

## Middle Tennessee State University

### 1.2 Institutional Control, Presidential Authority and Shared Responsibilities

- 1 Operating Principle 1.2 requires an institution's governing board to provide oversight and broad policy formulation for intercollegiate athletics in a manner consistent with other units of the institution. After reviewing Page No. 20 of your institution's self-study report, the NCAA Division I Committee on Athletics Certification (hereafter referred to as "committee") noted your institution's response outlines decisions in which the board of regents has been involved. However, the report does not address specifically whether the board's involvement in athletics decisions is consistent with its supervision of other units of the institution. Therefore, your institution must clarify whether your board's involvement in athletics matters is consistent with oversight and broad policy formulation provided to other units of your institution.

#### **Institution Response to CAC Analysis**

All Tennessee Board of Regents institutions in the state and all units within an institution, including athletics programs, are bound by the policies and procedures of the governing body. See Tennessee Board of Regents Policies and Procedures Manual, Policy No. 1:02:01:00, the Purpose of the Board; Policy No. 1:03:02:00, Duties of the Board; and Tennessee Code Annotated 49-3239, as amended; Board of Regents Bylaws; Tennessee Code Annotated 49-8-203, as amended. These policies include the approval of "the operating and capital budgets of each institution and center and otherwise set policies for their fiscal affairs." Thus, the setting of fees for all units, student, academic and athletic, is thus ultimately a TBR decision. The Allocation of Maintenance Fees for University Athletics policy, which includes student maintenance fees and is applicable to all athletics programs at TBR universities, is outlined in TBR Guideline No. B-042. The President, at his discretion, can request fee designations for any institutional unit or program within the institution, including the Athletics Program, within the guidelines and procedures determined by the board. The Board's involvement in athletics matters is consistent with oversight and broad policy formulation provided to other units of MTSU

- 2 Operating Principle 1.2 requires appropriate campus constituencies to 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 periodically review the implementation of such policies. In order to demonstrate conformity with this operating principle, an institution must identify individuals or groups external to the athletics department that have meaningful input in the formulation of policies and the periodic review of policy implementation. After reviewing Page No. 21 of your institution's self-study report, the committee noted your institutions's athletics committee and faculty athletics representative regularly bring forward issues to the athletics director and president. However, there is no evidence that individuals or groups external to the athletics department have meaningful input in the formulation of policies and the periodic review of policy implementation. Therefore, your institution must submit written evidence demonstrating individuals or groups external (e.g., athletics committee) to the athletics department have meaningful input in the formulation of policies and the periodic review of policy implementation.

#### **Institution Response to CAC Analysis**

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In addition to the Faculty Athletic Committee and the Faculty Athletic Representative, the report also notes input into the Athletics Program from the Student Athlete Advisory Committee. The Faculty Athletic Committee is a broad based faculty committee, comprised of faculty recommended by the Faculty Senate and appointed by the President, and includes ex officio representation from various constituencies on and off campus. . . e.g., the Blue Raider Athletic Association, the MTSU Foundation, the Assistant Vice Provost for Enrollment Management and the Certifying Officer. The Committee routinely receives information about and recommends and/or approves policies related to such areas as: academic reports on student athletes, ticket prices, the budget, media materials, recognition and awards and has representation on Athletic Program search committees. The Student Athlete Advisory Committee consists of student athletes representing the various sports programs. The input of the Faculty Athletics Committee and the Student Athlete Advisory Committee related to policy formation and implementation, including regular updates, is documented in the committee minutes. See Faculty Athletics Committee minutes and Student Athlete Advisory Committee minutes on file.

Additionally, the Athletics Program has a Compliance Committee, chaired by the Director of Compliance with membership external to the Athletics Program that includes the Assistant Vice Provost for Enrollment Management, the Certifying Officer, the Assistant Director of Financial Aid/Athletics, the President of the Faculty Senate, the Assistant Director for Housing and Residential Life, a representative from University's food service, the manager of the University bookstore as well as a coach. This Committee meets twice annually a semester to discuss NCAA rules and guidelines, issues and concerns. NCAA policies are reviewed and Athletic Program policy recommendations are solicited. See Compliance Committee minutes on file. The Director and Assistant Director of the Student Athlete Enhancement Center meet periodically with the Athletic Director to discuss athletic program issues and policy implementation. The Athletic Director meets with the Vice President for Business and Finance weekly to discuss financial policies and issues. The Athletic Director meets annually with the Faculty Senate to provide an update on the Athletics Program and solicit feedback.

### **1.3 Rules Compliance**

- 1 Operating Principle 1.3 requires an institution to have a clear and unambiguous commitment to rules compliance as a central element in all personnel matters for individuals involved outside the intercollegiate athletics program. In order to demonstrate conformity with this operating principle, an institution must include a statement regarding the importance of rules compliance in all of the following: contracts or letters of appointment, performance evaluations and job descriptions administrative staff outside the athletics department who are associated with athletics. After reviewing Page No. 29 of your institution's self-study report, the committee noted that your institution does not include a statement regarding the importance of rules compliance in contracts or letter of appointments, performance evaluations and job descriptions for all administrative staff outside the athletics department who are associated with athletics. Therefore, your institution must provide written evidence that a statement regarding the importance of rules compliance is included in the contracts or letter of appointments, performance evaluations and job descriptions for those individuals outside the athletics department who are associated with athletics.

#### **Institution Response to CAC Analysis**

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The University includes a statement regarding NCAA rules compliance in all Athletics Program contracts, e.g., Athletic Director, Football Coach, etc. See contracts on file in the Vice President for Business and Finance Office.

For those employees who are not under contract but who are hired as continuing employees, job descriptions and specific items outlining the duties and responsibilities of their position, including NCAA related duties and responsibilities are specified in the Job Function Questionnaire. Annual performance evaluations are directly tied to the job descriptions and are conducted according to MTSU Policy No. IV:07:15 Job Function Questionnaires for all Athletic Program staff are on file in the Athletic Program Office. Job Function Questionnaires for those persons who have positions external to the program but are associated with the program, e.g., the Certifying Officer are on file in the office of the immediate supervisor. Copies of all Job Function Questionnaires are also on file in the Human Resources Office.

While all job descriptions, internal and external to the Athletics Program, currently identify an NCAA component in job related duties and responsibilities, those external to the Athletic Program do not explicitly contain a NCAA rules compliance statement. The University is currently adding an explicit statement to the Job Function Questionnaires for these positions to be completed in Summer 2005. The statement: The employee will be aware and abide by NCAA rules and regulations related to fulfilling the duties and responsibilities of their position and report known violations by University employees, student athletes and representatives of athletic interests to the MTSU Director of Compliance

- 2 Operating Principle 1.3 stipulates that once every four years, an institution's rules-compliance program must be evaluated by an authority outside the athletics department who is knowledgeable in NCAA legislation and compliance practices and who does not have day-to-day responsibilities in the areas under review. In order to be in conformity with this operating principle, the compliance review must demonstrate that the rules-compliance program is engaged and functioning. After reviewing Page Nos. 36 and 37 of your institution's self-study report, the committee noted the rules-compliance program was last evaluated October 25-26, 2001, by the Sun Belt Conference. Further, the committee noted all of the relevant areas were reviewed. However, your institution did not note any corrective actions planned or implemented as a result of the compliance evaluation. Therefore, your institution must provide written evidence that its rules-compliance program is engaged and functioning by submitting any corrective actions planned or implemented as a result of the rules-compliance evaluation.

### **Institution Response to CAC Analysis**

No corrective actions were recommended by the October 25-26, 2001 Sun Belt Conference compliance review; however, Areas for Improvement were identified. See actions taken regarding identified Areas for Improvement in the compliance review in following chart:

Sun Belt Conference Compliance Review Response Table

A. Governance and Institutional Control

# Athletics Certification Committee Analysis Report with Institution Responses

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### Area for Improvement

NCAA Bylaw 14.10.1 requires that the CEO approve eligibility certification procedures. Suggestion: The CEO should review and approve the athletics compliance manual.

### Action Taken

The President has designated the Faculty Athletic Representative to review annually the Compliance Manual and its updates.

### Area for Improvement

Continue to update the compliance manual ensuring that policies and procedures related to certifying eligibility, awarding financial aid, recruiting prospective student-athletes and all other rules compliance activities are included and current.

### Action Taken

A formal and complete Athletic Department Compliance Manual was developed and published in summer 2004.

### Area for Improvement

Enhance the compliance committee by meeting more frequently to discuss compliance systems, to provide rules education and to designate one meeting annually for the purpose of conducting an evaluation of all rules — compliance policies and procedures.

### Action Taken

The Compliance Committee was reactivated January, 2005 with an established annual meetings twice a semester schedule and a charge to:

Annually review policies and procedures for certifying initial (including transfer) and continuing eligibility (including a review of specific circumstances under which student-athletes render themselves ineligible for competition) for student athletes.

Annually review policies and procedures for awarding financial aid to student-athletes.

Annually review policies and procedures (including monitoring procedures and forms) for recruitment activities.

Annually review NCAA and Sun Belt rules violations, identifying any problem areas.

Annually evaluate compliance systems to determine whether each includes the necessary checks and balances, as well as specific administrative oversight to identify and respond to problem areas.

Assist in planning and coordination of institutional compliance efforts, including the identification of a network of institutional personnel through which rules education information can be communicated routinely to institutional constituents.

Annually evaluate and approve each aspect of the compliance program and practices for effectiveness.

Oversee the implementation of proposed recommendations and action plans resulting from external reviews or self-studies and evaluate whether the actions were completed and successful in achieving the intended goals.

### B. Recruitment Monitoring

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### Area for Improvement

Evaluate the effectiveness of recruitment monitoring process. Suggestion: The Compliance Committee could perform this function. However, you need to gather input from coaches regarding forms and procedures used or include a coach or two on the compliance committee.

### Action Taken

Included in Compliance Committee charge. A coach is member of the Compliance Committee.

### Area for Improvement

Ensure that recruitment monitoring policies and procedures are included in the updated compliance manual.

### Action Taken

These monitoring policies and procedures are identified on page 20 in the Compliance Manual.

## C. Eligibility Certification

### Area for Improvement

The chief executive officer is responsible for approving the eligibility certification procedures, as mandated by NCAA Constitution 3.2.4.3 and NCAA Bylaw 14.10.1. Suggestion: When the compliance manual is updated, have the chief executive officer review and approve the manual. A letter verifying the CEO's approval of all policies and procedures should be placed in the front of the manual.

### Action Taken

The Faculty Athletic Representative has been designated by the President to review and approve by signature the review of the Compliance Manus Manual. The FAR reports review findings to the President.

### Area for Improvement

Evaluate effectiveness of eligibility certification policies and procedures. Suggestion: Compliance committee can be used for evaluating the effectiveness of eligibility certification process (include coaches).

### Action Taken

Included in the Compliance Committee charge.

### Area for Improvement

Student-athletes do not complete a historical form. Suggestion: Develop a new student-athlete form or historical form, which includes questions related to all high schools and 2, or 4-year colleges attended, financial aid received, and years of participation.

### Action Taken

The historical form has been was redesigned to include these items and was put into place effective 2003-2004.

## D. Financial Aid Monitoring

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### Area for Improvement

Evaluate effectiveness of financial aid awarding policies and procedures. Suggestion: Compliance committee can be used for evaluating the effectiveness of financial aid awarding process (include coaches).

### Action Taken

Included in the Compliance Committee charge. A Coach is on the committee.

### Area for Improvement

Ensure that financial aid administration policies and procedures are included in the updated athletics compliance manual.

### Action Taken

The process for monitoring financial aid policies and procedures is identified on page 17 in the Compliance Manual.

## E. Rules Education

### Area for Improvement

The rules education program should be evaluated for its effectiveness. (Compliance Committee).

### Action Taken

Included in the Compliance Committee charge.

### Area for Improvement

Consider providing coaches with NCAA Bylaws related to the questions missed on the coaches' recruiting certification tests. Suggestion: Provide this information directly to the coaches or incorporate this information in rules education sessions.

### Action Taken

The Faculty Athletic Representative addresses these issues in the process of reviewing and documenting the administration of the NCAA Recruiting Test.

## F. Student-Athlete Welfare

### Area for Improvement

Student-athletes should be provided an education session at the end of the academic year to discuss summer employment, eligibility needs, outside competition (i.e., summer leagues), and amateurism rules

### Action Taken

The Director of Compliance conducts an education meeting at the completion of the playing season for each sport for student athletes.

### Area for Improvement

Continue to develop ways to educate student-athletes regarding their involvement with agents. Suggestion: Consider establishing a Professional Sports Council.

### Action Taken

Compliance Office will develop a Professional Sports Council by Fall 2006.

Beginning Spring 2003, the Director of Compliance also has initiated, with program staff, the following changes to support review recommendations:

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1. Established a more formal procedure for review of recruiting expenses that involves both the athletics compliance and business offices.
2. Revamped the Rules Education Program beginning Fall 2003.
3. Increased the involvement of the Faculty Athletics Representative in rules compliance education in Fall 2003.
4. Established a formal process and schedule for updating the Compliance Manual. An updated/revised/expanded manual is in development and will be published 2005-06 with updates annually thereafter.
5. Updated/revised written policies and procedures for certifying eligibility (initial, continuing and transfer) and financial aid administration for inclusion in the new compliance manual.
6. Expanded/enhanced explanation of required recruitment documentation will be included in the forthcoming revised compliance manual.
7. Increased oversight and evaluation of the compliance program by the Faculty Athletics Representative.
8. Re-established a formal Compliance Committee, consisting of members inside and outside of the Athletics Program, with broad oversight responsibilities in the area of compliance. The committee meets on a bi-semester basis after its initial meeting in Spring 2005.
9. Revised the formal process for conducting investigations of alleged rules violations and included the revisions in the updated Compliance Manual on pages 7-9.
10. Added a specific NCAA rules compliance component to the job descriptions and performance evaluations of all personnel who are external to the Athletic Program but perform/work with the program prior to the 2005-2006 academic year: 10.1
11. Enhanced rules education by having the President and/or the Faculty Athletics Representative, at least once annually, deliver a message emphasizing the priority of compliance responsibilities to all athletic staff members.

### **2.1 Academic Standards**

- 1 Operating Principle 2.1 requires an institution's academic standards and policies applicable to student-athletes to be consistent with those adopted by the institution for the student body in general or the NCAA's standards, whichever are higher. After reviewing Page Nos. 41 and 67 of your institution's self-study report, the committee noted your institution did not explain the significant discrepancies between the percentage of freshman students generally, who were admitted through the special admissions process, and the percentage of freshman student-athletes in the sports of football, women's track/cross country and women's other sports who were so admitted. Therefore, your institution must analyze and explain the significant discrepancies between the percentage of freshman students generally who were admitted through the special admissions process and the percentage of freshman student-athletes in the sports of football, women's track/cross country and women's other sports who were so admitted.

#### **Institution Response to CAC Analysis**

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The significant discrepancies between the percentage of freshman students generally who were admitted through the special admissions process and the percentage of freshman student-athletes in football, women's track/cross country and women's other sports who were admitted through the special admissions process is due to a former MTSU policy for admission of students with special talents. During the years cited in the report (2001-2002, 2002-2003 and 2003-2004), the admissions policy allowed students classified as 2.1 Academic Standards as a Qualifier or Partial Qualifier by the NCAA Clearinghouse to be admitted upon completion of the Personal Statement form if the student did not meet guaranteed admission standards. Upon an Office of Enrollment Management review of special talent admissions data for these years, a determination was made that NCAA qualifier status does not necessarily demonstrate the student athlete's ability to perform well academically at MTSU and that the policy for admission of students with special talents was removed revised beginning Fall 2004. Current special admit policy (Conditional Admission) is in the MTSU 2004-05 Undergraduate Catalog, page 25.

2 Operating Principle 2.1 states that if the graduation rates for student-athletes, as a whole or for any student-athlete subgroup, are significantly lower than that of other student-athletes or comparable student body groups, this disparity shall be analyzed, explained, and if necessary, addressed through specific plans for improvement. After reviewing Page Nos. 43 and 44 of your institution's self-study report, the committee noted your institution listed its graduation rates for 1995-96, 1996-97 and 1997-98. Further, the committee noted your institution implemented the Athletic Academic Game Plan to address retention and graduation rates. However, your institution did not include an explanation of the disparities in the graduation rates of several student-athlete subgroups, including softball (1995-96) and football and men's golf (1996-97 and 1997-98) when compared to the graduation rate for the general student body. Therefore, your institution must analyze, explain and, if necessary, address through specific plans for improvement such disparities in the graduation rates of your student-athlete subgroups for softball (1995-96) and football and men's golf (1996-97 and 1997-98) when compared to the graduation rate for the general student body. Acceptable plans for improvements must include the following required elements:

- a. Identification of issues or problems;
- b. Measurable goals the institution intends to achieve;
- c. Steps to achieve the goals;
- d. Specific timetables;
- e. Individuals/offices responsible for carrying out the specific actions; and
- f. Institutional approval.

### **Institution Response to CAC Analysis**

The graduation rate for all students and for student-athletes has remained relatively constant over the three cohort years, with the rate for student athletes consistently two to four percent points higher than the all-student rate. For students who entered in 1995-1996, the graduation rate for student-athletes was 46 percent, compared to 36 percent for all students; the 1996-1997 graduation rate for student-athletes was 40 percent, compared to 39 percent for all students; and the 1997-1998 graduation rate for student-athletes was 48 percent compared to 40 percent for all students.



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However, there are disparities in the graduation rates for softball, football and men's golf. When the four-class graduation rates are used (to insure a reasonable number in the cohort sample), MTSU had graduation rates of 43 percent in softball, 44 per cent in football and 45 percent in men's golf over the three years. An analysis of the 50 Student athletes in these three sports categories in the years noted indicate that 64 per cent left the university through graduation or in good academic standing, with seventeen graduating within six years, three graduating in post six years, and twelve leaving the university in good standing. Sixteen left the university not in good standing. Of those student-athletes who leave left the University in good standing many transferred to other Division I programs (from which they may have graduated). Some transferred due to equivalency sport status practices where the choice is made to spread out scholarships broadly so that many student-athletes receive a small amount of financial aid such as \$500 or just a "book scholarship." The student athlete, who gets a small scholarship and may also not get a lot of playing time, often elects to transfer to another school for a larger scholarship and/or to play more, or they simply drop out and transfer to another institution.

The issue of student athletes who leave the University not in good standing has been addressed in two ways:

- 1) The Office of Enrollment Management revised the admissions policy for special admits and the new policy was implemented beginning Fall 2004. The revised admissions policy for special admits (Conditional Admission) insures a better fit for the academic promise of the student athlete admitted to the University and the probability of academic success at MTSU. The Registrar is responsible for implementation of the policy.

- 2) The Academic Athletic Game Plan was implemented Fall 2004 to better insure a clear and consistent program of enhanced academic support services to the student athletes throughout their college careers. The Director of the Student Athlete Enhancement Center and the Athletic Director are responsible for implementation of the plan.

The Athletic Program's goal is to increase the graduation rates for each sport to 50 per cent in 2005-2006, 55 per cent in 2006-2007, 60 per cent in 2007-2008, 65 per cent in 2008-2009 and 75 per cent in 2009-2010.

The President has approved the Academic Athletic Game Plan.

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- 3 Operating Principle 2.1 requires institutions to vest the responsibility for admission, certification of academic standing and evaluation of academic performance of student-athletes with the same agencies that have authority in these matters for students generally. In order demonstrate conformity with this operating principle, an institution must 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. If any deviation exists between the processes and agencies responsible for admission, certification of academic standing and evaluation of academic performance for students generally and for student-athletes, institutions must address and explain the deviation. After reviewing Page Nos. 42 and 44 of your institution's self-study report, the committee noted student-athletes must meet the same retention standards as the entire student body. However, the committee is unclear if the responsibility for certification of academic standing and evaluation of academic performance of student-athletes is vested with the same agencies that have authority in these matters for students generally. Therefore, your institution must provide written evidence that the responsibility for certification of academic standing and evaluation of academic performance of student-athletes is vested with the same agencies that have authority for such matters for students generally.

### **Institution Response to CAC Analysis**

The responsibility for certification of academic standing and evaluation of academic performance for all students, including student-athletes, is vested with the Records Office. Retention and Academic Standing for all students is calculated according to a probation/suspension table in the computer based student information system. After all final grades are submitted for a specific term, automated maintenance programs determine academic standing of all students without regard to status as a student athlete.

The Certifying Officer has the specific responsibility for reporting academic performance and certification of academic standing of student-athletes to the Athletics Department, the Sunbelt Conference, and the NCAA.

The Certifying Officer and the staff of the Admissions Office and Records Office report directly to the Assistant Vice Provost for Enrollment Management. The Assistant Vice Provost for Enrollment Management reports directly to the Vice Provost for Enrollment Management who reports directly to the Executive Vice President and Provost. The Executive Vice President and Provost is the Chief Academic Officer of the University. See Enrollment Management Organizational Chart.

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### 2.2 Academic Support

1 Operating Principle 2.2 requires academic support services for student-athletes to be reviewed and approved at least once every three years by appropriate academic authorities outside the department of intercollegiate athletics. In order to demonstrate conformity with this operating principle, an institution must demonstrate that academic support services (e.g., tutoring, academic advising and monitoring of missed class time) for student-athletes are subject to a comprehensive review at least once every three years by academic authorities outside of athletics who do not have day-to-day responsibilities in the academic support services area. After reviewing Page Nos. 47 through 61 of your institution's self-study report, the committee noted the academic support services for student-athletes are evaluated annually by the associate vice president for academic support services as part of human resources' performance evaluation process. Further, the committee noted your institution stated it had "commissioned a comprehensive external review of all the areas of student-athlete support to be conducted during spring 2004 and to occur every three years thereafter." However, there is no evidence of whether the review has been conducted or if a plan for improvement exists in this area. Therefore, your institution must provide written evidence that each of the 11 areas within your academic support services are subject to a periodic (i.e., once in three years) review by appropriate academic authorities outside the department of intercollegiate athletics who do not have day-to-day responsibilities in the academic support services area. Acceptable plans for improvements must include the following required elements:

- a. Identification of issues or problems;
- b. Measurable goals the institution intends to achieve;
- c. Steps to achieve the goals;
- d. Specific timetables;
- e. Individuals or offices responsible for carrying out the specific actions; and
- f. Institutional approval.

#### **Institution Response to CAC Analysis**

As part of the University's commitment to continuous improvement, it The University has invited two nationally known consultants (upon the recommendation of NACUBA NACADA — Carolyn spell out) to review and evaluate the academic support services for students and student athletes. The consultant visit is scheduled for May 16 and 17, 2005. The consultants, Dr. Ruth Darling (University of Tennessee) and Dr. Tom Grites (Richard Stockton College of New Jersey) have been asked to conduct a thorough external review of MTSU academic support services on campus with specific feedback regarding the components of the advising program, including the services of the Student Athlete Enhancement Center. Upon receipt of the consultant's report, the Student Athlete Enhancement Center will develop a plan for improvement based on any recommendations made by the consultants for implementation to begin Fall 2005. The Director of the Student Athlete Enhancement Center and the Assistant Vice President for Academic Support Services will be responsible for implementation of the plan. Another external review will be scheduled for 2008 and every three years following.

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**4.1 Gender Issues**

1 Operating Principle 4.1 requires an institution to have implemented its approved gender-equity plan from the previous self-study. In order to demonstrate conformity with this operating principle, an institution must have fully implemented its first-cycle gender-equity plan or the institution must provide an explanation for partial completion of the plan. The committee will not accept the following explanations for partial completion or noncompletion of gender-equity plans: the institution did not possess sufficient funds to implement the plan and the institution has had personnel changes since the original development of the plan. After reviewing Page Nos. 77, 79 and 81 of your institution's self-study report, the committee noted your institution did not fully implement its gender-equity plan from the first cycle. Further, the committee noted your institution's explanation for several of the incomplete items was a lack of funds or significant funding. Therefore, due to the lack of fulfillment of your first-cycle gender-equity plan, your institution must provide a written status report on all actions scheduled in the existing second-cycle gender-equity plan to be undertaken during the 2005-06 academic year.

**Institution Response to CAC Analysis**

Relating to the first cycle MTSU Athletic Program Equity Plan:

Area: Scheduling

Item 8. A Clerical error. Action completed January 2001

Area: Staffing/coaching/administration

Item 13: Athletic Programs salaries brought to Sun Belt Conference average Action completed began in Fall 2000 and will be completed as stated in the MTSU Revised Equity Plan. Salaries are evaluated each Spring by the Athletic Director and Associate Athletic Director. Recommendations for salary increases are presented to the President for approval. See chart below:

Coach Compensation by Sport for Years 2003, 2004, 2005  
(2003 / 2004 / 2005 / Sun Belt Average)

Football

Head Coach - 200,000 / 208,080 / 214,322 / 193,660

Offensive Coord - 78,000 / 81,151 / 83,586 / 69,412

Defensive Coord - 80,000 / 89,084 / 82,401 / 69,412

Asst Coach #1 - 80,100 / 83,336 / 85,837 / 71,009

Asst Coach #2 - 55,820 / 69,068 / 81,441 / 60,264

Asst Coach #3 - 95,076 / 80,000 / 72,100 / 58,804

Asst Coach #4 - 80,010 / 80,000 / 84,000 / 59,249

Asst Coach #5 - 68,450 / 66,456 / 63,875 / 53,137

Asst Coach #6 - 51,675 / 62,000 / 50,000 / 50,730

Asst Coach #7 - 37,829 / 44,829 / 46,175 / 45,295

# Athletics Certification Committee Analysis Report with Institution Responses

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### Men's Basketball

Head Coach - 120,000 / 124,848 / 138,595 / 145,515  
Asst Coach #1 - 60,000 / 62,424 / 76,297 / 54,272  
Asst Coach #2 - 40,000 / 41,616 / 47,865 / 39,480  
Asst Coach #3 - 35,000 / 36,414 / 40,507 / 34,441

### Women's Basketball

Head Coach - 75,000 / 78,030 / 90,371 / 75,692  
Asst Coach #1 - 48,243 / 54,212 / 61,839 / 40,197  
Asst Coach #2 - 48,000 / 48,000 / 55,440 / 33,876  
Asst Coach #3 - 30,000 / 31,212 / 35,149 / 26,722

### Baseball

Head Coach - 53,618 / 55,784 / 72,458 / 65,977  
Asst Coach #1 - 31,350 / 32,617 / 42,617 / 35,178  
Asst Coach #2 - 25,875 / 26,920 / 30,228 / 24,615

### Softball

Head Coach - 45,000 / 46,818 / 46,818 / 50,208  
Asst Coach - 25,000 / 26,010 / 25,860 / 26,064

### Soccer

Head Coach - 35,000 / 36,414 / 42,506 / 40,729  
Asst Coach #1 - 22,713 / 24,000 / 24,000 / 27,101  
Asst Coach #2 — GA / GA / GA / N/A

### Men's Tennis

Head Coach - 57,288 / 60,186 / 61,992 / 46,472

### Women's Tennis

Head Coach - 31,350 / 32,617 / 33,595 / 34,801

### Men's Golf

Head Coach - 51,419 / 53,496 / 55,101 / 35,421

### Women's Golf

Head Coach - 30,750 / 31,992 / 38,000 / 34,559  
Asst Coach #1 — No Position / 31,000 / 31,000 / 23,165

### Track

Head Coach (Dual) - 64,284 / 67,536 / 79,562 / 47,839  
Asst Coach (Women's) - 30,382 / 31,610 / 34,558 / 26,639

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Area: Facilities

Item 2: In 2001 a survey of facilities was completed and an area in the football stadium was identified adjacent to the Athletic Training Room and near the athletic weight room to construct a dressing room facility for women's softball. The funds were designated for this project to construct the locker room facility. This area provides softball a large meeting area, individual lockers for each player, individual shower facilities and restroom facilities. Construction began and was completed Summer 2002 and available for team use Fall 2002. Action completed Fall 2002

Item 5: Grandstands have been developed at the softball stadium. Temporary restroom facilities include port-a-lets on site and/or restrooms located in the adjacent MTU campus Recreation Center. A portable concession stand is on site for softball games. Action completed 1998

Additional plans are now in place to complete the project by February 2006. In 2003, the University and the Athletic Department developed a line item in the athletic budget for equity/title ix issues. These funds were designated to support the construction of the softball stadium project. In Fall 2004 an architect was hired to develop a site plan for the facility. Based on the site plan and funding proposal, The Tennessee Board of Regents has approved the project. Final drawings of the plan will be presented to campus planning to begin the bid process by the end of May 2005. Construction on the stadium is scheduled to begin June 2005. The facility has a press box, public restrooms and a permanent concession area. Dugouts will be reconstructed to provide restroom facilities for each team. Action to be completed February 2006

2 Operating Principle 4.1 requires institutions to demonstrate a commitment to, and progression toward, fair and equitable treatment of both male and female student-athletes and athletics department personnel. In order to demonstrate conformity with this operating principle, an institution must conduct an evaluation of all 13 specified program areas for gender issues and:

- a. describe how the institution has ensured a complete study of each of the areas;
- b. provide data demonstrating the institution's status/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 gender issues addresses each of the areas.

