

2005-2006
DIVISION I
ATHLETICS
CERTIFICATION
SELF-STUDY
INSTRUMENT

Introduction to Self-Study Report

Introduction to Self-Study Report

Institutional Information

1. Type of Institution: Public
2. Year institution was founded: 1851
3. Special Affiliation? No
4. Coeducational? Yes
5. Total student enrollment (undergraduate and graduate combined) [using a full-time-equivalency (FTE) basis]: 32375
6. Number of Faculty [using a full-time-equivalency (FTE) basis]: 1490
7. Highest level of academic degree offered: Doctorate
8. Institution's governing entity: FSU Board of Trustees
9. a. Regional accreditation agency: Southern Association of Colleges and Schools
9. b. Date of most recent regional accreditation self-study: December 2004
9. c. Current accreditation status: Fully Accredited

Athletics Information

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

Baseball	Atlantic Coast Conference
Football	Atlantic Coast Conference
Men's Basketball	Atlantic Coast Conference
Men's Cross Country	Atlantic Coast Conference
Men's Golf	Atlantic Coast Conference
Men's Swimming	Atlantic Coast Conference
Men's Tennis	Atlantic Coast Conference
Men's Track, Indoor	Atlantic Coast Conference
Men's Track, Outdoor	Atlantic Coast Conference
Softball	Atlantic Coast Conference
Women's Basketball	Atlantic Coast Conference
Women's Cross Country	Atlantic Coast Conference
Women's Golf	Atlantic Coast Conference
Women's Soccer	Atlantic Coast Conference
Women's Swimming	Atlantic Coast Conference

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Women's Tennis	Atlantic Coast Conference
Women's Track, Indoor	Atlantic Coast Conference
Women's Track, Outdoor	Atlantic Coast Conference
Women's Volleyball	Atlantic Coast Conference

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

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

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

Florida State University has had no major infraction case since the previous certification self-study.

Previous Certification Self-Study

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

The previous orientation visit was held on April 22, 1998, and the previous evaluation visit was from April 26-29, 1999. The university did not have an interim self-study report.

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

The initial certification-status decision rendered by the NCAA Committee on Athletics Certification on February 20, 2000, was "certified."

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

The NCAA Committee on Athletics Certification has made no subsequent actions or changes in the certification status.

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

The changes in key senior-level positions in the institution and athletics program since the institution's previous certification self-study include the following:

President: Dr. Thomas Kent "T.K." Wetherell
Vice President for Academic Quality and External Programs and Faculty Athletics Representative: Dianne F. Harrison
Vice President for Student Affairs: Dr. Mary Coburn
Vice President for University Relations and Public Affairs: Ms. Lee Hinkle
Vice President for Research: Dr. Kirby Kemper
Alumni Association President: Mr. Barry Adams
General Counsel: Ms. Betty Steffens
Assistant Athletics Director for Compliance, Athletics: Mr. Steve Schofield
Assistant Athletics Director for Marketing, Athletics: Ms. Kay Scott
Senior Woman Administrator: Pam Overton

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

The university has had no significant changes impacting the institution and/or athletics program since the institution's previous certification self-study.

Certification Self-Study Information

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

(a) The institution's current certification self-study plan is characterized by broad-based participation of key campus constituency groups, including, but not limited to, faculty, president, provost, Faculty Athletics Representative, students, admissions/registrar, financial aid, undergraduate studies, general counsel, and direct-support representatives.

A website was created for the purpose of keeping the university community apprised of the NCAA Recertification Process and soliciting participation in the process. The website includes a description of the NCAA recertification process, the committees and their composition, meeting information and minutes, draft committee reports, and opportunities for the university community to provide feedback. Information about the recertification process, including the URL for the website, was sent electronically to students, faculty, staff, alumni, Boosters, and Booster prospects.

The NCAA Recertification was discussed in several forums and meetings including, but not limited to, the president's executive cabinet, Council of Deans, Faculty Senate, Athletic Committee, FSU Board of Trustees, Student-Athlete Advisory Council, and Student Government Association. A description of the self-study process, including the URL for the university's NCAA Recertification website, was included in university publications such as the Everything FSU e-newsletter and FSTimes.

(b) All draft subcommittee reports were posted on the university's NCAA Recertification website. Feedback received from the university community, including feedback on draft reports, was reviewed by the Steering Committee and where appropriate incorporated in the final self-study.

The NCAA Self-Study has also been reviewed and approved by the Athletic Committee, the university president, and endorsed by the FSU Board of Trustees.

The final NCAA Self-Study is currently posted on the university's website.

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

PLAN FOR ADMINISTERING
THE NCAA DIVISION I CERTIFICATION SELF-STUDY*
THE FLORIDA STATE UNIVERSITY
2005-06

* In order to download this Plan onto the NCAA certification web site, nearly all of the exhibits discussed within the narrative of the self-study have been deleted to meet space requirements. Hard copies of these exhibits are available within the office of the Chair of the Steering Committee (Dr. Lawrence G. Abele, Provost and Executive

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Vice President for Academic Affairs). To obtain electronic copies of deleted exhibits, please contact Ms. Ruth Feiock, Chief Report Writer, at rsfeiock@mailier.fsu.edu.

I. Goals of the Self-Study.

A. Mission Statements.

1. Institutional Mission. The Florida State University is a public graduate research university, devoted to excellence and the development of each student's abilities. The University aims to educate students from diverse communities in an atmosphere that forges a life-long commitment to higher education built on a strong liberal arts base. To this end, the institution seeks to involve students in collegiate activities, ranging from research opportunities with talented professors to participation in and appreciation for intercollegiate athletics. The University aspires to teach every student the value of excellence, pursued through diligent effort and aimed toward achieving the highest goals. While students are challenged to set the highest personal goals, it is the mission of the University and its athletics programs to ask students to think in terms of regional, national, and even international standards of excellence. The University's mission statement in its entirety is provided in Exhibit 1.

2. Departmental Mission. The mission of the Athletics Department at The Florida State University complements the institutional mission by focusing on excellence. Students are encouraged to seek academic achievement, pursue athletic goals, and develop character. Through participation in intercollegiate athletics, students pursue excellence in academics while participating in an intercollegiate athletic program whose environment is consistent with the highest standards of academic scholarship, sportsmanship, ethics, and institutional loyalty. The Department's mission statement is included in Exhibit 2.

B. Relationship Between Mission Statements and NCAA Certification.

The University and Department's mission statements are consistent with the objectives and benefits of the NCAA Division I Athletic Certification Program. The high standards set by the NCAA and the institutional and departmental missions are mutually supportive and complementary. The NCAA Certification process will assist the University and the Department in accomplishing the following objectives:

1. Enriching the quality of the educational experience of students, thereby helping to develop a sense of pride and belonging;
2. Enhancing the outreach and public service functions of the University throughout local, state, regional, and national communities, thereby enriching the quality of life for all citizens;
3. Promoting the University's high-quality image throughout the state, region, and nation;
4. Promoting the University's goals and achievements pertaining to diversity, inclusiveness, and fairness;
5. Maximizing the potential for both personal and academic achievement of all students, including student-athletes;
6. Realizing the highest levels of accomplishment that can be attained by individuals and groups cooperating in an environment characterized by harmony, integrity, and basic human decency;
7. Constantly seeking improvements throughout the Department, University, and realm of intercollegiate athletics as opportunities are identified and advanced;
8. Providing opportunities to educate campus constituencies and the public about the University's intercollegiate athletics program's goals, purposes, challenges, and the myriad ways in which intercollegiate athletics supports the institutional mission; and
9. Affirming the many positive aspects of the University's intercollegiate athletics program to the University community and the general public.

The University and its Athletics Department welcome the self-study process, the peer review evaluation, and subsequent visit by the NCAA Accreditation Team. A thorough review of the NCAA operating principles and its application provides an opportunity to examine institutional practices, articulate the role of athletics in an academic environment, and make improvements while bringing a better understanding of the focus and mission of the Athletics Department to the many constituencies throughout our campus.

II. Major Components of the Self-Study in Sequential (or Overlapping) Order of Accomplishment.

A. Appointment of Committees and Chairs.

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1. Appointment of the Chair of the Steering Committee. The Chair of the Steering Committee is Dr. Lawrence G. Abele, Provost and Executive Vice President for Academic Affairs. He is a member of the University's senior management team and was appointed as Chair by the University President and Chief Executive Officer, Dr. T. K. Wetherell.

As Chair of the Steering Committee, Dr. Abele shall be responsible for coordinating and reviewing the NCAA Certification Self-Study.

2. Appointment of Steering Committee Membership. Dr. Wetherell appointed the members of the Steering Committee on August 29, 2005 (Exhibit 3). The membership conforms to the requirements and recommendations of the NCAA delineated in, "Forming the Self-Study Steering Committee," on pp. 12-13, 2005-2006 Division I Athletics Certification Handbook, and includes broad participation from members of the University community.

Dr. Lawrence G. Abele, Provost and Executive Vice President for Academic Affairs (Chair)

Dr. T. K. Wetherell, University President

Mr. David R. Hart, Director of Athletics

Dr. Dianne F. Harrison, Vice President for Academic Quality and External Programs and Faculty Athletics Representative

Mr. John R. Carnaghi, Senior Vice President for Finance and Administration

Ms. Lee Hinkle, Vice President for University Relations and Public Affairs

Ms. Joyce Ingram, Assistant Vice President for Human Resources

Dr. Maxine Jones, Professor of History and Chair of the Equity and Student-Athlete Welfare Subcommittee for Recertification

Dr. Karen Laughlin, Dean of Undergraduate Studies and Chair of the Academic Integrity Subcommittee for Recertification

Ms. Pam Overton, Associate Athletics Director and Senior Woman Administrator

Mr. Christopher Schoonover, President of the Student Government Association

Ms. Betty Steffens, University General Counsel and Chair of the Governance and Commitment to Rules Compliance Subcommittee for Recertification

The Steering Committee shall be responsible for providing overall guidance and direction to the Self-Study effort. Moreover, the Committee shall be responsible for accomplishing the specific duties discussed on p. 18 of the 2005-2006 Division I Athletics Certification Handbook.

3. Appointment of Members of the Subcommittees. President Wetherell appointed members of the University community to the following subcommittees:

a. Governance and Commitment to Rules Compliance Subcommittee. The following individuals were appointed by memorandum, dated September 1, 2005 (Exhibit 4).

Ms. Betty Steffens (Chair), University General Counsel

Mr. Barry Adams, President and CEO of FSU Alumni Association

Ms. Kathy Atkins-Gunter, Chairperson of the Board, Seminole Boosters, Inc.

Mr. Ken Cashin, Member of the Athletics Committee

Mr. Garrett Johnson, President of the Student-Athlete Advisory Committee

Mr. Shane Lyons, Associate Commissioner for Compliance, Atlantic Coast Conference (ex officio)

Mr. Darryl Marshall, Director of University Financial Aid

Mr. Robert Minnix, Associate Athletic Director for Compliance

Mr. Gregory Phillips, Associate Athletic Director for Business and Support Services

Mr. Bill Proctor, Vice Chairman of the Athletic Committee/Chair of the Athletic Committee Executive Committee

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Ms. Lisa Sprague, Interim Chief, Florida State University Police Department

This Subcommittee shall be responsible for collecting pertinent information and data relating to Operating Principles 1.1 and 1.2, as well as Evaluation and Plan for Improvement, as discussed on pp. 7 - 13, in the 2005-2006 Division I Athletics Certification Self-Study Instrument. In addition, the Subcommittee shall be responsible for organizing and writing draft reports for submission to the Steering Committee.

b. Academic Integrity Subcommittee. The following individuals were appointed by memorandum, dated September 1, 2005 (Exhibit 5).

Dr. Karen Laughlin (Chair), Dean of Undergraduate Studies

Ms. Ganiyat Adeduntan, Student-Athlete, Women's Basketball

Mr. John Barnhill, Director of Admissions and Records

Dr. Fran Berry, Chair and Frank Sherwood Professor of Public Administration and Member of Athletic Committee/
Chair of Academics Subcommittee

Dr. James Cobbe, Professor of Economics and President of the Faculty Senate

Mr. Leonard Hamilton, Head Men's Basketball Coach

Mr. Mark Meloney, Director of Athletics Academic Support Services

Dr. Pamela Perrew, Associate Dean of the College of Business and Jim Rand Professor of Management and
Member of the Athletic Committee

Mr. Bill Smith, Member of the Athletic Committee

Ms. Amy Lord, Assistant Director of Athletics Academic Support Services (added to the Subcommittee following the
videoconference orientation)

This Subcommittee shall be responsible for collecting pertinent information and data relating to Operating Principles 2.1 and 2.2, as well as Evaluation and Plan for Improvement, as discussed on pp. 14-26, in the 2005-2006 Division I Athletics Certification Self-Study Instrument. Moreover, the Subcommittee shall be responsible for collecting pertinent data in order to complete the specific charts, tables, and/or attachments discussed in the above-cited section of the Instrument. In addition, the Subcommittee shall be responsible for organizing and writing draft reports for submission to the Steering Committee.

c. Equity and Student-Athlete Welfare Subcommittee. The following individuals were appointed by memorandum, dated September 1, 2005 (Exhibit 6).

Dr. Maxine Jones (Chair), Professor of History, Member of the Athletic Committee

Ms. Kathy Atkins-Gunter, Chairperson of the Board, Seminole Boosters, Inc.

Mr. Monk Bonasorte, Executive Director of the FSU Varsity Club

Mr. Bob Braman, Head Coach, Men's and Women's Cross Country and Track and Field

Ms. Carly Brieske, Student-Athlete, Women's Softball

Dr. Mary Coburn, Vice President for Student Affairs

Ms. Sarah Griffin, Student-Athlete, Women's Volleyball

Dr. Patricia Martin, Chair and Daisy Parker Flory Professor of Sociology and Member of Athletic Committee

Mr. Andy Miller, President of the Seminole Boosters, Inc.

Ms. Pam Overton, Associate Athletics Director and Senior Woman Administrator

Ms. Kim Record, Senior Associate Athletics Director

Mr. Randy Oravetz, Assistant Athletics Director (added to the Subcommittee based on feedback received from
NCAA staff at the videoconference orientation)

Ms. Margie Sullivan, Coordinator (added to the Subcommittee following the videoconference orientation)

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This Subcommittee shall be responsible for collecting pertinent information and data relating to Operating Principles 3.1, 3.2, and 3.3, as well as Evaluation and Plan for Improvement, as discussed on pp. 27-38, in the 2005-2006 Division I Athletics Certification Self-Study Instrument. Moreover, the Subcommittee shall be responsible for collecting pertinent data in order to complete the specific charts and/or attachments discussed in the above-cited section of the Instrument. In addition, the Subcommittee shall be responsible for organizing and writing draft reports for submission to the Steering Committee.

B. Appointment of Campus Coordinator. Ms. Kay Scott, Director of Promotions in the Athletics Department, was appointed by memorandum, dated September 1, 2005 (Exhibit 7), to serve in this position. As Campus Coordinator, Ms. Scott shall work closely with Mr. Charles Carr, Senior Associate Athletics Director, on the local arrangements associated with the Peer Review Evaluation Visit.

C. Appointment of Conference Member for Assistance. Mr. Shane Lyons, Associate Commissioner for Compliance of the Atlantic Coast Conference, was appointed by memorandum, dated September 1, 2005 (Exhibit 8), to serve as an ex officio member of the Government and Commitment to Rules Compliance Subcommittee. His expertise on a broad range of compliance issues makes him an invaluable asset to this Subcommittee and the entire Self-Study effort.

D. Appointment of Institutional Liaison. Mr. Charles Carr, Senior Associate Athletics Director, was appointed by memorandum, dated September 1, 2005 (Exhibit 9), to serve in this position. As Institutional Liaison, Mr. Carr shall be responsible for fielding questions from institutional personnel and forwarding them to an NCAA staff member and coordinating preparations for the evaluation visit consistent with the 2005-06 Division I Athletics Certification Handbook. The Chair of the Steering Committee may assign additional responsibilities to assist with the NCAA Recertification Process (Exhibit 10).

E. Appointment of Chief Report Writer and Assistant Report Writer. Ms. Ruth S. Feiock, Academic Administrator, Office of the Vice President for Academic Quality and External Programs, was selected by the Provost to serve as the Chief Report Writer. Ms. Feiock chaired the Governance and Administration Subcommittee during the recent University accreditation review by the Southern Association of Colleges and Schools. In her capacity as Chief Report Writer, she shall be responsible for gathering and editing draft reports from the committees, formatting those draft reports and pertinent tables, charts, and attachments in accordance with NCAA requirements, writing the final draft report, and uploading electronically the final report and tables, charts, and attachments to the NCAA web site.

Mr. Michael D. Hankin, Coordinator of Management Analysis, Office of the Senior Vice President for Finance and Administration, will assist Ms. Feiock with editing reports and helping to format charts, tables, and attachments. Mr. Hankin served as the Chief Report Writer during the 1998-1999 Cycle I of this University's NCAA Division I Certification Self-Study and will serve as Assistant Chief Report Writer during this review cycle.

F. Charge to the Committees. The roles and responsibilities of the Steering Committee and the three subcommittees were delineated in memoranda from Provost Abele, dated October 6, 2005 (Exhibits 11 through 14). In addition to the general instructions within the memoranda, each committee and subcommittee was provided with relevant sections of their detailed responsibilities as published within the 2005-06 Division I Athletics Certification Handbook and 2005-06 Division I Athletics Certification Self-Study Instrument. All members of the Steering Committee and the three subcommittees have been provided with the 2005-06 Division I Athletics Certification Handbook.

G. Preparation of Goals, Objectives, and Processes for Completing the Self-Study. Members of the Steering Committee and three subcommittees have been instructed on their goals, objectives, and processes through this Plan (which was distributed to all committee members on October 14, 2005) and through the charge to the committees discussed in Section II. F., above.

H. Actions Taken Relating to Cycle I Issues. The university had no corrective actions or conditions for certification imposed by the NCAA during its first cycle review. The "strategies for improvement" recommended by the NCAA Division I Committee on Athletics Certification from January 2000 are attached as Exhibit 15. The "strategies for improvement" from Cycle I and the actions taken by the University and the Department to resolve these issues are identified below:

1. Mission Statement (Exhibit 16).
2. Gender Equity (Exhibit 17).
3. Minority Equity (Exhibit 18). Additional narrative related to achieving the minority equity plan is also provided in Exhibit 18.
4. Broad-Based Participation (Exhibit 19). In addition to the actions taken by the compliance program as shown in Exhibit 7, the institution's current certification self-study plan is characterized by broad-based participation of key

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campus constituent groups, including but not limited to: faculty, President, Provost, Faculty Athletics Representative, students, Admissions/Registrar, Financial Aid, Undergraduate Studies, General Counsel, and direct-support organization representatives. In addition, the institution will be working with the FSU Assistant Vice President for University Communications to ensure that the current self-study and related materials are made available in convenient formats to the wider campus community.

I. Submission of Written Plan to NCAA. This document and exhibits were forwarded electronically to the NCAA on Friday, October 14, 2005. The following subsections outline the steps to be taken by the University for NCAA Recertification. A comprehensive schedule for the Self-Study is provided in Exhibit 20. This schedule includes the subcommittee meeting schedules, data-gathering timelines, and timelines for responding to the self-study items.

J. NCAA Video Conference/Orientation. The interactive video conference between NCAA officials, members of the Steering Committee, subcommittees, and other interested parties occurred on Wednesday, October 26, 2005, 9:00 a.m., FSU College of Medicine.

K. Orientation of Campus Leadership Groups. Throughout October 2005 - April 2006, orientation sessions regarding this Cycle II NCAA Division I Certification process shall be presented to numerous campus groups. Consultations regarding the NCAA Certification Program took place with the University's governing board at its September 2005 meeting and with the President's executive team, including all of the vice presidents. Appropriate announcements shall be published on the Athletics Department's and other organizations' web sites, in campus newsletters, Seminole Cable TV, and via e-mails/memoranda/print announcements. The on-campus groups include, but are not limited to, the following:

1. Athletics Department staff (administrative, coaches, and graduate assistants)
2. Student-athletes during team meetings
3. Athletic Committee
4. Student Government Association
5. Inter-Residence Hall Council
6. Boosters staff (and local membership)
7. Alumni Association staff (and local membership)
8. Faculty Senate
9. Executive staff meetings for different University divisions, i.e., Academic Affairs, Finance and Administration, Student Affairs, Research, and University Relations

L. Subcommittee Meetings. The subcommittee schedule is provided in Exhibit 20. As subcommittee members perform their duties as charged, their activities shall focus upon:

1. Assignment and completion of individual member's responsibilities.
2. Arrangement of and attendance at meetings with specific Athletics Department, Student Affairs, and Academic Affairs personnel.
3. Collection of pertinent data and information required for report narratives, charts, tables, and/or other NCAA-required attachments.
4. Organization and writing of preliminary (draft) reports. Administrative support (including meeting spaces, computer resources, clerical assistance, and copying) necessary to compile the reports will be provided by the Department of Intercollegiate Athletics.
5. Consultations and meetings with members of the Steering Committee to gauge progress and resolve issues.
6. Provision of opportunities for various individuals or groups in the broad-campus community to offer input into the Self-Study Report before its findings and plans for improvement were formulated.

M. First drafts from Subcommittees to Steering Committee. Subcommittees shall provide their completed first draft documents (narratives, charts, tables, and/or attachments) to the Steering Committee on the following dates: Academic Integrity, January 20; Equity and Student-Athlete Welfare, February 17; and Governance and Commitment to Rules Compliance, March 17. The Steering Committee will evaluate these documents for conformity to the principles and development of the institution's plans for improvement. In addition, the Steering Committee will

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offer the broad-campus community the opportunity to review the self-study report using the same communication strategies previously identified.

N. Final Drafts from Subcommittees to Steering Committee. All subcommittees shall provide their completed reports (narratives, charts, tables, and/or attachments) to the Steering Committee on the following dates: Academic Integrity, February 17; Equity and Student-Athlete Welfare, March 17; and Governance and Commitment to Rules Compliance, April 3. Final drafts will include the incorporation of feedback from the Steering Committee from the review of the first draft as well as input solicited from a broad base of University and community participants.

O. Editing, Writing, and Completion of Final Report. From February 20 - April 30, Ms. Feiock, with assistance from Mr. Hankin, as needed, shall be responsible for the final editing, writing, and organization of the final report, including appropriate graphs, tables, and/or attachments. Administrative support (including meeting spaces, computer resources, clerical assistance, and copying) necessary to compile the reports will be provided by the Office of the Provost.

P. Uploading Final Report to NCAA. Ms. Feiock shall electronically upload the final report, including appropriate graphs, tables, and/or other attachments, in accordance with NCAA file and formatting requirements by May 1, 2006.

Q. Peer Review Evaluation On-Site Visit. Dr. Abele has forwarded the following to the NCAA as potential dates for the on-site visit: October 2-6, 2006; October 30 - November 3, 2006; or November 6-10, 2006. Mr. Charles Carr, Senior Associate Athletic Director and Institutional Liaison, shall be responsible for coordinating this visit.

R. Final NCAA Approval of Findings and Certification. The NCAA Division I Committee on Certification will convene in February 2007 to consider approval of the FSU Findings and Certification.

III. List of Exhibits. (NOTE: The Recommendations of the NCAA Division I Committee on Athletics Certification are included in Exhibit 15 and are provided as background for the reviewers. As explained on the cover page, all other exhibits have been deleted in order to meet space requirements on the NCAA web site. To obtain electronic copies of deleted exhibits, please contact the Chief Report Writer, Ms. Ruth Feiock, at rsfeiock@mail.fsu.edu)

Exhibit Number Title

1. Florida State University Vision and Mission Statements
2. Florida State University Department of Intercollegiate Athletics Mission Statement
3. Memorandum from Dr. T.K. Wetherell appointing Members of the Steering Committee
4. Memorandum from Dr. T.K. Wetherell appointing Members of Governance and Commitment to Rules Compliance Subcommittee
5. Memorandum from Dr. T.K. Wetherell appointing Members of Academic Integrity Subcommittee
6. Memorandum from Dr. T.K. Wetherell appointing Members of Equity and Student-Athlete Welfare Subcommittee
7. Memorandum from Dr. T.K. Wetherell appointing Kay Scott as Campus Coordinator
8. Memorandum from Dr. T.K. Wetherell appointing Shane Lyons from ACC as Ex Officio Member of Governance and Commitment to Rules Compliance Subcommittee
9. Memorandum from Dr. T.K. Wetherell appointing Charles Carr as Institutional Liaison
10. Memorandum from Lawrence G. Abele to Charles Carr Outlining Responsibilities
11. Charge to the Steering Committee Memorandum from Dr. Lawrence G. Abele to Members of the Steering Committee
12. Charge to the Governance and Rules Compliance Subcommittee Memorandum from Dr. Lawrence G. Abele to Members of the Subcommittee
13. Charge to the Academic Integrity Subcommittee Memorandum from Dr. Lawrence G. Abele to Members of the Subcommittee
14. Charge to the Equity and Student-Athlete Welfare Subcommittee Memorandum from Dr. Lawrence G. Abele to Members of the Subcommittee
15. Recommendations of the NCAA Division I Committee on Athletics Certification

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16. Actions to Achieve Finalization, Approval, and Distribution/Publication of Athletics Department Mission Statement
17. Actions to Achieve the Gender Equity Plan
18. Actions to Achieve the Minority Equity Plan
19. Actions to Improve Broad-Based Participation in Athletics Department Compliance Program
20. Detailed Timeline for Completion of the NCAA Division I Athletics Certification Self-Study

EXHIBIT 15

SUMMARY OF ACTIONS TAKEN BY THE NCAA COMMITTEE ON ATHLETICS CERTIFICATION:

Florida State University

During its January 16-17, 2000, meeting, the NCAA Division I Committee on Athletics Certification reviewed written materials related to the self-study of athletics completed by Florida State University and the campus evaluation visit conducted by peer-review team members April 26-29, 1999.

Certification Status

Based upon the information submitted, the committee determined that the institution should be certified.

This classification means that the institution is considered to be operating its athletics program in substantial conformity with operating principles adopted by the NCAA Division 1 membership and that any problems identified during the course of the self-study and the peer-review team's evaluation were considered to be not serious enough to affect the institution's certification status.

Strategies for Improvement

As a normal part of their evaluations, institutions and peer-review teams recommend strategies designed to improve the quality of athletics programs. The committee then determines whether each recommendation should be included in this committee's certification decision.

In this instance, the committee noted the series of recommended plans for improvement identified in the institution's self-study report and in its August 24, 1999 correspondence to the committee. The committee received the self-study report and additional correspondence with the understanding that any plans for improvement outlined by the institution will be implemented according to the deadlines the institution has established, but not later than the time of the institution's next certification self-study or interim report, whichever is earlier. In any event, the plans must be carried out sufficiently in advance of the institution's next self-study or interim report to permit a thorough evaluation of the effectiveness of those actions.

In addition, the committee considered the recommendations of the institution and the peer-review team and determined that the institution shall be required to:

1. Ensure that the athletics department's mission statement is widely circulated once it is finalized and approved by the appropriate authorities.
2. Enhance the institution's gender-equity plan by establishing goals beyond the fall of 2001 in order to ensure continued progress toward future goals and to maintain the current status of the program in this area.
3. Enhance the institution's minority opportunities plan by establishing goals beyond January 2000 in order to ensure continued progress toward future goals and to maintain the current status of the program in this area.
4. Ensure that the institution's future certification self-studies are characterized by broad-based participation of key campus constituent groups, particularly in making self-study reports and materials available to the wider campus community.

In regard to Item Nos. 2-3 above, the university will be expected to submit to the Committee on Athletics Certification as soon as practicable, but not later than December 1, 2000, evidence that these required actions have been taken by the institution. Should the institution fail to submit the information requested in the time specified, the committee will consider whether the institution's certification status shall be modified.

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As noted in the Certification Status section of this document, the committee felt that these concerns were not serious enough to affect the institution's certification status. Action taken by the institution in response to the strategies for improvement noted above will be examined in the next regular certification cycle, without interim campus visits or additional communication with the committee, unless specifically noted above as part of the committee's action.

