

COMMITMENT TO EQUITY COMMITTEE

Exhibit List

<u>Number</u>	<u>Description</u>
10	*1996-97 University of Florida Student-Athlete Handbook
14	University of Florida Professional Sports Counseling Panel Brochure
30	Office of Student Life Student-Athlete Development Program
31	1997-98 Student Development in the University Setting (SDS 3480) Syllabus
39	University Athletic Association Employee Handbook
41	University of Florida Title IX Reports (1994-1997)
42	University Athletic Association Student-Athlete Assistance Program Brochure
43	Suggested Standards for Levels of Student-Athlete Support Programs
44	University of Florida Life Skills Program Information
45	*University Athletic Association Exit Interview Instrument
46	Intercollegiate Athletics Committee Membership List
47	Student-Athlete Advisory Committee Membership List
48	University Athletic Association Team Travel Guidelines
49	*University Athletic Association Minority Opportunities Plan
50	*University Athletic Association Gender Equity Plan

* Document required by self-study instrument

Commitment to Equity Committee

Self-Study Item #1: Describe any recent major changes in policy and organization that affect the institution's current efforts in matters related to the operating principles listed above regarding gender equity, minority opportunity and student-athlete welfare, focusing on those implemented during the last three years. Explain how the institution is organized to further these efforts for both staff and students and provide evidence that matters concerning gender equity, minority issues and student-athlete welfare are monitored, evaluated and addressed on a continuing basis.

The following information will assist the institution in analyzing its present conditions and in planning for the future. Much of the information can be gleaned from existing NCAA reports.

- a. For the three most recent academic years, provide the gender and racial or ethnic composition for full-time senior administrative athletics department staff members (i.e., assistant athletics directors up through the athletics director level); other full-and part-time professional (i.e., non-clerical) athletics department staff members (such as trainers, ticket managers, academic support staff, and facility managers, even if the position is not funded by or does not report to the athletics department); full-and part-time head coaches; full-and part-time assistant coaches (including graduate assistant, volunteer, and restricted-earnings coaches); faculty-based athletics board or committee (e.g., faculty senate subcommittee on athletics, faculty athletics committee) members, and other advisory or policy-making group (e.g., governing board for athletics, student-athlete advisory committee) members (if any).**
- b. For the three most recent academic years, provide the gender and racial or ethnic composition for student-athletes who received athletics aid and for students generally.**
- c. For the three most recent academic years, provide the racial or ethnic composition of student-athletes who received athletics aid by the eight sport groups listed in the graduation rates disclosure form. Also, for those sports not at the varsity level for three years, indicate the year in which the sport was recognized by the institution as a varsity sport.**
- d. For the three most recent academic years, provide the same type of data as requested in the 1996 NCAA Gender-Equity Survey Form. Comment on any trends or significant changes.**

The University of Florida strives to be a leader and role model in the area of gender equity, and over the past two decades, gender equity has been, and continues to be, a top priority. This commitment, and the resulting increase in the number of women in administrative positions within the Athletic Association over the past three years is depicted in the data. There has been consistent growth in the number of women on staff -- an increase from 21% to 27% during the three-year period.

Coaching salaries have increased each year for coaches in all sports and are at a rate competitive with other Division I collegiate coaches at institutions with major athletics programs. Individual compensation packages are determined using a number of factors including coaching experience, conference/national championships, success at the University of Florida, and the market value of similar positions. The most comprehensive national coaches' salary survey, conducted by the University of Texas, shows that the University of Florida's head coaches' salaries rank in the top ten in every sport, except softball and men's and women's basketball. In reviewing salary data, it is also important to note that this is the first Division I head coaching position for several University of Florida coaches.

In its continued efforts to enhance opportunities for female student-athletes, the University added the sports of women's soccer (began competition Fall 1995) and softball (began competition Spring 1997). In Fall 1995, work was completed on a field house that provides a practice court for the women's volleyball and basketball teams; locker rooms and coaches' offices for softball, women's soccer, men's and women's track and field, baseball and women's volleyball. Additionally, the Athletic Association renovated its track facility to accommodate competition in both track and soccer and added lights to allow night-time events, constructed a state-of-the-art softball stadium, built a soccer practice facility, added a free foam pit to the gymnastics practice facility, and is currently building an office/locker facility to house both the men's and women's swim teams.

The University of Florida funds the maximum number of scholarships in each sport allowed under NCAA rules and attempts to schedule the maximum allowable number of contests in each sport. Recruiting dollars and operating expenses allotted to each team vary for a number of reasons including team size, number of competitions, amount and type of equipment needed. The University, however, is committed to providing every team with the resources necessary for achieving success at the highest level.

As evidence of the University's commitment to promoting gender equity and to ensure that any related issues are addressed on a continuing basis, the University of Florida Title IX Committee has met every year since 1984 to assess the condition of the athletics program (see exhibit 41). The Title IX Committee forwards recommendations to the President and Director of

Athletics when areas of inequity are found. The Athletic Association has implemented every recommendation made by the Title IX Committee since its inception. Over the years, there have been more than 40 such recommendations (e.g., adding locker rooms, increasing training room space, adding new facilities and increasing coaches' salaries).

The Athletic Association is sensitive to the need for diversity in the workforce. To address the challenges associated with such diversity, the Office of Student Life sponsored a program on diversity and minority issues for coaches and staff.

The data show that there has been no significant change in the percentage of minority staff over the last three years. Minority representation is, however, considered any time a staff vacancy occurs. Special recruitment efforts are undertaken to ensure diversity in the applicant pool (e.g., targeted advertising in newspapers and trade journals, contacts with predominantly black colleges and universities, and informal contacts within the intercollegiate athletics community).

Additionally, the Athletic Association has targeted paid intern positions as an area to provide specific opportunities for minorities. There are 30 intern positions, generally of one to two years in duration. Five of these positions were added in 1995 to enhance opportunities for minority men and women. This does not preclude minority or women applicants from filling other positions. While there often is not a permanent position in which to employ an intern at the end of the internship, the individual has the opportunity to use the newly acquired skills that will assist him or her in securing permanent employment in the area of intercollegiate athletics.

To ensure that minority opportunities in employment exist in the future, the Athletic Association will continue its efforts to train and, when possible, hire minority candidates through its internship program. In addition, through specialized efforts and education, emphasis will continue to be placed on the recruitment of minority candidates for vacancies. The Athletic Association does not currently document recruitment efforts and results (see exhibit 29 - pg. 2).

Minorities comprise 39.7% of all student-athletes and 21.1% of the total student body. Minority athletes received approximately 40% of the total scholarships awarded to student-athletes over the last three years, with a concentration of minority student-athletes in the sports of football, basketball and track.

The welfare of the student-athlete is of paramount importance and is addressed in a variety of venues. A state-of-the-art facility to house academic support services for all students, including student-athletes, was constructed with funding from both the State of Florida and the Athletic

Association. The University of Florida has established a Student-Athlete Advisory Committee to advise the Athletic Association on issues related to student-athletes. The Intercollegiate Athletics Committee was separated from the Athletic Association Board of Directors and established as a University committee in 1991. The Intercollegiate Athletics Committee meets on a monthly basis and is actively involved in issues related to the welfare of student-athletes. The Athletic Association has consistently implemented the recommendations made by both the Student-Athlete Advisory Committee and the Intercollegiate Athletics Committee.

The Office of Student Life publishes a handbook annually for student-athletes which is provided at the beginning of the fall semester. The Office of Student Life also produces a monthly newsletter to keep student-athletes well informed about academic issues. In 1994, the Student-Athlete Assistance Program was created by the Athletic Association to provide support for student-athletes with special issues and needs (see exhibit 42). The program is comprised of approximately 12 staff members who have daily contact with student-athletes. All Student-Athlete Assistance Program members have been trained to listen, identify problems, and refer student-athletes for additional assistance as appropriate. There are seven University of Florida counselors from a variety of backgrounds and academic disciplines that assist in training Student-Athlete Assistance Program members and counsel student-athletes.

Commitment to Equity Committee

Self-Study Item #2: Describe the institution's educational enhancement programs (e.g., education regarding substance abuse, AIDS and nutrition education; career guidance and counseling; personal counseling; academic skills enhancement) available to student-athletes. Describe practices/procedures in place to assure student-athletes' access to these programs.

It is evident from a review of the Athletic Association's educational enhancement programs that student-athlete welfare is a top priority. In 1979, the Athletic Association created the Office of Student Life to assist the student-athlete in the pursuit of a degree. The Office of Student Life is under the leadership of the Associate Athletics Director for Academic Affairs and is staffed with an Assistant Athletics Director for Student Services (who also serves as an academic counselor), five full-time academic counselors, a Life Skills Coordinator, a Coordinator for Compliance and Student Services, and an Assistant in Academic Advising.

The mission of the Office of Student Life reads as follows:

The mission of the Office of Student Life Team is to prepare University of Florida student-athletes for life after college. In order to accomplish this mission, the Office of Student Life provides quality programs and services to facilitate graduation and promotes the overall development of student-athletes. The focus of these programs is to promote the personal, educational and career development of student-athletes. The Office of Student Life staff is committed to empowering student-athletes to develop independence, self-reliance, personal values, leadership skills, interdependence, and responsibility for their own lives.

The Office of Student Life is responsible for providing student-athletes personal counseling services and other resources to guide them throughout their collegiate career. To assure that all student-athletes are well informed about available resources, a mandatory orientation program is conducted every summer and fall for all student-athletes. At this time, available programs and services are discussed and every student-athlete is provided with the student-athlete handbook and the University's *Student Guide*.

Academic Programs and Services

The Office of Student Life functions as a Level III student-athlete support program, as defined by the Southeastern Conference. This is the highest level of support program (see exhibit 43). The Office of Student Life allocates resources to provide student-athletes with academic advisement, tutorial services, personal counseling and referral, study skills, career exploration and development, personal development, and life skills.

Students are encouraged to discuss their academic interests and personal needs with the assurance that all discussions are confidential. The Office of Student Life monitors academic progress and class attendance of student-athletes through direct mail requests, telephone calls to professors, personal visits with professors, and by graduate assistants monitoring attendance. (For a complete description of class attendance policy, see exhibit 10 - pg. 22-24) Tutorial services may be requested through academic counselors or the tutorial coordinator. Study hall is required of all freshmen and junior college transfers and, thereafter, based on the cumulative grade point average of the athlete.

The Athletic Association and the Office of Student Life promote the well-rounded development of student-athletes by requiring the student-athlete to enroll in a two credit life skills class (Student Development in a University Setting) and a two credit course on alcohol and substance abuse (see exhibit 31). These courses address issues such as course selection, cultural diversity, relationship violence, STD's, HIV and AIDS, alcohol and drug awareness, finances, stress management, gender awareness, date rape, personal health and nutrition, and ethics and values. Guest speakers complement the course with lectures and personal insight.

The Athletic Association, in conjunction with the University, employs a nutritionist who is available to provide information and advice on healthy eating patterns. The nutritionist produces a monthly nutrition newsletter that is distributed to all coaches, training staff members and student-athletes. Special needs of female student-athletes are addressed by a Women's Performance Team. Members of the team include the nutritionist, the primary physician for women's sports, an eating disorder counselor, Assistant Athletics Director for Sports Health, the Coordinator for women's athletic training, the strength coordinator for women's sports, the Coordinator of Compliance and Student Services, and the Associate Athletics Director for Women's Sports who serves as chairperson. The Committee reviews items such as dining hall issues, strategies relative to eating disorders, injury prevention and nutritional supplements.

Life Skills Program

The University of Florida is one of the original 50 NCAA pilot institutions participating in the NCAA Life Skills Program. The mission of the Life Skills Program is to provide a systematic personal development program designed to reach each student-athlete based on his or her individual needs. The focus of the program is on the individual as a whole person, academically, athletically, and emotionally, and on the changing needs and skills of that individual in the years during college and after graduation. Because it is so comprehensive in nature, the program provides a system of balanced "life learning" to the student-athlete.

The program helps the student-athlete become responsible for his or her own life (see exhibit 44). Academic counselors assist student-athletes in their pursuit of degrees by discussing the commitments necessary to be successful as collegiate student-athletes. All student-athletes complete a personal development course (Student Development in a University Setting). Freshmen benefit immediately from the Life Skills Program as they are exposed to topics such as NCAA rules, judicial affairs, learning strategies, and the high school to college transition.

The career development component of the program involves mentoring, career counseling, internships, and a career day to assist student-athletes in making a successful transition from college to a career.

Finally, student-athletes are encouraged to become involved with community service activities through the Goodwill Gators program. The program allows student-athletes to speak to elementary schools and visit local hospitals as part of the service activities.

Student-Athlete Assistance Program

In 1994, the Student-Athlete Assistance Program was created by the Athletic Association to provide support for student-athletes with special issues and needs (see exhibit 42). The program is comprised of approximately 12 staff members who have daily contact with student-athletes. All Student-Athlete Assistance Program members have been trained to listen, identify problems, and refer student-athletes for additional assistance as appropriate. There are seven University of Florida counselors from a variety of backgrounds and academic disciplines that assist in training Student-Athlete Assistance Program members and counsel student-athletes. Specialized tutors are also provided to assist student-athletes with learning disabilities.

Guest speakers and staff complement the program, providing lectures on nutrition education, HIV and AIDS awareness, substance abuse, domestic violence, date rape, gambling, media relations, dysfunctional families, ethics, financial management, decision making, time management and goal setting. To ensure the effectiveness of the program, most lectures are mandatory for all student-athletes.

The University President annually appoints a Substance Abuse Committee to assist in the education and testing of student-athletes. This committee also provides educational materials to student-athletes on Athletic Association and University-wide policies regarding drug and alcohol abuse, drug testing, and the availability of personal counseling and assistance.

Student-athletes are encouraged to work closely with the academic advisor assigned to their team. To ensure that student-athletes have access to counselors of diverse backgrounds, the Office of Student Life is sensitive to

recruiting women and ethnic minorities. This is consistent with OP 1 and OP 2. If a student-athlete prefers to work with another advisor, the Associate Athletics Director for Academic Affairs may grant such a request on a case-by-case basis. This situation has occurred rarely over the past several years and only once in academic year 1996-97.

For student-athletes who aspire to a professional athletic career, the Professional Sports Counseling Panel, comprised of University professors and legal counsel, is available to offer advice in a variety of areas relating to professional sports careers, including contacts by sports agents, contracts, financial management, disability insurance, endorsements and promotion, legal issues, and alternate career options (see exhibit 14). The services of the panel are available to all student-athletes in the intercollegiate athletics program at the University of Florida any time during their collegiate career. The panel meets on a monthly basis as a group, with coaches, and with every class of student-athletes. It also meets with a number of student-athletes individually. It is available to assist all student-athletes throughout the year and is very active.

In accordance with OP 3, the educational enhancement programs (e.g., time management, study skills, conflict resolution) were developed with student-athlete welfare in mind. The programs exist to address a variety of areas critical to student-athlete development and success. The Student-Athlete Advisory Committee hosted a student-athlete workshop on November 3, 1997, to gather input from student-athletes regarding student-welfare issues and ensure that the needs of student-athletes are addressed.

Commitment to Equity Committee

Self-Study Item #3: 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.

The student-athlete exit interview is used to assist the Athletic Association in evaluating its programs and staff in the areas of institutional satisfaction, coaching staff, personal life and knowledge of NCAA rules.

The Office of Student Life forwards a list of graduating seniors to the Assistant Athletics Director for Compliance and Support Services. Each student-athlete on the list is sent a letter explaining the exit interview process along with a copy of the exit interview form (see exhibit 45). The student-athlete is asked to complete the written portion. Once it is complete, an appointment is scheduled for the student-athlete to meet with a member of the Intercollegiate Athletics Committee, the Director of Athletics or an Associate Athletics Director to conduct the verbal portion of the interview (see exhibit 46).