After reviewing Page Nos. 89 through 98 of your institution's self-study report, the committee noted that an evaluation was conducted in some of the program areas. However, it is unclear if the review was a comprehensive review of the 13 program areas and if each of the preceding points were thoroughly addressed. The committee believes a thorough review is crucial to the development of a reasonable gender-equity plan for your institution. Therefore, your institution must conduct a formal review of its commitment to gender equity in the intercollegiate athletics program by evaluating the following areas using points a. through d. outlined previously:

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- a. Athletics scholarships;
- b. Accommodation of interests and abilities;
- c. Equipment and supplies;
- d. Scheduling of games and practice times;
- e. Travel and per diem allowances;
- f. Tutors;
- g. Coaches;
- h. Locker rooms, practice and competitive facilities;
- i. Medical and training facilities and services;
- j. Housing and dining facilities and services;
- k. Publicity;
- l. Support services; and
- m. Recruitment.

Further, after your institution has conducted the review of the program areas for gender issues, your institution must submit an updated gender-equity plan to address any deficiencies revealed during the review or to develop evaluation mechanisms for those program areas determined to be equitable. If revisions are required, the committee requests a copy of the revised gender-equity plan.

### **Institution Response to CAC Analysis**

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Revisions/Addenda to the self-study report include:

1. Athletics Scholarshipsa. The University has ensured a comprehensive study of the area of athletic scholarships by creating a diverse subcommittee focusing on equity issues from a wide sample of the university's academic departments, selected university staff members and selected members of the community. The equity subcommittee reviewed the following collected data.b. See Report a & b. c. Upon further review, all scholarships are funded at NCAA maximums and no disparities were identified.d. The Director of Compliance and the Athletic Business Manager will continue to monitor the maximum allocation of athletic scholarships in all sports and ensure that all sports receive the maximum of scholarships allowed by the NCAA.
2. Accommodation of Interests and Abilitiesa. The University has ensured a comprehensive study of the area of athletic scholarships by creating a diverse subcommittee focusing on equity issues from a wide sample of the university's academic departments, selected university staff members and selected members of the community. The equity subcommittee reviewed the following collected data.b. See Report A & Bc. Because women actually outnumber men in the general student population by 6.4%, achieving participation proportionate to enrollment would be very challenging and probably an unattainable goal. Therefore, the university has focused resources on a steady and sustained improvement of the participation in the women's programs. Since 1990 the university has added Softball, Soccer and Golf as women's sports, clearly demonstrating a determination to succeed in increasing women's participation.The additions of these programs are indicative of the university's continuing commitment and support of women's athletic programs. These new programs are fully staffed, allocated the maximum number of scholarships allowed by the NCAA, allocated resources in accordance with athletic policies and procedures, and compete in a full contest calendar. Participation rates for female students continue to lag behind that of males. The University is now committed to conducting surveys of interest to determine if interest in a sport not currently offered by the University can be identified. d. Beginning Summer 2005, the University will begin administering a survey to incoming female students every two years at CUSTOMS, the University's freshman orientation program, to determine if there is interest in a sport currently not offered and if so, to determine the commitment to participate in that sport at the collegiate level. When surveys indicate an interest and a commitment to participate in an intercollegiate sport not offered by the University, the Athletic Department will address the interest and commitment through an established process for adding a new intercollegiate sport. The Associate Athletic Director will monitor the survey process to ensure timely response to identify interest(s).
3. Equipment and Suppliesa. The Equity, Welfare and Sportsmanship subcommittee reviewed the quality, availability, replacement and maintenance, and amount of equipment by sport. Additionally, the subcommittee conducted interviews with coaches, student athletes, Athletic Program staff and the Faculty Athletic Representative.b. The following outlines resource allocation of Equipment Budget for 2004-05 by Sport:

Basketball (Men)	- 23,000
Basketball (Women)	- 21,000
Football	- 120,000
Baseball	- 15,000
Softball	- 20,000
Track (Men)	- 10,000
Track (Women)	- 10,000
Tennis (Men)	- 12,000
Tennis (Women)	- 9,000
Golf (Men)	- 21,000
Golf (Women)	- 14,000
Volleyball	- 21,000
Soccer	- 26,000
Total	- 322,000

Men's sports - 201,000 — 62% Women's sports - 121,000 — 38% Participation Men's sports 64.9% Women 's sports 35.1% Trends and costs in athletic equipment are reviewed and discussed by the head coach of each sport, the Athletic Business Manager, and the Athletics Director during annual budget processes. At that time decisions are made to discard and/or upgrade equipment as is necessary. All parties understand that the safety of the student athlete always is of paramount concern. With the exception of fielding gloves in baseball and softball, all equipment is furnished

allowed only after a safety inspection by the head coach. Equipment Provided by Sport: Sport - Game Uniforms / Practice Uniforms / Shoes / All Equipment / Travel Bags Football - 2 / 1 / 4+ /



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**3** Operating Principle 4.1 requires an institution to develop and implement an institutional plan to address gender equity in the intercollegiate athletics program. Acceptable plans for improvement must contain specific measurable goals and steps to achieve those goals. The plans also must extend at least five years into the future and be active at all times. After reviewing Page Nos. 100 through 106 of your institution's self-study report, the committee noted that while all 13 program areas are addressed with issues identified, your institution did not develop measurable goals with steps to achieve these goals in order to resolve these issues. For example, your institution noted deficiencies in several program areas, including but not limited to: equipment; travel and per diem allowances; locker rooms; practice and competitive facilities; medical and training facilities and services; housing and dining facilities; publicity and promotions; support services and recruitment of student-athletes. However, the measurable goals and the steps to achieve the measurable goals stated in your institution's gender-equity plan lack specificity. Further, the steps to achieve the goals do not appear to address any of the issues identified. Further, the plan does not extend five years into the future and does not appear to be active at all times. Therefore, your institution must provide written evidence demonstrating the revision of your institution's gender-equity plan to ensure that all issues identified have measurable goals and steps to achieve those goals. Further, the plan must extend five years into the future and be active at all times. Acceptable plans for improvement must contain the following minimum required elements:

- a. Identification of issues or problems;
- b. Measurable goals the institution intends to achieve;
- c. Steps to achieve the goals;
- d. Specific timetables;
- e. Individuals/offices responsible for carrying out the specific actions; and
- f. Institutional approval.

### **Institution Response to CAC Analysis**

See plan

# Athletics Certification Committee Analysis Report with Institution Responses

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Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Accommodate interests and abilities of underrepresented sports.	Develop a Survey of Interest to identify any significant areas of interest and commitment to participate at the intercollegiate level.	<p>Conduct Survey of Interest for all female students in CUSTOMS orientation. Analyze results. Identify sports with a significant level of interest in intercollegiate participation.</p> <p>If interests emerge, conduct formal meeting for students to gather information and formally commit to participate in the sport within NCAA guidelines.</p> <p>Research feasibility of sport, ability to schedule competition, and funds necessary to administer sport.</p> <p>Identify funds to begin sport.</p> <p>Develop Timeline.</p>	AD, Associate AD, SWA, Marketing Coordinator for Women	Begin in Summer 2005 at CUSTOMS orientation and continue survey every other year.
Coach's compensation reviewed to ensure equitable salaries for all coaches within Sun Belt Conference averages	<p>Review compensation of each program.</p> <p>Identify Sun Belt Conference average salary.</p> <p>Increase deficient salaries to Sun Belt average by 2009.</p>	<p>Implementation of raises for:</p> <p>W. Tennis b013 Fall 05</p> <p>MBBHC b013 Fall 06</p> <p>Asst. Soccer b013 Fall 06</p> <p>Softball HC b013 Fall 07</p> <p>Softball Asst. b013 Fall 08</p> <p>Asst. Football b013 Fall 09</p> <p>Increase to Sun Belt averages by date indicated.</p>	AD, SWA, University President, Director of Affirmative Action, Director of HRS	Salary increases to begin Fall 2005 and continue to 2009.

# Athletics Certification Committee Analysis Report with Institution Responses

## Middle Tennessee State University

Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Coaching contracts revised to provide same duration for head coaches of similar sports not to exceed five years and no less than three years. Assistant Coaching contracts renewable yearly.	Review contracts. Identify deficient areas or out-of-date contracts	Revised every deficient out-of-date contract by Summer of 2006	AD, Associate AD/SWA, Athletic Business Manager, VP of Business & Finance	Summer 2006
Full-Time Assistant Coaches availability for each sport.	Identify programs with no full-time Assistant Coach.	Add a full-time Assistant Coach for Menb019s/Womenb019s Tennis.	AD, SWA, Athletic Business Manager, VP of Business & Finance	Add position by Fall 2009.
Enhance competitive facilities in Softball and Soccer/Track.	Complete Softball Press Box Restroom and Concession Complex. Enhance Soccer/Track Complex	Goes to bid May 05. Construction to begin June 05. Project completed February 06. .	AD, AAD/SWA, VP of Business & Finance	June 2005 through February 2006.
		Provide lighting Fall 07 Initiate Complex planning 08	AD, AAD/SWA, VP of Business & Finance	Completed 2010
Housing and Dining Services	Contact ARA Food Service to develop Athletic Training Table meal for all student athletes on traditional meal plans within current structure.	Institute the Athletic Training Table Meal for each athletic team participating in traditional meal plan package.	Director of Football Operations, Asst. AD for Strength and Conditioning, AD, Assoc. AD/SWA, Athletic Business Manager.	Fall 2007
Recruiting Opportunities	Provide stipend of \$350 per month to each head coach in lieu of a courtesy car.	Institute stipend for: Soccer & Volleyball b013 Fall 06 M & W Tennis b013 Fall 07 M & W Track b013 Fall 08 Baseball b013 Fall 09	AD, Assoc. AD for Fundraising, Assoc. AD/SWA, Athletic Business Manager, VP of Business and Finance.	Begin Fall 06 on going until all coaches are provided stipend.
Recruiting Opportunities	Provide a stipend of \$350 per month to Womenb019s Basketball Assistant Coaches	Institute stipend beginning Fall 2005	AD, Assoc. AD for Fundraising, Assoc. AD/SWA, Athletic Business Manager, VP of Business and Finance.	Fall 2005

# Athletics Certification Committee Analysis Report with Institution Responses

## Middle Tennessee State University

Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Recruiting Opportunities	Provide a stipend to Football Assistant Coaches in lieu of courtesy cars	Institute stipend beginning Fall 2005	AD, Assoc. AD for Fundraising, Assoc. AD/SWA, Athletic Business Manager, VP of Business and Finance.	Fall 2005

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**4.2 Minority Issues**

1 Operating Principle 4.2 requires institutions to demonstrate a commitment to, and progression toward, fair and equitable treatment of all minority student-athletes and athletics department personnel. In order to demonstrate conformity with this operating principle, an institution must conduct an evaluation of eight specified program areas for minority issues by:

- a. Describing how the institution has ensured a complete study of each of the areas;
- b. Providing data demonstrating the institution's status/commitment across each of the areas; and
- c. Explaining how the institution's future plan for minority issues addresses each of the areas.

After reviewing Page Nos. 116 through 120 of your institution's self-study report, the committee is unclear if your institution's evaluation of the eight program areas thoroughly addresses each of the preceding points. Further, the committee believes this comprehensive review of the eight program areas is crucial to the development of a reasonable minority-issues plan for your institution. Therefore, your institution must conduct a formal thorough review of its commitment to minority issues in the intercollegiate athletics program by evaluating the following areas using points a. through c. outlined previously:

- a. Institutional and athletics department commitment;
- b. Evaluation;
- c. Organization and structure;
- d. Enrollment;
- e. Comparison of populations;
- f. Participation in governance and decision-making;
- g. Employment opportunities; and
- h. Programs and activities.

Further, after your institution has conducted the review of the program areas for minority issues, your institution must submit an updated minority-issues plan to address any deficiencies revealed during the review or to develop evaluation mechanisms for those program areas determined to be equitable. If revisions are required, the committee requests a copy of the revised minority-issues plan.

**Institution Response to CAC Analysis**

1. Institutional and Athletics Department Commitment

- a. The Equity, Welfare and Sportsmanship subcommittee conducted a comprehensive review of University and Athletic Program commitment to minority issues by examining all relevant documents, data, including student athlete exit interviews, and by conducting interviews with student athletes, coaches, Athletic Program staff and the Faculty Athletic Representative.
- b. See a. in report.

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

The Student Athlete Bill of Rights and Responsibilities, in the MTSU Student Athlete Handbook, values the individual student athlete and promotes an environment of mutual respect and dignity:

### MTSU Student Athlete Rights and Responsibilities

Be treated with respect and dignity

A positive academic environment

Appropriate academic support and personal counseling services

Participate in an athletics program of the highest integrity

Competent coaching

Safe and proper equipment

Be instructed about the safe use of mandatory equipment

Adequate practice and competition facilities

Medical care as determined by MTSU and TBR policies

Competent athletic support personnel

Privacy of personal information as determined by MTSU and TBR policies

Financial support for completion of academic degree as afforded all students

Be recruited in an honest and fair manner

Use grievance/appeal processes without prejudice or reprisal

To comfortable accommodations when traveling

### The MTSU Student Athlete Responsibilities:

To show respect and dignity toward other students, faculty and staff

To be motivated, focused and active learners in the classroom

To be motivated and focused to perform, athletically at the highest personal level

To report injuries to the appropriate athletics program staff

To report personal and team NCAA rules violations to appropriate athletics program staff

To treat teammates, opponents, coaches, game officials, fans and the media with respect and dignity

To participate in community service activities as an ambassador of MTSU and the MTSU Athletics Program

To represent MTSU Athletics with the highest personal and ethical standards

To report all outside financial assistance to the MTSU Financial Aid Office

c. No areas of deficiency were found.

d. The Athletic Director will monitor institutional and Athletics Program commitment to diversity.

## 2. Evaluation

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a. The Equity, Welfare and Sportsmanship subcommittee conducted a comprehensive review of evaluation by examining all relevant documents, data, including student athlete exit interviews, and by conducting interviews with student athletes, coaches, Athletic Program staff and the Faculty Athletic Representative.

b. Exit interview data and interviews generally indicated a positive evaluation of the student athlete's, including minority student athlete's, experience at MTSU, athletically, academically and socially. The majority of student athletes would encourage other student athletes to attend MTSU.

c. While student athletes are satisfied with their experience, the Athletic Program will begin Fall 2005 to administer a Student Experience Survey to gain more in depth feedback about the student athlete's experience, especially the experience of minority student athletes, and to identify ways to further promote an environment and activities that enhance diversity.

d. Administration and evaluation of the Student Experience Survey will be included in the MTSU Minority Plan to ensure that more in depth information about the experiences of minority students can be determined. Programs and activities will be developed to address identified issues.

### 3. Organization and Structure

a. The Equity, Welfare and Sportsmanship subcommittee conducted a comprehensive review of organization and structure by examining all relevant documents, data, including student athlete exit interviews, and by conducting interviews with student athletes, coaches, Athletic Program staff and the Faculty Athletic Representative.

b. The Student Athlete Enhancement Center regularly includes programming on diversity issues through its Life Skills and B.R.A.S.S. programs. These programs receive positive evaluations from minority students. The subcommittee noted the Athletic Program could develop a stronger relationship with the Office of Multicultural Affairs to provide additional mentoring and activities opportunities for minority students. The subcommittee also noted that the Athletic Program could create a Diversity Resource Committee, comprised of faculty and staff, to serve as role models for minority student athletes.

a. An Athletic Program/Multicultural Affairs Partnership and a Diversity Resource Committee could significantly strengthen opportunities for minority student athletes.

c. Development of the partnership and a Diversity Resource Committee, outcomes and a timeline are identified in the MTSU Revised Minority Plan.

### 4. Enrollment

a. The Equity, Welfare and Sportsmanship subcommittee conducted a comprehensive review of enrollment by examining all relevant documents and data.

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b. Students of diverse cultures represented 15.6 per cent of the total undergraduate enrollment at MTSU in 2000-2001, 15.17 per cent in 2001-2002, 15.9 per cent in 2002-2003. Minority students represented 53.7 per cent of scholarship student athletes in 2000-2001, 47.6 per cent in 2001-2002, and 48 per cent in 2002-2003.

General Student Enrollment by Minority Status

2000-2001

Non-white/White/Total

2,349/12,694/15,043

2001-2002

Non-white/White/Total

2,514/13,418/15,932

2002-2003

Non-white/White/Total

2,633/13,854/16,487

Student Athlete Enrollment by Minority Status

2000-2001

Non-white/White/Total

145/125/270

2001-2002

Non-white/White/Total

123/135/258

2001-2003

Non-white/White/Total

135/146/281

c. No deficiencies were found.

d. The Office of Enrollment Management and the Director of Compliance monitor enrollment data for minority representation.

5. Comparison of Populations

a. The Equity, Welfare and Sportsmanship subcommittee conducted a comprehensive comparison of populations by examining all relevant documents and data.

b. Percentage of Minority Student Athletes by Sport

Sport/2000-2001/2001-2002/2002-2003

Baseball/.06 percent/.04 per cent/.05 per cent

MBB/76.9 per cent/92.8 per cent/86 per cent

Football/75.5 per cent/76 percent/96 per cent

M Track-CC/75 per cent/ 75 per cent/77 per cent

M Other/0 per cent/.02 per cent/.05 per cent

WBB/91.6 per cent/61 per cent/90 per cent

W Track/81 per cent/76 per cent/90 per cent

W Other/15 per cent/17 per cent/14 per cent



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All sports with the exception of Baseball and Men's Other Sports evidence a higher percent of minority representation than the general student minority population. Women's Basketball and Women's track evidence a higher percent of minority representation than the general minority population. Women's Other Sports of 15, 17, and 14 percent is consistent with the general minority student population of approximately 15 per cent.

c. The Athletic Program is committed to the recruitment of minority student athletes in every sport. The Athletic Program will identify strategies to increase minority student athletes in Baseball and Men's Other Sports.

d. The MTSU Revised Minority Plan will identify a goal to target recruitment of minority student athletes in the underrepresented sports of Baseball and Men's Other Sports.