The committee recognizes that the peer-review team made a good faith effort in offering various recommendations to improve the institution's athletics program. The institution is obligated to take specific actions, however, only for those items noted in the "Strategies for Improvement" section of this document, which include those improvement plans developed by the institution. The committee has elected not to include other recommendations that appeared in the peer-review team's report. The institution should feel free, however, to review those recommendations to consider the extent to which they are consistent with the operating principles and would improve the quality of the athletics program.

Suggestions

In addition, the committee has included in this document the following suggestion, which is gleaned from the peer review team's report, and the committee wished to call it to the institution's attention for its consideration: consider a mechanism for evaluating annually the activities of the Seminole Booster Inc. personnel as those activities pertain to the institution's commitment to NCAA rules compliance.

Governance and Commitment to Rules Compliance

Operating Principle

1.1 Institutional Control, Presidential Authority and Shared Responsibilities

Self-Study Items

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

(a) The university had one strategy for improvement imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision as it relates to Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). This strategy for improvement required the institution to ensure that future certification self-studies are characterized by broad-based participation of key campus constituent groups, particularly in making self-study reports and materials available to the wider campus community.

(b) In the second-cycle of its self-study, the university solicited broad-based participation by key campus constituency groups during the recertification process. The institution's current certification self-study plan is characterized by broad-based participation of key campus constituency groups, including, but not limited to, faculty, president, provost, Faculty Athletics Representative, students, admissions/registrar, financial aid, undergraduate studies, general counsel, and direct-support representatives.

A website was created for the purpose of keeping the university community apprised of the NCAA Recertification process and soliciting feedback/participation in the process. The website includes a description of the NCAA recertification process, the committees and their composition, meeting information and minutes, draft subcommittee reports, and opportunities for the university community to provide feedback. Information about the recertification process, including the URL for the website, was sent electronically to students, faculty, staff, alumni, Boosters, and Booster prospects.

The NCAA recertification was discussed in several forums and meetings including, but not limited to: the President's Executive Cabinet, the Council of Deans, the Faculty Senate, the Athletic Committee, the FSU Board of Trustees, the Student-Athlete Advisory Council, and Student Government Association. A description of the self-study process, including the URL for the university's NCAA recertification website, was included in university publications such as the Everything FSU e-newsletter and FSTimes. Feedback received from the university community, including feedback on draft reports, was reviewed by the Steering Committee and, where appropriate, incorporated in the final self-study.

The NCAA Self-Study has also been reviewed and endorsed by the Athletic Committee and the FSU Board of Trustees. President T.K. Wetherell has reviewed and approved the report.

In addition, the Athletics Department continues to provide information and regularly update campus administrative offices on compliance issues. Compliance information is provided to the staffs in the Offices of Admissions/Records, Registrar's Office, Undergraduate Studies, Dean of Students, General Counsel, Faculty Athletics Representative, and University Police. The Seminole Boosters are also provided with regular updates on compliance issues by the Compliance Office. Compliance updates are also included in the Interpreter, a newsletter printed on a monthly basis and distributed to all Athletics Department staff, and discussed on Seminole Sports Magazine TV show which is aired 35 times per year. Detailed compliance information is also provided on the Athletic Department's website. These efforts have ensured that personnel from administrative campus offices are briefed on compliance issues, procedures and rules, and provided with appropriate publications and official forms.

(c) The dates of the actions described above are the following:

November 2005 — Developed NCAA Recertification Website

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December 2005 — March 2006 — The university community was notified of the impending NCAA recertification process and the URL for the website was publicized. The website included committee meeting schedules, locations, and minutes. Steering Committee members briefed key campus constituency groups, including students, staff, faculty, FSU Board of Trustees, and direct-support organization representatives. A description of the recertification process was included in print and electronic materials that are routinely distributed to university community (e.g., FSUTimes, e-newsletters).

December 2005 — March 2006 — Feedback from the university community provided to the Steering Committee for review.

March 2006 — Draft reports posted on the university's NCAA Recertification webpages for review by the university community. Steering Committee members reviewed input/feedback from the university community. FSU Board of Trustees endorsed the Self-Study.

April 2006 — Final draft Self-Study was posted on the NCAA Recertification website for review by the university community. Final Self-Study was approved by the Steering Committee after the review of feedback from the university community on the final draft. Steering Committee forwarded final Self-Study to Athletic Committee. Self-Study reviewed and endorsed by the Athletic Committee. President T.K. Wetherell reviewed and approved the report.

(d) The university has no partial or noncompletions of actions relating to the strategies for improvement imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision as it relates to Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). This self-study is characterized by broad-based participation of key campus constituent groups including, but not limited to: faculty, president, provost, Faculty Athletics Representative, students, admissions/registrar, financial aid, undergraduate studies, general counsel, and direct-support representatives. The entire campus community has been involved in the self-study reports and provided feedback on the process and the self-study materials. This feedback has been incorporated into the university's self-study.

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

Within the NCAA Athletics Certification Self-Study Report (February, 1999), the institution developed two plans pertaining to Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). These two plans are in addition to the plan ensuring broad-based participation, discussed in the response to Self-Study Item No. 1, above.

The first plan concerned Institutional Control:

(a) To strengthen control over the Seminole Boosters, Inc. and the entire University community.

(b) The Athletic Department developed and implemented compliance-related educational programs for student-athletes and Boosters, including programs addressing topics such as sports agents, sports gambling, and the employment of student-athletes. In addition, the Athletic Department developed and implemented programs that better educate student-athletes on the dangers of alcohol, illicit drugs, sexual abuse, and sports gambling.

(c) This plan was completed by September 30, 1999, and is continuous to the present.

(d) All actions described in the plan have been taken and are completed.

(e) All actions described in the plan have been taken and are completed. No items are partially completed.

The second plan concerned Shared Responsibilities:

(a) To strengthen current student-athlete related processes.

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(b) Scholarship distribution was moved to the Business Office of the Department of Athletics, improvements were made to the scholarship renewal/nonrenewal process, and improvements were made to the interdepartmental communications between the University Office of Financial Aid and the Business Office of the Department of Athletics.

(c) This plan was completed by August 31, 2000, and is continuous to the present.

(d) All actions described in the plan have been taken and are completed.

(e) All actions described in the plan have been taken and are completed. No items are partially completed.

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

In his first year of office, President T.K. Wetherell contracted with MGT of America for an independent review of the University's athletic department. Based on MGT's recommendations, the President himself instituted changes, and submitted other recommended changes to the University Board of Trustees for matters within their purview, such as rules repeals and amendments. A copy of MGT of America's review and the actions taken by the institution are available to the peer reviewers on site.

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

The Florida State University Board of Trustees handles decisions for athletics in the same manner as other University units and programs. For example, funding for athletics programs and bonding for facilities are processed through the responsible University administration officials to the President. Upon approval by the President, the items are placed on the appropriate Board Committee Agenda. In the case of funding and bonding, the items would be presented to the Board's Finance Committee. Once approved by the Finance Committee, the items are presented to the entire Board for its consideration, discussion, and approval.

Sections 1006.71 and 1000.05, Florida Statutes, require that colleges or universities that operate intercollegiate athletics programs must provide equal athletic opportunity for both genders. A set of specific factors are considered in determinations of equity, including the selection of sports; provision of equipment and supplies; scheduling of games and practice times; travel and per diem allowances; opportunities for coaching and academic tutoring; assignment and compensation of coaches and tutors; provision of locker rooms, facilities, medical services, housing, and dining facilities; and publicity and promotion.

To monitor this component of the law, each university is required to develop a gender equity plan that includes consideration of equity in sports offerings, participation, availability of facilities, scholarships, recruitment, coaching, publicity and promotion, and support costs. This state of the art facility ensures that each team is provided a first-rate practice venue. Also, each board of trustees is required to evaluate the president annually on the extent to which the gender equity goals of the institution have been achieved. The Board of Trustees has fully executed its responsibilities in these areas.

Section 1004.28, Florida Statutes, permits the existence of direct-support organizations such as the Seminole Boosters. The Boosters may receive, hold, invest, and administer property as well as make expenditures to or for the benefit of the University. The Board of Trustees promulgated Section 6C2-2.025, Florida Administrative Code, which prescribes the conditions under which the direct-support organization may use the property, facilities, or personal services of the university. The chair of the University Board of Trustees appoints the Faculty Athletics Representative to the Boosters Board and its Executive Committee; similarly, the University President or his designee also serves on the Board of Directors and the Executive Committee of the Seminole Boosters.

Finally, in 2005 the Board repealed two rules pertaining to athletics to ensure consistency with NCAA policy. The Board's decision resulted from some of the findings and recommendations in a President-commissioned independent review of the management and organization of the Department of Athletics. The elimination of several rules streamlined procedures and added increased Presidential control and Board oversight of the University's athletic programs.

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

Section 1001.75(8), Florida Statutes provides that the President shall "[a]dminister the university's program of intercollegiate athletics." An example of the President's execution of this statutory duty is provided by his decision to contract for an independent review of the university's Athletics Department during his first year of office. As a result, the President instituted changes, and submitted other recommended changes to the University Board of Trustees for matter within their purview, such as rule repeals and amendments.

The President also reaffirmed that the Athletic Department should continue to maintain a reserve fund set-aside for women's athletics.

The President also initiated a review of student disciplinary procedures to ensure that student athletes were being treated in a consistent manner with other University students being processed under the University Student Conduct Code.

Finally, he has taken a lead role in naming athletic facilities for men and women's sports. For example, the softball field was named for the women's softball coach, and the baseball field was named for the men's baseball coach.

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

As the chief executive officer, the university president has ultimate authority over the Athletics Department and is assisted and supported by the FSU Board of Trustees, as appropriate. The Atlantic Coast Conference requires each institution's governing board, i.e., the FSU Board of Trustees, to certify the following:

(1) The responsibility for the administration of the athletics program has been delegated to the chief executive officer of the institution.

(2) The chief executive officer has the mandate and support of the board to operate a program of integrity in full compliance with NCAA, ACC, and all other relevant rules and regulations.

(3) The chief executive officer, in consultation with the Faculty Athletics Representative and the Athletics Director, determines how the institutional vote shall be cast on issues of athletics policy presented to the NCAA and ACC.

The Director of Athletics makes all major athletics-related administrative decisions. Each decision is made in consultation with the appropriate personnel (e.g., Senior Associate, Executive Associate Athletics Director, Associate Athletics Director for Compliance, Senior Woman Administrator, various athletics coaches, etc.).

The Athletics Committee (chaired by the Faculty Athletics Representative) meets regularly and is responsible for giving advice, support, and executing general advisory powers within the Athletics Department. The Athletic Committee includes faculty, university administrators, student-athlete, the Student Government Association President (also a member of the FSU Board of Trustees), Faculty Senate President (also a member of the FSU Board of Trustees), citizen-at-large, direct-support organization representatives, and Director of Athletics.

The Faculty Athletics Representative meets regularly with the Director of Athletics and serves as the Senior Faculty Advisor on athletics to the President of The Florida State University. The FAR serves as a channel of information between the faculty and administration and the athletics program; the FAR provides periodic reports to the Athletics Committee relating to matters of academic integrity, performance of student-athletes, rules compliance or violations, and other matters related to the athletics program. The FAR meets with Student-Athlete Advisory Committee (SAAC) and serves as a member of the FSU Athletics Committee.

Campus constituencies have the opportunity to participate in major decisions regarding intercollegiate athletics. The Student-Athlete Advisory Council (SAAC) is involved in numerous activities including the development of athletics policies affecting student-athletes. SAAC also serves as the advisory board to the athletics administration, recommends educational programs, and serves as a liaison between student-athletes and the administration.

The Athletics Committee is comprised of a majority of faculty members. Faculty members also chair each of the subcommittees (i.e., budget, equity and student-athlete welfare, and academic). In addition, faculty serve on several

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university committees, including the Sports Panel Committee and Admissions Committees and are also involved with the enforcement of class attendance policies and through financial aid appeals.

The Associate Athletics Director for Compliance is the university's primary administrator for handling the identification of possible rules violations and is responsible for directing investigations into allegations of possible rules. Administrative campus offices are routinely briefed on compliance issues, procedures and rules, and provided with appropriate publications and official forms. Compliance information is provided to the staffs in the Offices of Admissions/Records, Registrar's Office, Undergraduate Studies, Director of Financial Aid, Dean of Students, General Counsel, and University Police.

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

The Florida State University Athletic Committee consists of 21 voting members selected by the President, and 9 ex-officio non-voting members. Of the 21 voting members, there are 11 faculty, 2 alumni representatives, 3 Seminole Boosters representatives, 1 Varsity Club representative, 1 student athlete representative, and 2 citizen-at-large representatives. The Faculty Athletics Representative serves as chair and a citizen-at-large representative serves as Vice-Chair. Ex-officio members include the Faculty Senate President, Vice President for Student Affairs, Vice President for University Relations and Public Affairs, Director of Athletics, Associate Chief of FSU Police, Dean of Undergraduate Studies, Associate Vice President for Finance and Administration, and the Student Government Association President (also a member of the University Board of Trustees).

The Committee has an advisory role in fiscal affairs, recommending allocations of funds as necessary for the support of the various sports. However, no funds may be disbursed without the written approval of the Athletics Director in compliance with the fiscal policies of Florida State University and subject to the President's approval. The Athletic Committee also advises on gender equity, student welfare, and academic issues.

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

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

Evaluation

1. Does the institution demonstrate that the institution's governing board provides oversight and broad policy formulation for intercollegiate athletics in a manner consistent with other units of the institution? **Currently Yes**
2. Does the institution demonstrate that the president or chancellor is assigned ultimate responsibility and authority for the operation and personnel of the athletics program? **Currently Yes**
3. Does the institution demonstrate that appropriate campus constituencies have the opportunity, under the purview of the president or chancellor, to provide input into the formulation of policies relating to the conduct of the athletics program and to review periodically the implementation of such policies? **Currently Yes**

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Operating Principle

1.2 Rules Compliance

Self-Study Items

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

(a) In its first-cycle review of Florida State University, the NCAA Division I Committee on Athletics Certification imposed one strategy for improvement pertaining to Operating Principle 1.2 (Rules Compliance). This strategy for improvement required the institution to ensure that the athletics department's mission statement is widely circulated once it is finalized and approved by appropriate authorities.

(b) The revised mission statement for the Florida State University Department of Athletics was approved in February 2000. Upon approval, the statement was immediately distributed via written memorandum to involved constituencies and all staff. All new staff members receive a copy during new employee orientation. The mission statement is also included in the student-athlete handbook that is distributed to all student-athletes annually.

(c) The following dates reflect all the actions taken to achieve the requirements of the strategy:

July 1999: Next-to-final draft completed.

September 1999: Next-to-final draft distributed to administrative staff members for review, comments, and recommended changes.

September 1999: Next-to-final draft distributed to coaching staff for review, comments, and recommended changes.

September 1999: Final draft completed.

September - October 1999: Final draft distributed to and discussed with varsity athletes and orientation and squad meetings.

October 1999: Final draft distributed to, discussed with, and approved by Athletic Committee.

October 1999: Final draft approved by University President.

October 1999: Final draft made available on Athletics Department website and Alumni Association website; published in Compliance Newsletter; and Boosters Newsletter.

November 1999 - August 2000: Final draft published in all printed materials of Athletics Department, including Student Handbook and Academic Guide.

(d) The university has no partial or noncompletions of actions relating to the strategies for improvement imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision as it relates to Operating Principle 1.2 (Rules Compliance).

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

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Within the NCAA Athletics Certification Self-Study Report (February 1999), the institution developed three specific plans pertaining to Operating Principle 1.2 (Rules Compliance). These plans are in addition to the plan regarding the mission statement, discussed in the response to Self-Study Item No. 1, above.

The first plan concerned the Assignment of Rules Compliance Responsibilities:

(a) To develop a written policy addressing the creation, publication, distribution, and continuous review of the Athletic Department's Policy Manual.

(b) The written policy included the following major components: (1) Responsibility for specific review and writing/re-writing of policies assigned to specific members of the administrative staff; and (2) electronic, written, and oral notification of policy changes to all staff members, coaches, and student-athletes. This notification occurs continuously, i.e., student-athletes orientations, regular staff meetings, and the annual publication of the Policy Manual.

(c) This plan, originally completed in August 1999, is continuous to the present.

(d) All actions described in the plan have been taken and are completed. No items are partially completed.

The second plan concerned the Rule Compliance Accountability:

(a) Create a written policy addressing the creation, publication, distribution and continuous review of the Policy Manual and monitor the Professional Football Workout Day which is attended by professional coaches, scouts, and sports agents.

(b) The actions taken regarding the Policy Manual are discussed in item (b), the first plan concerning the Assignment of Rules Compliance Responsibilities. The actions taken regarding the Professional Workout Day include: Compliance staff planning the Professional Workout Day in conjunction with the Head Strength and Conditioning Coach; and Compliance staff closely monitoring the activities of sports agents at these events, limiting agent/student-athlete contact, and providing crowd control.

(c) This plan, originally completed in August 1999, is continuous to the present.

(d) All actions described in the plan have been taken and are completed. No items are partially completed.

The third plan concerned Rules Compliance Evaluation:

(a) Develop a written policy outlining the procedures for the annual evaluation of the Athletics Department.

(b) The policy explicitly establishes who will make the evaluation, what will be evaluated, when the evaluation will occur, and to whom/what the evaluation report(s) will be provided.

(c) This plan, originally completed in January 2000, is continuous to the present.

(d) All actions described in the plan have been taken and are completed. No items are partially completed.

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

In order to ensure the strengthening of the Athletics Department's Rules Compliance program, five additional plans were implemented since the first-cycle certification decision was rendered.

Plan No. 1: Prominently display the Athletics Department's mission statement within various facilities. Therefore, during 2003-04, the mission statement was prominently displayed in the Great Hall of Moore Athletic Center, offices within Moore Athletic Center, and the Basketball Training Center. In addition, the mission statement will further be prominently displayed as new facilities are constructed.

Plan No. 2: Strengthen Booster education regarding Rules Compliance. The Compliance Officer has continued and will continue to provide educational materials for the Booster membership, including: adding a Compliance Section to the Seminole Boosters Website; speaking to Booster groups; and bringing in outside speakers to further educate Boosters about compliance issues.

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Plan No. 3: Initiate an educational program for high schools regarding the topics of amateurism and initial eligibility. In coordination with local high schools and state high school governing bodies, the Compliance Office will institute a program for initial eligibility education. This program educates high school student-athletes, coaches, parents, guidance counselors, and administrators on issues pertaining to the NCAA initial eligibility guidelines and amateurism.

Plan No. 4: Expand proactive efforts to educate the local business community regarding NCAA rules governing extra benefits. The Compliance Office will more widely distribute the monthly newsletter to include local area businesses. In addition, further educational programs will be developed, to include: videos; unannounced spot checks of local businesses; and personal contact with business owners.

Plan No. 5: Further develop the monitoring program of student-athlete employment. New policies have been written regarding student-athlete employment monitoring procedures. The employment forms will be updated and strengthened; moreover, spot checks of local businesses will be conducted.

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

ACTIVITIES

The Seminole Boosters, Inc. is the primary fundraising group for FSU Athletics. The Seminole Boosters is an incorporated entity that operates as a tax-exempt, non-profit organization within the meaning of Section 501(c)(3) of the Internal Revenue Code. The Seminole Boosters make monetary distributions to FSU for the purpose of enhancing the education, health, and physical welfare of its students and student-athletes.

The Florida State University Alumni Association is a service organization focusing on services, programs, and activities that foster goodwill towards Florida State University, identifying key volunteers, and providing information to alumni and friends. The Association's purpose is to promote and serve the general welfare of the University as an institution for education, research, and public service; and to involve, encourage, inform and stimulate interests among the University community and its friends in its programs and progress.

INSTITUTIONAL CONTROL

University Oversight: The Seminole Boosters, Inc. is a "Direct Support Organization" (DSO) to Florida State University. According to the State University System of Florida's 1998 Master Plan, "Direct Support Organizations must be open and responsible to the university president." DSO's must also follow the institutional control-related policies outlined in the Chancellor's Memorandum, No.: CM-F-01.0008/96, Dated: August 20, 1996, Subject: Direct Support Organization (DSO). The Chancellor's Memorandum takes its authority from Section 1004.28, Florida Statutes. The President of Florida State University has designated Lee Hinkle, Vice President for University Relations and Public Affairs, as a liaison between the University and the Seminole Boosters. The books and records of the Seminole Boosters remain open to Ms. Hinkle at all times. Additionally, the Seminole Boosters' corporate offices are located in the University Center and the University President monitors all transactions relating to FSU, its resources, and its name. Violations are reported directly to the Athletics Director and to the University President. Further, the Atlantic Coast Conference mandates that each member institution's "athletics director shall serve as a board member of the institution's athletics booster (fundraising) organization where one exists, and the employees of that organization shall be directly responsible to the athletics director or the person to whom the athletics director reports."

The Alumni Association is also a "Direct Support Organization" to Florida State University under the administrative control of the Vice President for University Relations and Public Affairs. The Alumni Association is "open and responsible to the university president." The financial information of the Association is made public through the Vice President for University Relations and Public Affairs. The Alumni Association's corporate offices are located in the new alumni center facility on campus, and the University President monitors all transactions relating to FSU, its resources, and its name.

FSU Employees as Booster Group Board Members:

A. The following FSU employees are members of the Seminole Boosters Board of Directors:

(a) University President

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(b) University Director of Athletics

(c) Chairman of the University Athletics Committee and the Faculty Athletics Representative

(d) Member active in the support of women's athletics

B. The following FSU employees are members of the Executive Committee of the Board of Directors:

(a) University President

(b) University Director of Athletics

FSU Employees as Alumni Association Board Members: The following FSU employees are members of the Executive Committee of the Board of Directors:

(a) Vice President for University Relations and Public Affairs

(b) President/Executive Director of the FSU Alumni Association

EXECUTION OF DOCUMENTS: All contracts, agreements, documents, etc. must be approved by the Board of Directors or the Executive Committee.

FINANCES:

The University exercises institutional control over the Seminole Boosters private bank account through the following policies:

(a) Copies of the annual financial statements of the Seminole Boosters are filed with the University President, the Florida Board of Governors, and FSU Board of Trustees.

(b) Copies of the annual post audits of the Seminole Boosters' financial accounts are submitted to the President of the University, the Florida Board of Governors, and the Auditor General of the State of Florida.

(c) The University President must approve, in writing, any action of the Seminole Boosters which involves the name or resources of the University. The President may also delegate this responsibility.

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

The organizational structure for the Florida State University Athletics Department is included in the Policy Manual.

The Faculty Athletics Representative (FAR) acts as a liaison between the university and its Athletics Department. The FAR also serves as Chairperson of the Athletic Committee and as a compliance liaison to the Atlantic Coast Conference (ACC). The Athletic Committee is responsible for giving advice, support, and having general advisory powers in the field of athletics. These powers are used to insure that the athletics program maintains compliance with NCAA rules.

The Director of Athletics is currently responsible for compliance education for all student-athletes and staff members of the Athletics Department. The Associate Athletics Director for Compliance has a direct reporting line to the Director of Athletics, and an indirect reporting line to the University General Counsel, and is the university's primary administrator for all compliance matters.

Coaches are responsible for completing all necessary compliance-related paperwork (e.g., telephone logs, contact forms, evaluation forms and official visit forms). The Compliance Office monitors this paperwork and oversees the activities of all coaches, student-athletes and other personnel to ensure compliance with NCAA rules. Each head coach reports directly to their Sport Oversight. Associate and Senior Associate Athletic Directors are assigned as

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Sport Oversights to one or multiple sport teams. Each sport's recruiting coordinator reports to her/his respective head coach. Each recruiting coordinator also acts as a liaison to the Associate Athletics Director for Compliance.

The Office of Financial Aid administers financial aid awarded to student-athletes. The Director of Financial Aid reports to the Provost and Executive Vice President for Academic Affairs. In March 2004, a new position was created to solely deal with athletic financial aid and scholarship distribution. The position, Coordinator of Financial Aid for Student-Athletes, reports to the Director of Financial Aid.

The Admissions Office is responsible for admitting student-athletes into the University. The Director of Admissions reports to the Associate Vice President for Academic Support, who reports to the Executive Vice President for Academic Affairs and Provost.

Internal audits of the Athletics Department are conducted by the Office of Audit Services and periodically by the Atlantic Coast Conference compliance and governance staff. The Director of Audit Services reports directly to the University President.

The Office of the Registrar ensures that all student-athletes have completed the necessary requirements to be considered qualifiers for initial eligibility purposes. The Registrar's Office also ensures that all student-athletes have satisfied continuing eligibility and are the official signatory to the certification status of the student-athletes. The office of the Registrar has a permanent full-time position titled Athletic Liaison to the Registrar, who serves as the primary contact in the Registrar's office for the Department of Athletics.

The Office of Athletic Academic Support is a Division of Undergraduate Studies and serves as an advising unit to student-athletes. The Director reports to the Dean of Undergraduate Studies. As an advising unit, the Athletic Academic Support Office is responsible for advising student-athletes in course and major selection and monitoring their academic progress and athletic eligibility as it pertains to university, ACC, and NCAA regulations.

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

Florida State University ensures that NCAA rules compliance is a central element for Athletics Department staff through a comprehensive rules education program, as well as specific personnel matters. All staff members receive a NCAA manual on a yearly basis and position descriptions delineate rules compliance responsibilities. A member of the Compliance Office staff traditionally speaks at new-hire orientation days to familiarize new employees on NCAA rules and the principle of institutional control. All staff members are required to take a compliance test designed specifically for each department. The departments are subsequently given a review in general and in particular of missed questions.

All newly hired coaches who are new to collegiate athletics must undergo a comprehensive compliance review with one of the Compliance Office staff members. Coaches are required to take the yearly NCAA certification exam and are given a comprehensive review if necessary.

The Associate Athletic Director for Compliance speaks annually to participants at the entire Athletics Department's new-academic-year gathering to discuss important compliance matters and principles of institutional control. Employees sign a written acknowledgment stating they are not aware of any NCAA violations that took place the previous year that were not reported.

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

Florida State University ensures that rules compliance is a central element in personnel matters for individuals outside the Athletics Department who are involved in rules compliance activities. On a biannual basis, a retreat is held for those offices outside the athletic department to meet with the Compliance Office to discuss NCAA legislation, issues and review current policies and procedures. The retreat is conducted by the compliance office, but all parties are invited to include items for the agenda; invitees include Academic Support, the Registrar, Financial Aid, and Admissions.

The staff from Academic Support and Financial Aid was administered the department specific compliance test in Summer 2005. A detailed review was conducted at the winter 2005 retreat as to the missed questions and correct answers on the test.

The Associate Athletics Director for Compliance speaks annually to all participants at the new-academic-year

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Athletics Department gathering to discuss important compliance matters and principles of institutional control. Academic Support and the liaisons from financial aid and the registrar are invited.

Athletic Liaisons from the Office of Financial Aid, Admissions, Registrar, and the FAR attend the NCAA Rules Seminar held on an annual basis. Academic Support staff members are encouraged to attend the seminar as well. In addition, all position descriptions for Athletic Liaisons delineate rules compliance responsibilities.

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

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

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

Florida State University has been proactive in its efforts to educate student-athletes, Athletics Department staff members, other institutional staff members, and representatives of athletics interests in matters concerning NCAA rules and regulations. These efforts are illustrated by the following examples:

I. Rules-Education Efforts for Student-Athletes:

A. Student Athlete Handbook (instituted 1995) — The Student Athlete Handbook outlines the Student-Athlete Code of Conduct and various support services available to student-athletes (e.g., academic support services and life-skills programs).

B. Professional Sports Counseling Panel (instituted 1993) — The Professional Sports Counseling Panel educates student-athletes on issues relating to professional sport careers (e.g., draft and salary issues, contract issues, disability insurance, financial management and the selection of sport agents). The Panel is comprised of Dr. Joseph Camps, Dr. Robert Hillison, Dr. Caesar Douglas, and Dr. Michael Mondello, with Bob Minnix, Associate Athletic Director for Compliance, serving as the liaison to the Athletics Department.

C. Agent Day and Parent/Agent Day (instituted fall 1996) — Agent Day is a workshop that provides student-athletes the opportunity to meet with agents in an educational and supervised setting. Parent/Agent Day is a workshop held on Parents Weekend that educates student-athletes and their parents about the process of selecting an agent and the rules set forth by the NCAA regarding agents. Both workshops are held once a year and feature question and answer sessions and guest speakers (e.g., current professional athletes, agents, and financial planners).

D. A Career in Professional Sports Course (Fall 1996-Spring 2005) — This class educates graduate and undergraduate students on careers in professional sports (e.g., athlete, personnel positions, agents, etc.). A Career in Professional Sports is available to all students and student-athletes and includes prominent speakers from amateur and professional sports organizations. A Career in Professional Sports is offered once a year.

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E. NCAA Compliance and Institutional Control Course (Spring 1996 to present) — This class educates graduate and law school students in the area of NCAA Rules and Regulations. The class is available to all students and student-athletes and includes prominent speakers from amateur and professional sports organizations. NCAA Compliance and Institutional Control is offered once a year.

F. Squad Meetings — Each fall, every athletic team meets with the Athletics Director, the Compliance staff, and the Coordinator of Financial Aid to review departmental policies as well as compliance issues such as gambling, agents and promotional activities.

G. NCAA Posters — the Compliance Office purchased educational posters from the NCAA regarding the dangers of gambling for display in locations frequented by student-athletes, such as academics, student-services, and the Compliance offices.

II. Rules-Education Efforts for Athletics Department Staff Members:

A. Compliance Policy Manual (instituted 1995) — The Compliance Policy Manual outlines NCAA rules and regulations and provides an overview of the Compliance program's operations and requirements. The Manual is kept on file in the Compliance Office.

B. Compliance Staff and Policy Overview (instituted 1995) — This provides a detailed overview of the Compliance Program's hiring procedures, operations, and requirements. The Compliance Staff and Policy Overview is kept on file in the Compliance Office.

C. Coaches meetings are held on a monthly basis with each sport. The Director of Compliance reviews interpretations, new legislation, or any other current NCAA issues regarding rules and regulations. Additionally, the meetings are used for the collection of recruiting information and updates to squad lists.

D. New NCAA Legislation Memo (instituted 1993) — A copy of any new NCAA Legislation (and when it becomes effective) is circulated throughout the Athletics Department.

E. NCAA Compliance Regional Seminar (began in 1991)— The NCAA Compliance Regional Seminar is an annual meeting for all compliance personnel as well as employees inside and exterior to the athletic department with compliance-related duties. The Seminar provides a three-day educational workshop on NCAA rules and regulations, and is attended by members of the Compliance Office, Athletics Academic Advising, Registrar, FAR, Admissions, and Financial Aid.

F. State of Florida Compliance Summit (began in 1997) — Founded by Bob Minnix, Associate Athletics Director for Compliance at Florida State University, this Summit is an annual meeting inviting all compliance staffs in the state of Florida. The purpose of the Compliance Summit is to facilitate the sharing of best practices as well as problem areas. The Summit was founded in an effort to make Florida schools more proficient in the area of compliance.

G. Interpreter (1994-present) — The Interpreter is a monthly educational newsletter discussing compliance related issues. The Interpreter is distributed to alumni, boosters, athletics administration, staff, coaches and other university personnel.

H. Compliance Tests — The Compliance Office developed tests focusing on each department within athletics and Seminole Boosters. All staff members of the Athletics Department and Seminole Boosters are required to take the test. Scores were reported to the Athletics Director. Review sessions were held with each department to go through the test in detail, paying close attention to questions that were missed.

I. NCAA Manuals — Each full-time Athletics Department staff member receives a NCAA Division I Manual each academic year.

III. Rules-Education Efforts for Representatives of the University's Athletics Interests:

A. Florida State University Guidebook to NCAA Regulations 2005-2006 (Instituted 1994) This brochure provides educational information on NCAA rules and regulations and lists prohibited booster activities. The brochure is updated annually and is sent out with all season football, baseball and basketball tickets. It is also sent to the corporate offices of the Seminole Boosters and is intended to be made available to all Boosters, Athletics Department staff, and the general public.

B. Booster Tip of the Week — This flier incorporates NCAA bylaws and current events and is distributed to all Booster groups.

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C. "Compliance Issues Column" in Osceola— This column informs readers of current "compliance issues" (e.g., interpretations of NCAA bylaws). The "Compliance Issues Column" appears once a month in the Osceola, an independent weekly newspaper covering FSU sports. The Osceola is received by Boosters throughout the country.

D. FSU Compliance Website — The FSU Compliance Website incorporates all of the aforementioned compliance information. The website can be accessed through the university and the Athletics Department websites (www.fsu.edu and www.seminoles.com, respectively).

E. Speaking Engagements — The Associate Athletics Director for Compliance speaks to university boosters and alumni throughout the state of Florida, including stops on the Bobby Bowden Tour, as well as the sport booster clubs for specific sports. Additionally, the Associate Athletics Director for Compliance speaks at the Leadership Conference, an event including all Booster club directors and executives from around the country.

F. Compliance Exam — All members of the executive staff and all full time employees with the Seminole Boosters, Inc. were required to take a compliance exam in Summer 2005. The Compliance Office developed the tests specific to the NCAA rules applicable to boosters. During Fall 2005, the Compliance Office held a review session with the departments to analyze and evaluate their exams.

G. Game Program Articles — Articles are written for all football home game programs. The articles highlight a compliance topic relevant to alumni and Boosters.

H. Compliance Video — A video was produced in the Summer 2004 as an educational tool for Representatives of Athletics Interests. The video is available on the Compliance website and is shown to various Booster groups, staff and student-athletes throughout the year.

I. Interpreter — A monthly newsletter written and published by the Compliance Office which focuses on rules education for student-athletes, coaches, Boosters, and athletic department staff.

J. Executive Staff and Booster Executive Staff Joint Meetings — The Associate Athletic Director for Compliance attends the monthly meetings with the Athletics Department executive staff members and the Seminole Boosters executive staff members.

IV. All-Encompassing Rules-Education Efforts:

A. Sports Gambling Symposium (instituted September 1998) — The Sports Gambling Symposium is an educational seminar addressing sports gambling in the college environment. The Symposium is held at Florida State University and is attended by student-athletes, coaches, Athletics Department administrators, university administrators, law enforcement officials, and other members of the university and local community. The Sports Gambling Symposium includes guest-speakers from the NCAA and law enforcement as well as a clinical gambling specialist.

B. FSU Compliance Website (instituted spring 1997) — This website provides current information on compliance issues and procedures such as NCAA rules interpretations. The website may be accessed via the World Wide Web for general public viewing. Special sections of the website are maintained for coaches, student-athletes, agents, and Boosters. The website can be accessed through the Athletics Department and University Websites (www.fsu.edu and www.seminoles.com, respectively).

C. Booster Tip of the Week and Tip of the Week (instituted 1996) - The Booster Tip of the Week is distributed during home football games and incorporates the NCAA Bylaws relevant to Representatives of Athletics Interests. The Tip of the Week is a weekly handout featuring NCAA bylaws and current events. It is distributed throughout the Athletics Department to both student-athletes and staff.

D. Speaking Engagements — All members of the Compliance Office speak to various constituencies around campus including the Sport Psychology group, Sport Management classes, and Booster and alumni groups.

E. Internet Surveillance — The Compliance office staff regularly monitors the Internet for items being sold that may jeopardize student-athlete eligibility and, if found, sends a "cease and desist" letter to the owner consistent with NCAA regulations.

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

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Three separate entities have conducted evaluations of the institution's rules compliance program since the 1999 NCAA Certification. First, the FSU Compliance office was audited February 4-6, 2003, by the Atlantic Coast Conference (ACC) Compliance and Governance staff. Second, a one-time audit was conducted in June 2003 for the entire Athletics Department; compliance was part of this audit. Lastly, the compliance program has been audited in part by the FSU Office of the Audit Services.

The evaluation conducted by the ACC in February 2003 specifically targeted the rules-compliance program and systems. The Athletics Director and Associate Athletics Director for Compliance invited the compliance and governance staff from the ACC to audit the NCAA compliance program and systems. The ACC staff is outside of the university and therefore does not have day-to-day compliance responsibilities. Additionally, it is knowledgeable in NCAA and ACC legislation and rules compliance evaluation.

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

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

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

A number of changes have been implemented based on recommendations submitted by the ACC in the audit conducted February 4-6, 2003. Recommendations were in the areas of compliance organization and structure, rules education, recruiting, eligibility, financial aid, self-reporting, playing and practice seasons, camps and clinics, student-athlete employment, and academic support.

Compliance Organization and Structure:

Recommendation: Streamline and distribute Compliance Manual.

Action: Stemming from a recommendation of the ACC evaluation, the Compliance Manual was streamlined and made more user-friendly. In collaboration with the Registrar and Academic Support offices the eligibility section was reconfigured. Currently, the policies and procedures for financial aid have been updated. New manuals were widely distributed to all coaching staffs, and as sections of the manual get updated, the relevant sections will be sent out to replace the old sections.

Recommendation: Add compliance section to staff manual

Action Taken: Added compliance section to the staff manual.

Recommendation: Include the Faculty Athletics Representative on the Athletics Department organizational chart.

Action Taken: Implemented for the 2003-2004 academic year, the new organizational chart includes the Faculty Athletics Representative and a job description added in the Athletics Policy Manual.

Governance and Commitment to Rules Compliance

Rules Education:

Recommendation: Institute a program in which letters are sent to local businesses containing information regarding extra benefits.

Action Taken: In August 2003 the Associate Athletics Director and Compliance Coordinator sent a form letter to businesses that regularly come in contact with the student population in Tallahassee regarding relevant NCAA rules and regulations, in particular extra benefits. The letter is now sent annually to establishments including bars, sporting good stores, restaurants, clothing stores, jewelry stores, car dealerships, electronic stores, as well as business that are known to have employed student-athletes in previous years.

Recommendation: The student-athlete handbook and planner be better organized and contain more information regarding compliance related issues, such as student host information, reporting of violations, and playing and practice seasons.

Action Taken: During the Summer 2003, the Associate Athletic Director for Student Services revamped the Seminole Handbook and Planner to include the areas of financial aid, reporting violations, competing in outside competition, playing and practice seasons and student host information. Additionally, the Office of Student Services developed a student-athlete manual that is distributed to all student-athletes. The manual contains more comprehensive set of policies and procedures than the handbook.

Recommendation: Continue to implement rules education programs with university departments external to athletics (Registrar, Financial Aid, Admissions, and Academic Support).

Action Taken: The Compliance Office continues to host on a biannual basis, a retreat for the compliance, financial aid, academic support, admissions, and registrar's office. The program includes education as well as policy development and procedure evaluation.

Recruiting:

Recommendation: Coaches should turn in Contact and Evaluation forms in a timelier manner to ensure accuracy in reporting.

Action Taken: Coaches must now turn in their contact and evaluation forms within one week of their travel, or no additional travel will be authorized.

Recommendation: Add compliance office to list of departments reviewing official visit expense reports.

Action Taken: Beginning in August 2003, all expense reports related to team travel, official visits, recruiting and other expenses related to student-athletes are reviewed and approved by the Assistant Athletic Director for Compliance or his designee before they are processed through the business office.

Eligibility (Initial, Continuing, Transfer):

Recommendation: Improve monitoring system for full-time enrollment

Action Taken: Beginning in August 2003, a new program was implemented to track full-time enrollment. During the first two weeks of each semester the Registrar's Office will request a daily full-time status report for all student-athletes, to be distributed to the Compliance Office and the Office of Academic Support. The Compliance Coordinator will contact each counselor to ensure the information is correct and the advisor is apprised of the situation. If a student falls below full-time, she/he will be immediately pulled from practice and/or competition until the situation is resolved.

Recommendation: Require the signature of the Registrar's Office on add/drop forms.

Action Taken: Beginning with the Academic Year 2003-2004, a signature from the Registrar's Office is required on all add/drop forms after add/drop week. As an additional measure, a new computer program was implemented so that the Registrar (or designee) has sole access to remove the hold for dropping a class after all appropriate signatures have been obtained.

Recommendation: Student-athletes should be flagged within the Office of the Registrar for change-of-major status.

Action Taken: A system was established for the 2003-2004 academic year requiring the signatures of the advisor, Director of Athletic Academic Support, and the Registrar before a major change becomes official. Once a change of major has been requested, there is an academic evaluation of the student-athletes record to ensure all NCAA progress toward degree requirements has been met.

Recommendation: There should be documented procedures for certification of initial, continuing, and transfer eligibility.

Action Taken: In January 2004, the Compliance, Registrar and Athletic Academic Support Offices completed written

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policies and flow charts for NCAA Bylaw 14 — Eligibility. The policy has been incorporated into the compliance manual that is widely distributed.

Financial Aid:

Recommendation: Review and implement policies and procedures for Financial Aid and the principle of institutional control.

Action Taken: Jointly the Financial Aid Office and the Athletics Department agreed to hire an individual to be responsible for the monitoring and disbursing of financial aid to student-athletes. This position was filled in March 2004, subsequent to which policies began to be developed for the financial aid process pursuant to Bylaw 15.

Self Reporting and Investigatory Process:

Recommendation: Include the procedures and policies for self-reporting and the investigatory process in the staff manual.

Action Taken: In August 2003, the procedures for self-reporting and the investigatory process were included in the Staff Manual, Compliance Manual, and the Student Handbook and Planner.

Playing and Practice Seasons:

Recommendation: Include a student-athlete signature on team countable athletically related activity sheets to further ensure accuracy of the information reported.

Action Taken: Starting in Fall 2003, monthly practice logs must be signed by a student-athlete. The student-athlete signature is obtained through the SAAC meetings in conjunction with the Director of Student Services. Any concerns are then brought to the Assistant Athletic Director for Compliance for further investigation.

Camps and Clinics:

Recommendation: Include payment method of camp and clinic attendees on reporting forms.

Action Taken: Beginning with the summer camps of 2003, a column was added to the compliance form for method of payment by attendees.

Recommendation: Camp expenses should be reported at the close of each camp session rather than at the end of the summer.

Action Taken: Financial reports for each session are due one week after the camp is held.

Student-Athlete Employment:

Recommendation: Include more information in the Student Handbook regarding employment and whom to contact.

Action Taken: During Summer 2003, the Student Handbook was reworked to include this information.

Academic Support:

Recommendation: Conduct exit interviews with departing tutors to assess program. Additionally, obtain signed statements from departing tutors signifying they have no knowledge of academic fraud, gambling activities or other activities that contradict NCAA, ACC or institutional rules.

Action Taken: Starting in August 2003, all tutors sign an affidavit at the beginning of the year after going through an orientation session with the Assistant Athletic Director for Compliance. At the close of each year (or term of employment) each tutor must re-sign the affidavit before their last paycheck becomes available.

Recommendation: Services provided to learning disability diagnosed student-athletes must be consistent with those services provided to the general student body.

Action Taken: The Academic Support staff inventoried the various services providers on campus, including the Reading/Writing Lab, Math Lab, Adult Learning Center, and the Student Disability Resource Center to establish a clear understanding of the services provided to the general student body. The Office of Academic Support found their services were aligned with those from around campus. This process will be ongoing as the Office implements new services or a new service become available on campus.

An audit suggested changes to strengthen the organizational structure of the Athletics Department as a whole, but

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also suggested a few changes within the rules-compliance program. The recommendations that pertain to the rules-compliance program are as follows:

Recommendation: Develop a manual or policies regarding financial aid and the distribution of scholarship money, with annual reviews of the policies.

Action Taken: Written policies and procedures for the entire financial aid process as per Bylaw 15 were developed and distributed to the parties involved in handling scholarship distribution and financial aid matters.

Recommendation: Rework the compliance manual to ensure there is no duplication of forms or processes.

Action Taken: Per the request of the ACC, the Compliance Manual was streamlined to ensure more accurate policies and procedures and no duplication of forms.

Recommendation: Involve University Police and University General Counsel in investigations that may result in criminal or civil charges.

Action Taken: The Associate Athletic Director for Compliance has an indirect reporting line to the University General Counsel, and has an established relationship with the University Police. Both parties are notified in the event an investigation involves the violation of civil or criminal law.

The June 2003 audit conducted by the Office of the Audit Services focusing on the communication systems of the Athletics Department produced two recommendations. The particular recommendations applicable to Principle 1.2 Rules compliance are as follows:

Recommendation: The Associate Athletic Director for Compliance should report either directly or indirectly to a University Vice President.

Action Taken: An indirect reporting line was created from the Associate Athletic Director for Compliance to the University General Counsel.

Recommendation: Detail written operation procedures for investigating allegation of wrongdoing by student-athletes (or others), which should include guidance on how to conduct and document the investigation.

Action Taken: A subsection related to investigating and reporting major and secondary violations was added to the FSU Compliance Manual.

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

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

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- (Rules Compliance) Policies and Procedures.

Evaluation

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

Academic Integrity

Operating Principle

2.1 Academic Standards

Self-Study Items

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

There were no corrective actions, conditions for certification, or strategies for improvement pertaining to Academic Integrity, Operating Principle 2.1 imposed by the NCAA Division I Committee on Athletic Certification in its first-cycle certification in January 2000.

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

Recruitment & Admissions

(a) The intended result was to increase the caliber of students brought to Florida State University to participate in athletics; hence, improving the chances that student athletes will achieve academic success and ultimately graduate from FSU. With increasing numbers of applicants to Florida State University, focus has shifted to recruiting better-prepared students. The University increased its admission standards. Since student-athletes are admitted under the same criteria as students in general, the University felt this would also have a positive impact on the make-up of the student-athlete population.

(b) When the NCAA changed its initial eligibility criteria in 2003, the University Admissions Committee decided to embrace NCAA policy and expand access for student athletes who, in the Committee's judgment, have a reasonable expectation of obtaining their degrees. The Committee mandated that students whose test scores indicated a need for remediation enter the University either through the 6-week Summer Bridge Program operated by the Center for Academic Retention and Enhancement (CARE,) which is a program open to all students or, beginning in Summer 2005, through the 6-week summer program operated by the Office of Athletic Academic Support in order to better equip these student athletes with the skills necessary to graduate from college. In addition, the Committee requested that the Academic Support Office carefully monitor the academic progress of these student-athletes and report back to the committee at regular intervals. Academic progress results between Summer 2003 and Summer 2005 indicate that of the 31 student athletes who entered through one of these programs, 27 of them are still enrolled, 3 of them were academically dismissed and one transferred in good academic standing. This retention rate is comparable to that of the Florida State University student population as a whole.

(c) Partial implementation of the increased standards took effect for Fall 1999 admissions. Full implementation took place for Fall 2000 admits. Increased recruiting standards for student athletes took effect Fall 1999.

(d) All actions described in the plan have been taken and are completed. No items are partially completed.

Academic Integrity

30-hour rule

(a) While the NCAA continuing eligibility standards dictate that student-athletes must earn a minimum of 24 degree applicable credit hours per academic year, our Athletic Academic Support Program began mandating all scholarship student-athletes earn a minimum of 30 credit hours per academic year in order both to ensure eligibility and to keep students on a 4-year track toward graduation. In addition, should a student-athlete decide to give up the fourth year of eligibility to turn professional, this rule ensures that when the student-athlete leaves, he/she is only 30 semester hours away from obtaining a degree.

(b) Although there are new continuing eligibility rules in effect since the first-cycle certification, the Athletic Academic Support staff continues to enforce the 30-hour rule. Student-athletes who have not earned at least 30 credit hours by the end of the Spring Semester, are required to attend summer school either at FSU or at another college or university as a transient student. Our records indicate that this rule has had a positive effect by reducing the number of student-athletes needing 5th year aid.

(c) The 30-hour rule has been in effect since 1998.

(d) All actions described in the plan have been taken and are completed. No items are partially completed.

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

The University is working to improve available technology in an effort to better monitor drop/add activity by student-athletes during critical periods. This will help minimize the risk of committing NCAA full-time enrollment violations. The University has a long-range plan to enhance its technology with a systems edit which will ensure that student-athletes who are involved in athletic competition maintain full-time enrollment at all times during the drop-add period. This edit will allow for a delay of course drops by students on a specific sport team until appropriate courses have been added to maintain a full-time load. Until this technology update can be implemented, the University Registrar will place an administrative hold on each student-athlete who is competing during the drop/add period. This will prevent any changes to the student's schedule until it can be verified that any requested course drops are balanced by adding appropriate courses to maintain full-time enrollment. The manual process is in place for Spring 2006 and will remain in place until the new student database system, which is currently being developed, is fully operational.

The University is working to ensure that proper documentation is on file to authorize student-athletes to enroll in less than a full-time load, as long as they are scheduled to graduate in that term and they are enrolled in their final hours for graduation. This will minimize the chance of NCAA full-time enrollment violations. The University developed an approval procedure for student-athletes in their final term of graduation who enroll in less than a full-time load. This process will include having the following documentation: a graduation check from the student-athlete's dean's office, a letter from the student-athlete's dean stating the exact courses the student athlete needs to complete in his or her semester of graduation, and verification that the student-athlete has filed for graduation for the indicated term. This process is in place beginning Spring 2006.

The University is working to ensure that proper documentation is on file to authorize student-athletes in graduate programs to enroll in 9 credit hours, as long as their academic dean recognizes that 9 hours is considered full-time for that program of study. This will minimize the chance of NCAA full-time enrollment violations. The University developed an approval procedure to authorize student-athletes in graduate programs to enroll in 9 credit hours if their academic dean recognizes 9 hours as full-time. Student-athletes receiving assistantships will also be allowed to enroll in 9 hours with the proper documentation. This process will include having the following documentation: a letter from the student-athlete's Dean stating that the coursework taken constitutes a full-time course load for the program, or that the student-athlete is receiving a graduate assistantship. The letter must also include verification that the student-athlete is registered for at least 9 credit hours. This process was implemented beginning Spring 2006.

Academic Integrity

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

Student-athletes and non-athletes follow the same process for admission. The Board of Governors of the State University System of Florida is responsible for the establishment of the minimum requirements for admission to the State University System. The minimum requirements for admission are found in Department of Education Rule 6C.06 (<http://www.flbog.org/chn/rules/6c-6.pdf>) and a condensed version of the policies follows:

First-time-in-college (FTIC) students may be considered eligible for admission to any of the state universities in one of the following three ways:

1. A student applying for admission who has a satisfactory high school record, including at least a "B" average (3.0 on a 4.0 scale) in the required high school academic units normally offered in grades 9 through 12, and who submits other appropriate evidence that the student can be expected to carry out successful academic progress in the university, is academically eligible for admission to any of the universities. In computing the high school grade point average for purposes of admission to a state university, additional weights will be assigned to grades in Honors, International Baccalaureate, and Advanced Placement courses. The high school academic unit requirements are as follows:

English/Language Arts — 4
 Math — 3 (At the Algebra I and above levels)
 Natural Science - 3
 Social Science - 3
 Foreign Language — 2 (Both credits must be in the same language.)
 Additional Electives — 4

2. A student applying for admission who has less than a "B" average in the required academic units described in (1) above, must present a combination of high school GPA and admission test scores as indicated on the list below to be admissible:

GPA	SAT	SAT*	ACT**
2.0	1050	1140	25
2.1	1020	1110	24
2.2	990	1090	24
2.3	960	1060	23
2.4	930	1030	22
2.5	900	1010	21
2.6	890	1000	21
2.7	880	990	21
2.8	870	980	21
2.9	860	970	20

* SAT taken after March, 1995

** These ACT scores are effective for Fall, 2001 applicants.

(a.) A student applying for admission who does not meet these requirements may be eligible for admission through a student profile assessment which considers additional factors, including but not limited to, the following: family educational background, socioeconomic status, graduate of a low performing high school, international baccalaureate program graduate, geographic location and special talents. These additional factors shall not include preferences in the admissions process for applicants on the basis of race, national origin or sex. The student may be admitted if, in the judgment of an appropriate faculty committee, it is determined from appropriate evidence that the student can be expected to do successful academic work as defined by the institution to which the student applies.

3. A student applying for admission who is a graduate of a public Florida high school, has completed nineteen (19) required high school units as listed above, ranks in the top 20% of his/her high school graduating class, and who has submitted test scores from the Scholastic Assessment Test of the College Entrance Examination Board or from

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the American College Testing program shall be admitted to a university in the State University System. The State University System will use class rank as determined by the Florida Department of Education.

International FTIC students from non-English speaking countries and/or high schools must submit TOEFL results in addition to the information required above. The minimum score required on the TOEFL was 550 during the reporting period.

Transfer admission is essentially the same process as FTIC admission with the addition of college transcript review. Transfer applicants with less than 60 semester hours of credit must meet freshmen requirements and have at least a 2.0 cumulative college GPA to meet minimum state of Florida standards. Transfer applicants with 60 or more semester hours of credit do not have to meet freshmen requirements, only the requirement of a 2.0 or higher cumulative college GPA.

Also, as stated in the same rule, individual universities "have the authority to adopt and promulgate rules which have the effect of increasing the standards for eligibility for admission, as listed above, or to provide additional criteria in making admissions decisions." On our campus, the University Admissions Committee is comprised of faculty, staff, and students and has the responsibility for setting admission policies for Florida State University. This Committee has adopted standards which are higher than those specified by the Board of Governors.

Student athletes and non-athletes follow the same process for admission. Transfer students must apply at least two months prior to the desired term of enrollment. Decisions are rendered on a rolling basis as files become complete. All FTIC students must submit applications and appropriate supporting documentation prior to the FTIC University application deadline of March 1. All files are reviewed individually and decisions are released according to the following timetable:

Notification Date
November 1, 2005
December 15, 2005
February 15, 2006
April 1, 2006

Application Must Be Completed by
October 1, 2005
November 15, 2005
January 15, 2006
March 1, 2006

In our process, applicants in all special skill and talent areas (athletes, musicians, dancers, artists, and other performing arts majors) who do not meet minimum requirements for admission outlined above, are reviewed by the process explained in Question #6.

Current Admissions Committee members are:

Dr. David Johnson — Chair — English Professor
Mr. John Barnhill — Director of Admissions and Records (ex officio — voting)
Dr. Seth Beckman - Music Professor
Dr. Richard Burnette — Director of Student Information Management (ex officio — non-voting)
Ms. Janice Finney — Director of Admissions (ex officio — non-voting)
Dr. Marc Gertz — Criminology Professor
Dr. Larry Giunipero — Marketing Professor
Dr. Pat Hayward — Associate Vice President for Academic Affairs (ex officio — non-voting)
Mr. Clayton Knowles — Student
Dr. Karen Laughlin — Dean of Undergraduate Studies (ex officio — voting)
Ms. Alison Liby — Student
Mr. Tim Martin — University Registrar (ex officio — non-voting)
Dr. William Outlaw — Biology Professor
Dr. Irene Padavic — Sociology Professor
Ms. Patti Phillips — Dance Professor
Dr. Tim Quinnan — Associate Vice President for Student Affairs (ex officio — non-voting)
Dr. Anne Rowe — Dean of the Faculties (ex officio — voting)
Dr. Diana Scott-Simmons- Education Professor

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

In general, Florida State University is a highly selective institution, and the academic credentials of regular admits are generally well above the minimum scores set by the Florida Board of Governors. In the past several years, the average test scores and high school grade point averages (GPAs) of regularly admitted students have steadily increased. At the same time, the University continues to consider special skills and talents for admissions purposes, and also admits approximately 300 first-generation, low-income students into the Center for Academic Retention and Enhancement (CARE) program each year, in order to maximize access, maintain diversity, and better serve the entire population of the state. This has led to an increasing gap between the admissions profiles of many of the students admitted in these categories, including student-athletes, and the student body as a whole.

With regard to the differences between the admissions profiles of scholarship student-athletes and students in general, the admissions profiles of both male and female student athletes are below the average scores for the entire entering class. For male student athletes, this gap has increased, while for female student athletes, this gap has narrowed. In both instances, these differences reflect the University's commitment to providing a strong program of academic support, including, where appropriate, student participation in the University's highly successful CARE Summer Bridge Program in order to better equip these student athletes with the skills necessary to graduate from college.

With regard to differences relating to race and ethnicity, the only groups large enough to have scores that warrant comment are Black and White student athletes. In this case, the relationship between the average test scores for these two racial groups is similar for student athletes and for the student body as a whole.

The profiles for some groups (Football, Men's Basketball and Women's Basketball) are lower than other groups. Average test scores for some of the sport groups (Women's Basketball and Women's Track/Cross Country) show improvement over the past three years. However, it is difficult to compare the individual groups with the student body as a whole given the relatively small size of each sample. It should also be noted that, with very few exceptions, the average core course GPAs of student athletes in all sport groups admitted over the past three years have increased. This was anticipated, given the implementation of the new NCAA initial eligibility rules in 2003. These data are considered by the University to be a better predictor of student academic success than test scores.

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

Student athletes and non-athletes follow the same process for admissions. Transfer students must apply at least two months prior to the desired term of enrollment. Decisions are rendered on a rolling basis as files become complete. All first-time-in-college (FTIC) students must submit applications and appropriate supporting documentation prior to the FTIC University application deadline of March 1. All files are reviewed individually and decisions are released according to the following timetable:

Notification Date:
November 1, 2005
December 15, 2005
February 15, 2006
April 1, 2006

Application Must Be Completed by:
October 1, 2005

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November 15, 2005
 January 15, 2006
 March 1, 2006

In our process, all special skill and talent areas (athletes, musicians, dancers, artists, and other performing arts majors) as well as applicants for our Center for Academic Retention and Enhancement (CARE) are flagged and their application progress is monitored by the Admissions Office. Flagged applicants who meet our regular admission standards are admitted and the department is notified accordingly. Flagged applicants who do not meet regular admission requirements are referred to the respective department to determine if they wish to pursue an admissions exception for the applicant. In the case of student athletes, flagged applications are referred to the Office of Athletic Academic Support within the Division of Undergraduate Studies. Admission exceptions are granted by the University Admissions Committee after a thorough review of the applicant's record. Applicants whose credentials fall between the minimum Board of Governors' admission standards and FSU admission standards are generally admitted after a review of the existing application. Applicants whose credentials fall below Board of Governors' admission standards and/or below a 2.5 GPA or 19 ACT or 900 SAT must submit additional documentation for the Committee to review. Applicants at this level must submit: (1) A letter of recommendation and support from the FSU faculty member, administrator, or coach involved in the recruitment of the applicant; (2) Three additional letters of recommendation preferably from high school teachers in Math, English, the area of specialty, the principal or his/her designee; (3) The most recent grades and test scores available. All students whose admission is denied have the right to file a written appeal. This appeal is heard by the University Admissions Committee and decisions are made by a majority vote.

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

The percentage of special admissions among student athletes is generally higher than for the student body as a whole. When measured over time, the percentages are highest for Football, Men's Basketball, and Women's Basketball, but these represent relatively small numbers of students as compared to the entire entering class. It should also be noted that the total number of special admissions for student-athletes is significantly lower than the total number of special admissions among other groups (such as students with special talents in the arts and first-generation/low income students). In 2002, for example, the University Admissions Committee granted 263 special admissions, of which 65 were for student-athletes. In 2003, the Committee granted 317 special admissions, of which 57 were for student-athletes, and in 2004, the Committee granted 317 special admissions, of which 76 were for student-athletes.

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

Initial Eligibility Certification

Forms: ACC Freshman Initial Eligibility Form
 NCAA Clearinghouse Status Report
 (available upon request)

At the beginning of the year, the Academic Support office receives a list of all prospective student-athletes being recruited by each sport program's head coach/recruiting liaisons. The Clearinghouse then receives the entire list of FSU prospects from the Academic Support Office. The Clearinghouse also receives information from the prospective high school recruits who may identify the schools that they want to allow to access their Clearinghouse report forms. After each National Letter of Intent signing period, the Compliance Office sends out a memo to the Academic Support office with the names of all prospects who have signed a National Letter of Intent with Florida State University. All prospects named in this memo are added to the institutional request list submitted to the

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Clearinghouse by the Academic Support Office. The Clearinghouse website provides Florida State University with a list of the prospects by sport identifying missing documents and preliminary eligibility status using eligibility codes. There is a form for identifying these eligibility codes that accompanies these reports. Once the reports are reviewed by the Academic Support Office from the Clearinghouse website, copies with the attached code identification form are then distributed to the appropriate sport's coach/recruiting liaison and the Compliance Office for review. At the beginning of the academic year, the names of all freshman student-athletes are placed on the ACC Freshman Initial Eligibility Form. The form is completed and signed by the Faculty Athletic Representative, Coach, University Registrar and the Director of Athletics before these students are certified as eligible for competition. This form has to be used throughout the playing season for all first time freshman participants before they are certified for competition. A copy of this form is sent to the ACC and the original form is filed in the Initial Eligibility section of the appropriate sport notebook. Tim Martin, The University Registrar, has the ultimate responsibility for determining and certifying student athletes' initial eligibility, based on the available documentation.

Initial Eligibility Certification for International Student Athletes

Form: NCAA General Eligibility Form for International Student-Athletes
(available upon request)

The NCAA General Eligibility Form for International Student-Athletes is to be completed and signed by all foreign student-athletes prior to their certification to participate in intercollegiate competition. This form is sent with the grant-in-aid during the recruiting process. Once the form has been returned and the information has been verified, the Director of Compliance signs the form. The completed form is filed in the individual's personal folder in the Compliance Office.

Initial Eligibility Certification for Walk-Ons

Form: Participation Authorization and Preliminary Checklist
(available upon request)

This form is used by all first time walk-on student-athletes in order to determine their eligibility status. The form is completed and signed by the applicable sport program's head coach, academic advisor, athletic trainer, compliance coordinator and Registrar official. The completed form is filed in the Walk-On section of the appropriate sport notebook in the Compliance Office.

Transfer Eligibility Certification

Forms: Transfer Release Letter
ACC Two-Year Transfer Initial Eligibility Form
ACC 4-4 Transfer Initial Eligibility Form
ACC 4-2-4 Transfer Initial Eligibility Form
(available upon request)

It is the responsibility of the Compliance Office to ensure through the proper channels that an incoming transfer student is in good standing and meets all eligibility requirements before that student-athlete can be certified by the Registrar's Office. A Transfer Release Letter from the institution the student is transferring from must be received by the Compliance Office prior to certification of student-athletes transferring from a four year institution.

At the beginning of the academic year, the name of any student-athlete who has transferred from a two-year institution and is eligible for competition is placed on the ACC Two-Year Transfer Initial Eligibility Form. This form is signed by the Coach, Director of Athletics, University Registrar and Faculty Athletic Representative. A copy of this form is sent to the ACC and the original is filed under the Initial Eligibility section of the appropriate sport notebook. At the beginning of the academic year, the name of any student-athlete who has transferred from a four year institution and is eligible for competition is placed on the ACC 4-4 Transfer Initial Eligibility Form. Also included on this form is the appropriate NCAA bylaw that grants an exception for the athlete to participate. This form is signed by the Coach, Director of Athletics, Registrar and Faculty Athletic Representative. A copy of this form is sent to the ACC and the original is filed under the Initial Eligibility section of the appropriate sport notebook. At the beginning of the academic year, any student-athlete who has transferred from a two-year institution after transferring from a four-year institution and is eligible for competition is placed on the ACC 4-2-4 Transfer Initial Eligibility Form. This form is signed by the Coach, Director of Athletics, University Registrar and Faculty Athletic Representative. A copy of this form is sent to the ACC and the original is filed under the Initial Eligibility section of the appropriate sport notebook.

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Tim Martin, The University Registrar, has the ultimate responsibility for determining and certifying student athletes' transfer eligibility, based on the available documentation.

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

Forms: ACC Varsity Eligibility Form
ACC Upperclass Initial Eligibility Form
ACC Supplementary Eligibility Form
(available upon request)

All continuing student-athletes must be making satisfactory progress toward the earning of a college degree. These satisfactory progress requirements are determined by NCAA standards and are monitored by the Academic Support staff. It is the ultimate responsibility of the Registrar's Office to certify that each student-athlete is making satisfactory progress toward a degree and of the compliance staff to monitor this progress to ensure that the continuing student-athletes at Florida State University are making satisfactory progress toward their degrees. At the beginning of the academic year, all student-athletes' names who were certified in the sport for the previous year are placed on the ACC Varsity Eligibility Form. The form is to be completed prior to the athlete's first competition. The form is signed by the Director of Athletics, the Faculty Athletic Representative and the University Registrar. A copy of the form is sent to the ACC and the original is filed in the Eligibility section of the appropriate sport notebook. At the beginning of the academic year, all student-athletes' names who are eligible to compete at the varsity level and are first time participants in that sport are placed on the ACC Upperclass Initial Eligibility Form. The form is signed by the Coach, Faculty Athletic Representative, Registrar and Director of Athletics. A copy of the form is sent to the ACC and the original is filed in the Initial Eligibility section of the appropriate sport notebook. Any student-athlete whose name appears on an ACC Varsity Eligibility Form in a sport and wishes to participate in a different sport will be placed on the ACC Supplementary Eligibility Form. The form identifies the appropriate sport, the individuals submitting a supplementary eligibility declaration, the academic years the individual participated in that sport and the declaration previously submitted. The form is signed by the Director of Athletics and the Faculty Athletic Representative. A copy of this form is sent to the ACC and the original is filed under the Eligibility section of the appropriate sport notebook. Tim Martin, University Registrar, has the ultimate responsibility in determining and certifying student-athletes' continuing eligibility, based on the available documentation.

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

In the 2002 NCAA Graduation Rates Report, there were 2 significant graduation rate deficiencies between the student athletes and student body in general.

(1) The reported baseball student athlete graduation rate is 13% for the freshman class of 1995-1996. In looking at the cohort, only 1 out of 8 countable student-athletes graduated. It was determined that 6 of these 8 student-athletes transferred in good standing, therefore giving the baseball team a 50% graduation rate for the 2 student-athletes who remained enrolled at FSU and exhausted their eligibility.

(2) The reported men's basketball student-athlete graduation rate is 0% for the freshman class of 1995-1996. In looking at the cohort, we only had one student-athlete in the cohort and he signed a professional contract after his junior year and was in good academic standing when he left.

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In summary, we feel that the decisions of student athletes to turn professional or to transfer in good standing represent circumstances beyond our control and are not programming issues.

In the 2003 NCAA Graduation Rates Report, there were no significant graduation rate discrepancies between the student-athletes and student body in general.

In the 2004 NCAA Graduation Rates Report, there were two significant graduation rate discrepancies between the student-athletes and student body in general. We feel that one has an impact on the other.

(1) The reported black male student-athlete graduation rate is 41%, compared to the 53% student body graduation rate for black male students. In reviewing the cohort, there were 17 black male student-athletes in the cohort; 14 of them were football student athletes. Of the 14 black male football student-athletes, 5 of them graduated, 1 was dismissed from FSU for academic reasons, 7 left to play professional football (all of whom left in good academic standing), and 1 did not graduate, although he did not transfer or turn professional. If you remove the 7 student-athletes who turned professional, the black male student-athlete graduation rate increases to 70%, well above the student body graduation rate.

(2) The reported football student-athlete graduation rate is 33%. If you remove the 7 black male student-athletes who turned professional (all of whom left in good academic standing) and the one white male student athlete who turned professional (in good academic standing), the graduation rate increases from 33% to 71%.

In summary, we feel that the factor in these graduation rate discrepancies is the decision of individual student athletes to compete at the professional level. Once again, we feel that these choices are beyond our control and are not a programming issue.

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

There are no exceptions to the institution's regular academic standards available to student-athletes. A brief listing of key academic standards and policies is below:

First-Day Attendance Policy

The first-day attendance policy is a University-wide policy which requires that all students attend the first class meeting in each of the classes for which they are registered. Students who do not attend the first class meeting are dropped from the course by the academic department that offers the course.

The University Bulletin includes the University Class Attendance Policy for all students.

The Athletic Department Policy and Procedures Manual and Student Athlete Handbook both include the Class Attendance Policy for student-athletes.

Academic Honor Code

The academic honor system of Florida State University is based on the premise that each student has the responsibility: to uphold the highest standards of academic integrity in the student's own work; to refuse to tolerate violations of academic integrity in the University community; and to foster a high sense of integrity and social responsibility on the part of the University community.

The University Bulletin includes descriptions of violations of the University Honor Code, as well as the judicial process and penalties for students found in violation of the Honor Code.

The Student Athlete Handbook also includes a section on the Academic Honor Code.

Course Loads

Florida State University regards fourteen (14) to fifteen (15) credit hours as a normal full-time load and a student will not be considered full-time with fewer than twelve (12) credit hours.

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Academic Retention

All students must demonstrate satisfactory academic progress for retention and continued enrollment at Florida State University.

A minimum Florida State University GPA of 2.0 ("C") should be maintained at all times in order to be in good standing.

The University Bulletin and the Student Athlete handbook both include detailed information about Academic Warning, Probation, and Dismissal.

Graduation Requirements

The following graduation requirements are outlined in both the University Bulletin and the Student Athlete Handbook:

- Complete the FSU Liberal Studies Program with a 2.0 GPA (36 semester hours)
- Complete required hours in a major program at FSU with a 2.0 GPA
- Complete a minimum of 120 unduplicated credit hours
- Complete 40 credit hours in courses numbered 3000 and above
- Last 30 credit hours must be taken in residence at FSU
- Complete Oral Competency Requirement (3 credit hours)
- Complete Computer Competency Requirement (3 credit hours)
- Minimum CUM GPA of 2.0 on all college-level coursework attempted
- Pass (or be exempt from) the College Level Academic Skills Test (CLAST)

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

When the coach has prepared a tentative athletic schedule, he/she then submits it to their Administrative Sport Oversight Officer (an Associate Athletics Director) for approval. At this point, the Sport Oversight Officer reviews the schedule taking several things into consideration, including amount of class days the team will be missing. The schedule is approved if it meets all other criteria and it is deemed not excessive, financially or in terms of missed class time. Criteria for creating team travel schedules may be found in the FSU Athletic Department Policy and Procedures Manual.

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

No sport team has been determined to have excessive missed class time due to team travel during the review period.

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

The missed class policy is explained by athletic administrators to our Student Athlete Advisory Council (SAAC) on an annual basis. The SAAC members communicate these procedures to the rest of their team. At the beginning of each semester, each coach gives the Academic Support Office a list of travel dates and competition for the semester. The Athletic Academic Support Office then produces a class excuse form for the student-athletes who are traveling to give to their instructors. These forms are given to the student-athletes prior to team travel so they can make arrangements with each instructor if they travel for University-sponsored events on the day an assignment, quiz, or test is given. In addition, team meetings are held by the Athletic Academic Counselors at the beginning of each semester and procedures for missed classes are among the topics discussed. A copy of the procedures for missed classes due to team travel will be included in the 2006-2007 student athlete handbook.

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

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

Evaluation

1. Does the institution demonstrate that it admits only student-athletes who have reasonable expectations of obtaining academic degrees? If the academic profile of entering student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student-body groups, is the contrast analyzed and explained by appropriate institutional authorities? **Currently Yes**
2. Does the institution demonstrate that it admits only student-athletes who have reasonable expectations of obtaining academic degrees? If the graduation rate of student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student-body groups, is this disparity analyzed, explained and addressed (through specific plans for improvement) by appropriate institutional authorities? **Currently Yes**
3. Does the institution demonstrate that academic standards and policies applicable to student-athletes are consistent with those adopted by the institution for the student body in general or the NCAA's standards, whichever are higher? **Currently Yes**
4. Does the institution demonstrate that the responsibility for admission, certification of academic standing and evaluation of academic performance of student-athletes is vested in the same agencies that have authority in these matters for students generally. **Currently Yes**
5. Does the institution demonstrate that written policies related to scheduling are established in all sports to minimize student-athletes' conflicts with class time and/or final examination periods due to participation in intercollegiate athletics, consistent with the provisions of Constitution 3.2.4.13? **Currently Yes**

Academic Integrity

Operating Principle

2.2 Academic Support

Self-Study Items

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

There were no corrective actions, conditions for certification, or strategies for improvement pertaining to Academic Integrity, Operating Principle 2.2 imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification in January 2000.

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

Individualized Assessment and Support

(a) The original plan was to offer a more individualized approach to student services, therefore increasing each student-athlete's probability of success at Florida State University. In 2000, a temporary athletics academic advisor position in Athletic Academic Support was reclassified as permanent. The University also employed Noel-Levitz as a consultant to assess the level of satisfaction and success of students and to recommend changes in student services accordingly. The College Student Inventory (CSI) was to be given to all incoming students, and any concerns regarding dissatisfaction, under-achievement, or potential learning disabilities were to be addressed. In addition to the CSI, at-risk student-athletes were to take the Learning and Study Strategies Inventory (LASSI - Weinstein and Schulte). The results of these inventories allow Athletic Academic Support to assess shortcomings and implement individualized skills training for student-athletes. This individualized program is called Project PASS (Personalized Academic Support Services). In addition to the preliminary testing, Athletic Academic Support budgeted \$4,000 each year for additional learning disability testing. The University's and Athletics Academic Support Program's efforts, through preliminary testing and Project PASS, were developed to have a positive impact on the retention and graduation of all student-athletes, particularly male, at-risk student-athletes.

(b) The University reclassified a Temporary Academic Counselor as permanent in 2000. In 2006, the University is again in the process of getting another temporary academic counselor reclassified as permanent to bring the total number of counselors to 6 to help ensure staff consistency. The University implemented the Noel-Levitz CSI program in the Summer 1998 and Fall 1998 to help identify those students with characteristics that may lead to not being retained. The University did not find the inventory appropriate for our population and terminated the relationship with Noel-Levitz. After conducting a thorough review of those students not retained, it was determined that our population presented unique and diverse reasons for not being retained and that we would not replace the CSI with another pre-enrollment instrument.

(c) Project PASS was implemented in January 2000 and used in the Spring 2000, Summer 2000, and Fall 2000 Semesters. The Learning and Study Strategies Inventory (LASSI) was used during this time as well. In the Spring 2001, we hired a Learning Specialist with 30 years experience, who assessed our program and implemented a comprehensive student services program in place of Project PASS.

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(d) All actions described in the plan have been taken and are completed. No items are partially completed.

Post-Eligibility Programs

(a) The original plan was meant to ensure that student-athletes who left Florida State University without degrees had an avenue by which to pursue completing that degree once their athletics eligibility was exhausted. One of the athletics academic advisors responsible for Post-Eligibility Programs sought to reconnect with former student-athletes on an ongoing basis. This program assisted with readmission, funding, graduation checks, registration, and tutorial assistance.

We planned to establish a close working relationship with the National Football League Player Program Coordinators, Major League Baseball Scholarship Coordinator, and the National Consortium for Sport and Society. These organizations' representatives serve as liaisons for Florida State University and encourage professional athletes who left FSU without degrees to return and graduate during off-seasons. Through this and other programs, we hoped to have success in graduating former student-athletes after the NCAA six-year window.

(b) For management purposes, we have organized our Academic Support Program into 5 components; Pre-Enrollment Services, Advising, Progress to Degree, Program Development and Educational Services. In the Progress to Degree area, the staff oversight person is responsible for ensuring that the office has accurate files on former student-athletes and that we actively pursue getting them back in school to graduate. Over the past 3 years, we have worked with a total of 40 former student-athletes who returned to Florida State University to continue working on their degrees. Of this group, 13 have graduated to date and 10 others are currently enrolled. In 2004, we were recognized by the National Consortium for Academics & Sports for our success in this area. In Fall 2005, Dr. Linda Mahler, Associate Dean of Undergraduate Studies, was also charged with assisting former student athletes who wish to return to the University to complete their degrees. She works in coordination with the Office of Athletic Academic Support and maintains close contact with all students assigned to her.

(c) This has been ongoing since 1998.

(d) All actions described in the plan have been taken and are completed. No items are partially completed.

Computerized Monitoring / Accessibility

(a) The original plan was to ensure that student-athletes, athletic academic advisors, the Registrar's Office, and other appropriate individuals and organizational units have succinct and encapsulated information about a student-athlete's academic progress.

The Registrar's Office and the Office of Academic Computing and Network Services (ACNS) developed a Student-Athlete Demographics Website to be used by the Athletic Academic Advising staff to monitor the progress of student-athletes. This would be capable of producing various reports which were previously hand-drafted by a staff member and would provide accurate, timely, and up-to-date information for Athletic Academic Counselors to use while working with student-athletes. The Registrar's Office was working to tie together the Course Registration System and the Student Academic Support System (SASS), so that when students register for courses, the SASS system can detect and alert students if they are not in the proper courses for their degree program. This would provide an additional safeguard to ensure that student-athletes are taking the courses they need to progress toward their degree.

(b) We continue to use the Student-Athlete Demographic Website and rely on it for various reports and timely information. The linking of the SASS system and the Course Registration System was never implemented due to the need to continually review major requirements. Instead, this initiative was superseded by the development of the University Academic Mapping System for all undergraduate students, which lists a term-by-term sample course schedule for each major. The milestones listed for each term are designed to keep students on course to graduate in four years. Students need to achieve or surpass these milestones by the end of the required term. The Sample Schedule serves as a general guideline to help students build a full schedule each term which will ensure they make timely progress towards graduation.

(c) The Student-Athlete Demographics Website went live in January 2000 and is currently active. The Academic Mapping System was piloted beginning fall 2005 and went into full implementation in fall 2006.

(d) All actions described in the plan have been taken and are completed. No items are partially completed.

Academic Integrity

Strengthening the Role of Academic Schools, Colleges, and Departments.

(a) The original plan was to ensure that deans, department chairs, and faculty members were actively involved in ensuring the academic progress of student-athletes. The University hired 15 new advisors to accommodate the demand for academic advising in each academic college or department. This was meant to ensure that all students, including student-athletes had access to appropriate personnel in their major department to facilitate progress towards their degree program. Once student-athletes are admitted into their degree program, they must first see their major advisor to help with the selection of courses for the following semester. They then meet with their athletic advisor to ensure that they are in a manageable schedule which will keep them on track to maintain progression towards their degree, ensure eligibility, and graduate.

(b) Since 1998, we have increased our advising staff to include 40 professional advisors in the "Advising First" program within the Division of Undergraduate Studies. These advisors are spread across each college and large departments on campus to help assist with advising majors and non-majors. They serve as a resource to all students, including student-athletes who are entering their majors at the beginning of their junior year. These advisors are hired and trained by the Division of Undergraduate Studies, and a portion of their training involves being introduced to the Athletic Academic Support Program and given instruction specific to student athletes they might advise. This collaborative effort has helped eliminate advising errors.

The Division of Undergraduate Studies sponsors meetings for all academic advisors on campus three times per year, under the umbrella of the Council of Informed Advisors (CIA). These meetings, as well as the CIA listserv, give different departments the chance to keep everyone abreast of changes to the curriculum and program requirements. The CIA also allows for contacts to be made between the Athletic Academic Advisors and departmental advisors. At least 3 out of 5 Athletic Academic Advisors are present at each CIA meeting and report back to the rest of the staff on information gathered.

(c) These changes have taken place since 2001.

(d) All actions described in the plan have been taken and are completed. No items are partially completed.

Annual Student-Athlete Career Night

(a) The original plan was to bring together junior and senior student-athletes in a forum which provided opportunities to ask questions regarding their intended career path and network with professionals in their field of interest. Student-athletes must realize the critical importance of academic success for their futures. However, because of their athletic training schedules, academic course loads, and lack of time to pursue career internships, many student-athletes are unaware of the importance of academic success and its relationship to a successful career. These Annual Career Nights were meant to give student-athletes a "sneak peak" of what it takes to be successful after college and will point out that they must get on the path to success while still in college. Former student-athletes, now successful in business, public service, and other professions were to serve as guest speakers and panel leaders.

(b) The University conducted annual career nights for student-athletes for two years. Since then, as an alternative, the Athletic Student Development Office (ASDO) has teamed up with the University Career Center to provide career guidance for student-athletes. Specifically, one of the ASDO staff members teaches a Career Development Class (SDS 3340) each semester, as well as teaching a Freshman Experience Class (AMS 1363) each summer and fall semester. The Athletic Academic Advisors may suggest these courses to specific student-athletes during academic advising sessions if the advisor feels the student needs further assistance with career guidance.

The ASDO conducts resume writing workshops and works one-on-one with student-athletes to prepare their resumes for job searching. In addition, the Student Development Office puts together a resume booklet for all graduating student athletes and sends them out to Seminole Boosters and other contacts in an effort to showcase student-athletes who are looking for employment after graduation.

The University Career Center sponsors "Seminole Futures" at the Civic Center each semester and student-athletes are encouraged and reminded to participate in that event which brings in over 500 employers from all over the country.

(c) These career services are ongoing throughout each academic year.

(d) All actions described in the plan have been taken and are completed. No items are partially completed.

Academic Integrity

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

The University is working to improve the academic support services available to student athletes with disabilities and or deficiencies. In 2004, the University created a permanent position for a second Learning Specialist for the Athletic Academic Support Program. The position was filled in August 2005. The addition of this staff member has allowed the Primary Learning Specialist the time needed to focus her efforts on the most at-risk student-athletes. In addition, the second Learning Specialist was able to reach out to more student-athletes with mild deficiencies and assist them with study strategies and skill-building techniques.

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

The Director of Athletic Academic Support reports directly to the Dean of Undergraduate Studies. The Athletic Academic Support staff consists of 6 Counselors, 2 Learning Specialists and 1 Senior Secretary. The Athletic Academic Support staff works closely with the "Advising First" advisors and academic departments to ensure a seamless integration of student-athletes into the advising process.

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

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

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

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

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

The six Athletic Academic Counselors provide academic assistance with course selection, class scheduling, and major selection through individual meetings with all student-athletes each semester. Student-athletes receive priority registration year round.

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

Any student-athlete on a sport roster, whether a walk-on or scholarship student athlete, is eligible to receive advising services from the Athletic Academic Support Program.

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

Student-athletes are first made aware of academic support services through the recruiting process. Secondly, they are made aware of services through a team meeting at the beginning of each academic year. At this meeting, Academic Support staff review the services provided. Lastly, student-athletes receive a copy of the Student Athlete Handbook each year. In this Handbook, all of the Athletic Department's programs, services, and policies are outlined in detail.

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

The Academic Subcommittee of the Athletic Committee is charged with reviewing the Athletic Academic Support Program annually. The Academic Subcommittee is made up of faculty members from a broad spectrum of departments on campus. In addition, the Division of Undergraduate Studies reviews the Athletic Academic Support Program each year as part of the Division's Institutional Effectiveness reporting.

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

For the review process, the Athletic Academic Support Program is broken down into three different areas - Advising, Educational Services, and Staffing and Professional Development. Each of these areas is reviewed in a 3-year cycle.

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

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

The Athletic Academic Support Program makes tutorial services available to all student-athletes. Tutorial sessions take place in individual and group sessions. Tutors are hired by the Tutorial Coordinator, through referrals, or job postings on campus. An application and 2 letters of reference are required to apply to become a tutor. Most tutors are graduate students and proficient in their academic discipline. FSU employs about 75 tutors for student-athletes. These tutors are trained and receive constant monitoring by the Athletic Academic Support staff. In addition, they are evaluated each semester to determine their continued employment with FSU.

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

Any student-athlete on a sport roster, whether a walk-on or scholarship student athlete, is eligible to receive tutorial services from the Athletic Academic Support Program.

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

Student-athletes are first made aware of academic support services through the recruiting process. Secondly, they are made aware of services through a team meeting at the beginning of each academic year. At this meeting, Academic Support staff review the services provided. Lastly, student-athletes receive a copy of the Student Athlete Handbook each year. In this Handbook, all of the Athletic Department's programs, services, and policies are outlined in detail.

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

The Academic Subcommittee of the Athletic Committee is charged with reviewing the Athletic Academic Support Program annually. The Academic Subcommittee is made up of faculty members from a broad spectrum of departments on campus. In addition, the Division of Undergraduate Studies reviews the Athletic Academic Support Program each year as part of the Division's Institutional Effectiveness reporting.

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

For the review process, the Athletic Academic Support Program is broken down into three different areas -

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Advising, Educational Services, and Staffing and Professional Development. Each of these areas is reviewed in a 3-year cycle.

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

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

Success Skills are taught through evening workshops conducted for all freshmen student-athletes in the fall semester each term. In addition, educational assistants are assigned to designated student-athletes based on need to further develop note-taking, test-taking, writing and grammar skills.

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

Any student-athlete on a sport roster is eligible to receive Study Skills services.

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

Student-athletes are first made aware of academic support services through the recruiting process. Secondly, they are made aware of services through a team meeting at the beginning of each academic year. At this meeting, Academic Support staff review the services provided. Lastly, student-athletes receive a copy of the Student Athlete Handbook each year. In this Handbook, all of the Athletic Department's programs, services, and policies are outlined in detail.

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

The Academic Committee of the Athletic Committee is charged with reviewing the Academic Support Program annually. The Academic Subcommittee is made up of faculty members from a broad spectrum of departments on campus. In addition, the Division of Undergraduate Studies reviews the Academic Support Program each year as part of the Division's Institutional Effectiveness reporting.

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

For the review process, the Athletic Academic Support Program is broken down into three different areas - Advising, Educational Services, and Staffing and Professional Development. Each of these areas is reviewed in a 3-year cycle.

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

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

FSU requires study hall for all freshmen, first semester transfers, and all other student-athletes who have less than a 2.3 cumulative grade point average. We have 10 private tutorial rooms, 2 classrooms, and a 32 station computer lab available exclusively to student athletes. All tutorial sessions take place in the Athletic Academic Support suite.

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

Any student-athlete on a sport roster, whether a walk-on or scholarship student-athlete, is eligible to use the study hall facilities.

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

Student-athletes are first made aware of academic support services through the recruiting process. Secondly, they are made aware of services through a team meeting at the beginning of each academic

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year. At this meeting, Academic Support staff review the services provided. Lastly, student-athletes receive a copy of the Student Athlete Handbook each year. In this Handbook, all of the Athletic Department's programs, services, and policies are outlined in detail.

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

The Academic Subcommittee of the Athletic Committee is charged with reviewing the Athletic Academic Support Program annually. The Academic Subcommittee is made up of faculty members from a broad spectrum of departments on campus. In addition, the Division of Undergraduate Studies reviews the Athletic Academic Support program each year as part of the Division's Institutional Effectiveness reporting.

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

For the review process, the Athletic Academic Support Program is broken down into three different areas - Advising, Educational Services, and Staffing and Professional Development. Each of these areas is reviewed in a 3-year cycle.

5. Freshman/Transfer orientation Availability, attendance requirements.

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

The University requires all students to attend a University Orientation prior to enrolling. In addition, the Athletics Department conducts a 4-hour Athletic Orientation for all incoming freshman and transfer student-athletes prior to the Fall semester.

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

All freshman and transfer student-athletes are required to attend a University Orientation and an Athletic Orientation.

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

When student-athletes are admitted to FSU, they are sent a notice advising them of their responsibility to register for an orientation session. The athletic academic advisors and coaches each inform the incoming student-athletes of the athletic orientation through correspondence during the summer.

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

The Academic Committee of the Athletic Committee is charged with reviewing the Academic Support Program annually. The Academic Subcommittee is made up of faculty members from a broad spectrum of departments on campus. In addition, the Division of Undergraduate Studies reviews the Academic Support Program each year as part of the Division's Institutional Effectiveness reporting.

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

For the review process, the Athletic Academic Support Program is broken down into three different areas - Advising, Educational Services, and Staffing and Professional Development. Each of these areas is reviewed in a 3-year cycle.

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

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

The Athletic Academic Advisors are very proactive in monitoring the academic progress of student athletes. FSU purchased the Student-Athlete Management System (SAMS) software program to assist in collecting progress information from faculty and staff. SAMS is a web-based computer system which is easy and efficient to use. In addition, Athletic Academic Support staff members have frequent contact with faculty members regarding student-athlete progress and they actively encourage student-athletes who are experiencing difficulty with course material to be in contact with their instructors. The Athletic Academic Advisors send weekly reports to coaches and sport oversight officers. When there are concerns with a particular student-athlete's academic progress, meetings are scheduled between the Athletic Academic Advisors, coaches, and the student-athlete to discuss the concerns and devise an academic plan to help the student-athlete recover. In the case of student-athletes who violate the Class Attendance Policy, they must appear before a committee of faculty members to explain their actions. The committee reviews each case individually and assigns appropriate disciplinary action.

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

The academic progress of all student-athletes on a sport roster are closely monitored and is reported as appropriate.

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

Student-athletes are first made aware of academic support services through the recruiting process. Secondly, they are made aware of services through a team meeting at the beginning of each academic year. At this meeting, Academic Support staff review the services provided. Lastly, student-athletes receive a copy of the Student Athlete Handbook each year. In this Handbook, all of the Athletic Department's programs, services, and policies are outlined in detail.

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

The Academic Subcommittee of the Athletic Committee is charged with reviewing the Athletic Academic Support Program annually. The Academic Subcommittee is made up of faculty members from a broad spectrum of departments on campus. In addition, the Division of Undergraduate Studies reviews the Athletic Academic Support Program each year as part of the Division's Institutional Effectiveness reporting.

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

For the review process, the Athletic Academic Support Program is broken down into three different areas - Advising, Educational Services, and Staffing and Professional Development. Each of these areas is reviewed in a 3-year cycle.

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

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

Florida State University has two full-time learning specialists on staff and five educational assistants to work directly with student-athletes with academic deficiencies and/or disabilities. The Learning Specialist coordinates psycho-educational testing on and off-campus as well as coordinating services with the campus Student Disability Resource Center. As required, the Learning Specialists communicate student needs to faculty, parents, and coaches. FSU has purchased specialized equipment to meet the needs of those with disabilities (Kurzweil software, tape recorders/players, and other technology).

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

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Any student-athlete who has a documented learning disability and those student-athletes who are being evaluated to determine if formal psychoeducational testing is necessary, are eligible to receive services from the Learning Specialist.

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

Student-athletes are first made aware of academic support services through the recruiting process. Secondly, they are made aware of services through a team meeting at the beginning of each academic year. At this meeting, Academic Support staff review the services provided. Lastly, student-athletes receive a copy of the Student Athlete Handbook each year. In this Handbook, all of the Athletic Department's programs, services, and policies are outlined in detail.

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

The Academic Subcommittee of the Athletic Committee is charged with reviewing the Academic Support Program annually. The Academic Subcommittee is made up of faculty members from a broad spectrum of departments on campus. In addition, the Division of Undergraduate Studies reviews the Athletic Academic Support Program each year as part of the Division's Institutional Effectiveness reporting.

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

For the review process, the Athletic Academic Support Program is broken down into three different areas - Advising, Educational Services, and Staffing and Professional Development. Each of these areas is reviewed in a 3-year cycle.

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

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

All students are placed into college English and math courses based on their ACT or SAT test scores. If their test scores place them into remedial courses, they take a math or English placement tests during the orientation session to further determine English or math placement. Student-athletes whose academic records show inconsistencies are flagged for potential psycho-educational evaluation. They are closely monitored and if deemed necessary, they undergo a battery of tests to determine if they have a learning disability. FSU tests approximately 18-20 student athletes per year for learning disabilities.

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

Any student-athlete on a sport roster is eligible to receive learning assessments.

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

Student-athletes are first made aware of academic support services through the recruiting process. Secondly, they are made aware of services through a team meeting at the beginning of each academic year. At this meeting, Academic Support staff review the services provided. Lastly, student-athletes receive a copy of the Student Athlete Handbook each year. In this Handbook, all of the Athletic Department's programs, services, and policies are outlined in detail.

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

The Academic Committee of the Athletic Committee is charged with reviewing the Academic Support Program annually. The Academic Subcommittee is made up of faculty members from a broad spectrum of departments on campus. In addition, the Division of Undergraduate Studies reviews the Academic Support Program each year as part of the Division's Institutional Effectiveness reporting.

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

For the review process, the Athletic Academic Support Program is broken down into three different areas - Advising, Educational Services, and Staffing and Professional Development. Each of these areas is reviewed in a 3-year cycle.

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

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

Academic mentors or educational assistants are assigned to specific student-athletes based upon needs as determined by the athletic academic counselor and learning specialist. Educational assistants meet with their assigned student athletes approximately twice per week.

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

Any student-athlete on a sport roster is eligible to receive mentoring services.

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

Student-athletes are first made aware of academic support services through the recruiting process. Secondly, they are made aware of services through a team meeting at the beginning of each academic year. At this meeting, Academic Support staff review the services provided. Lastly, student-athletes receive a copy of the Student Athlete Handbook each year. In this Handbook, all of the Athletic Department's programs, services, and policies are outlined in detail.

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

The Academic Committee of the Athletic Committee is charged with reviewing the Academic Support Program annually. The Academic Subcommittee is made up of faculty members from a broad spectrum of departments on campus. In addition, the Division of Undergraduate Studies reviews the Academic Support Program each year as part of the Division's Institutional Effectiveness reporting.

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

For the review process, the Athletic Academic Support Program is broken down into three different areas - Advising, Educational Services, and Staffing and Professional Development. Each of these areas is reviewed in a 3-year cycle.

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

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

At-risk student-athletes are identified either prior to enrollment or early in their college career. These student-athletes are closely monitored and supported by a team of academic support staff, including the athletic academic advisor, the learning specialist, the tutorial coordinator, and educational assistants and tutors. In addition, the coaches of these student-athletes are kept in the communication loop so they can help enforce the academic commitment. On campus, the Student Disability Resource Center supports all students on campus who have documented disabilities (including learning disabilities). Student-athletes with documented disabilities take advantage of their services including note-takers, un-timed tests, oral exams, books on tape, etc.

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

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Any student-athlete on a sport roster who is deemed at-risk is eligible to receive assistance for at-risk students.

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

Student-athletes are first made aware of academic support services through the recruiting process. Secondly, they are made aware of services through a team meeting at the beginning of each academic year. At this meeting, Academic Support staff review the services provided. Lastly, student-athletes receive a copy of the Student Athlete Handbook each year. In this Handbook, all of the Athletic Department's programs, services, and policies are outlined in detail.

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

The Academic Committee of the Athletic Committee is charged with reviewing the Academic Support Program annually. The Academic Subcommittee is made up of faculty members from a broad spectrum of departments on campus. In addition, the Division of Undergraduate Studies reviews the Academic Support Program each year as part of the Division's Institutional Effectiveness reporting.

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

For the review process, the Athletic Academic Support Program is broken down into three different areas - Advising, Educational Services, and Staffing and Professional Development. Each of these areas is reviewed in a 3-year cycle.

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

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

Files of student-athletes who leave without degrees are maintained and contacts are made with them annually to gauge their interest in coming back to school. For those in professional sports, we use our Player Development Program Representatives to help us recruit these players back to campus to finish their degrees. For those with financial need, we identify sources of funding for them, (Athletic Enhancement Funds or Consortium) to help them come back to school. We continue to provide academic support and tutoring services when they return to school, just as they received while they were student-athletes on our campus.

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

Any former student-athlete who left FSU without his/her degree is eligible to receive services from the Athletic Academic Support Program.

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

Student-athletes are first made aware of our services when they are on our campus. After they leave FSU without a degree, they are informed about services through communication with the Athletic Academic Support Program. If the student-athlete has turned professional, the Athletic Academic Support staff also communicates these services to them through the Player Development Representative from their team or through their agent. In addition, the staff work in partnership with the Player Development Representative (or agent) to encourage the student-athlete to return to Florida State University to complete their degree.

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

The Academic Subcommittee of the Athletic Committee is charged with reviewing the Athletic Academic Support Program annually. The Academic Subcommittee is made up of faculty members from a broad

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spectrum of departments on campus. In addition, the Division of Undergraduate Studies reviews the Athletic Academic Support Program each year as part of the Division's Institutional Effectiveness reporting.

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

For the review process, the Athletic Academic Support Program is broken down into three different areas - Advising, Educational Services, and Staffing and Professional Development. Each of these areas is reviewed in a 3-year cycle.

12. Academic Honors and Awards & Leadership

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

An Athletic Academic Support staff member is responsible for helping to prepare nominations for eligible student-athletes for academic honors, awards, and postgraduate scholarships. More than \$350,000 in postgraduate scholarship monies have been granted to FSU student-athletes over the past 10 years as well as numerous other academic honors and awards. FSU hosts an Academic Awards Banquet (Golden Torch Gala) each fall, where top scholar athletes and the upcoming fall graduates are recognized. This banquet is well attended by University administrators, trustees, faculty, as well as Boosters and Athletics Department administrators.

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

Any student-athlete on a sport roster, whether a walk-on or scholarship student athlete, is eligible to receive services from the Athletic Academic Support Program.

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

Student-athletes are first made aware of academic support services through the recruiting process. Secondly, they are made aware of services through a team meeting at the beginning of each academic year. At this meeting, Academic Support staff review the services provided. Lastly, student-athletes receive a copy of the Student Athlete Handbook each year. In this Handbook, all of the Athletic Department's programs, services, and policies are outlined in detail.

The Academic Honors & Awards Coordinator sends out email notifications to eligible student-athletes and contacts them by phone to encourage their candidacy for the awards. In the Fall 2005, the Academic Honors & Awards Coordinator and the University Office of National Fellowships invited all interested student-athletes to an information session about awards, postgraduate scholarships and fellowships. It was attended by approximately 60 student-athletes from all sports.

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

The Academic Subcommittee of the Athletic Committee is charged with reviewing the Athletic Academic Support Program annually. The Academic Subcommittee is made up of faculty members from a broad spectrum of departments on campus. In addition, the Division of Undergraduate Studies reviews the Athletic Academic Support Program each year as part of the Division's Institutional Effectiveness reporting.

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

For the review process, the Athletic Academic Support Program is broken down into three different areas - Advising, Educational Services, and Staffing and Professional Development. Each of these areas is reviewed in a 3-year cycle.

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

A copy of the report from the 2004-2005 Academic Committee review of the Athletic Academic Support Program has been submitted to our NCAA staff liaison.

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

The Academic Subcommittee of the Athletic Committee proposes that the sixth Academic Counselor on staff (which is currently an OPS non-benefited position) be made a benefited position (FSU classification A&P 3). This will ensure consistency in the position as well as provide equity among staff members. With 500 student-athletes, 6 Academic Counselors are necessary to adequately provide services to all student-athletes. With the new NCAA academic eligibility rules, it is imperative for each counselor to follow student-athletes' academic work in great detail in order to help ensure progress toward graduation and avoid violations. This is best achieved by having a manageable number of student-athletes to monitor.

Evaluation

1. Does the institution demonstrate that adequate academic support services are available for student-athletes? **Currently Yes**
2. Does the institution demonstrate that student-athletes are encouraged and assisted in reaching attainable academic goals of their own choosing? **Currently Yes**
3. Does the institution demonstrate that, when it is determined that student-athletes have special academic needs, these needs are addressed? **Currently Yes**
4. Does the institution demonstrate that the support services are approved and reviewed periodically by academic authorities outside the department of intercollegiate athletics? **Currently Yes**
5. Does the institution demonstrate that there is a commitment to the fair treatment of student-athletes, particularly in their academic role as students? **Currently Yes**

Academic Integrity

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

PART I-A: Standardized test Scores, by Gender

		Gender							
		Male Students		Male Student-Athletes		Female Students		Female Student-Athletes	
Academic Year		Score	# o f Students	Score	# o f Students	Score	# o f Students	Score	# o f Students
Average Standardized Test Score	2004-2005	1177	2527	972	55	1155	3808	1086	35
	2003-2004	1174	2618	997	40	1146	3595	1025	26
	2002-2003	1164	1684	1004	48	1133	3906	1020	29

Name of person completing this chart: John Barnhill and Mark Meleney
 Title: Dir of Adm/Records and Dir of Athl Acad Support

Academic Integrity

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

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

Racial or Ethnic Group - All Entering Freshman Students														
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other		
Academic Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2004-2005	1166	26	1101	200	1070	6721	1140	708	1179	4654		0	
	2003-2004	1173	31	1149	238	1068	612	1126	642	1175	4654		0	
	2002-2003	1175	28	1145	283	1068	751	1113	683	1161	4678		0	
Racial or Ethnic Group - All Entering Freshman Student-Athletes on Aid														
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other		
Academic Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2004-2005		0	850	3	914	31		2	1080	53		1	
	2003-2004		0		1	911	21	962	5	1068	39		0	
	2002-2003		0		0	938	30	1010	5	1065	41		1	

Name of person completing this chart: Mark Meleney

Title: Director of Athletic Academic Support

Academic Integrity

FOR FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID

PART II: GPA and Test Scores, by Sport Group

		Sport Group															
		Football		Men's Basketball		Baseball		Men's Track/Cross Country		Men's Other Sports and Mixed Sports		Women's Basketball		Women's Track/Cross Country		Women's Other Sports	
Academic Year		Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students
Average Core Course GPA	2004-2005	2.733	23	2.595	3	3.3	11	3.187	6	3.411	11		2	3.793	7	3.548	26
	2003-2004	2.971	13	2.532	3	3.216	10	3.637	4	3.296	7	3.34	4	3.847	3	3.426	18
	2002-2003	2.841	16		2	3.23	11	3.249	8	3.16	8	3.403	4	3.374	7	3.302	15
Academic Year		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2004-2005	898	23	873	3	1029	11	1095	6	1023	12		2	1203	7	1067	26
	2003-2004	937	14	867	3	1009	11	1163	4	1053	8	895	4	1033	4	1052	18
	2002-2003	928	16		2	1063	11	1095	11	980	8	928	4	981	8	1061	17

Name of person completing this chart: Mark Meleney

Title: Director of Athletic Academic Support

Academic Integrity

SPECIAL-ADMISSIONS INFORMATION

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

			Sport Group (Freshman)								
	Year	All Freshman Students	All Freshman Student-Athletes on Athletics Aid **	Baseball	M e n ' s Basketball	Football	Men's Track/Cross Country	Men's Other Sports and Mixed Sports	W o m e n ' s Basketball	Women's Track/Cross Country	Women's Other Sports
% of Special Admits	2004-2005	5%	28%	18%	100%	65%	33%	8%	0%	0%	8%
	2003-2004	5%	26%	18%	100%	50%	0%	13%	50%	0%	11%
	2002-2003	4%	39%	36%	100%	69%	18%	38%	50%	13%	35%

Name of person completing this chart: Mark Meleney

Title: Director of Athletic Academic Support

Equity and Student-Athlete Welfare

Operating Principle

3.1 Gender Issues

Self-Study Items

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

There were no corrective actions or conditions for certification during the previous self-study, but one strategy for improvement:

(a) The strategy for improvement was to "enhance the institution's gender equity plan by establishing goals beyond the Fall of 2001 in order to ensure continued progress toward future goals and to maintain the current status of the program in this area."

(b) The action taken by Florida State University in January 2000 was to enhance the institution's gender equity plan by establishing goals beyond Fall 2001 to 2005-06 to ensure continued progress toward future goals and to maintain the current status of the program in this area.

(c) The strategy for improvement was completed in January 2000.

(d) All actions described in the plan have been taken and are completed. No items are partially completed.

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

1. New Locker Rooms and Meeting Space

(a) The original gender equity plan included an item to construct new locker rooms and meeting space for men's and women's golf and to renovate the golf practice areas.

(b) The golf facility was built and the practice areas renovated.

(c) The golf facility and golf practice area renovations were completed in 2001.

(d) All actions described in the plan have been taken and are completed. No items are partially completed.

Equity and Student-Athlete Welfare

2. Women's Rowing

- (a) The plan included adding women's rowing, hiring a head coach, and developing a five-year plan for success.
- (b) Potential head coach candidates were interviewed. The practice and competition site developed two sinkholes and dried up.
- (c) Head coach candidates were interviewed in 1999 and the sinkholes developed in 1999. In 2004, the lake still had not refilled.
- (d) The practice and competition site dried up due to two sinkholes. Rowing was not pursued as no other suitable site was found.

3. Women's Equestrian

- (a) The addition of women's equestrian, hiring a head coach, building facilities, and developing a five-year plan for success was an item in the original gender equity plan.
- (b) An opportunity was presented to the Athletics Department to consider equestrian as a potential additional women's sport.
- (c) In 2002, the Athletics Department was presented with an opportunity to add women's equestrian as a new sport.
- (d) Due to a lack of necessary support services (i.e., veterinary medicine) and appropriate required sport facilities, it was decided not to pursue this sport.

4. New Locker Rooms - Track Facility

- (a) The construction of locker rooms at the track facility was part of the original gender equity plan.
- (b) A construction plan was completed and an architect was put on retainer.
- (c) As of 2005, the construction plan was on hold.
- (d) The locker rooms were on hold until 2005 due to the University Master Plan which included relocating the entire track complex off campus. The current plan is to build a new track building which will include locker rooms with a tentative opening in the summer 2007.

5. Female Participation and Walk Ons

- (a) Monitoring female participation in varsity athletics and the number of walk ons in women's sports was part of the original gender equity plan.
- (b) The Compliance Office produces the Equivalencies and Participation Report a minimum of four times annually. This Report is reviewed by the Equity and Student-Athlete Welfare Subcommittee (ESAW), the Department of Athletics Executive Staff and Senior Staff as well as the sport oversights (Senior Associate and Associate Athletic Directors responsible for overseeing sports).
- (c) The monitoring process is ongoing.
- (d) As this item is ongoing, an explanation for partial or noncompletion is not applicable.

6. Concession and Ticket Booth - Tully Gym

- (a) The original gender equity plan included constructing a concession and ticket booth at Tully Gym.
- (b) Concessions cart added to lobby.
- (c) In 2001, Tully Gym had a concessions cart.
- (d) A ticket booth was not required since admission is free.

Equity and Student-Athlete Welfare

7. Compliance

(a) Continue to monitor compliance with Title IX through the use of the Office of Civil Rights (OCR) thirteen areas of concern, financial aid and proportionality; and to meet regularly with coaches, student-athletes, and administrative staff to assess the organizational "climate" regarding gender equity concerns.

(b) The ESAW meets with the Student-Athlete Advisory Council, all women's sports head coaches, student-athletes, and Department of Athletics staff to produce an annual report to the Athletic Committee and Director of Athletics.

(c) The monitoring process is ongoing.

(d) As this item is ongoing, an explanation for partial or noncompletion is not applicable.

8. Salary Equity Review

(a) Conducting a salary equity review for coaching and professional staff on an annual basis was part of the original equity plan. These reviews will incorporate both market and equity factors.

(b) The ESAW will conduct a salary review and report on a biannual basis.

(c) The ESAW revised the frequency of the review from an annual review to a biannual review.

(d) As this item is ongoing, an explanation for partial or noncompletion is not applicable.

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

Since the first-cycle certification, there have been several improvements in the area of Operating Principle 3.1 Gender Issues. A synopsis of these improvements is described below.

Facilities

In 2005, a heritage and tradition area celebrating women's athletics was completed.

In 2004, a new athletics building was completed and houses all student-athlete support services in a central location (strength and conditioning, sports medicine, athletics academic support, athletics student services, compliance, training table, as well as sports marketing and sports information); a new volleyball competition floor was installed; a locker room for female coaches and administrative staff was constructed; renovated women's tennis locker room and lounge used by men's and women's tennis teams; added Internet access in tennis lounge; added new tennis court benches and umpire chairs; new game day carpets were added to the Civic Center; renovated lobby (new carpet and furniture) and replaced sound system in Tully Gym; retrofitted storage room to make a fitness room at golf; completed the golf teaching center and the short range practice area; the track surface was renovated, restrooms renovated and lights and bleachers were added to the track facility; all court lights at basketball training center replaced; updated soccer locker room furniture; installed synthetic surface under team benches at soccer; and completed softball stairway; installed new softball locker room carpet; and added lighting at softball batting cages.

In 2003, 1,850 chair back seating was added to the softball stadium; the seating project was completed for volleyball as well as several enhancements to the arena, locker rooms and spectator areas; sports medicine facility completed; completed activation of the Swing Analysis Center, activated security/access system, and added showcase of Seminole All-Americans and PGA/LPGA pros at golf; track resurfaced and infield re-sodded; created new graduate assistant work area, new coach area, study room/student lounge/trophy display area for track; and new portable backboards were added to the Civic Center.

In 2002, the basketball training center (housing sports medicine, strength and conditioning, offices, and practice court) was completed; new basketball goals and shot clocks were added to the Civic Center; awnings and scoreboards were installed at the tennis facility; tennis courts resurfaced and facility pressure washed; the equipment and laundry rooms were renovated in Tully Gym; new flags on soccer/softball esplanade added; and graphics added to soccer and softball press box facilities.

In 2001, the new golf facility opened.

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Personnel

Additional full-time staff were added in the areas of women's health and wellness (2004), women's sports marketing (2004), full-time learning specialist (2001 and 2005), strength and conditioning (2001), equipment (2001), and in sports information (2001).

In 2003, the swimming distance coaching position was upgraded to a .50 FTE with benefits.

In 2002, the number of graduate assistants for swimming increased by two.

In 2001, the second assistant in women's volleyball was upgraded to a 1.0 FTE.

In 2000, the third assistant in women's basketball was increased from .50 FTE to 1.0 FTE; the second assistant in women's soccer was increased to a 1.0 FTE; and the second assistant in women's softball was increased to a 1.0 FTE.

Participation

In 2003, Florida State Athletics began a new effort in its commitment to gender equity with respect to participation rates. The Equity and Student-Athlete Welfare Subcommittee (ESAW) consistently monitors this program. Plan key points include:

- Maintain competitive teams while striving for conference and national excellence.
- Focus on developing women's cross country, indoor track, and outdoor track as initial sports with increased participants.
- Encourage women's participation as walk ons with incentives, i.e., the possibility of travel and team apparel worn by all squad members.
- Reduce men's roster sizes minimally.
- Continue to explore opportunities for adding a new women's sport.

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

Florida State University addresses Operating Principle 3.1, Gender Issues, with a comprehensive approach. The various populations, the university community, the Athletics Department, and the student-athletes all have an active role. The organizational structure of Florida State University with respect to the gender issues operating principle is discussed below.

The President of the University has the ultimate responsibility for compliance with gender issues. Compliance with gender equity is an evaluation item of the President's annual performance evaluation as conducted by the Board of Trustees. The Faculty Athletics Representative (who has in the past been Title IX Coordinator and is currently the Athletic Committee Chair) monitors gender issues. The Board of Trustees represents the next level of responsibility and it has a subcommittee, Student Affairs/Athletics, to fulfill and monitor gender equity in athletics. The University President also appoints a Title IX Coordinator for the University as well as an Athletic Committee oversight group. The Equity and Student-Athlete Welfare Subcommittee (ESAW) of the Athletic Committee reports annually to the Director of Athletics on gender issues.

The university and student-athlete communities are represented on ESAW. The role of ESAW provides oversight and makes recommendations to the Athletic Committee and Director of Athletics. Examples of regular ESAW activities include:

- Monitoring equivalencies and participation rates
- Meeting with the Student-Athlete Advisory Committee
- Meeting with student-athletes from each women's athletic team
- Meeting with coaches from all women's athletic teams
- Meeting with Department of Athletics staff and administrators

Equity and Student-Athlete Welfare

- Make recommendations to Director of Athletics
- Give annual report to Athletic Committee and Director of Athletics
- Attend annual NCAA Gender Equity meeting

The Athletics Department strategies for monitoring and reviewing gender issues include:

- The Athletics Department executive staff meets every other week and monitors the equivalencies and participation rates several times throughout the academic year.
- The Athletics Department senior staff meets every other week.
- The Athletics Department holds monthly coaches meetings.
- Sport oversight staff (Senior Associate and Associate Athletic Directors who are responsible for overseeing sport programs) meets twice a month.
- Each sport oversight monitors the equivalencies and participation rates of their sports.
- The State of Florida requires the Florida State University and Athletics Department to complete an annual athletics report which examines diversity in athletics program administration, leadership, and gender equity in athletics and athletic participation.
- The Athletics Department Compliance Office prepares the equivalencies and participation rates report a minimum of four times annually.
- Complete the annual Equity in Athletics and Disclosure Report
- Exit interviews of student-athletes are conducted and equity is a part of the exit interview written survey.
- The Student-Athlete Advisory Council (comprised of two student-athletes from all sports) meets on a regular basis and discusses and identifies equity issues. The Senior Woman Administrator attends all SAAC meetings.
- Equity information is included in the student-athlete manual.
- Equity is a guiding principle of the Athletics Department and is described in the Policies and Procedure Manual which is available on the Athletics Department official website.

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

The Equity in Athletics Disclosure Act (EADA) reports for 2002-2003, 2003-2004, 2004-2005 were analyzed for trends or significant changes. Overall, the data were essentially consistent for the three years. Total scholarship dollars, operating expenses, team travel, revenue and overall expenses saw increases for both male and female teams. Salaries for head coaches and assistant coaches of both men's and women's teams increased.

Florida State University fully funds the NCAA allowable number of scholarships, 141.20 for male student-athletes and 97 for female student-athletes. The number of scholarships awarded will vary each year based on a variety of factors, such as whether a coach decides to use all of their scholarship monies, attrition of student-athletes, and whether the student-athletes are in-state or out-of-state. The amount of total scholarship dollars has increased 12 percent for female student-athletes and 13 percent for male student-athletes during the three-year timeframe being examined.

The number of positions for head coaches has remained essentially consistent during the three years examined. Head coaches salaries for both men's and women's coaches have increased during 2002-2004. Women's head coaches salaries have increased four percent compared to a two percent increase in men's head coaches salaries. One reason for the difference between the men's head coaches salaries and women's head coaches salaries is attributable to the football head coach salary.

Many assistant coaching positions received upgrades between 2000 and 2003. In 2000, the men's and women's tennis assistant coaches, baseball, soccer and softball second assistant coaches and the men's and women's

Equity and Student-Athlete Welfare

basketball third assistant coaches were upgraded to full-time positions with benefits. The volleyball second assistant coach position was upgraded to full-time with benefits in 2001. In 2002, swimming had an increase in graduate assistant positions and the men's golf assistant coach position was upgraded to full-time with benefits. The distance swim coach for men's and women's swimming was upgraded to a part-time with benefits position and a teaching supplement, and the women's golf assistant coach position was upgraded to full-time.

Salaries for men's and women's assistant coaches saw an increase in 2003-2004 with women's assistant coaches salaries increasing 28 percent and 13 percent for men's assistant coaches. One reason for the difference between the men's assistant coaches' salaries and women's assistant coaches' salaries is attributable to the football assistant coaches salaries.

Operating expenses (game-day expenses) are influenced by the consistently increasing costs of travel, the number of events at home or away, and increased pay for officials. Trends in the percentage of total operating expenses dollars for male and female student-athletes essentially remain the same. Operating expenses for female student-athletes have increased by 30 percent, compared to 20 percent for male student-athletes during the timeframe 2002-2004.

Recruiting expenses for female student-athletes have seen a 22 percent increase between 2002-2004 while the recruiting expenses for male student-athletes decreased by 8 percent during the same period. Factors that influence recruiting expenses include: the discretion of the coach, the numbers of student-athletes who need to be replaced each year, and where the recruiting occurs (in-state, out-of-state, international).

With respect to participation numbers, the percentage of female and male student-athletes over the three-year period has remained essentially the same. Reviewing the unduplicated count of participants, there has been an overall three percent increase in female student-athletes and a one percent decrease in male student-athletes 2002-2004.

Men's and women's expenses for equipment and supplies both increased during the three years examined. Women's sports equipment expenses increased by 35% compared to 19% for men's sports.

Monies for team travel, which includes lodging and meals, increased for women (31%) and men (24%) for the three years of study. Expenses for women's sports also saw a noticeable overall increase of 26 percent between 2002-2004, while the men saw an increase of 14 percent.

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

- a. describe how the institution has ensured a complete study of each of the areas,
- b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas,
- c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future., and
- d. Explain how the institution's future plan for gender issues addresses each of the 13 areas.

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

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

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

The following data were reviewed: Equity in Athletics Disclosure Act (EADA) reports, student-athlete equivalencies and participation reports, the annual report of the Equity and Student-Athlete Welfare Subcommittee, and scholarship information in the Student-Athlete Handbook.

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

Florida State University (FSU) fully funds the NCAA allowable number of scholarships currently available; 141.20 for male student-athletes (SA) and 97 for female SA. Total scholarship dollars have increased 12 percent for female SA and 13 percent for male SA between 2002-2005. FSU expects head coaches in all sport programs to recruit and provide in-state and out-of-state scholarships to students. The Director of Athletics, the Athletics Department Executive and Senior Staffs, Senior Woman Administrator, and Equity and Student-Athlete Welfare Subcommittee review the annual EADA report and monitor the SA equivalencies and participation reports a minimum of four times annually. Sport oversight staff (Senior Associate and Associate Athletics Directors responsible for overseeing sport programs) discuss and review scholarships with their head coaches. Information regarding scholarships are included in the Student-Athlete Handbook which is given to all SA.

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

No issues identified within program area evaluation.

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

The Athletics Department will continue to fund the NCAA allowable number of scholarships. Should NCAA legislation change regarding additional scholarships for women's sports, those scholarships will be added. Continue monitoring of Equity in Athletics Disclosure Act and student-athlete equivalencies and participation rates by the Athletics Director, executive staff, Senior Woman Administrator, and the Equity and Student-Athlete Welfare Subcommittee. Annually review the Handbook for updates to the information on scholarships. Seminole Boosters (athletics fundraising arm) will begin a campaign to endow men's and women's athletic scholarships.

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

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

The following data were reviewed: annual athletics report to the State of Florida, student-athlete equivalencies and participation reports, and the annual report of the Equity and Student-Athlete Welfare Subcommittee.

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

At least four times annually, the student-athlete equivalencies and participation reports are monitored by the Athletic Director, the executive staff, senior staff, and the Equity and Student-Athlete Welfare (ESAW) Subcommittee. Sport oversight staff discuss and review roster sizes with their head coaches. The State of Florida monitors participation rates in an annual report completed by the Department. In 1998, women's rowing was explored as an additional sport and head coach candidates were interviewed. The practice and competition site dried up due to two sink holes, a natural phenomenon. In 1999, an expert was brought to campus to examine the Tallahassee water options for collegiate rowing. The advice received was that our best option for a site was our original choice. The sport was tabled until 2004 with hopes that the lake would refill. In 2004, when the lake did not refill, rowing was not pursued as no other suitable water was found. In 2001, the Department began a program to raise the female student-athlete participation rate. The ESAW monitors this effort at least four times annually by reviewing the equivalencies and participation rates. Key components of the program include: maintaining competitive teams while striving for conference and national excellence; focusing on developing women's cross country, indoor track, outdoor track, and

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women's golf to increase participants; encourage women's participation as walk-ons with incentives, e.g., the possibility of travel and team apparel worn by all squad members; and manage men's roster sizes to avoid growth. In 2002, an opportunity was presented to the Athletics Department to add women's equestrian. Due to a lack of necessary support services (i.e., veterinary medicine) and appropriate required sport facilities, it was decided not to pursue this sport as a potential addition.

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

No issues identified within program area evaluation.

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

The Athletic Director, executive staff, and Equity and Student-Athlete Welfare Subcommittee, in conjunction with the Athletic Committee, will continue to explore adding another women's sport program. Monitoring of participation rates in men's sports and encouraging walk-ons in women's sports will continue by Athletic Director, Senior Woman Administrator, executive staff, Equity and Student-Athlete Welfare Subcommittee, and head coaches. The Department will continue to complete the State of Florida annual athletics report.

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

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

The following data were reviewed: the equipment expense sections for men's and women's sports in the Equity in Athletics Disclosure Act (EADA) reports, the annual report of the Equity and Student-Athlete Welfare Subcommittee, the Athletics Department Policies and Procedures Manual (Manual) section on Athletic Equipment, and the equipment information in the Handbook.

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

The Manual contains a section on Athletic Equipment. The Student-Athlete Advisory Council meets bi-weekly and provides a forum for student-athletes to discuss equipment and supply-related issues. Information regarding Equipment Policies are included in the Handbook which is given to all student-athletes. Student-athletes are surveyed about equipment and supplies in their exit interview. Head coaches determine their equipment and supply needs and request the monies required through the annual budget process, which is approved by their sport oversight, the Athletics Business Office, and the Athletic Director (AD). The Department adheres to the University and State of Florida budget and purchasing policies and procedures as well as NCAA rules and regulations. The AD negotiates a contract with Nike, which provides a contribution to player supplies. An EADA review revealed that both men's and women's expenses for equipment and supplies increased during the three years examined. Women's sports equipment expenses increased by 35%, compared to 19% for men's sports.

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

No issues identified within program area evaluation.

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

Continue adherence to the budget and purchasing approval processes per the Department, University and State of Florida policies and procedures as well as NCAA rules and regulations. Review the equipment and supplies section of the Manual on an annual basis. The Athletic Director (AD), executive staff (ES), senior staff, Senior Woman Administrator (SWA), and the Equity and Student-Athlete Welfare (ESAW) Subcommittee will continue their annual evaluation and review of the EADA report. The AD and ES will continue their annual evaluation and review the results of the student-athlete exit interviews. The SWA will continue to monitor Student-Athlete Advisory Council meetings for equipment and supply-related issues. The ESAW will continue monitoring equipment and supplies as part of its annual review. The Athletics Department will annually review the Handbook for updates to the information on Equipment Policies.

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

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

Data reviewed included: the Equity and Student-Athlete Welfare Subcommittee annual report, and the sport scheduling and scheduling of athletics facilities sections of the Manual.

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

Compliance monitors game scheduling and practice times per NCAA rules by meeting with coaching staffs monthly and reviewing documentation submitted by each sport. The on-line Manual contains sections on sports schedules and scheduling of athletic facilities. Sport Oversight staff approve competition schedules. The Associate Athletics Director for Facilities Planning, Operations and Event Management is the approval authority for all athletics facilities scheduling. Campus Recreation is responsible for scheduling Tully Gym, Leach Center, and Speicher Tennis Center. The Equity and Student-Athlete Welfare (ESAW) Subcommittee reviews scheduling of games and practice times and meets with the student-athletes as part of its annual report, which is presented to the Athletic Director (AD), Senior Woman Administrator, and Athletics Committee. The Student-Athlete Advisory Council(SAAC) meets bi-weekly and provides a forum for student-athletes to discuss scheduling and practice-related issues. Student-athletes are surveyed about scheduling of games and practice times in their exit interview. Schedules are created by coaches and approved by Sport Oversight and the AD in conjunction with the Atlantic Coast Conference (ACC) while adhering to the rules of the NCAA. Schedules are distributed via the Department official website, posters, schedule cards, and in media guides. Practices are scheduled by the coaching staff with Athletics Facilities staff based on facility availability and class schedules. Practice times are monitored by Compliance. Once a month, the SAAC signs off on sport practice schedules.

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

The 2004-05 ESAW report found two issues: men's and women's basketball practice scheduling and the use of batting cages by softball and baseball.

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

The Equity and Student-Athlete Welfare (ESAW) Subcommittee will continue to monitor scheduling of games and practice times and will continue to meet with student-athletes and coaches as part of its data gathering for their annual report. The Athletics Director (AD) and executive staff will continue their annual review of the results of the student-athlete exit interviews. Compliance will continue its monitoring of competition scheduling and practice times per NCAA directive. The Athletics Department will continue to distribute sport schedules through the official website of the Department, posters, schedule cards, and in media guides. AD and sport oversight will monitor men's and women's basketball practice scheduling and the use of batting cages by softball and baseball to ensure equitable scheduling. The Athletics Department staff will evaluate and review the sport scheduling and scheduling of athletics facilities sections of the Manual on an annual basis for revisions. The Senior Woman Administrator will continue to monitor Student-Athlete Advisory Council (SAAC) meetings for scheduling and practice-related issues. SAAC members will continue to sign off on practice times monthly. The ESAW Subcommittee will continue monitoring scheduling of games and practice times as part of their annual review.

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

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

Data reviewed: the Travel chapter in the Manual, appropriate sections of the Equity in Athletics Disclosure Act reports, and the annual Equity and Student-Athlete Welfare Subcommittee report.

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

On an annual basis, the Athletic Director (AD), executive staff, and Sport Oversight review travel as part of the annual budget process. Compliance, Sport Oversight staff, ABO, and University Travel Office approve travel requests and expenses as they occur to ensure adherence with NCAA, Department, and University rules. Sport oversight staff and the Athletic Director have final authority in determining mode of travel, lodging, and meals. The state system allows \$21 per day as travel per diem. Sport oversight have the discretion to allow a team meal to go above the state allotment on special occasions. The Department adheres to NCAA rules regarding travel and per diem. Team travel budgets for women's athletics have increased 31% from 2002-03 to 2004-05. The Student-Athlete Advisory Council (SAAC) meets bi-weekly and provides a forum for student-athletes to discuss travel and per diem-related issues. Student-athletes are surveyed about team travel in their exit interview. Travel policies were re-evaluated by SAAC and new policies were implemented in 2004 to ensure student-athletes are traveling safely.

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

No issues identified within program area evaluation.

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

The Athletic Director (AD), executive staff (ES), and sport oversight staff will continue their annual review of the travel budget of sport teams. The institution will have continued compliance with the Department and University travel processes while adhering to NCAA policies and procedures. The AD and ES will continue their annual evaluation and review the results of the student-athlete exit interviews for travel and per diem-related concerns. The Athletics Department staff will annually review the chapter on travel in the Manual. The Equity and Student-Athlete Welfare (ESAW) Subcommittee will continue to monitor travel and will continue to meet with student-athletes and coaches as part of their data gathering for their annual report. The Senior Woman Administrator will continue to monitor Student-Athlete Advisory Council meetings for travel and per diem-related issues.

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

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

Data reviewed included: the information regarding Academic Support and Tutors included in the Handbook, and the annual Equity and Student-Athlete Welfare Subcommittee report.

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

Athletics Academic Support (AAS) employs 60-75 tutors annually in all subjects needed by walk on or scholarship student-athletes. Tutors meet with student-athletes individually or in small group sessions as needed. All meetings are monitored by professional staff members. All tutors must attend a training session and a session which reviews applicable NCAA compliance rules. All tutors are interviewed by AAS Tutorial Coordinator and are required to provide their transcript and two letters of recommendation. Tutors are monitored and evaluated each semester to determine continued employment. Full-time learning specialists were added in 2001 and in 2005. The learning specialists incorporate tutorial-type services into their assistance with the student-athletes they serve. The Student-Athlete Advisory Council meets bi-weekly and provides a forum for student-athletes to discuss tutorial and academic-related issues. Student-athletes complete a survey about academic services in their exit interview.

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

No issues identified within program area evaluation.

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

The Athletic Director and executive staff will continue their annual review of the results of the student-athlete exit interviews for academic and tutorial concerns. Annually review the Handbook for updates to the information on Academic Support and Tutors. The Senior Woman Administrator will continue to monitor Student-Athlete Advisory Council meetings for academics and tutorial-related issues. Athletics Academic Support (AAS) will continue to employ tutors in all subjects for all scholarship and walk on student-athletes. AAS will continue its hiring and training policies for tutors and monitoring of same. The Equity and Student-Athlete Welfare Subcommittee will continue monitoring tutorial services as part of their annual review.

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

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

Material examined included: Equity in Athletics Disclosure Act reports for salary information, the Human Resources section of the Manual, and the Equity and Student-Athlete Welfare (ESAW) Subcommittee annual report.

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

The ESAW Subcommittee meets with women's sports head coaches as part of their annual report, which is presented to the Athletics Director, Senior Woman Administrator, and Athletic Committee. The ESAW Subcommittee conducts a salary review of coaches salaries on a biannual basis. The Department encourages and pays for membership in professional coaching associations, coaching certifications, and training. The Department adheres to the University hiring policies. Coaching position vacancies are advertised on the University website and the NCAA website (an industry standard). Advertisements have also been posted to the National Association of Collegiate Women's Athletic Administrators. FSU has the full complement of coaches allowed by the NCAA. The SAAC meets bi-weekly and provides a forum for student-athletes to discuss coaching-related issues. Student-athletes are surveyed about their coaches in their exit interview.

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

No issues identified within program area evaluation.

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

The Department will continue to: fund the full complement of coaches allowed by the NCAA, adhere to University hiring policies and procedures, encourage participation in and pay for coaches' membership in professional and coaching associations, professional development, and coaching certifications. The Athletics Director and executive staff will continue their annual review of the results of the SA exit interviews for coaching concerns. The Equity and Student-Athlete Welfare Subcommittee will continue to meet with women's sports head coaches as part of its annual report and will continue its biannual review of coaches salaries. The Senior Woman Administrator will continue to monitor Student-Athlete Advisory Council meetings for coaching-related issues. The Athletics Department will annually review the chapter on Human Resources in the Manual.

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

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

Data reviewed included: the section on Facilities Operations in the Manual and the annual Equity and Student-Athlete Welfare (ESAW) Subcommittee report.

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

A comprehensive athletics facilities master plan was developed in 1995-1996 to provide quality facilities for all student-athletes. The plan will be completed when the track and aquatic facilities are completed. The basketball training center opened in 2003 and houses locker rooms and practice facilities for men's and women's basketball. Baseball locker rooms were renovated in 2003. Other renovations include: new carpet in football locker room (2004), new carpet and furniture (2002) and painted (2004) soccer locker room, new carpet and furniture (2002) and painted (2003) softball locker room, new carpet and lockers in tennis locker rooms (2003), rebuilt bathroom floor and added new carpet to volleyball locker room (2002), new competition volleyball floor (2004), renovated Tully Gym lobby with new carpet and furniture (2004), renovated track surface and track restrooms (2004), added lights and bleachers to track (2004), added 1,850 chair back seating to softball stadium (2003). As part of the University Master Plan, the outdoor swimming facility was closed in 2004. The swimming and diving program uses the swimming facility in the student recreation facility. Architects have done renderings for a new aquatic facility. There has been a plan to add locker rooms at the track facility since 2000. Locker rooms were on hold until 2005 due to the University Master Plan, which included relocating the entire track complex off campus. The Student-Athlete Advisory Council meets bi-weekly and provides a forum for student-athletes to discuss locker room and practice and competitive facilities-related issues. Student-athletes are surveyed about locker rooms and facilities-related issues in their exit interview.

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

The track program is in need of locker rooms; a swimming and diving facility is needed.

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

A construction plan is in place and architect on retainer for new track building with a projected building completion of Summer 2007. Aquatic facility ground breaking is scheduled for Spring 2006. The Athletic Director and executive staff will continue their annual review of the results of the student-athlete exit interviews for locker room and facilities issues. The Senior Woman Administrator will continue to monitor Student-Athlete Advisory Council meetings for locker room and facilities-related issues. The Equity and Student-Athlete Welfare Subcommittee will continue monitoring locker rooms and practice and competitive facilities as part of their annual review.

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

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

Data reviewed included: the Medical Services and Training Room, the Strength and Conditioning Sections of the Manual, and the annual Equity and Student-Athlete Welfare (ESAW) Subcommittee report.

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

The athletic training staff has increased from 9 full-time staff, 4 graduate assistants and 30 athletic training student interns in 2002-03 to 11 full-time staff, two part-time nutritionists, five graduate assistants, and 42 athletic training National Athletic Trainers Association-Board of Certification curriculum students. All full-time staff and graduate assistants are certified by the National Athletic Trainers' Association. Graduate assistants are supervised by full-time staff. The staff includes an insurance coordinator who is also a certified athletic trainer. The new 15,000 square foot sports medicine center opened in 2004 and is

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available for all student-athletes for treatment and rehabilitation. Satellite training rooms are available at soccer/softball, basketball (opened 2003), baseball (renovated 2004), and Tully Gym. The strength and conditioning staff has increased from 6 full-time, 4 graduate assistants, and 1 intern in 2002-03 to 7 full-time, 4 graduate assistants, and 8 interns in 2004-05. In 2004, the new 14,000 square foot strength and conditioning complex opened for all SA. There are also three satellite weight rooms at basketball (opened 2003), baseball (renovated 2004), and Tully Gym. The Student-Athlete Advisory Council meets bi-weekly and provides a forum for student-athletes to discuss medical training and facilities and services-related issues. Student-athletes are surveyed about medical services and injury-rehabilitation facilities in their exit interview.

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

No issues identified within program area evaluation.

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

The institution will consider having a full-time nutritionist and examine the need for a sports psychologist. The Athletics Director and executive staff will continue their annual review of the results of the student-athlete exit interviews for medical training and facilities and services-related issues. The Senior Woman Administrator will continue to monitor Student-Athlete Advisory Council meetings for medical training and facilities and services-related issues. The Equity and Student-Athlete Welfare Subcommittee will continue monitoring medical training and facilities and services as part of their annual review.

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

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

Reviewed material included: the Training Table section in the Manual and the annual report of the Equity and Student-Athlete Welfare Subcommittee.

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

The Athletics Business Office (ABO) processes rent payments to various housing facilities for football, men's basketball, volleyball, men's tennis, women's track, women's basketball, soccer, men's and women's swimming, or scholarship payments for rent are distributed to student-athletes on a monthly basis. Training table is offered to football and men's and women's basketball student-athletes. The ABO processes payments for meal plans for some football, men's tennis, men's basketball student-athletes, while scholarship payments for meals are distributed to student-athletes on a monthly basis. The Student-Athlete Advisory Council meets bi-weekly and provides a forum for student-athletes to discuss housing and dining facilities and services-related issues.

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

No issues identified within program area evaluation.

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

The Senior Woman Administrator will continue to monitor Student-Athlete Advisory Council meetings for housing and dining-related issues. The Athletics Business Office will continue to process meal plan and rent payments and/or scholarship payments to student-athletes as appropriate on a monthly basis. The Athletics Department will annually review the Student-Athlete Handbook for updates to the information on housing and dining services and the section on Training Table in the Manual. The Athletics Director and executive staff will continue their annual review of the results of the student-athlete exit interviews for housing and dining facilities-related issues. The Equity and Student-Athlete Welfare Subcommittee will continue monitoring housing and dining facilities and services as part of their annual review.

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

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

Data reviewed included: the Media Relations and the Marketing and Promotions chapters in the Manual, the annual Equity and Student-Athlete Welfare Subcommittee report, and information regarding Media Relations included in the Handbook.

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

Sports Information staff has increased by one full-time staff member in 2004-05; the staff now total six full-time staff and two graduate assistants. Sports Information Directors do not have overlapping sport seasons and no one staff member has responsibility for more than three sports. Media Guides size and page numbers are governed by the NCAA. FSU media guides have increased in size and in quality since 2000. The increase of percent change in page numbers is as follows: women's basketball (43%), softball (114%), soccer (145% and spiral bound), volleyball (62% and spiral bound), men's tennis (75%), women's tennis (63%), men's golf (22%), women's golf (38%), track and field (79%), swimming and diving (61%), and cross country (150%). Since 2000, live stats have been on-line for football, soccer, men's and women's basketball, softball, and baseball. Live stats for volleyball coverage began in 2002. In 2003, free Internet radio broadcasts were provided for women's basketball and baseball. Soccer and softball free Internet radio broadcasts were added in 2004. Free Internet radio broadcasts for volleyball started in 2005. The Athletic Director negotiates a contract with Sun Sports/Fox Sports Network-Florida, which offers satellite access for all Olympic sports through live and tape delay broadcasts in addition to seasonal wrap up programs. Athletics Marketing (not including sales) is comprised of three full-time staff, three graduate assistants, and 12 interns. Marketing utilizes a variety of methods to publicize the sport programs ranging from broadcast and print media, schedule cards, and flyers on campus. Efforts are focused on involving both the students on campus and community at-large in half-time promotions and give-a-ways. Attendance at men's sports events increased by one percent between 2002-2005 while women's sports attendance saw a 12% increase during the same timeframe. In 2004, a new student booster organization was created by the Seminole Boosters to encourage university student attendance at events. In response to concerns of student-athletes to the Equity and Student-Athlete Welfare Subcommittee that all sports wanted a poster, Sports Information began in 2003 to produce posters for men's and women's cross country, men's and women's tennis, men's and women's track, men's and women's swimming, and men's and women's golf. Athletics Marketing produces posters for football, men's and women's basketball, baseball, soccer, volleyball, and softball. The Student-Athlete Advisory Council meets bi-weekly and provides a forum for student-athletes to discuss publicity-related issues. All student-athletes receive the Handbook which contains information regarding Media Relations. Student-athletes are surveyed about publicity and promotions in their exit interview.

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

No issues identified within program area evaluation.

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

The institution plans to find creative ways to publicize sports, including exploring the use of video streaming. The Athletic Director and executive staff will continue their annual review of the results of the student-athlete exit interviews for publicity-related concerns. The Athletics Department staff will annually review the Handbook for updates to the information on Media Relations. The Senior Woman Administrator will continue to monitor Student-Athlete Advisory Council meetings for publicity and media relations-related issues. The Equity and Student-Athlete Welfare Subcommittee will continue monitoring publicity as part of its annual review. Sports Information will continue to produce media guides for all sport programs while adhering to NCAA rules.

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

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

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The University reviewed the annual Equity and Student-Athlete Welfare Subcommittee reports.

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

Some support staff are physically located in areas separate from those teams they support (i.e., track, golf, and tennis support). The new Moore Athletic Center opened in 2004 and houses the Athletic Director and administrative staff, Athletics Business Office, Athletics Student Services, Athletic Academic Support, volleyball staff, Athletics Facilities staff, Compliance, Athletics Marketing and Promotions, Athletics Media Relations, Seminole Productions, football staff, sports medicine, strength and conditioning, and training table. The Student-Athlete Advisory Council meets bi-weekly and provides a forum for student-athletes to discuss support service-related issues. Student-athletes are surveyed about support services in their exit interview.

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

No issues identified within program area evaluation.

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

The Athletics Director, executive staff, and Faculty Athletics Representative will continue their annual review of the results of the student-athlete exit interviews. The Senior Woman Administrator will continue to monitor Student-Athlete Advisory Council meetings for support services-related issues. The Equity and Student-Athlete Welfare Subcommittee will continue monitoring support services as part of their annual review.

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

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

Data examined included: the Recruiting Policy and the Recruiting Procedures (Academic Support Section) in the Manual, Equity in Athletics Disclosure Act reports to review recruiting budget figures, and the annual Equity and Student-Athlete Welfare Subcommittee report.

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

On an annual basis, the Athletic Director, executive staff, and Sport Oversight, review recruiting as part of the annual budget process. Compliance, Sport Oversight staff, Athletics Business Office, and University Travel Office approve travel requests and expenses as they occur to ensure adherence with NCAA, Department, and University rules. Head coaches are given the flexibility to determine where and how much to spend of their recruitment budget and are expected to recruit both in-state and out-of-state. Many coaches recruit international student-athletes. Annually, there is an internal recruiting strategy meeting held by all of the coaches to review successful recruiting methodologies.

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

No issues identified within program area evaluation.

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

The Equity and Student-Athlete Welfare Subcommittee will continue to monitor recruiting and will continue to meet with coaches as part of data-gathering for its annual report. The Athletics Department will continue the annual recruiting strategy meeting and also to annually review the sections on recruiting policy and recruiting procedures in the Policy Manual.

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

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

See Gender Equity Plan for 2005-06 through 2010-11.

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

The Florida State University Gender Equity Plan is a comprehensive roadmap for addressing gender equity issues for the future of the intercollegiate athletics program. It meets the criteria for the NCAA Certification's Operating Principle 3.1 Gender Issues. The University President and the Director of Athletics approve the gender equity plan.

The Gender Equity Plan is a broad-based effort with input by the Director of Athletics, senior staff of the Athletics Department, and the Equity and Student-Athlete Welfare Subcommittee. The ESAW is comprised of members of the university faculty and staff, student-athletes, and the Senior Woman Administrator. The Gender Equity Plan is also reviewed by the Board of Trustees and the State of Florida as part of an annual gender equity report.

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

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

Evaluation

1. Has the institution implemented its approved gender-equity plan from the previous self-study? **Currently Yes**
2. Has the institution provided an explanation from appropriate institutional authorities if its gender-equity plan was modified or not fully carried out? **Currently Yes**
3. Has the institution demonstrated that it is committed to, and has progressed toward, fair and equitable treatment of both male and female student-athletes and athletics department personnel? **Currently Yes**
4. Has the institution formally adopted a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which is equitable for both genders? **Currently Yes**
5. Has the institution developed a plan that includes measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables? **Currently Yes**

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Plan Date Range: 2005-06 thru 2010-11

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Athletic Scholarships.	A. No issues identified within program area evaluation. B. Maintenance plan included.	A.1. Fully fund all NCAA allowable scholarships. A.2. Increase women's endowed scholarships.	A.1. Fund two additional soccer scholarships in 2006-07 as allowed by new NCAA legislation passed January 2006.	A.1. Director of Athletics	A.1. Prior to start of 2006-07 academic year.
			A.2. Implementation of a capital campaign.	A.2. Director of Athletics; Seminole Boosters (athletics fundraising arm)	A.2. Fall 2006-2010
			B.1. The Department of Athletics will continue to fund the NCAA allowable number of scholarships.	B.1. Director of Athletics	B.1. 2005-2010
			B.2. Continue monitoring of EADA and student-athlete equivalencies and participation rates.	B.2. Director of Athletics, Department of Athletics Executive Staff, SWA, and Equity and Student-Athlete Welfare Subcommittee (ESAW)	B.2. 2005-2010
			B.3. Annually review the Student-Athlete Handbook for updates.	B.3. Student Services Staff	B.3. 2005-2010
			B.4. Bring in outside consultant to audit equity plan.	B.4. Director of Athletics; ESAW	B.4. 2006-07
Accommodation of Interests and Abilities.	A. Athletics participation ratio is not proportional to the general student body. B. Maintenance plan included.	A. Increase the ratio of participation on women's teams.	A.1. Encourage walk ons in all women's sports particularly tennis, basketball, volleyball.	A.1. Director of Athletics; Sport Oversight (Senior Associate and Associate Athletics Directors responsible for overseeing sport programs); SWA, Head Coaches; ESAW	A.1. 2005-2010

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Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
			A.2. Continue walk ons in women's cross country and track, softball, golf, and soccer.	A.2. Director of Athletics; Sport Oversight (Senior Associate and Associate Athletics Directors responsible for overseeing sport programs); SWA, Head Coaches; ESAW	A.2. 2005-2010
			A.3. Monitor walk ons in baseball, football, track, and swimming.	A.3. Director of Athletics; Sport Oversight (Senior Associate and Associate Athletics Directors responsible for overseeing sport programs); SWA, Head Coaches; ESAW	A.3. 2005-2010
			A.4. Each semester monitor participation numbers on men's and women's teams.	A.4. Director of Athletics; Sport Oversight (Senior Associate and Associate Athletics Directors responsible for overseeing sport programs); SWA, Head Coaches; ESAW	A.4. 2005-2010
			A.5. Explore adding another women's sport program.	A.5. Director of Athletics; Department of Athletics Executive Staff; SWA; ESAW	A.5. 2005-2010
			B.1. Complete annual State of Florida athletics report.	B.1. Director of Athletics; SWA	B.1. 2005-2010
			B.2. Monitor participation rates in men's sports and encourage walk ons in women's sports.	B.2. Director of Athletics, SWA, Department of Athletics Executive Staff, ESAW, and head coaches	B.2 2005-2010
			B.3. Bring in outside consultant to audit equity plan.	B.3. Director of Athletics; ESAW	B.3. 2006-07

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Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Equipment and Supplies.	No issues identified within program area evaluation. Maintenance plan included.	Adhere to requirements of Nike contract. Provide fair and equitable equipment and supplies to student-athletes.	Advise equipment managers and head coaches of appropriate contract specifics.	Director of Athletics; Sport Oversight	2005-2010
			Annual review of equipment and supply needs and adherence to contract rules.	Director of Athletics; Sport Oversight	2005-2010
			Negotiate Nike contract.	Director of Athletics	2005-2010
			Continue adherence to the budget and purchasing approval processes per the Department of Athletics, University and State of Florida policies and procedures as well as to NCAA rules and regulations.	Director of Athletics; Athletics Executive Staff; Athletics Business Office	2005-2010
			Review EADA report.	Director of Athletics, Department of Athletics Senior and Executive staff, SWA, and ESAW	2005-2010
			Annually review the Student-Athlete Handbook for updates.	Student Services Staff	2005-2010
			Monitor equipment and supplies.	ESAW; Compliance	2005-2010
			Monitor student-athlete exit interviews.	Director of Athletics; Department of Athletics Executive Staff	2005-2010
			Monitor SAAC meetings.	SWA	2005-2010
			Review Department of Athletics Policies and Procedures Manual for updates.	Sports Oversight	2005-2010
			Bring in outside consultant to audit equity plan.	Director of Athletics; ESAW	2006-07

Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Scheduling of Games and Practice Times.	<p>A. Competition times of baseball, softball, soccer, volleyball, tennis, track overlap.</p> <p>B. Maintenance plan included.</p>	A. Reduce the number of occurrences where sport competition times overlap to the extent possible.	A. Head coaches and sport oversights will consult sport schedules of other in-season sports.	A. Director of Athletics; Sport Oversights; Head Coaches	A. 2005-2010
			B.1. Monitor competition scheduling and practice times.	B.1. ESAW; Compliance	B.1. 2005-2010
			B.2. Continue monitoring of competition scheduling and practice times per NCAA directive.	B.2. Compliance	B.2. 2005-2010
			B.3. Review Department of Athletics Policies and Procedures Manual for updates.	B.3. Sport Oversights, Athletics Facilities	B.3. 2005-2010
			B.4. Monitor student-athlete exit interviews.	B.4. Director of Athletics; Department of Athletics Executive Staff	B.4. 2005-2010
			B.5. Monitor SAAC meetings.	B.5. SWA	B.5. 2005-2010
			B.6. Continue to distribute sport schedules on the official website of the Department of Athletics, posters, schedule cards, and in media guides	B.6. Sports Information; Marketing	B.6. 2005-2010
			B.7. Monitor men's and women's basketball practice scheduling and the use of batting cages by softball and baseball to ensure equitable scheduling.	B.7. Director of Athletics; Sport Oversight	B.7. 2005-2010
			B.8. SAAC members will continue to sign off on practice times monthly.	B.8. Student Services; Compliance	B.8. 2005-2010

Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
			B.9. Bring in outside consultant to audit equity plan.	B.9. Director of Athletics; ESAW	B.9. 2006-07
Travel and Per Diem Allowance.	No issues identified within program area evaluation. Maintenance plan included.	Provide fair and equitable modes of transportation, meals, lodging, and length of stay to student-athletes.	Monitor sport programs annual travel budget.	Director of Athletics; Sport Oversight; Head Coaches; Compliance; Athletics Business Office	2005-2010
			Monitor and approve sport programs travel requests and expenses while adhering to Department, University, and NCAA policies and rules.	Director of Athletics; Sport Oversight; Compliance; Athletics Business Office	2005-2010
			Monitor student-athlete exit interviews.	Director of Athletics; Athletics Executive Staff	2005-2010
			Monitor SAAC meetings.	SWA	2005-2010
			Monitor travel and per diem allowances.	ESAW; Compliance	2005-2010
			Review Department of Athletics Policies and Procedures Manual for updates.	Athletics Business Office	2005-2010
			Bring in outside consultant to audit equity plan.	Director of Athletics; ESAW	2006-07
Tutors.	No issues identified within program area evaluation. Maintenance plan included.	Provide fair and equitable access to tutorial support.	Monitor numbers of student-athletes accessing tutorial services.	Director of Athletics; Director of Athletics Academic Support	2005-2010

Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
			Continue to employ tutors in all subjects for all scholarship and walk on student-athletes.	Director of Athletics Academic Support	2005-2010
			Continue hiring and training policies for tutors and monitoring of same.	Director of Athletics Academic Support	2005-2010
			Review tutorial training and hiring methods.	Director of Athletics; Director of Athletics Academic Support	2005-2010
			Monitor SAAC meetings.	SWA	2005-2010
			Annually review the Student-Athlete Handbook for updates.	Student Services Staff	2005-2010
			Monitor student-athlete exit interviews.	Director of Athletics; Department of Athletics Executive Staff	2005-2010
			Review Department of Athletics Policies and Procedures Manual for updates.	Director Athletics Support	2005-2010
			Bring in outside consultant to audit equity plan.	Director of Athletics; ESAW	2006-07
Coaches.	No issues identified within program area evaluation. Maintenance plan included.	A. Ensure coaches' salaries and compensation are equitable within the Department of Athletics. B. Ensure coaches' salaries are competitive within the Atlantic Coast Conference (ACC). C. Ensure quality coaching is consistent.	A.1. Continue adherence to University hiring policies.	A.1. Director of Athletics	A.1. 2005-2010
			A.2. Continue to fund the full complement of coaches allowed by the NCAA.	A.2. Director of Athletics	A.2. 2005-2010

Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
			A.3. Continue to encourage participation in and pay for coaches' membership in professional and coaching associations, professional development, and coaching certifications.	A.3. Director of Athletics; Sport Oversight	A.3. 2005-2010
			A.4. Continue to meet with women's sports head coaches as part of annual report.	A.4. ESAW	A.4. 2005-2010 biannually
			A.5. Review Department of Athletics Policies and Procedures Manual for updates.	A.5. Department of Athletics Executive Staff	A.5. 2005-2010
			A.6. Bring in outside consultant to audit equity plan.	A.6. Director of Athletics; ESAW	A.6. 2006-07
			B.1. Annual review of coaches salaries compared to ACC.	B.1. Director of Athletics; Sport Oversight	B.1. 2005-2010
			B.2. Biannually conduct a review of coaches salaries and compensation.	B.2. ESAW	B.2. 2005-2010 biannually
			C.1. Monitor student-athlete exit interviews.	C.1. Director of Athletics; Department of Athletics Executive Staff	C.1. 2005-2010

Equity and Student-Athlete Welfare

Elements			Steps					
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work			
Locker Rooms, Practice and Competitive Facilities.	A. Track locker rooms needed.	A. Provide track program with locker rooms.	A. Construction plan and architect on retainer for new track building.	A. Director of Athletics; Athletics Facilities	A. 2007			
	B. Swimming and diving facility needed.	B. Provide swimming and diving program with facility.						
	C. Maintenance plan included.	C. Provide fair and equitable locker rooms, practice and competitive facilities for all student-athletes.						
						B. Architects have completed rendering for new aquatic facility.	B. Director of Athletics; Athletics Facilities	B. 2007
						C.1. Assess annually needs of sports programs for locker rooms, practice and competitive facilities.	C.1. Director of Athletics; Department of Athletics Executive Staff; ESAW	C.1. 2005-2010
						C.2. Implement facilities maintenance and upgrade review.	C.2. Director of Athletics Facilities	C.2. 2005-2010
						C.3. Implement heritage and tradition plan for achievement recognition.	C.3. Assistant Athletics Director for Media Relations	C.3. 2005-2010
						C.4. Replace soccer scoreboard.	C.4. Director of Athletics Facilities	C.4. Summer 2006
						C.5. Replace softball scoreboard.	C.5. Director of Athletics Facilities	C.5. Summer 2006
						C.6. Install new track scoreboard.	C.6. Director of Athletics Facilities	C.6. Summer 2007
		C.7. Monitor SAAC meetings.	C.7. SWA	C.7. 2005-2010				
		C.8. Annually review the Student-Athlete Handbook for updates.	C.8. Student Services Staff	C.8. 2005-2010				

Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
			C.9. Monitor student-athlete exit interviews.	C.9. Director of Athletics; Department of Athletics Executive Staff	C.9. 2005-2010
			C.10. Review Department of Athletics Policies and Procedures Manual for updates.	C.10. Department of Athletics Executive and Senior Staffs	C.10. 2005-2010
			C.11. Bring in outside consultant to audit equity plan.	C.11. Director of Athletics; ESAW	C.11. 2006-07
Medical and Training Facilities and Services.	No issues identified within program area evaluation. Maintenance plan included	Provide fair and equitable medical training and facilities and services for all student-athletes.	Assess annually needs of sports programs regarding medical training and facilities and training.	Director of Athletics; Department of Athletics Executive Staff; ESAW	2006 and ongoing each year subsequent.
			Explore adding a sports psychologist to staff.	Director of Athletics; Department of Athletics Executive Staff; Director of Sports Medicine	2006-07
			Explore feasibility of adding a full-time-sports nutritionist.	Director of Athletics; Athletics Executive Staff; Director of Sports Medicine	2006-07
			Monitor SAAC meetings.	SWA	2005-2010
			Annually review the Student-Athlete Handbook for updates.	Student Services Staff	2005-2010
			Monitor student-athlete exit interviews.	Director of Athletics; Department of Athletics Executive Staff	2005-2010
			Review Department of Athletics Policies and Procedures Manual for updates.	Director of Sports Medicine	2005-2010
			Bring in outside consultant to audit equity plan.	Director of Athletics; ESAW	2006-07

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Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Housing and Dining Facilities and Services.	No issues identified within program area evaluation. Maintenance plan included.	Provide fair and equitable housing and dining and facilities and services for all student-athletes.	Assess annually needs of sports programs regarding housing and dining facilities and services.	Director of Athletics; Department of Athletics Executive Staff; ESAW	2005-2010
			Continue processing meal plan and rent payments and/or scholarship payments to student-athletes as appropriate on a monthly basis.	Athletics Business Office	2005-2010
			Monitor SAAC meetings.	SWA	2005-2010
			Monitor student-athlete exit interviews.	Director of Athletics; Department of Athletics Executive Staff	2005-2010
			Review Department of Athletics Policies and Procedures Manual for updates.	Department of Athletics Executive and Senior Staffs	2005-2010
			Annually review the Student-Athlete Handbook for updates.	Student Services Staff	2005-2010
			Bring in outside consultant to audit equity plan.	Director of Athletics; ESAW	2006-07
Publicity	No issues identified within program area evaluation. Maintenance plan included.	Provide fair and equitable publicity for all student-athletes.	Assess publicity for all sports programs.	Director of Athletics; Department of Athletics Executive Staff; ESAW	2005-2010
			Explore feasibility of utilizing video streaming.	Director of Athletics; Department of Athletics Executive and Senior Staffs	2006-07
			Continue producing media guides for all sports programs while adhering to NCAA rules.	Sports Information	2005-2010

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Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
			Provide on-line stats and Internet radio broadcasts for all sports programs.	Sports Information	2005-2010
			Maximize television exposure through the Sun/FSN-FL contract for all sports programs.	Director of Athletics; Sports Information	2005-2010
			Produce posters for all sports programs.	Sports Information; Marketing	2005-2010
			Monitor SAAC meetings.	SWA	2005-2010
			Annually review the Student-Athlete Handbook for updates.	Student Services Staff	2005-2010
			Monitor student-athlete exit interviews.	Director of Athletics; Athletics Executive Staff	2005-2010
			Review Department of Athletics Policies and Procedures Manual for updates.	Department of Athletics Executive and Senior Staffs; Assistant Athletics Director Media Relations	2005-2010
			Bring in outside consultant to audit equity plan.	Director of Athletics; ESAW	2006-07
Support Services.	No issues identified within program area evaluation. Maintenance plan included.	Provide fair and equitable support services for men's and women's sport programs.	Assess support services for men's and women's sport programs.	Director of Athletics; Department of Athletics Executive Staff; ESAW	2005-2010
			Provide monthly team-building event for all department staff to interact.	Director of Athletics	2005-2010
			Monitor SAAC meetings.	SWA	2005-2010
			Monitor student-athlete exit interviews.	Director of Athletics; Department of Athletics Executive Staff	2005-2010

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Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
			Bring in outside consultant to audit equity plan.	Director of Athletics; ESAW	2006-07
Recruitment of Student-Athletes.	No issues identified within program area evaluation. Maintenance plan included.	Provide fair and equitable recruiting of students.	Assess recruiting for men's and women's sport programs.	Director of Athletics; Department of Athletics Executive Staff; Compliance; ESAW	2005-2010
			Offer in-house recruiting strategy meeting to review successful recruiting methodologies.	Director of Athletics; Sport Oversight; Coaching Staffs	2005-2010
			Bring in outside consultant to audit equity plan.	Director of Athletics; ESAW	2006-07

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Operating Principle

3.2 Minority Issues

Self-Study Items

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

There were no corrective actions or conditions for certification imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision as they relate to Operating Principle 3.2, but one strategy for improvement.

(a) The strategy for improvement was to enhance the institution's minority plan by establishing goals beyond Fall 2001 in order to ensure continued progress toward future goals and to maintain the current status of the program in this area.

(b) The action taken by Florida State University in January 2000 was to enhance the institution's minority plan by establishing goals beyond Fall 2001 to 2005-06 to ensure continued progress toward future goals and to maintain the current status of the program in this area.

(c) The strategy for improvement was completed in January 2000.

(d) All actions described in the plan have been taken and are completed. No items are partially completed.

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

1. Minority Mentorship and Internship Efforts

a) Coordinate minority mentorship and internship efforts with the Sport Administration undergraduate, graduate, and doctoral programs.

b) We have developed strong partnerships with Sports Management Program within the Department of Sports Management/Recreation/Physical Education and the Department of Educational Leadership and Policy Studies. Minorities from all departments are encouraged to apply for internships and assistantships within the Athletics Department. Annually, minorities are employed in the Athletic Marketing Office, Student Services, Academic Support, Business and other offices within the Department of Athletics.

c) Accomplished and ongoing each semester

d) All actions relating to minority mentorships and internship efforts have been taken and are completed. No items are partially completed.

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2. Publicize Athletic Opportunities

a) Network within the university faculty and community to publicize athletic opportunities for minorities, i.e., increasing visibility of the task force through class lectures and presentations to minority student organizations.

b) Staff members from the Athletics Department are available to speak to classes, civic organizations, and student groups. Staff teach Freshman Year Experience Course and Career Development Course. Diversity is emphasized in both classes. Both these courses expose students to the wide variety of opportunities on campus. There are at least ten minority student organizations on campus, such as the Black Student Union, that provide opportunities for minorities.

c) Accomplished and ongoing

d) All actions relating to publicizing athletic opportunities have been taken and are completed. No items are partially completed.

3. Meetings

a) Attend meetings of the Black Graduate Students in Physical Education Club

b) Attempts were made to attend, but a group became inactive in 1999

c) Group became inactive in 1999

d) Group became inactive in 1999

4. Community Outreach Activities

a) Perform community outreach activities to minority youth sport organizations.

b) Through a grant from Ounce of Prevention, FSU student-athletes have adopted several underperforming schools (72% minority) and have weekly contact with those students. In 2005, student-athletes performed over 4,500 hours of service to the community, focusing on underperforming schools and youth sport organizations such as the YMCA and the Boys Club.

c) Accomplished and ongoing

d) All actions relating to community outreach activities have been taken and are completed. No items are partially completed.

5. Advertisements

a) Place advertisements for senior athletic administrative and coaching positions in appropriate ethnic and women's publications.

b) Most advertising today is through electronic publications and through web-based advertising. Advertising is done through NCAA, BCA, NACWAA, NACDA in addition to all general releases through the University's Department of Human Resources and the ACC.

c) Accomplished and ongoing.

d) All actions relating to advertisements have been taken and are completed. No items are partially completed.

6. Conferences, Job Fairs, and Workshops

a) Develop in conjunction with the University Department of Human Resources Office of Diversity Enhancement and Compliance, a plan which ensures attendance by Department of Athletics personnel at conferences, job fairs, and workshops geared to ethnic minority candidates in college athletics.

b) Florida State University has been actively involved in several diversity programs sponsored by the NCAA including Leadership Institute for Ethnic Minority Males, NCAA Men's Coaching Academy for Minorities, and

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Diversity Training workshops. Several employees are members of the BCA, and FSU actively recruits minority candidates when positions are open and actively seeks to employ minorities when positions are created.

c) Accomplished and ongoing

d) All actions relating to conference, job fairs, and workshops have been taken and are completed. No items are partially completed.

7. Minority Resources

a) Establish contacts with and utilize existing minority resources at appropriate organizations such as the ACC, NCAA, Black Coaches Association, Minority Athletics Administrators Association, and Women's Sports Foundation.

b) Extensive networking is done to notify all minority resources when a position is open or created. Working with the University's Department of Human Resources, Office of Diversity Enhancement and Compliance, all employment is posted and available to candidates.

c) Accomplished and ongoing

d) All actions relating to minority resources have been taken and are completed. No items are partially completed.

8. Professional Development

a) Identify and monitor graduate assistant coaching candidates who can be developed and promoted to full-time assistant coaching positions.

b) FSU assertively employs former underrepresented student-athletes as graduate assistants and have moved them into full-time coaching positions either at Florida State University or at other universities.

c) Accomplished and Ongoing

d) All actions relating to professional development have been taken and are completed. No items are partially completed.

9. Salary Equity

a) Conduct a salary equity review for coaching and professional staff on an annual basis. These reviews will incorporate both market and equity factors.

b) Salaries are studied from both the ACC and national perspectives to insure equity. Using surveys of the Division IA Athletic Director's Association and the ACC, FSU remains competitive in salaries.

c) Accomplished and ongoing

d) All actions relating to salary equity have been taken and are completed. No items are partially completed.

10. Minority Turnover

a) Monitor minority turnover rates in coaching and professional staff positions on an annual basis.

b) Turnover is monitored by the Executive Staff responsible for the department or staff that are affected. Every effort is made (as indicated in other parts of this document) to continue to support and promote cultural diversity. Turnover votes are further reviewed by the University Athletic Committee.

c) Accomplished and ongoing

d) All actions relating to minority turnover have been taken and are completed. No items are partially completed.

11. Surveys

a) Conduct a survey annually to assess the organizational climate and perceptions of opportunities held by current minority coaches and professional staff. A similar survey should be conducted during employee exit interviews.

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b) In 2003, FSU conducted extensive diversity training with staff, coaches, and student-athletes. A survey was completed and shared with all staff members and members of the Student-Athlete Advisory Council. Employee exit interviews assess the overall work experience at Florida State, including the organizational climate.

c) Accomplished and ongoing

d) All actions relating to surveys have been taken and are completed. No items are partially completed.

12. Outreach

a) Monitor and document the outreach efforts of Olympic sport coaches to facilitate the recruitment of minority athletes.

b) Recruitment of student-athletes is monitored and documented through the Compliance Office and by the Executive Staff. All staff continue to encourage cultural diversity in recruiting.

c) Accomplished and ongoing

d) All actions relating to outreach efforts have been taken and are completed. No items are partially completed.

13. Athletic Participation

a) Monitor minority student-athlete participation in athletics, particularly the Olympic sports.

b) All teams continue to be culturally diverse with limited African-American participation in baseball and swimming and diving during the 3 years studied. This issue is addressed in our 2005-2010 plan.

c) Ongoing. Our plan is to continue to actively recruit African American participants in baseball and swimming.

d) High school programs currently show less participation by African Americans in these sports, thereby making the recruiting pool smaller.

14. Cultural Diversity Training

a) Provide yearly cultural diversity training for all employees of the Athletics Department.

b) The Department of Athletics sponsored a week of NCAA diversity training in Spring 2003 for all student-athletes, staff, and coaches. The program was mandatory and well received by all groups. The University offers diversity training through the Department of Human Resources each semester. All staff are notified of these programs and encouraged to attend. The Athletics Department is intensively involved in awareness training with regard to our Seminole history and heritage.

c) Accomplished and ongoing

d) All actions relating to cultural diversity training have been taken and are completed. No items are partially completed.

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

The Athletics Department has developed partnerships with academic programs such as the Sports Management Program which provides tuition waivers to insure that internships and assistantships are offered each semester. The structure of the athletics' program provides annual monitoring of minority enrollment and personnel issues. All recruitment and hiring of staff are monitored by the University's Department of Human Resources, Office of Diversity Enhancement and Compliance and reflects the policies of the entire campus. The University Athletic Committee has oversight responsibility for the Athletics Department, and an active Equity and Student Athlete Welfare Subcommittee (ESAW) of the Athletic Committee works closely with the Department on student issues as well as the processes for selecting new staff.

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

The President has appointed an Associate Director of Human Resources to head the Office of Diversity Enhancement and Compliance within the Department of Human Resources. The Associate Director and Office are responsible for developing, administering, and coordinating programs pertaining to compliance, diversity, and inclusion initiatives for faculty, staff, students, and visitors. The Office also collaborates closely with the Dean of Faculties on the above-cited issues as they pertain to faculty members.

Key stakeholders also include Vice Presidents for Finance and Administration and Student Affairs and the Office of the Provost. The Athletics Department works with this office to monitor, evaluate and/or address various minority issues on a continuing basis. Student-athlete issues are reported through individual students and the Student Athlete Advisory Council. Student-athletes have access to all minority services of the university and are monitored by the ESAW Subcommittee, a part of the University Athletic Committee.

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

The Athletics Department remains committed to the hiring of ethnic minorities. Each Division within the Department offers internships, assistantships, and mentoring for minorities and efforts are made at every hiring to include minority candidates in the pool of applicants selected for interviews. Although there are few Asian and Hispanic applicants, these areas should also increase as the population grows. The growth is very consistent with that seen on the campus of FSU. Overall, the current racial and ethnic group representation within the Athletics Department has remained constant for the three-year reporting period for Senior Administrative Staff and Head Coaches. There has been some movement with a decrease across the board for other professionals and a decrease in the number of minority assistant coaches. Efforts will be made to leverage vacancies by recruiting diverse, key talent at all levels of the University. In Athletics, recruitment of minorities for assistant coach and other professional positions will be focus areas since these positions are considered feeder groups for upper level positions.

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

See chart.

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

See chart.

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

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- a. Describe how the institution has ensured a complete study of each of these eight areas,
- b. Provide data demonstrating the institution's commitment across each of the eight areas,
- c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future., and
- d. Explain how the institution's future plan for minority issues addresses each of the eight areas.

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

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

The Athletics Department works closely with the Department of Human Resources' Office of Diversity Enhancement and Compliance to develop and maintain written statements that are consistent with the Department's commitment to diversity. Policies were reviewed by the Equity and Student-Athlete Welfare Subcommittee and a broad based committee of the university, including faculty, staff, students, and coaches.

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

In our publications, we include the University's Equal Opportunity and Nondiscrimination policy and adhere to all guidelines of the university with respect to inclusion and diversity. These statements are available for review by the committee and are published in all university publications and the Student Athlete Handbook and on the fsu.edu website.

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

The Athletics Department continues its commitment to inclusiveness and diversity pertaining to staff, students-athletes, and coaches.

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

The institution's plan is to review staff hiring numbers each year as monitored by the Equity and Student-Athlete Welfare Subcommittee, the Department of Human Resources, and Athletics Department staff.

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

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

The Athletics Department worked closely with the Department of Human Resources to evaluate and insure that the Department acts as an inclusive department that encourages diversity in all its hiring practices.

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

Policies were reviewed by Equity and Student-Athlete Welfare Subcommittee and a broad based committee of the university, including faculty, staff, students, and coaches. The Department of Athletics executive staff meets regularly and discusses mission and goals. It further evaluates current staff hiring as well as diversity in the recruitment of student-athletes. This group consists of all Associate AD's who oversee sports programs as well as the primary divisions within the Department. Semiannual retreats are

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held to take a broad view at our direction and our continued commitment to our mission of diversity and inclusion as well as the advancement of the entire sports program. The University Athletic Committee, chaired by the Faculty Athletics Representative, monitors Department activities for consistency in goals and objectives.

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

The Department of Athletics continues the commitment to inclusiveness and diversity in staff, student-athletes, and coaches.

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

The Department of Athletics will continue to evaluate all areas of the program for inclusiveness and diversity.

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

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

The Department was evaluated by faculty, staff, students, coaches, and the Equity and Student-Athlete Welfare Subcommittee. Feedback was requested through the fsu.edu website.

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

Hiring policies strictly forbid discrimination and encourage diversity. These policies are included in University's publications and the Student Athlete Handbook. The Department is roughly organized into three distinct populations; i.e., administrative and support staff, coaching staff, and student-athletes. Within this structure there is a cohesive and supportive atmosphere of inclusion. All leadership groups within the Department reflect diverse ethnicity, backgrounds, and experiences. Within the student population, a "Culture Fest" is held each year as one of the activities that encourages students to share various ethnicities. Three leadership groups currently are supported: SAAC (Student-Athlete Advisory Council), WILD (Women in Leadership Development), and CHAMPS (Challenging Athletic Men for Personal Success). Each of these groups encourages, promotes, and supports diversity, and membership reflects the diversity in all teams with representation from foreign countries and the United States.

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

There were no areas of deficiency identified.

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

The Department of Athletics will continue policies and activities to enhance diversity.

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

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

The Department was evaluated by faculty, staff, students, coaches and the ESAW Subcommittee. Feedback was requested through the www.fsu.edu website. The Office of Institutional Research provided enrollment data.

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

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Florida State University is committed to continuing enrollment of minority students as well as student-athletes. Enrollment of minorities has increased steadily during the last five years. The goal is to continue to actively recruit underrepresented minorities to the campus and to convey the spirit of inclusion within all ethnicities. At this time, the university has 24.6% enrollment of minorities. The enrollment for minorities competing on grants-in-aid in intercollegiate athletics is 41.1%.

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

No areas of deficiency were identified.

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

The Department will continue to recruit and enroll minority student athletes.

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

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

The Department was evaluated by faculty, staff, students, coaches and the Equity and Student-Athlete Welfare Subcommittee. Feedback was requested through the www.fsu.edu website. The Office of Compliance and sport administrators provided data.

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

A review of the student population and the comparison of the percentage of minority student-athletes in all sports shows no signs of discrimination in the recruiting practices of the institution.

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

The small number of African American and minorities competing in baseball and swimming and diving is monitored by the sport administrators and is not a result of discrimination. Rather, it is more representative of the number of African Americans and minorities competing in these sports at the intercollegiate level.

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

The Department will continue to monitor and review recruiting practices in all sports to ensure nondiscrimination.

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

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

The Department was evaluated by faculty, staff, students, coaches and the Equity and Student-Athlete Welfare Subcommittee. Feedback was requested through the www.fsu.edu website.

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

Student-athletes are involved in governance and decision-making, primarily through the Student Athlete Advisory Council (SAAC). Student-athletes are nominated by their coaches and teammates to serve on

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the SAAC. The SAAC is currently 25% minority and has had a minority president for the last 5 years. This Committee is comprised of two student representatives from each team and serves as the liaison with the administration. The SAAC meets each semester with the Equity and Student Athlete Welfare Subcommittee of the University's Athletic Committee.

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

Minority student-athletes are currently involved in governance and decision making, with access to administrators and university oversight on a regular basis.

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

The Department will continue to support the involvement of minority student-athletes in all aspects of governance and decision making and will continue to provide opportunities for leadership.

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

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

The Department was evaluated by faculty, staff, students, coaches and the Equity and Student-Athlete Welfare Subcommittee. Feedback was requested through the www.fsu.edu website.

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

The President has appointed an Associate Director of Human Resources to head the Office of Diversity Enhancement and Compliance within the Department of Human Resources. The Associate Director and Office are responsible for developing, administering, and coordinating programs pertaining to compliance, diversity, and inclusion initiatives for faculty, staff, students, and visitors. The Office also collaborates closely with the Dean of Faculties on the above-cited issues as they pertain to faculty members.

The Athletics Department works with this Office to monitor, evaluate and/or address various minority issues on a continuing basis. Student-athlete issues also have access to all services of the university and are monitored by the Subcommittee on Equity and Student Athlete Welfare, a part of the University Athletic Committee. FSU follows all guidelines set by the University that are applied to all departments on campus in hiring practices. In addition, minority internships are available and staff are often promoted from those internships. Sports Medicine, Ticket Office, Student Services, Facilities, and Equipment, as well as all sports, have provided internships for minorities during the years studied.

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

No areas of deficiency were identified.

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

The Department will continue to enhance opportunities for recruitment and employment of minorities.

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

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

The Department was evaluated by faculty, staff, students, coaches and the Equity and Student-Athlete Welfare Subcommittee. Feedback was requested through the www.fsu.edu website.

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

The Personal Development component of our Life Skills program addresses many of the needs and issues affecting minority students. Last year, all freshmen student-athletes were enrolled in a Freshman Year Experience Course designed to acquaint new students with all the services on campus. A minority graduate assistant in the Student Services Office is assigned the responsibility of notifying the SAAC and other student groups about the services and opportunities on campus. Three leadership groups are in place at this time: SAAC, WILD (Women in Leadership Development), CHAMPS (Challenging Athletic Men for Personal Success) and have a large participation from minority student-athletes (70%).

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

No areas of deficiency were identified. The Office of Student Services will assertively publicize opportunities for minority student-athletes.

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

The Athletic Department will continue to enhance opportunities that address the needs and issues affecting minority student-athletes.

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

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

See institutional plan for addressing minority issues.

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

The University Committee on NCAA Certification was composed of faculty, students, staff, and coaches from across the university. The Subcommittee on Equity and Student Athlete Welfare consists of a cross section of the university, including faculty, staff, students and coaches. The websites of the University, Athletics, and Seminole Boosters, Inc. allowed for comment from anyone who would like to provide input. Each of the major constituency groups were informed of the process by a member of the Steering Committee, (e.g. Faculty Senate, Student-Athlete Advisory Council, Coaching Staff, Student Affairs Staff, Seminole Booster Staff, and Student Government.)

Evaluation

1. Has the institution implemented its approved minority-opportunities plan from the previous self-study? **Currently Yes**
2. Has the institution provided an explanation from appropriate institutional authorities if its minority-issues plan was modified or not carried out fully? **Currently Yes**
3. Has the institution demonstrated that it is committed to, and has progressed toward fair and equitable treatment of all minority student-athletes and athletics department personnel? **Currently Yes**

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4. Has the institution formally adopted a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which expands opportunities and support for minority student-athletes and athletics personnel? **Currently Yes**
5. Has the institution developed a plan that includes measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables? **Currently Yes**

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Plan Date Range: 2005-06 thru 2010-11

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Institutional and Athletics Department Commitment	No issues identified within program area evaluation. Maintenance Plan included.	Continue the University and the Department of Athletics' commitment to diversity by monitoring staff employment through the Department of Human Resources and of participation by minority student-athletes as reported to the NCAA and the University.	Review staff hiring numbers each year and evaluate trends in hiring of a diverse staff. Evaluate diversity of scholarship recipients each year and evaluate trends.	Director of Athletics; Athletic Executive Staff, E S A W Subcommittee	Fall 2005 and ongoing through 2010
Evaluation	Athletic Department will continue to collect and review data related to diversity in hiring staff and diversity in student-athlete participation.	Monitor the Athletics Department's commitment to diversity with a student-athlete survey, a staff survey, and exit interviews and reviewed by the minority/equity committee.	Collect data annually from a diversity survey of staff and students.	Athletic Executive Staff, ESAW Subcommittee	Fall 2005 and ongoing through 2010
Organization and Structure	No issue identified within program area. Maintenance plan included.	Maintain organization structure of the Athletics Department to promote equity and diversity within the Department. Continue to use the current structures, including the Minority/Equity Committee, to promote equity and diversity.	Annual review of the organization's structure by the University's Athletic Committee.	Athletic Executive Staff, ESAW	Fall 2005 and ongoing through 2010
Enrollment	No issue identified within program area. Maintenance plan included.	Opportunities for minorities to receive grant-in-aid and participate in intercollegiate athletics will continue to reflect the general student population. Maintain opportunities for minority student-athletes to receive grants-in-aid and participation at or above those set by the university. (Minority student enrollment ranges from 11.6%-11.9%. Minorities on athletics aid range from 34.9%-35.05).	Continue to monitor numbers of the general student population to insure participation opportunities are available at a similar rate. This process is monitored each year via the Student-Athlete Graduation Rate Disclosure Form.	Coaches, Executive Staff, Academic Support Staff	Fall 2005 and ongoing through 2010

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Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Comparison of Populations	Baseball, men's golf, and swimming/diving showed the least amount of minority participation during the three year review period studied.	Continue to actively recruit minority representation in these sports.	Head coaches are encouraged to actively recruit African American students and other under represented student athletes.	Coaches, Athletic Executive Staff	Fall 2005 and ongoing through 2010
			Athletics Department shall encourage minority students to apply for Departmental internships and professional development opportunities in these areas.	Coaches, Athletic Executive Staff	Fall 2005 and ongoing through 2010
Participation in Governance and Decision-Making	No issue identified. Maintenance plan included.	Continue to involve student-athletes in a meaningful way in the governance of the Department of Athletics.	Continue to place a priority on a diverse representation on the Student-Athlete Advisory Council (SAAC). Continue to stress to coaches that their selections/nominations for SAAC should include minorities interested in serving in a leadership role.	Director of Student Services	Beginning 2005 and ongoing through 2010
Employment Opportunities	Recruiting and Maintaining a Diverse Staff	To recruit and maintain minority staff and coaches within the Athletics Department and to develop leadership opportunities.	Encourage minority mentorship and internship efforts within the Department	Executive staff, ESAW, Coaches	Beginning 2005 and ongoing through 2010
			Place advertisements for administrative and coaching positions in appropriate professional and ethnic publications	Executive staff, ESAW, Coaches	Beginning 2005 and ongoing through 2010

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Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
			Encourage attendance by Department of Athletics personnel at conferences, job fairs, and workshops geared to ethnic minority candidates.	Executive staff, ESAW, Coaches	Beginning 2005 and ongoing through 2010
			Establish contacts and utilize existing minority resources at appropriate organizations such as the ACC, NCAA, Black Coaches Association, Minority Athletics Administrators Association.	Executive staff, ESAW, Coaches	Beginning 2005 and ongoing through 2010
			Involve minority coaches and staff on interview committees and as part of the search process.	Executive staff, ESAW, Coaches	Beginning 2005 and ongoing through 2010
			Provide professional development opportunities for minority coaches and staff.	Executive staff, ESAW, Coaches	Beginning 2005 and ongoing through 2010
Programs and Activities	Student-athletes are not aware of many programs sponsored by the institution that directly target minorities	Increase communication to all student-athletes regarding programs on campus and especially target the minority population.	Continue to survey student-athletes through exit interviews, anecdotal information and the feedback from the SAAC regarding the needs and issues affecting student-athletes.	Director of Student Services	Beginning 2005 and ongoing through 2010

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Operating Principle

3.3 Student-Athlete Welfare

Self-Study Items

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

There were no corrective actions, conditions for certification, or strategies for improvement imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision.

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

Exit Interviews

- a. Increase the number/percentage of student-athletes (SA's) participating in the Exit Interview process.
- b. All senior student-athletes graduating from the University are invited to take part in the exit interview process. This process is also applicable to student-athletes who are leaving the University prior to graduation. All exiting student-athletes are further provided information concerning membership in the Varsity Club when undergoing exit interviews.
- c. This is an ongoing priority for the department.
- d. The University has no partial or noncompletions of actions relating to the strategies for improvement imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision as they relate to Operating Principle 3.3 (Student-Athlete Welfare).

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

The CHAMPS (Challenge Athletes' Minds for Personal Success)/Life Skills program provides the foundation for the programs listed in 3.3a. This program continues to enhance the lives of the student-athletes and grows as needs dictate.

- a. Academics. Tutoring and mentoring are services available for student-athletes to facilitate and enhance their academic success at the University. The Advising Center has moved to new facilities in the Moore Athletic Center and advisors are available for all teams.
- b. Athletics. The Student-Athlete Advisory Council (SAAC) meets bi-weekly and provides valuable feedback to the administration of the Department of Athletics on student-athlete concerns. The SAAC consists of two members from

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each of the 19 varsity teams. SAAC is also involved in leadership development programs and serves as the student-athlete liaison between the teams, their individual members, and the administration of the Department. The Office of Student Services (OSS) is responsible for administering two very important programs in this area: New Student-Athlete Orientation and the Exit Interview process for student-athletes leaving the University. It also assists in the Summer Bridge Program for entering student-athletes.

c. Personal Development. Seminars are offered each semester to all student-athletes, with at least one being mandatory each semester. One seminar is always drug and alcohol education, and the other varies between gambling education or sexual issues education. In addition, programming dealing with sports agents, financial issues, communication skills, leadership development, social skills, nutrition, media relations and a variety of other topics are made available to the student-athletes on a team and/or individual basis over the course of the year. On Tuesday nights in September, a program called Peers Helping Athletes Transition (PHAT Tuesdays) is held for freshmen, and covers such topics as nutrition, study skills, and sports psychology. Personal counseling services are provided by the University Counseling Center, the University Health Center, or off-campus organizations. The OSS has also formed two leadership development groups that meet once a month: one for women and one for men. Staff members in the OSS assist in the teaching of the First Year Experience class on campus. Student-athletes are involved in programs in leadership offered by the LEAD Center on campus.

d. Career Development. Working closely with the University Career Center, the Office of Student Services actively assists student-athletes with the career development process. Internship opportunities and resume workshops are presented to all student-athletes. A senior resume book is published with resumes of the student-athletes and is sent nationally to over 300 corporations.

e. Community Service. Student-athletes are actively encouraged to become involved in community service, activities and events. The Athletic Director's Cup for Service is presented to the athletic team that performs the most community service per team member. FSU student-athletes have given over 4,000 hours of their time back to the community, on average, over the last few years, and are on pace to perform more than 5,000 hours for the 05-06 academic year. In conjunction with the nationally recognized Ounce of Prevention Program, the Department has identified a number of poor-performing schools that can benefit most from a relationship with student-athletes. Student-athletes visit these schools on a weekly basis.

A new staff position, Assistant Director of Student Services, was created in 2004 to further develop and staff programming. The Office of Student Services has also grown from one to two graduate assistants being employed, furthering the ability to increase opportunities and programming. The Director of Student Services also serves as an advisor to the Student-Athlete Advisory Council. Finally, both the NCAA Special Assistance Fund and the NCAA Student-Athlete Opportunity Fund, which provide financial assistance to qualified student-athletes, are administered from the Office of Student Services.

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

The issue of student-athlete welfare is explicitly incorporated into the mission statement of the Department of Athletics and the University. The Office of Student Services has a direct reporting line to both the Director of Athletics and the Vice President of Student Affairs. The program is monitored by the Equity and Student Athlete Welfare (ESAW) Subcommittee of the University's Athletic Committee and by the Faculty Athletics Representative. Both the ESAW Subcommittee and the Faculty Athletics Representative meet with teams and the Student Athlete Advisory Council on an annual basis. Students may express grievances through the ESAW Subcommittee and the Faculty Athletics Representative. There is a sport oversight administrator for each team.

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

In the area of career guidance counseling, two staff members are available to work with any SA wishing to discuss his or her future plans. One staff member is an instructor of a Career Development course open to all students. A resume book is produced annually by the OSS and sent to over 300 potential employers. In addition to the Mock Interview Program in the Career Center, student-athletes can practice interviewing in the OSS. The Seminole

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Futures Career Exposition is held on campus every semester, and many SA's have found employment through this venue. A listing of potential employers is kept in the OSS and may be accessed by SA's looking for part-time and/or summer employment.

Personal counseling is available for SA's through a number of resources. This OSS works very closely with the FSU Victim Advocate Office and the Dean of Students Office. For more in depth personal counseling, the OSS refers SA's to the FSU Counseling Center, and referral is also made to psychologists, counselors, and counseling professionals off campus. These services are provided free of charge to the SA.

Health and Safety. The University's Thagard Health Center may be utilized by any SA. Team doctors and the team chiropractor maintain regular office hours in the training room. Additionally, athletic trainers are available and on-call depending on need. At orientation, emphasis is placed on the many systems in place at FSU for safety, e.g., such as the Blue Light Trail and SAFE van. Additionally, the FSU Seminole Safety Guide website is referenced in the Seminole Handbook and Planner on page 113. This Safety Guide includes institutional policies concerning campus security, including policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other matters.

Transportation Policy. In 2005, the Athletics Department updated all Transportation Policies to include new travel requirements with a renewed emphasis on safety. It is available on-line and reviewed annually.

Alcohol and Drug Guidelines are printed in the Policies and Procedures Manual of the Substance Abuse Program and available on-line. Policies and procedures are reviewed annually by the Sports Medicine staff.

Additional non-academic educational components available to SA's include:

- Financial Planning Seminar
- Resume Seminars.
- Internship opportunities
- Business and Professional Etiquette Dinners
- Interactive events. e.g., the Welcome Back Picnic, Culture Fest, Golden Nole Awards Banquet
- Leadership Development. The Department has two leadership groups, WILD (Women in Leadership Development) and CHAMPS (Challenging Athletic Males for Personal Success)
- Freshman Orientation to Athletics is held each fall and is followed by PHAT (Peers Helping Athletes Transition) Tuesdays, where educational topics are studied more in depth (drug/alcohol, student life, academic success, stress/time management).

All programming is open to all SA's and many are mandatory. SA's are notified by direct email, web site, coaches notices, and staff announcements.

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

All SA's who are completing their eligibility for the year are contacted by the administration of the Athletics Department and asked to participate in the Exit Interview process. SA's who leave at other times of the year or stage of eligibility may request an exit interview by contacting the OSS.

Exit interviews are held each semester as the SA's exhaust their eligibility. The Exit Interview Notebook consists of many items pertinent to someone about to leave college. The data are collected by the OSS, transformed into an aggregate report, and statistically analyzed. In addition to any concerns pointed out to the Athletic Director, as related above, each Administrative Oversight person is given the aggregate report. Any significant issues are discussed with the appropriate department by the Director of Athletics, while maintaining the confidentiality of the SA's.

The written information from the exit interview is utilized to determine trends and develop long-term information that may be of help to the administration in developing programs and services to benefit our SA's.

SA's also have opportunities to provide input to the administration regarding the exit interview process through the SAAC.

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

Written grievance policies are available from the Office of Compliance and are published in the Student-Athlete Handbook and the Athletics Department Policies and Procedures Manual and are available on line.

Transfer issues. In accordance with NCAA rules and regulations, all SA's may seek a release to transfer to another institution as long as they meet the necessary NCAA rules and follow FSU Athletic Department policies and procedures. Any SA who wishes to appeal the transfer policy may do so by contacting the Director of Compliance or the Faculty Athletics Representative.

Financial Aid. Subject to NCAA Bylaw 15.3.2.4, any SA whose athletic aid was reduced or not renewed, shall be provided an opportunity for a hearing. The FSU procedure is as follows; "Upon written notification from the SA, that he/she is requesting an appeal of the reduction/non-renewal, the Office of Financial Aid will coordinate the hearing opportunity. The Financial Aid Coordinator for Athletics will contact the members of the Financial Aid Appeals Board (FAAB), the SA and the coach to coordinate a mutually convenient time for the hearing to be convened. Every effort will be made to provide an in-person meeting, however, if one of the parties cannot be present, a teleconference will be provided. The FAAB is a five-member board composed of representatives from the following departments: Student Financial Services, University Registrar, University Admissions Office, Student Body Representative and the Office of Financial Aid. No members of the Athletic Department will serve on the committee; however, the Director of Compliance will serve in an ex-officio capacity to assist in any necessary interpretations of NCAA rules and regulations.

With regards to Hazing, Harassment, Abusive Behavior or Sexual Orientation issues, the Athletic Department complies with university reporting requirements with regards to all state and federal laws. Appeals are referred to the Office of the Dean of Students.

Information for students is available in the Student-Athlete Handbook, the Policies and Procedures Manual, On-line, and in all official bulletins.

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

Florida State has numerous educational and support programs are in place, such as the Victim Advocate Program; Lesbian, Gay, Bisexual, Transgender Student Union (LGBTSU); the Counseling Center; and the Safe Zone Program; to name a few. Safe Zones are designated by a decal to notify students that they are welcome to seek assistance with issues of sexual orientation from this office or individual. The University and the Athletics Department are committed to the non-discrimination policies as noted in the Student Code of Conduct and comply with university reporting requirements with regards to all state and federal laws.

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

The mechanisms in place to ensure the health and safety of student-athletes are detailed in the Florida State University Athletics Department Policies and Procedures Manual: Section P — Medical Services / Athletic Training Room.

The Florida State University Athletic Sports Medicine Program is overseen by the Athletics Director, the Associate Director of Athletics and the Director of Sports Medicine. Each sport is provided a certified athletic trainer, who is

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responsible for the care of the student-athletes and communications between the student-athletes, coaches, administrators and team physicians as well as the student athlete's parents/guardians. Staff certified athletic trainers and certified graduate assistant athletic trainers are responsible for communicating any medical issues regarding their student-athletes to the Director of Sports Medicine. All certified athletic trainers are also required to keep medical records in the Sports Medicine Database used by the Sports Medicine Program. This database is compliant with all HIPPA regulations concerning student-athlete's personal health information and its disclosure.

Each Athletics Department employee receives a current copy of the Athletics Department Policies and Procedures Manual: Section P — Medical Services / Athletic Training Room.

Certified athletic trainers individually meet with their team at the beginning of the year, usually coinciding with the Compliance Office squad meeting to discuss athletic training room rules and procedures. Coaches, student-athletes, and sport oversight administrators are provided with a list of emergency telephone numbers, contact information, and athletic training room policies and procedures.

Additionally, each student-athlete is provided a copy of the Notice of Privacy Practices (HIPPA) for the Athletics Department along with their physical exam paperwork to review and sign. If requested, they can obtain a hard copy of any of these forms for their records. Student-athletes are also permitted to allow or deny the Athletics Department permission to share their health information. Safety policies are reviewed on a regular basis.

Travel policies are in place as stated within the Transportation Policy Manual and are reviewed on an annual basis. New policies implemented in Spring 2005 addressed a renewed commitment to safety by eliminating 15 passenger vans and by establishing new required busing guidelines and requirements placed on drivers. Information is available on website (www.seminoles.com).

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

The Florida State University Sports Medicine Program has designed and implemented an Emergency Management Plan in accordance with NCAA guidelines. Each certified athletic trainer is required to follow the Sports Medicine Program Emergency Management Plan. The Director of Sports Medicine reviews the plan annually in order to update changes in procedure, venue, personnel, and emergency contact information. This plan is available for review with content as follows:

Communication between the Sports Medicine Program and outside agencies.

Each of the Florida State University Athletic Teams has the following:

- Emergency Telephone Number Lists
- Event Planning Checklist
- Emergency Plan
- Venue Plans
- Individual Injury Management
- References

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

The Florida State University Sports Medicine Program has designed and implemented an Emergency Management Plan in accordance with NCAA guidelines. Each certified athletic trainer is required to follow the Sports Medicine Department Emergency Management Plan. The Director of Sports Medicine reviews the plan annually in order to update changes in procedure, venue, personnel, and emergency contact information.

For all contact sports (Football, Men's Basketball, Women's Basketball, Softball, Baseball, Women's Volleyball and Women's Soccer) a certified athletic trainer is required to be in attendance for out of season workouts and skill sessions.

For non-contact sports, either a certified athletic trainer, professional rescuer, a team coach, or strength and

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conditioning coach who is certified in CPR, First Aid, and AED usage will be present during out-of-season workouts, weight lifting sessions, and skill sessions.

Emergency Management Plan available for review with content as follows:

Communication between the Sports Medicine Program and outside agencies.

Each of the Florida State University Athletic Teams has the following:

- Emergency Telephone Number Lists
- Event Planning Checklist
- Emergency Plan
- Venue Plans
- Individual Injury Management
- References

12. Using the four program areas for student-athlete welfare issues please:

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

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

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

Activities are measured through interaction with the Student-Athlete Advisory Committee (SAAC) and through the utilization of exit interviews. Minutes from the SAAC meetings are provided to the Faculty Athletics Representative and the staff on a monthly basis. The Equity and Student Athlete Welfare Subcommittee meets each semester with the SAAC.

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

FSU Student Services is a Division IA Program of Excellence and there is a commitment to these issues by staff and coaches. The budget supporting these services addresses these needs and the Director of Student Services maintains a dual reporting line to the Director of Athletics and the Vice President of Student Affairs.

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

Written student evaluations are completed after all programming, and the staff reviews success and relevancy of every program. Needs assessments are done annually at freshman orientation.

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

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

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Policies and activities are reviewed by the administration and the Equity and Student-Athlete Welfare Subcommittee on an annual basis to affirm that program goals are being met.

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

Attendance is taken at the programs to ascertain that a high percentage of student-athletes (80%) are taking advantage of activities designed to enhance their welfare.

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

The Office of Student Services maintains a dual reporting line to the Director of Athletics and to the Vice President for Student Affairs.

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

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

The Student-Athlete Advisory Council (SAAC) provides the leadership for the teams. SAAC meets every two weeks and its input is requested regularly by the administration. They are the liaisons between teams and the administration on a very regular basis. A representative from the SAAC also is on the Atlantic Coast Conference SAAC. For two years, a representative from FSU was on the National SAAC.

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

Student-Athlete Advisory Council (SAAC) minutes are distributed after each meeting and a full SAAC review is done annually.

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

The university will continue to rely on the SAAC for participation in governance and decision making.

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

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

Information gained from NCAA Life Skills conferences, review of applicable periodicals, and upon recommendation from student-athletes and the Student-Athlete Advisory Council identifies issues affecting student-athletes. These issues are then considered and addressed through programming and activities.

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

Programming has increased every year with new topics being presented annually. The student-athletes are encouraged to become involved in activities and programs on campus. Daily emails go out to student-athletes, coaches, and administrators reminding them of programs and activities available throughout the campus.

Equity and Student-Athlete Welfare

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

Student Services will continue to evaluate needs and services through feedback from exit interviews, from the Student-Athlete Advisory Council, and from studying current issues facing college athletes.

Evaluation

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

Equity and Student-Athlete Welfare

RACIAL OR ETHNIC COMPOSITION ATHLETICS AND SELECTED INSTITUTIONAL PERSONNEL

	Year	Racial or Ethnic Group																	
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Senior Administrative Athletics Dept. Staff	F	0	0	0	0	0	0	1	1	1	0	0	0	11	10	10	0	0	0
Other Professional Athletics Dept. Staff	F	1	1	1	1	1	1	12	8	10	2	0	2	91	90	84	0	0	0
	P	0	0	0	0	0	0	1	4	0	1	0	1	25	20	21	0	0	0
Head Coaches	F	0	0	0	0	0	0	1	1	1	0	0	0	16	16	16	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Assistant Coaches	F	0	0	0	0	0	0	12	12	9	1	1	0	33	33	39	0	0	0
	P	0	0	0	0	0	0	1	4	1	0	0	0	7	13	13	0	0	0
Totals (for Athletics Dept. Personnel)	F	1	1	1	1	1	1	26	22	21	3	1	2	151	149	149	0	0	0
	P	0	0	0	0	0	0	2	8	1	1	0	1	32	33	34	0	0	0
Faculty-Based Athletics Board or Committee Members		0	0	0	0	0	0	6	6	5	1	0	0	23	22	14	0	0	0
Other Advisory or Policy-Making Group Members		0	0	0	1	0	0	12	13	16	4	2	2	35	30	30	1	0	0

Name of person completing this chart: Ms. Margie Sullivan, Ph.D.

Title: Asst to the Assoc Director of Intercollegiate Athl

Equity and Student-Athlete Welfare

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

Year	Racial or Ethnic Group																	
	Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
All Students	112	114	111	884	883	850	3496	3427	3446	3154	2922	2700	21722	21410	21000	647	541	633
Student-Athletes	0	0	0	6	6	5	129	122	131	17	23	21	201	192	220	16	5	1

Name of person completing this chart: Heather McAtee/Pam Overton

Title: Director of Compliance/Assoc Athletic Director

Equity and Student-Athlete Welfare

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

Sports	Year	Racial or Ethnic Group																	
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Baseball		0	0	0	1	0	0	1	1	0	1	4	1	33	29	39	0	0	0
Men's Basketball		0	0	0	0	0	0	8	10	9	1	2	1	2	2	2	0	0	0
Football		0	0	0	1	2	1	69	66	71	2	2	2	19	17	17	0	0	0
Men's Track / Cross Country		0	0	0	0	0	0	12	13	21	3	1	1	15	20	22	5	2	0
Men's Other Sports and Mixed Sports		0	0	0	3	0	0	1	1	1	3	4	3	41	37	44	3	0	0
Women's Basketball		0	0	0	0	0	0	7	10	8	0	0	0	6	6	6	0	0	0
Women's Track / Cross Country		0	0	0	0	0	0	12	11	13	2	2	2	13	14	13	2	1	1
Women's Other Sports		0	0	0	1	4	4	19	10	8	5	8	11	72	67	77	6	2	0
Total		0	0	0	6	6	5	129	122	131	17	23	21	201	192	220	16	5	1

Name of person completing this chart: Heather McAtee

Title: Director of Compliance