollegiate Athletics will continue to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>equitably budget for recruiting for all sports to ensure that gender</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>equity is maintained in recruitment funding.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Department of Intercollegiate Athletics will review the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>distribution of expenditures for student-athlete recruiting by male</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and female sport annually, and report its findings and any</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>proposed remedies to the Intercollegiate Athletics Council.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Intercollegiate Athletics Council will review the annual</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>report on this issue by the Department of Intercollegiate Athletics,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and make any necessary recommendations to the Athletic Director and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and the President.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Operating Principle

4.2 Minority Issues

Self-Study Items

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

The University President has the ultimate authority on matters concerning intercollegiate athletics and student affairs at Texas A&M University-Corpus Christi. He has stated repeatedly his commitment "to excellence in teaching, research, and service" to prepare "students for lifelong learning and for responsible participation in the global
community." The University is also a Hispanic Serving Institution. To meet the Title V definition, an institution of higher education must also have a high enrollment of needy students, low educational and general expenditures, and 25 percent or more undergraduate Hispanic full-time equivalent enrollment, where 50 percent of Hispanic students are low-income. A complete description of the criteria for designation as a Hispanic Serving Institution is available on the web (http://www.dot.gov/ost/docr/msi/hsi.html). These federal criteria and the University's mission support the goals of a diverse, inclusive, and accessible institution for all.

The Office of Planning and Institutional Effectiveness serves as the data repository for University statistics, from which reports are generated. Statistics for reports concerning certification, accreditation and regulatory agencies come from this office. This office is available to assist departments with data collection and analysis, including data collection and analysis relevant to minority issues. A description of the responsibilities of this office is available on the web (http://pie.tamucc.edu) and is included in the documentation.

The Human Resources Department and the Employee Relations Department coordinate the processes of employee recruitment, hiring, orientation, training, and retention. Both departments actively participate in all position searches, reviewing the processes used by the hiring department and approving hiring decisions before an offer is extended. All new employees attend an orientation program at which policies regarding diversity are reviewed. Additional diversity training is offered on demand and all university employees are required to attend training updates every two years. A complete listing of programs offered during the 2004 academic year can be found on the web (http://www.cob.tamucc.edu/tder/tamucc_trg_programs.htm).

Student-athletes, like all students at Texas A&M University-Corpus Christi, are bound by the Student Code of Conduct, which stipulates: "The quality of life on and about the campus is best served by courteous and dignified interaction between all individuals, regardless of sex, ethnic or religious background, sexual orientation, or disability. It is the expectation of this University that all members of the campus community will work to develop and maintain a high degree of respect and civility for the wealth of diversity in which we are all fortunate to live and work. To ensure that this expectation is met, the University will take whatever action is necessary to prevent, correct, and discipline behavior which violates the spirit and intent of regulations designed to promote respect and civility, and will take whatever steps are necessary to foster mutual respect among the campus community." The Student Code of Conduct is available online at (http://www.tamucc.edu/~students/conductcode.html) and is included in the documentation.

As a part of its shared governance commitment, the University has established a structure of committees and councils. A complete description of charges and membership for the University committees and councils named in this section is listed in the University Committees and University Administrative Councils Documents, which are available for each year on the web (http://www.tamucc.edu/provost/committees_councils/index.html) and is included in the documentation.

Among these committees/councils are those that ensure progress related to diversity issues is regularly reviewed and evaluated. The Diversity Management Committee's charge is "to provide an informed forum where issues, policies, practices, and initiatives related to diversity can be discussed on a regular and integrated basis." This committee strives to provide students, faculty and staff with "an accessible conduit for understanding, developing, and analyzing both concerns and interests related to diversity." As a part of its charge, the committee is to analyze diversity recruitment and retention efforts, to assess progress toward the goals set forth in the Access and Equity Plan, and to regularly present an analysis of progress made to the Strategic Planning and Budgeting Council.

The Institutional Effectiveness (IE) Committee is charged with "ensuring that Texas A&M University-Corpus Christi is engaging in ongoing integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs and services that results in continuing improvement and demonstrates that the institution is effectively accomplishing its mission." The charge further requires the committee to "ensure that the institution has identified expected outcomes for its educational programs and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results." To that end, the committee has recently established a schedule of review for each of the major divisions of the University, which requires each major division to annually present a report on expected and actual outcomes.

The Intercollegiate Athletics Council makes recommendations to the President regarding issues related to athletics, including issues of diversity. (For a complete listing of Council membership see section 1.2.8) Student-athletes also participate in University councils and organizations, including the Intercollegiate Athletics Council; the Student Government Association; fraternities and sororities; and academic clubs. The participation on University councils and committees by faculty, staff, and student-athletes facilitates communication and evaluation about policies for student-athletes on campus.
Other departments and programs on campus also offer support for students dealing with issues related to diversity. For example, the Women's Center for Education and Service "reinforces positive University norms and policies that affirm, respect, and value aspects of diversity including gender, ethnicity, race, class, age, religion, sexual orientation, and mental or physical ability among and within students, staff, and faculty." (http://falcon.tamucc.edu/~womcnr/mission.htm)

The Islander Cultural Alliance membership includes delegations from registered student organizations classified as multi-cultural. The mission of the Islander Cultural Alliance is "to unify the multicultural presence on campus represented by a diverse student population. Inclusion will signify a unified multi-cultural atmosphere and participating organizations would be expected to support each other in individual club endeavors." (http://ica.tamucc.edu/)

Student-athletes are required to attend an orientation meeting once each academic year prior to the beginning of the fall semester. At that meeting, student-athletes review University policies on discrimination and harassment; academic compliance; the Student Code of Conduct; medical testing; substance abuse; life skills development; and career services. Student-athletes are also given literature about many of these services. The University did not provide student-athletes with a Student Athlete Handbook prior to 2004, but a new handbook will be published and presented to all student-athletes during the Summer of 2004. As well, student-athletes who complete their eligibility at Texas A&M-Corpus Christi are asked to complete an exit survey about their experiences on campus. The variety and depth of information made available to student-athletes assures that student-athletes have many different means to communicate with campus entities, and it establishes a support structure that helps all students on campus.

The President, Department of Intercollegiate Athletics, Office of Planning and Institutional Effectiveness, the Employee Relations Office, Human Resources, the Women's Center for Education and Service, the Diversity Management Committee, the Institutional Effectiveness Committee, the Intercollegiate Athletics Council, student organizations, and the University Code of Conduct help to ensure that minority issues are monitored, evaluated and addressed on a continuing basis, not only for athletics department staff and student-athletes, but also for the entire campus community.

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

See Chart A: Athletics and Selected Institutional Personnel.

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

See Chart B: Students Generally and Student-Athletes on Athletics Aid.

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

See Chart C: Men's and Women's Sports Teams receiving Financial Aid.
9. Using the program areas for minority issues please:

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

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

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

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

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

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

The institution regularly reviews its institutional values, mission and goals and principles statements. In 2001-2002, these documents were completely revised to ensure that such issues as diversity were adequately addressed. The Department of Intercollegiate Athletics participated in these efforts through its representation on the University's Strategic Planning and Budgeting Council (SPBC) and relies on these written statements as a foundation for addressing diversity issues. The complete Texas A&M University-Corpus Christi Institutional Vision, Mission, Goals, and Principles document is available on the web (http://www.tamucc.edu/provost/university_rules/statements/attachment.html) and is included in the documentation. Documents related to the most recent institutional review of its vision, mission, goals and principles are also included in the documentation. These sample documents provide evidence of broad-based participation in the review process.

The Equity, Welfare and Sportsmanship subcommittee reviewed Texas A&M University System rules, regulations, policies and statements as well as University documents, including the institutional mission statement, institutional principles, the Councils and Committees document, open correspondence from the University President, and available Department of Intercollegiate Athletics documents to ensure a complete study of written statements that address issues of diversity. The complete Texas A&M University-Corpus Christi Institutional Vision, Mission, Goals, and Principles document is available on the web (http://www.tamucc.edu/provost/university_rules/statements/attachment.html) and is included in the documentation. Documents related to the most recent institutional review of its vision, mission, goals and principles are included in the documentation. These sample documents provide evidence of broad-based participation in the review process. Texas A&M University System Rules and Regulations may be found on the web (http://sago.tamu.edu). An open letter from the University President, Dr. Robert Furgason, which reaffirms the University's commitment to equal employment opportunity and affirmative action, is available on the web (http://www.cob.tamucc.edu/tder/aaletterpre.pdf) and is included in the documentation.

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

Both the institution and the Department of Intercollegiate Athletics are committed to addressing issues of diversity. The institutional mission statement emphasizes the importance of serving the needs of populations that have been historically under-served by higher education in the State of Texas. "Texas A&M University-Corpus Christi is devoted to discovering, communicating, and applying knowledge in a complex and changing world. The University identifies, attracts, and graduates students of high potential, especially those from groups who have been historically under-represented in Texas higher education." The institution's goals similarly emphasize the importance of maintaining diversity in students, faculty and staff as the institution continues to grow. Institutional principles reinforce both the mission and the goals of the University related to diversity. The first institutional principle states, "Texas A&M University-Corpus Christi is committed to the realization of its vision, the accomplishment of its mission, and the attainment of its goals by recruiting, retaining, and supporting a diverse, highly qualified student body, faculty and staff." Each of these statements was developed with broad-based University input and was approved by all representative bodies on campus as well as by the Texas A&M University System and the Texas Higher Education Coordinating Board. The complete Texas A&M University-Corpus Christi Institutional Vision, Mission, Goals, and Principles document is available on the web (http://www.tamucc.edu/provost/university_rules/statements/attachment.html) and is included in the documentation.
During the 2001-02 academic year, Texas A&M University-Corpus Christi completely revised its mission, values, and goals statements. This was accomplished with broad-based campus participation. Members of the Strategic Planning and Budgeting Council, the Staff Advisory Council, the Faculty Senate, and Student Government Association represented the various campus constituencies. Department of Intercollegiate Athletics personnel were active in this process through their membership on the Strategic Planning and Budgeting Council. Upon consensus by SPBC and other representative bodies, the draft was submitted to the campus community as a whole for review and comment. A series of "town meetings" were held to provide campus community members with an avenue for feedback. Finally, after extensive review, the new mission, values, and goals statements were submitted to the Texas A&M University Board of Regents for approval and adoption. Documents related to the most recent institutional review of its vision, mission, goals and principles are included in the documentation. These sample documents provide evidence of broad-based participation in the review process.

As a part of its shared governance commitment, the University has established a structure of committees and councils. Among these committees/councils is a Diversity Management Committee, whose charge is "to provide an informed forum where issues, policies, practices, and initiatives related to diversity can be discussed on a regular and integrated basis." This committee strives to provide students, faculty and staff with "an accessible conduit for understanding, developing, and analyzing both concerns and interests related to diversity." As a part of its charge, the committee is to analyze diversity recruitment and retention efforts, to assess progress toward the goals set forth in the Access and Equity Plan, and to regularly present an analysis of progress made to the Strategic Planning and Budgeting Council.

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

The Diversity Management Committee, which assists in the development of Equity and Access Plans, does not include the Department of Intercollegiate Athletics as a dedicated appointment among its members.

As a member of the University community, the Department of Intercollegiate Athletics relies on and actively supports the overall University statements related to diversity; however, the Department of Intercollegiate Athletics Policy Manual does not specifically address these issues.

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

The Department of Intercollegiate Athletics will continue to participate, through the SPBC in the review and revision of University vision, mission, goals, and values statements related to minority issues. In addition, Diversity Management Committee will be expanded to include one representative from the Department of Intercollegiate Athletics as a voting member. This will ensure that the Department of Intercollegiate Athletics participates in the drafting of Equity and Access Reports as well as in planning and assessment related to diversity management.

The Department of Intercollegiate Athletics will draft statements for inclusion in the Department of Intercollegiate Athletics Policy Manual addressing its support of University statements and its commitment to diversity.

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

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

The University relies on its Institutional Effectiveness (IE) Committee to conduct annual reviews of program areas to determine if the University is engaged in "ongoing integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs and services that results in continuing improvement and demonstrates that the institution is effectively accomplishing its mission." The committee has established a schedule of review for each of the major divisions of the University that focuses on the progress of each division towards meeting accreditation goals, Texas Higher Education Coordinating Board goals, and “Closing the Gaps” goals. A complete description of the Institutional Effectiveness Committee charge and membership is included in the
University Committees and University Administrative Councils Document, which is available online (http://www.tamucc.edu/provost/committees_councils/index.html) and is included.

Departments within each of the major divisions of the University are charged with establishing departmental goals that support University goals. Administrators for each division are responsible for establishing annual reporting methods suited to their units and designed to ensure that annual evaluation of goals and objectives occur.

The Equity, Welfare and Sportsmanship Committee analyzed University documents related to review and assessment of departmental goals and objectives. In addition, members of the Department of Intercollegiate Athletics administrative staff were interviewed to determine the extent to which Department of Intercollegiate Athletics goals and objectives related to diversity are supported by its activities.

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

The University's Institutional Effectiveness (IE) Committee, charged with assessing planning and evaluation processes, with ensuring that the institution clearly identifies expected outcomes for and regularly assesses its programs and services, as well as demonstrating improvement based on analysis of those results, has recently established a schedule of review for each of the major divisions of the University.

Departments within each of the major divisions of the University establish departmental goals that support university goals. Administrators for each division are responsible for establishing annual reporting methods suited to their units and designed to ensure that annual evaluation of goals and objectives occur. The institution as a whole is committed to the Closing the Gaps initiative developed by the State of Texas. All components of the Texas A&M University System have established goals for increased minority participation in all aspects of higher education. A complete explanation of Closing the Gaps and its goals may be found online (http://www.thecb.state.tx.us/ClosingTheGaps/).

The Department of Intercollegiate Athletics relies on and supports the overall University vision, mission, and goals, including all statements related to diversity and as such has not yet drafted department specific statements addressing diversity issues.

As a member of the university community, the Department of Intercollegiate Athletics focuses on encouraging its student athletes and staff to participate in a wide variety of campus activities, including those activities that demonstrate a commitment to multi cultural programs and diversity, rather than establishing separate activities specifically for athletes. Department of Intercollegiate Athletics personnel regularly distribute information regarding upcoming events and assist the Division of Student Affairs in planning and coordinating events related to athletics.

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

As already noted in 4.2.9.1.c, the Department of Intercollegiate Athletics Policy Manual does not contain a written statement regarding its commitment to diversity. Instead, the Department of Intercollegiate Athletics refers to and supports University statements related to diversity issues.

The Department of Intercollegiate Athletics has not been included in the annual evaluation schedule/process established by the Institutional Effectiveness committee.

While the Department of Intercollegiate Athletics actively encourages its student athletes to participate in activities and programs related to diversity, it currently does not establish and evaluate annual departmental goals, objectives, and activities tied to diversity and minority sensitivity.

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

The Department of Intercollegiate Athletics Policy Manual will be revised to include written statements regarding its commitment to diversity. The manual will be reviewed and revised annually as a part of the assessment process, to ensure that diversity statements are relevant, consistent with the University’s commitment to diversity, and support the minority action plan.

The Department of Intercollegiate Athletics will be included in the Institutional Effectiveness (IE) Committee’s annual assessment report schedule, so that the University can ensure progress is made
toward meeting accreditation goals, Texas Higher Education Coordinating Board goals and the State of Texas “Closing the Gaps” goals.

Senior athletic administrators and the Head Coaching staff will coordinate the development of department-wide goals and objectives including those for diversity enhancement. Each goal will be clearly tied to the University mission and goals statements. Senior athletic administrators will annually evaluate progress made toward goals.

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

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

Texas A&M University-Corpus Christi is committed to an inclusive and diverse campus environment. The campus community is made up of a wide variety of ethnic and cultural groups. Individuality is encouraged and differences are respected. University strategic documents clearly support its commitment to enhancing diversity. Specific departments on campus, including the Employee Relations Office and the Title V and TRIO programs, work with faculty, staff, and students across campus to ensure that policies and activities support diversity. The Diversity Management Committee reviews and analyzes diversity recruitment and retention efforts, assesses progress toward the goals set forth in the Access and Equity Plan, and to regularly reports to the Strategic Planning and Budgeting Council regarding diversity issues.

The Equity, Welfare and Sportsmanship Committee interviewed members of the Department of Intercollegiate Athletics administrative staff to determine the extent to which the Department of Intercollegiate Athletics policies, organization, and activities help to enhance diversity.

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

Texas A&M University-Corpus Christi is committed to an inclusive and diverse campus environment. Efforts are made through a variety of avenues to provide diversity training, including programs offered through the Division of Student Affairs, Employee Training and Development Office, and the Title V and TRIO programs. The Strategic Planning and Budgeting Council regularly reviews University progress related to the “Closing the Gaps” initiative, which with the State of Texas strives to open educational opportunities to historically under-represented groups.

All new employees are required to attend diversity training as a part of the new employee orientation program. Recent changes to Texas A&M University System policies also require all University employees to attend a refresher course every two years. In addition, sessions focusing on diversity issues are included in the agenda each year during the annual Employee Development Day. Employee Relations, the office responsible for providing this training, is also available to provide sessions for whole departments or units on demand.

Student Activities also provides diversity training on campus through its multi-cultural programs. Though the primary focus of this office is on students, it is also available to provide sessions on demand for faculty and staff. Regular activities organized by this office encourage student awareness of cultural and ethnic diversity and increase student sensitivity regarding minority issues.

Because the Intercollegiate Athletics Program at Texas A&M University-Corpus Christi is a new program, the infrastructure and the staff base are not in place for the department to offer its own set of programs and activities related to diversity enhancement. Instead it relies on currently available programs and activities sponsored through the University and described above.

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

While the Department of Intercollegiate Athletics maintains a high sense of awareness regarding diversity issues and their importance to the student-athlete, personnel have not participated in newly developed diversity training activities or refresher courses.

All new student-athletes attend an orientation session at which information regarding various student services (such as diversity training) is discussed. The Student-Athlete Handbook however does not include specific information regarding the diversity training available or what procedures to follow if diversity issues need to be addressed.
d. Explain how the institution’s future plan for minority issues addresses this area.

A wide variety of activities and programs are available across campus to ensure that students, faculty and staff are sensitive to diversity issues. The Department of Intercollegiate Athletics will make use of these programs to ensure that both its staff and its student athletes are equipped to deal with diversity issues that may arise. Department of Intercollegiate Athletics personnel will participate in diversity training refresher courses every two years. New student-athlete orientations will include information regarding diversity sensitivity training and the office(s) that are charged with assisting students with such training/ issues.

The Student Athlete Handbook will include a written statement addressing issues of equity/diversity. Contact information for University officers that deal with equity/diversity issues will be included for student reference.

The University will expand the membership of the Diversity Management Committee to include one representative from the Department of Intercollegiate Athletics staff.

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

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

As part of the Texas A&M University System the University supports the "Closing the Gaps" initiative and seeks to meet the higher education needs of a historically under-served South Texas population. Enrollment statistics are closely monitored and reported for use in various System, State, and Federal reports.

The Equity, Welfare and Sportsmanship Committee reviewed University enrollment data and student athlete enrollment information to determine the impact of student-athlete enrollment on the University’s efforts to recruit and enroll minority students.

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

Texas A&M-Corpus Christi actively recruits minority students. Enrollment statistics are closely monitored, regularly reviewed, and reported for use in various System, State, and Federal reports. To encourage increased minority enrollment the University has placed recruitment offices in both the San Antonio area and the Rio Grande Valley.

While enrollment at the University has increased by approximately 11% over the last three years, the overall percentage of minority students has decreased slightly. In spite of the slight decrease in the minority student population overall, the percentage of minority student-athletes on financial aid has increased. Total University enrollment in 2000/01 was 6,823 students, of which 3,074 (45%) represented minority groups. During that same year 47% of student athletes on athletic aid were from a minority group. In 2002/03 the student body was comprised of 42% minority students (a 3% drop in minority enrollment overall).

In 2002/03 minority student athletes receiving aid represented 45.2% of all student athletes. Minority student athletes receiving aid represented the following categories: Hispanic, Black, American Indian, and Other?. Texas A&M University-Corpus Christi identifies international students in the "Other" category. Thus, while a student may be classified as Hispanic if he/she is from Texas, a student of Hispanic origin from Mexico is classified as "Other" because of his/her international status. While 70% of non-minority (white) student-athletes received aid, 73% of student athletes identified as Hispanic received aid, 84.6% of student athletes identified as black received aid, 100% of student athletes identified as American Indian received aid, and 100% of those minority student-athletes identified in the "Other" category received aid.

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

No deficiencies were found in the area of enrollment. The Department of Intercollegiate Athletics is committed to assisting the University in achieving its goals for minority recruitment and retention. The percentage of student athletes that represent minority groups has consistently exceeded the percentage of those same minority groups in the student population overall. The Department of Intercollegiate
Athletics and its coaches and recruiters, however, recruit based on athletic ability rather than upon race or ethnicity. The Department's goal is to recruit the best athletes possible without regard to race or ethnicity.

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

The institution will continue to recruit based upon athletic ability, offering scholarships and other forms of student aid to those athletes who demonstrate the skills and aptitudes necessary to succeed in a higher education environment.

5. Comparison of Populations

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

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

The University regularly reviews its progress towards enrollment goals. While the Department of Intercollegiate Athletics does not establish such goals specific to teams and/or the department as a whole, evaluation of the data provided in the annual EADA reports shows that the Department of Intercollegiate Athletics consistently maintains diversity among its teams and student athletes and that the department consistently compares favorably with the general university student population with regard to race/ethnicity.

The Equity, Welfare and Sportsmanship Committee reviewed University student population data and student athlete population data, including EADA reports, to ensure that there was no evidence of discrimination revealed through the recruitment practices of the institution.

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

In 2002/03 and 2001/02 the university fielded 14 teams; while in 2000/01 10 teams participated in intercollegiate sports. In 2002/03 the student athletes represented 11 countries in addition to the United States and one Native American tribe. In 2002/03, the Department of Intercollegiate Athletics team rosters included 144 student athletes receiving financial aid. Of those, 85 student athletes (59%) were from a minority group.

Minority student athletes receiving aid represented the following categories: Hispanic, Black, American Indian, and "Other." Texas A&M University-Corpus Christi identifies international students in the "Other" category. Thus, while a student may be classified as Hispanic if he/she is from Texas, a student of Hispanic origin from Mexico is classified as "Other" because of his/her international status.

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

As shown by chart B (Students Generally and Student athletes on Athletic Aid), the Department of Intercollegiate Athletics overall trend regarding minority student-athletes on aid has been a continuous increase over the development of the program. The Department of Intercollegiate Athletics has clearly maintained diversity among the student-athlete population.

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

The Department of Intercollegiate Athletics has a consistently high number of minority students on aid, and is committed to maintaining diversity. The department will continue to annually review population comparisons to ensure the continuance of this trend.

6. Participation in Governance and Decision-Making

Involvement of minority student-athletes in the governance and decision-making processes of the athletics department, and provision of leadership opportunities (e.g., participation on student-athlete advisory committee) for minority student-athletes.

a. Describe how the institution has ensured a complete study of this area.
As noted in previous sections, Texas A&M University-Corpus Christi as a whole is committed to a shared governance structure and encourages participation of all University constituents through such venues as committee and council participation, town meetings, and electronic discussion forums. In keeping with the University's commitment to shared governance and participation in decision-making, the Department of Intercollegiate Athletics encourages student-athletes to participate in governance and decision-making processes of the department.

The Equity, Welfare and Sportsmanship subcommittee interviewed Department of Intercollegiate Athletics personnel, to determine the extent to which minority student-athletes have the opportunity to participate in governance and decision making processes and to benefit from leadership opportunities within the athletics department.

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

Student Athlete Advisory Committee (SAAC) is made up of at least one student-athlete from each NCAA approved sport/athletic team. Representatives are elected by their teammates to serve on this body. One student from the Student Athlete Advisory Committee sits on the Institutional Athletic Council (IAC). In addition, the Student Government Association addresses the needs/issues of all students, including student-athletes. Student athletes have regularly demonstrated leadership by serving as elected representatives on Student Government, as well as participating on the Chancellor's Student Advisory Board and in other leadership roles.

Texas A&M University-Corpus Christi is a new Division I member of the NCAA. It fully implemented a Student Athlete Advisory Council (SAAC) as of the 2002-2003 academic year, the first year it was required to do so. Prior to the 2002-2003 academic year, the institution was under provisional member status and was not required to seat or facilitate a student athlete advisory group. However, the institution began the task of establishing a Student Athlete Advisory Council before provisional status ended and an advisory group was in place on an informal basis during years preceding the 2002-2003 academic year. During the 2002-03 year, 30% of the SAAC was comprised of minority student athletes. The President of the SAAC is elected by the Committee from the representatives selected by each team. The President of SAAC serves as the student representative on the Institutional Athletic Council (IAC).

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

The Department of Intercollegiate Athletics Policy Manual states that Student Athlete Advisory Council (SAAC) must establish a constitution and bylaws, which will be published in the Department of Intercollegiate Athletics Policy Manual. The constitution and bylaws for SAAC have not yet been established or published in the Manual.

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

Coaches and administrators will continue to encourage minority participation in the Student Athlete Advisory Council (SAAC), as well as within the student government organization and in other leadership and advisory positions.

SAAC will complete its constitution and bylaws, which will be published and available through both the Department of Intercollegiate Athletics Policy Manual and the Student Athlete Handbook. Additionally, a link from the Department of Intercollegiate Athletics website to the documents will be established to allow access to the SAAC constitution and bylaws, as well as other documents drafted by the committee.

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

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

The University Employee Relations Office closely monitors hiring practices and collects data regarding EEO categories and applicants. The office regularly reviews university employment statistics overall and provides reports to University administration and to other relevant university representative bodies, such
as the Strategic Planning and Budgeting Council, the Diversity Management Council, the Staff Advisory Council, and the Faculty Senate.

The Equity, Welfare and Sportsmanship Committee interviewed Department of Intercollegiate Athletics personnel, to determine extent to which the department encourages the hiring and promotion of minority coaches and administrators. The committee also reviewed personnel information to determine the ethnic composition of the Department of Intercollegiate Athletics administrative and coaching staff.

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

The Institution is dedicated to the principles of equal employment opportunity and diversity (http://www.cob.tamucc.edu/tder/aaletterpre.pdf). The Department of Intercollegiate Athletics abides by University policies regarding EEO/AA.

All new University employees are required by University policy to attend diversity training prior to full time employment. Additionally, as with all campus departments, Department of Intercollegiate Athletics hires are reviewed by the EEO compliance officer.

All Department of Intercollegiate Athletics recruitment efforts are designed to attract the most qualified individuals for any position regardless of race or ethnic status. All national searches, such as those for senior Department of Intercollegiate Athletics administrators and coaches, are conducted by advertisement through national publications, as well as sport specific associations and websites. All position advertisements, in abiding with University policy, encourage women and minority applicants. The Human Resources website also electronically posts job announcements and includes the statement “Texas A&M University-Corpus Christi is an Equal Opportunity Employer committed to diversity” on its recruiting related web pages (http://www.tamucc.edu/%7Ehrweb/employmentOpportunities.html).

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

For the most recent year of the study 23% of Department of Intercollegiate Athletics professional personnel were of minority status. By comparison 32% of University professional personnel were minority.

The athletics department policy manual currently relies on general University policies regarding employment and does not directly address minority employment.

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

In an effort to increase the diversity of its applicant pools for all positions the University provides training to all individuals involved in hiring and employee recruitment. The Department of Intercollegiate Athletics will continue to work closely with Human Resources and the Employee Relations Office to ensure broad-based advertisement of positions to diverse populations.

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

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

Texas A&M University-Corpus Christi, through the Division of Student Affairs, has established goals to "provide quality services, programs and opportunities that educate, promote involvement, stimulate learning and development, and are essential to the attraction, retention and graduation of TAMU-CC students." They strive to "cultivate a campus climate that promotes an understanding of the values of a diverse campus community, is supportive, caring, and friendly for students, faculty, staff and the general public, and prepares students to contribute effectively and positively to a changing global community." The Division monitors its programs to ensure that they meet the needs of students regardless of race or ethnicity. The Division regularly reviews its goals/objectives and the progress made toward achieving goals/objectives. The Division also regularly reports to the Institutional Effectiveness Committee regarding its assessment/evaluation processes.