### 6. Participation in Governance and Decision-Making

a. The Equity, Welfare and Sportsmanship subcommittee conducted a comprehensive review of participation in governance and decision-making by examining all relevant documents, data, including student athlete exit interviews, and by conducting interviews with student athletes, coaches, Athletic Program staff and the Faculty Athletic Representative.

b. See b. in the report. The subcommittee's examination of membership on the Student Athlete Advisory Committee for the past three years demonstrates approximately 50 per cent of the composition of the SAAC is minority for each of the years. An African American female is currently serving her second year as Chair of the Committee.

c. No deficiencies were found.

d. The Life Skills Coordinator and Faculty Athletic Representative monitor Student Athlete Advisory Committee composition and effectiveness for participation and leadership in decision making within the Athletics Program.

### 7. Employment Opportunities

See report.

### 8. Programs and Activities

a. The Equity, Welfare and Sportsmanship subcommittee conducted a comprehensive review of programs and activities by examining all relevant documents, data, including student athlete exit interviews, and by conducting interviews with student athletes, coaches, Athletic Program staff and the Faculty Athletic Representative.

b. See a. and b. in report.

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Additionally, the Office of Multicultural Affairs offers a mentoring program for first year minority students. The program is open to minority student athletes. The freshmen are mentored by upper classmen who are, themselves, minority students. The mentoring is aimed toward acclimating minority students to college life. The Office also offers many leadership opportunities such as: Salute to Great Leaders, an Alumni Association Speaker Series, Cultural Homecoming and Open House, Homecoming Activities with MTSU Hispanic, Asian, Native and African-American Alumni Associations, and workshops and seminars on selected topics that include Developing Leadership Skills, Leadership Styles and Development, Assertiveness Training, and Financial Management. Activities include: Hispanic Heritage Month, Native American Heritage Month, Martin Luther King, Jr. Week, African American History Week, International Culture Week Festival, Asian/Pacific Islander Heritage Month, Cinco de Mayo, Ethnic/Cultural Traditions, Carnivals or Street Festivals, International Festivals, Juneteenth, Breaking Down Racial/Cultural Stereotypes Workshops, Male and Female Relationships Seminars, Film Festivals, Educational Trivia Contest/Quiz Bowl, and Social Gatherings.

Minority student athletes are encouraged to participate in student organizations such as the African American Student Association and Collegiate Women International.

c. No deficiencies were found. However, the MTSU Revised Minority Plan does include a goal for the Athletics Program to build a stronger partnership with the Office of Multicultural Affairs under Organization and Structure.

d. The partnership will increase opportunities for minority student athletes to participate in more campus wide minority programs and activities.

2 Operating Principle 4.2 requires an institution to develop and implement an institutional plan to address minority issues in the intercollegiate athletics program. Acceptable plans must address all eight program areas and contain specific steps to achieve the measurable goals. Further, the plan must extend at least five years into the future and be active at all times. After reviewing Page Nos. 122 through 127 of your institution's self-study report, the committee noted the steps to achieve the measurable goals outlined in your minority-issues plan lacked specificity. Further, your minority-issues plan does not extend five years into the future and does not appear to be active at all times. Finally, the committee is unclear if the following program areas were addressed in your institution's minority-issues plan:

- a. Evaluation;
- b. Organization and structure;
- c. Comparison of populations;
- d. Participation in governance and decision making; and
- e. Program and activities.

Therefore, your institution must revise its current minority-issues plan to ensure that the following program areas are addressed: evaluation; organization and structure; comparison of populations; participation in governance and decision making; and program and activities. Further, your institution must ensure the plan contains specific steps to achieve the measurable goals. Finally, the minority-issues plan must extend five years into the future and be active at all times. Acceptable plans for improvement must include the following required elements:

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- a. Identification of issues or problems;
- b. Measurable goals the institution intends to achieve;
- c. Steps to achieve the goals;
- d. Specific timetables;
- e. Individuals/offices responsible for carrying out the specific actions; and
- f. Institutional approval.

**Institution Response to CAC Analysis**

Revisions/Addenda to the self-study report include:

1. Athletics Scholarships

- a. The University has ensured a comprehensive study of the area of athletic scholarships by creating a diverse subcommittee focusing on equity issues from a wide sample of the university's academic departments, selected university staff members and selected members of the community. The equity subcommittee reviewed the following collected data.
- b. See Report A & B
- c. Upon further review, all scholarships are funded at NCAA maximums, no disparities were identified.
- d. The Director of Compliance and the Athletic Business Manager will continue to monitor the maximum allocation of athletic scholarships in all sports and ensure that all sports receive the maximum of scholarships allowed by the NCAA.

2. Accommodation of Interests and Abilities

- a. The University has ensured a comprehensive study of the area of athletic scholarships by creating a diverse subcommittee focusing on equity issues from a wide sample of the university's academic departments, selected university staff members and selected members of the community. The equity subcommittee reviewed the following collected data.
- b. See Report A & B
- c. Because women actually outnumber men in the general student population by 6.4%, achieving participation proportionate to enrollment would be very challenging and probably an unattainable goal. Therefore, the university has focused resources on a steady and sustained improvement of the participation in the women's programs. Since 1990 the university has added Softball, Soccer and Golf as women's sports, clearly demonstrating a determination to succeed in increasing women's participation.

The additions of these programs are indicative of the university's continuing commitment and support of women's athletic programs. These new programs are fully staffed, allocated the maximum number of scholarships allowed by the NCAA, allocated resources in accordance with athletic policies and procedures, and compete in a full contest calendar.

Participation rates for female students continue to lag behind that of males. The University is now committed to conducting surveys of interest to determine if interest in a sport not currently offered by the University can be identified.

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d. Beginning Summer 2005, the University will begin administering a survey to incoming female students every two years at CUSTOMS, the University's freshman orientation program, to determine if there is interest in a sport currently not offered and if so, to determine the commitment to participate in that sport at the collegiate level. When surveys indicate an interest and a commitment to participate in an intercollegiate sport not offered by the University, the Athletic Department will address the interest and commitment through an established process for adding a new intercollegiate sport. The Associate Athletic Director will monitor the survey process to ensure timely response to identify interest(s).

3. Equipment and Supplies

a. The Equity, Welfare and Sportsmanship subcommittee reviewed the quality, availability, replacement and maintenance, and amount of equipment by sport. Additionally, the subcommittee conducted interviews with coaches, student athletes, Athletic Program staff and the Faculty Athletic Representative.

b. The following outlines resource allocation of Equipment Budget for 2004-05 by Sport:

Basketball (Men) - 23,000

Basketball (Women) - 21,000

Football - 120,000

Baseball - 15,000

Softball - 20,000

Track (Men) - 10,000

Track (Women) - 10,000

Tennis (Men) - 12,000

Tennis (Women) - 9,000

Golf (Men) - 21,000

Golf (Women) - 14,000

Volleyball - 21,000

Soccer - 26,000

Total - 322,000

Men's sports - 201,000 — 62%

Women's sports - 121,000 — 38%

Participation

Men's sports 64.9%

Women 's sports 35.1%

Trends and costs in athletic equipment are reviewed and discussed by the head coach of each sport, the Athletic Business Manager, and the Athletics Director during annual budget processes. At that time decisions are made to discard and/or upgrade equipment as is necessary. All parties understand that the safety of the student athlete always is of paramount concern.

With the exception of fielding gloves in baseball and softball, all equipment is furnished to every student athlete. A player in golf may use his or her own equipment if preferred but is allowed only after a safety inspection by the head coach.

# Athletics Certification Committee Analysis Report with Institution Responses

## Middle Tennessee State University

### Equipment Provided by Sport:

Sport - Game Uniforms / Practice Uniforms / Shoes / All Equipment / Travel Bags

Football - 2 / 1 / 4+ / All / Yes

Basketball (Men) — 2 / 2 / 4 / All / Yes

Basketball (Women) — 2 / 2 / 3+ / All / Yes

Baseball — 3 / 1 / 1 / All except gloves / Yes

Softball — 3 / 2 / 1 / All except gloves / Yes

Track (Men) - 1 / 1 / 3+ / All / Yes

Track (Women) — 1 / 1 / 3+ / All / Yes

Tennis (Men) — 3 / 2 / 2 / All but racket / Yes

Tennis (Women) — 3 / 2 / 2 / All but racket / Yes

Golf (Men) — 4 / 0 / 1 / All / Yes

Golf (Women) — 4 / 0 / 1 / All / Yes

Volleyball — 2 / 2 / 4 / All / Yes

Soccer — 2 / 2 / 2 / All / Yes

### Actual Allocation by Sport 2003-2004

Football — (M) 118,937.40

Basketball - (M)23,421.46 (W) 20,150.62

Baseball — (M) 14,294.36

Track — (M) 6,945.78 (W) 9,193.38

Tennis — (M) 11,566.48 (W) 8,432.73

Golf — (M) 21,584.68 (W) 13,878.55

Softball — (W) 19,308.90

Volleyball — (W) 43,412.42

Soccer — (W) 25,722.02

TOTALS — (M) 196,750.16 (W) 140,098.61

c. No areas of deficiency were found.

d. The Athletic Business Manager and Athletic Director will continue to monitor resource allocation for equipment and supplies.

