

Written Plan for the NCAA Athletics Certification Self-study 2007-2008

This written plan outlines the personnel and resources that Texas Tech University will use to complete its 2007-2008 NCAA athletics certification self-study. It summarizes our objectives for the process, names key participants and their responsibilities, and proposes a timetable for major tasks and meetings.

A. Self-study Objectives

Our goals and objectives during this review cycle build on recommendations from the last NCAA evaluation and assess our growth since then.

1. Institutional Goals

Our goals for this second cycle review include

- a. Assessing implementation of the institutional improvement plans required or recommended during the last self-study (1999).
- b. Evaluating how well our athletics program complies with NCAA Division I operating principles of governance and rules compliance, academic integrity, and equity and well-being.
- c. Reviewing ways that recent institutional and programmatic changes have affected the quality and compliance of our athletics program.
- d. Supporting comprehensive, accessible, and transparent program evaluation that incorporates participation and feedback from the university's various constituent groups.
- e. Considering how the athletic program can further improve its service to student-athletes and support the university's academic mission.

2. First Cycle Institutional Improvement Plans

We will begin our self-study by reviewing the improvement plans laid out in the first review cycle. These plans fall in two categories: Committee on Athletics Certification (CAC) strategies for improvement, and recommendations that we made in our 1999 self-study report.

First-Cycle Committee Strategies for Improvement

During the first self-study cycle, the CAC required us to implement the following six actions by the year 2000:

1. Document and disseminate comprehensive, uniform job descriptions for employees with rules-compliance responsibilities.
2. Revise the athletics program mission statement to emphasize equitable opportunities for all staff including women and minorities, and develop a plan for publicizing the revised mission statement throughout the university and its publics.
3. Explain declining student-athlete graduation rates, analyze rates demographically, and outline specific plans for improving those rates.
4. Explain the relationships between entering student-athletes' academic profiles and their graduation rates, analyze that information demographically, and outline specific plans for improvement.
5. Develop a checks-and-balances system for certifying student-athlete eligibility that would help the university's registrar confirm the accuracy and reliability of student-athletes' eligibility documentation.

Our self-study report will address each of these required changes, as well as first-cycle committee suggestions.

First Cycle Institutional Plans

In our first cycle report, we developed specific plans for improving how our program responded to governance and rules compliance, academic integrity, fiscal integrity, and gender equity. We made no supplementary proposals about minority issues during that cycle.

To better demonstrate our commitment to rules compliance, we planned to update the athletic department's mission statement to complement the mission and vision of the university and athletics program. We proposed that the athletics directors regularly audit their compliance functions, and also update the bylaws for the program's official fundraising organization, the Red Raider Club. Our report further recommended that our senior woman administrator, Judi Henry, update the athletics department's operating policy and procedures manual to documenting budget, purchasing, contract, and other fiscal procedures. Finally, we suggested that the university president define the Athletics Council's oversight over the athletics program.

We made three recommendations to improve our program's academic integrity, and began implementing them immediately: (a) more efficiently producing the informational reports we use to advise and monitor student-athletes, (b) creating a life skills course for first-year student-athletes, and (c) reviewing graduation goals and data for all students between 1999 and 2003.

We designed the following recommendations to increase the program's commitment to gender equity and improve athletics facilities for women's sports:

1. Build a locker room and offices for track and soccer and purchase a track and soccer scoreboard (1997); develop the basketball and volleyball arenas (1999); start construction on a \$2.5 million softball stadium with VIP boxes (2000); add lighting for softball, tennis, and soccer, and purchase portable covered benches for soccer teams and officials (2000); add coaching offices, storage, locker, and rest rooms to the golf course (2000); begin constructing a tennis facility suitable for a Big 12 tournament and including permanent seating for at least 1,800 people (2001); construct a correctly dimensioned soccer field (2001); and resurface the indoor track (2001) [4.1]
2. Increase the number of women and minority applicants for administrative and coaching jobs (1999 and onwards) [4.2-4.3]
3. Increase the number of staff and personnel equipped to meet the needs of female student-athletes (1999 and onwards) [4.4]
4. Regularly review how the athletics program addressed Title IX issues (1999 and onwards) [4.5]
5. Implement a systematic process for conducting student-athlete exit interviews and quantifying the resultant information (1999 and onwards) [4.6]
6. Review the student-athlete room accommodation policy (2000) [4.7]
7. Review staff salary differences and adjust them where appropriate (1999 and onwards) [4.8].

Our current self-study will address these institutional plans as well as the requirements and recommendations of the NCAA Committee and review team.

B. Self-study Components

The appointments, responsibilities, and plans listed in this section will help us to complete our study thoroughly and efficiently.

1. Steering Committee Chair Appointment

University president Dr. Jon Whitmore appointed Dr. Bill Marcy to chair the self-study steering committee. Dr. Marcy is the university's provost and senior vice president for academic affairs. As the second most senior administrator at Texas Tech University, he reports directly to the president.

2. Steering Committee and Subcommittee Appointments

President Whitmore has appointed the self-study steering committee and the three subcommittees. Committee members who are not part of the athletics department represent the rest of the campus community—students, faculty, and staff from university colleges, schools, and administrative offices. All committee members and ancillary participants are listed in the plan appendix.

3. Steering Committee and Subcommittee Responsibilities

The steering and subcommittee have distinct responsibilities; each group must meet these responsibilities for the self-study to be successful.

Steering Committee Responsibilities

The steering committee will

1. Review the written plan for conducting the self-study, articulate the university's goals for the study, and recommend names for the subcommittees.
2. Determine how Big 12 conference representatives will participate in the self-study.
3. Review institutional compliance policies and procedures based on NCAA certification and self-study standards, including the 2007-2008 Certification Handbook and Self-Study Instrument.
4. Consult with the university's regents regarding any plans that will affect the university's future or the direction of the athletics program, and hence the program's certification or compliance.
5. Regulate cross-campus input and broad-based participation in the self-study process.
6. Oversee data collection, organization, and communication.
7. Monitor the activities and progress of the three subcommittees and report writers, ensuring that all participants have the resources and information that they need.
8. Maintain accurate and timely records of steering committee meetings, attendees, decisions, recommended actions, and tasked participants.
9. Review subcommittee report drafts and the full self-study report drafts, checking them against NCAA operating principles and institutional improvement plans.
10. Distribute the self-study report to relevant publics.
11. Support the university president and peer review team by providing requested data, reviewing documents, and responding to any peer review or Certification Committee communications.
12. Ensure quality communication between self-study participants and the university community.

Subcommittee Responsibilities

Our three subcommittees, Compliance and Governance, Academic Integrity, and Equity and Well-being, will share comparable responsibilities. Each subcommittee will

1. Clarify its specific functions and objectives based on the self-study written plan and steering committee instructions.

2. Collect and organize data on its subject area, and answer the relevant questions from the 2007-2008 Self Study Instrument.
3. Meet and communicate regularly.
4. Address all applicable NCAA operating principles and institutional improvement plans in its review of its subject area.
5. Evaluate the athletics program in terms of relevant NCAA operating principles, especially those listed in the 2007-2008 Self Study Instrument.
6. Highlight program successes and recommend specific strategies for further improvement.
7. Maintain accurate and timely records of subcommittee meetings, attendees, decisions, recommended actions, tasked participants, and completed work.
8. Communicate regularly with the steering committee and report writers, and periodically prepare mini-reports that communicate subcommittee progress to the wider campus community.

4. Institutional Campus-NCAA Liaison

Ronald Phillips, the President’s Chief of Staff, is our institutional liaison. He communicates with NCAA representative Byron Hatch on the university’s behalf. Mr. Phillips interprets the NCAA procedures for conducting the self-study and the policies for evaluating our program’s compliance, and further advises Dr. Marcy on the procedures for submitting the full self-study report and meeting any further certification requirements. He will organize all aspects of the peer review site visit, including reviewers’ travel, accommodation, scheduled interviews, observations, and any work-related resources they might need, and will also coordinate communications between the self-study participants and the broader institutional community.

5. Conference or External Agency Participation

Throughout the self-study, we will consult with the Big 12 Conference; no other external agencies will participate. Conference representative Lori Ebihara is a steering committee member who advises us about regional conference regulations and our compliance with them. She will review report drafts with the rest of the committee and provide feedback on our program evaluations.

6. Self-study Schedule

The steering committee will revise the following schedule as necessary.

2007

March 15	President Whitmore names Dr. Marcy as steering committee chair
June 1	President’s Office appoints steering and subcommittee members
June 27	Dr. Hall, chief report writer, and Keisha McKenzie, self-study editor, begin drafting the study written plan
August 1	President’s Office finalizes list of steering and subcommittee members. Steering committee chair negotiates NCAA orientation videoconference date
August 22	Self-study writers complete written plan draft and submit to Ronald Phillips, institutional liaison, and William Marcy, chair.
September 5	Self-study writers and institutional liaison complete teleconference with NCAA staff liaison Bryon Hatch regarding the ACS database and self-study process.
September 6	Self-study writers, steering committee chair, institutional liaison, and athletics department representative review written plan timeline
September 7	Steering and subcommittee chairs meet to review committee membership lists, goals, and responsibilities, and to revise self-study written plan

September 19	All three subcommittees meet and begin data collection
September 21	Institutional liaison recommends four peer review week-dates for September-December 2008
October 1	2008 peer review visit week-dates due
October 2	Steering and subcommittee members attend NCAA orientation videoconference with Byron Hatch
October 17	Steering and subcommittee chairs meet to review data collection progress and make final changes to self-study written plan
October 24	Steering committee chair submits copies of the final written plan to the president and chancellor, and to the Faculty Senate, Student Government Association, TTU Athletics Council, and Board of Regents
November 1	Steering committee notifies campus media about the aims and scope of the self-study goals, and its participants Steering and subcommittee chairs meet to review subcommittees' progress with data collection and report writing
November 14	Steering committee meets to review subcommittee work
November 28	Steering committee and subcommittee chairs meet
December 5	Subcommittees submit their preliminary reports to self-study writers
December 12	Self study writers begin integrating committee reports

2008

January 9	Self study writers submit full report draft to steering committee Steering committee submits a study progress report to campus media
January 9-15	Steering committee posts individual subcommittee reports online; campus provides feedback
January 14	Steering committee and subcommittee chairs meet to discuss the full report draft and any incoming campus feedback.
January 16	Steering committee meets to discuss report and campus feedback, and propose revisions
January 31	Steering and subcommittee chairs meet regarding subcommittee report revisions
February 6-20	Subcommittees meet and revise their reports
February 20	Subcommittees submit their final reports to self-study writers
March 5	Steering committee submits a study progress report to campus media
March 5-21	Self-study report writers revise full, final report
March 26	Steering committee submits a progress report to President's Office, Faculty Senate, Student Government Association, TTU Athletics Council, and Board of Regents
April 9	Self-study report writers complete report and submit to steering committee chair, Dr. Marcy, and institutional liaison, Ron Phillips
April 16	Steering committee meets to discuss report
April 21	Steering committee presents report to President's Office; submits a progress report to campus media
April 21-28	Campus provides feedback on self-study report
May 1	Steering committee chair submits internally reviewed report to NCAA staff liaison, Byron Hatch
May 15-June 30	NCAA liaison reviews report and indicates any sections that need clarifying or supplementing. Relevant committees produce the supplemental materials; self-study writers compile them and submit them to Byron; Byron forwards addenda with the report to the CAC

July 15-August 15	The CAC reviews the reports and supplemental materials and approves the issues they highlight
Up to 2 weeks before site visit	Steering committee responds to CAC assessment through the ACS database, including new data or plans for improvement as appropriate
September 15-October 15	Peer review team completes site visit and submits its report to the ACS database
Two weeks after site visit; November	NCAA office proofs and styles peer review team report, and returns proofed report to the university president and steering committee chair for response
December 5	Steering committee and self-study writers prepare final response to peer review team report via ACS database; responses due December 12, 2008; CAC issues final decisions March-April 2009.

7. Self-study Report

Dr. Liz Hall is the chief report writer for this study; as one of our vice provosts, she reports to Dr. Bill Marcy, provost and steering committee chair. Dr. Hall will oversee development of the full self-study report and other major documents, and Keisha McKenzie, a technical communicator, will assist her by drafting and editing self-study documentation. The report writers will produce self-study documents using MS Notepad and Office 2003-2007 and existing university resources. Any other proposed expenses will be reviewed by Dr. Bill Marcy, who will also vet budgets and funding requests from the steering committee and subcommittees.

Steering and subcommittee chairs will record dates, attendees, and minutes for each of their meetings, and explicitly address broad-based cross-campus participation in their self-study reports.

Subcommittees will begin gathering data in September 2007 and will develop preliminary drafts of their findings through the fall semester. Athletics department staff will assist each subcommittee with collecting relevant data and reports; one such information resource person is assigned to each committee and subcommittee. In addition, the report writers will meet with the subcommittees during the fall term, and the steering committee will review all drafts. At the end of the fall semester, subcommittee chairs will submit their drafts to the report writers who, in January 2008, will begin integrating each subcommittee's report into the first draft of the extended report. No self-study document will be published either to the NCAA or the general public before the steering committee has reviewed and approved it.

The campus community will receive periodic progress reports on the self-study, and will also have opportunity to offer feedback on study reports. The steering committee and institutional liaison will be responsible for documenting major steps and publishing press releases to the campus media and community publics. The committee and liaison may rely on the athletics department's media relations officers, and they will use email, websites, and other communication tools to publish public notices, progress reports, and any other committee materials.

Appendix: Steering Committee and Subcommittee Members

This is the full list of appointed self-study steering committee and subcommittee members.

Steering Committee Members

Chair	Bill Marcy, