Introduction to Self-Study Report

Institutional Information

1. Type of Institution: **Public**

2. Year institution was founded: **1972**

3. Special Affiliation? **No**

4. Coeducational? **Yes**

5. Total student enrollment (undergraduate and graduate combined) [using a full-time equivalency (FTE) basis]: **12877**

6. Number of Faculty [using a full-time equivalency (FTE) basis]: **593**

7. Highest level of academic degree offered: **Doctorate**

8. Institution's governing entity: **University of North Florida Board of Trustees**

9. a. Regional accreditation agency: **COC-SACS**

9. b. Date of most recent regional accreditation self-study: **1999**

9. c. Current accreditation status: **Fully Accredited**

Athletics Information

1. Subdivision status of athletics program (Academic Year 2008): **Division I (without football)**

2. Conference affiliation(s) or independent status (Academic Year 2008):

   - Baseball: Atlantic Sun Conference
   - Men's Basketball: Atlantic Sun Conference
   - Men's Cross Country: Atlantic Sun Conference
   - Men's Golf: Atlantic Sun Conference
   - Men's Soccer: Atlantic Sun Conference
   - Men's Tennis: Atlantic Sun Conference
   - Men's Track, Indoor: Atlantic Sun Conference
   - Men's Track, Outdoor: Atlantic Sun Conference
   - Softball: Atlantic Sun Conference
   - Women's Basketball: Atlantic Sun Conference
   - Women's Cross Country: Atlantic Sun Conference
   - Women's Soccer: Atlantic Sun Conference
   - Women's Swimming: Coastal Collegiate Swimming Association
   - Women's Tennis: Atlantic Sun Conference
   - Women's Track, Indoor: Atlantic Sun 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. If this is the institution's first time to complete a certification self-study, respond to the question based on the last 10 years.

   There have been no NCAA major infractions cases since the establishment of University of North Florida's intercollegiate athletics program in 1973.

5. Other significant events (with dates) in the history of intercollegiate athletics program since previous certification self-study. If this is the institution's first time to complete a certification self-study, respond to the question based on the last 10 years.

   1997-98: UNF becomes full-fledged member of the Peach Belt Conference, moving its membership from the Sunshine State Conference; Men's Golf team is granted NCAA Division I status.
   1999-00: Volleyball and Baseball teams win Peach Belt Conference Championship for second year in a row; Women's Tennis wins Peach Belt Conference Championship.
   2000: UNF hosted and won the NCAA II South Atlantic Regional for Baseball, advancing to the NCAA II World Series where the team finished third.
   2001: Baseball earns Peach Belt Conference title for the third consecutive year; wins South Atlantic Regional for second year in a row, advancing to Division II World Series and finishes in third place for the second consecutive year.
   2000-01: Volleyball and Women's Soccer win Peach Belt Conference Championship; Women's Swimming and Diving program added and granted NCAA Division I status; Swimming and Diving programs win Southern States Conference Championship.
   2001-02: Women's Swimming and Diving program win Southern States Conference championship for second consecutive year; UNF Interim President David Kline assigns committee to study feasibility of school moving to Division I. Committee recommends move and suggests that the idea be presented to the UNF Board of Trustees.
   Women's Cross Country, Volleyball, and Softball win Peach Belt Conference Championship.
   The John and Gerri Hayt Golf Learning Center is opened with a 3-hole instructional Golf facility, including a clubhouse, classrooms, labs and team locker room.
   2002-03: Baseball, Softball, Men's Tennis and Volleyball win Peach Belt Conference Champion ships; Women's Basketball advances to first NCAA II Tournament, capturing a regional championship by defeating the top three seeds in the region before advancing to the NCAA II Elite 8.
   2004-05: UNF President John Delaney recommends Division I move to UNF Board of Trustees and receives unanimous approval to proceed.
   Assistant Athletic Director for External Affairs Rick Granger is hired.
   Director of Marketing Elliot Darkatsh is hired.
Hodges Soccer-Track Stadium opens. The lighted facility includes 10,000 seats, athletic training room, locker rooms, press box, classrooms and offices.

2005: UNF is granted membership in the Atlantic Sun Conference.

2005: Men's Tennis and Baseball teams win regional titles and advance to finals of their respective NCAA II national tournaments where they both take second place; Softball team advances to seventh-straight NCAA Regional.

2005-06: University submits strategic plan to the NCAA to complete the initial process for reclassification.

2005: Michelle Bronner was hired as the Director of Compliance

August 2005: Division I competition begins with the UNF Women's Soccer team capturing a win against Murray State.

2005-06: UNF Baseball team finished second in the Atlantic Sun Conference in its inaugural season; Volleyball finishes third in Atlantic Sun Conference; Men's Tennis posts a 4-0 mark against Atlantic Sun Conference competition; Men's Golf team is the A-Sun runner-up for the second-consecutive year at the A-Sun conference; UNF has more student-athletes named academic all-conference than any other school in A-Sun.

Maurice Graham is hired as Coordinator of Compliance.

2006: Wes Maas was hired as Coordinator of Athletic Academic Support.

2006-07: Scott Schroeder is named head Golf coach, and Igal Buberman is named head coach of the Men's and Women's Tennis teams.

2006-07: UNF captures the Old Wooden Barrel, awarded to the winner of the Sun Trust River City Rumble, a yearlong competition between the city's two NCAA Division I institutions. UNF claimed points in Volleyball (2), Women's Soccer, Men's and Women's Cross-country, Men's and Women's Tennis, Golf, Softball and Baseball (2).

2007: Women's Soccer coach Linda Hamilton and Women's Volleyball coach Kevin Campbell are hired.

2007: UNF Athletic Hall of Fame opens

2007: Dean Billick is named chief of staff; Kimberly Matthews is named athletics business manager.

2007-08: Nineteen UNF student-athletes earn all-conference honors with Baseball, Softball, Golf and Men's and Women's Outdoor Track awards yet to be handed out.

2008: Men's Golf wins Atlantic Sun Championship marking UNF's first Division I Conference Team Championship.

Previous Certification Self-Study

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

   Not applicable as UNF did not participate in the first cycle of certification.

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

   Not applicable as UNF did not participate in the first cycle of certification.

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

   Not applicable as UNF did not participate in the first cycle of certification.

4. Changes in key senior-level positions, institutional or athletics program, (if any) since the institution's previous certification self-study. If this is the institution's first time to complete a certification self-study, respond to the question based on the last 10 years.

   University of North Florida Leadership Team:

Provost and Vice President for Academic Affairs Dr. Mark Workman joined UNF’s faculty in September 1993. He served as the Special Assistant to the President from June 1999 to July 2001, Dean of the College of Arts and Sciences from July 2001 to September 2005, and succeeded Dr. Gerry Giordano as Provost and Vice President for Academic Affairs in 2005.

Vice President for Administration and Finance Ms. Shari A. Shuman was hired in August 2003, succeeding Mr. Robert F. Fagin.

Vice President for Student and International Affairs Dr. Mauricio Gonzalez was hired in September 2000, succeeding Dr. Roland Buck.

Vice President for Institutional Advancement Dr. Pierre N. Allaire was hired in 1995.

Vice President and General Counsel Ms. Karen J. Stone was hired as the university's first General Counsel in February 1992. She was promoted to Vice President in May 2005.

Vice President for Governmental Affairs Ms. Janet D. Owen was hired in 1994 as Associate General Counsel until August 1998 when she was named Director of Governmental Affairs. She was promoted to Vice President in May 2005.

Vice President for Human Resources Ms. Rachelle Gottlieb was hired in May 2006 and promoted to Vice President in June 2007. Prior to her arrival, the Office of Human Resources was a department within the Division of Administration & Finance.

Assistant Vice President for Public Relations Ms. Sharon Ashton became a member of the President’s senior staff as Director of Media Relations in July 2004. She was promoted to Assistant Vice President for Public Relations in October 2006.

Vice President and Chief of Staff Dr. Thomas S. Serwatka joined UNF’s faculty in September 1975. He has served as Special Assistant to the President since May 2001 and was promoted to Vice President and Chief of Staff in October 2006.

Special Advisor and Ambassador of Higher Education, the Honorable Nathaniel Glover was hired in November 2006.

UNF Athletics Administrative Leadership Team

Dr. Richard Gropper became UNF’s fifth Director of Athletics in November, 1994.

Mr. Dean Billick becomes as Athletics Chief of Staff, a position created in July 2007.

Dr. Mary Borg has served as the Faculty Athletics Representative since August 2003, succeeding Dr. Terry Bowen.

Ms. Kathy Klein, Sr. Associate Director of Athletics/SWA, joined the team in September 1994.

Mr. Rick Granger Associate Director of Athletics/External Affairs was hired May 2005, succeeding Mr. Jim Kelly who retired.

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. If this is the institution's first time to complete a certification self-study, respond to the question based on the last 10 years.

The information relating to significant changes, accomplishments and developments of UNF’s intercollegiate athletics program has been included in the response to Self-Study Item #5 under Athletics Information. The following pertains to developments impacting the larger University community:


1998: UNF President Adam Herbert becomes the chancellor of the State University System of Florida; Dr. E.K. Fretwell becomes the interim president; in December, Dr. Anne H. Hopkins is named the fourth president of UNF.
1999: UNF is re-accredited by the Southern Association of Colleges and Schools. Grand opening of the $14 million University Center.

2000: UNF sets a record for more than 1,000 students graduating during spring commencement ceremonies.

- AOL and ADT announce plans to build in UNF's First Coast Technology Park.

- UNF launches its $65 million capital campaign, largest philanthropic drive in Jacksonville history.

2001: $22 million Fine Arts Center opens for Fall Semester. The Florida Board of Regents approves the revision of UNF's Campus Master Plan.

- Governor Jeb Bush appoints members of UNF's first Board of Trustees.

2002: 13-member Board of Trustees begins work to oversee the University.

- UNF observes its 30th Anniversary.

- Fine Arts Center begins its inaugural season in the Lazzara Performance Hall.

- Hayt Golf Learning Center opens.

- Luther and Blanche Coggin donate $5 million to the College of Business.

2003: Nobel Peace Prize winner Desmond Tutu arrives on campus to teach for one semester.

- John Delaney selected as fifth president of UNF.

- Access to Excellence capital campaign ends, raising more than $100 million.

2004: New 132,000 square-feet, $22.6 million Science & Engineering Building opens housing the Electrical, Civil and Mechanical Engineering programs and the Construction Management program. It is also home to the Department of Chemistry and Physics.

2005: All 2,400 on-campus residents in UNF's five residence halls received free high-speed Internet access, local phone service and cable TV service with an information channel programmed especially for students.

- The new Social Sciences Building was completed housing the College of Arts and Sciences four social science departments, various labs, several research centers and main office. It is the first "green" building on campus, with every aspect of its operations organized around environmentally sound principles.

- Renovations to the Thomas G. Carpenter Library were completed including a 79,000 square-foot addition and expansion of the existing building.

- The School of Nursing was chosen as UNF's first flagship program.


2006: Enrollment grew from 15,420 students in fall 2005 to 16,084 students in fall 2006. At the same time, the academic profile of the student body increased with entering freshman having an average SAT score of 1166 (compared to 1160 in 2005).

- The Princeton Review ranked UNF as one of today's five best buys in public higher education.

- New flagship programs named in Coastal Biology, International Business, and Logistics and Transportation.

- Naming of the College of Health for Dr. J. Brooks Brown (Brooks College of Health).

2007: UNF enrolled 235 international students from 72 countries, including 21 from Belize, 17 from India, nine each from Colombia and Bolivia, eight each from Brazil and South Korea, seven from Canada, six each from China, France, the United Kingdom and Trinidad and Tobago. UNF students represent every continent except Antarctica. The average SAT score for freshmen entering UNF increased from 1166 in fall 2006 to 1177 in fall 2007.

- The Princeton Review ranked UNF the 5th best value among public colleges and universities and Consumers Digest named UNF No. 7 on its list of best values for public colleges and universities in the United States.

- UNF nurse practitioner students obtained a 100 percent pass rate on their national certification exam.
-100 percent of the College of Education and Human Services (COEHS) teacher education graduates successfully completed all portions of the Florida Teacher Certification Examination prior to graduation in 2007.

-For the 10th year in a row, UNF's Students in Free Enterprise (SIFE) team won the regional championship, earning the chance to participate in the 2007 SIFE National Exposition. They competed against 950 teams in the National Exposition and ranked in the top 16 for the third year in a row.

-Associated General Contractors of Greater Florida selected UNF's Building Construction Management AGC student chapter as the 2007 Chapter of the Year and the chapter president as the Student of the Year.

-A UNF jazz trio performed at the prestigious Festival Les Rendez-vous de l'Erdre, Jazz et Belle Plaisance in Nantes, France. UNF is the first American university to perform at the festival.

-Two new doctoral programs approved by the UNF Board of Trustees and the Board of Governors in Nursing Practice & Physical Therapy.

-The College of Education and Human Services offers a new bachelor's degree program in American Sign Language, becoming one of only 20 programs in the country to do so.

2008: UNF began construction on an $86 million residence hall that will enable an additional 1,000 juniors and seniors to live on campus. Osprey Fountains will have tennis courts, a swimming pool, a fitness center and laundry facilities for residents who live in the hall's one- and two-bedroom suites.

-UNF will have a $50 million Student Union available for use by the summer of 2009. Construction of the 148,000-square-foot facility began in 2007.

-The Brooks College of Health will open a new wing in fall 2008. The college is undergoing an expansion that will add a 33,000-square-foot, four-story addition that will provide a new home for the School of Nursing.

-A new College of Education and Human Services Building, the fourth major construction project in progress on campus, is scheduled to be completed in spring 2009.

Certification Self-Study Information

1. Steering Committee Chair: Janet D. Owen

2. Chief report writer/editor of self-study report: Dr. Annabel Brooks

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.

As recommended by the NCAA materials and emphasized by our liaison, UNF's Steering Committee membership was broad-based, and we expanded on this by including even wider representation on the membership of the subcommittees.

(a) The full steering committee met almost monthly while the subcommittees met more frequently, or worked via e-mail communication, seeking input from internal and external sources for the report. At each full steering committee meeting, time was set aside for members to discuss opportunities for improvement. A list was maintained of ideas to ensure that even if they were not directly related to this report, the committee would continue to work with the appropriate administrators to pursue their implementation, as appropriate.

Beginning in April 2007, and continuing through April 2008, the Director of Compliance provided a description of the process, an update on developments and invitation to participate to the members of the SAAC. The Associate Athletic Director/SWA provided the same for the monthly meetings of the Intercollegiate Athletics Committee (IAC).

(b) Once the report was drafted, but prior to completion of the improvement plans, the Steering Committee developed a website to provide a description of the process, its goals and objectives, the membership, meeting agendas and minutes, and the draft report. In addition to campus wide invitations (directed to students, faculty and staff) to review the website and draft report, the subcommittee chairs sent special invitations to particular constituencies, such as SAAC members, faculty on the Intercollegiate Athletic Committee, the Osprey Club, the President's Executive Staff and the UNF Board of Trustees. A description of the certification process and invitation...
to review the report was also presented to the participants and guests at the Spring Sports Awards Banquet. Input received in response to the open invitations and dissemination of the draft report came from a variety of constituents, including students, faculty, staff and those external to the university community, and without exception, all feedback received was included in the final report in some manner.

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

Objectives Related to the Self-Study

The University of North Florida's goals for the NCAA Athletics Certification Process and particularly, the Self-Study Process are as follows:

- To closely examine all aspects of the University's intercollegiate athletics program to ensure integrity and excellence in its functions, while educating the broader university community and constituency about the program.

- To identify opportunities to improve the program, and to ensure that systems are put in place for continuous improvement.

- To demonstrate through the Self-Study process the University of North Florida's intercollegiate athletic program should be certified by the NCAA Division I Committee on Athletics Certification, as it is in substantial conformity with the operating principles, or has a plan in place and well underway to address any deficiencies or areas of concern.

Major Components of the Self-Study

Appointment of Steering Committee and Subcommittees

The University President, John A. Delaney has appointed a Steering Committee Chair, and the Steering Committee has been impaneled and charged by President Delaney at its first kick-off meeting held Thursday, August 30, 2007. The Steering Committee Chair sent a follow up letter to each member reiterating the Committee's purpose and charge, and setting out the agenda for the Videoconference Orientation on Monday, October 15, 2007.

By virtue of the President's charge, the Steering Committee was given clear authority to speak and act on behalf of the University of North Florida with respect to the athletics certification process. The Steering Committee consists of 25 members including those required by the NCAA (President, Faculty Athletics Representative and Senior Woman Administrator). Members also include alumni, some of whom are former intercollegiate student-athletes, community leaders such as a former city council member, a member of the City of Jacksonville's Sports and Entertainment Board, current student-athletes, and academic administrators and advisors.

The three Subcommittee chairs were appointed and are members of the Steering Committee.

Membership of UNF's Self-Study Steering Committee

Mr. Dean Billick, Chief of Staff, Athletics
Dr. Mary Borg, Faculty Athletics Representative; Professor, Political Science & Public Administration
Ms. Michelle Bronner, Director of Compliance
Dr. Annabel Brooks, Public Relations Manager, Student Affairs
Mr. John A. Delaney, University President
Mr. Reggie Fullwood, Community Leader
Ms. Koran Godwin, UNF Alumni
Mr. Wilfredo Gonzalez, Trustee, UNF Board of Trustees
Dr. Richard Gropper, Director, Intercollegiate Athletics
Dr. David Jaffee, Assistant Vice President, Undergraduate Studies
Ms. Kathy Klein, Senior Woman Administrator, Athletics
Mr. Everett J. Malcolm, Associate Vice President, Student Affairs
Ms. Kathy Weglicki, Coordinator, Enrollment Services
Ms. Sonya Wilmoth, Head Coach, Women’s Softball

The Subcommittees are comprised of members of the Steering Committee who have indicated interest in one of these areas of study, as well as outside members (faculty, staff and students) who have been invited to participate.

Academic Integrity Chair: Dr. David Jaffee (Assistant Vice President for Undergraduate Studies)
Dr. Mary Borg Faculty Athletics Representative; Professor, Political Science & Public Administration
Mr. Wesley Mass, Assistant Athletic Director for Academic Support Services, Athletics Karen Reedy, Director, Academic Center for Excellence
Mr. Paul Schreier, Coordinator, Academic Center for Excellence
Ms. Kathy Weglicki, Coordinator, Enrollment Services

Equity & Student-Athlete Well-being Chair: Ms. Lina Monell (Director of Equal Opportunity Programs)
Mr. Mark Van Alstyne, Head Coach, Cross Country
Mr. Reggie Fullwood, Community Leader
Ms. Kathy Klein, Senior Woman Administrator, Athletics
Mr. Everett J. Malcolm, Associate Vice President, Student Affairs
Ms. Lisa Potoka, Student Athlete & Student Government
Ms. Robin Rogers, Student-Athlete, Women’s Tennis
Ms. Emily Rokosch, Coordinator, LGBT Resource Center
Ms. Sonya Wilmoth, Head Coach, Women’s Softball

Governance & Compliance Chair: Ms. Karen J. Stone (University General Counsel)
Ms. Michelle Bronner, Director of Compliance
Mr. Wilfredo Gonzalez, Member, UNF Board of Trustees
Ms. Janet D. Owen, Vice President, Governmental Affairs
Dr. Ron Salem, Community Leader

All Steering Committee members were given a notebook with all written materials indexed and organized. Each Subcommittee Chair reviewed the Measurable Standards for their Subcommittee.

Institution Liaison: Ms. Heather Patterson, Coordinator, Office of Governmental Affairs Duties:
- Coordination of the identification and communication of first-cycle institutional plans and/or corrective actions taken by the NCAA Division I Committee on Athletics Certification.
- Coordinating the collection and dissemination of information about the self-study and certification process to institutional personnel.
- Fielding questions from institutional personnel regarding the interpretation of certification policies and procedures as contained in the handbook and self-study instrument.
- Forwarding difficult interpretive questions to the NCAA staff and communicating the answers to appropriate institutional staff members in conjunction with the steering committee chair.
- Coordinating preparations for the evaluation visit, including:
  - Arranging lodging and travel for members of the peer-review team.
  - Scheduling interviews and other peer-review team activities.
  - Organizing work-related needs for peer reviewers (e.g., computer resources, meeting rooms).
- Collecting and organizing basic data related to the institution’s self-study.
- Helping to coordinate the self-study effort on campus (e.g., interviews).
- Organizing any follow-up studies and reports that may be identified by the institution or required by the committee.

Timeline:

Data gathering: October 15-December 1, 2007
Identification of potential issues: October 31, 2007
Responding to self-study items: October 15 through January 30, 2008
Implementation of any new requirements: January 30, 2008
Opportunities for campus groups to review reports: March 2008
Evaluating responses against operating principles: Ongoing
Developing institution’s plan for improvement: Ongoing
Steering committee’s/subcommittees’ review of report drafts: March 2008
Preparing final report and submitting to NCAA: April 2008

Communication Plan
At all points in the process, the University's media professionals will respond to reporters’ inquiries. Press coverage and story preparation, strategy and pitching will be coordinated by and between the Assistant A.D. for Media Relations and the University's Assistant Vice President for Public Relations.

Fall 2007

The work of the Steering Committee will be communicated to the institutional community through an announcement in the electronic daily news pieces, CampusUpdate and StudentUpdate following the October 15th videoconference.

The President will update the Board of Trustees on the work of the Steering Committee in the President's Report section of the meetings.

Spring 2008

Various forms of media communication will center on the preparation of the Self-Study Report. Stories will be pitched to the local sports media.

Fall 2008

News coverage will focus on the purpose of and schedule of the Peer-Review Team's campus visit.

Spring 2009

Possible Press Conference
Campus-wide special event/celebration
Stories pitched to local news outlets
Write an article for the UNF Journal (monthly magazine to friends, donors, alumni)
CampusUpdate, StudentUpdate
UNFUpdate (a monthly electronic piece sent to external supporters of the university)
"From the Desk of President John Delaney" an email update sent out to a broad donor constituency

5. Please provide the institution's mission, philosophy and goals statement and the athletics program's mission, philosophy and goals statement. Also, indicate the dates of formal approval for the latest versions.

University of North Florida
(Approved by the UNF Board of Trustees on April 17, 2008)

Vision Statement

The University of North Florida aspires to be a preeminent public institution of higher learning that will serve the North Florida region at a level of national quality. The institution of choice for a diverse and talented student body, UNF will provide distinctive programs in the arts and sciences and professional fields. UNF faculty will excel in teaching and scholarship, sharing with students their passion for discovery. Students, faculty, staff, alumni, and visitors will enjoy a campus noteworthy for its communal spirit, cultural richness, and environmental beauty.

Mission Statement

The University of North Florida fosters the intellectual and cultural growth and civic awareness of its students, preparing them to make significant contributions to their communities in the region and beyond. At UNF, students and faculty engage together and individually in the discovery and application of knowledge. UNF faculty and staff maintain an unreserved commitment to student success within a diverse, supportive campus culture.

Goals:
1. Cultivate a learning environment that supports intellectual curiosity, academic achievement, and personal growth.
2. Recruit and support a diverse community of students, faculty, and staff who will contribute to and benefit from the university's mission.
3. Support and recognize research and creative endeavor as essential university functions.
4. Affirm the university's public responsibility through civic engagement and community-based learning and research.
5. Secure fiscal, physical, and technological resources aligned with the university's mission and values.
Values

The University of North Florida is committed to values that promote the welfare and positive transformation of individuals, communities, and societies. We value:

- The pursuit of truth and knowledge carried out in the spirit of intellectual and artistic freedom;
- Ethical conduct;
- Community engagement;
- Diversity;
- Responsibility to the natural environment; and
- Mutual respect and civility.

UNF Athletics Mission Statement (Approved 1/2/2008)

The mission of the University of North Florida Intercollegiate Athletic Program is to provide a high level, broad-based program of intercollegiate athletics for student-athletes who demonstrate academic and athletic excellence. To accomplish this, the program is committed to the principles of fairness, gender equity, diversity, community involvement, moral and fiscal responsibility. As a regional university, the program reflects the athletic interests of northeast Florida and brings identity and recognition to the University.

Values

The University community consists of students and staff from a variety of cultures, backgrounds and life experiences that are devoted to learning in a climate that is inclusive for all who interact here. The University is committed to attracting students from diverse backgrounds and experiences and is similarly committed to recruit, hire, and retain employees who bring a diversity of viewpoints, cultures and a broad range of human experiences to the University. Such efforts enrich the quality and texture of our community and provide an environment where individuals and groups learn with and from each other.

In furtherance of the University's diversity initiatives and focus toward inclusiveness, it is expected that all in the University community will appreciate and respect the dignity, individuality, and the uniqueness of our individual community members. It is also expected that we will maintain an environment conducive to the pursuit of educational, scholarly, and career interests, where both the distinctiveness of each person's experience and the common humanity that unites us all will be recognized. This will allow us to take full educational advantage of the variety of talents, backgrounds, and perspective of those who study and work in the University.

Goals

1. Enhance and cultivate an athletic and learning environment that supports academic achievement, athletic excellence and positive student-athlete growth and development.
2. Recruit and support a diverse community of student-athletes, coaches and staff who will contribute to and benefit from the Athletic Department's mission.
3. Support and cultivate academic and competitive athletic achievement among student-athletes.
4. Affirm the Athletic Department's responsibility to integrate the program, coaches, staff and student-athletes with the Northeast Florida community.
5. Secure fiscal and physical resources aligned with the Athletic Department's mission and values.
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.

Not applicable as UNF did not participate in the first cycle of certification.

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) 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.

Not applicable as UNF did not participate in the first cycle of certification.

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.

Not applicable as UNF did not participate in the first cycle of certification.

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.

University Governance

Florida's state constitution establishes a governor-appointed statewide board to operate, regulate, control, and be fully responsible for the management of the university system which is made up of 11 institutions. The board's management is subject to the powers of the state legislature to appropriate for the expenditure of funds.

Each local constituent university is administered by a board of trustees consisting of 13 members dedicated to the purposes of the state university system. The board of governors establishes the powers and duties of the boards of trustees. The board of trustees consists of six citizen members appointed by the governor and five citizen members appointed by the board of governors. The appointed members must be confirmed by the state senate and serve staggered terms of five years as provided by law. The chair of the faculty senate, or the equivalent, and the president of the student body of the university are also members of the local board of trustees. By resolution of the Board of Governors, approved January 2003, the local boards of trustees were delegated the authority to govern their constituent universities.
The University of North Florida Board of Trustees has authority for university governance. The Board has two standing committees, the Educational Policy Committee and Finance and Audit Committee, which review and make recommendations concerning matters to come before the full Board. Decisions related to University Athletics are considered by the Board and its committees in exactly the same manner as decisions related to other university departments.

By written delegation approved in January 2006, the UNF Board of Trustees has delegated to President Delaney, as University President, Chief Executive Officer and Corporate Secretary of the Board of Trustees, responsibility for the operation and administration of the University of North Florida, various specific authority and duties, including the authority to administer the University's program of Intercollegiate Athletics.

The UNF Director of Athletics reports directly to the President who has delegated the day-to-day management and oversight of the program to the Director. This reporting line allows for regular and detailed communication regarding athletic issues. The Director meets weekly with the University President, and includes the Chief of Staff, Senior Woman Administrator and Director of Compliance in the meetings as appropriate.

Budget Approval Process; Athletic Fee Approval

Florida law prohibits the use of most state appropriated funds to support Intercollegiate Athletics, including athletic facilities. This does not impact the oversight of the funds used to support the intercollegiate athletic program as The Department of Athletics is overseen in a manner consistent with all other major university divisions.

The University's Department of Athletics' budget is developed using the same request and approval processes as other departmental/divisional budgets. The University of North Florida's Board of Trustees approves the university's legislative budget request for the upcoming fiscal year and approves the University's total operating budget for every division, including athletics before July 1 of each year.

By state law, a part of the tuition and fee structure for Florida's public universities includes a group of fees including an Athletic Fee for which any increase must be recommended by an athletic fee committee, at least one-half of whom are students appointed by the President of Student Government. The remainder of the committee is appointed by the President. The chair is appointed jointly by the University President and the President of Student Government and votes only in the case of a tie. The recommendations of the committee take effect only after approval by the University President, after consultation with the President of Student Government, with final approval by the UNF Board of Trustees. As tuition has increased each of the last three years, the committee has been appointed to make such recommendations to the University’s Board of Trustees. This same process is followed for any increases in the Activity & Service Fee, the Health Fee and the Transportation Access Fee.

Undoubtedly, the most significant decision related to intercollegiate athletics to come before the University's Board of Trustees in the last three years was the decision to make application to move to Division I. As this was a major University decision, much data collection, budget analysis, and discussion took place among all the stakeholders. This process is more fully described in response to Self-Study Item #5, below.

The Director of the University's Office for Equal Opportunity Programs annually reports to the University's Board of Trustees on Intercollegiate Athletics data concerning financial, program, and facilities issues which is then submitted for review by the Board of Governors of the State University System of Florida.

Development of University Policies

Internally, the institution follows a process codified by an adopted policy related to the establishment of university-wide policies. All units and divisions, including athletics, are subject to this process which assures consistency across all divisions.

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.

2002: Interim UNF President, Dr. David Kline, establishes a faculty/administrative committee to study the feasibility of reclassifying the entire athletic program to NCAA, Division I. Ultimately the committee recommends the reclassification of the UNF Athletic program and suggests that the proposal to reclassify be presented to the UNF Board of Trustees.

2003: Dr. David Kline, Interim UNF President, presents the proposal for reclassification to the UNF Board of Trustees. Action is deferred pending the hiring of the new, permanent UNF President.
2003-2004: John Delaney becomes UNF’s fifth president and expresses strong interest in continuing to study the feasibility of reclassifying the UNF Athletic program to NCAA, Division I. President Delaney instructs his Executive Staff to continue research efforts in this regard.

October 2004: President Delaney recommends the initiation of the reclassification of the UNF Athletic program to the Board of Trustees. The proposal receives the unanimous endorsement of the Board members.

December, 2004: UNF submits the official application, to begin the Exploratory Year of the reclassification process, to the NCAA.

January, 2005: UNF is granted membership in the Atlantic Sun Conference.

June, 2005: UNF submits a Strategic Plan to the NCAA, to initiate the four year reclassification transition process.

6. Describe the process by which the institution makes major decisions regarding intercollegiate athletics. If the institution has different processes for making various major decisions regarding intercollegiate athletics, describe the process for making each major decision. For each process, 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 the process.