### 4. Scheduling of Games and Practice Time

a. The University has ensured a comprehensive study of the area of athletic scholarships by creating a diverse subcommittee focusing on equity issues from a wide sample of the university's academic departments, selected university staff members and selected members of the community. The equity subcommittee reviewed the following collected data. Scheduling of games and practice time data was reviewed.

b. The following charts outline the game scheduling and practice facilities for each sport.

# Athletics Certification Committee Analysis Report with Institution Responses

## Middle Tennessee State University

2003-04

Football — 11

Men's Basketball — 26

Women's Basketball — 26

Baseball — 57 (including tournament)

Softball — 52

Men's Track/Cross Country — 18

Women's Track/Cross County — 18

Men's Golf — 11

Women's Golf — 9

Men's Tennis — 23

Women's Tennis 18

Soccer - 18

Volleyball — 24

2002-03

Football — 11

Men's Basketball — 26

Women's Basketball — 26

Baseball — 57 (including tournament)

Softball — 51

Men's Track/Cross Country — 18

Women's Track/Cross County — 18

Men's Golf — 10

Women's Golf — 10

Men's Tennis — 25

Women's Tennis 20

Soccer - 20

Volleyball — 23

2001-02

Football — 11

Men's Basketball — 27

Women's Basketball — 27

Baseball — 54

Softball — 52

Men's Track/Cross Country — 21

Women's Track/Cross County — 21

Men's Golf — 10

Women's Golf — 10

Men's Tennis — 16

Women's Tennis - 21

Soccer - 20

Volleyball — 24

# Athletics Certification Committee Analysis Report with Institution Responses

## Middle Tennessee State University

Every sport is encouraged to participate in the NCAA maximum number of contests.

Each sport is allowed to schedule their games at preferred dates and times.

The coaches, the Complex manager and the associate athletic directors resolve any conflicts among similar facilities.

Coaches are permitted to determine number, length and time of practices for their sport with NCAA regulations. If similar times are requested, the associate athletic director, the Complex manager and the coaching staff work together to equally accommodate a team's request.

Each coach is allowed to select preferred game times but, in the event that a doubleheader basketball event is planned, the coaches work together to set compatible times. The women's coaches have elected to play before the men when doubleheaders do occur.

Practice time requests for the same facility are considered based on teams in- or off-season.

The following is a list of the practice and playing areas for each program:

### Football

Two grass practice fields (full length) and Floyd Stadium (Astro-Turf). Exclusive Use.

Men's Basketball — 3:30 — 6:00 p.m.

Murphy Athletic Center — main playing floor and two auxiliary gyms

Women's Basketball — 1:00 — 3:30 p.m.

Murphy Athletic Center — main playing floor and two auxiliary gyms

### Baseball

Reese Smith Field and Steve Smith Indoor practice facility. Exclusive Use.

### Softball

MTSU softball field and Murphy Center auxiliary gym indoor batting and pitching areas. Exclusive Use.

### Track

Murphy Athletic Center indoor track and field facility and MTSU outdoor track and field facility

### Tennis

MTSU tennis facility has 14 asphalt courts and a contractual agreement between the University and a Racquet Club allowing indoor practice and competition

### Soccer

MTSU soccer game field (full NCAA regulation size) and a new separate soccer practice field (NCAA regulation size). Both are fully irrigated and fenced for protection. Available Fall 2005

### Volleyball

The Alumni Memorial Gym was renovated and converted to a volleyball facility in 2002. Area does provide two courts for practice or one court for games with spectator seating for 2,000. This facility is also an alternative practice facility for Men's Basketball and Women's Basketball when Murphy Center is unavailable to Basketball programs.

### Golf

Contractual agreement between the University and Indian Hills Golf Club for practice. At this time, all regular season competition is played away from home in a tournament format.

c. No areas of deficiency were found.

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d. The Athletic Director, or his designee, and the Director of Compliance monitor game scheduling and practice opportunities for all Sports.

5. Travel and Per Diem Allowance

a. In addition to interviewing coaches, student athletes, Athletic Program staff and the Faculty Athletic Committee and reviewing the original MTSU Athletic Program, the Equity, Welfare and Sportsmanship subcommittee reviewed data relevant to travel and per diem allowances.

b. Travel and per diem allowances data follows:

Sports Travel Mode

Baseball

Primarily bus; fly to locations over 8 hours.

Men's/Women's Basketball

Fly 4-6 times per year any distance over six hours;

Bus to other games; bus for ground transportation when they fly.

Football

Fly if over six hours; bus to other contests; two buses for ground transportation.

Men's/Women's Golf

Use university plane for trips over six hours; vans to contests when plane not used;

Two vans purchased by golf endowment.

Women's Soccer

Fly to contests over eight hours; bus to other games; bus used for ground transportation when flying.

Softball

Fly to contests over eight hours; bus to other games; bus used for ground transportation.

Men's/Women's Tennis

Use university plane for trips over eight hours; use mini-vans or approved wide-axle 15 passenger vans for other trips.

Men's/Women's Track

Bus to all events; Fly on university plane or commercial only when small number competing.

Volleyball

Fly to contests over 6-8 hours; Bus to remaining contests; Use bus or mini-vans for ground transportation

Mode of transportation is based primarily on competitive schedules. The university uses university vans or rents vans if university vans are not available. Golf and tennis do use athletic golf vans when possible. These vans were purchased by golf endowment. Teams are allowed to travel the day before the event on trips over four hours and return after the event by bus. Trips that involve flights are dictated by airline schedules.



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Coaching staff for each sport determines housing and dining arrangements for team competitions. When overnight stays are required, the teams use moderately priced housing. Most teams eat at fast food or buffet-style restaurants. The evening meal is usually at a sit-down restaurant for men's basketball, women's basketball, golf, soccer, softball, men's tennis, women's tennis and volleyball. The Director of Football Operations handles all travel arrangements for the football team and the team most often dines at the hotel due to the size of the squad. Track usually provides a per diem for its student athletes to eat as they choose.

All athletic teams receive a per diem designated by the Tennessee Board of Regents. The coach determines whether to arrange the meals or provide the appropriate per diem based on the schedule of events each day. The Athletic Department requires teams to provide a pre-game or post-game meal or a monetary allowance for all home competitions.

Team Travel Actual Budgets by Sport 2003-2004

Sport — Travel for Team / Recruiting / Professional Development and Other Travel

Baseball - 129,277.35 / 4,097.96 / 3,707.38  
Men's Basketball - 111,461.68 / 47,092.65 / 11,231.91  
Women's Basketball - 145,854.15 / 23,390.52 / 13,530.06  
Football - 357,359.91 / 112,747.61 / 26,876.08  
Men's Golf - 33,655.71 / 8,771.49 / 1,050.16  
Women's Golf - 26,932.37 / 3,350.22 / 662.00  
Women's Soccer - 45,347.35 / 8,889.37 / 2,477.11  
Softball - 70,207.88 / 3,440.63 / 1,528.54  
Men's Tennis - 35,161.82 / 2,252.95 / 2,346.94  
Women's Tennis - 31,975.70 / 302.64 / 1,080.79  
Men's Track - 70,358.94 / 11,557.38 / 2,252.95  
Women's Track - 65,447.36 / 9,512.59 / 517.66  
Volleyball - 59,061.42 / 9,459.32 / 3,091.89

c. No areas of deficiency were found.

d. The Associate Athletic Director/SWA and Athletic Business Manager monitor travel and per diem allowances.

6. Tutors

a. The Equity, Welfare and Sportsmanship and Academic Integrity subcommittees reviewed Tutoring Program and tutors' experience and availability to all Student-Athletes.

b. The findings of the subcommittees are addressed in Academic Integrity section 2.2 Question # 6, Tutoring and follows:

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Tutoring is available in the Student Athlete Enhancement Center on a walk-in basis and by assignment as necessary during posted office hours. Student athletes may request a tutor, coaches may request a tutor after discussions with the student athletes, and professors may call, write or e-mail a request that the student athlete see a tutor. The Associate Director of the Student Athlete Enhancement Center assesses each student's needs and selects tutors with appropriate academic backgrounds for the student athlete.

Tutors are carefully screened, hired, trained, monitored and evaluated by the Associate Director of the Center. Tutors are strongly encouraged to take ACA 3000, a tutor-training course that fulfills the requirement for the College Reading and Learning Association certification to Level Three, the highest level of certification offered. The average number of tutors employed by the Center is ten. The rate of pay varies from \$8.00 per hour for undergraduate students to \$20.00 per hour for graduate students and part-time instructors.

Tutors submit a detailed, daily reporting of all contacts with student athletes using the Daily Report Sheet (See Daily Report Sheet on file). These sheets are placed in each tutor's folder and reviewed weekly by the associate director.

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

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

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

In addition, Student Athlete Enhancement Center bookmarks are available to all recruits and student athletes. The bookmark outlines the services and hours of the center. Information about tutoring services also appears in the MTSU Student Athlete Handbook. (See MTSU Student Athlete Handbook.)

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

The Student Athlete Advisory Committee meets bi monthly with a representative from the Student Athlete Enhancement Center and the Faculty Athletic Representative to address any concerns and issues that involve the welfare of the student athlete including tutoring. In order to better meet their needs, student athletes are periodically given "customer satisfaction" type surveys that include tutoring. In addition every student who receives tutoring services routinely evaluates the tutoring program. These results are reviewed by the Assistant Director of the Student Athlete Enhancement Center who supervises the tutoring program and by the Associate Vice President of Academic Support Services. This feedback is used to improve services.

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

The University is committed to continuous improvement of its academic support services and has made arrangements for a consultant team to visit campus May 16-17 to provide an external review of these services.

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# Athletics Certification Committee Analysis Report with Institution Responses

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Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Evaluation activities for consistency with diversity goals and objectives	Develop and administer Student Athletes Experience Survey to identify any areas or issues of concern for minority students.	Administer and analyze data. Develop specific activities. Address identified issues.	Associate AD/SWA FAR AD Executive Athletic Staff	Fall 2005
Organization and structure	Enhance participation in diversity activities for minority student athletes.	Create a Diversity Resource Committee to serve as athletic and academic role models for minority student athletes.	Life Skills Coordinator, Director of Academic Enhancement, Director of Multicultural Affairs	Fall 2006
		Create Partnership with Office of Multicultural Affairs to identify additional opportunities for student athletes to participate in university-wide diversity activities based on individual Student Athlete needs and talents	Life Skills Coordinator, Director of Academic Enhancement, Director of Multicultural Affairs	Fall 2006
Comparisons of Population	Increase participation of minority Student-Athletes by a minimum of 1 additional Student-Athlete per year in one of the following underrepresented sports which includes golf, tennis, soccer and volleyball over the next 5 years	Partner with Admissions Office Minority Recruiter to increase our number of minority students in underrepresented sports.  Obtain data from the NCAA and other appropriate sources on the representation of minorities in collegiate sports.  Document recruitment strategies used by coaches to identify minority student-athletes. Identify recruitment and retention programs for student-athletes in sports traditionally underrepresented by minorities. Where applicable, adopt new recruitment and retention programs.	AD, Minority Admissions Recruiter, golf coach, tennis coach, soccer coach and volleyball coach.	Fall 2007

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Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Comparisons of Population	Identify sports with deficient retention rates and graduation rates lower than 50%.	Examine retention and graduation rates for minority student-athletes to identify potential areas of success or concern, and develop additional programs as needed to improve rates to 50%.	Point Person: Director of Compliance, Faculty Athletics Representative in conjunction with: Office of Admissions; Life Skills Coordinator; Director of Student Athlete Enhancement Center.	Summer 2005
Employment Opportunities	Increase number of minority staff including coaches, administrative staff, and other support staff by 4 over the next 5 years.	Compile and keep current lists of possible candidates for positions, checking accuracy and comprehensiveness with the NCAA, Black Coaches Association (BCA), National Association of Basketball Coaches (NABC), Women's Basketball Coaches Association (WBCA), and other coaches' organizations.	Point Person: Athletic Director; Faculty Athletic Representative; Senior Women's Administrator in conjunction with: NCAA, BCA, NABC, WBCA; AA/EEO Office.	Fall 2005, Ongoing

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**4.3 Student-Athlete Welfare**

1 Operating Principle 4.3 requires each institution to demonstrate a commitment to the fair treatment of student-athletes, particularly in their academic role as students. In order to demonstrate conformity with this operating principle, the institution's instrument used to conduct student-athlete exit interviews must contain questions related to the institution's commitment to the academic success of its student-athletes and questions to measure the effectiveness of the institution's mechanisms (e.g., exit interview process) to monitor the welfare of its student-athletes. After reviewing Page No. 130 of your institution's self-study report, the committee noted the faculty athletics representative prepares an exit interview packet for each senior student-athlete that includes an exit survey, a letter explaining the process and a postage-paid envelope. Further, the letter invites each student-athlete to schedule an in-person, one-on-one student-athlete exit interview with the faculty athletics representative. However, your institution did not specify whether your institution's student-athlete exit interview survey contains questions related to your institution's commitment to the academic success of your institution's student-athletes and questions to measure the effectiveness of your institution's mechanisms (e.g., exit interview process) to monitor the welfare of your student-athletes. Therefore, your institution must provide written evidence that your institution's instrument used to conduct student-athlete exit interviews contains questions related to your institution's commitment to the academic success of your student-athletes and questions to measure the effectiveness of your institution's mechanisms (e.g., exit interview process) to monitor the welfare of your student-athletes.

**Institution Response to CAC Analysis**

Items that address the University's commitment to the student athlete's academic success include:

6-b Overall, how would you evaluate your following experiences at MTSU/Academically

10-b Please rate the support given your sport by the athletic administration

Academic Counseling

11-b To what extent did you find these services useful?

Tutoring

Athletic academic orientation programs

Student counseling services

13 To what extent do you think the athletic environment at MTSU provided you time for your academic responsibility?

Items that address the monitoring of the welfare of the student athlete include:

6-c Overall, how would you evaluate your following experiences at MTSU?

Socially

# Athletics Certification Committee Analysis Report with Institution Responses

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7 Did you have time for extracurricular activities?

10-a, c g and I Please rate the support given your sport by the athletic administration in the following areas:

Athletic Training/Sports Medicine

Equipment

Strength/Conditioning

Overall Support

11-a To what extent did you find these services useful: Athletic Training/Sports Medicine

12 To what extent do you think your physical health was appropriately dealt with?

15 To what extent do you think your athletic related injuries were appropriately dealt with?

16 To what extent do you think the athletic staff provided good nutritional habits?

The Middle Tennessee State University Student Athlete Exit Survey is on file in the Athletics Program Office.

- 2 Operating Principle 4.3 requires an institution to provide evidence that it has in place programs that protect the health of, and provide a safe environment for, its student-athletes. In order to demonstrate conformity with this operating principle, an institution must review the travel policies (e.g., passenger vans, buses, permissible drivers and length of trips) related to student-athletes to ensure those policies protect the health of, and provide a safe environment for, student-athletes. Further, an institution must ensure that these policies are communicated to athletics department staff and student-athletes. After reviewing Page Nos. 132 and 133 of your institution's self-study report, the committee is unclear if your institution addressed its travel policies related to student-athletes to ensure those policies protect the health of, and provide a safe environment for, student-athletes. Further, the committee is unclear how your institution's travel policies (e.g., passenger vans, buses, permissible drivers and length of trips) related to student-athletes are communicated (e.g., via the student-athlete handbook, posted on athletics department Web site or printed in athletics department policies and procedures manual) to athletics department staff and student-athletes. Therefore, your institution must provide written evidence that your travel policies (e.g., passenger vans, buses, permissible drivers and length of trips) related to student-athletes have been reviewed to ensure those policies protect the health of, and provide a safe environment for, student-athletes. Further, your institution must provide written evidence indicating how your institution's travel policies are communicated (e.g., via the student-athlete handbook, posted on athletics department Web site or printed in athletics department policies and procedures manual) to athletics department staff and student-athletes.

### **Institution Response to CAC Analysis**

# Athletics Certification Committee Analysis Report with Institution Responses

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MTSU's travel policies address the health and safety of student athletes and provide them a safe environment when they are on the road. The Athletic Program travel policy states the following: The coach informs all student athletes the form of transportation to be used for all road trips per itinerary.

All athletic teams use the state travel rates for per diem limits.

In all cases team transportation is arranged through established University procedures and is approved by the Athletic Director and The President.

Travel itineraries are arranged in advance.

University transportation is secured in all instances when available. If university transportation is not available, charter and commercial transportation may be secured.

Documentation must be maintained in the Athletic Department indicating that various cost alternatives have been explored before making arrangements and reservations. However, if such arrangements are made by the university's purchasing office, that office should maintain the appropriate documentation.

Fifteen (15) passenger vans are no longer options for team travel per MTSU policies and procedures.

No student athletes are permitted to drive university vans or cars.

A team roster of all individuals traveling to each scheduled event must be included with complete itinerary, including hotel and emergency phone numbers, for proper accounting and auditing purposes.

Limits will not be set on travel squads.

Coaches are permitted to take necessary personnel for each trip. Sun Belt Conference and NCAA squad limits will be followed. The Director of Compliance maintains lists of squad limits.

Individual meals associates with team travel must follow MTSU

Comprehensive Travel Regulations. Team meals as listed below are reimbursed at actual cost: breakfast or brunch, lunch, pre-game meal, post-game meal.

All athletic teams use the state travel rates for per diem limits with appropriate documentation and receipts required.

Dining arrangements for team travel are reviewed each spring to ensure that they are equivalent. Inequities are brought to the coach's attention and adjustments are made.

Housing during road games must be identical in quality for all athletic teams. Room assignments will be two (2) to a room for each sport. All athletic teams use the state travel rates for per diem limits at per-approved motel rates. In special situations where rates exceed state limitations, the special team rates should be presented on official letterhead and should accompany the travel claim.

All teams will be afforded the same opportunity to arrive a night before the competition for trips over four (4) hours and for early morning competitions under four (4) hours away. This allows every team equal opportunity to practice in the facility and obtain adequate rest before the competition.

Travel must be planned to limit time missed from classes.

According to the MTSU Athletic Training Program Policies and Procedures Manual, Injury, Illness and Medical Procedures (page 15), a physician and/or certified athletic trainer travels with each team on all road trips.

The University follows the Sun Belt Conference policy (Sun Belt Conference Policies and Procedures Manual (pages 4-5) requiring the certified athletic trainer to contact the host school for medical contact information at that site in the event medical services are needed at an away

includes: a comprehensive health history noting special health needs, insurance information, insurance cards, emergency family and medical contact information, 12. Student Athletes are not



# Athletics Certification Committee Analysis Report with Institution Responses

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Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Edit element to input the issue.	Edit element to input the goal.			

Athletics Certification Committee Analysis Report with Institution Responses  
Middle Tennessee State University