The Equity, Welfare and Sportsmanship subcommittee interviewed the Department of Intercollegiate Athletics Personnel and the Dean of Students, reviewed Division of Student Affairs documents, and
reviewed information available to students via the university website to determine the extent to which programs are provided that address needs and issues affecting minority student athletes.

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

The University takes great pride in its programming for minority student groups through student organizations, Islander Cultural Alliance, and other student programming and activities. All activities are advertised and are open to all students, including student-athletes. The University also offers academic assistance and other types of support services to enhance the university/academic experience for all students. Coaches and Department of Intercollegiate Athletics staff encourage student-athletes to take advantage of support services. In addition, the Department of Intercollegiate Athletics has co-sponsored wellness programs and activities for the student community. Tutorial services are available through the University Tutoring and Learning Center (TLC). Disability Services provides reasonable accommodations for any student with a disability.

Texas A&M University-Corpus Christi, through the Division of Student Affairs, is committed to diversity, by providing programs and services accessible to all students, including student-athletes. This commitment is evident, through programs offered by the multicultural programming arm of the Student Activities Office. In 2002-2003, student athletes had access to over fifty programs such as the Native American Pow Wow, the Ballet Folklorico, the Hispanic Women in Business presentation, African American History 101, Aztec Dancers, and a Cinco De Mayo Celebration, among others. In addition to multicultural programming, the University student body, including athletes, has access to Recognized Student Organizations such as the African American Cultural Society, Asian American Interest Association, Native American Student Association, and the NCBI Student Diversity Association, as well as African American and Latino/Latina Greek Organizations.

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

Although the University has a multitude of multicultural programs/opportunities available to students, student-athletes are not necessarily aware of them. The Department of Intercollegiate Athletics has not consistently communicated the availability of such programs to student-athletes. Additionally, department-specific programming efforts need to be increased and diversity opportunities should be added to the Life skills program.

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

The Division of Student Affairs will participate in each new athlete orientation to make students aware of programs available. The Student Athlete Handbook will include general descriptions of services, opportunities and other resources available.

The SAAC will regularly be apprized of upcoming events. Administration and coaches will be supportive of and encourage participation of their student athletes in campus wide activities.

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

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

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

The institution has made every effort to ensure broad-based participation in the NCAA Self-Study process. Members of the Steering Committee represent constituencies across the administrative divisions. Subcommittees seated to draft individual sections of the report were similarly designed to include representatives from across administrative divisions. The Equity, Welfare and Sportsmanship subcommittee members represent Student Affairs, Academic Affairs, the Department of Intercollegiate Athletics, students and alumni. Members were selected to ensure that faculty, staff, administrators, students (including student-athletes), and former students were represented.

The plan for addressing minority issues was drafted by a working group within the Equity, Welfare, and Sportsmanship Subcommittee of the NCAA Certification Steering Committee. The plan is based on the findings within section 4.2 of the self study and addresses issues or deficiencies discovered in the course of the study. A completed draft of the plan was distributed to the Equity, Welfare, and Sportsmanship Subcommittee for review and comment. Comments were incorporated into the draft. The plan was then forwarded to the NCAA Self-Study Steering Committee for review, comment and approval. The Steering Committee presented the report to the campus community through its representative bodies (Faculty Senate, Provost's Council, Fiscal Affairs Council, Student Affairs Council, Staff Advisory Council, Student Government Association, Intercollegiate Athletic Council, and the Student Athlete Advisory Committee. All members of the campus community were invited to review and comment upon the report before its final publication as a part of the self-study.

**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**

**On the basis of the yes/no answers above and the plans for for correcting deficiencies, is the institution in substantial conformity with the operating principle. Yes**
<table>
<thead>
<tr>
<th>Elements</th>
<th>Steps</th>
<th>Responsible for Implementation</th>
<th>Specific Timetable for Completing the Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2.9.1.a. INSTITUTIONAL AND ATHLETICS DEPARTMENT COMMITMENT</td>
<td>The Office of the Provost will revise the membership of the Diversity Management Committee to include a representative from the Department of Intercollegiate Athletics.</td>
<td>Provost and Vice President for Academic Affairs</td>
<td>September 1, 2004.</td>
</tr>
<tr>
<td>The Diversity Management Committee will be expanded to include one representative from the Department of Intercollegiate Athletics as a voting member. This will ensure that the Department of Intercollegiate Athletics participates in the drafting of Equity and Access Reports as well as in planning and assessment related to diversity issues.</td>
<td>The Department of Intercollegiate Athletics will report annually on its activities with the Diversity Management Committee to the Intercollegiate Athletics Council.</td>
<td>Director of Athletics or designee.</td>
<td>May 1 of each academic year.</td>
</tr>
<tr>
<td>4.2.9.1.b. INSTITUTIONAL AND ATHLETICS DEPARTMENT COMMITMENT</td>
<td>In consultation with the Equal Opportunity and Employee Relations Office, the Department of Intercollegiate Athletics will revise the Policy Manual to include specific statements that address diversity consistent with university statements on diversity.</td>
<td>Athletic Director, Compliance Coordinator, Equal Opportunity and Employee Relations Office.</td>
<td>October 1, 2004.</td>
</tr>
<tr>
<td>The Department of Intercollegiate Athletics will ensure that statements addressing its support of university policies and its commitment to diversity in recruiting, hiring and student participation are included in the Department of Intercollegiate Athletics Policy Manual.</td>
<td>Policy Manual statements regarding diversity will be reviewed and revised (as needed) annually.</td>
<td>Athletic Director, Compliance Coordinator, Equal Opportunity and Employee Relations Office</td>
<td>September 1 of each academic year.</td>
</tr>
</tbody>
</table>
## 4.2.9.2.a EVALUATION

The Department of Intercollegiate Athletics has not been included in the scheduled evaluation process established by the Institutional Effectiveness Committee.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Measureable Goals</th>
<th>Steps to Achieve Goals</th>
<th>Individuals/Officers Responsible for Implementation</th>
<th>Specific Timetable for Completing the Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issues in the Self-Study</td>
<td>The Department of Intercollegiate Athletics will be included in the Institutional Effectiveness Committee's annual assessment report schedule, so that the university can ensure that progress is made towards meeting goals and objectives consistent with requirements of various accrediting bodies, the Texas A&amp;M University System, the Texas Higher Education Coordinating Board, and the State of Texas.</td>
<td>The Institutional Effectiveness Committee will revise its schedule of reports to include the Department of Intercollegiate Athletics.</td>
<td>Institutional Effectiveness Committee</td>
<td>December 2004</td>
</tr>
</tbody>
</table>

The Athletic Department will make annual reports to the Institutional Effectiveness Committee and the Intercollegiate Athletics Council regarding progress toward meeting established goals and objectives related to diversity.

| | The Athletic Department will make annual reports to the Institutional Effectiveness Committee and the Intercollegiate Athletics Council regarding progress toward meeting established goals and objectives related to diversity. | Director of Athletics. | Spring, annually |

## 4.2.9.2.b EVALUATION

While the Department of Intercollegiate Athletics actively encourages its student athletes to participate in activities and programs related to diversity, it has not established and evaluated annual departmental goals tied to diversity and minority sensitivity.

| | Develop departmental goals regarding diversity and implement an evaluation process. | Develop departmental goals relative to diversity. | Director of Athletics. | December 2004. |

<p>| | Develop departmental goals regarding diversity and implement an evaluation process. | Director of Athletics. | December 2004. |</p>
<table>
<thead>
<tr>
<th>Issues in the Self-Study</th>
<th>Measureable Goals</th>
<th>Steps to Achieve Goals</th>
<th>Individuals/Officers Responsible for Implementation</th>
<th>Specific Timetable for Completing the Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2.9.3.a ORGANIZATION AND STRUCTURE Department of Intercollegiate Athletics personnel have not participated in newly developed diversity training refresher courses.</td>
<td>The Department of Intercollegiate Athletics and the Employee Relations Office will ensure that Department personnel participate in diversity training a minimum of once every two years.</td>
<td>Develop and implement assessment process.</td>
<td>Director of Athletics.</td>
<td>May 2005</td>
</tr>
<tr>
<td>4.2.9.3.b ORGANIZATION AND STRUCTURE The Student-Athlete Handbook does not include specific information regarding the diversity training available on campus or what procedures to follow if diversity issues need to be addressed.</td>
<td>The Student-Athlete Handbook will include written statements addressing issues of equity/diversity, including contact information regarding the office(s) that are charged with assisting student-athletes with diversity related training and issues.</td>
<td>Through the Employee Relations Office, Department of Intercollegiate Athletics personnel will be regularly scheduled for diversity training. Certification of training participation will be maintained in each employee's personnel file and in the Employee Relations Office.</td>
<td>Athletic Director, Employee Relations Office</td>
<td>All departmental employees will complete the refresher course by December 2004 and every two years thereafter.</td>
</tr>
<tr>
<td></td>
<td>The Student-Athlete Handbook will be revised in association with the Division of Student Affairs to include diversity information and policies.</td>
<td>The Student-Athlete Handbook will include information regarding diversity policies and campus resources and programs available through the division of Student Affairs.</td>
<td>Director of Athletics, Compliance Coordinator, Division of Student Affairs.</td>
<td>October 1, 2004.</td>
</tr>
<tr>
<td></td>
<td>Student-athlete orientation will include information regarding diversity policies and campus resources and programs available through the division of Student Affairs.</td>
<td></td>
<td>Director of Athletics, Compliance Coordinator, Division of Student Affairs.</td>
<td>October 1 of each academic year</td>
</tr>
<tr>
<td>Issues in the Self-Study</td>
<td>Measureable Goals</td>
<td>Steps to Achieve Goals</td>
<td>Individuals/Officers Responsible for Implementation</td>
<td>Specific Timetable for Completing the Work</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------------------</td>
<td>------------------------</td>
<td>---------------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>4.2.9.4 ENROLLMENT</td>
<td>No deficiencies were noted in the area of minority enrollment.</td>
<td>The institution will continue to recruit based upon athletic ability, offering scholarships and other forms of student aid to those athletes who demonstrate the skills and aptitudes necessary to succeed in a higher education environment. This strategy has produced proportionate enrollment of minority student-athletes.</td>
<td>The Department of Intercollegiate Athletics will review the distribution of student-athlete enrollment by minority status annually, and report its findings and any proposed remedies to the Intercollegiate Athletics Council.</td>
<td>Athletic Director</td>
</tr>
<tr>
<td>4.2.9.5 COMPARISON OF POPULATIONS</td>
<td>No deficiencies were noted in the area of comparison of populations.</td>
<td>The Department of Intercollegiate Athletics has a consistently high number of minority students on aid, and is committed to maintaining diversity. The department will continue to annually review population comparisons to ensure the continuance of this trend.</td>
<td>The Department of Intercollegiate Athletics will review the comparison of populations data annually, and report its findings and any proposed remedies to the Intercollegiate Athletics Council.</td>
<td>Director of Athletics</td>
</tr>
<tr>
<td>Elements</td>
<td>Measureable Goals</td>
<td>Steps to Achieve Goals</td>
<td>Individuals/Officers Responsible for Implementation</td>
<td>Specific Timetable for Completing the Work</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Issues in the Self-Study</td>
<td></td>
<td>The Intercollegiate Athletics Council will review the annual report on this issue by the Department of Intercollegiate Athletics, and make any necessary recommendations to the Athletic Director and the President.</td>
<td>Intercollegiate Athletics Council.</td>
<td>May 1 of each academic year.</td>
</tr>
<tr>
<td>Measureable Goals</td>
<td></td>
<td>SAAC will complete its constitution and bylaws, which will be published and available through both the Islander Athletics Policies Manual and the Student Athlete Handbook.</td>
<td>Student Athlete Advisory Council, Compliance Coordinator</td>
<td>March 1, 2005</td>
</tr>
<tr>
<td>Steps</td>
<td></td>
<td>SAAC will draft and adopt a constitution and bylaws with assistance from the Compliance Coordinator.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The constitution and by-laws will be approved by the Intercollegiate Athletics Council.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The approved constitution and bylaws will be published in the Student Athlete Handbook and the Islander Athletics Policies Manual.</td>
<td>Compliance Coordinator, Athletic Director, SAAC</td>
<td>September 1, 2005</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Department will work closely with the Human Resources Office and the Equal Opportunity and Employee Relations Office to ensure broad-based advertisement of positions to diverse populations in order to enhance efforts to identify and recruit minority candidates.</td>
<td>Employee Relations and Human Resources, Athletic Director</td>
<td>October 2004</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The University will provide training to Department of Intercollegiate Athletics staff regarding recruitment of minority applicants.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elements</td>
<td>Measureable Goals</td>
<td>Steps to Achieve Goals</td>
<td>Individuals/Officers Responsible for Implementation</td>
<td>Specific Timetable for Completing the Work</td>
</tr>
<tr>
<td>----------</td>
<td>-------------------</td>
<td>------------------------</td>
<td>---------------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Issues in the Self-Study</td>
<td>The Athletic Department will consistently communicate availability of multicultural programs/opportunities to student-athletes.</td>
<td>As positions become open, position announcements will be posted in sport specific journals as well as on intercollegiate athletics related websites to assure it reaches diverse populations.</td>
<td>Athletic Director, Employee Relations</td>
<td>When employment opportunities occur.</td>
</tr>
<tr>
<td>4.2.9.8 PROGRAMS AND ACTIVITIES The Department of Intercollegiate Athletics has not consistently communicated the availability of multicultural programs and opportunities to student-athletes.</td>
<td>The Division of Student Affairs will participate in each new student-athlete orientation to make students aware of programs available.</td>
<td>Division of Student Affairs, Athletic Director, Compliance Coordinator</td>
<td>October of each academic year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Department of Intercollegiate Athletics will regularly notify student-athletes of upcoming events through SAAC and other appropriate communication methods.</td>
<td></td>
<td>Athletic Director, Coaches, SAAC, Athletic Department Staff</td>
<td>As needed</td>
</tr>
</tbody>
</table>
Operating Principle

4.3 Student-Athlete Welfare

Self-Study Items

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

The University President has the ultimate authority on matters concerning intercollegiate athletics and student affairs at Texas A&M University-Corpus Christi. He has stated repeatedly his commitment "to excellence in teaching, research, and service" to prepare "students for lifelong learning and for responsible participation in the global community." The University is also a Hispanic Serving Institution. (For a complete description of Hispanic Serving Institutions, please see http://www.ed.gov/programs/idueshsi/definition.html.)
The Intercollegiate Athletics Council is responsible for reviewing overall academic performance and welfare of student-athletes. (For a complete listing of Council membership, see section 1.2.8) Student-athletes also participate in University councils and organizations, including the Intercollegiate Athletics Council; the Student Government Association; fraternities and sororities; and academic clubs. The participation on University councils and committees by faculty, staff, and student-athletes facilitates communication and evaluation about policies for student-athletes on campus.

The University Compliance Coordinator meets regularly with student-athletes and reports to the Athletic Director. Academic progress reports are completed by faculty members and help to monitor student-athletes’ progress and academic compliance. Student-athletes who ask for, or who are determined to need, assistance are referred to various student services available to all on campus. The Compliance Coordinator maintains regular written communication with faculty and staff, and is also available via electronic and telephone correspondence to encourage prompt access to services for student-athletes.

Student-athletes, like all students at Texas A&M University-Corpus Christi, are bound by the Student Code of Conduct, which stipulates: “The quality of life on and about the campus is best served by courteous and dignified interaction between all individuals, regardless of sex, ethnic or religious background, sexual orientation, or disability. It is the expectation of this University that all members of the campus community will work to develop and maintain a high degree of respect and civility for the wealth of diversity in which we are all fortunate to live and work. To ensure that this expectation is met, the University will take whatever action is necessary to prevent, correct, and discipline behavior which violates the spirit and intent of regulations designed to promote respect and civility, and will take whatever steps are necessary to foster mutual respect among the campus community.” The Student Code of Conduct is available on the web (http://www.tamucc.edu/~students/conductcode.html) and is included in the supporting documentation.

Student-athletes are required to attend an orientation meeting each academic year, prior to the beginning of Fall semester. At that meeting, student-athletes review University policies on discrimination and harassment; academic compliance; the Student Code of Conduct; medical testing; substance abuse; life skills development; and career services. Student-athletes are also provided with literature about many of these services. Samples of the types of literature shared with students are included in the documentation. The University did not provide student-athletes with a Student Athlete Handbook prior to 2004, but a new handbook will be published and presented to all student-athletes during the 2004 annual meeting. As well, student-athletes who complete their eligibility at Texas A&M-Corpus Christi are asked to complete an exit survey about their experiences on campus. The variety and depth of information made available to student-athletes assures that student-athletes have many different means to communicate with campus entities.

The self-study instrument; the available data from exit interviews; communication between athletes and other University employees; student-athletes’ representation in a variety of campus councils and organizations; and periodic mandatory meetings with student-athletes help to ensure continued communication with regular updates about resources available to student-athletes. The University and the Department of Intercollegiate Athletics use these instruments and activities to closely monitor and protect the welfare of student-athletes.

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

Student-athletes at Texas A&M-Corpus Christi are entitled to use programs open to all students, such as health services, psychological counseling, tutoring and academic assistance, and career services. The Department of Intercollegiate Athletics also provides supplemental support for student-athletes in compliance with NCAA regulations. These supplemental services help to encourage success both as students and as athletes. A review of these education enhancement services follows.

Career Guidance Counseling:
At the annual mandatory meeting, student-athletes are provided with documents from the Career Services Office on campus. Career Services offers comprehensive services to assist students with their career development while they are enrolled at the University, as well as with the transition to full-time employment or graduate education after commencement. These services include Career Planning and Vocational Assessment Programs, Individual Career Counseling and a Career Resource Library (books, CD-ROM's, videos). Experiential education is facilitated through the Student Employment Service (part-time on and off campus employment) and Internship/Co-op Program.
Students receive Graduate/Professional School selection counseling, videotaped practice interview sessions and resume reviews in preparation for Career Fairs and Professional Recruiting and Interviewing. The department also offers a Resume Referral Service. Students use a dedicated Computer Lab with Internet access for the Job Search and computer-based assessments.

Personal Counseling:
All students have access to psychological counseling on campus at the University Counseling Center. Student-athletes are monitored carefully by coaches and Department of Intercollegiate Athletics members for signs of psychological problems (such as sudden weight gain or loss; sleeping problems; or inconsistent performance in classes or athletic events). Student-athletes can seek counseling for a range of stresses or problems, including academic difficulties; eating problems; relationship concerns with family or significant others; drug or alcohol issues; loneliness; and adjustment to university life. Psychiatrists, psychologists and licensed counselors are available for appointments in the University Counseling Center.

Health and Safety:
Student-athletes have several health-related resources available to them. The University Health Center on campus provides basic health care by licensed doctors and nurse practitioners. Those with minor health problems or who need vaccinations can schedule appointments to receive such services. Those with severe health conditions are referred to area physicians or hospitals. Student-athletes are counseled carefully, however, to bring any prescribed medications to the University’s onsite drug coordinator to verify that a suggested treatment regimen contains only approved substances.

Athletic Injuries:
For athletic injuries, the University provides a training room staffed by licensed athletic trainers and student athletic training assistants. The Department of Intercollegiate Athletics “Scope of Coverage for Intercollegiate Athletics” is included in the supporting documentation. Information regarding athletic training services and supplies availability is available on the web (http://falcon.tamucc.edu/~kinweb/atep/atsupply.htm) and is included in the documentation. The University also maintains an agreement with local physicians who provide medical evaluations and surgery when necessary. On-campus training facilities are equally accessible both to men and women student-athletes. The training room is immediately accessible both to the women’s and the men’s locker rooms. Additional information about training for University student-athletes and education of Athletic Training majors on campus is available on the web (http://falcon.tamucc.edu/~kinweb/atep) and is also included in the documentation.

Housing:
Student-athletes are housed in campus apartments. Where possible student-athletes are placed in apartments/rooms with other student-athletes. These apartments/rooms are located on hallways with students who are not athletes, ensuring that student-athletes are able to regularly mix with the rest of the resident student body. Because student-athletes have demanding schedules that differ from those of many non-athletes, the assignment of rooms to athletes helps to support a living arrangement that protects the physical and emotional wellness of all students on campus.

Alcohol and Other Drug Guidelines:
At the annual mandatory meeting, student-athletes are provided with NCAA guidelines and the University and Department of Intercollegiate Athletics drug and alcohol policies. These policies are included in the documentation. The University Department of Intercollegiate Athletics, in accordance with NCAA guidelines, does not provide any medications, but does provide information to student-athletes to help them comply with NCAA regulations. Student-athletes may consult with the University’s onsite drug coordinator about over-the-counter and prescription medications, nutritional supplements, etc., to determine if their use is permitted.

Non-Academic Life Skills Programs:
Texas A&M University-Corpus Christi has fully functioning component programs similar to those of the NCAA Lifeskills Program available to all students, including student-athletes. At the annual meeting, student-athletes are provided with information about the development of life skills. The life skills development brochure distributed to student-athletes is included in the documentation. They also are given instructions about the location of campus offices that may assist them in the development of non-academic life skills.

Additionally, the Department of Intercollegiate Athletics stresses Community service through individual team efforts as well as through department-wide events that bring several teams together for interaction in the community. Reading programs, various community service programs, and clinics for kids are a few examples of the Department of Intercollegiate Athletics commitment in this area.

The other non-academic component of life skills is one of Personal Development, in which athletes are made aware of and may individually consult with the University Counseling Center for various psychological issues. Student-
athletes may also work with their faculty advisors to develop the traits necessary for success in their chosen field. Student-athletes are further encouraged to behave in a positive manner in their dealings with the media and fans.

Access to programs:
Student-athletes have access to all programs on campus. At the mandatory annual meeting, student-athletes are given printed data about available campus resources. Many coaches ask that students schedule appointments with professors to discuss their coursework and preparation for exams. Student-athletes may use any of the University's services described by going to offices during open hours, or they may schedule appointments that accommodate their demanding schedules. If a service is not available through normal operating procedures, the Compliance Coordinator contacts those offices directly to arrange for appointments that permit the use of those facilities or programs.

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

When a student-athlete has completed his/her eligibility to participate in NCAA athletics at Texas A&M-Corpus Christi, he or she is asked to complete an exit interview. The exit interview, which is described fully in the Islander Athletics Policies Manual, asks both for affirmative/negative responses (yes/no answers) and for more detailed explanations of those classifications. Students complete the exit interviews in privacy and their responses are kept confidential. The Academic Compliance Coordinator keeps completed exit interviews in his office and reviews them with the Athletic Director for possible changes to policies. A copy of the policies manual and the exit interview form are included in the documentation.

Student-athletes, like all students, have various means by which they may provide additional input about their experiences. Faculty course evaluations are conducted near the end of each academic semester in every course offered at the University and permit students to comment in greater detail on their academic experiences. Students are encouraged to speak directly to faculty members, tutors, counselors, and staff people about their academic and career objectives and experiences. Student-athletes who are experiencing/encountering problems at any time may also approach the Academic Compliance Coordinator to learn how they may resolve the situation.

The University administers the Noel-Levitz Student Satisfaction Survey and National Survey of Student Engagement on a regular basis. In addition, all graduating students, including student athletes, complete a student satisfaction survey. All recent alumni are also surveyed to provide feedback on their academic experiences. Sample faculty course evaluation forms and survey instruments are included in the supporting documentation.

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

The Student Code of Conduct, part of the larger Student Handbook, binds all students at Texas A&M University-Corpus Christi. The Department of Athletics actively seeks to address issues of importance to student-athletes before it becomes necessary to engage the formal complaint process. If a formal complaint becomes necessary, the department urges students to follow the procedures outlined in the Student Handbook and Student Code of Conduct in filing a formal complaint. The Student Code of Conduct is available online (http://www.tamucc.edu/~students/conductcode.html), and is included in the supporting documentation. Students receive a copy of the Student Handbook at the mandatory annual meeting. The Student Handbook is available on the web (http://www.tamucc.edu/~students/shandbook.html) and is included in the documentation. The Student Code of Conduct addresses behavior throughout the University and at University-sponsored events, and it establishes a standard of civil conduct for all: "It is the expectation of this University that all members of the campus community will work to develop and maintain a high degree of respect and civility for the wealth of diversity in which we are all fortunate to live and work. To ensure that this expectation is met, the University will take whatever action is necessary to prevent, correct, and discipline behavior which violates the spirit and intent of regulations designed to promote respect and civility, and will take whatever steps are necessary to foster mutual respect among the campus community."
Students may begin financial aid, transfer or University policy appeals (for instance, over scholarships, a coach’s decision, or harassment) with the Compliance Coordinator or with the Director of Athletics. When a student files a complaint, hearings may be scheduled following procedures set forth in the Student Code of Conduct and relevant University rules and procedures. Formal hearings may involve a larger committee, and including both faculty and the Director of Athletics. When a student-athlete’s financial aid is at stake, the Financial Aid office also has a hearing board established to consider complaints. Decisions may be appealed up to the President of the University.

Student-athletes are informed of the grievance and appeals procedures at the annual meeting required of all student-athletes. Grievance and appeals procedures will also be included in the Student Athlete Handbook revision, scheduled for completion in August 2004.

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

The University has adopted institutional principles, which include: providing a safe and secure campus environment for students, faculty, and staff; recruiting, retaining, and supporting a diverse, highly qualified student body, faculty and staff; and ensuring respectful, fair, and equitable treatment of all individuals. These principles are available on the web (http://www.tamucc.edu/provost/university_rules/statements/attachment.html) and are included in the documentation.

The Student Code of Conduct addresses behavior throughout the University and at University-sponsored events, and it establishes a standard of civil conduct for all: “It is the expectation of this University that all members of the campus community will work to develop and maintain a high degree of respect and civility for the wealth of diversity in which we are all fortunate to live and work.”

The Student Handbook includes sexual orientation in its list of protected categories: “The quality of life on and about the campus is best served by courteous and dignified interaction between all individuals, regardless of sex, ethnic or religious background, sexual orientation, or disability.” Students of diverse sexual orientations, therefore, are supported by institutional codes of behavior. The Student Code of Conduct is available on the web (http://www.tamucc.edu/~students/conductcode.html) and is included in the supporting documentation.

The institution provides resources for student-athletes of diverse sexual orientations. The Athletics Department encourages any student experiencing difficulty because of their sexual orientation to seek assistance in accordance with University policies. The Women's Center for Education and Service “reinforces positive University norms and policies that affirm, respect, and value aspects of diversity including gender, ethnicity, race, class, age, religion, sexual orientation, and mental or physical ability among and within students, staff, and faculty.” Counseling services are available for students who are struggling with “coming out” issues or other relationship problems. The University has an active PRIDE organization for gay, lesbian, bisexual, and transgender students and their allies. Each of these organizations provides a supportive venue for students (including student-athletes) of diverse sexual orientations. Such institutional support offers students of diverse sexual orientations opportunities to seek support through means most convenient for them.

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

The Athletic Director is responsible for the institutional awareness of health, safety, and sports medicine policies. With the Head Athletic Trainer, the Athletic Director establishes policies and guidelines. At the beginning of each Academic/Athletic year the Head Coaches and all support staff for the Department of Intercollegiate Athletics are required to attend a meeting with the Athletic Director. At this meeting all policies and procedures are conveyed to the coaches and staff on how athletic injuries must be handled. The coaches are told that any injury or illness needing medical attention must go through the University athletic trainers.

The Associate Athletic Director is responsible for recommending and assisting in the development of new policies and procedures, and for the supervision of the training room and fitness center. As new policies and procedures
related to health and safety of student athletes are developed, the Associate Athletic Director disseminates them to all head coaches and athletic training staff, and assures that students are notified as appropriate.

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

Pursuant to Guideline No. 1-A in the NCAA Sports Medicine Handbook, all student-athletes at Texas A&M University-Corpus Christi are required to undergo a physical examination before being allowed to practice or compete in intercollegiate athletics. Student-athletes are required to submit to random and/or mandatory drug testing, and they fill out consent forms that permit release of important health-related information to appropriate University personnel. Each student-athlete is also informed of the need to maintain a health insurance plan, and is provided with printed information regarding this requirement. The Head Athletic Trainer contacts all incoming and returning athletes and their parents to request health and medical documentation, including health insurance coverage, prior to the first day of practice. These documents/records are maintained in the athletic training office under the supervision of the head athletic trainer. These records are referred to in the event that an athlete is injured. The Head Athletic Trainer or his/her designee then completes all required documentation related to the injury and coordinates with appropriate outside health and medical personnel and insurance companies to provide health and medical attention. Athletic Injury and Insurance Policies are included in the supporting documentation. These preparations are intended to limit potential problems that may impact a student-athlete’s health as they practice or compete.

At least one University licensed athletic trainer is in attendance at every on-campus practice and home game. Emergency equipment is available as per Texas A&M University-Corpus Christi Athletic Training Sideline Procedures. These procedures are included in the documentation. Athletic training students may be in attendance and stationed at home games under the direction of the licensed athletic trainer. At least one member of the University athletic training staff will be in attendance at every away practice and away game except for tennis and golf. The Texas A&M University-Corpus Christi Athletic Training Sideline Procedure document includes a description of the non-emergency injury protocol to be followed at home practices, home games, away practices and away games.

In emergencies, athletic trainers and other qualified staff follow the institution’s published "First Aid and Emergency Care Procedures" guidelines, which are included in the documentation. Training room staff are instructed to evaluate the injury or illness and to initiate appropriate medical responses. Where possible, the Head Athletic Trainer is summoned to the scene. In practice situations or at competitions where ambulance service is not present, training or medical staff are instructed to phone the University Police Department and to call 911 to summon ambulance transport for the injured/ill athlete. Training staff accompany the student-athlete to the hospital, aid in the admitting procedures, and once the student-athlete's condition is stabilized, they complete an injury report as soon as possible. The student-athlete's parents or guardians are contacted as soon as possible.

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

The University's written emergency plan identifies emergency situations in which a staff member should seek emergency care on behalf of a student athlete, including those for which ambulance transport may be necessary. These conditions include heat illness; head injury; fracture or dislocation; severe bleeding; and internal bleeding. University training room staff are instructed to follow the "First Aid and Emergency Care Procedures" as described in 4.3.11 and included in the supplementary documentation.

Student-athletes are instructed to maintain their own health insurance plans, and they are asked to provide that information to the head athletic trainer each year prior to the first day of practice. The training room provides a printed schedule of available hours and treatment times for in-season and out-of-season athletes, for practices, games, strength training, conditioning sessions, and individual workouts. Student-athletes always have the option of scheduling an appointment for treatment or evaluation by available personnel even when their sport is not in season.

13. Using the program areas for student-athlete welfare issues please:
Describe how the institution studies these topics as they apply to all student-athletes;

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

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.

In its mission statement, the Department of Intercollegiate Athletics states its commitment to "develop a comprehensive program of gender balanced sports programs, operating in compliance with NCAA regulations and enjoying success at the highest level of competition while maintaining the best interests of the student-athlete and the academic integrity of the institution." In keeping with this mission, the Department of Intercollegiate Athletics takes a sustained interest in student-athletes' health and well-being and academic success. Student-athlete nutrition and physical health are closely monitored. Athletic trainers and team physicians maintain medical records detailing any treatment the student-athlete receives. Student-athletes who are injured or ill report periodically for updates in their treatment and recovery. All medical records for student athletes are kept for a minimum of seven years in accordance with law. The Texas A&M University-Corpus Christi Department of Islander Athletics Policies Manual, Article Five: Student-Athletes, addresses policies and procedures related to student athlete admission, attendance and progress toward completion of degree.

The Department of Intercollegiate Athletics is committed to providing an environment that fosters growth academically, athletically, and socially. Every effort is made to provide resources that allow student-athletes to perform well in the classroom and on the field. The goal of the Department of Intercollegiate Athletics is to enable student-athletes to earn a degree and become productive citizens. To ensure that this goal is met, all policies and practices are reviewed annually by members of the Department of Intercollegiate Athletics staff charged with oversight of each area. This review takes place over the summer, so that issues may be identified and addressed and new programs may be instituted before the start of the new academic year.

The Department of Intercollegiate Athletics regularly evaluates its athletes in regards to both their physical and their psychological health. The department advises counseling and testing for students who may have learning disabilities and provides financial resources to cover the expense of a doctor's examination if needed to determine the full extent of the disability. The department also provides funding for psychological examinations if symptoms warrant such evaluations. The department works with other departments on campus (such as the women's center, recreational sports, and the division of student affairs) to co-sponsor presentations on health-related issues. Exit interviews are also conducted at the conclusion of an athlete's participation in his/her sport. This provides an additional mechanism for monitoring progress toward goal achievement.

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

Student athletes are encouraged, through the Student Athlete Advisory Council (SAAC), to evaluate Department of Intercollegiate Athletics programs and services. Issues raised by this body are taken to the Athletic Director for consideration. Issues discussed previously have ranged from team issues to department travel and scheduling practices. The SAAC has also consulted with individual athletes on issues that they wish to bring to the attention of the athletic director.

The Athletic Director has an open door policy and any student-athlete may see him at any time. Additionally, he attends many of the SAAC meetings and engages the group in discussions of issues.
relating to student-athlete welfare. The Athletic Director has also mandated that his staff have an open door policy and report to him any concerns they discuss with student-athletes. The Department of Intercollegiate Athletics also collects and refers to student-athlete opinions in the exit interviews. Exit interviews are discussed in 4.3.7 above, and are included in the Department of Intercollegiate Athletics Policy Manual, Article 18: Student-Athlete Exit Interviews.

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

The policies and mechanisms in place are functioning as intended and will continue to be evaluated on an annual basis by the student athletes, SAAC and the Athletic Director. The department will also continue to canvas other schools with established programs to compare approaches and solutions to the issues, concerns, and welfare of the student-athlete.

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.

The University has charged the Department of Intercollegiate Athletics with regular review of policies, organization, and activities that enhance student-athlete welfare. As noted above, the Department of Intercollegiate Athletics regularly reviews policies and procedures to ensure compliance with NCAA regulations as well as to ensure their effectiveness in protecting the welfare of student-athletes.

The Compliance Coordinator maintains a high profile on campus, assisting student athletes and faculty with a variety of issues. He may be contacted in his office by phone or by appointment. The Compliance Coordinator maintains records about student-athlete academic progress. The Compliance Coordinator meets periodically with coaches and with his administrative supervisors to assure consistent application of rules.

The University has recently initiated a life skills program. It is threaded with existing university programs that provide support for all students. Components of the life skills programs are associated with career services, the Department of Intercollegiate Athletics community services areas, academic programs like the American Democracy Project, and personal growth programming offered by the University Counseling Center.

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

Department of Intercollegiate Athletics personnel are very accessible to all student-athletes. All Department of Intercollegiate Athletics administrators have an open door policy and actively encourage athletes to visit them at any time. At the start of each academic year a series of meetings is held with student-athletes. Meetings may include all student-athletes or specific subsets of the student-athlete population, depending on the topic of the meeting. (For example, meetings on athletic scholarship requirements include only student-athletes on athletic scholarship.) Meetings cover such topics as compliance issues, medical records and requirements and academic requirements. During the meetings, athletes are made aware of services available to them both through the Department of Intercollegiate Athletics and through other departments on campus. Incoming students are already aware of campus services covered in the mandatory university orientation sessions, held before the start of the academic year. The Department of Intercollegiate Athletics continues to include information about campus services in its presentations to reinforce all athletes' understanding of the availability of these services. As available services are described, staff members associated with those services are introduced to student-athletes so they know whom to contact with specific questions or concerns.

Although all staff members are available to student athletes, the Compliance Coordinator is usually the primary point of administrative contact for most student-athletes. The Compliance Coordinator is responsible for all NCAA compliance and academic issues, and most athletes meet with him periodically throughout the year to ensure that they are meeting all University and NCAA requirements to remain eligible. During their meetings they may raise issues or concerns that they would like to see addressed
within the department. The Department of Intercollegiate Athletics makes every effort to address student-athlete concerns as quickly as possible and to inform student-athletes of the outcome or resolution.

Student-athletes have consistently participated in various aspects of the University’s governance system (as described in 4.3.5-4.3.7 above). Student-athletes participate in the Department of Intercollegiate Athletics Student Athlete Advisory Council program and provide feedback to the department. They have also served as elected student body representatives on the Student Government Association. Student-athletes have interned in university publications areas. Through community appearances, sports clinics, and other outreach efforts student-athletes act as ambassadors of the institution. For example, in 2003/2003 the University provided student-athletes with a media workshop explaining how to talk in front of a camera in a media interview setting. The department’s annual overall GPA of 2.84 for all student-athletes attests to the emphasis placed on academics within the department. Every semester at least six student athletes have had a 4.0 GPA and in 2003/2004 the women’s tennis team had a combined 3.6 grade point average in the spring semester.

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

As the University and the Department of Intercollegiate Athletics continue to grow, the focus will remain the same for athletes: to earn a baccalaureate degree. The Department has in place many support levels to help each athlete succeed and will continue to make it a priority that the student-athlete is successful off the field and on, both by monitoring student-athlete welfare and by inviting feedback on a daily basis from all concerned students, faculty and staff.

3. Participation in Governance and Decision-Making

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

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

Student-athletes are actively encouraged to approach their coaches, other members of the Department of Intercollegiate Athletics administrative staff, their academic advisors, and the campus administration to voice concerns that may arise. The Compliance Coordinator reviews student-athletes’ confidential responses on exit interviews each year to assess the effectiveness of institutional responses to student-athlete needs. Students also participate on the Student Athletic Advisory Council, which meets regularly to discuss issues of concern to student-athletes. The Advisory Council meets regularly with the Compliance Coordinator to address questions and concerns.

The Department of Intercollegiate Athletics encourages free expression of views and actively promotes its student-athletes for positions of leadership outside of the Department of Intercollegiate Athletics, including student government jobs and elected positions. Each year during the off-season, student athletes are encouraged to become involved in campus activities. In a year-end report to the Intercollegiate athletic council, special note is made of the off the field accomplishments of student athletes, including their participation on elected bodies and in Department of Intercollegiate Athletics governance. These reports serve as a way to measure the involvement of student athletes in the campus.

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

The Student Athlete Advisory Council (SAAC) meets on a regular basis and consults with the Athletic Director (who attends most meetings) to provide input, insight, and comments on topics and issues. Additionally, the SAAC is represented on the Intercollegiate Athletics Council by its President and is encouraged to bring issues for discussion to that body. Any athlete who has a concern may voice it to any administrator, to their coach, most or through their team captain or representative on the Student Athlete Advisory Council. Each team has a representative that conveys information or concerns to the administration for clarification and resolution.

As noted in 4.3.5 through 4.3.7, student-athletes participate in a wide array of organizations where they may help to formulate policies and activities on the campus. Student-athletes have also been student...
senators, members of the Greek community, as well as influential voices on campus issues. The exit interview provides an additional opportunity to extend comments or suggestions that may help to improve existing services for student-athletes.

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

The University will continue to engage student-athlete participation in University governance and decision-making processes by ensuring that their representation in councils, organizations, and decision-making bodies is protected and encouraged. The policy of the Department of Intercollegiate Athletics is to give student-athletes a voice in the issues that affect them, as well as to encourage the individual student-athlete to reach out into the campus community and experience personal growth. This policy has been successful to date and will continue to be refined during an annual review of department policies.

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 University studies the welfare of student-athletes in a number of ways. The Compliance Coordinator responds to issues of concern by referrals to needed services that are available to all students on campus (including the Tutoring and Learning Center; the First Year Writing Program; the Academic Testing Office; Academic Advising; and individual professors who may be willing to provide additional support for students). The Compliance Coordinator is available via telephone, email, and has an office where he may be reached to coordinate appropriate academic support for student-athletes. See 4.3.5 through 4.3.7 for additional examples of on-campus programs and activities available for all students, including student-athletes.

Student-athletes are evaluated upon arrival to campus for needs and wants in the areas of academics and personal issues. They may be assigned to special classes, counselors, tutors, or given mandatory study hours. Their physical needs are evaluated in pre-season physicals and every effort is made to support them in treatment and rehabilitation of injuries. A report on the results is given to the Athletic Director and the Faculty Athletics Representative for those cases that require special attention.

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

All students, including student-athletes, are paired with an academic advisor who can aid their progress in their declared major field of study. Support services mentioned in 4.3.6 above provide a broad base of support that is available to all students and which will assist students working towards their academic and career objectives.

As previously mentioned, one important component of the mandatory annual meetings with all student-athletes is the provision of information regarding the variety of services available to them in the Department and on campus. The Department of Intercollegiate Athletics also partners with other areas on campus to sponsor speakers to discuss issues that are relevant to today’s students and athletes. These issues may range from anorexia to alcoholism.

In the areas of academics, students who have been diagnosed with learning disabilities have programs structured for them by the Services for Students with Disabilities Office. University medical and training room staff members develop treatment plans for students with medical problems or athletic injuries. Referral to university counseling and psychiatric personnel may also be made to benefit the welfare of the individual student-athlete. Champs life skills is beginning to appear on campus and its components of career services, personal growth, community involvement, academic success, and academic achievement, while still in the formative stages, are becoming vital support platforms in conjunction with existing University services.

c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.
The University has begun the process of applying for grants that will bring much-needed financial support to efforts with "University-enrolled students, especially lower division students who lack academic and financial resources." Further detail is available on the web (http://www.tamucc.edu/administration/presidents/2002/attracting.html). It is anticipated that the University will have to continue seeking external support for its growing student population to support their academic goals. As a Hispanic Serving Institution, the University is committed to the participation by and support of Hispanic students, particularly those who are first-time college attendees and those from less privileged backgrounds. As the University engages in an initiative to "Close the Gaps," in student participation and success, it is cognizant of the special economic and academic needs for students (and student-athletes) from this population.

Evaluation

1. Does the institution demonstrate a commitment to the fair treatment of student-athletes, particularly in their academic role as students? Currently Yes

2. Does the institution provide evidence that the welfare of student-athletes and the fairness of their treatment is monitored, evaluated and addressed on a continuing basis? Currently Yes

3. Does the institution have established grievance or appeal procedures available to student-athletes in appropriate areas? Currently Yes

4. Does the institution provide evidence that the institution has in place programs that protect the health of and provide a safe environment for its student-athletes? Currently Yes

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

4.4 Sportsmanship and Ethical Conduct

Self-Study Items

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not applicable.

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

Not applicable.
7. Describe any sanctions that may be levied for inappropriate behavior by all individuals associated with the intercollegiate athletics program.

Not applicable.

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

Not applicable.

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

Not applicable.

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

Not applicable.

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

Not applicable.

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

Not applicable.

Evaluation

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

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

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

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

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

## Athletics and Selected Institutional Personnel

<table>
<thead>
<tr>
<th>Year</th>
<th>Am. Ind./AN (N)</th>
<th>Asian/PI (N)</th>
<th>Black (N)</th>
<th>Hispanic (N)</th>
<th>White (N)</th>
<th>Other (N)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Senior Administrative Athletics Dept. Staff</td>
<td>F</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>P</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other Professional Athletics Dept. Staff</td>
<td>F</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>P</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Head Coaches</td>
<td>F</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>P</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Coaches</td>
<td>F</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>P</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Totals (for Athletics Dept. Personnel)</td>
<td>F</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>P</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Faculty-Based Athletics Board or Committee Members</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Other Advisory or Policy-Making Group Members</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

Name of person completing this chart: Christine Shupala  
Title: certification sub-committee chair
### Racial or Ethnic Composition

**Students Generally and Student-Athletes on Athletics Aid**

<table>
<thead>
<tr>
<th>Racial or Ethnic Group</th>
<th>Am. Ind./AN (N)</th>
<th>Asian/PI (N)</th>
<th>Black (N)</th>
<th>Hispanic (N)</th>
<th>White (N)</th>
<th>Other (N)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>All Students</strong></td>
<td>38</td>
<td>30</td>
<td>38</td>
<td>127</td>
<td>135</td>
<td>133</td>
</tr>
<tr>
<td><strong>Student-Athletes</strong></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

Name of person completing this chart: Christine Shupala
Title: Chair, certification sub-committee
### RACIAL OR ETHNIC COMPOSITION

**MEN'S AND WOMEN'S SPORTS TEAMS**

<table>
<thead>
<tr>
<th>Racial or Ethnic Group</th>
<th>Am. Ind./AN (N)</th>
<th>Asian/PI (N)</th>
<th>Black (N)</th>
<th>Hispanic (N)</th>
<th>White (N)</th>
<th>Other (N)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sports</strong></td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td><strong>Year</strong></td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td><strong>Baseball</strong></td>
<td>0 0 0</td>
<td>0 0 0</td>
<td>1 0 2</td>
<td>11 9 8</td>
<td>8 12 13</td>
<td>2 1 0</td>
</tr>
<tr>
<td><strong>Men's Basketball</strong></td>
<td>1 1 0</td>
<td>0 0 0</td>
<td>12 11 8</td>
<td>0 0 0</td>
<td>0 1 1</td>
<td>0 0 4</td>
</tr>
<tr>
<td><strong>Football</strong></td>
<td>0 0 0</td>
<td>0 0 0</td>
<td>0 0 0</td>
<td>0 0 0</td>
<td>0 0 0</td>
<td>0 0 0</td>
</tr>
<tr>
<td><strong>Men's Track / Cross Country</strong></td>
<td>0 0 0</td>
<td>0 0 0</td>
<td>9 4 0</td>
<td>12 11 7</td>
<td>6 6 4</td>
<td>0 1 0</td>
</tr>
<tr>
<td><strong>Men's Other Sports and Mixed Sports</strong></td>
<td>0 0 0</td>
<td>0 0 0</td>
<td>0 0 0</td>
<td>0 0 0</td>
<td>2 1 2</td>
<td>9 6 6</td>
</tr>
<tr>
<td><strong>Women's Basketball</strong></td>
<td>0 0 0</td>
<td>0 0 0</td>
<td>6 5 5</td>
<td>1 1 1</td>
<td>7 8 7</td>
<td>0 0 0</td>
</tr>
<tr>
<td><strong>Women's Track / Cross Country</strong></td>
<td>0 0 0</td>
<td>0 0 0</td>
<td>5 4 0</td>
<td>5 6 4</td>
<td>8 10 4</td>
<td>1 1 1</td>
</tr>
<tr>
<td><strong>Women's Other Sports</strong></td>
<td>0 0 0</td>
<td>0 0 1</td>
<td>0 0 1</td>
<td>5 7 4</td>
<td>28 27 28</td>
<td>5 8 6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1 1 0</td>
<td>0 0 1</td>
<td>33 24 16</td>
<td>34 34 24</td>
<td>59 65 59</td>
<td>17 17 17</td>
</tr>
</tbody>
</table>

Name of person completing this chart: Christine Shupala
Title: chair certification sub-committee