The University President is the ultimate decision-making authority for the Department of Athletics. Matters within the purview of the University's Board of Trustees are submitted via the committee structure (depending on the nature of the issue).

The University of North Florida Foundation houses the Osprey Club, which is the UNF athletics booster organization. The Director of Athletics and the Assistant Athletics Director for Athletic External Affairs are responsible for management and oversight of the Osprey Club. The Osprey Club budget is reviewed by the UNF Foundation and audited as a part of the Foundation's annual audit.

Decisions affecting the day-to-day operations of the Department of Athletics and the Osprey Club are the responsibility of the Director of Athletics with input from senior management staff. Athletics will consult with other areas, such as the Vice President for Administration and Finance, the General Counsel's office, the Vice President for Human Resources, as necessary.

In addition, the Intercollegiate Athletic Committee (IAC) is appointed by and serves as an advisory body to the University President on issues related to Intercollegiate Athletics, including those described in its charge and others which the President may from time-to-time suggest to the committee. In exercising its responsibilities the committee monitors Intercollegiate Athletics' compliance with university, conference, and NCAA policies as they relate to admission requirements, progress toward graduation standards, and the integrity of the courses of study for students engaged in Intercollegiate Athletics.

The IAC provides counsel to the President on decisions related to the allocation of institutional resources to Intercollegiate Athletics in the context of general institutional needs and goals, and helps in assessing the budgetary implications of decisions concerning the overall size and scope of the athletics program (e.g., proposed facilities, conference affiliation, and division reclassification). In exercising these responsibilities the committee is charged to review the budget proposed by the Athletics Department before it is submitted to the Budget Oversight Committee and then to the President. IAC members may also provide appropriate review of cases in which it appears that faculty members or administrators have abused academic integrity in order to promote or inhibit athletic programs.

In addition to advising the President, the Faculty Athletics Representative, who is a standing IAC member, presents at least two oral and written reports to the Faculty Association on Intercollegiate Athletics during each academic year. These reports include information on the academic and fiscal integrity of the Intercollegiate Athletics program.

IAC membership includes (a) six faculty members with staggered three-year terms, appointed by the President in consultation with the Faculty Association President; (b) the Faculty Athletic Representative (FAR), appointed by the President in consultation with the Faculty Association President, serves as a seventh faculty member on the committee; (c) two students, one of whom is the President of Student Government or her/his designee and the other the President of the Student-Athlete Advisory Committee; and (d) the Assistant Vice President for Enrollment Services. In addition to these voting members, the committee has four nonvoting members: the University's Director...
of Athletics, the University's Senior Associate Athletic Director/SWA, a representative of the President, and the University's Athletics Director of Compliance. The chair of the IAC is a faculty member elected by the committee members, but may not be the institution's FAR.

The IAC is currently proposing the addition of a new voting member (from outside the university community) who would represent the interests of the Jacksonville community and UNF alumni.

Although the Title IX Committee is a separate entity from the IAC, in order to facilitate communication and consistency across the two groups, at least one member of the IAC must serve on the University's Title IX Committee. Other members of the IAC may also sit on the Title IX committee.

The committee is required by its charge and bylaws to meet at a minimum of once a semester, although it is likely to meet more frequently. The Director of Athletics and chair of the committee collaborate on setting the agenda, with the Athletic Department coordinating the place and timing of the meetings, taking and distributing the minutes of IAC meetings.

The chair of the committee also serves as an ex officio member of the Athletic Certification Committee, chaired by the FAR, which certifies student-athlete eligibility. This committee meets almost weekly in the fall and early spring. In addition, the chair of the committee may be called upon to meet with visitors on matters related to Intercollegiate Athletics.

Faculty members serving on the IAC are encouraged to participate in the Athletic Academic Mid-Year Reviews, which take place between the fall and spring semesters. These reviews are for student-athletes whose fall semester academic performance places their eligibility in jeopardy per institutional policies (not NCAA policies).

FAR

The Faculty Athletics Representative is a member of the faculty, appointed by the President, to serve as the liaison between the President, the faculty and athletics with regard to academic and athletic interests. According to the NCAA, this individual contributes a faculty perspective in athletics administration by serving in an advisory and oversight capacity. To enhance academic integrity, ensure institutional control within the athletics program and promote student-athlete well-being, the FAR has many roles and responsibilities. These include:

- Advising the President with regard to all Intercollegiate Athletics matters, meeting independently with the President at least once per semester.
- Advising and providing oversight to the athletics administration regarding the faculty perspective on academic and athletic interests.
- Serving as a member of the Intercollegiate Athletics Committee.
- Attending and actively participating in NCAA and conference meetings as required and/or requested; serving on or chairing NCAA or conference committees as desired.
- Interpreting NCAA and conference legislation and policies.
- Monitoring compliance efforts and rules education with appropriate university and non-university groups outside the athletics department.
- Assisting in the coordination and implementation of compliance and rules education within the athletics department.
- Monitoring the academic preparation and performance of all student-athletes and preparing reports for the President, Director of Athletics and the Intercollegiate Athletics Committee.
- Participating in NCAA and conference governance by assisting the President and Director of Athletics in determining institutional positions on proposed legislation.
- Serving as the primary eligibility certification authority, chairing the Eligibility Certification Committee and participating fully in all aspects of the eligibility certification process.
- Serving as the co-sponsor for the Student-Athlete Advisory Committee (SAAC) ensuring the involvement of student-athletes in issues that affect their lives.
- Processing NCAA postgraduate and special scholarships and awards.
- Participating in the investigation and reporting of possible violations of NCAA conference and institutional policies and rules as outlined in the UNF Investigation Policy.
- Actively attending athletic events (competitions, meetings, banquets).
- Other duties as appropriate and/or requested.

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

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

- Minutes of athletics board or committee meetings.
- Published policies of the institution's governing board which relate to the athletics program or athletics interests.
- 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**
<table>
<thead>
<tr>
<th>Elements</th>
<th>Goals</th>
<th>Steps to Achieve Goals</th>
<th>Individuals/Officers Responsible for Implementation</th>
<th>Specific Timetable for Completing the Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issues in the Self-Study</td>
<td>Measurable Goals</td>
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<tr>
<td>The Board of Trustees should have greater knowledge of what occurs in the Athletic Department.</td>
<td>Conduct an annual report to highlight significant events of previous year as well as projected plans for upcoming year.</td>
<td>Make arrangements to be included on agenda.</td>
<td>Athletic Director</td>
<td>November 13, 2008 and annually thereafter.</td>
</tr>
</tbody>
</table>
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.

   Not applicable as UNF did not participate in the first cycle of certification.

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.

   Not applicable as UNF did not participate in the first cycle of certification.

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.

   Not applicable as UNF did not participate in the first cycle of certification.

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

   The UNF Department of Athletics manages the affairs of the University of North Florida Osprey Club which is the sole athletic booster organization. The Director of Athletics and the Assistant Director of Athletics/External Affairs provide direct support and oversight of all Osprey Club activities. The Assistant Director of Athletics/External Affairs serves as the Osprey Club's Executive Director.

   To further assure oversight and control, the Osprey Club has been established as a support organization of the University of North Florida Foundation, Inc. The Osprey Club's roles and responsibilities are broadly described in the UNF Foundation Bylaws. The President of the Osprey Club serves as an ex-officio member of the Foundation Board, updating the Foundation Board throughout the year as to Club activities. All Osprey Club funds flow through the UNF Foundation, are subject to annual audit, and the Foundation Board approves the athletics department Foundation budget which includes monies budgeted to support Osprey Club activities.

   Effective July 1, 2007, the Osprey Club adopted a Conflicts of Interest Policy to establish clear standards concern potential conflicts of interest. Included within the policy is the requirement that all Osprey Club Executive Committee Members and other select Osprey Club members with a history of doing business with the Club or University complete a disclosure form to address whether the individual has an employment or business relationship with the...
The Osprey Club bylaws are in the process of being revised to assure that governance issues are more fully addressed and operational provisions are consistent with current practices. Under the terms of the new proposed bylaws, the Director of Athletics and Assistant Director of Athletics/External Affairs will continue to serve as full voting members of the Osprey Club Executive Committee and the University President and Executive Director of the UNF Foundation will serve as ex-officio members of the Osprey Club Executive Committee.

UNF has been vigilant in its efforts to assure that no organizations outside of its control hold themselves out as athletic booster organizations. In the one known such case, which involved a baseball alumni group, UNF administrators and counsel met with representatives of the group. The meeting resulted in a written agreement for the stated purpose of enabling compliance with NCAA rules and regulations affecting the solicitation and acceptance of donations to be gifted to UNF and the sale of merchandise and solicitation of donations at UNF functions. The agreement specifically prohibits the group from representing itself as a component of UNF and from undertaking activities on UNF's behalf.

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 University President has ultimate responsibility for rules compliance. He has designated the Director of Athletics as the individual responsible for the institution's day to day rules compliance.

The Director of Athletics reports directly to the President of the University on a weekly and as needed basis. His primary responsibility is overall oversight to ensure the department operates in a compliant manner. The Director of Athletics is the final signatory on all violations and waivers submitted to the NCAA.

UNF has developed a policy and procedures manual to address compliance related issues and engages in an ongoing effort to provide education about NCAA rules. The institution's commitment to NCAA rules compliance is a shared responsibility and many individuals are key to this effort. These individuals include:

The Faculty Athletics Representative (FAR) is appointed by, and reports to, the President. The FAR has oversight responsibility to ensure proper and effective institutional control of the Intercollegiate Athletics program at the University. The FAR chairs the Athletics Certification Committee and is a member of the Intercollegiate Athletic Committee.

The Director of Compliance reports directly to the President of the University and is the designated staff member who oversees compliance efforts for the University on a daily basis, including recruiting, eligibility, financial aid, playing and practice seasons, personnel, submitting waivers, etc. The Director of Compliance, in consultation with the Director of Athletics (and as necessary the President and FAR) reviews and resolves NCAA compliance issues. The Director of Compliance educates coaches, department of athletics staff members, student-athletes, the campus community, boosters and the greater Jacksonville community on NCAA guidelines and rules. The Director of Compliance has been responsible for submitting Academic Performance Data to the NCAA. This is currently being transitioned to the Assistant Athletic Director for Academic Compliance.

The Compliance Coordinator is a full-time staff member who assists the Director of Compliance with many of the various compliance tasks. This individual has primary responsibility for working with the NCAA Eligibility Center on initial eligibility and national letter of intent.

The Head Coaches of Men's and Women's Basketball as well as Baseball report to the Athletic Department Chief of Staff. all other sports report to the Senior Associate Athletic Director for Internal Affairs/SWA. The expectation of compliance with NCAA rules and regulations is part of all head coaching contracts. The Director of Compliance educates coaches on NCAA rules and regulations through a variety of sources to include quarterly coaches meetings, email and message boards.
The Athletic Department Chief of Staff along with the Senior Associate Athletic Director for Internal Affairs/SWA are responsible for monitoring athletic teams and supporting the compliance department in their efforts. These positions review team budgets and schedules and provide feedback to the coaches and the Director of Athletics.

The Business Office provides significant compliance support on all compliance matters that require funding. The Business Manager, along with the Office Assistant, closely monitor all recruiting paperwork as well as team travel. In addition this office works closely with the Compliance Office regarding matters of official visits.

The Assistant Athletic Director for Academic Support Services is the staff member that monitors academic progress for all student-athletes and is responsible for entering academic data in the Compliance Assistant internet. This position provides data to the Athletics Certification Committee to be used for NCAA continuing eligibility certification and has assumed responsibilities for submitting academic performance data.

Various entities outside of athletics assist in documenting and monitoring compliance with NCAA rules. These include the following committees and individuals:

The Intercollegiate Athletic Committee (IAC) serves as an advisory body to the President of the University on issues related to intercollegiate athletics. This includes decisions related to the allocation of institutional resources to intercollegiate athletics in the context of general institutional needs and goals, and help in assessing the budgetary implications of decisions concerning the overall size and scope of the athletics program (e.g., proposed facilities, conference affiliation, and division reclassification). The IAC monitors intercollegiate athletics' compliance with the University, the conference, and the NCAA policies as they relate to admission requirements, progress toward graduation standards, and the integrity of the course of study for students engaged in intercollegiate athletics. The IAC also reviews the budget proposed by the Athletics Department before it is submitted to the Budget Oversight Committee and then to the President.

The Athletic Certification Committee ensures the integrity of the certification process and monitors and updates policies and procedures related to the certification of student-athletes. In addition the committee reviews the academic and financial records of each student-athlete and verifies their eligibility status in accordance with NCAA rules. This committee is comprised of the FAR (committee chair), Director of Compliance, Registrar, Director of Admissions, Enrollment Services Compliance Coordinator (the individual responsible for student-athlete financial aid), Director of Enrollment Services Compliance, an advisor from the Academic Center for Excellence, and the Assistant Athletic Director for Athletic Academic Support Services.

The Enrollment Services Compliance Coordinator is the staff member who monitors all financial aid for student-athletes and maintains award information in BANNER (the university's record system) and CAi (the NCAA's Compliance Assistant internet database). This position ensures all student-athletes only receive aid that meets institutional, federal and NCAA regulations. The ESCC is a member of the ACC and in this capacity generates and signs all squad lists.

The Registrar is the official certifying officer at the University. In this capacity and as a member of the Athletics Certification Committee, the Registrar helps ensure student-athletes are meeting academic requirements as set forth by the NCAA. This position signs all squad lists and eligibility forms.

The Director of Admissions makes all decisions regarding a student-athlete's admissibility to the University. The admissions office has access to the NCAA Eligibility Center to ensure first year students meet NCAA initial eligibility standards. This position is also a member of the ACC and signs all squad lists and eligibility forms.

6. Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals inside the athletics department. Specifically, the institution must provide evidence that all individuals inside the athletics department who are involved or associated with athletics have statements regarding the importance of rules compliance in all of the following documents: contracts or letters of appointment, performance evaluations and job descriptions.

Rules compliance is a central element in personnel administration within the Department of Athletics and all athletics personnel are aware of this. The importance of rules compliance is constantly reaffirmed through educational efforts (to include staff meetings, emails and a message board) as well as the actions taken when employees fail to fulfill responsibilities in the area of rules compliance. Reports of violations are made immediately through the appropriate channels. Additionally, the University has been commended in its most recent Compliance Review Report for devoting two full-time staff members to compliance at this point in the development of the Department of Athletics.
There are three classifications of Department of Athletics employees within the University: Administrative and Professional (A&P); University Support Personnel Services (USPS); and Other Personal Services (OPS).

ADMINISTRATIVE AND PROFESSIONAL: The University of North Florida issues written employment contracts for all of its Administrative and Professional employees on an annual basis. The University’s Office of Human Resources and Athletic Department have established a system to assure that effective July 1, 2008, a statement about the significance of rules compliance will be included on every position description, on each annual employment contract and annual performance evaluation for all A&P employees within the Department of Athletics.

UNIVERSITY SUPPORT PERSONNEL SERVICES: The University of North Florida does not issue an employment contract on an annual basis to its USPS employees. However, the University’s Office of Human Resources and the Department of Athletics have established a system to assure that effective July 1, 2008, a statement about the significance of rules compliance will be included on each position description and performance evaluation for all USPS employees within the Department of Athletics.

OTHER PERSONNEL SERVICES: OPS employees are generally part-time employees with neither written job descriptions nor contracts. However, the Department of Athletics has established a system to assure that effective July 1, 2008, all OPS employees within athletics will annually be required to execute a compliance agreement which highlights the significance of rules compliance.

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. Specifically, the institution must provide evidence that all individuals outside the athletics department who are involved or associated with athletics have statements regarding the importance of rules compliance in all of the following documents: contracts or letters of appointment, performance evaluations and job descriptions.

The Athletic Certification Committee (ACC) primarily ensures the integrity of the certification process. This committee is comprised of individuals from each office that have direct decision making authority over various elements of the certification process.

Those individuals are: Director of Admissions, Registrar, Director of Enrollment Services Compliance, Enrollment Services Compliance Coordinator, Academic Center for Excellence Advisor, and FAR. Rules compliance training is provided to these individuals during regularly scheduled certification meetings by the Director of Compliance. In addition, the Enrollment Services Compliance Coordinator attends the NCAA Regional Rules Seminar Annually.

Other various entities outside of athletics not included in the ACC are involved with rules compliance activities. These positions include the following:

1) Upper level advisors in various colleges designated to work with student-athletes
2) Select lower level advisors in the Academic Center for Excellence
3) The Director of the Academic Center for Excellence
4) Admissions liaison in the international center
5) Individuals in Enrollment Services Processing who conduct transcript evaluations

Rules education is provided to the advisors through the Assistant Athletic Director for Academic Support Services who attends monthly advisor meetings as well as ad hoc training by the Director of Compliance. Individuals in Enrollment Services processing receive rules education through the Athletics Compliance Office as well as Enrollment Services Compliance. Educational opportunities are provided in staff meetings, special training sessions, as well as by email.

Effective July 1, 2008, the University will assure that a statement concerning the significance of rules compliance is included in the position description, employment contract and annual performance evaluations for A&P, USPS and OPS employees outside of athletics who have been identified as involved in rules-compliance activities. Compliance for the various classifications of employees will be consistent with Self-Study item #6 above. In addition, while faculty members do not have a written job description, a statement concerning the significance of rules compliance will be included on the annual faculty employment contract and performance evaluation for those faculty members involved in rules-compliance activities.
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.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Initial-eligibility.</td>
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<td>X</td>
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<tr>
<td>Continuing-eligibility certification</td>
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<td>Transfer-eligibility certification</td>
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<tr>
<td>Financial aid administration</td>
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<td>X</td>
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<tr>
<td>Recruiting</td>
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<td>X</td>
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<td>Camps and clinics</td>
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<td>Investigations and self-reporting of rules violations</td>
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<td>Rules education</td>
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<td>X</td>
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<tr>
<td>Extra benefits</td>
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<td>X</td>
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<tr>
<td>Playing and practice seasons</td>
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<td>X</td>
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<tr>
<td>Student-athlete employment</td>
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<td>X</td>
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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.

In an effort to continually inform coaches, student-athletes, boosters, administrators, staff, prospective student-athletes and the community about the importance of NCAA, Atlantic Sun and University of North Florida policies and procedures, the President, Director of Athletics and athletic compliance office at the University of North Florida have implemented a Rules Education program.

The rules education program is varied depending largely on the target audience yet is comprehensive and provides information to all parties involved with the University's Intercollegiate Athletics Program.

For representatives of athletics such as boosters and alumni, educational outreach efforts are done primarily through written documents which include a Boosters Do's and Don'ts on the Athletic department website, a quarterly Compliance Corner published in the Flight of the Osprey, and Compliance Tips sent out in athletic department mass mailings such as season ticket brochures. In addition the Director of Compliance makes an annual compliance presentation each fall at an Osprey Club luncheon.

Student-athletes, coaches and staff have training that is more comprehensive and ongoing. All coaches and select staff are provided copies of the NCAA compliance manual while student-athletes are given handbooks that contain pertinent NCAA legislation. In addition the compliance staff uses a variety of techniques to provide ongoing education through out the year that include:

1. Email Updates
2. Outlook calendar (part of athletics’ Outlook calendar)
3. Meetings and workshops for coaches, staff and student-athletes
4. Hot Topic Board in the athletics department mail/copy room

Educational efforts are also extended to individuals outside of the Department of Athletics with compliance responsibilities. Workshops are designed to enhance knowledge of matters concerning institutional control while reiterating the importance of their support in such matters.

Areas targeted for these workshops include:
1. Admissions, Financial Aid and Enrollment Services (One Stop)
2. Athletics Certification Committee
3. Academic Advisors

2007-2008 academic year include:
1. 3 compliance corners published in the Flight of the Osprey
2. Beginning and end of the year student-athlete meetings that provided extensive overview of student-athlete handbook and NCAA pertinent rules
3. Booster do's and don'ts mailed with season ticket applications
4. Review of certification legislation with ACC
5. NCAA overview for enrollment services
6. Camps and clinics review with coaches
7. Dead period email reminders
8. Osprey Club luncheon presentation
9. Hot Topic Board Updates

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. Also, provide the date of the institution's most recent rules-compliance evaluation.

Robin Green Harris and Mark P. Jones of Ice Miller Collegiate Sports Practice conducted a comprehensive review of the University of North Florida compliance program from March 12-16, 2007. Ice Miller is a well respected law firm that has conducted comprehensive compliance reviews for many reclassifying institutions. The firm has staffed itself with former employees of the NCAA who provide the necessary expertise for such reviews. Selection of this firm was made by the NCAA.

Additional compliance reviews have been conducted by Mr. Steve Sturek, Senior Associate Commissioner for Compliance and Legal Affairs for the Atlantic Sun Conference. The University of North Florida became a member of the Atlantic Sun Conference in August 2005. Mr. Sturek conducts compliance program evaluations on an annual basis at all Atlantic Sun Conference institutions. In 2006 Mr. Sturek reviewed the following areas: recruiting, extra benefits, and playing and practice seasons. It was noted by Mr. Sturek that the procedures for the playing and practice season should be reduced to writing. Other areas were found to be in compliance with NCAA rules and procedures.

In 2007 Mr. Sturek made a more comprehensive compliance review. On this visit he reviewed the following areas: process by which student-athletes are certified for eligibility to practice, compete and receive financial aid; processes for monitoring recruiting, camps and clinics; investigation and self-reporting of NCAA violations; rules education; extra benefits; playing and practice seasons; and student-athlete employment.

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.

<table>
<thead>
<tr>
<th>Area</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
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<tr>
<td>Transfer-eligibility certification.</td>
<td>X</td>
<td></td>
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<tr>
<td>Financial aid administration, including individual and team limits.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Recruiting (e.g., official visit, etc.).</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Camps and clinics.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Investigations and self-reporting of rules violations.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Rules education.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Extra benefits.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Playing and practice seasons.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Student-athlete employment.</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
12. Describe relevant corrective actions planned or implemented from the rules-compliance program evaluation(s).

Based on the recommendations from Ice-Miller and Mr. Steve Sturek, many corrective actions have already been implemented.

1. Based on the recommendation of Mr. Steve Sturek the University of North Florida created the Athletic Certification Committee. This committee is responsible for certifying the eligibility of all student-athletes and continues to function in the intended capacity.

2. A comprehensive Compliance Manual has been created. This includes written policies and procedures for recruiting, camps and clinics, personnel, financial aid, eligibility certification, playing and practice seasons, rules interpretations, extra benefits, and student-athlete employment.

3. Additional written information regarding NCAA rules has been provided to athletics representatives through mailings for season ticket requests and via the website.

4. Began year end compliance meetings for student-athletes in the spring of 2007. Meetings are conducted each year and cover topics such as summer participation in outside leagues, employment, year round drug testing, etc.

5. Initiated spot checking phone records. Each month the compliance office receives phone records from the staff of one men's sport and one women's sport. These records are then reviewed against phone logs submitted to compliance.

6. Modified the student-athlete employment form to include a section for employment verification.

7. Increased and improved information given to coaches regarding camps and clinics. Continued to modify camps and clinics policies and procedures to be clearer and more concise.

8. Rules education efforts have been enhanced and plans are under way to further increase those efforts. Currently the Director of Compliance provides rules education to the Athletic Certification Committee prior to the start of each years certification process. In addition education has been provided to the Osprey Club (Booster Organization), Board of Trustees, coaches and staff, student-athletes, the campus community.


10. Established protocols for compliance office to review recruiting travel, team travel, and recruiting forms.

There are also institutional improvement plans under way to address some of the other recommendations.

1. Establish procedures for monitoring coaches who teach classes. At times, some coaches and/or staff members teach physical education courses and there is no policy in place to monitor that. This will require coordination with the registrar to verify grade distributions.

2. The internal auditor has been contacted and will provide the necessary services to randomly audit 2008 summer camps.

3. Draft policy and modify recruiting forms to monitor contacts with non-scholastic coaches or team sponsors.

4. Develop written guidelines regarding amateurism issues.

5. Establish procedures for monitoring out-of-season summer workouts.

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.
• (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 No

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
## Issues in the Self-Study

### Osprey Club bylaws require revision/updating (1.2.4)

**Measurable Goals**

- Update bylaws to more fully address governance/institutional control and to conform the bylaws to current practices.

**Steps to Achieve Goals**

- Complete the updating of the bylaws to assure that governance, institutional control and compliance with NCAA rules are explicitly addressed in the document. Add the University President and Vice President for Institutional Advancement as ex-officio members of the Osprey Club Executive Committee. Assure the bylaws reflect current practices.

**Individuals/Officers Responsible for Implementation**

- Athletic Director, Assistant Athletic Director, General Counsel, and Vice President of Institutional Advancement.

**Specific Timetable for Completing the Work**

- July 2008

### Attempts have been made to bring the Osprey Baseball Alumni Club under the control of the UNF Foundation. This was unsuccessful but resulted in an agreement establishing that the Club may not act on behalf of the University nor represent itself as an agent of the University. However, no specific operating guidelines have been developed to define Club activities that would be impermissible. (1.2.4)

**Measurable Goals**

- Create clear and concise written guidelines that define what is not permissible activity/conduct by the Osprey Baseball Alumni Club. Provide this information to coaches and staff.

**Steps to Achieve Goals**

- Research similar issues at other institutions. Identify primary NCAA concerns. Create document to be reviewed/approved by the Director of Athletics, Assistant Athletic Director for External Affairs, Vice President for Institutional Advancement, General Counsel and University President.

**Individuals/Officers Responsible for Implementation**

- Assistant Athletic Director for External Affairs and Athletic Director

**Specific Timetable for Completing the Work**

- December 2008

### The University must assure that going forward, faculty members identified as being involved in rules-compliance activities have a statement included on their annual employment contract and annual evaluation concerning the significance of rules compliance. (1.2.7)

**Measurable Goals**

- Develop a system to assure that affected faculty members annual employment contracts and annual evaluations include a statement concerning the importance of rules compliance.

**Steps to Achieve Goals**

- The Office of Academic Affairs and Department of Athletics must collaborate in the development of a system that assures compliance. This will require the identification of responsible parties within each area and time lines for communication. The Department of Athletics will be chiefly responsible for the identification of faculty members who are subject to these requirements and for communicating this information to a designated point of contact within the Office of Academic Affairs within established time frames. The Office of Academic Affairs will be responsible for assuring that the required language is included as a part of the annual employment contract and annual evaluation.

**Individuals/Officers Responsible for Implementation**

- Director of Compliance; Associate Vice President, Academic Affairs

**Specific Timetable for Completing the Work**

- July 2008
<table>
<thead>
<tr>
<th>Elements</th>
<th>Goals</th>
<th>Steps</th>
<th>Individuals/Officers Responsible for Implementation</th>
<th>Specific Timetable for Completing the Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a need to provide increased educational opportunities to the Board of Trustees. This will be conducted each fall at a BOT workshop. (1.2.9)</td>
<td>Conduct rules education presentation at BOT workshop.</td>
<td>Make arrangements to be included on agenda. Identify important areas as they pertain to BOT. Develop curriculum that addresses these areas.</td>
<td>Director of Compliance</td>
<td>November 13, 2008 and annually thereafter.</td>
</tr>
<tr>
<td>Formalize procedures for complimentary admissions exist, but must be put in writing. (1.2.12)</td>
<td>Have written procedures as part of UNF Athletic Department Compliance Manual.</td>
<td>Document steps and place in a written format.</td>
<td>Director of Compliance</td>
<td>October 15, 2008</td>
</tr>
<tr>
<td>NCAA certifies amateurism prior to enrollment but institutions are responsible for &quot;gap time&quot; and post-enrollment. (1.2.12)</td>
<td>Identify issues related to amateurism. Develop mechanism by which to monitor post-enrollment. Develop mechanism by which to verify &quot;gap time&quot; status.</td>
<td>Use NCAA education information to include forms and website. Develop steps to be used for all students with potential amateurism issues.</td>
<td>Director of Compliance, Compliance Coordinator, Compliance Intern</td>
<td>Gap time procedure completed by August 15, 2008. Post Enrollment completed by May 1, 2009</td>
</tr>
<tr>
<td>There is currently no monitoring of nonscholastic coaches or team sponsor. (1.2.12)</td>
<td>Create place on current recruiting forms for coach information.</td>
<td>Determine what information is necessary and best place to place that information. Place on appropriate form or create new form if necessary.</td>
<td>Director of Compliance, Compliance Coordinator, Compliance Intern</td>
<td>August 15, 2008</td>
</tr>
</tbody>
</table>
Operating Principle

2.1 Academic Standards

Self-Study Items

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

Not applicable as UNF did not participate in the first cycle of certification

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.

Not applicable as UNF did not participate in the first cycle of certification

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

Not applicable as UNF did not participate in the first cycle of certification

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

All admissions decisions regarding freshmen are made by the Director of Admissions and his office staff and all decisions regarding transfers are made by the Office of Enrollment Services Processing.

The process for admission for freshman student-athletes to the University of North Florida includes:
- Completion of a web or paper based application to the University of North Florida and submission of $30 application fee
- Submission of official transcripts from high school or previous institution
- Submission of official Standardized Test Scores (ACT or SAT)
- Submission of any additional documents in the case of international student athletes

- Admission decision by the Director of Admissions or Enrollment Services Processing.

Overall Admissions Policy

UNF admissions policy is established by the Director of Admissions in conjunction with the Faculty Admissions Committee. Once the policy is established, it is forwarded to the Provost for approval and then placed into action. At UNF, all students (including student-athletes) are required to provide an application for admission, application fee, appropriate transcripts, standardized tests scores, and additional documents for international students. Inherent in this policy is the fact that all students, including student-athletes, are evaluated for admissions using the same criteria.

Admissions Process

Once an admissions decision has been made by the Office of admissions, the Department of Athletics is made aware of that decision via the Assistant Athletic Director for Academic Support Services.

The Department of Athletics receives permission for the admission of up to 12 student-athletes who are admissible to UNF under the spring or summer standards. UNF’s student profile for the fall semester is typically higher (GPA and SAT/ACT scores) than for the spring and summer. While UNF’s regular admissions criteria is not waived or excepted, the 12 fall slots allow for the admission of student-athletes under the spring or summer regular standards. This is the only difference that exists between how student-athletes are treated in the admissions process in comparison with the general student population.

The Athletic Academic Support Department aids the coaches and Athletics Compliance Department in ensuring and monitoring the accuracy of admissions policies and procedures for student-athletes. The Assistant Athletic Director for Academic Support Services informs the coaching staff of requirements such as, but not limited to, admissions application deadlines, minimum requirements for admission, and terms of possible enrollment so coaches can use the information in explaining the admission policy to new recruits and their families. In addition, the Director of Admissions attends coaches meetings throughout the year.

The Assistant Athletic Director for Academic Support Services reviews official and unofficial transcripts for potential student-athletes to determine a preliminary core GPA and standardized test scores. This information is relayed to the coaching staff to determine what admission possibilities face the potential student-athlete to help aid the coaches in their recruitment of multiple student-athletes.

Other than making contact with prospective student-athletes and encouraging them to finalize their application with UNF, the assistant Athletic Director for Academic Support Services is not involved in the admissions decision-making process.

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.

The analysis of student profiles, comparing freshman student-athletes and the general freshmen student population for the three most recent academic years, presented in tables I-A, I-B, and II reveals the following:

a. There are no significant differences in student profiles for athletes and non-athletes by gender. In some cases the student-athletes standardized test scores exceed those of the general student population but overall there is no consistent pattern.

b. Comparing profiles for athletes and non-athletes by race and ethnicity, there are no significant differences for three of the four groups (black, white, and other) for which comparisons are feasible. In some cases the student-athlete standardized test scores exceed those of the general student population for each of these groups, but overall there is no consistent pattern. The only exception is for Hispanic students where the average standardized test score for student athletes is significantly lower (for two of the three years) than for the larger Hispanic student
population.

This is a difficult comparison because we are working with such a small number of cases. Of the two years indicated, the largest cohort contained only 3 individuals. It is important to note that while the scores may be lower than university averages each individual exceeded the minimum entrance requirements as posted in the University catalogue.

c. The comparative analysis for specific sport groups reveals few significant differences between student-athletes receiving aid and the larger student population. Of the 19 possible GPA comparisons that can be made between student-athletes in each sport and the larger student population, there are only two cases of the student athlete GPA being lower than the larger population during 2004/2005 and 2005/2006 for men's basketball. The 2004/05 GPA, while slightly lower, is insignificant. The Men's Basketball players were only .04 lower than all students and considering the number of cases this is insignificant. The differential for the 2005/06 of .27 is significant.

This was the first group of men's basketball players recruited under division I legislation and they were expected to assist in our athletic transition. In an effort to recruit a better athlete, and with no prospect of playing in the post season, there were fewer options available. The coaches selected the best possible combination of student and athlete.

Of the 19 possible standardized test score comparisons that can be made between student-athletes in each sport and the larger student population, there are only four cases of the student-athlete average standardized test score being significantly lower than the larger population 2005/2006 for men's basketball, 2006/2007 for men's track/cross country, and 2006/2007 women's basketball.

2005/2006 Men's Basketball. This was the first group of players recruited under Division I legislation and they were expected to assist in our athletic transition. In an effort to recruit a better athlete, and with no prospect of playing in the post season, there were fewer options available. The coaches selected the best possible combination of student and athlete.

2006/2007 Men's Track/Cross Country. This is a difficult comparison because we are working with small numbers. While it appears there are 6 students in the sample it is in fact 2 students counted 3 times (once for each of the following Cross Country, Indoor Track, and Outdoor Track). A third student recorded only ACT scores and, therefore, does not factor into the calculations. On average the test scores from this group are lower than the all-student scores. However, this group had a higher average GPA which placed them in the acceptable admissions criteria.

2006/2007 Women's Basketball. The SAT scores for this group may be lower than their cohorts. However, when evaluated individually, the individual with the lowest SAT score had the highest core GPA which happens to be well above the average for all students. Again, it is important to note each individual exceeded the minimum entrance requirements as posted in the University catalogue.

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 that may be used when students are not automatically admitted because they do not meet the institution's published entrance requirements.

If a student is denied admissions through the normal admissions process, there are two separate processes that this student may participate in to gain admissions. These two processes are a review by the Disabled Student Admissions Committee and an Appeal for admissions to the Faculty Admissions Committee. Each is described below:

1. Students who seek admissions with the acknowledgment of a disability are reviewed by the Disabled Student Admissions committee. After being reviewed by the Office of Admissions and being determined inadmissible, the student's file is forwarded to the Disabled Student Resource Center (DSRC) and they are contacted and asked to provide official documentation of their disability. This documentation must be current (no more than 3 years old) and submitted to the DSRC. Once received, the information is reviewed and then the committee meets to make an admissions decision. Athletics does not have a representative on this committee.

2. Students who are denied admissions are allowed to appeal that decision in writing to the Faculty Admissions Committee. The FAC meets monthly and during these meetings reviews appeals and makes related decisions. Athletics does not have a representative on this committee.
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 State of Florida requires that all admission information be reported on an annual basis and this includes any special admissions exceptions. There were no student student-athletes admitted to the University of North Florida for the three most recent years under an admissions exception.

The University of North Florida has operated with a "no exceptions" policy for athletics in the past and this is reflected by these data. However, with the move to Division I, the university administration is reviewing and seeking to implement a plan for some limited flexibility in admission requirements in the future.

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 name(s) [including title(s)] of who has ultimate responsibility in determining student-athletes' initial and transfer eligibility.

The Athletic Certification Committee includes the following individuals:

Dr. Mary Borg, Faculty Athletics Representative (FAR), Chair of the Committee
Ms. Michelle Bronner, Director of Compliance
Ms. Vicky Buonomo Lane, Registrar
Mr. Wesley Maas, Assistant Athletic Director for Academic Support Services
Ms. Janice Nowak, Director of Enrollment Services
Mr. Paul Schreier, Representative from the Academic Center for Excellence (ACE, professional advisors)
Ms. Kathy Weglicki, Compliance Coordinator for Enrollment Services (CCES)
Mr. John Yancey, Director of Admissions

The Athletic Certification Committee is responsible for verifying initial eligibility status at the University of North Florida. However, Dr. Mary Borg, FAR, has ultimate certifying responsibilities.

The following are the steps to verify initial eligibility status:

Step 1

An incoming freshman's initial eligibility status is monitored by the sport's coaching staff throughout the recruiting process. This is done in concert with the Compliance Office. Prior to a student athlete's arrival on campus the Compliance Office will coordinate efforts to provide each coaching staff regular Eligibility Center and admissions updates. The following procedure is used to monitor an incoming freshman's initial eligibility:

1) The Assistant Athletic Director for Academic Support Services creates a spreadsheet that lists all incoming freshmen student-athletes. This spreadsheet is used by the Admissions, Compliance and Academic Support Offices to monitor initial eligibility.
2) The Admissions Office indicates admissions status as well as any missing items necessary for full clearance on the spreadsheet.
3) The Compliance Office monitors the NCAA Eligibility Center website for information updates and places that information in the spreadsheet.
4) On a weekly basis the information from the spreadsheet is shared with the appropriate coaching staff in the form of an update that indicates any missing documents or potential issues.
5) The coaching staff communicates this information to the student-athlete.

Step 2

In preparation for the institutional certification process the compliance office, in conjunction with the assistant athletic director for academic support services, begins the initial eligibility certification process by reviewing the following information on all incoming First Time In College student-athletes:
1) The student has been deemed a qualifier/cleared by the NCAA Eligibility Center.
2) The 48-C Eligibility Center document is printed to verify status.
3) All required documents have been submitted to UNF Enrollment Services (application fee, final high school transcripts, official standardized test scores, etc.)

Step 3

All the information is presented to the Athletic Certification Committee whose members verify the previous steps in this process. This is done in a timely fashion so that all student-athletes on team rosters who meet certification requirements for initial eligibility can be certified prior to their first competition.

Step 4

Upon approval from the Athletic Certification Committee Eligibility, checklists and squadlists are signed by members of the Athletic Certification Committee as well as the Head Coach and Director of Athletics. Once all signatures are complete and prior to the first competition the eligibility checklist and squadlist are submitted to the Atlantic Sun Conference Office. The Certification Committee is responsible for verifying transfer eligibility status at UNF; however the FAR has the ultimate certifying responsibility. The following are the steps to verify transfer eligibility:

Step 1

The Office of Enrollment Services Processing is responsible for processing all transfer student admissions applications, as well as evaluating and admitting all transfer students, which is handled by a transfer evaluation team. The transfer-student application and admissions process is the same for all prospective transfer students, with no difference in process or criteria for student-athletes. The transfer evaluation team determines admissibility to the University based on official transcripts and completes an official transfer credit evaluation. The transfer evaluator determines which courses the University will accept, as well as a transfer grade point average.

Step 2

The Director of Compliance, along with the Assistant Athletic Director for Academic Support Services, gathers information necessary for certification of all transfer student-athletes. This includes:

1) Whether the student-athlete is transferring from a two-year or four-year institution
2) Whether the student-athlete has been deemed a qualifier by the NCAA Eligibility Center
3) The student-athlete's initial semester of full-time enrollment
4) How many full-time semesters the student has attended
5) Whether the student-athlete received a "release" from a previous institution (if applicable)
6) Whether the previous institutions attended verified in writing the use of seasons of competition and athletic aid

Step 3

The Assistant Athletic Director for Academic Support Services provides a list of incoming transfer student-athletes to the professional advisors housed in academic units with responsibility for advising all students in their respective colleges. The list will include desired major for each student-athlete and, once an official transfer evaluation has been done by admissions, the professional advisor will:

1) Determine what transfer coursework fulfills major requirements.
2) Determine how many applicable semester hours the student-athlete earned in the past semester

Step 4

Following the regulations contained in NCAA bylaw 14.5 (Transfer Regulations), the Compliance Office will verify if the student-athlete:
1) Is eligible for practice, financial aid, and/or competition.
2) Was eligible at the previous 4-year institution, or if the student-athlete is using the one time transfer exception or other exceptions (if applicable).
3) Verify admissions clearance

Step 5

Using the information gathered in Step 3 the Compliance Office verifies the percentage of the degree completed.

Step 6
All the information is presented to the Athletic Certification Committee whose members verify the previous steps in this process. This is done in a timely fashion so that all student-athletes on team rosters who meet certification requirements for initial eligibility can be certified prior to their first competition.

Step 7

Upon approval from the Athletic Certification Committee eligibility checklists and squadlists are signed by members of the Athletic Certification Committee as well as the Head Coach and Director of Athletics. Once all signatures are complete and prior to the first competition the eligibility checklist and squadlist are submitted to the Atlantic Sun Conference Office.

9. List the step-by-step sequence of actions taken by particular individuals on your institution's campus to certify student-athletes' continuing eligibility. Provide name(s) [including title(s)] of who has ultimate responsibility in determining student-athlete's continuing eligibility.

The Athletic Certification Committee includes the following individuals:

Dr. Mary Borg, Faculty Athletics Representative (FAR), Chair of the Committee
Ms. Michelle Bronner, Director of Compliance
Ms. Vicky Buonomo Lane, Registrar
Mr. Wesley Maas, Assistant Athletic Director for Academic Support Services
Ms. Janice Nowak, Director of Enrollment Services
Mr. Paul Schreier, Representative from the Academic Center for Excellence (ACE, professional advisors)
Ms. Kathy Weglicki, Compliance Coordinator for Enrollment Services (CCES)
Mr. John Yancey, Director of Admissions

The eligibility of continuing student-athletes is evaluated and certified each year prior to the fall semester and each semester thereafter. The Athletic Certification Committee is responsible for verifying continuing eligibility status at the University of North Florida. However, Dr. Mary Borg, FAR, has ultimate certifying responsibilities. The following are the steps to verify initial eligibility status:

Step 1

The Director of Compliance, along with the Assistant Athletic Director for Academic Support Services, begins the continuing eligibility certification process by reviewing the following information:

1) Whether the student-athlete is a full time UNF student
2) Whether the student's current UNF cumulative grade point average is above a 2.0
3) The student's first semester of full time enrollment
4) The number of semesters of attendance the student has completed

Step 2

Professional advisors review the following information through BANNER self service:

1) Degree applicable hours: each advisor reviews the coursework of the continuing students and determines whether or not it fulfills requirements for the degree program in which student is enrolled.
2) Verifies that the information on the student screen is accurate for degree sought.

Step 3

The Assistant Athletic Director for Academic Support Services prints summary sheets from BANNER self service that reflect advisors review. This information, as well as any other supporting documentation (transcripts), is reviewed by the Director of Compliance and the Assistant Athletic Director for Academic Support Services to determine whether or not the student meets:

1) Satisfactory progress as required by the NCAA and UNF.
2) Percentage of Degree completion
3) GPA requirement
4) Credit Hour Requirement

Step 4
All of the documentation from Step 3 is presented to the Athletic Certification Committee for review. The committee verifies documentation for each student-athlete and upon their review renders an eligibility decision.

Step 5

For those students who reach eligibility milestones at mid-year (i.e. 5, 7, 9 semesters of full time enrollment), eligibility must be certified at the completion of the fall semester. This will be done using the process indicated in steps 1 through 4. In addition, all other students will be certified at mid-year to ensure they have met the credit hour and grade point average requirements.

Step 6

Upon approval from the Athletic Certification Committee eligibility checklists and squadlists are signed by members of the Athletic Certification Committee as well as the Head Coach and Director of Athletics. Once all signatures are complete and prior to the first competition the eligibility checklist and squadlist are submitted to the Atlantic Sun Conference Office.

10. Review the six-year 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 the six-year 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 six-year 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.

<table>
<thead>
<tr>
<th></th>
<th>1998</th>
<th>1999</th>
<th>2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT-ATHLETES</td>
<td>60%</td>
<td>65%</td>
<td>61%</td>
</tr>
<tr>
<td>ALL STUDENTS</td>
<td>46%</td>
<td>46%</td>
<td>47%</td>
</tr>
</tbody>
</table>

The analysis of graduation rates examines the 1998, 1999, 2000 freshmen cohorts. Overall, the graduation rate for all student-athletes (60% for 1998, 65% for 1999, 61% for 2000) is significantly higher than the graduation rate for students generally (46% for 1998, 46% for 1999, 47% for 2000) for all three years (by an average of 15%).

Due to the small number of student-athletes receiving aid, the analysis by race/ethnicity and sport groups is largely meaningless since most rates are based on single digit numbers (5 or less). The rates fluctuate widely by group.

The only racial/ethnic group that has a sufficient number of cases on which to calculate reliable graduation rates is white student-athletes. This group's graduation rate (61% for 1998, 74% for 1999, and 61% for 2000) exceeds the graduation rate of all other non-student-athlete racial/ethnic groups. The only sport team group for which meaningful comparisons can be made is "Women's other sports" (greater than 10). For all three years, the women student-athletes in "Women's Other Sports" have a higher graduation rate (67% for 1998, 75% for 1999, and 68% for 2000) than the general female student population.

<table>
<thead>
<tr>
<th></th>
<th>1998</th>
<th>1999</th>
<th>2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>WOMEN STUDENT-ATHLETES</td>
<td>65%</td>
<td>71%</td>
<td></td>
</tr>
<tr>
<td>ALL WOMEN</td>
<td>50%</td>
<td>52%</td>
<td>49%</td>
</tr>
</tbody>
</table>

An analysis by gender reveals that women student-athletes do much better than their female counterparts in the general student population for all three years.

<table>
<thead>
<tr>
<th></th>
<th>1998</th>
<th>1999</th>
<th>2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEN STUDENT-ATHLETES</td>
<td>50%</td>
<td>67%</td>
<td>43%</td>
</tr>
<tr>
<td>ALL MEN</td>
<td>45%</td>
<td>45%</td>
<td>39%</td>
</tr>
</tbody>
</table>

Male student-athletes exceed the graduation rate of their male counterparts in the general student population for all three years.
While there is no detectable pattern or trend that signals either a decline in student-athlete graduation rates over time or in relation to the general student population, UNF is committed to improving the six-year graduation rates for all students. For this reason the university is developing Academic Roadmaps for each academic program that guide students toward completion of their academic program and also serve to monitor student progress. When students are identified as falling off-track, advisors will contact the students and provide the necessary guidance and assistance. UNF is also restructuring its advising system to better provide both professional advising services and faculty mentoring. Together, these modifications to the student support infrastructure should enhance graduation rates for both student-athletes and the student population generally.

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.

The UNF Student Handbook contains information about registration, the UNF withdrawal policy, grading system, attendance requirements, absences or unsatisfactory work, student classifications, academic honors, grade forgiveness, academic standing and readmission. The handbook is distributed at orientation to each new student and describes offices that provide services related to these academic policies, such as the Academic Center for Excellence (ACE), the Disability Resource Center (DRC), OneStop Student Services, Enrollment Services, etc.

Registration policies contain the definition of full-time enrollment and associated deadlines and procedures for enrollment in classes.

Professional Advisors for student-athletes are designated for student-athlete use. The withdrawal policy indicates the procedures and deadline for withdrawal and the withdrawal appeal process. The Summer Enrollment policy is addressed to note the State University System of Florida requirement for nine (9) earned summer hours at UNF prior to graduation. The grading system defines the plus-minus grading system used at UNF.

The Athletic Department policy on attendance defines expectations for class participation and exemptions for university sanctioned events, including sanctioned athletic participation. Student classifications define academic levels by number of hours earned and by type of enrollment.

The grade forgiveness policy is explained and appropriate deadlines are listed. The Assistant Athletic Director for Academic Support Services uses a section of the Student-Athlete Handbook to include information on Academic Policies and Procedures. This section describes issues student-athletes should consider since eligibility is often affected by changes in enrollment, changes in major or minors, or academic performance.

Specific academic policies found in the Student-Athlete Handbook include:

The Athletic Department policy on class attendance defines expectations for mandatory class attendance except for athletic travel and/or legitimate emergencies. There is a mandatory student-athlete hold placed on all student-athletes after the first week of class by the Assistant Athletic Director for Academic Support Services. This hold will be in place until the day after the last day to withdraw from a course based upon the UNF academic calendar.

The reason for the student-athlete hold is to assure that no student-athlete can withdraw until the minimum required hours as mandated by the NCAA without meeting with the Assistant Athletic Director for Academic Support Services.

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

In order to monitor class attendance the Assistant Athletic Director for Academic Support Services uses the following tools:

Mid-Term grade checks. Each student-athlete is required to have their professors complete a midterm grade check. There is a section used to determine class attendance through the mid-term point. The Assistant Athletic Director for Academic Support Services follows up on any attendance concerns.

Travel letters. Student-athletes are given letters at the beginning of each term detailing scheduled travel days. Student-athletes are required to give the travel letters to their professors at the first class meeting, have them signed and returned to indicate the professors knowledge of and concern or acceptance of the days of absence for the term. If concerns exist that cannot be reconciled easily, the student-athlete’s schedule
is altered to eliminate potential academic progress issues.

The Athletic Department also monitors missed class days each semester. Travel schedules are subsequently modified to reduce excessive missed class time. A report of missed class time by sport is shared with the Intercollegiate Athletic Committee annually.

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

To date, there has not been an issue concerning missed class time so significant that the institution has felt the need to address it generally. As such, there is no specific departmental or institutional policy that addresses missed class time. While this is not a University wide issue, some faculty on an individual basis do have issues with missed class time for student-athletes in specific classes.

The University’s Intercollegiate Athletic Committee as well as the Athletic Department’s Scheduling Committee review competitive and practice schedules annually. Where questions exist the Intercollegiate Athletic Committee has asked for feedback from the Athletic Department on the topic of missed class time (i.e. travel schedules). Each semester they review the number of missed classes per team including travel days. For spring 2008, Men's Golf will miss the most class days (15 total) based on their schedule.

However, those are evenly distributed with 6 apiece for Tuesday/Thursday and Monday/Wednesday classes. Men's Golf is a unique situation as they rarely have a tournament that is played on a weekend due to facility scheduling issues—including our own tournament (Sunday-Tuesday). On the other hand, Monday/Wednesday track only miss Friday classes. The remaining spring sports (Baseball, Softball, Men's/Wednesday Tennis) miss between 9-11 class days with at least a third of these being on Fridays. Most student-athletes routinely try to avoid scheduling Friday classes for this reason.

Several years ago, the University’s class attendance policy for all students was modified to state that, “instructors must allow each student who is absent due to a university sponsored activity the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.” However, the policy went on to state that “in special cases the instructor may establish specific attendance requirements in addition to those covered by this policy and that these requirements must be published in the course syllabus and disseminated at the first class meeting.” This potential conflict is currently on the agenda for the Intercollegiate Athletic Committee this spring due to their concerns for student-athletes being unfairly penalized for class absences under this provision.

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, athletics department staff members and institutional staff members.

The Athletic Department’s policies and procedures for the scheduling of athletic competitions and practices are contained in the department manual that is distributed to every staff member and reviewed and updated as needed.

The primary focus of these is that class absences are to be kept to a minimum where possible and that pro-active communication is needed to reduce the negative impact of such necessary absences. These policies and procedures are regularly reviewed with coaches and staff members at monthly staff/coaches meetings along with pertinent compliance related issues. In addition, email is used to remind coaches/staff of these policies in a timely manner as they pertain to specific situations including University calendars and exam schedules.

Coaches are required to provide travel schedules (missed class time) to the Assistant Athletic Director for Academic Support Services several weeks prior to the start of each semester to ensure that “travel letters” are prepared and ready for distribution prior to the first day of classes. Travel letters are prepared in duplicate so that the student-athlete returns a signed copy back to his/her coach and the Assistant Athletic Director for Academic Support Services identifying any class absence issues during the add/drop period. This allows the student-athlete to re-arrange the class schedule to reduce class absences due to travel conflicts. Student-athletes are informed of these same policies and procedures through their student-athlete handbook that is distributed and reviewed every fall at mandatory compliance meetings. Student athletes are also required to hand deliver the travel letters to each of their professors on the first day of class and then return the signed form to their coach. This facilitates early identification of serious class absence conflicts in time to make corrections.
The Assistant Vice President for Undergraduate Studies will sign the travel letters along with the Assistant Athletic Director for Academic Support Services providing institutional support for the process and its importance to the academic success of the student-athletes.

In addition, the Faculty Athletic Representative makes regular presentations to the Faculty Association about athletics and included in these is an explanation of this important process. When needed, e-mail updates on travel changes and conflicts are forwarded to appropriate faculty by the Assistant Athletic Director for Academic Support Services.

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 institutions 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 No**
<table>
<thead>
<tr>
<th>Elements</th>
<th>Goals</th>
<th>Steps to Achieve Goals</th>
<th>Individuals/Officers Responsible for Implementation</th>
<th>Specific Timetable for Completing the Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issues in the Self-Study</td>
<td>Measurable Goals</td>
<td>Put mechanisms in place to conduct review of all schedules.</td>
<td>FAR, IAC, Assistant Athletic Director for Academic Support Services</td>
<td>May 2009 with annual reviews.</td>
</tr>
<tr>
<td>Written policies and procedures regarding scheduling and missed class time is inconsistent and not clear. While schedules undergo some review the entire process needs to be updated and put in writing. (2.1.12/13/14)</td>
<td></td>
<td>Have FAR research policies at other institutions and then write new policy. Have it reviewed by IAC.</td>
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<td></td>
</tr>
</tbody>
</table>
Operating Principle

2.2 Academic Support

Self-Study Items

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

Not applicable as UNF did not participate in the first cycle of certification.

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.

Not applicable as UNF did not participate in the first cycle of certification.

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

Not applicable as UNF did not participate in the first cycle of certification.

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).

Student-athlete advising is the responsibility of academic advisors in the University's professional advising offices. The Academic Center for Excellence (ACE) advises all freshmen and sophomore students. The Honors Program provides advising for students fully admitted into the Honors Program. Each of the five (5) colleges have professional advising offices which provide advising for all junior and senior students within their college.

As part of their advising load, select academic advisors also have responsibility for working with student-athletes. Each of the advising offices reports directly or through their college or unit to the Office of Academic Affairs.

UNF offers a plethora of programs designed to facilitate and enhance student success. Many programs provide fundamental academic skill building while others provide access to an array of academic support services.

The following academic support programs are available to all students including student-athletes unless otherwise noted:

- College Success Skills courses focusing on areas of student need which include time management, textbook reading, effective note taking, study habits, test anxiety, learning styles, essay writing, and stress management. Additional topics are added as necessary.
- The Early Warning Program. Faculty refer underperforming students through an online system to academic advisors in the Academic Center for Excellence (ACE).
By alerting advising staff to students in academic distress early in the semester advisors are able to intervene with the student to determine areas of concern and provide appropriate assistance and/or connect students to additional support resources if necessary.

-Mid-term grade reports for all freshmen alert ACE advising staff to students who are not earning at least a "C" grade in coursework. Advising staff intervenes with the student to determine why the student is not being successful and identifies alternatives, options and behavior changes to increase the student's opportunity to be successful.

-ACE offers a full complement of peer tutoring in a variety of subject areas with an emphasis on writing, math and science. Review sessions for selected courses and individual classroom assistance with writing as coordinated with interested faculty.

-All new freshmen have the opportunity to register for Freshman Interest Groups (FIG's). These thematically linked courses provide students with the opportunity to connect with faculty in a small class setting, to interact with other students in the class, and to be exposed to interdisciplinary connections between their general education courses.

-ACE and Career Services collaborate on yearly programming to offer undecided students with a variety of opportunities to learn about majors and careers through coursework, special events, publications and the web.

-The Division of Student Affairs provides a full complement of offices designed to assist students with various personal and social needs which could negatively affect their academic performance. These offices include: Career Services, Child Development Research Center, Counseling Center, Disability Resource Center, English Language Program, Health Promotion, Housing Operations, International Center, Intercultural Center for PEACE, LGBT Resource Center, Medical Compliance, Residence Life, Student Conduct, Student Life, Student Medical Services, Student Ombudsman, University Police, and the Woman's Center.

The UNF Athletic Academic Support Program offers a myriad of academic support possibilities to help enhance the student-athlete experience. The academic support programs are made available to all sports programs equally. In addition, some teams augment these programs with stricter standards and closer coach mandated monitoring. It is up to the Head Coach to decide if these support areas will be utilized within their team. The following is a listing of programs made available:

- Study Hall
- Weekly mentoring sessions
- Weekly, Bi-Weekly and Mid-Term grade checks
- At Risk Student-Athlete System. The purpose of the At Risk Student-Athlete System is to develop a systematic approach to identify and track the academic level and progress of student-athletes and to provide the support necessary to ensure initial and continuing academic success and eventually graduation. It is used to establish a progression towards independence from ACE Developmental Advising support and to help the students become independent learners. The At Risk Student-Athlete System assigns the students into categories (Green, Yellow or Red) based upon the following information:
  - High School Core or Transfer GPA
  - Standardized Test Score (SAT/ACT)
  - University Admissions Deficiencies
  - Initial Eligibility Status/Admissions Status (Provisional Admit, APP, etc)
  - Documented Learning Disabilities
  - Pertinent Information from Coaches/Administration
  - ACE Developmental Advisor input

The Assistant Athletic Director for Academic Support reports to the Senior Associate Athletic Director. The Assistant Athletic Director for Academic Support Services works cooperatively on all these programs with senior staff members in ACE and select upper level advisors.

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).

   Freshmen student-athletes are invited to participate in developmental advising services which include regular, weekly meetings with an academic advisor in ACE throughout their first year. These meetings are designed to work on time management, study habits, prioritizing, organizing, goal setting, resource awareness and overall adjusting to college. In addition, these meetings reinforce positive academic behaviors while offering timely assistance to students in need. The developmental advising program is limited to incoming freshmen student-athletes, and additional select populations deemed to be at-risk.

   Junior and senior year academic advising for student-athletes is provided through centralized professional advisement offices established in each of UNF’s five colleges: Arts and Sciences; Education and Human Services; Coggin College of Business; Computing, Engineering and Construction; and Brooks College of Health. Lower division Honors Program students are advised by an honors advisor. In each area student-athletes meet with selected academic advisors who are tasked with providing academic advising services to student-athletes.

   All advisors assist student-athletes with academic goal setting, course selection and registration, major and minor selection, degree evaluation review and discussion of career goals. UNF student-athletes are among the select group of students who receive priority registration for the fall and spring semesters and are encouraged to register on their scheduled appointment time.

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

   Developmental advising services in the ACE office are only offered to students identified as “at-risk” and, in addition to freshmen student-athletes will include special summer program students, students on certain scholarships, first generation college students and students on academic probation. Advising services for sophomore, junior and senior student-athletes are the same as the advising services available to all UNF students.

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

   1. ACE advisors regularly meet with incoming freshmen recruits and their families
   2. ACE advisors attend Student-Athlete Orientation and share information
   3. ACE emails all First Time In College students on athletic rosters to initiate contact and share information
   4. Participating coaches will inform their students at team meetings
   5. Admission letters request students meet with their advising office prior to registration for the first term.
   6. New student-athletes attend the University’s new student-athlete orientation program.

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

   Academic advising participates in ongoing review and evaluations. Since all of the advising units either directly or indirectly report to Academic Affairs all of the service review is conducted outside of Athletics.

   ACE reviews semester performance of all developmental program students in areas of grade point average, credits completed, withdrawals, coursed failed and academic standing. This information is compared to their level of participation. Student feedback is also solicited at the end of each semester.

   ACE analyzes the data to look for patterns in an individual semester as well as against previous program years. Information gathered each year is used in program evaluation and influences changes in program structure, goals and expectations for the upcoming years.
e. The mechanism for periodic approval of these services by academic authorities outside athletics.

Although advising and Athletics collaborate on how best to effectively meet student-athlete needs, the approval of services rests solely on the academic side of the institution.

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 Academic Center for Excellence (ACE) provides subject area tutors in a variety of disciplines to all students and student-athletes. Students are able to schedule one-on-one appointments with a writing tutor and all other subjects are provided on a walk-in basis. Subject-specific tutors are screened and trained by full-time ACE staff with input on student mastery of content supplied by faculty department chairs. Training occurs prior to the start of each semester with on-going training on a monthly basis as well as supervisory evaluations.

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

Students must be currently enrolled in order to utilize the tutoring services.

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

1. ACE advisors attend Student-Athlete Orientation and share information
2. ACE emails all students on First Time In College rosters to initiate contact and share information
3. Participating coaches will inform their students at team meetings
4. Admission letters request students meet with their advising office prior to registration for the first term.
5. Email updates from Athletics
6. Referrals from the Assistant Athletic Director for Academic Support Services

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

ACE participates in ongoing review and evaluation of its tutoring services through student evaluations, tutor surveys and faculty feedback.

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

Specific goals related to tutoring services are reviewed on a yearly basis within the ACE office and Enrollment Services. This feedback is helpful in making decisions about future changes or modifications to services. These decisions are made in the ACE office with final approval from Enrollment Services.

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

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

The Academic Center for Excellence (ACE) provides College Success Skills courses designed to enhance and increase student success in college through education and instruction of effective study habits and techniques for all UNF students. Topics include but are not limited to: Effective Note Taking, Essay Writing, Time Management, Math Anxiety, Test Anxiety, Memory Tips, Reading Strategies and Strategies for the Successful College Student.
b. Any policies that govern which students can use these services.

These academic support workshops are open and available to all UNF students including student-athletes.

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

1. ACE advisors attend Student-Athlete Orientation and share information
2. ACE emails all students on First Time In College rosters to initiate contact and share information
3. Participating coaches will inform their students at team meetings
4. Email updates from Athletics
5. Referrals from Assistant Athletic Director for Academic Support Services

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

ACE participates in ongoing review and evaluation of its academic support programs through student evaluations, staff and faculty feedback.

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

Specific goals related to Success Skills workshops are reviewed on a yearly basis within the ACE office and Enrollment Services. This feedback is helpful in making decisions about future changes or modifications to services. These decisions are made in the ACE office with final approval from Enrollment Services.

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

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

The Department of Athletics sponsors an organized study program that was initiated for the first time with the 2007-2008 academic year. Nightly study hall is offered in a designated area of the UNF Library. Coaches have the option of sending any student-athlete to study hall weekly, Monday through Thursday nights, 6:00-8:00pm. Study hall is objective-based in which all student-athletes must present the monitor with the work to be done that evening. At the conclusion of study hall, each student-athlete must again present the projects or information they worked on in order to receive credit for their time. Review and evaluation will occur at the conclusion of the 2007-2008 academic year.

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

There is currently no universal policy regarding study hall. It is the coaches discretion who attends and for how many hours.

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

Information regarding study hall is relayed to student-athletes through their coaching staff.

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

Study hall was conducted for the first time in 2007-2008. Therefore, no formal review has been conducted. There is a need to create a written plan for review and evaluation of this program.

e. The mechanism for periodic approval of these services by academic authorities outside athletics.
The Assistant Athletic Director for Academic Support Services works in cooperation with the Dean of the Library regarding the Athletic Department study hall program.

5. **Freshman/transfer orientation** Availability, attendance requirements.
   
   a. The specific academic support services offered to student-athletes (if any).

   All incoming freshmen are required to attend Freshman Orientation. Orientation occurs throughout the summer for incoming summer and fall freshmen students. Freshmen orientation includes academic advising and course registration. Every effort is made to match incoming student-athletes with their assigned student-athlete advisor at orientation.

   Transfer Orientation is offered each semester and is strongly recommended but it is not mandatory that students attend. All incoming transfer students are required to meet with their academic advisor in their college advising office within their first semester of enrollment.

   In addition, the Athletic Department conducts a mandatory new student-athlete orientation during the Week of Welcome sponsored by the University. This orientation provides sessions that address such issues as adjustment, understanding academic requirements and integrity, internet social communities, university conduct, understanding financial aid, accessing the university's computer system, and the initial meeting with the ACE Advisors.

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

   All First Time In College students are required to attend orientation and this includes student-athletes. Transfer Orientation is open to all incoming transfer students and this includes transfer student-athletes.

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

   The UNF Admissions Office is responsible for coordinating UNF's Orientation programs. The Orientation staff communicates with admitted students through letter and email notifying them of upcoming orientation dates and events. This is communicated to all incoming UNF students and includes student-athletes. Coaches inform all new student athletes.

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

   The Orientation office participates in ongoing review and evaluation of orientation activities through student and parent evaluations, orientation team leader, faculty and staff feedback. Most presentations at the Athletic Department New Student-Athlete Orientation are conducted by staff outside Athletics. Their feedback is solicited to make improvements.

   Approval for the Athletic Department Orientation lies with the Athletic Department based on feedback from student-athletes and staff.

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

   Specific goals related to orientation activities are reviewed on a yearly basis within the Admissions Office and Enrollment Services. This feedback is helpful in making decisions about future changes or modifications to services. These decisions are made in the Admissions Office with final approval from Enrollment Services.

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

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

   Grade checks:
Grade checks are conducted by the Assistant Athletic Director for Academic Support for any student-athletes deemed at risk or upon coaches request. Grade checks are conducted for designated student-athletes weekly or bi-weekly as requested by the coaching staff.

Mid-Term Grade Reports:
Mid-term grade reports are generated each semester. It is the coaches' responsibility to ensure each student-athlete provides the grade reports to their professors and subsequently collects and returns the completed forms.

The athletic academic staff will review the reports and meet with coaches to develop an academic improvement plan where necessary.

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

Grade reports are conducted only at the request of the coaches. Mid-term grade checks are mandatory for all student-athletes.

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

Initially, student-athletes are made aware of the academic checks through the student athlete handbook. If grade checks become mandatory for a student-athlete, the student is updated by the designated coach in their sport. All student-athletes are briefed on mid-term grade checks via e-mail by the Assistant Athletic Director for Academic Support Services during each term.

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

A summary of all reports are given to the Athletic Department Administrative Staff to be reviewed at the end of every semester. A brief summary of the report is detailed and distributed to the following offices or groups:
- The Faculty Athletic Representative
- The Intercollegiate Athletic Committee

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

The Assistant Athletic Director for Academic Support Services reports to appropriate academic department directors, especially the Intercollegiate Athletic Committee, on a term by term basis.

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).

Student-athletes with learning disabilities are eligible to register with the UNF Disability Resource Center (DRC), and follow registration procedures outlined for UNF students. The Athletic Advisor and the Director of the DRC frequently collaborate to (a) ensure that student-athletes with disabilities have accurate directions for registration with the DRC, (b) student-athletes have current (within 3 years) documentation records that describe their disabilities, (c) documentation records that recommend accommodations and academic adjustments that are warranted based on their disabilities, (d) the documentation is completed by a licensed professional.

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

According to documentation guidelines offered by AHEAD(2004), "Disability documentation for the purpose of providing accommodations must both establish disability and provide adequate information on the functional impact of the disability so that effective accommodations can be identified" (p.2).
The Disability Resource Center (DRC) at UNF offers a wide variety of legally mandated services to students with documented disabilities. After reviewing documentation and conducting an Intake Interview, a member of the DRC Team will assist in determining appropriate academic services and accommodations based on your unique needs in an academic setting.

At the University level, students have the right not to be identified as disabled. For this reason, if a student with a disability would like to request academic accommodations, he/she takes the responsibility of contacting the DRC. In order for the DRC to assist the student with academic accommodations, the student must provide written documentation of the disability from a diagnosing and licensed professional.

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

Disability Resource Center information is relayed to the student-athletes in several ways:
- The student handbook
- Through team meetings with the student-athletes, the coaching staff, and the Assistant Athletic Director for Academic Support Services present.
- Through individual mentoring meetings with the Assistant Athletic Director for Academic Support Services if applicable.

If a student elects to disclose a disability on his/her application, the DRC office sends information about registration with the DRC to the student. This information is described on the DRC website, brochures, student/parent handbook, and in personal visits the student may make to the DRC. During fall 2007, a suggested syllabus statement was passed by the UNF Faculty Association that describes the process of DRC registration. In addition, the DRC hosts a booth at UNF’s Open Houses.

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

The DRC incorporates the procedural guidelines suggested by the Association for Higher Education and Disabilities (AHEAD). The DRC analyzes data annually and uses this empirical evidence to inform practice and generate goals each year.

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

Student Affairs administration conducts yearly reviews of procedures, goals, and related data.

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 incoming freshmen must take the UNF Math Placement exam prior to attending Orientation. This test allows the ACE advisors to appropriately place students in their math courses. Students have an option of taking a foreign language placement exam in Spanish. Additional placement exams are not available to the student population at UNF at this time. Incoming freshmen student-athletes are included with the larger population.

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

Math testing is required for all First Time in College students unless they have college credit for a math course at the level of college algebra or higher. Language testing is based on individual need.

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

Incoming students are notified of the math placement exam requirement in their Orientation literature and web-site. Language placement is communicated through the advisors when appropriate situations arise.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years.
These services exist outside of the Athletics area and are evaluated on a yearly basis through the ACE and academic units.

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

The Office of Admissions in conjunction with the UNF Math Department and the Academic Center for Excellence reviews the cutoff scores and placement options at the end of each year and the Math Department determines if changes are necessary. Decisions regarding accessibility to placement tests during orientation are handled through the Admissions Office with input from ACE and the Math Department.

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

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

Mentoring is available to all freshman student-athletes. They are assigned to a specific developmental advisor in the Academic Center for Excellence. Freshmen student-athletes then have the opportunity to meet weekly with their advisor to review academic progress. Sophomore student-athletes remain assigned to their advisor and are encouraged to meet as needed.

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

Weekly mentoring meetings with the Assistant Athletic Director for Academic Support Services are based solely on coaching preference. All freshmen student-athletes are assigned to a specific advisor but individual coaches determine to what extent mentoring will be used.

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

Mentoring meetings with the Assistant Athletic Director for Academic Support Services are communicated to the student-athletes through team meetings with the student-athletes and the coaching staff.
-ACE advisors attend Student-Athlete Orientation and share information.
-ACE emails all students on First Time In College rosters to initiate contact and share information
-Participating coaches will inform their students at team meetings.
-Emails from Athletics.

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

The freshmen developmental advising services are reviewed within ACE on a regular basis. A summary of all reports are given to the Athletic Department Administrative Staff to be reviewed at the end of every semester. A brief summary of the report is distributed to the following offices or groups:
-The Faculty Athletic Representative
-The Intercollegiate Athletic Committee

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

Approval of developmental advising services rests within the ACE office and Enrollment Services with input from the Department of Athletics. The Assistant Athletic Director for Academic Support Services reports to appropriate academic department directors, especially the Intercollegiate Athletic Committee, on a term-by-term basis.

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

a. The specific academic support services offered to student-athletes (if any).
All freshmen and sophomore student-athletes are assigned to a developmental advisor who incorporates awareness of university resources into the program content. Within the Academic Center for Excellence, students can attend tutoring, participate in study skills programs, and work one-on-one with their advisor depending upon the area of need. Advisors are able to recommend other university services such as the Counseling Center, Career Center, or Disability Resource Center as needed. All at-risk student-athletes must participate in the following:

- Weekly mentor meetings with Assistant Athletic Director for Academic Support Services. These meetings can become bi-weekly depending on necessity. Meeting notes and documentation are forwarded to the head coach each week.
- 8 hours of mandatory study hall in the Athletic Department Study Hall program.
- Bi-weekly grade checks administered by the Assistant Athletic Director for Academic Support Services are submitted to the faculty at UNF.
- Attend a minimum of three study skills workshop administered through ACE during the first term on campus.
- Attend tutoring through ACE in any course where deficiencies are noted.
- Depending on need, at-risk student-athletes may be required to meet with the DRC for evaluation and determination of learning disabilities.

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

Tutoring and Study Skills workshops offered by ACE are available to all students. At-Risk student-athlete requirements are based solely on coaching preference.

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

ACE advisors attend Student-Athlete Orientation and share information. ACE emails all students on First Time in College rosters to initiate contact and share information. Participating coaches will inform their students at team meetings. At-risk student-athletes are made aware of their requirements by private meetings with the student-athlete in question, the coaching staff, and the Assistant Athletic Director for Academic Support Services.

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

The freshmen developmental advising program is reviewed and evaluated on a regular basis within the ACE office. A summary of all reports are given to the Athletic Department Administrative Staff to be reviewed at the end of every semester. A brief summary of the report is distributed to the following offices or groups:
- The Faculty Athletic Representative
- The Intercollegiate Athletic Committee

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

Changes to the developmental advising program are initiated in the ACE office with final approval from Enrollment Services.

The Assistant Athletic Director for Academic Support Services reports to appropriate academic department directors, especially the Intercollegiate Athletic Committee, on a term-by-term basis.

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

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

University of North Florida offers fifth-year aid to student-athletes who complete their eligibility and need additional hours to complete their first baccalaureate degree program. They may be eligible for "fifth-year aid." The period of award is for one term and only available to scholarship student-athletes.
Fifth-year aid is only to be awarded to student-athletes who are post-eligible (completed eligibility in their primary sport or injured and unable to participate in their fifth year). To be eligible student-athletes must have met satisfactory progress requirements the previous year.

Additional post-eligible athletic financial aid may be awarded at the discretion of the head coach. Student-athletes receiving fifth year aid are expected to provide approximately 8-10 hours of service to the athletic department during the semester they receive the optional funding.

The Assistant Athletic Director for Academic Support Services continues to provide academic support to post-eligible student-athletes. The Assistant Athletic Director for Academic Support Services supports student-athletes in their continued personal and academic growth, assists with career planning, and monitors UNF, NCAA and the Atlantic Sun Conference academic requirements.

The Assistant Athletic Director for Academic Support Services as well as identified program advisors are dedicated to the successful retention and graduation of student-athletes.

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

All post-eligibility student-athletes are eligible for these services.

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

- Mass E-mail (Compliance Assistant internet and/or MyWings portal)
- Flyers
- Student-Athlete Advisory Committee
- Student-Athlete Handbook
- Team meetings
- Coaches

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

As with all University of North Florida units that report to the President’s Office, the Athletic Department provides annual reports of frequency of use and accomplishments. The Assistant Athletic Director for Academic Support Services prepares and reviews an annual report of the activities and accomplishments and presents them to the Associate Director of Athletics/SWA.

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

The Senior Associate Athletic Director and Head Coaches, determines the decision for degree completion aid. The Athletic Department provides written reports to Intercollegiate Athletic Committee. The FAR reports this information to the President on a bi-annual basis.

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. [Please use the file upload link contained within this question on the athletics certification system (ACS) database to submit a copy of your most recent academic support services review.]

As this is UNF’s first NCAA Division-I Certification Self-Study, UNF has not previously conducted an academic support services review specifically for the services provided to student-athletes. In January 2006, the University consolidated its enrollment services including admissions, financial aid, academic records, registration and veteran's affairs into a single point of communication that is called One Stop.

The One Stop office is staffed by cross-trained professionals who assist all students, including student-athletes with these issues. Currently, UNF is restructuring its advising system to better provide both professional advising services and faculty mentoring. These modifications to the student support infrastructure should enhance graduation rates for both student-athletes and the student population generally.
To be in compliance with this Self-Study Measurable Standard, UNF will conduct its first outside review of the academic support services in academic year 2007-08, and every three years thereafter. The report will be submitted for review and approval to the full membership of the Intercollegiate Athletic Committee, the Assistant Vice-President for Undergraduate Studies, the Provost, the President and the NCAA.

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

At its meeting on Thursday, May 15, 2008, the President will charge the Intercollegiate Athletic Committee with responsibility for developing and implementing the academic support services review process. However, for the 2007-08 review, an ad hoc committee of the Intercollegiate Athletic Committee, with the addition of the Associate Provost for Institutional Effectiveness, will be appointed to accomplish the review and submit the report to the NCAA by September 15, 2008.

**Evaluation**

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

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

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

4. Does the institution demonstrate that the support services are approved and reviewed periodically by academic authorities outside the department of intercollegiate athletics? **Currently No**

5. Does the institution demonstrate that there is a commitment to the fair treatment of student-athletes, particularly in their academic role as students? **Currently Yes**
### Academic Integrity

<table>
<thead>
<tr>
<th>Elements</th>
<th>Goals</th>
<th>Steps</th>
<th>Individuals/Officers Responsible for Implementation</th>
<th>Specific Timetable for Completing the Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issues in the Self-Study</td>
<td>Measurable Goals</td>
<td>Achieve Goals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Currently there exists no mechanism to provide for three year review of academic support services by academic entities outside of Athletics. (2.2.5 all items in part e; 2.2.6; 2.2.7 Academic Support)</td>
<td>Conduct a review of Academic Support services. Ensure there are written procedures to indicate a standard format, timeline and procedures.</td>
<td>Charge the IAC as the responsible body to request and review the academic support services data. Forward review to the Provost and University President.</td>
<td>IAC Chair, Paul Harwood; FAR Mary Borg</td>
<td>Review shall be conducted prior to September 15, 2008. Procedures, timeline and standard format should be available by March 2009.</td>
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<tr>
<td>Inconsistent communication between advising and Athletics personnel regarding continuing eligibility. (2.2.5 Academic Support (Advising))</td>
<td>Concise summary of reviewed academic materials to be used for certification process.</td>
<td>Implement online certification process, policies and procedures. Implement ongoing meetings, trainings among athlete advisors. Create online site for materials and updates. Identify advisors to serve as liaisons between advising offices and Athletics Academic Support Services.</td>
<td>David Jaffee; Michelle Bronner; FAR Mary Borg</td>
<td>Begin August 2008</td>
</tr>
<tr>
<td>Student athlete confusion regarding their freshman assigned academic advisors role versus that of the Assistant Athletic Director for Academic Support Services. (2.2.5 Academic Support (Mentoring))</td>
<td>Evidence of this information in the Student athlete handbook and similar communication and training to the coaching staff.</td>
<td>Add these roles and their definition to the student athlete handbook, review them at the team meetings, and discuss and review the differences at Coaches meetings. Another proactive step is to invite athlete advisors to coaches meetings.</td>
<td>Assistant Athletic Director for Academic Support Services</td>
<td>Before Fall 2008</td>
</tr>
<tr>
<td>An evaluation of the current program and its effectiveness within the student athlete population. Determine an area in the athletic complex designated solely for the use of a student athlete study hall. (2.2.5 Study Hall)</td>
<td>Ensure proper evaluations are in place. Insure quality environment for study hall is secured and solely for student-athlete use.</td>
<td>To create an evaluation process for study hall based on feedback from, but not limited to: Study hall monitors, student athletes, coaches, etc. To work with the athletic administrative staff, as well as the facilities manager to procure a space designated for study hall in athletics.</td>
<td>Assistant Athletic Director for Academic Support Services</td>
<td>Have written procedures completed by January 2009. Conduct annual reviews.</td>
</tr>
<tr>
<td>Elements</td>
<td>Goals</td>
<td>Steps</td>
<td>Individuals/Officers Responsible for Implementation</td>
<td>Specific Timetable for Completing the Work</td>
</tr>
<tr>
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</tr>
<tr>
<td>Issues in the Self-Study</td>
<td>Measurable Goals</td>
<td>Steps to Achieve Goals</td>
<td>Assistant Athletic Director, Academic Support Services, Athletic Director, Chief of Staff, Athletic Department</td>
<td>May 2009 with continuous ongoing improvements</td>
</tr>
<tr>
<td>An evaluation of the current program and its effectiveness within the student athlete population. Especially in concern to reported grades from the mid-term reports and the final outcome at the end of the term, and grades not reported in those outcomes. Determine effective way of placing standards for accountability in regards to coach participation in the return of mid-term grade checks. (2.2.5 Mid-Term Grade Checks)</td>
<td>Ratios are incorporated into head coaches yearly evaluations by Athletic Director or Chief of Staff.</td>
<td>To create an evaluation process for Mid-Term Grade reporting based on feedback from, but not limited to: Faculty, Student Athletes, coaches, administrators in athletics, etc. To work with the athletic administrative staff to include mid-term grade report feedback in yearly evaluations for each head coach.</td>
<td></td>
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</tr>
<tr>
<td>An evaluation of the current program and its effectiveness within the student athlete population. Especially in concern to grade outcomes for each course, retention of student athletes in the program, and ability to remedy potential academic deficiencies. Determine effective way of placing standards for accountability in regards to coach participation in the Mentoring program in athletics. Mentoring Student-Athletes, Athletic Department (Not to be confused with Developmental Advising in A.C.E.)</td>
<td>Ensure proper evaluations are in place. Ensure mentoring evaluations and outcomes are incorporated into head coaches yearly evaluations by Athletic Director of Chief of Staff.</td>
<td>To create an evaluation process for mentoring program based on feedback from, but not limited to: Professional Advisors, Coaches, Student Athletes, Administrators in Athletics, etc. To work with the athletic administrative staff to include mentoring feedback in yearly evaluations for each head coach.</td>
<td></td>
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</tbody>
</table>
FOR FRESHMAN STUDENTS GENERALLY AND FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID

PART I-A: Standardized test Scores, by Gender

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Male Students</th>
<th>Male Student-Athletes</th>
<th>Female Students</th>
<th>Female Student-Athletes</th>
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<td>2006-2007</td>
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<td>1152</td>
<td>1083</td>
<td>16</td>
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<td>2005-2006</td>
<td>1090</td>
<td>1078</td>
<td>1081</td>
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<td>2004-2005</td>
<td>1081</td>
<td>1035</td>
<td>1097</td>
<td>22</td>
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</table>

Average Standardized Test Score

Name of person completing this chart: Peter Lowe
Title: Coordinator of Institutional Research
### FOR FRESHMAN STUDENTS GENERALLY AND FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID

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

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Am. Ind. / AN</th>
<th>Asian / PI</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>Other</th>
<th>Score</th>
<th># of Students</th>
<th>Score</th>
<th># of Students</th>
<th>Score</th>
<th># of Students</th>
<th>Score</th>
<th># of Students</th>
<th>Score</th>
<th># of Students</th>
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<tbody>
<tr>
<td>2005-2006</td>
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<td>9</td>
<td>1085</td>
<td>145</td>
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<td>241</td>
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<td>1858</td>
<td>1043</td>
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<td>2004-2005</td>
<td>1039</td>
<td>15</td>
<td>1083</td>
<td>105</td>
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<td>1093</td>
<td>19</td>
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**Average Standardized Test Score**

<table>
<thead>
<tr>
<th>Year</th>
<th>Score</th>
<th># of Students</th>
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<tr>
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<td>1042</td>
<td>15</td>
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<tr>
<td>2005-2006</td>
<td>1034</td>
<td>9</td>
</tr>
<tr>
<td>2004-2005</td>
<td>1039</td>
<td>15</td>
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**Racial or Ethnic Group - All Entering Freshman Student-Athletes on Aid**

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<thead>
<tr>
<th>Year</th>
<th>Am. Ind. / AN</th>
<th>Asian / PI</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>Other</th>
<th>Score</th>
<th># of Students</th>
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<td>2004-2005</td>
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<td>990</td>
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**Average Standardized Test Score**

<table>
<thead>
<tr>
<th>Year</th>
<th>Score</th>
<th># of Students</th>
</tr>
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<tbody>
<tr>
<td>2006-2007</td>
<td>1014</td>
<td>5</td>
</tr>
<tr>
<td>2005-2006</td>
<td>1009</td>
<td>7</td>
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<tr>
<td>2004-2005</td>
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</table>

Name of person completing this chart: Peter Lowe  
Title: Coordinator of Institutional Research
## FOR FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID

### PART II: GPA and Test Scores, by Sport Group

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Sport Group</th>
<th>Core GPA</th>
<th># of Students</th>
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<th># of Students</th>
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<tbody>
<tr>
<td></td>
<td>Football</td>
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<tr>
<td>2006-2007</td>
<td>Men's Basketball</td>
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<td>3.63</td>
<td>9</td>
<td>3.53</td>
<td>6</td>
<td>3.44</td>
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<tr>
<td>2004-2005</td>
<td>Men's Track/Cross Country</td>
<td>3.46</td>
<td>4</td>
<td>4.08</td>
<td>8</td>
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<td>Baseball</td>
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<tr>
<td>2006-2007</td>
<td>Men's Other Sports and Mixed Sports</td>
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<tr>
<td>2005-2006</td>
<td>Women's Basketball</td>
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<tr>
<td>2004-2005</td>
<td>Women's Track/Cross Country</td>
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<tr>
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<td>Women's Other Sports</td>
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</tbody>
</table>

Average Core Course GPA:
- 2006-2007: 3.53
- 2005-2006: 3.47
- 2004-2005: 3.41

Average Standardized Test Score:
- 2006-2007: 1043
- 2005-2006: 1086
- 2004-2005: 1140

Title: Coordinator of Institutional Research

Name of person completing this chart: Peter Lowe
### SPECIAL-ADMISSIONS INFORMATION

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

<table>
<thead>
<tr>
<th>Year</th>
<th>All Freshman Students</th>
<th>All Freshman Student-Athletes on Athletics Aid **</th>
<th>Sport Group (Freshman)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men’s Basketball</td>
<td>Football</td>
<td>Men’s Track/Cross Country</td>
</tr>
<tr>
<td>2006-2007</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
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<tr>
<td>2005-2006</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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<tr>
<td>2004-2005</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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Name of person completing this chart: Peter Lowe
Title: Coordinator of Institutional Research
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.

Not applicable as UNF did not participate in the first cycle of certification.

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.]

Not applicable as UNF did not participate in the first cycle of certification.

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.

Not applicable as UNF did not participate in the first cycle of certification.

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.

Pursuant to Florida statutes on Gender Equity in Intercollegiate Athletics (Ch.1006.71) and the Florida Educational Equity Act (FEEA) (Ch.1000.05) together with federal reporting requirements, the University reviews and reports its progress with respect to gender equity in athletics on a continuing basis. A Gender Equity Progress Report was required to be submitted annually by the University to the former Board of Regents. In the spring of 2005, the Gender Equity in Athletics Report, Rule 6A-19.004 and the Equity in Athletics Disclosure Act (EADA) were incorporated in the Florida Educational Equity Act (FEEA) Report. This Report is annually approved and submitted by the University and the Board of Trustees to the Office of the Chancellor. The University's Title IX Committee, the Title IX Coordinator, the University Intercollegiate Athletic Committee and the Faculty Athletics Committee independently review the University's progress with respect to gender equity and makes appropriate
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 EADA survey forms and worksheets for the three most recent academic years were reviewed and discussed. The University continues to be in compliance with Title IX by demonstrating a "history and continuing practice of program expansion for the underrepresented sex." In the fall of 2004, female enrollment was at 57.7% while the participation rate stood at 50.1%. In the fall of 2005, female participation rate increased to 56.5% while female enrollment remained virtually unchanged at 57.8%. In the fall of 2006, the participation rate remained at 56.0% while female enrollment remained at 57.4%. Other comparisons are noteworthy:

Athletic Scholarship Support has remained stable over the past three years at 59% female versus 41% male. The distribution of athletically related student-aid for females exceeds the undergraduate enrollment rate by almost two percentage points.

Total Operating Expenses (Gender Specific) decreased by one percentage point in fall 2006 to 51% female versus 49% male.

The number of Coaching Staff remained the same for male and female head coaches--6 and 7, respectively while the number of assistant coaches dropped from 15 to 9 for males from 2005 to 2006 and from 15 to 14 for females from 2005 to 2006.

The Recruiting budget allocations increased from 49% to 52% for females from 2005 to 2006 and decreased from 51% to 48% for males.

Team Travel Budget increased from $245,289 to $323,975 for females from 2006 to 2007 and from 208,898 to $249,831 for males in the same period.

Game Day Expenses (Other Than Travel) increased for both males and females from 2005 to 2006 with expenses for males at $73,602 versus expenses for females at $40,306. The significant increases for men's teams reflect the cost of doing business at the Division I level which primarily increased officiating costs.

It appears that there are very negligible differences between the support and opportunities provided to both male and female student-athletes at UNF.

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

   a. Describe how the institution has ensured a complete study of each of the 13 areas specifically during the time frame of the self-study process;

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

   a. Describe how the institution has ensured a complete study of each of the 13 areas.
The institution ensured a complete study of each of the program areas through the direct involvement of the Athletic Department staff members, including the Athletic Director, the Senior Associate Athletic Director/SWA, the Director of Compliance, Athletic Business Manager, and all of the coaches. The staff provided information and data on each sport that were reported to the Subcommittee on Equity and Student-Athlete Well-Being charged with reviewing and analyzing each program area. The Intercollegiate Athletic Committee and the SAAC were also involved in the review of information provided by the Subcommittee.

Information on current practices as well as a history of practice in the awarding of athletic scholarships is collected and reviewed annually in the preparation of several reports for the institution, state of Florida, Atlantic Sun Conference, NCAA, and the federal government. Among these are reports required by the Florida Educational Equity Act, the Equity in Athletics Disclosure Act, the Atlantic Sun Conference Scholarship Survey, and the NCAA Revenues and Expenditures report. Results of these reports were shared with the university administration, the University’s Intercollegiate Athletics Committee, the Title IX Committee and the Athletics Department administration to assist in the development of departmental goals and the preparation of future budgets.

b. Provide data demonstrating the institution’s status/commitment, including resource allocation, across each of the 13 areas.

A review of the EADA and NCAA Revenues and Expenditures reports for the past 3 years (2004-2007) indicates a consistent pattern of the awarding of athletic scholarships at a rate above that mandated for compliance with Title IX. For those years, female student-athletes received athletic scholarships in excess of 59% compared to 41% for male student-athletes. The current Athletic Department budget for 2007-08 indicates continued compliance with 59.2% budget allocation ($699,868) for female student-athletes and 40.8% allocation ($481,428) for male student-athletes. Total athletic scholarship budget for FY 2008 is $1,181,296.

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.

No deficiencies.

Trends continue to support a conscious and consistent plan and commitment to maintain compliance with Title IX in the provision of athletic scholarships. Future program developments with the A-Sun mandated addition of women’s golf (2009-10) should continue to support this trend/pattern.

d. Explain how the institution’s future plan for gender issues addresses each of the 13 areas.

The Athletic Department will maintain future compliance with vigilant review of scholarship usage; a department policy that restricts the coaches’ ability to move monies from scholarship accounts into other areas without permission of the athletic director; monitored spending in this category by the Athletic Business Manager and the Athletic Director, and careful budget development reflecting Title IX guidelines.

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 13 areas.

The institution ensured a complete study of each of the program areas through the direct involvement of the Athletic Department staff members, including the Athletic Director, the Senior Associate Athletic
Director/SWA, Director of Compliance, Athletic Business Manager and all of the coaches. The staff provided information and data on each sport that were reported to the Subcommittee on Equity and Student-Athlete Well-Being charged with reviewing and analyzing each program area. The Intercollegiate Athletic Committee and the SAAC were also involved in the review of information provided by the Subcommittee.

Consistent with Title IX guidelines, the institution has reviewed several sources of information regarding current trends in female athletic participation particularly among current UNF female students and potential UNF students. As a regional state university, UNF's primary base for new students is the First Coast Region (4 counties closest to the university - Duval, St. Johns, Clay, Nassau counties) as well as the entire state of Florida. Per current UNF enrollment statistics, non-Florida resident students make up less than 6% of the total student head count annually. A review of current sports clubs on campus is an indicator of current UNF student interest in additional sports participation at a higher, extramural level. Lastly, anecdotal requests made at Admissions Open House programs are a further indication of interest in intercollegiate athletic participation outside the current institutional offerings. Results of these reports were shared with the university administration, the University's Intercollegiate Athletics Committee, the Title IX Committee and the Athletics Department administration to assist in the development of departmental goals.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

A review of the past three (3) years of the Florida High School Athletic Association Sports Participation Surveys indicates that UNF is sufficiently meeting the Interests and Abilities of targeted prospective UNF students through its current sports offerings. The top eight (8) sports played by female high school students as demonstrated by the number of teams participating at the high school level are identical to those intercollegiate sports available at UNF for female students. Golf is the 9th highest ranked sport in the 2006-07 high school survey and UNF plans to add that sport to its intercollegiate offerings in 2009-10 consistent with the membership requirements of the Atlantic Sun Conference. The current three-year departmental budget indicates the addition of women's golf in the FY 2009 budget with a proposed budget of $100,000 sufficient to hire a coach, commence recruiting, scheduling and begin the purchase/acquisition of some basic equipment. The following year (FY2010) this figure is increased to $150,000 to begin competition with the initial team.

A review of the 16 club sports currently organized and led by UNF students and open to all students indicates that there are only two club sports for which the NCAA sponsors championships - lacrosse and wrestling. Both are currently male only in membership. Lacrosse for both men and women is on the rise at the high school level in the state of Florida, but there is minimal collegiate competition currently available within a reasonable distance. The UNF Recreation Department also offers a wide variety of intramural sports. All of these, either for female and/or co-ed teams, are either the same or a modification of the same sports offered within the intercollegiate athletic program.

The University's Admissions Office formerly collected interest cards from prospective students at Open House sessions and high school and JC college visitation days. These were used to track student interest in extra-curricular activities as well as academic programs. While the office continues to track interest in academic programs, they no longer track prospective student interest in extra-curricular activities. However, the Athletic Department regularly participates in on-campus Admissions Open House programs. Anecdotal discussions by departmental representatives with prospective students during these functions (minimum 4 times a year) indicate interests primarily in women's golf, lacrosse (M&W), wrestling, weight lifting, and bowling. However, none has generated sufficient interest to warrant consideration of the addition of another female sport offering other than the already stated pending addition of women's golf.

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.

No deficiencies.
The institution is currently committed to the addition of women's golf in 2009-10 as its 18th sport offering (10th for women) in compliance with the A-Sun membership requirement. Also, consistent with a prior departmental plan to expand women's participation opportunities over the past three years, both indoor and outdoor women's track will continue to be expanded.

d. Explain how the institution's future plan for gender issues addresses each of the 13 areas.

The Athletic Department, the Title IX Committee and the Intercollegiate Athletic Committee will continue to monitor changes in high school interscholastic participation numbers especially changes in the immediate First Coast Region. Also the institution will monitor changes in on-campus student interests as UNF continues to become a more "traditional" residential campus with the development of increased on-campus residential housing.

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 13 areas.

The institution ensured a complete study of each of the program areas through the direct involvement of the Athletic Department staff members, including the Athletic Director, the Senior Associate Athletic Director/SWA, the Director of Compliance, Athletic Business Manager and all of the coaches. The staff provided information and data on each sport that were reported to the Subcommittee on Equity and Student-Athlete Well-Being charged with reviewing and analyzing each program area. The Intercollegiate Athletic Committee and the SAAC were also involved in the review of information provided by the Subcommittee.

A review of the EADA and NCAA Revenues and Expenditures reports was conducted to assess expenditures and per capita expenditures for this area. In addition, the following items were reviewed on a sport by sport basis and assessed for equity by the gender equity sub-committee: athletic department budget allocations for FY 2007-08; audited expenses for FY 2006-07; coaches' surveys and interviews; student-athlete feedback from end of season surveys and exit interviews, and department policies. Where appropriate, actual audits and/or visual observations of items were conducted. Results of these reports were shared with the university administration, the University's Intercollegiate Athletics Committee, the Title IX Committee and the Athletics Department administration to assist in the development of departmental goals.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

A review of these items for availability, quality, amount and suitability included team and personal equipment, game uniforms and practice gear. Feedback from coaches and student-athletes as well as budget and expense confirmations indicates that there is a general state of equity across programs. While actual decisions about these purchases are the exclusive prerogative of the coaches, there is considerable consistency across programs. Like sports (men's and women's soccer, tennis, cross country/track, basketball) either have the same head coach (tennis and cross country/track) or share similar expectations (soccer and basketball).

Programs with no "like" sport (w. volleyball, w. swimming and m. golf) tend to match the mainstream in their colleagues' selections (quality, availability and suitability). Amounts tend to be dictated more by sport requirements with most teams providing 2-3 uniforms and 2-3 sets of practice gear. Replacement of practice gear is annual and uniforms tend to be replaced bi-annually except tennis and golf that replace uniforms on an annual basis due to excessive wear. Men's golf combines practice and competition clothing.

Resource allocations in the 2006-07 EADA report indicate that Operating Expenses (Game Day Expenses) were just about even with males having 50.1% ($490,338) of these expenses to 49.9% ($487,851) for the females. This will be mitigated in the 2007-08 report as baseball was required to reduce its roster from 44 to 37 and ultimately to 35 for the 2008-09 year. Specifically, under the 2007-08 budget category for equipment/uniforms/office supplies, again the men's total ($60,473) exceeded the women's
($53,802) largely due to baseball (3 times the budget as softball) and men's golf (cost of equipment and uniforms). In neither case did the comparisons of quality, quantity, availability, or suitability reflect any gender inequity.

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.

No deficiencies.

The major difference noted was with respect to foot wear (cleats, court shoes, turf shoes, running shoes, etc.). Coaches have different mechanisms for providing foot wear for practice and/or competition. All coaches provide at least one pair of shoes/cleats, etc. for competition. Some require a specific shoe type, while others provide options for the student-athletes. In neither case is it a gender equity issue.

d. Explain how the institution's future plan for gender issues addresses each of the 13 areas.

Compliance will be maintained through vigilant department review of EADA and other gender equity reports. The Athletic Department will continue to monitor and limit roster expansion consistent with program goals and planned expansion. Reviews of exit interviews and end of season student surveys will continue to provide pertinent feedback from student-athletes.

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

a. Describe how the institution has ensured a complete study of each of the 13 areas.

The institution ensured a complete study of each of the program areas through the direct involvement of the Athletic Department staff members, including the Athletic Director, the Senior Associate Athletic Director/SWA, Director of Compliance, Athletic Business Manager, and all of the coaches. The staff provided information and data on each sport that were reported to the Subcommittee on Equity and Student-Athlete Well-Being charged with reviewing and analyzing each program area. The Intercollegiate Athletic Committee and the SAAC were also involved in the review of information provided by the Subcommittee.

A review was made of schedules for the past year as well as schedules for the current 2007-08 year. Budget allocation for team travel for 2007-08 was reviewed along with expenditures for 2006-07. In addition, coaches were surveyed and follow-up interviews held as needed for clarification. Student-athlete feedback from exit interviews, end of season surveys and shared observations was also reviewed. Current, Athletic Department scheduling and practice policies were reviewed. Lastly, playing and practice season logs were reviewed to validate information provided in surveys. Results of these reports were shared with the university administration, the University's Intercollegiate Athletics Committee, the Title IX Committee and the Athletics Department administration to assist in the development of departmental goals.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

Coaches whose teams have private practice and game facilities (baseball, softball, golf, M&W cross country & track, M&W tennis) select practice times to the greatest extent possible to avoid conflicts with students' class schedules. Those who must share facilities with another team (M&W soccer) have been able to work out mutually acceptable schedules.

Due to limitations in floor space, men's and women's basketball and volleyball are required to share a single floor space with not only each other, but also physical education classes, intramurals, open recreation, university programs (concerts, speakers, graduations, etc) as well as outside rental groups. Intercollegiate athletics has top priority in the facility though at times, they are forced to find alternative practice sites and scheduling of competitions requires considerable compromise. All programs concerned
work cooperatively together to find workable schedules.

As such, during the week, men's basketball practices, by choice, from 7-10:00am, women's basketball from 12-3pm and volleyball from 3-6pm during the spring semester. In the fall, women's basketball and volleyball switch practice times. While not the best arrangement, the arrangement is gender equitable. In addition, women's swimming and diving (UNF does not sponsor men's swimming), must practice from 6-8am and 2-4pm due to community based programs and other outside groups using the UNF Aquatic Center at other more desirable times. Again, none of these is a gender equity issue as they are exclusively facility dependent.

All UNF intercollegiate sports are sponsored by the Atlantic Sun Conference except women's swimming and diving. It is housed in a newly formed swimming conference (Coastal Collegiate Swimming Association) through the joint effort by schools in 4 conferences and spear-headed by the Atlantic Sun Conference. Conference schedules are mandated and planned well in advance by the conference in full compliance with gender equity. Coaches complete their team schedules based on independent scheduling philosophies and program goals.

The only restrictions imposed by the departmental administration are those related to fiscal responsibility and keeping missed class time to a minimum. Most teams play the maximum number of games allowed by NCAA rules for their respective sports. Both basketball teams are required to play at least 2 or 3 guarantee games to augment the general athletic budget. Some other teams (baseball, m. soccer, volleyball for example) often receive free hotel rooms and small cash guarantees. All such cash guarantees go into the general athletic budget.

All teams have the ability to play pre-season games, if they choose. Post-season play will be available to all who qualify once again after the reclassification process is completed. Currently, only baseball, track (M&W), tennis (M&W) and men's golf play beyond the end of the school year if mandated by the conference schedule for regular season and/or tournament play.

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.

No deficiencies.

d. Explain how the institution's future plan for gender issues addresses each of the 13 areas.

The Athletic Director and Business Manager routinely monitor budgets and expenditures. The department's Scheduling Committee reviews competitive schedules for equity among programs. Exit interviews and end of season surveys are reviewed annually for feedback in this area.

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 13 areas.

The institution ensured a complete study of each of the program areas through the direct involvement of the Athletic Department staff members, including the Athletic Director, the Senior Associate Athletic Director/SWA, the Director of Compliance, Athletic Business Manager and all of the coaches. The staff provided information and data on each sport that were reported to the Subcommittee on Equity and Student-Athlete Well-Being charged with reviewing and analyzing each program area. The Intercollegiate Athletic Committee and the SAAC were also involved in the review of information provided by the Subcommittee.

A review was made of travel and per diem expenses from 2006-07 as well as the budget allocation for team travel for 2007-08. In addition, coaches were surveyed and follow-up interviews held as needed including exit interviews and end of season surveys by student-athletes. Athletic departmental travel and per diem policies were also reviewed. Results of these reports were shared with the university administration, the University's Intercollegiate Athletics Committee, the Title IX Committee and the
b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

Team travel authorizations for the 2006-07 year were reviewed for all sports. It was noted that there was a great deal of similarity with respect to the accommodations and modes of transportation for team travel. Most teams stayed at moderately priced hotels (Hampton Inn, Holiday Inn Express, Comfort Suites, Doubletree, LaQuinta Inn, etc.) that provided free continental breakfasts.

Baseball team preferred to stay at hotels with suites (Comfort Inn Suites, Embassy Suites, etc.) in order to put three players to a room at times using a roll-away or convertible sofa/bed. Department policy mandates one person/bed. For more than local travel, most teams travel to the game site the night before a competition and return following the event unless transportation is unavailable. Missed class time is an important consideration for all teams.

Chartered bus is the most common mode of team transportation for trips beyond the local area or for larger teams. For local travel (fewer than 6 hours or 400 miles total) teams may use departmental leased 15-passenger vans driven by university employees (not students) who have completed a safe-driver training program. Departmental policy limits the number of passengers, including the driver, to 10 per van. Competitions outside these limitations may require air travel especially for smaller teams. Teams with larger rosters fly infrequently and usually only for trips in excess of 600 miles.

The Athletic department has its own per diem policy. Student-athletes may receive cash from the coach for a specific meal or a whole day. The daily rates are $5/breakfast, $7/lunch, and $13/dinner currently. Coaches have the option of having the team eat together and the coach pays for all the meals. Coaches' choices on this issue (per diem) are mixed and varied depending on the locale and available resources. Pre-season on-campus housing and per diem are provided for fall sports whose season starts before the academic year commences as well as holiday housing and per diem for winter sports over the semester break and spring sports following graduation. The per diem is minimal at this time ($7/day) but budgeted to be increased to $10/day in FY2009. Individual sports may choose to use Foundation monies to supplement these allocations. Men's and women's basketball are the only teams that routinely augment with Foundation monies.

Budget allocations for FY 2008 showed women's teams receiving $283,164.85 (54.2%) of the Team Travel budget while the men's teams received $239,123 (45.8%). Budget allocations were comparable based on per diem and, in some cases, identical for like sports. For example, tennis teams each received $18,484 for travel while men's and women's basketball each received $61,000.

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.

No deficiencies.

d. Explain how the institution's future plan for gender issues addresses each of the 13 areas.

The Athletic Director and the Athletic Business Manager will continue to monitor budget development and allocations consistent with gender equity goals.

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 13 areas.

The institution ensured a complete study of each of the program areas through the direct involvement of the Athletic Department staff members, including the Athletic Director, the Senior Associate Athletic
Director/SWA, the Director of Compliance, Athletic Business Manager and all of the coaches. The staff provided information and data on each sport that were reported to the Subcommittee on Equity and Student-Athlete Well-Being charged with reviewing and analyzing each program area. The Intercollegiate Athletic Committee and the SAAC were also involved in the review of information provided by the Subcommittee.

Interviews were conducted with the Assistant Athletic Director for Academic Support Services housed in the Athletic Department, the Director of the Academic Center for Excellence (ACE) under the Division of Academic Affairs that houses all tutoring programs as well as the Coordinator for Tutoring in the Center. Additional information about tutoring and other academic support services was gathered from exit interviews and other student-athlete post-season surveys. Results of these reports were shared with the university administration, the University's Intercollegiate Athletics Committee, the Title IX Committee and the Athletics Department administration to assist in the development of departmental goals.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

Tutoring services are provided through the auspices of the Academic Center for Excellence housed in Academic Affairs and under the direction of the Associate Vice President for Enrollment Services who also serves on the Intercollegiate Athletic Committee. The Center provides academic advising for all lower division students including student-athletes. The Center also provides developmental advising for at risk students including First Time In College student-athletes during their first semester and their initial college adjustment process. This provides the student-athlete with an advisor outside Athletics whose primary concern is his/her academic success and who is knowledgeable about various resources and programs to provide support to the student. Among their resources is an extensive system of tutors for a large number of classes, especially lower division general education and major pre-requisite courses.

Tutors are available on a walk-in basis according to a semester schedule. Many courses have multiple tutors due to high demand and are available throughout the day. Tutors are trained and paid by the Center. Most are graduate students, but some are high achieving undergraduate students, and/or some may even be junior faculty. Selection, training and compensation of tutors are entirely the prerogative of and the responsibility of the Center (ACE). Recently the Athletic Department has contracted with two ACE upper division college advisors to provide tutoring services during athletic study hall hours.

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.

No deficiencies

d. Explain how the institution's future plan for gender issues addresses each of the 13 areas.

The Compliance Director and the Assistant Athletic Director for Academic Support Services will continue to monitor and educate tutors on NCAA rules. Annual evaluations of the programs are jointly conducted by the ACE and the Athletic Department.

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 13 areas.

The institution ensured a complete study of each of the program areas through the direct involvement of the Athletic Department staff members, including the Athletic Director, the Senior Associate Athletic
Director/SWA, the Director of Compliance, Athletic Business Manager, and all of the coaches. The staff provided information and data on each sport that were reported to the Subcommittee on Equity and Student-Athlete Well-Being charged with reviewing and analyzing each program area. The Intercollegiate Athletic Committee and the SAAC were also involved in the review of information provided by the Subcommittee.

A review of current coaching staff qualifications, availability, assignment and compensation was conducted based on information from the annual EADA report as well as current vita and performance evaluations. In addition salary information is reviewed institutionally and reported annually to the Atlantic Sun Conference. The Athletic Director is responsible for setting minimum standards for hiring new coaches, and evaluating and retaining all coaches and athletic personnel. Results of these reports were shared with the university administration, the University's Intercollegiate Athletics Committee, the Title IX Committee and the Athletics Department administration to assist in the development of departmental goals.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

All sports have full-time head coaches (6 for men and 7 for women). Some "like" teams share the same head and assistant coaches (M&W tennis and M&W cross country/track). In the past year, the head coaches of two female sports (soccer and volleyball) were replaced. In both cases, male coaches were replaced by female coaches. Men's teams have 3 full-time assistant coaches and 4 part-time assistant coaches all of whom are male. Female teams have 3 full-time assistant coaches (all female) and 8 part-time assistant coaches (3 male and 5 female).

A review of the qualifications of the current coaching staff indicates that across the board, they are well prepared to be head coaches. With the exception of one head coach, all have at least bachelor's degrees and half have master's degrees. The one exception (men's soccer) had a significant professional playing career prior to entering the coaching profession and has been coaching at the university for over 16 years. Qualifications of assistant coaches range from completed masters degrees to recent college graduates. All full-time assistants have a minimum of a bachelor's degree. All coaches meet/exceed the minimum requirements for employment per university and state regulations.

Coaches' compensation is based on qualifications, years of experience, length of tenure, and, to some degree, market value. For example, in like sports with different coaches (basketball and soccer), salary for the women's head coach exceeds that of the men's coach due to experience and tenure. Other salaries follow the same consistent pattern.

All coaches are employed on the university's standard one-year renewable contract. All have an 11 month appointment providing them the opportunity to work camps in the summer without the use of annual leave. The head men's basketball coach receives use of a courtesy vehicle while the head women's coach receives a comparable stipend in lieu of a courtesy car. All are evaluated annually by the Athletic Director.

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.

No deficiencies

d. Explain how the institution's future plan for gender issues addresses each of the 13 areas.

The university's normal hiring procedures require that vacant positions (and proposed new positions) be approved by a university vacancy pool committee to assess position validity in comparison with like positions throughout the university. This policy combined with the oversight of the Equal Opportunity Program and Human Resource offices ensures fair and equitable treatment in both job searches and retention of employees.
8. Locker Rooms, Practice and Competitive Facilities. Quality, availability, and exclusivity of practice and competitive facilities; quality and availability of locker rooms; maintenance and preparation of practice and competitive facilities.

a. Describe how the institution has ensured a complete study of each of the 13 areas.

The institution ensured a complete study of each of the program areas through the direct involvement of the Athletic Department staff members, including the Athletic Director, the Senior Associate Athletic Director/SWA, the Director of Compliance, Athletic Business Manager and all of the coaches. The staff provided information and data on each sport that were reported to the Subcommittee on Equity and Student-Athlete Well-Being charged with reviewing and analyzing each program area. The Intercollegiate Athletic Committee and the SAAC were also involved in the review of information provided by the Subcommittee.

Interviews with coaches and student-athletes provided feedback on the quality, availability, and exclusivity of practice and competitive facilities as well as locker rooms. A physical tour of these facilities by committee members confirmed information provided. Interviews with groundskeepers and a review of regular maintenance schedules confirmed maintenance and preparation of competitive and practice areas. Results of these reports were shared with the University administration, the Intercollegiate Athletics Committee, the Title IX Committee and the Athletics Department administration to assist in the development of departmental goals.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

Men's and women's basketball, volleyball, golf and baseball have private, exclusive locker rooms in the same building as their practice/competition site. Softball has a private, exclusive locker room. However, it is relatively small for the number of student-athletes and is in another building about 30 yards from the softball field. Men's and women's tennis teams have private, exclusive locker rooms in the track stadium about 100 yards from the tennis facilities. Men's and women's soccer and cross country/track teams respectively share large locker rooms in the stadium adjacent to their field/track. Quality varies somewhat based on the age of the facility and outside donor support for improvements. Golf, volleyball, and basketball teams have upgraded locker facilities. Women's swimming and diving share a changing/daily use locker room with all users of the Aquatic Center. While this is in their facility, it is neither private, exclusive, or of high quality. All private locker rooms are available for student-athletes when the facilities are open by restricted keypad/code access.

All teams have average to above average practice and competitive facilities except track. There has never been an on-campus track facility except a recreational 3-lane warm-up track. Construction is currently underway on a nine-lane high quality composition track surrounding the varsity soccer field in Hodges Stadium. Completion date is July 2008. There is also a major capital campaign underway to fund raise monies to renovate most of the competition facilities. There is a gift-in-kind commitment to build a matching locker room/team space for the future women's golf program.

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.

Deficiencies exist in the women's swimming locker room situation and the poor quality of the softball locker room. Both of these are included in the capital facilities campaign planned for approval this year.

d. Explain how the institution's future plan for gender issues addresses each of the 13 areas.

The deficiencies noted in the Title IX Report which pertain to the locker rooms and office space for both the Softball and Swimming Teams have been noted as high priority items in planned fundraising efforts for facility improvements throughout the "Varsity Village." Every effort will be made to secure funding, from the
private/corporate sector, sufficient to address these particular program needs. The Varsity Village project is anticipated to be a 3-5 year effort.

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 13 areas.

The institution ensured a complete study of each of the program areas through the direct involvement of the Athletic Department staff members, including the Athletic Director, the Senior Associate Athletic Director/SWA, the Director of Compliance, Athletic Business Manager and all of the coaches. The staff provided information and data on each sport that were reported to the Subcommittee on Equity and Student-Athlete Well-Being charged with reviewing and analyzing each program area. The Intercollegiate Athletic Committee and the SAAC were also involved in the review of information provided by the Subcommittee.

Committee members reviewed policies in the NCAA Sports Medicine Handbook as well as the UNF Student-Athlete Handbook. A review of staffing assignments was also made. The following staff were interviewed by committee members: Head Athletic Trainer, Assistant Trainer, Head Team Physician, and Strength and Conditioning Coach. Lastly, a tour of Athletic Training facilities and Fitness Center was conducted for committee members. Results of these reports were shared with the university administration, the University's Intercollegiate Athletics Committee, the Title IX Committee and the Athletics Department administration to assist in the development of departmental goals.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

The Athletic Training program provides care and treatment for student-athletes in strict adherence to mandates by the NCAA and the National Athletic Trainers Association. Staffing includes head athletic trainer, assistant athletic trainer, and four (4) graduate assistants. All are ATC and LAT certified and assisted by approximately 15-20 student trainers each semester. Team assignments are made to provide adequate support and coverage for sports teams and to balance staff schedules. All have 2 major sport team assignments, one each term. With the exception of men's golf and men's and women's tennis, all travel part-time with their respective teams. There is one primary Head Team Physician who coordinates with the UNF Director of Student Health and several doctors to provide bi-weekly on site coverage in the main athletic training room as well as game day coverage for Basketball (M&W) and Soccer (M&W). When available, additional physician coverage is made possible for other sports (baseball, softball, etc.). These physicians provide pre-participation physicals and accept referrals in their offices. There is an extensive list of physicians and other medical providers that make up the full medical team.

There are two Athletic Training Centers each servicing the teams competing in closer proximity. These are high quality well equipped athletic training rooms that are maintained immaculately. The UNF Arena Athletic Training Room serves men's and women's basketball, volleyball and swimming based on the proximity to their locker rooms and practice/competitive facilities. All other teams are regularly served by the Arthur “Buster” Browning Athletic Training and Education Center in Hodges Stadium. This 3,000 sq. ft. state of the art training and rehabilitation center built in 2005 services all teams, as needed.

Medical insurance is required of all international student-athletes and the university provides adequate medical insurance to cover uninsured student-athletes. These coverages and contracts are reviewed and renewed annually.

To date, all strength training and conditioning programs for student-athletes take place in the Dottie Dorion Fitness Center which services all students, faculty and staff as well. As such, athletic teams were required to use the facility at "off hours" to insure adequate space. A schedule for use was worked out cooperatively with all teams and the certified Athletics Strength and Conditioning Coach who works with all teams except golf. While this was not an ideal arrangement, it is gender equitable as no women's teams were more disadvantaged than men's team by the schedule.
Recently, monies have been fund-raised to renovate an academic space in Hodges Stadium to create a 3000 sq. ft. private weight room for student-athletes. Construction is scheduled to start this spring and be concluded by August 1, 2008.

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.

   No deficiencies

d. Explain how the institution's future plan for gender issues addresses each of the 13 areas.

   Annual monitoring, by the Senior Associate Athletic Direction, of team scheduled use as well as programs designed and conducted by the Head Strength and Conditioning Coach.

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 13 areas.

   The institution ensured a complete study of each of the program areas through the direct involvement of the Athletic Department staff members, including the Athletic Director, the Senior Associate Athletic Director/SWA, the Director of Compliance, Athletic Business Manager and all of the coaches. The staff provided information and data on each sport that were reported to the Subcommittee on Equity and Student-Athlete Well-Being charged with reviewing and analyzing each program area. The Intercollegiate Athletic Committee and the SAAC were also involved in the review of information provided by the Subcommittee.

   A review of the following documents provided information on these facilities and services: UNF Student Athlete Handbook, UNF Student Handbook, UNF Housing Brochure, and online Housing and Dining Services (Chartwells) websites. Interviews with the Director of Housing, Housing Assignments Coordinator, and Chartwells on-site manager were conducted. Results of these reports were shared with the university administration, the Intercollegiate Athletics Committee, the Title IX Committee and the Athletics Department administration to assist in the development of departmental goals.

   b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

   Student-athletes are provided no special housing arrangements other than spaces are held by the Housing Office for incoming (new) student-athletes to insure they will be housed on campus, if desired. Placement of the student-athletes in residence halls is comparable to that for the general new student population based on housing requests and roommate selections. Returning student-athletes are completely responsible for their own housing arrangements both on and off campus.

   Basketball student-athletes (M&W) on full scholarships have meal plans pre-paid for a discount as part of their scholarships. This savings is available to all students. As there is no university requirement for resident students to purchase a meal plan, all other student-athletes make their own arrangements for meal plans, if desired. There is no training table or special food arrangements for any student-athlete other than those permitted by NCAA rules associated with travel and the day of competition.

   Due to the absence of available on-campus food providers during the pre-season, semester break, and post-season, meal allowances are provided to student-athletes required to remain on-campus for practice and/or competition. This amount is very limited, but universal for all teams except the basketball programs that supplement these funds from their Foundation accounts.
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.

No deficiencies.

d. Explain how the institution's future plan for gender issues addresses each of the 13 areas.

Senior Associate Athletic Director will monitor and review housing choices of student-athletes on an annual basis and as new housing units become available. Department will review trends in the purchase of meal plans.

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 13 areas.

The institution ensured a complete study of each of the program areas through the direct involvement of the Athletic Department staff members, including the Athletic Director, the Senior Associate Athletic Director/SWA, the Director of Compliance, Athletic Business Manager, and all of the coaches. The staff provided information and data on each sport that were reported to the Subcommittee on Equity and Student-Athlete Well-Being charged with reviewing and analyzing each program area. The Intercollegiate Athletic Committee and the SAAC were also involved in the review of information provided by the Subcommittee.

The Athletic Media Relations department is charged with providing formal print publications, season ticket and special event brochures and game-day programs for all sports events. In addition, they maintain the department website and coordinate radio, TV and web video streaming. They are responsible for all game-day event support and statistical records maintenance for all programs. Also, they work in conjunction with the university media relations department for university-wide initiatives, where appropriate. As such, the committee interviewed the Assistant Athletic Director for Media Relations, Assistant Director for Media Relations and surveyed all head coaches. Samples of media guides, ticket brochures, game day/special event programs, press releases were reviewed. A review of the assignment of staff coverage was conducted as well as the budget allocation and expenditures for this area. Results of these reports were shared with the university administration, the Intercollegiate Athletics Committee, the Title IX Committee and the Athletics Department administration to assist in the development of departmental goals.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

The Media Relations staff has 2 highly qualified full-time professional staff, one full-time OPS staff member, a student intern and an extensive staff of student workers to accommodate all game day operations and video streaming. Assignments of media relations staff to teams reflect media priorities and distribution of workload. The following sports are assigned to the Assistant Athletic Director for Media Relations: men's basketball, men's soccer, and men's and women's tennis. The Assistant Media Relations Director is assigned women's basketball, softball, and men's golf. The third full-time staff member is responsible for volleyball, baseball, and women's swimming and diving. This year, the full-time student intern covered women's soccer due to her personal interest in that sport. Normally that would have been assigned to the Assistant Director of Media Relations. This change provided him with more time to address early publication needs for the entire program. Men's and women's cross country/track and field are assigned to the student intern. Due to heavy publication responsibilities, media relations staff are only required to travel with men's and women's basketball, baseball and softball and all coaches indicated they were pleased with the media relations assigned staff and coverage except tennis. However, this was not a gender inequity as both the men's and women's teams have the same staff assigned and receive the same benefits of coverage.

A review of publications revealed equity across most programs. Media guides for all teams are the same size, basic layout and cover design and differ only in page count due to size of team squads and/or
statistical records section needs. Game day programs for the two basketball programs and baseball are the same format similar to a miniature media guide and a score sheet. These are primarily provided as a source of revenue due to advertising opportunities in them. Other sports programs do not generate sufficient advertising to produce these expanded publications. Softball receives a single page (2-sided) game highlight/scorecard similar to that provided for men's and women's soccer, volleyball and swimming and diving. Golf hosts one tournament and receives a tournament program similar to the game programs of basketball. Tennis does not receive any game day publication for matches. Cross country and track meets are not currently hosted by UNF due to campus construction projects which make the trails unsafe for competition. Completion of the new track in summer 2008 will facilitate a return to hosting such competitions.

Only baseball and the two basketball programs charge an admission and thus receive a ticket brochure to promote season ticket sales.

Budgetarily, last year's EADA report indicated that the men's programs expended 33% of the monies ($23,170) compared to 25% ($17,367). The largest part (42%/$28,502 for Fund Raising, Marketing and Promotions was not gender specific. Although Baseball was the sport with the greatest expenditure, it also brought in the highest ticket sales. Softball, on the other hand, does not charge an admission due to facility design and small fan base.

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.

No deficiencies.

While monies expended for this area are different and appear to be so by gender, mens' and womens' teams actually receive close to identical publicity, media coverage, and promotions. Differences lie primarily in the costs for ticketing with baseball and the expanded size of their media guide due to size of the squad and age of the program (larger records section). With average attendance at softball less than 100 fans many of whom are parents, the expense for a larger game day program would be inadvisable.

d. Explain how the institution's future plan for gender issues addresses each of the 13 areas.

On an annual basis, continue to monitor publications and assignment of staff to insure equitable quality in the publications and sports coverage. Review annual budget allocations by sport.


a. Describe how the institution has ensured a complete study of each of the 13 areas.

The institution ensured a complete study of each of the program areas through the direct involvement of the Athletic Department staff members, including the Athletic Director, the Senior Associate Athletic Director/SWA, the Director of Compliance, Athletic Business Manager, and all of the coaches. The staff provided information and data on each sport that were reported to the Subcommittee on Equity and Student-Athlete Well-Being charged with reviewing and analyzing each program area. The Intercollegiate Athletic Committee and the SAAC were also involved in the review of information provided by the Subcommittee.

Interviews were conducted with the Athletic Director and the coaching staffs. In addition administrative support staffs were interviewed to assess services supplied to sports programs. Lastly, a tour of offices and support areas was conducted with members of the committee. Results of these reports were shared with the university administration, the University's Intercollegiate Athletics Committee, the Title IX Committee and the Athletics Department administration to assist in the development of departmental goals.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.
The athletic department administrative staff consists of a full-time professional staff including the Athletic Director, Senior Associate Athletic Director/Internal Affairs/SWA, Assistant Athletic Director/External Affairs, Assistant Athletic Director of Media Relations, Assistant Director of Media Relations, Athletic Business Manager, Director of Marketing/Promotions, and Assistant Athletic Director for Academic Support Services. All of these positions support and serve the entire department with no gender specificity. In addition, the Chief of Staff provides leadership on a part-time basis on the operational side as the Athletic Director focuses more on fund raising. Support staff include a senior secretary assigned to the Athletic Director, Senior Associate Athletic Director, and the Chief of Staff, Fiscal Office Assistant who assists the Athletic Business Manager, and the Department Receptionist. Based on a distribution of various secretarial and support responsibilities across these three support staff, they combine to serve all coaches and sports programs uniformly. None of the sports teams has clerical or support staff assigned specifically to them except their own graduate assistants part-time.

Physically housed in the Athletic Department, but reporting directly to the President, the Athletic Department relies heavily on the professional expertise and counsel of the Director and Coordinator of Compliance. In addition to their compliance duties, both often assist with a variety of department needs including coordinating the activities of the Student Athlete Advisory Committee.

All head coaches have relatively small private offices located within their practice/competition facility or in building facilities adjacent to it (WSM and M&W Soccer). The softball office is isolated in the lower level of the Softball Press Box with no amenities or additional space for an assistant's office.

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.

Office space for softball is deficient. Softball head coach's office is small and isolated with no access to routine office amenities. The softball assistant coach uses the softball press box for an office again without proper furnishings and amenities.

d. Explain how the institution's future plan for gender issues addresses each of the 13 areas.

The deficiencies noted in the Title IX Report which pertain to the locker rooms and office space for both the Softball and Swimming Teams have been noted as high priority items in our planned fundraising efforts for facility improvements throughout the "Varsity Village." Every effort will be made to secure funding, from the private/corporate sector, sufficient to address these particular program needs. The Varsity Village project is anticipated to be a 3-5 year effort.

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 13 areas.

The institution ensured a complete study of each of the program areas through the direct involvement of the Athletic Department staff members, including the Athletic Director, the Senior Associate Athletic Director/SWA, the Director of Compliance, Athletic Business Manager, and all of the coaches. The staff provided information and data on each sport that were reported to the Subcommittee on Equity and Student-Athlete Well-Being charged with reviewing and analyzing each program area. The Intercollegiate Athletic Committee and the SAAC were also involved in the review of information provided by the Subcommittee.

The Athletic Department has a commitment to recruit the best student-athletes possible that meet the university's requirements for admission, have demonstrated potential to graduate and can be a positive influence on the success of their respective teams. To assess equity in this pursuit, a review was conducted of both expenditures by gender for recruiting in the 2006-07 EADA report and the same in the approved 2007-08 budget. In addition, a comparison of the number of coaches available for recruiting by gender as well as the number of official visits utilized by programs was conducted. Lastly, comments by
coaches in surveys and interviews were reviewed. Results of these reports were shared with the university administration, the University's Intercollegiate Athletics Committee, the Title IX Committee and the Athletics Department administration to assist in the development of departmental goals.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

A review of the 2006-07 EADA report showed that the men's teams spent $43,911 (48.3%) on recruiting activities as compared with the women's team totals of $46,964 (51.6%). These figures do tend to vary greatly across programs. Most recruit in the state of Florida and the nearby states. Others (primarily both basketball programs) go outside the immediate region. Some recruit internationally but do so with limited or no travel relying on recommendations or seeking international transfers from junior colleges. The approved budgets for the 2007-08 year indicate even greater resources for the recruiting of female student-athletes. Recruiting budgets for male programs were budgeted at $46,028 (43.8%) and the female programs at $59,116 (56.2%) showing a conscious effort to the upgrade recruiting efforts for women's sports.

A review of the number of coaches available and assigned to recruiting activities indicated that the women's teams have 9 full-time coaching staff and 7 part-time coaching staff involved. On the men's side, they had 8 full-time coaches and 6 part-time coaches. This primarily reflected similar levels of staffing depending on the particular sport. A review of the number of official visits indicated a much stronger use of this recruiting technique by the women's programs. In the 2006-07 year, the women's teams reported over 50 official visits/year while the men's programs indicated only slightly over 20 in the same time period. The tennis programs had none as did men's golf while women's swimming had a high of 17 followed by women's soccer and men's and women's cross country/track with 10 each. Many programs instead relied more heavily on unofficial visits.

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.

No deficiencies.

d. Explain how the institution's future plan for gender issues addresses each of the 13 areas.

Continue to monitor recruiting budgets as well as opportunities to recruit outside the region to insure equity. Analyze based on like sports and the recruiting preferences of coaches.

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

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

See the Plan for Improvement attached.
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 subcommittee on Gender Equity, Minority Issues and Student-Athlete Well-Being convened over a period of several months to review all program areas for gender issues and to develop its institutional plan for improvement. The subcommittee provided ongoing reports to the Steering Committee comprised of a broad representation of internal and external community representatives. Upon the completion of a significant portion of the draft report, the meetings of the subcommittee were announced and opened to the public and all campus constituents were invited to participate and provide feedback to the subcommittee on matters related to gender issues, minority issues and student athlete well-being. The Athletic Department, SAAC, NCAA Division I Steering Committee, Intercollegiate Athletic Committee, as well as members of the President's Executive Staff have reviewed and approved the Plan prior to final approval by the University President.

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

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

Evaluation

1. Has the institution implemented its approved gender-equity plan from the previous self-study? Currently No

2. Has the institution provided an explanation from appropriate institutional authorities if its gender-equity plan was modified or not fully carried out? Currently No

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
<table>
<thead>
<tr>
<th>Program Area</th>
<th>Issues in the Self-Study</th>
<th>Measurable Goals</th>
<th>Steps to Achieve Goals</th>
<th>Individuals/Officers Responsible for Implementation</th>
<th>Specific Timetable for Completing the Work</th>
</tr>
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<tbody>
<tr>
<td>1. Athletics Scholarships</td>
<td>No deficiencies</td>
<td>Continue to support a conscious and consistent plan and commitment to maintain compliance with Title IX</td>
<td>Maintain future compliance with vigilant review of scholarship usage; department policy that restricts the coaches' ability to move monies from scholarship accounts into other areas without permission of the Athletic Director; monitored spending in this category by the Athletic Business Manager and the AD; and careful budget development reflecting Title IX guidelines.</td>
<td>Athletic Director, Senior Associate Athletic Director/ SWA, Athletic Business Manager</td>
<td>Annually</td>
</tr>
<tr>
<td>2. Accommodation of Interests and Abilities</td>
<td>No deficiencies</td>
<td>Per Atlantic Sun Conference Policy, the institution is committed to the addition of women's golf in 2009-10 as its 18th sport offering (10th for women) in compliance with the A-Sun membership requirement. Also, consistent with a prior departmental plan to expand women's participation opportunities over the past 3 years, there will continue to be an effort to expand participation by women in both indoor and outdoor track.</td>
<td>The Athletic Department, the Title IX Committee and the Intercollegiate Athletic Committee will continue to monitor this program area for continued compliance referencing similar to high school and campus data.</td>
<td>University President; Athletic Director, Senior Associate Athletic Director/ SWA, Intercollegiate Athletic Committee</td>
<td>Bi-annually</td>
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### Elements

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</thead>
<tbody>
<tr>
<td>3. Equipment and Supplies</td>
<td>No deficiencies. Equipment and Supplies availability.</td>
<td>Continue to maintain compliance by monitoring budget expenditures. Limit roster expansion for male sports, consistent with program goals, to ensure continued equity for women's sports.</td>
<td>Vigilant department review of EADA and other gender equity reports. Reviews of exit interviews and end of season student surveys which provide pertinent feedback from studentathletes.</td>
<td>Senior Associate Athletic Director, SWA, Head coaches, Athletic Business Manager</td>
<td>Annually</td>
</tr>
<tr>
<td>4. Scheduling of Games and Practice Times</td>
<td>No deficiencies</td>
<td>Continue to provide and maintain fair and equitable scheduling of games and practice times.</td>
<td>Early submission of schedules for review and approval by Athletic Department Scheduling Committee</td>
<td>Athletic Director; Athletic Business Manager, Senior Associate Athletic Director/SWA</td>
<td>Ongoing</td>
</tr>
<tr>
<td>5. Travel and Per Diem Allowance</td>
<td>No deficiencies</td>
<td>Maintain commitment to equity across programs for quality student athlete experience.</td>
<td>Monitor budget development allocations and expenditures consistent with gender equity goals.</td>
<td>Director of Athletics; Senior Associate Director of Athletics/SWA; Athletic Business Manager</td>
<td>Ongoing</td>
</tr>
<tr>
<td>6. Tutors</td>
<td>No deficiencies</td>
<td>Continue to monitor and educate tutors on NCAA rules; annual evaluations of the program are jointly conducted by the ACE and the Athletic Department.</td>
<td>Make student athletes aware of the various academic resources available to them through the use of orientation sessions, brochures, handouts, etc.</td>
<td>ACE staff, coaches, Assistant Athletic Director for Academic Support Services, Compliance Director</td>
<td>Ongoing</td>
</tr>
<tr>
<td>7. Coaches</td>
<td>No deficiencies</td>
<td>Continue to review staff qualifications, availability, assignment and compensation.</td>
<td>Review of EADA Report and A-Sun Salary Survey.</td>
<td>Athletic Director and Senior Associate Athletic Director/SWA</td>
<td>Ongoing</td>
</tr>
<tr>
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<td>Issues in the Self-Study</td>
<td>Measurable Goals</td>
<td>Steps to Achieve Goals</td>
<td>Individuals/Officers Responsible for Implementation</td>
<td>Specific Timetable for Completing the Work</td>
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<td>8. Locker Rooms, Practice and Competitive Facilities</td>
<td>Women's swimming and diving lack private, exclusive locker room facilities. Student-athletes share lockers with all users of the Aquatic Center. Softball locker rooms are deficient</td>
<td>Build new locker rooms for women's swimming and diving. Improve locker room facilities for softball</td>
<td>These deficiencies have been noted as &quot;high priority&quot; items in the Department's planned fundraising efforts for facility improvements through the &quot;Varsity Village&quot; project. The Athletic Director will develop a plan to secure funding from the private/corporate sector, sufficient to address these particular program needs.</td>
<td>University President, Athletic Director, Assistant Athletic Director for External Affairs</td>
<td>2011-2013</td>
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<tr>
<td>9. Medical and Training Facilities and Services</td>
<td>No deficiencies</td>
<td>Continue to provide high-quality services and training facilities to all students athletes.</td>
<td>Review of exit interview responses and end of season surveys</td>
<td>Head strength and conditioning Coach, Athletic Director; Head Athletic Trainer, Head Team Physician, Senior Associate Athletic Director/SWA, and Compliance Director</td>
<td>Ongoing</td>
</tr>
<tr>
<td>10. Housing and Dining Facilities and Services</td>
<td>No deficiencies</td>
<td>Provide equivalent housing and dining facilities for all student-athletes consistent with general student body.</td>
<td>Continue to monitor housing and dining options for student-athletes.</td>
<td>Athletic Director and Senior Associate Athletic Director/SWA and Director of Housing</td>
<td>Ongoing</td>
</tr>
<tr>
<td>11. Publicity</td>
<td>Lack of full game day program for softball.</td>
<td>Insure equitable quality in game day publications.</td>
<td>Expand Game day publication piece for softball</td>
<td>Director of Media Relations, head coach, and Athletic Director</td>
<td>Ongoing</td>
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<tr>
<td>Elements</td>
<td>Goals</td>
<td>Steps to Achieve Goals</td>
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<td>12. Support Services</td>
<td>Office space for softball is deficient; Softball head coach's office is small and isolated with no access to routine office amenities. The softball assistant coach uses the press box for an office with no proper furnishings and amenities.</td>
<td>To create appropriate permanent space within practice-competition facilities for softball coaches. These deficiencies have been noted as &quot;high priority&quot; items in the Department's planned fundraising efforts for facility improvements through the &quot;Varsity Village&quot; project. The Athletic Director will develop a plan to secure funding from the private/corporate sector, sufficient to address these particular program needs.</td>
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<tr>
<td>13. Recruitment of Student-Athletes</td>
<td>No deficiencies</td>
<td>Continue to provide equal opportunities to recruit student-athletes among men's and women's sports. Monitor recruitment budgets as well as opportunities to recruit outside the region to insure equity. Analyze based on like sports and the recruiting preferences of coaches.</td>
<td>Athletic Director, Senior Associate Athletic Director/SA, coaches, and Athletic Business Manager</td>
<td></td>
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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.

Not applicable as UNF did not participate in the first cycle of certification.

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. 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 minority issues written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution’s written plan. If an institution has already submitted a plan to the committee that includes specific hiring numbers, the committee will not hold the institution accountable for achieving those specific numerical targets. Rather, the committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.]

Not applicable as UNF did not participate in the first cycle of certification.

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.

Not applicable as UNF did not participate in the first cycle of certification.

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 University of North Florida's Equal Opportunity and Diversity Regulation sets forth its expectations and commitment to providing an inclusive and welcoming environment for all who interact in our community and strives to attract students, faculty and staff from a variety of cultures, backgrounds and life experiences. While embracing these concepts including its obligations under affirmative action regarding race, ethnicity and gender, the University is equally committed to ensuring that educational and employment decisions, including recruitment, admission, hiring, compensation and promotion, are based on the qualifications, skills and abilities of those desiring to work, study and participate in our University community. To accomplish the intent of this regulation, the University shall not commit or permit discrimination or harassment on the basis of race, color, religion, age, disability, gender, sexual orientation, marital status, national origin or veteran status.
All educational, employment, social or recreational programs or activities sponsored by the University are administered in accordance with the Statement on Equal Opportunity and Diversity Regulation which is prominently displayed on poster boards in various locations around campus. Reference to UNF’s equal opportunity statement is also included in the following UNF publications and documents: UNF Faculty Handbook; UNF Student Handbook; Graduate and Undergraduate catalogs, and UNF’s website.

At the University level, the University President and the UNF Board of Trustees annually review and approve the University’s Gender Equity Plan and the Florida Educational Equity Act Report (FEEA) which contains demographic information on race, ethnicity and gender for both employees and students. Minority and diversity issues are addressed as part of the strategic planning process and in accreditation self-studies. In addition, departments interested in adding new academic programs are required to address the impact of the new programs on the race and gender profiles of students in the department. The Director of the Office of Equal Opportunity Programs, in the Office of the President, is responsible for monitoring, evaluating and addressing minority and diversity issues with respect to students and employees. The Director of Admissions in the Office of Enrollment Services periodically submits reports to the EOP Office on minority student recruitment and enrollment rates and provides an annual update for the FEEA Report. Various University offices are also involved in minority student issues. The Director of the Academic Center for Excellence provides information to the EOP Office with respect to Undergraduate minority student retention rates and the methods and strategies to increase the number of underrepresented groups. The Office of Academic Affairs and the Graduate School provide information on Undergraduate minority student graduation rates and minority Graduate enrollment rates. The information provided by these units is reported annually through the Florida Educational Equity Act Report.

Within the Department of Athletics, minority and diversity issues are monitored and addressed by the Director of Athletics, the Senior Associate Athletics Director/SWA, and the Compliance Director. The Athletics Director has been charged by the President with responsibility for oversight of all personnel matters within the department as well as student-athlete well-being. The Senior Associate Athletics Director not only serves on the Athletics Department Senior Staff, but also as the Senior Woman Administrator and CHAMPS Lifeskills Coordinator. As such, she is responsible for coordinating, conducting and reporting on the annual team End-of-Season surveys. These additional roles require active participation in monitoring and oversight of student-athlete well-being including such issues of diversity and minority concerns. In addition, the Compliance Director not only produces demographic reports on racial and ethnic diversity for departmental review and consideration, but also advises and has general oversight for the SAAC. This role includes nomination of student-athletes for various leadership functions within the department, campus-wide and external to the university as well as conducting and summarizing the majority of the exit interviews for review by the AD, SWA and FAR.

5. For the three most recent academic years, provide the racial or ethnic composition for (a) full-time senior administrative athletics department staff members (i.e., assistant athletics directors up through the athletics director level); (b) 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); (c) full- and part-time head coaches; (d) full- and part-time assistant coaches (including graduate assistant and volunteer coaches); (e) faculty-based athletics board or committee (e.g., faculty senate subcommittee on athletics, faculty athletics committee) members; and (f) 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.]

[See Part A-Athletics and Selected Institutional Personnel]

The Athletics Department was successful in attracting a full-time Black professional staff member over the past year and retaining one full-time Hispanic Head Coach and one full-time American Indian Head Coach. The Department lost a Black Assistant Coach over the past year, but efforts are continuing to recruit and retain members of minority groups to fill coaching and staff positions at the professional and senior administrative ranks. Over the past three years, the Department of Athletics retained one Black and one Hispanic Faculty-Based Athletics Board members.

In the current academic year, the Department has expanded the coaching staff in basketball as follows:

- Men's Basketball: 1 F/T Black Assistant Coach
- 1 OPS (non-benefits) Black Assistant Coach
Women's Basketball: 1 F/T White Assistant Coach
1 OPS (non-benefits) Black Assistant Coach

The Department was also successful in adding minority OPS (non-benefits) Assistant Coaches as follows:

Softball: 1 Hispanic Female
Tennis: 1 Hispanic Male
Men's Soccer: 1 Hispanic Male
Volleyball: 1 Black Female

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 on Page 34) to compile the data requested in this self-study item.]

   [See Part B-Students Generally and Student-Athletes on Athletics Aid]

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 on Page 35) to compile the data requested in this self-study item.]

   [See Part C-Men's and Women's Sports Teams]

8. Using the eight program areas for minority issues please:

   a. Describe how the institution has ensured a complete study of each of the eight areas specifically during the time frame of the self-study process;
   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 written, stand-alone 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 the eight areas.

   The institution ensured a complete study of each of the program areas through the direct involvement of the Athletic Department staff members, including the Athletic Director, the Senior Associate Athletic Director/SWA, the Director of Compliance, Athletic Business Manager, and all of the coaches. The staff provided information and data on each sport that were reported to the Subcommittee on Equity and Student-Athlete Well-Being charged with reviewing and analyzing each program area. The Intercollegiate Athletic Committee and the SAAC were also involved in the review of information provided by the Subcommittee.

   The Sub-Committee on Gender Equity, Minority Issues and Student-Athlete Well-Being reviewed the institutional and Athletic Department's commitment to minority and diversity issues as it relates to the development and maintenance of written statements that address the issues of diversity. The subcommittee reviewed the following:

   - The University's Equal Opportunity and Diversity Regulation
   - The Florida Educational Equity Act Report
b. Provide data demonstrating the institution’s commitment across each of the eight areas.

The University’s Equal Opportunity and Diversity Regulation sets forth the University’s expectations and commitment to providing an inclusive and welcoming environment for all who interact in our community and strives to attract students, faculty and staff from a variety of cultures, backgrounds and life experiences. Minority and diversity issues are addressed through various University publications, including the undergraduate and graduate catalogs and the Student Handbook.

The Florida Educational Equity Act (FEEA) report, which is completed annually and approved by the President and the University Board of Trustees, includes data with respect to race and gender diversity in Admissions for graduates and undergraduates, retention rates of First Time In College’s, and graduation rates for students. The report also contains updates on Gender Equity in Athletics and employment data for senior level administrators and ranked faculty positions. The University’s Affirmative Action Plan contains current demographic information on all job groups and an analysis of areas where there might be under-representation of women and minorities. The AAP is compiled and reviewed annually and shared with respective administrators. In addition, the recruitment process for faculty and staff is monitored by the Office of Equal Opportunity Programs to assure compliance with all federal and state EEO requirements.

The University’s Equal Opportunity and Diversity Regulation states in part, “While embracing these concepts [of an inclusive and welcoming environment] including its obligations under affirmative action regarding race, ethnicity and gender, the University is equally committed to ensuring that educational and employment decisions, including recruitment, admission, hiring, compensation and promotion, are based on the qualifications, skills and abilities of those desiring to work, study and participate in our University community.”

The University’s undergraduate and graduate catalogs states: “The University is also committed to diversity with the belief that exposure to an extraordinary blend of students offers a rich and rewarding educational experience. Of the nearly more than 16,000 students enrolled at UNF for the 2006 fall term, about 59% were women, nearly 22 percent were minorities, and nearly 90% were undergraduates. This diversity gives classes at UNF a distinctive character and provides for stimulating, thought-provoking discussions and perspectives. These students, coupled with an increasing number of international students and a core of graduate students in several professional areas, enable UNF to provide a unique environment. The students themselves challenge and stimulate each other in ways that foster cooperation, competition, and understanding of diverse traditions and cultures.”

In addition, the undergraduate and graduate catalogs also contain the following statement:

“Equal Opportunity/Equal Access/Affirmative Action: The University of North Florida complies with both the philosophy and the practice of equal opportunity for all citizens in academic life and employment as specified in the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) of 1990. The President of UNF has designated a director to ensure compliance with policies regarding affirmative action, equal opportunity, sexual harassment and non-discrimination against disabled persons. Inquiries about UNF policies and practices in regard to relevant institutional policies, Title VI, Title VII, Title IX, or ADA/Section 504 should be referred to the Director of Equal Opportunity Programs, 620-2507.”

The Student Handbook states: “Non-Discrimination: UNF is committed to achieving equality of opportunity in education, professional training, career advancement and University employment. Specifically, the University's Equal Opportunity and Diversity Regulation prohibits discrimination or harassment on the basis of race, color, religion, age, disability, gender, sexual orientation, marital status, national origin or veteran status in any educational, employment, social or recreational program or activity offered by the University. Similarly, we will not commit or permit retaliation against an individual who complains of discrimination or harassment or an individual who cooperates in an investigation of an alleged violation of
this regulation.”

In addition to these publications, all printed letterhead contains the statement, “UNF is an Equal Opportunity, Equal Access, Affirmative Action institution.” This statement is also contained in all University position advertisements.

The Office of Equal Opportunity Programs reviews and approves the recruitment plan for all administrative and support positions in the Athletic department. The EOP Office works with the Athletic department to identify appropriate advertisement media for all recruitment. Applicant pools and interview pools are reviewed to determine if acceptable levels of minority and female candidates are represented.

While the Athletics Department Mission Statement includes references to fairness and gender equity, it does not at present specifically address the importance of non-discrimination and inclusion. However, as part of the “Philosophical Background” section of the Athletic Department Policies and Procedures manual, the section on “Values” clearly states the importance of a climate of inclusiveness “attracting students of diverse backgrounds and experiences and is similarly committed to recruit, hire, and retain employees who bring a diversity of viewpoints, cultures and a broad range of human experiences.” The Athletic Department Guiding Principles state:

“The University of North Florida Athletic Department is committed to providing an inclusive and welcoming environment for all who interact in athletics. The Athletic Department shall not commit or permit discrimination or harassment on the basis of race, color, religion, age, disability, gender, sexual orientation, marital status, national origin, or veteran status in any athletics program offered by the University of North Florida.”

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.

The Department of Athletics is committed to and operates under university-wide policies with respect to diversity and non-discrimination as stated in their Policies and Procedures Manual.

A recent change to the Department's Mission Statement does have specific wording that addresses its commitment to a culture of diversity.

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

The Department will draft an action statement for its strategic plan that will address the importance of diversity and inclusion within the programs and services of the athletics program. This primary value will also be included in a revision/updating of the department mission statement. These revised statements will appear in the department's Strategic Plan, Policies and Procedures manual, and the Student-Athlete Handbook.

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 the eight areas.

The institution ensured a complete study of each of the program areas through the direct involvement of the Athletic Department staff members, including the Athletic Director, the Senior Associate Athletic Director/SWA, the Director of Compliance, Athletic Business Manager, and all of the coaches. The staff provided information and data on each sport that were reported to the Subcommittee on Equity and Student-Athlete Well-Being charged with reviewing and analyzing each program area. The Intercollegiate Athletic Committee and the SAAC were also involved in the review of information provided by the Subcommittee.

The Sub-Committee on Gender Equity, Minority Issues and Student-Athlete Well-Being reviewed the Athletic Department's activities for consistency with goals and objectives set forth in the institution's and
athletic department's written commitments to diversity. The subcommittee reviewed the athletic department's hiring practices in addition to the recruitment and retention of student-athletes. A review of the Florida Educational Equity Act Report (FEEA) and the Equity in Athletics Disclosure Act Report was also conducted, together with reviews of the exit interview process and mechanisms for filing complaints of discrimination on the basis of the various protected categories.

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

The department complies fully with University-wide procedures for recruitment of all staff which requires Affirmative Action/EEO compliance and involves monitoring by EOP staff. The Department of Athletics annually reviews its diversity through the University's Florida Educational Equity Act (FEEA) report which also requires the completion of an Equity in Athletics Disclosure Act Report. The FEEA report includes data with respect to diversity in athletic program administration and leadership and provides demographic information on minority student admissions, retention and graduation rates. The report is compiled and reviewed annually before submission to the University President and the University's Board of Trustees for approval. The Athletic Department also conducts end of season exit interviews with student-athletes to assure that non-discrimination and diversity goals are being honored. In addition, review of strategic plans and self-studies of athletics provide ongoing evaluation of the state of the athletics department. The University also provides mechanisms for filing complaints of discrimination on the basis of any protected category. Lastly, ongoing training on non-discrimination and diversity are offered throughout the year.

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.

No deficiencies.

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

On an annual basis, the Intercollegiate Athletics Committee will review matters pertaining to diversity to include recruitment of minority students and administrators, and the retention and graduation of minority students in athletics.

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 the eight areas.

The institution ensured a complete study of each of the program areas through the direct involvement of the Athletic Department staff members, including the Athletic Director, the Senior Associate Athletic Director/SWA, the Director of Compliance, Athletic Business Manager, and all of the coaches. The staff provided information and data on each sport that were reported to the Subcommittee on Equity and Student-Athlete Well-Being charged with reviewing and analyzing each program area. The Intercollegiate Athletic Committee and the SAAC were also involved in the review of information provided by the Subcommittee.

University-wide policies, practices and activities that support and enhance diversity were reviewed. Student-athletes are offered every opportunity available to the regular student body to participate in events that support diversity. A review was made of programs and services of primary interest to diverse populations provided by the Athletics Department as well as those provided by the university. A review of exit interviews and program evaluations, where appropriate, addressed the satisfaction of minority student-athletes with these programs and services. Interviews were also conducted with the Assistant VP for Student Life, Assistant Athletic Director for Academic Support Services, Compliance Director, Admissions Director, Counseling Center Director, Coordinator of Career Development Services, Director of the Multicultural Center, and Head Athletic Trainer. Lastly, a review was conducted of on-campus activity programming, and
activities, programs and services outlined in the UNF Student Handbook.

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

The Intercultural Center for the PEACE (Promotion, Education, and Advancement of Cultures and Ethnicities) promotes civility and respect for the dignity and worth of each individual at the University and is dedicated to maintaining an environment which places the highest priority on collegial relationships, mutual respect, and sensitivity among its students, faculty, and staff. Various student clubs and organizations, such as the African American Student Union, the LGBT Support Network and the International Student Association support diversity through campus programs and events.

A listing of all university programs and activities are contained in the Student Handbook and are announced through Campus Updates and the Student Government Association. The Athletic Department's CHAMPS Life Skills program works in conjunction with various offices, programs and departments across campus to provide a broad based variety of programs and services.

Expertise and resources shared across departments facilitates better programming and thus more participation. Among the University resources and services that address identified needs of minority students and minority student-athletes are Student Medical Services, the Office of Health Promotions, Campus Alcohol/Drug Information Center (CADIC)/University Police Department, Counseling Center, Career Services, Academic Center for Excellence (tutoring and mentoring), Disability Resource Center, Student Skills Workshops, and Ombudsman.

These offices have specially trained staff to work with students with a variety of needs providing information, education, and referrals. Other offices provide a variety of programming targeting minorities including: African American Student Union, Greek Life, Intercultural Center for PEACE, International Center, Residence Life, and the Women's Center. Information about these programs and services is shared with all student-athletes each semester and specific programs are promoted actively by the Athletics Department staff.

Many programs have been developed and designed specifically to encourage minority students to attend and participate or to promote diversity among the staff. Among these recently was a counseling program for student-athletes that focused on adjustment issues including minorities, a diversity training workshop for athletic department coaches and staff, support of the Intercultural Center with the Martin Luther King Luncheon, as well as the use of on-campus and off-campus minority leaders as honorary coaches to interact with the student-athletes on-campus during athletic competition.

Two years ago, the institution applied for an NCAA Diversity Grant for student-athletes, but did not receive it. The department has subsequently applied for another one for early next fall.

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.

No deficiencies.

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

Comprehensive programming addressing minority issues exists university-wide that benefits all students including student-athletes. While there have been no indications that there are unmet needs, a survey of minority student-athletes will be conducted to assess their specific interests and needs. The Athletics Department will continue to encourage participation by all student-athletes in a variety of educational and support programs.