Once all exit interviews are completed, the written and verbal portions of the interviews are returned to the Associate Athletics Director for Women's Sports who summarizes the results. If the results reveal any areas where improvements are needed or concerns are raised, those issues are discussed with the Director of Athletics, Associate Athletics Director(s), and with the Intercollegiate Athletics Committee. Based on those discussions, appropriate action is taken.

In addition to the exit interview process, student-athletes may bring issues of concern to the Student-Athlete Advisory Committee, which meets on a monthly basis (see exhibit 47). Student-athletes also serve on several committees and boards, including the Athletic Association Board of Directors. Student-athletes also are encouraged by coaches and administrative staff to voice issues or concerns as they arise. In an effort to gather additional input about gender and minority equity and student welfare issues, the Title IX Committee and the Commitment to Equity Committee interviewed more than 50 student-athletes this past year and approximately 90 student-athletes over the past three years.

The committee was mindful of OP 3 in discussing self-study item 3. The committee also discussed OP 1 and OP 2 in relation to this self-study item.

Commitment to Equity Committee

Self-Study Item #4: Describe current policy, organization and resource allocation related to student-athlete or athletic support services (e.g., sports information, marketing and promotions, sports medicine, strength and conditioning, training-room services, sports equipment, travel and per diem, facilities) for both male and female student-athletes.

The Athletic Association recognizes that in order for student-athletes to have successful athletic/educational experiences, their welfare is of the utmost importance. Resources are allocated to support services to assist in achieving this end. The committee interviewed 31 student-athletes, a coach from every sport, and administrative support staff. It reviewed numerous documents regarding the operation of these support areas. Based on the interviews and written documentation, it is clear that the Athletic Association, its facilities, and support services are of the highest quality. The opinions of those interviewed supported the written policies and procedures that are in place. It was consistently reported that all efforts are aimed at facilitating the highest level of achievement by student-athletes while maintaining a safe and nurturing environment both academically and athletically.

The sports information staff consists of two Assistant Athletics Directors, one for communications and one for sports information, two Sports Information Directors, four Assistant Directors, and four interns.

The staff is responsible for disseminating information about all sports to the media and the general public, as well as working with public relations groups at the University, the Southeastern Conference, the NCAA and other institutions. Written policies are in place to ensure consistency in press releases, media in press boxes, telephone and facsimile communications, Fax-on-Demand press releases, the web page, and injury reports. Media packets are generated and distributed for every sport and for every competition.

The production of media guides is another key responsibility of the sports information staff. Every sport has its own guide, which is created with the input of the coach and has the approval of the appropriate administrator. Differences in the size of media guides can be attributed to several factors, including team size, fan following, and coach's preference. In addition to media guides, the sports information staff is involved with several other publications, including the annual report and the monthly *Gator Booster News*.

The sports information department also produces a resource manual and speaker's guide for staff who speak to outside groups. This manual can also be used to prepare student-athletes for Goodwill Gator community

service activities and includes historical and statistical information on the University and its athletics program.

There is a written policy on interviewing student-athletes and coaches. Arrangements for these interviews must be made through the sports information staff. Staff also facilitate interaction with the media by providing training and information sessions on what to do to prepare for an interview, how to avoid being misquoted and making common interview errors, how to answer tough questions, and how to develop a stage presence. Student-athletes are provided the publication *Media Relations Guidelines for the Student-Athlete* that outlines their responsibility to the media and contains guidelines for answering questions. The Athletic Association periodically uses outside consultants to assist student-athletes, coaches, and staff with interview skills. These services demonstrate a commitment to OP 3 in providing student-athletes with the tools to interact with the media in a confident and responsible manner.

Each sports information staff member is assigned at least one sport, or one sport in each season. The staff member often travels to competition with the team to interact with the media, arranges pre- and post-game interviews with coaches and student-athletes, provides statistical, biographical, historical and informational materials, writes stories that are transmitted from the competition site, and serves as a liaison with television and radio personnel.

Staff members must have the approval of the compliance office before releasing recruiting or eligibility information, in order to avoid violations of the Buckley Amendment, Southeastern Conference, or NCAA rules pursuant to OP 3.

In 1996-97, over \$810,000 was spent on sports information and media relations. An analysis showed that the average amount spent on photos and publications for those sports having a men's and women's team was approximately \$12,000 each.

The external affairs staff consists of the Assistant Athletics Director for External Affairs, the Director of Marketing and Promotions, an Assistant Coordinator of Marketing, a Community Relations Coordinator, the "Voice of the Gators", an Electronic Media Coordinator, a Senior Producer, a Production Assistant, and two interns. The marketing and promotions staff develops all of the promotional and marketing materials for each sport, demonstrating a commitment to OP 1. Posters and schedule cards are produced for each sport, as well as additional promotional items (e.g., key chains, mini balls, magnetic schedules). When developing the promotional plan for each sport, the staff meets with the appropriate administrator, members of the coaching staff, and the sports information contact for that sport. Each year, all senior student-athletes are recognized with a plaque

at their final home games, and senior student-athletes are frequently featured on one promotional item per team (e.g., schedule cards). Commemorative posters are produced whenever a team wins a national championship.

The external affairs department is also responsible for arranging radio and television coverage of athletic events. More than 110 University of Florida sports events and programs are televised each year on the Sunshine Network. The Sunshine Network is available statewide in over 4.3 million homes, reaching 99 percent of Florida's cable users. Each year, the Sunshine Network produces and airs telecasts of University of Florida football, men's and women's basketball, baseball, volleyball, gymnastics, men's and women's track and field, women's soccer, men's and women's tennis, men's and women's swimming events, and softball. The Sunshine Network airs coaches' shows for football and men's basketball, produces and airs coaches' shows for baseball and women's basketball, and produces and airs a monthly magazine-style program with in-depth features showcasing all of the University's sports teams.

More than 150 University of Florida sporting events are produced under the auspices of the Gator Radio Network. Football, men's and women's basketball, volleyball, baseball, and softball receive live radio coverage. Full schedules are aired for football, men's and women's basketball and baseball. Partial schedules and all post-season tournaments are aired for volleyball and softball. Weekly statewide call-in programs are produced for the football and men's basketball networks, and a weekly program spotlights the remainder of the University's sports. In addition, every University of Florida radio broadcast can be heard on the Internet.

The Athletic Association's commitment to marketing and promotions for all sports is reflected in the 1996-97 total expenditures of \$1.6 million. In 1996-97, in the sports of basketball, tennis, golf, swimming and track (sports in which both men's and women's teams are fielded), almost \$112,000 was spent in the men's marketing and promotions advertising accounts, and over \$119,000 was spent in the women's marketing and promotions advertising accounts.

The sports health staff consists of the Assistant Athletics Director for Sports Health, who also serves as the head trainer, the Coordinator for athletic training, six athletic trainers, and eight interns. In addition, physicians maintain office hours in both training rooms to treat student-athletes, and each team is assigned a team physician.

University student health care services, the Director of Sports Medicine, the Director of General Athletic Health, and the Assistant Athletics Director for Sports Health are responsible for the physical welfare of student-athletes. Any referral to medical professionals outside this group must have the prior

approval of one of the medical staff members listed above. Costs associated with student-athlete injuries or illness arising from athletic practice or competition are assumed by the Athletic Association in accordance with NCAA rules.

Written policies and procedures covering medical referrals, hospitalization, insurance coverage, medical examinations, coach's responsibilities, medical examination fees, and dental care are clearly stated in the sports health policies and procedures manual. Student-athletes must complete several forms (e.g., medical consent form, pre-existing injury release form, and substance abuse testing consent form) before participating in practice or competition. The intent is to protect the physical welfare of student-athletes in accordance with OP 3.

Training room facilities are in the south end zone of the football stadium as well as in the University's Stephen C. O'Connell Center and the University Athletic Association Athletic Center facility. The Athletic Association employs both male and female trainers and physicians to accommodate the needs of all student-athletes pursuant to OP 1 and OP 3. Student-athletes may receive treatment in any facility that is convenient. To ensure complete records, files are housed in only one of the facilities depending on the sport. Each sport is assigned a full-time trainer, and in some cases, a student intern as well. These individuals are present at all practices and competitions. In addition, a nutritionist is available to counsel student-athletes.

The women's training room budget has steadily increased over the past three years, while the men's budget has remained somewhat constant. In response to a recommendation made by the Title IX Committee, a Biodex machine was purchased to accommodate the needs of the women's teams in the Athletic Center training room. In 1996-97, a total of \$1,105,463 was spent in the area of sports health: \$641,860 for male student-athletes (\$2,459 per student-athlete) and \$463,603 for female student-athletes (\$2,520 per student-athlete).

The experience and reputation of team physicians is second to none. The majority of the team physicians are University of Florida physicians employed by the College of Medicine, which is an excellent research and teaching institution. They also are affiliated with the University of Florida Shands Sports Medicine Clinic. Many of these faculty physicians also work with professional athletes and teams.

The strength and conditioning staff consists of the Director, four Strength and Conditioning Coordinators, and a Women's Strength and Conditioning Coordinator. The University of Florida is one of only a few Division I institutions that employs a full-time female strength and conditioning coordinator for women student-athletes to address the needs of females

more effectively, pursuant to OP 1 and OP 3. She is responsible for coordinating the strength programs for all of the women's sports.

The weight room is in the south end zone of the football stadium and is accessible to all student-athletes. At least one member of the strength and conditioning staff is assigned to each team and is responsible for developing a program for those student-athletes. Members of the strength staff are present in the weight room for safety reasons whenever student-athletes are training. They attend practice and competitions to assist student-athletes with warm-up and stretching procedures whenever possible. Use of the weight room is restricted to student-athletes, except for three hours a day (6-7 am, 12-1 pm and 5-6 pm) when staff members are permitted to use the equipment. Such restrictions ensure that student-athletes have immediate access to equipment so that workouts do not interfere with their class schedules. These practices are consistent with OP 3 in that they exist for the welfare of the student-athletes.

Weight room resources have increased over the past three years. Monies allocated to the weight room are not separated by men's and women's sports, but are used for the facility as a whole, supporting all 16 teams. In 1996-97, over \$270,000 was spent in the weight room.

The equipment room staff consists of the Assistant to the Athletics Director, who also holds the title, Director of Athletic Equipment, and two equipment room staffs. The football equipment room staff consists of an Equipment Manager and an Equipment Assistant. The University Athletic Association Athletic Center equipment room staff consists of an Equipment Manager, an Assistant Equipment Manager, an Equipment Assistant, and one intern.

The equipment room located in the south end zone of the football stadium serves the football team, and the equipment room located in the Athletic Center serves the teams housed there. Teams housed in the O'Connell Center have equipment rooms accessible from their locker rooms. The tennis and golf teams store equipment at their respective facilities.

Strict written policies are in place governing the issuance, retrieval and tracking of athletic equipment. Each coach provides the equipment room with a team roster of student-athletes who will receive equipment, and each coach is also responsible for developing guidelines on the specific type and amount of equipment needed. The equipment room stores foul weather apparel and provides it as needed. Student-athletes are prohibited from wearing apparel or using equipment for personal use. Daily records are maintained with regard to the issuance and retrieval of equipment. All equipment must be returned at the end of each playing season. Student-athletes who do not return equipment will be billed for the item(s) and may be suspended if the situation is not resolved.

Actual equipment for team use is determined by the requirements of the sport and the number of athletes on the team. All requests for equipment necessary to practice or compete are approved as appropriate. The Athletic Association attempts to meet the needs of all student-athletes, in all sports, by providing the best equipment available, pursuant to OP 3. In 1996-97, over \$220,000 was allocated to the equipment rooms.

The University of Florida owns and operates three aircraft and contracts with a travel agency for in-house travel services. The aviation staff consists of the Director of Aviation, the Director of Aircraft Maintenance, five pilots, a maintenance worker and an office assistant. In-house travel services are provided by a full-time travel agent. The Athletic Association aircraft are available for team travel to competition sites as appropriate. In many cases, travel on these aircraft is less expensive than flying commercially. More importantly, having the flexibility of scheduling the Athletic Association aircraft allows for a reduction in the number of classes missed in that teams are not subject to the limitations of commercial airline schedules. Athletic Association aircraft are able to fly directly into the city or within close proximity to the site of competition. Because commercial airlines do not service several of the cities within the Southeastern Conference, use of the Athletic Association aircraft can also reduce the travel time involved in competition away from home. This demonstrates a commitment to OP 3.

A written policy governs the number and type of individuals who are permitted to travel with teams (see exhibit 48). The policy was developed with safety, cost containment, and NCAA rules compliance in mind. In addition, the use of the aircraft is scheduled equitably between men's and women's teams.

The travel agency provides in-house services including booking air travel, hotels, rental cars and buses for coaches and teams for purposes of recruiting and competition.

Each head coach decides whether to provide student-athletes with per diem expenses or meals while traveling, or when practice/competition interferes with meals during the regularly scheduled hours at the dining hall. The University of Florida provides the same per diem for student-athletes as it provides for coaches and staff. At NCAA championship events and football bowl games, the Athletic Association provides the maximum allowable amount for incidentals.

Resources are allocated to each team for travel as determined by the head coach and supervising administrator, with the approval of the Director of Athletics. The Athletic Association is committed to providing safe, affordable and timely travel. All resource allocation for travel is done with these criteria in mind. Aviation overhead costs are included in the per-hour calculation for use of the plane. These costs are charged to each team's travel budget.

There is no cost to the Athletic Association for services provided by the travel agency. The Athletic Association spent \$3,063,133 in 1996-97 on team travel for all sports.

The facilities staff consists of the Assistant Athletics Director for Operations and Facilities, the Facilities Director, three interns, and a maintenance staff of 24. Facilities are designed and constructed to be of the highest quality. Each team has a facility to call "home." Each team has its own locker room, coaches' offices and, where needed, practice fields (e.g., football and women's soccer practice fields and basketball and volleyball practice courts). The Athletic Association continually evaluates and renovates facilities to ensure the safety of student-athletes, staff, and spectators and to remain a leader in the use of the latest technology and equipment. This commitment relates to OP 3.

During the annual budgeting process, facilities requiring improvement are identified. Resources are allocated first to those facilities with the most urgent needs. The Athletic Center facility was constructed in response to the need for a volleyball practice facility and the needs of the newly added sports of women's soccer and softball. The facility also houses the men's and women's track teams and the baseball team because their playing fields are adjacent to the facility. Each sport in the Athletic Center has a locker room and offices for each coach. A large training room is also provided, along with an equipment room for teams housed there. Nearly \$50 million has been spent in the past 10 years to improve existing facilities and to build new facilities to accommodate the addition of two women's sports. A building is under construction for the men's and women's swimming and diving team. In the summer of 1998, construction will begin on a new building for the men's and women's tennis teams.

The Athletic Association has one of the largest staffs and budgets of any collegiate athletics program in the nation, which enables it to provide exemplary services in all of its support areas. The addition of women's soccer and softball have contributed to the increase in resources allocated to women's sports. The Athletic Association participated in the funding and development of the new state-of-the-art dining facility on campus. This new all-you-can-eat facility is available to all students and staff, and also serves as the primary dining location for student-athletes. Student on-campus housing experienced an improvement with the addition of a new apartment-style housing complex that opened prior to the 1995 fall semester. The Athletic Association receives an allocation of space in this facility that serves student-athletes. The University's commitment to student-athlete welfare and success in all aspects of the college experience has earned the University a reputation as one of the premier institutions in the nation. In the past three years alone, the University has been chosen to host over two dozen Southeastern Conference and NCAA championship events partly due to its outstanding facilities.

The Office of Student Life staff consists of the Associate Athletics Director for Academic Affairs, the Assistant Athletics Director for Student Services, who also serves as an academic counselor, five full-time academic counselors, a Life Skills Coordinator, a Coordinator for Compliance and Student Services, an Assistant in Academic Advising, and five interns.