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 the eight areas.
The institution ensured a complete study of each of the program areas through the direct involvement of the Athletic Department staff members, including the Athletic Director, the Senior Associate Athletic Director/SAW, the Director of Compliance, Athletic Business Manager, and all of the coaches. The staff provided information and data on each sport that were reported to the Subcommittee on Equity and Student-Athlete Well-Being charged with reviewing and analyzing each program area.

The Intercollegiate Athletic Committee and the SAAC were also involved in the review of information provided by the Subcommittee. The Subcommittee on Gender Equity, Minority Issues and Student Athlete Well-Being invited the Director of the Office of Admissions to provide information with regard to the enrollment of minority students including minority student-athletes.

The University's Office of Admissions maintains an ongoing commitment to increase the percentage of all underrepresented populations within its freshman class. Minority enrollment is reviewed and reported to executive staff on a quarterly basis. As part of the Florida Educational Equity Act report, minority enrollment of First Time In College students and Community College Transfer Students are reviewed and reported annually. Fall term 2007 minority enrollment data by categories were reviewed by the subcommittee.

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

Over the past three years, minority enrollment has increased slightly from 21.56% to 22.35% of all students enrolled. From the fall of 2006 to the fall of 2007 the percentage of under-represented First Time In College populations enrolled at the University once again achieved decent gains. The overall First Time In College population dropped by 269 students. Notable gains were effected in the American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic categories. A continued deficiency remains in the Black category. Such a trend down is of significant concern. Of note, the only category that saw gains in population and in percentage was in applicants choosing not to report diversity or Non-Resident Aliens (NRA).

Over the past fiscal year, community college transfers have increased for Black and Asian/Pacific Islander students to UNF. The most significant gain was in female students with around a 2% increase. American Indian/Alaskan Native, and Hispanic Students have posted modest drops less than 1 percentage point. Male and White students posted around 2% point drops. All declines most likely mirror the overall decline in community college transfers for the year, which corresponds with historical data and projections for the coming fiscal years.

Prior to recent budget cuts and enrollment caps, the University of North Florida actively recruited community college students seeking to transfer to UNF after receiving their associates of arts degree from a Florida community college. This recruitment began with a communication funnel initiated through a mailing list of community college students from across the State of Florida who have completed 45 or greater semester hours of college credit. In addition to multiple correspondences, active recruitment takes place on each community college campus throughout the year.

Admissions recruitment staff are assigned community colleges within their geo-markets as areas of responsibility and they make frequent visits to each campus throughout the year developing relationships with students as well as college counselors. Also, the University of North Florida has an articulation officer who works with local community colleges to develop articulation agreements that ensure an accurate and open path between community college students and specific academic programs at UNF. Finally, the University of North Florida hosts annual 2+2 College Counseling Seminars that allow community college counselors to become more informed as to the programs and opportunities available to their students upon graduation from a Florida community college.

The University continues to strengthen relationships with predominantly minority high schools in the State of Florida through increased visitation. Several methods and strategies have been used to increase the number of minority students:

-Continue outreach activities with various programs including "Take Stock in Children," "Upward Bound," "Gear Up" and "INROADS, Inc."
-Continue outreach by recognizing and awarding outstanding minority high school students at our annual "Minority Recognition Ceremony."
-Continue offering SAT/ACT test prep programs, and look to expand accessibility to more applicants.
-Increase the number of minority students through targeted attendance at events such as NSSFNS
College Fair & Project Excellence.
- Continue to promote the University of North Florida’s commitment to diversity through participation in events such as “Jacksonville Black Expo”, 100 Black Men of Jacksonville and Willie E. Garry College Fairs and “New Horizons.”
- Continue working in conjunction with the UNF Academic Center for Excellence, and with faculty and staff to increase participation in the mentoring program for current UNF students.
- Continue to enhance relationships with local minority churches.
- Develop additional recruitment materials specific to multicultural students.
- Develop and foster relationship with PATHWAYS Program as related to multi-cultural recruitment initiatives. Utilize PATHWAYS coordinator to partner in multi-cultural community recruitment visits.
- Develop and foster relationship with the “Jacksonville Commitment” Program as related to multi-cultural recruitment initiatives and access for low income applicants.
- Initiate specific call and mail campaigns at various times along the recruitment and yielding funnel.
- Further utilize Presidential Advisor Chief Nat Glover to build bonds and increase applicant interest at selected events.
- Further utilize on-campus organizations such as AASU and HACE to provide support for recruitment activities and initiatives.
- Implement initiatives to attract students that were first generation college attendees.

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.

No deficiencies

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

The above strategies will be reviewed annually to determine effectiveness.

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 the eight areas.

The institution ensured a complete study of each of the program areas through the direct involvement of the Athletic Department staff members, including the Athletic Director, the Senior Associate Athletic Director/SWA, the Director of Compliance, Athletic Business Manager, and all of the coaches. The staff provided information and data on each sport that were reported to the Subcommittee on Equity and Student-Athlete Well-Being charged with reviewing and analyzing each program area. The Intercollegiate Athletic Committee and the SAAC were also involved in the review of information provided by the Subcommittee.

The subcommittee reviewed the ethnic diversity of the general student population for the years 2004-05, 2005-06, and 2006-07 and compared that to the minority student-athlete population, by sport, for the same years. The university’s Office of Institutional Research provided documentation of diversity within the general student population with data used for NCAA graduation rate reporting requirements. The appropriate NCAA Demographic and Sports Sponsorship reports were used to identify student-athlete ethnicity on a sport by sport basis. As there has been a recent change in the NCAA reporting forms, student-athletes who self-selected the designation of “Other” for ethnicity on the new forms were incorporated into the collective “minority” classification as they appeared to be persons of mixed racial and/or ethnic origin or international students.

In addition, a review was made of the Minority Issues Self-Study Item #7 -PART B: Students Generally And Student-Athletes On Athletics Aid - Racial or Ethic Diversity to evaluate the allocation of athletics aid with respect to ethnicity.
b. Provide data demonstrating the institution's commitment across each of the eight areas.

The review of ethnicity of the general student population over the three-year period (2004-2007) indicated that white students consistently made up 76% of the population. Conversely, minority students consistently made up approximately 24% of the population with the single largest group being Black students at 10%. However, the student-athlete minority population for the same years has increased from 23% in 2004-05 to 27% in 2005-06 to 32% in 2006-07 a 9% increase. This increase in diversity was a definite anticipated outcome of enhanced emphasis on and recruitment for the expanding women's track program.

Numbers included in Self-Study Item #7-PART B: Students Generally and Student-Athletes On Athletic Aid-Racial or Ethnic Diversity are reflective only of student-athletes who received athletics aid and thus are different than the numbers used to indicate percentage of minority students in general on athletic teams. In reviewing the allocation of athletic aid, while the percentage of minority student-athletes has increased from 23% to 32%, the percentage of minority student-athletes receiving athletic aid has remained stable at 24% consistent with the overall university minority student population. The percentage of Black student-athletes receiving athletic aid increased from 12% to 14% while the student populations remained stable at 10%. These are strong indicators of a history of compliance with respect to minority recruitment.

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.

No deficiencies; trends indicate a potential increase in the minority student-athlete population as the track programs continue to expand.

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

Along with monitoring changes in diversity in the overall university enrollment, the athletic department will continue to monitor the racial and ethnic diversity of student-athletes through an annual report on diversity to the Intercollegiate Athletic Committee.

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 the eight areas.

The institution ensured a complete study of each of the program areas through the direct involvement of the Athletic Department staff members, including the Athletic Director, the Senior Associate Athletic Director/SWA, the Director of Compliance, Athletic Business Manger, and all of the coaches. The staff provided information and data on each sport that were reported to the Subcommittee on Equity and Student-Athlete Well-Being charged with reviewing and analyzing each program area. The Intercollegiate Athletic Committee and the SAAC were also involved in the review of information provided by the Subcommittee.

The SAAC is the primary mechanism by which all student-athletes have access to opportunities for leadership within the athletic department and for participation in governance and decision-making. Indications of the level of participation by minority student-athletes in governance and decision-making were assessed through the following reviews: historical membership records of the SAAC committee; institutional nominations for selection to the annual NCAA Leadership Conference; participation by student-athletes on university and departmental committees including search committees. In addition, information gathered from EXIT interviews, End of Season (EOS) surveys, and coaches and student interviews was reviewed for comments. Lastly, a review was made of student-athlete participation in designated leadership positions within the department such as team captains, student hosts, and
departmental representatives to university activities and functions.

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

Requirements for "membership" on the Student Athlete Advisory Committee have varied for many years in an effort to develop sustained, interested student leadership. With academic, competitive and travel schedules changing with sport seasons and academic demands, two years ago it was determined that voluntary self-selected membership provided the most dedicated and consistent membership. Coaches are reminded regularly to insure participation by their teams, but membership is open to all student-athletes at every meeting. Ironically, that has led to more regular and better participation by all teams. As such, there is not a defined membership. Recent attendance records indicate regular attendance on the part of minority student-athletes from a breadth of sports including such teams as basketball (M&W), swimming & diving (W), as well as track (W) and tennis (M&W). In addition, for the past three years, a minimum of two minority student-athletes have been nominated each year for the annual NCAA Leadership Conference. For the first time an UNF minority candidate has been selected by the NCAA to attend. Student-athletes serve on all formal search committees and ad hoc departmental committees when appropriate such as "awards" committee, new student-athlete orientation planning committee, etc. Of the two student-athletes originally selected to participate on the Self-Study Steering Committee, one was a minority (male basketball S/A) and currently, of the two students on the university's Intercollegiate Athletic Committee, one is a minority (female/SGA President). Another minority S/A (male/soccer) served for two years on the university's orientation committee and as a university orientation leader.

Comments from EXIT interviews and End of Season surveys yielded minimal information. Coaches' interviews revealed unique reasons for the selection of S/As as team captains and/or student hosts, but indicated a good representation of minority student-athletes especially in teams with more minority student-athletes on their rosters.

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.

No deficiencies.

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

To maintain the participation of minority student-athletes in these leadership roles, coaches must continue to identify potential minority leaders and the administration needs to cultivate their participation through the SAAC and other committee needs. The department also needs to annually inform and encourage these student-athletes about participation in the UNF Leadership Institute and Development programs through the Division of Student Affairs.

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 the eight areas.

The institution ensured a complete study of each of the program areas through the direct involvement of the Athletic Department staff members, including the Athletic Director, the Senior Associate Athletic Director/SWA, the Director of Compliance, Athletic Business Manager, and all of the coaches. The staff provided information and data on each sport that were reported to the Subcommittee on Equity and Student-Athlete Well-Being charged with reviewing and analyzing each program area. The Intercollegiate Athletic Committee and the SAAC were also involved in the review of information provided by the Subcommittee.
The Sub-Committee on Gender Equity, Minority Issues and Student Athlete Well-Being discussed the procedures for providing employment opportunities for all administrative and support staff in the Athletics Department. The Department abides with the University's policies and procedures for employment of all permanent staff and students seeking temporary employment.

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

The Office of Equal Opportunity Programs (EOP) reviews and approves the recruitment plan for all administrative positions in the Athletics Department and the Office of Human Resources reviews and approves the recruitment requests for all support staff and OPS student assistance in the Department. The EOP Office works with the Athletics department to identify appropriate advertisement media for all recruitment. Applicant pools and interview pools are reviewed to determine if acceptable levels of minority and female candidates are represented.

The Athletics Department was successful in attracting a full-time Black professional staff member over the past year and retaining one full-time Hispanic Head Coach and one full-time Head Coach of American Indian Ethnicity. The Department lost a Black Assistant Coach over the past year, but efforts are continuing to recruit and retain members of minority groups to fill coaching and staff positions at the professional and senior administrative ranks. Over the past three years, the Department has retained one Black and one Hispanic Faculty-Based Athletics Board or Committee Members.

In the current academic year, the coaching staffs in Basketball have expanded as follows:

Men's Basketball: 1 F/T Black Assistant Coach
1 OPS (non-benefits) Black Assistant Coach

Women's Basketball: 1 F/T White Assistant Coach
1 OPS (non-benefits) Black Assistant Coach

The Department was also successful in adding minority OPS (non-benefits) Assistant Coaches as follows:

Softball: 1 Hispanic Female
Tennis: 1 Hispanic Male
Men's Soccer: 1 Hispanic Male
Volleyball: 1 Black Female

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.

While recently there has been a significant increase in minority representation on the coaching staff, the department lacks minority administrative staff and will continue to address this issue as positions become available.

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

When positions become available, the Department will make every effort to attract full-time minority administrative staff.

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 the eight areas.

The institution ensured a complete study of each of the program areas through the direct involvement of the Athletic Department staff members, including the Athletic Director, the Senior Associate Athletic Director/SWA, the Director of Compliance, Athletic Business Manager, and all of the coaches. The staff provided information and data on each sport that were reported to the Subcommittee on Equity and
Student-Athlete Well-Being charged with reviewing and analyzing each program area. The Intercollegiate Athletic Committee and the SAAC were also involved in the review of information provided by the Subcommittee.

A review was made of programs and services of primary interest to diverse populations provided by the Athletic Department as well as those provided by the university. A review of EXIT interviews and program evaluations, where appropriate, addressed the satisfaction of minority student-athletes with these programs and services. Interviews were also conducted with the Assistant VP for Student Life, Assistant Athletic Director for Academic Support Services, Compliance Director, Admissions Director, Counseling Center Director, Coordinator of Career Development Services, Director of the Multicultural Center, and Head Athletic Trainer. Lastly, a review was conducted of on-campus activity programming, and activities, programs and services outlined in the UNF Student Handbook.

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

As also noted in Program Area (3) Organization and Structure, the following paragraphs outline programs and activities that demonstrate the institutions commitment to diversity:

The Athletic Department's CHAMPS Life Skills program works in conjunction with various offices, programs and departments across campus to provide a broad based variety of programs and services. Expertise and resources shared across departments facilitates better programming and thus more participation.

Among the University resources and services that address identified needs of minority students and minority student-athletes are Student Medical Services, the Office of Health Promotions, Campus Alcohol/Drug Information Center (CADIC) University Police Department, Counseling Center, Career Services, Academic Center for Excellence (tutoring and mentoring), Disability Resource Center, Student Skills Workshops, and Ombudsman. These offices have specially trained staff to work with students with a variety of needs providing information, education, and referrals. Other offices provide a variety of programming targeting minorities including: African American Student Union, Greek Life, Intercultural Center for Peace, International Center, Residence Life, and the Women's Center. Information about these programs and services is shared with all student-athletes each semester and specific programs are promoted actively by the athletic department staff.

Many programs have been developed and designed specifically to encourage minority students to attend and participate or to promote diversity among the staff. Among these recently was a counseling program student-athletes that focused on adjustment issues for unique student groups including minorities, a diversity training workshop for athletic department coaches and staff, support of the Intercultural Center with the Martin Luther King Luncheon, as well as the use of on-campus and off-campus minority leaders as honorary coaches to interact with the student-athletes in their setting.

Two years ago, the institution applied for an NCAA Diversity Grant for student-athletes, but did not receive it. The department has subsequently applied for another one for early next fall.

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.

No deficiencies; comprehensive programming exists university-wide that benefit all students including student-athletes, and there have been no indications that there are unmet needs.

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

Survey minority students to determine unmet needs for programming and activities.
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 the Plan for Improvement Attached

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 subcommittee for Equity and Student-Athlete Well-Being convened over a period of several months to review all program areas and to develop its institutional plan for improvement. The subcommittee provided ongoing reports to the Steering Committee comprised of a broad representation of internal and external community representatives. Upon the completion of a significant portion of the draft report all campus constituents were invited to provide feedback to the subcommittee on matters related to gender issues, minority issues and student-athlete well-being.

The Athletic Department, including the SAAC, the NCAA Division I Steering Committee as well as members of the President's Executive Staff reviewed and approved the Plan prior to final approval by the University President.

Evaluation

1. Has the institution implemented its approved minority-opportunities plan from the previous self-study? **Currently No**

2. Has the institution provided an explanation from appropriate institutional authorities if its minority-issues plan was modified or not carried out fully? **Currently No**

3. Has the institution demonstrated that it is committed to, and has progressed toward fair and equitable treatment of all minority student-athletes and athletics department personnel? **Currently Yes**

4. Has the institution formally adopted a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which expands opportunities and support for minority student-athletes and athletics personnel? **Currently Yes**

5. Has the institution developed a plan that includes measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables? **Currently Yes**
<table>
<thead>
<tr>
<th>Program Area</th>
<th>Issues in the Self-Study</th>
<th>Measurable Goals</th>
<th>Steps to Achieve Goals</th>
<th>Individuals/Officers Responsible for Implementation</th>
<th>Specific Timetable for Completing the Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Institutional and Athletics Department Commitment.</td>
<td>The Department of Athletics would benefit from the inclusion of specific statements demonstrating greater support for a culture of diversity and inclusion in its Strategic Plan and Department Mission Statement.</td>
<td>Create written statements related to diversity and inclusion and include in the Department's Strategic Plan, policies and procedures manual and the Student-Athlete Handbook.</td>
<td>The Department will draft an action statement for its strategic plan that will address the importance of diversity and inclusion within the programs and services of the athletics program. This primary value will also be included in a revision/updating of the department mission statement. These revised statements will appear in the department's Strategic Plan, Policies and Procedures manual, and the Student-Athlete Handbook.</td>
<td>Athletic Director and Senior Associate Athletic Director/ SWA</td>
<td>May, 2008</td>
</tr>
<tr>
<td>2. Evaluation.</td>
<td>No deficiencies</td>
<td>In addition to ongoing evaluations of the department's hiring practices and recruitment and retention of student-athletes, copies of the FEEA Report containing added information on retention and graduation of minority students will be shared with the intercollegiate Athletics Committee for their review and feedback.</td>
<td>On an annual basis, the FEEA Report will be shared with the IAC at their regularly scheduled meeting.</td>
<td>Athletic Director and Senior Associate Athletic Director/ SWA</td>
<td>Fall 2008</td>
</tr>
<tr>
<td>3. Organization and Structure.</td>
<td>No deficiencies</td>
<td>The Department will continue to encourage student-athletes to participate in University diversity initiatives.</td>
<td>Continue to partner with Student Affairs in the creation of programs addressing diversity and strongly encourage student-athletes to attend. Survey minority student-athletes to assess program interests and needs.</td>
<td>Athletic Director; Senior Associate Athletic Director/ SWA, Compliance Director, and Coaches</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Program Area</td>
<td>Issues in the Self-Study</td>
<td>Elements</td>
<td>Measurable Goals</td>
<td>Steps to Achieve Goals</td>
<td>Individuals/Officers Responsible for Implementation</td>
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<tr>
<td>4. Enrollment</td>
<td>No deficiencies</td>
<td>Continue to monitor enrollment of minority student-athletes.</td>
<td>Work with the Director of Admissions to monitor changes in the diversity of the general student population.</td>
<td>Director of Admissions, Athletic Director, Senior Associate Athletic Director/SWA and coaches</td>
<td>Ongoing</td>
</tr>
<tr>
<td>5. Comparison of Populations.</td>
<td>No deficiencies</td>
<td>Continue to monitor the ethnic and racial diversity of student-athletes.</td>
<td>Creation and submission of an annual report on diversity to the Intercollegiate Athletic Committee.</td>
<td>Athletic Director, Senior Associate Athletic Director/SWA and Coaches</td>
<td>Ongoing</td>
</tr>
<tr>
<td>6. Participation in Governance and Decision-Making.</td>
<td>No deficiencies</td>
<td>Coaches and administrative staff will continue to identify potential minority leaders.</td>
<td>Administrative staff will cultivate the participation of minority student-athletes in departmental governance and decision-making through the SAAC, and nominations to the National Student Athlete Leadership Conference and other committees.</td>
<td>Athletic Director, Senior Associate Athletic Director/SWA, Compliance Director, and Coaches</td>
<td>Ongoing</td>
</tr>
<tr>
<td>7. Employment Opportunities.</td>
<td>Lack of minority administrative staff</td>
<td>Over the next 3-5 years, as vacancies occur, actively recruit minority applicants for administrative positions.</td>
<td>Aggressive recruitment through: -minority journals, publications, and organizations -Referrals -Identification of minority candidates through existing NCAA leadership development programs.</td>
<td>Athletic Director, Senior Associate Director, and appropriate administrative staff.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>8. Programs and Activities.</td>
<td>No deficiencies</td>
<td>Continue to monitor programs and activities in support of minority student-athletes.</td>
<td>Survey minority students to determine their needs/interests for programming and activities. Once identified, set up a reasonable plan to address them with activities and programming.</td>
<td>Senior Associate Athletic Director/SWA and coaches</td>
<td>Fall 2008</td>
</tr>
</tbody>
</table>
Operating Principle

3.3 Student-Athlete Well-Being

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 Well-Being). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

Not applicable as UNF did not participate in the first cycle of certification.

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 Well-Being). 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.

Not applicable as UNF did not participate in the first cycle of certification.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 3.3 (Student-Athlete Well-Being) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

Not applicable as UNF did not participate in the first cycle of certification.

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

The University's Division of Student Life encompasses a wide variety of programs, activities and services that provide all students including student-athletes with a safe and healthy environment for exploration, learning and involvement outside the classroom. Besides University Housing and the various food service venues available to students on-campus, the services offered include Campus Ministry, Career Services Personal, Counseling Services, Disability Resource Center, Health Promotions, Intercultural Center for PEACE (Promotion, Education, and Advancement of Cultures and Ethnicities), Lesbian, Gay, Bisexual, Transgender (LGBT) Resource Center, Ombudsman for Students, Student Medical Services, University Police, Study Abroad, Student Employment, Victim Advocacy Program, and the Women's Center. In addition through the Campus Recreation Department, there are a wealth of opportunities for participation in other physical and leisure activities. Lastly, there are an abundance of clubs and student organizations that provide ample opportunities for leadership development and intellectual and cultural expansion.

The Athletic Department has a developing CHAMPS LifeSkills program that often partners with a variety of other campus programs in the provision of special speakers, leadership development programs, social activities, and community service projects that educate, challenge, and expand the horizons of student-athletes.
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.

Within the structure above, the University offers a number of educational enhancement programs available to all students, including student-athletes.

Career Services is a comprehensive career development center whose mission is to help students develop the skills necessary to effectively identify and implement career goals. Opportunities are offered to integrate classroom theory with actual on-the-job work experiences; to explore career interests and aptitudes; to enhance employability after graduation; to develop social responsibility through a variety of off-campus learning experiences; to understand the dynamics of human relationships and cultural diversity. The office supports learning through experience by providing opportunities for: intellectual development, civic and social responsibility, community service, cross cultural and global awareness, career exploration, ethical development, and personal growth. Some of the programs offered are: Internships; Job Vacancy Listings; Workshops/Orientation; Job and Career Fairs; Career Panels and Presentations; Informational Booklets and Guides; On-campus Recruiting Program; Resume Referral Program; Practice Interviews; Career Planning Course: EDG 2000; Career Services Website.

Beginning with the 2007-08 academic year, a career services coordinator was designated as a liaison with the Athletic Department to work collaboratively to develop programs and services specifically targeted to and for the student-athletes. Plans are in place to develop career workshops for student-athletes in career and major exploration, resume writing, interviewing, and job hunting skills. Further plans include the development of a four-year career development plan for student-athletes patterned after the existing STAR program.

Counseling Center programs are designed to enhance students' total educational experience and to be an integral component of a student's college education. A confidential environment is provided for students to share concerns, gain insights, and learn problem-solving and decision-making skills. Licensed mental health professionals and graduate interns are available to provide services, including: crisis intervention; individual, group and couples' counseling; consultation; workshops; and community referral. These services assist students with their personal growth and development and thereby enhance their potential for academic success. Orientation and training activities include topics such as: crisis intervention, counseling skills, dealing with students in distress, depression, eating disorders, suicide assessment and prevention, referral procedures and successful transition to college.

Through outreach efforts by the Counseling Center, a series of workshops were designed and conducted specifically for student-athletes by Counseling Center interns. These workshops/discussion groups were conducted on a drop-in basis and were housed in the athletic academic support area. Topics included such issues as homesickness, dealing with injuries, talking with coaches and professors, and assertiveness training. These sessions were well received by student-athletes who attended.

A variety of offices address the needs of student-athletes' health and safety. First and foremost is the Athletic Training program that employs a staff of 6 certified athletic trainers providing services for approximately 260 student-athletes. There are two state of the art athletic training facilities, the Arena Athletic Training Room and the Arthur "Buster" Browning Athletic Training and Education Center. These are housed in close proximity to practice and competitive venues and serve as the primary site for clinical training for over 20 student trainers each year. In addition to outstanding facilities, educational programs are provided for student-athletes by experts on a variety of topics including acclimatization, eating disorders and body image, alcohol and related drugs including performance enhancing drugs, smokeless tobacco and other tobacco products, sexually transmitted diseases, proper hydration, etc.
Health Promotion is committed to promoting healthy lifestyle choices for the UNF community by offering a variety of programming and assessments for the individual who is motivated to improve his/her level of wellbeing. These include: classes, free HIV anonymous testing, Sexually Transmissible Infection (STI) information, CPR/First Aid classes (fee), health fairs, class presentations and workshops, residential programming and other outreach activities.

Student Medical Services provides primary care services for the entire student population at UNF. Acute and chronic medical concerns are evaluated and treated. Risk factors for future health problems are addressed and individualized counseling is provided to promote optimal long-term health. Available services include physicals, general health counseling, GYN exams, lab testing, treatment of minor emergencies, and evaluation and treatment of all acute illnesses. Most, if not all, services provided in a typical primary care physician's office are available here.

Police and Public Safety offers assistance 24 hours a day, seven days a week to anyone seeking assistance. All officers are sworn law enforcement officers of the State of Florida. In addition to law enforcement services, UPD offers: crime prevention programs concerning rape, theft, and other safety issues; fingerprinting, and safety escorts.

Alcohol and Other Drug Education and Prevention Services are offered as part of the educational process at the University, via the Campus Alcohol and Drug Information Center. CADIC provides on a regular basis, a wide range of activities for the University community to increase their understanding of the harmful effects and addictive potential caused by inappropriate use of alcohol and other drugs. These activities are centered on primary prevention (i.e. education), secondary prevention (i.e. intervention) and tertiary prevention (i.e. support and coping).

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.

Each year Division-I institutions are required by NCAA bylaw 6.3.2 to interview student-athletes in all sports who will no longer be participants in the athletic program. The purpose of the interview is to assign value to their experiences while here at the University of North Florida. The actual responses of the exit interviews are to be kept confidential, to be read only by the Compliance Department, Director of Athletics, Senior Associate Director of Athletics/Senior Woman Administrator, and the Faculty Athletics Representative. The information obtained through exit interviews will be used to help determine the strengths and weaknesses of the University's Athletic Program and to help decide where changes and/or improvements should be made if needed.

I. Student-Athlete Exit Interview Procedure

A. For student-athletes who have exhausted their eligibility:

At the conclusion of his/her sport season, the student-athlete will be contacted by one of the administrators named above by e-mail requesting the student-athlete to complete an in-person exit interview.

B. For student-athletes departing the program prior to exhausting their eligibility:

Upon notification of intent to transfer, quit a team or be dismissed from a team, a designated administrator will contact the student-athlete to schedule an exit interview, or if necessary, an exit interview questionnaire will be mailed to their permanent address.

II. Administrative Procedures:

A. Data Collection:

Interview forms are collected and summarized. If oral interviews are conducted with student-athletes, the administrator conducting the interview makes notes on the exit interview questionnaire. The Department of Intercollegiate Athletics keeps records of the exit interviews as well as summaries of the information gathered in the exit interviews.

B. Data Review:

Following collection of all questionnaires, the interviewers collectively discuss both the written and oral interviews. This information is discussed by the Director of Athletics, Senior Associate Athletics Director/Senior Woman Administrator, Director of Compliance, and the Faculty Athletics Representative. It is also shared with the Office of the University President, to which the Department of Intercollegiate Athletics reports, and the Intercollegiate Athletic Committee, as appropriate.
C. Evaluation and Recommendations:

Once each year, the administrative group discusses ways that the Department of Intercollegiate Athletics might make improvements based on the exit interview outcomes.

In addition to the EXIT interviews, student-athletes annually complete End-of-Season surveys that provide feedback on a variety of subjects including issues of student-athlete well being. The results of these are shared with the upper level Athletic administration and ultimately in a summary form with the respective coach. Other less formal avenues for student-athlete input are team meetings, SAAC meetings, the Suggestion Box in the Academic Center, as well as the open door policy administrators have.

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 athletics department staff members.

Financial Aid (Athletic and University): In the event that a student-athlete's financial aid is reduced, cancelled or non-renewed, the student-athlete is notified in writing by the Enrollment Services Office of Compliance of his/her right to an appeal and hearing. Within 14 calendar days, the student-athlete must notify in writing the Enrollment Services Office of Compliance of their request for a hearing by completing and submitting the Enrollment Services Appeal Request form. This process and the hearing are handled completely outside the Athletics Department other than the fact that the Athletics Department may participate in the hearing within the guidelines of the Enrollment Services Appeal Committee policies and procedures. The results of this hearing are binding and final.

Transfers (Athletic): The Athletic Department has a policy statement and detailed appeals procedures for student-athletes who are denied permission to speak to another 4-year institution about a potential transfer and/or a release from the one-time transfer rule. Consistent with these procedures, the Compliance Director serves as the administrative facilitator to educate the student-athlete about his/her rights and the requisite procedures for an appeal. The Faculty Athletics Representative (FAR) serves as chair of the appeals committee. The chair selects the committee members, conducts the hearing, and conveys the committee's decision to the student-athlete and the Compliance Director in writing.

For other areas of student-athlete grievances (harassment, hazing, abusive behavior, sexual orientation, discrimination, etc.), a student-athlete may bring this grievance to any member of the coaching or administrative staff. Once received, the basic complaint is discussed with the student-athlete by either/or both the Athletic Director and/or the Senior Associate Athletic Director/SWA. Depending on the nature and/or severity of the complaint, the FAR and additional and appropriate athletic department personnel, student affairs personnel, or other institutional administrators (possibly including the conduct office, EOP, police and/or legal counsel) may be brought into the discussion. Further investigation, if warranted, would follow strict protocols as established by the respective and appropriate offices. Decisions and recommendations by such university groups, if unsatisfactory to the student-athlete, may be appealed to the University President.

Information for all these appeals is contained in the Student-Athlete Handbook and is reviewed with all student-athletes at mandatory meetings at the start of each academic year. For mid-year transfers/enrollees, the Compliance Director reviews these policies with the new student-athletes.

Areas of Prohibited Conduct (University): UNF's Student Conduct Code "is designed to promote responsible behavior for all students consistent with the welfare of the UNF community. In order to function effectively and to provide a climate in which all members can fulfill their personal, social, and academic obligations, the University has established this Code for defining behavioral rights and responsibilities within this community." Some of the prohibited behaviors include: sexual misconduct; endangerment; harassment; weapons; hazing; fire and safety; illegal drugs; alcohol; smoking and tobacco use; gambling; disruptive behavior, among others. Violations are brought before a Student Conduct Board comprised of students, faculty, and staff selected by the Vice President for Student and International Affairs (or designee). Formal disciplinary charges may be filed at the conclusion of all investigations. Students are provided the opportunity to appeal decisions based on established appeal guidelines provided in the UNF Student Handbook.
In addition, the University has formal regulations prohibiting Sexual Harassment [Sexual Harassment Regulation] and other types of harassment [Equal Opportunity and Diversity Regulation] and discrimination on the basis of race, color, religion, age, disability, gender, sexual orientation, marital status, national origin or veteran status in any educational, employment, social or recreational program or activity offered by the University. These regulations describe the rights and responsibilities of all members of the campus community and the procedures for filing complaints. All harassment and discrimination complaints are filed with the Office of Equal Opportunity Programs. In addition to contacting the EOP Office, other university offices may be contacted for information or assistance regarding matters involving sexual harassment. These offices include: UNF Counseling Center; UNF Women’s Center; Office of Human Resources; Office of Student Affairs; Office of the General Counsel and the Employee Assistance Program. The regulations are included in the Student Handbook and are available online at http://www.unf.edu/dept/equalop/eop_.

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.

The University of North Florida prohibits discrimination based on sexual orientation as noted in the UNF Equal Opportunity and Diversity Regulation (1.0040R). The University provides education and support programs in the area of sexual orientation through the UNF Lesbian, Gay, Bisexual, Transgender Resource Center. The mission of the LGBT Resource Center is to provide valuable education and resources for the entire campus community with a commitment to advocacy, equality, respect, and support for LGBT students, faculty, and staff.

Support / Educational Programs include:

- LGBT Resource Center offers students a safe and welcoming place on campus to seek support, access resources, and participate in student leadership opportunities
- LGBT guest speakers (Athletics Department brought in Dave Pallone in Fall 2007 to address homophobia in sports and offered a round table discussion around homophobia to its coaching staff)
- LGBT Awareness Days (Week long program of educational and social events that seek to raise awareness of the issues faced by the LGBT community)

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 approved and communicated to athletics department staff and student-athletes. In addition, describe the process by which these policies are periodically evaluated to ensure continued effectiveness.

The Athletic Department Policies state in part, “The University of North Florida, in conjunction with the Atlantic Sun Conference, is committed to providing a program and atmosphere for intercollegiate athletic competition that promotes good sportsmanship and a hospitable environment for visiting teams and spectators. To accomplish this, it is expected that all representatives of the athletic program including student-athletes will strive to insure the personal safety and well being of all persons, make prudent and thoughtful decisions where health and safety matters are at issue and make personal safety more important than the outcome of a game.”

Travel and transportation of student-athletes is a high priority within the Athletic Department. To best ensure this, there are strict policies that define the safest mode of team transportation dependent on distance to be traveled, time of travel, number of persons traveling, length of stay, and weather conditions. The UNF Athletic Vehicle Policies and Procedures addresses these issues. These written policies have been adopted by the department and have been shared with the Intercollegiate Athletic Committee. This information is included in some form in the Student-Athlete Handbook, Department Policies and Procedures Manual, and is conveyed to student-athletes and staff through planned educational meetings. All drivers must be employees of the university, approved in advance and need not only a clean driving record, but also must pass a Department of Transportation approved van safety course.

The Department currently leases 3 15-passenger vans (policy limits carrying capacity to a maximum of 10 passengers/van) for 3 year terms with a maximum mileage of 60,000 miles/vehicle. Paralleling the Department of Transportation policies, the UNF policy clearly establishes the requirements and responsibilities of the driver, outlines how one reserves a van, priorities in scheduled use, defines driving time limitations and mandatory breaks, rules for safe vehicle operation, and emergency procedures. For shorter day trips, smaller teams and cost efficiency, department vans are the travel mode of choice. For distances greater than 400 miles/6 hours drive one way,
department policy states the trip, if in vans, must be made over multiple days or a professional driver secured. Otherwise, the team may charter a bus or secure airline travel to the event. The department has a contract with a local vendor for a national bus company. This arrangement limits mechanical problems on the road and, if one occurs, prevents the stranding of teams away from home. All air transportation to date has been with national commercial airlines that are expected to be the safest form of transportation for student-athlete travel. Last fall the Athletic Department requested the general counsel's office to complete a due diligence review of a charter air line to establish their safety record for possible future uses. Charter air transportation may reduce missed class time and can be less costly than commercial for smaller teams. The final report has not been received.

While the Athletic Director has ultimate responsibility for the health and safety of student-athletes, on the operational level he has designated Head Athletic Trainer Jim Scholler as the staff member in charge of those programs. The Head Athletic Trainer (in consultation with team physician) oversees student-athlete health and safety issues and reviews all medical plans for competition and/or practice. Mr. Scholler has an extensive background in the care and prevention of athletic injuries and considerable experience with athletic injury rehabilitation. With the University's large athletic training degree program on campus careful and detailed compliance with best medical practices is required. This continues to ensure high quality medical care and education for all student-athletes.

As noted in the Student-Athlete Handbook provided to all student-athletes, the UNF Sports Medicine staff consists of 2 full time certified/licensed athletic trainers; 4 certified graduate assistants and 15-20 athletic training students from the CAATE accredited Athletic Training Program in the UNF College of Health. The UNF head team physician, Joe Czerkowski, M.D., is responsible for the athletic health care of all student-athletes in the Intercollegiate Athletic Program. This medical team is assisted by an exceptional group of local physicians who serve as consultants in specialty areas that include: Cardiology, Chiropractic Medicine, ENT, Family Medicine, Internal Medicine, OB/GYN, Ophthalmology, Orthopedic Surgery, Plastic Surgery, Physical Therapy, Dentistry, Podiatry, and General Surgery.

Preseason Physical Exams: All rostered freshmen, transfers and new student-athletes who have not previously participated for UNF must have a physical examination by the Team Physician prior to participating in any practice (including conditioning and weight lifting). Returning student-athletes must complete an Athletic Physical Evaluation Form prior to the first team practice, conditioning and weight lifting. If either the returning student-athlete or the certified athletic trainer feels that a condition is present which requires the examination by the Team Physician, one will be scheduled by the certified athletic trainer and must take place prior to the first practice (including conditioning and weight lifting). If the student-athlete fails the physical examination given by the Team Physician, they are not eligible to participate in any intercollegiate activity at UNF until the condition or injury causing the failure is resolved.

Reporting of Injury/Illness: All injuries resulting from participation in athletic competition (including practices, games, conditioning, and team travel) must be reported as soon as possible to the Athletic Training Staff. All other injuries and illness should also be reported to the Athletic Training Staff even though they may not be the financial responsibility of the UNF Athletic Department.

Referrals: After an evaluation, a certified athletic trainer may refer the student-athlete to the team physician for treatment or for further referral to an appropriate specialist as needed. A UNF Medical Team member must medically clear the student-athlete before he/she will be allowed to return to participation. Emergency Room/Urgent Care: In case of serious injury or illness, a certified athletic trainer may refer the student-athlete to an emergency facility. If the certified athletic trainer is not present, it is the student-athlete’s responsibility to contact his/her certified athletic trainer prior to going or as soon as possible following an emergency treatment.

Insurance Coverage: UNF and its Athletic Insurance carrier are responsible for payment of medical bills from injuries and/or illnesses that have been deemed "athletically related" for a two-year period beginning on the date of injury and/or illness. It is the responsibility of the student-athlete to keep all personal insurance information up to date with the athletic training staff. The UNF Athletic Department will follow NCAA regulations in all situations.

Health Promotion: As noted in the Student Handbook, the Department of Health Promotion is committed to promoting healthy lifestyle choices for the UNF community. This is accomplished by offering a variety of programming and assessments for the individual who is motivated to improve his/her level of well-being. These include: classes, free HIV anonymous testing, Sexually Transmissible Infection (STI) information, CPR/First Aid classes (fee), health fairs, class presentations and workshops, residential programming and other outreach activities.

Emergency (Code Blue) Telephones: There are 105 Code Blue Units as well as an additional 45 emergency type phones sprinkled across campus providing a direct line to immediate help. Calls are answered 24 hours a day, seven days a week.
Dr. Paul Shirley Assessment Center: The Center provides fitness, nutrition, stress assessments, exercise prescription, goal planning and nutritional counseling with a graduate nutrition major, chair massage, and a variety of health promotion programs. Through the help of professional staff, these programs can be instrumental in creating awareness and motivation toward health lifestyles.

Campus Alcohol and Drug Information Center (CADIC): The Center is committed to promoting health and well being through a variety of prevention and awareness programs. Programs, information and activities are designed to prevent alcohol and drug abuse, and sexually transmissible infections (STIs). Free and anonymous HIV testing is also offered by this office.

Safety Rangers: Students who park in UNF’s more remote lots and depart campus after late night classes or other activities now benefit from The Safety Rangers Program. A University Police Department-sponsored bicycle patrol maintains a uniformed presence in Lots 14 and 18 weekday evenings from sundown until 10pm. Current rangers are all CPR-certified and accredited, trained in radio communication, UNF rules and regulations, safety rules and first aid, and must pass a background check for employment. A Safety Ranger also patrols the library during evening hours until closed. This ranger is assigned to ensure the safety of library patrons and to provide escorts to the parking lots when requested.

10. Describe the institution's written emergency medical plan for practices and games. Describe the process by which these policies and guidelines are approved and communicated to athletics department staff and student-athletes. In addition, describe the process by which these policies are periodically evaluated to ensure continued effectiveness.

The Athletic Department's Emergency Action Plan (EAP) was created to guide athletic personnel, emergency medical services and University Police in responding to emergency situations when they occur. The Department's emergency plan identifies the role of each member of the emergency response team, emergency communications, the necessary emergency equipment and the emergency protocol for each sporting venue. The Plan includes the following:

Emergency Personnel

Certified athletic trainers (ATC) are employed to provide leadership in the health care of the student-athlete including the emergency management of injuries/illnesses during intercollegiate athletic participation, under the direction of the team physician. ATC, coaches, strength and conditioning staff, and athletic training students are required to be trained and maintain certification in first aid, CPR and the prevention of disease transmission (blood borne pathogens) in accordance of guidelines established in the NCAA Sports Medicine Handbook. This training should be completed prior to being assigned to the emergency care team. However, formal training must be conducted for all new personnel within six months of their employment or assignment to the emergency care team. Their role is to provide assistance to the ATC as part of the emergency medical team in the event of an emergency. Annual review and update of the EAP is conducted with all athletic personnel so that each member of the emergency care team is aware of their respective role in the event of an emergency. The following roles are included in the EAP:

1. Immediate care of the injured/ill student-athlete(s)
2. Retrieval of emergency equipment
3. Activation of Emergency Medical System (EMS)
4. Directing EMS to the scene

Immediate care of the injured/ill student-athlete

There shall be at least one trained individual at all practices, competitive events, conditioning, and skill sessions. The minimal training is first aid, CPR and the prevention of disease transmission (blood borne pathogens). These individuals include the ATC, athletic training student(s), coaches, and strength and conditioning personnel. Appropriate emergency first aid steps must be taken in accordance with the level of certification that each trained member of the emergency care team has. The Injury/Illness Emergency Protocols are included at the end of this document.

Retrieval of Emergency Equipment

Appropriate emergency equipment must be retrieved from the designated area at the athletic venue and brought to the scene by a member of the emergency care team.

Activation of EMS
One member of the emergency care team will be directed to utilize the emergency communication device (cellular phone, stationary hard-wired telephone, blue emergency phone stations) to contact the University Police Dispatch who will then activate EMS. This individual shall be trained in activating EMS. They must be calm, have a full understanding of the emergency, communicate well, and be able to identify the location of the emergency. They also must be familiar with use of the emergency communication devices and where they are located if not on their person.

Directing EMS to the Scene

The University Police take on the primary role of activating the EMS system and then directing the local rescue squad to the emergency scene. However, a member of the emergency care team or any member of the athletic staff may go to the appropriate location to assist the University Police in directing EMS to the scene.

Emergency Communications

A cellular phone, or stationary hard-wired telephone is on-site at each intercollegiate athletic practice and competitive event which allows direct contact with University Police Dispatch in the event of serious or life-threatening emergencies. University Police then activates EMS. In the event that an ATC is not on-site for an intercollegiate athletic practice or competitive event, the head coach or qualified designee shall have a portable two-way radio, cell phone, or immediate access to a stationary hard-wired telephone for emergency use. Each portable two-way radio is for communication with athletic training personnel. When activating EMS via campus telephone, dial 911 to contact the University Police Dispatch. When utilizing cell phone or non-campus telephone, contact University Police Dispatch at 620-2800. There are also blue emergency phone stations located by many of the athletic facilities that call the University Police Dispatch with the push of a button. If you are located at an off campus venue contact EMS by dialing 911.

Emergency Equipment

Appropriate emergency equipment must be on-hand at all athletic practices and competitive events. All assigned emergency care personnel should be aware of the location and function of all emergency equipment. Emergency supplies and equipment include, first aid supplies (e.g. dressings, bandages, tape, sling, elastic wraps, etc.), body substance isolation (BSI) materials (protective gloves, gauze, neutralizing solution, and spill kit), vacuum splints, spine board (with accessories), Automated External Defibrillator (AED), and crutches. Training and update on the proper use of said equipment is conducted annually prior to the beginning of the fall academic year for all emergency care personnel. The equipment is checked prior to practices and competitive events for proper function and availability. (See EAP for location of equipment available at each varsity athletic venue.)

Transportation

Emergency transportation of an injured/ill student-athlete is provided via the EMS system by contacting the University Police Dispatch who will in turn summon an ambulance to the scene of the emergency. After coordination with the assigned ATC, a teammate or individual of the student-athlete's choice may provide transportation to a local emergency room for a student-athlete with a non-life threatening injury/illness. A member of the emergency care team may provide transportation to the emergency room only if adequate emergency care coverage is maintained at the athletic venue. Athletic training students may not transport injured/ill student-athletes via licensed motor vehicle as per College of Health Undergraduate Athletic Training Education Program policy. Golf cart(s) are available (on-campus only) for transport of student-athletes with minor injuries/illnesses.

The Athletic Department has established an Emergency Injury/Illness Protocol to be carried out by an appropriately trained certified athletic trainer (ATC) or athletic training student(s) in the event of injury or illness to a student-athlete. These procedures are outlined in the UNF Athletic Injury/Illness Emergency Protocol.

In addition, Emergency Action Plans have been created for the following venues: Baseball venue (Harmon Stadium); Basketball and Volleyball venue (UNF Arena); Golf Practice venue (The Hayt Golf and Learning Center); Soccer/Track competitive venue (Hodges Stadium); Softball Complex; Swimming venue (Andy W. Sears, Jr. Swimming Pool); Tennis venue (UNF Varsity Tennis Complex); and the Track and Soccer Practice venue and the Dottie Dorion Fitness Center.

These policies and guidelines are evaluated and updated annually or on an as needed basis by the Head Athletic Trainer. Changes are reviewed annually by the Senior Administrative staff and revisions are placed in the department's Policies and Procedures Manual and the Student-Athlete Handbook. This information is then reviewed with the department staff/coaches annually. Student-athletes are informed of it during their first compliance meeting each fall semester.
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. Describe the process by which these policies and guidelines are approved and communicated to athletics department staff and student-athletes. In addition, describe the process by which these policies are periodically evaluated to ensure continued effectiveness.

Other than sport skill instruction that usually takes place in the student-athlete's routine practice facility under the direction of the coach, out-of-season workouts and strength training and conditioning are done in the Dottie Dorion Fitness Center under the direction of the Department's Strength and Conditioning Coach. This facility follows the same standard Emergency Action Plan outlined above for the practice and competitive venues.

These policies and guidelines are evaluated and updated annually or on an as needed basis by the Head Athletic Trainer. Changes are reviewed annually by the Senior Administrative staff and revisions are placed in the department's Policies and Procedures Manual and the Student-Athlete Handbook. This information is then reviewed with the department staff/coaches annually. Student-athletes are informed of it during their first compliance meeting each fall semester.

12. Using the four program areas for student-athlete well-being issues please:

a. Describe how the institution has ensured a complete study of each of the four areas;
b. Provide data demonstrating the institution's commitment across each of the four areas for all student-athletes; and
c. Explain how the institution will address these topics in the future for the well-being 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 has ensured a complete study of each of the four areas.

Student-athlete health and safety issues are periodically reviewed by members of the administrative staff and the Intercollegiate Athletics Committee. Coaches and groundskeepers evaluate the fields and facilities on a daily basis to identify any potential problems and to ensure a safe environment for practice and competition. Coaches and facilities personnel also examine equipment for defects and replace as needed. In addition all policies with respect to safe travel during competitions are adhered to and reviewed on an ongoing basis.

Health issues are addressed through pre-participation physical exams and drug testing. A quality panel of physicians are on call for student-athletes. In addition, coaches are trained on CPR, First Aid and in identifying potential health issues.

All matters with respect to health and safety of student-athletes are included in the Student-Athlete Handbook which is reviewed and updated annually. Additionally any feedback from student-athletes during their exit interviews with respect to health or safety issues are discussed with administrative staff and any changes recommended are included in revisions to the department's policies and procedures.

b. Provide data demonstrating the institution's commitment across each of the four areas for all student-athletes.

Documenting and monitoring of injuries and illnesses of student-athletes are handled through the Athletic Training Program. The Program utilizes SportsWare 2007, an injury tracking software program. This tool allows them to document all contacts between the athletic training staff and team physicians with S/As
regarding injuries, illnesses, diagnoses, treatments, and any other related activities. The information is retained by Information Technology on a secure server on-campus and backed up daily. It is password protected and can only be accessed by the professional athletic training staff.

Information from the system is reviewed annually and a summary report is produced. This report provides needed feedback regarding recommendations for improved services and to address potential changes in policies and procedures. It also helps address concerns about proper insurance coverage and subsequent recommendations for changes in coverage.

In addition, the University maintains an "Athletic Training Operational Protocol." By Florida law, it is signed by the Head Team Physician, Joseph Czerkawski, MD, and outlines various treatment protocols, therapies, and modalities that the professional, certified athletic training staff are approved to perform. In accordance with the Athletic Practice Act, Florida State Statute 468, it also contains the Florida license numbers of all professional athletic training staff as well as Dr. Czerkawski's medical license number. The Protocol is reviewed and revised annually and signed by Dr. Czerkawski.

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

The Athletics administrative staff will continue to monitor student-athlete well-being on an ongoing basis. The Athletic Director, in consultation with coaches and other administrative staff, will evaluate feedback derived from exit interviews, coaches evaluations, SAAC feedback and other student-athlete comments to determine the extent to which modifications to the department's policies and procedures are necessary. In addition, meetings with coaches and assistant coaches will periodically address all issues regarding the health and safety of student-athletes with the intention of making modifications as necessary.

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

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

The subcommittee on Gender Issues, Minority Issues and Student-Athlete Well-Being reviewed the organization and structure of the Athletic Department and the documents currently available which speak to the issues of student-athlete well-being. The Department of Athletics reports to the Office of the President and provides ongoing updates to the President with reference to the athletics program and its activities. The Director is responsible for evaluating data on student-athlete well-being provided by coaches and senior administrative staff and make appropriate modifications as necessary. The Director also receives recommendations from the SAAC and the University's Intercollegiate Athletics Committee related to the academic welfare of the student and health and safety matters. Lastly, responses from exit interviews and end of season surveys provide first-hand student-athlete feedback on wellness issues.

b. Provide data demonstrating the institution's commitment across each of the four areas for all student-athletes.

The Athletic Department's Policies and Procedures Manual that has recently been updated contains numerous sections detailing specific policies with respect to health and safety issues for staff and student-athletes. The Student-Athlete Handbook, which is updated annually, provides detailed information relative to the systems to address health, safety, and academic matters affecting student-athletes. This material is reviewed annually, updated and provided to all student-athletes. The material is discussed thoroughly at the first compliance meeting in the fall semester reinforcing the importance of and the University's commitment to student-athlete well-being.

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

The President of the University entrusts the Athletic Director with the responsibility of ensuring the health, safety and well-being of all student-athletes. The Athletic Director in turn has identified and charged key administrative personnel with similar appropriate responsibilities for various aspects of well-being? Head Athletic Trainer, CHAMPS LifeSkills Coordinator, Coaches, Grounds Supervisor, Academic Support
Coordinator, SAAC Advisor, etc. Each is a member of the Administrative Staff and most are Senior Staff members who meet weekly. This forum facilitates timely identification of issues of student-athlete well-being and a venue for discussion, problem-solving, and recommendations for improvement. As identified, these recommendations are moved forward into department policy changes, or raised to a higher administrative level for action. This process is sustained and on-going.

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 has ensured a complete study of each of the four areas.

To ensure a thorough review of the participation of student-athletes in the governance and decision-making processes of the athletics department, the self-study sub-committee on student well-being reviewed the following information: the composition and activity of the SAAC as well as the participation by student-athletes in other leadership roles such as team captains, ad hoc department committees, involvement in formal search committees, participation in department and campus activities, participation in the Atlantic Sun Conference SAAC, as well as the NCAA National Leadership Conference. In addition, a review was conducted of exit interviews, end of season surveys, and feedback from student-athletes regarding the accessibility of athletic administration and staff to their input. Lastly, random student-athletes were interviewed by student self-study committee members on these specific criteria.

b. Provide data demonstrating the institution's commitment across each of the four areas for all student-athletes.

The SAAC has an open membership policy and thus any student-athlete may attend a meeting and all are encouraged to do so. Coaches are asked to have at least one, preferably two, members of their team attend meetings and a "fine" structure exists to help ensure participation. This year (2007-08) there has not been a need to impose any fines for failure of a team to participate. With 17 teams, regular meetings held on Sunday evenings draw between 25-30 participants despite competition and travel conflicts.

The University has had a representative attend the NCAA National Leadership Conference each summer for the past 3 years and had active participation by that representative on their return to campus. This past January, the university hosted the annual Atlantic-Sun Conference SAAC meeting. There was active participation by a group of UNF student-athletes in the planning as well as the conduct of the actual two-day event. Department policy requires that student-athletes serve actively on every formal search committee. Team members are always provided an opportunity to meet privately with coaching candidates interviewed on campus. Subsequently, their feedback is solicited written form and given serious consideration in the evaluation of such candidates. Student-athletes have served on appropriate department committees such as the selection of student-athlete participation awards, development and organization of the New Student-Athlete Orientation, and the Annual Student-Athlete Recognition Banquet program. Department policy changes that directly affect student-athletes (e.g., per diem, scheduling, etc.) are also referred to SAAC for their input. Student-athletes have also become involved in campus-wide initiatives such as WOW (Week of Welcome), CADIC (Campus Alcohol and Drug Information Center), a CHOICES Grant, Student Government, and serving actively on the University's Intercollegiate Athletic Committee.

A review of team captains for the 2007-08 year indicates that these individuals are either elected by their teammates or selected by the head coach. Their primary role is to be a liaison between the team and the coaching staff, to serve as a role model, to provide the coach with pertinent feedback, and to assume responsibilities in "leading" the team members. These same individuals often serve as hosts for official visits because they are viewed as responsible and mature role models. Other team members are also asked to be hosts if they have something more in common with the recruit (geographic area, proposed major, other interests, prior education, etc.) which provides younger team members an opportunity to be a leader as well.

Exit interview and end of season survey results suggest that student-athlete input is valued though the feedback from students in this format is limited. Actual student-athlete interviews suggest no unmet need.
c. Explain how the institution will address these topics in the future for the well-being of all student-athletes.

The Athletics Department will continue to emphasize the importance of student-athletes' roles in governance and decision-making for its programs and services. At the annual fall New Student-Athlete Orientation, a presentation from Student Affairs promoting the university's Leadership training program will be added and an effort will be made to identify student-athletes who have an interest in this area. These student-athletes will be encouraged and guided to involve them in leadership training.

In addition, one of the goals for the 2008-09 year is to establish a "lettermen's club" to keep former student-athletes involved in the program. This program will provide visible evidence of the importance of student-athletes to the athletics program and provide another vehicle for student-athlete feedback from those closest to the program or recent alumni. This type of long-term commitment to the university and the athletics program can only serve to provide more interaction with current student-athletes and encourage their active participation in decision-making while still a student.

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

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

The Sub-Committee on Student-Well Being reviewed the programs offered by the university for the well being of all students, including student-athletes, as indicated in Student-Athlete Well-Being Self-Study Item #5. In addition, besides the on-going programs and services, the sub-committee reviewed the number and diversity of special event programs presented by various offices in Student Affairs as well as those co-sponsored by the Athletics Department.

b. Provide data demonstrating the institution's commitment across each of the four areas for all student-athletes.

The programs and services offered by the Division of Student Affairs provide exposure and awareness in the areas of career development and services, personal counseling, health and safety, alcohol/drug education and abuse prevention, sexual orientation, diversity education, student development, ombudsman, Greek affairs, conduct, etc. The Athletics Department has a very close relationship with these offices and their staff as the department for many years (as Division II) reported to and was a part of the Division of Student Affairs. Over the years, Athletics has co-sponsored numerous special events/programs and, as part of the CHAMPS/Lifeskills program, required attendance by student-athletes. Funding for these programs is available from the Athletic Department Budget, various Student Affairs Offices for co-sponsoring, including Greek Affairs, and outside groups and organizations.

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

The Athletic Department plans to survey student-athletes during the Year End Compliance meetings this spring regarding programming needs to address student-athlete well-being. The results of these surveys plus comments from exit interviews for the year will provide evidence of expressed interest and need for programming. This information will be used to plan future programs and activities as well as support budget allocations for these programs. Programmers will continue to seek co-sponsorship with Student Affairs for programs and will continue to utilize existing services on campus.

Evaluation

1. Does the institution provide evidence that the well-being 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 Well-Being

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</thead>
<tbody>
<tr>
<td>Student Athlete Exit Interviews- Current methods of soliciting student-athlete input concerning issues of well-being provide limited responses. In addition, student-athletes indicate on surveys lower levels of satisfaction with athletic department administration communication. (3.3.6)</td>
<td>Creation of alternate means of communication with student-athletes and enhancement of their feedback on issues of well being.</td>
<td>Charge the SAAC Committee to develop a list of enhanced communication methods. Develop an enhancement plan with SAAC. Implement plan(s), execute and evaluate new methods.</td>
<td>Senior Associate Athletic Director/SWA, Compliance Director/SAAC Advisor</td>
<td>Charge SAAC Committee August 2008. Develop enhancement plans. September 2008 Execute plans. 2008-09 Evaluate results. April 2009.</td>
</tr>
<tr>
<td>Student Athlete Exit Interviews- Follow-up and implementation of recommendations from exit interviews has been inconsistent. (3.3.6)</td>
<td>Improved student-athlete satisfaction with issues identified in exit interviews.</td>
<td>Create a flow chart of responsibilities, create a timetable for data review, evaluation and recommendations, and monitor outcomes.</td>
<td>Director of Athletics, Senior Associate Athletics Director, Director of Compliance</td>
<td>Creation of flow chart August 2008. Monitor outcomes. July 2009.</td>
</tr>
<tr>
<td>Participation in Governance and Decision Making. There is limited active involvement of student-athlete alumni in the future directions of the Athletic Department. (3.3.12.3c)</td>
<td>Creation of a &quot;letterman's club&quot;</td>
<td>Identify key alumni and current seniors interested in creating the club. Develop a structure complete with officers and bylaws, solicit membership, and hold an inaugural event.</td>
<td>Director of Athletics, Assistant Athletic Director for External Affairs, Assistant Athletic Director for Media Relations, and Senior Associate Athletic Director/SWA</td>
<td>Initial Meeting in Fall 2008. Bylaws developed in June 2009. Solicitation of members in August 2009. Inaugural event in 2009-2010.</td>
</tr>
</tbody>
</table>
## Racial or Ethnic Composition

### Athletics and Selected Institutional Personnel

<table>
<thead>
<tr>
<th>Racial or Ethnic Group</th>
<th>Am. Ind./AN (N)</th>
<th>Asian/PI (N)</th>
<th>Black (N)</th>
<th>Hispanic (N)</th>
<th>White (N)</th>
<th>Other (N)</th>
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<tr>
<td>P</td>
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<tr>
<td>Head Coaches</td>
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<td>Assistant Coaches</td>
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<td>Totals (for Athletics Dept. Personnel)</td>
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<td>P</td>
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<td>Faculty-Based Athletics Board or Committee Members</td>
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<td>Other Advisory or Policy-Making Group Members</td>
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</table>

Name of person completing this chart:  Mark Van Alstyne  
Title:  Head Coach, Cross Country
## Racial or Ethnic Composition
STUDENTS GENERALLY AND STUDENT-ATHLETES ON ATHLETICS AID

<table>
<thead>
<tr>
<th>Racial or Ethnic Group</th>
<th>Am. Ind./AN (N)</th>
<th>Asian/PI (N)</th>
<th>Black (N)</th>
<th>Hispanic (N)</th>
<th>White (N)</th>
<th>Other (N)</th>
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<tbody>
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<td>Year</td>
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<td>2</td>
<td>3</td>
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<td>3</td>
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Name of person completing this chart:  Mark Van Alstyne
Title:  Head Coach, Cross Country
### Racial or Ethnic Composition

#### Men's and Women's Sports Teams

<table>
<thead>
<tr>
<th>Racial or Ethnic Group</th>
<th>Am. Ind./AN (N)</th>
<th>Asian/PI (N)</th>
<th>Black (N)</th>
<th>Hispanic (N)</th>
<th>White (N)</th>
<th>Other (N)</th>
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<td>Football</td>
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<td>Men's Track / Cross Country</td>
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<td>2</td>
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<td>Men's Other Sports and Mixed Sports</td>
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<td>1</td>
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<td>3</td>
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</tr>
</tbody>
</table>

Name of person completing this chart: Mark Van Alstyne
Title: Head Coach, Cross Country