The Office of Student Life is responsible for the academic support services available to student-athletes and is described in detail in self-study item #2.

As an example of the Athletic Association's commitment to academics and student-athlete welfare in accordance with OP 3, significant funds are contributed annually to the University. In the past, such monies were used to construct the academic advisement center and a dining facility and to fund academic enhancement programs for the University. In 1996-97, almost \$620,000 was spent on programs offered through the Office of Student Life.

Commitment to Equity Committee Evaluation and Plan for Improvement

1. Operating Principles

- (1) Gender Issues.** An institution shall demonstrate that in the area of intercollegiate athletics, it is committed to fair and equitable treatment of both men and women. It shall have available adequate information for assessing its current progress in this area and an institutional plan for addressing it in the future. The plan shall provide for accommodating the evolving standards of the Association in the area of gender equity.

The Commitment to Equity Committee found that the University of Florida is in substantial conformity with this operating principle as evidenced by the committee's responses to all of the self-study items.

- (2) Minority Issues.** An institution shall demonstrate that in the area of intercollegiate athletics, it is committed to providing equitable opportunities for minority students and institutional personnel. It shall have available adequate information for assessing its current progress in this area and an institutional plan for addressing it in the future. The plan shall provide for accommodating the evolving standards of the Association in the area of minority issues.

The Commitment to Equity Committee found that the University of Florida conforms with this operating principle as evidenced by the committee's responses to self-study items 1-3; however, the recommendations made indicate that more steps can be taken to improve in this area.

- (3) Student-Athlete Welfare.** The institution shall demonstrate a commitment to the fair treatment of student-athletes, particularly in their academic role as students. There shall be evidence that the welfare of student-athletes and the fairness of their treatment is monitored, evaluated and addressed on a continuing basis.

The Commitment to Equity Committee found that the University of Florida is in substantial conformity with this operating principle as evidenced by the committee's responses to all of the self-study items.

2. Mission and Purpose of the Institution

The Commitment to Equity Committee found that the activities of the Athletic Association are consistent with the mission and purpose of the institution.

3. Plan for Improvement

The Commitment to Equity Committee offered thirteen recommendations for improvement.

- (1) The committee recommended that the Athletic Association establish a written plan for recruiting and hiring employees, including procedures for the documentation of search efforts and results.

In response, the Employee Handbook was revised to include new language requiring the posting and recruitment of all vacancies, except as approved by the appropriate Associate Athletics Director in consultation with Human Resources. Such efforts will be detailed in subsequent quarterly reports as appropriate.

- (2) The committee believed it was important that the Athletic Association regularly discuss with staff the importance of recruiting and supporting minorities, especially in those areas where minorities are not represented or are under-represented.

In response, a work force analysis providing information about minority recruitment efforts will be completed and forwarded quarterly to the Director of Athletics. Minority recruitment efforts will be detailed in subsequent quarterly reports as appropriate and any actions deemed necessary will be taken.

- (3) The committee recommended that the Athletic Association continue efforts to expand the pool of minority applicants for intern positions. The Athletic Association mandated that all paid intern positions undergo formal recruitment, which was not done in the past, in order to expand minority opportunities.
- (4) The committee recommended that the Athletic Association assist coaches in identifying possible sources for recruiting that will expand the minority student-athlete pool which the Athletic Association will do. In addition, the Head Coaching Staff Performance Review instrument has been revised to include "minority recruitment efforts" as an item in the evaluation of recruiting ability.

- (5) It was recommended that the instrument used by student-athletes to evaluate academic counselors be reviewed by the Student-Athlete Advisory Committee to better reflect areas of concern as identified by student-athletes. It was also recommended that student-athletes be informed, at the fall certification team meetings, of the opportunity to participate in counselor evaluations at the end of each academic year. Finally, the academic accountability statement (see exhibit 30 - pg. 20) should be included in the student-athlete handbook.

The academic counselor evaluation instrument was reviewed by the Student-Athlete Advisory Committee during its November 1997 meeting. The recommendations of the Student-Athlete Advisory Committee will be added to the academic counselor evaluation and presented to the Student-Athlete Advisory Committee membership during the Spring 1998 semester for a final review. Beginning with the Fall 1998 semester, student-athletes will be informed that they will have an opportunity to evaluate their academic counselor at the end of each academic year. The academic accountability statement will be included in the *Student-Athlete Handbook* beginning with the 1998-99 academic year.

- (6) The committee recommended that the questions on the exit interview instrument directed towards women and minorities should be broadened to gather more specific data.

In response, the Associate Provost provided names of people on campus that often deal with questionnaires and surveys. Dr. Dorene D. Ross and Dr. Marilyn Swisher were recommended. The exit interview was sent to each of them with the recommendations from the Equity Committee. In each case, they were complimentary of the current instrument but made suggestions for the questions directed to women and minorities. Their suggestions were incorporated into the exit interview instrument.

Ursula Walsh, Director of Research at the NCAA, was also contacted and asked to send samples of exit interviews that are provided to institutions that request assistance.

- (7) It is important in the committee's opinion that the exit interview instrument be reviewed on a continuing basis for relevance and validity by Athletic Association staff and student-athletes. In response, the exit interview will be reviewed by the Student-Athlete Advisory Committee this year and every year in the future.
- (8) The committee recommended that an exit interview should be

offered to all student-athletes who leave the program for any reason, as this could provide valuable information. The Assistant Athletics Director for Compliance processes all transfer notices and is aware of all student-athletes that drop out of the sports program. As of November 15, 1997, each student-athlete who requests permission to transfer must come to the office of the Assistant Athletics Director for Compliance and complete the written part of the exit interview before the student is released.

- (9) The committee believed it was important that the Athletic Association formalize a process for responding to and documenting actions taken or not taken on issues raised in exit interviews.

Each spring, all the exit interviews completed for the previous fall and spring will be compiled and discussed by the Associate Athletics Directors. Any changes made in the athletics program and all discussion about how to use the information from the exit interviews will be noted and kept on file with that year's compilation.

- (10) It is also important that the annual compilations do not include references to specific student-athletes or teams in order to ensure Buckley Amendment confidentiality.

Starting with the annual compilations from the 1996-97 academic year, no references will be made to specific student-athletes or sports in order to ensure Buckley Amendment confidentiality.

- (11) The committee recommended that the role and scope of the Student-Athlete Advisory Committee should be expanded to enhance the collegiate experience (e.g., add student-athlete welfare issues to the monthly agenda, foster social interaction throughout the athletics teams, and encourage utilization of the grievance process).

The Student-Athlete Advisory Committee hosted a student-athlete workshop on November 3, 1997, during which participants were asked for their opinions on various student-athlete welfare issues and were given an opportunity to provide input into how the Athletic Association addresses their needs. The group also schedules at least one social function and several community service activities, in conjunction with the Goodwill Gators, each semester.

- (12) Another recommendation was to interview randomly ongoing freshmen, sophomores and juniors in order to gather information on student-athlete welfare issues.

In response, a new survey instrument has been developed incorporating many of the same questions as are on the exit interview. This will be used as an evaluation instrument for randomly selected freshmen, sophomores, and juniors to complete each year. These will be compiled and reviewed by the Associate Athletics Director each year, and the information will be treated in the same manner as in the exit interviews.

- (13) The committee recommended that the Athletic Association review strength and conditioning practices to determine if the department could benefit from written policies. In response, the strength and conditioning staff has developed written policies pertinent to its department.

EXHIBIT LIST
University of Florida
Self-Study

- 1 1997-98 University of Florida Undergraduate Catalog
- 2 University Athletic Association Mission Statement
- 3 University Athletic Association Articles and Bylaws
- 4 1996-97 University of Florida Athletic Year in Review
- 5 University of Florida Gator Support Organization Financial Report
- 6 University Athletic Association Organizational Chart
- 7 University of Florida Compliance Flow Chart
- 8 1997-98 University of Florida Athletics Compliance Policies and Procedures Manual
- 9 University of Florida Eligibility Flow Chart
- 10 1996-97 University of Florida Student-Athlete Handbook
- 11 September 1997 "Compliance Illustrated" Newsletter
- 12 1997-98 University of Florida NCAA Rules Compliance Brochure
- 13 University of Florida Head Coach and Senior Administrative Contracts
- 14 University of Florida Professional Sports Counseling Panel Brochure
- 15 University of Florida Organizational Chart
- 16 University Athletic Association Board of Directors Membership List
- 17 State of Florida Board of Regents Membership List
- 18 Gator Boosters, Inc. Board of Directors Membership List
- 19 Gator Boosters, Inc. Constitution and Bylaws
- 20 University of Florida Conference Membership and Sports Sponsored
- 21 "Quest for Balance" Task Force to Review Florida's Intercollegiate Athletics Program
- 22 "The University Implements Recommendations in 'The Quest for Balance' Report"
- 23 Dr. Barfield's 1993 Letter to Jean Chance On Actions Taken Since 1991 Task Force
- 24 Dr. Carodine's 1997 Task Force Update on Actions Taken Since 1991 Task Force
- 25 Dr. Barfield's Academic Comparisons by Predictive Index
- 26 Description of Universal Tracking and Sample Tracking Screen
- 27 University of Florida Admissions Guidelines for Student-Athletes
- 28 College of Liberal Arts and Sciences Achievement in Instructional Mainstreaming

29	Number of Special Admit Requests for Student-Athletes
30	Office of Student Life Student-Athlete Development Program
31	1997-98 Student Development in the University Setting (SDS 3480) Course Syllabus
32	Choosing A Major: The Integrated Student Information System Brochure
33	Description of Noel/Levitz College Student Inventory
34	Campus Diplomats' Evaluation of Student-Athlete Forum Program
35	NCAA Graduation Rates Report (1994-1996)
36	University of Florida Degree Program Information
37	University Athletic Association Team Booster Club Policies and Procedures
38	University Athletic Association Financial Schedules (1994-1996)
39	University Athletic Association Employee Handbook
40	Management Letters From KPMG Peat Marwick LLP (1994-1996)
41	University of Florida Title IX Reports (1994-1997)
42	University Athletic Association Student-Athlete Assistance Program Brochure
43	Suggested Standards for Levels of Student-Athlete Support Programs
44	University of Florida Life Skills Program Information
45	University Athletic Association Exit Interview Instrument
46	Intercollegiate Athletics Committee Membership List
47	Student-Athlete Advisory Committee Membership List
48	University Athletic Association Team Travel Guidelines
49	University Athletic Association Minority Opportunities Plan
50	University Athletic Association Gender Equity Plan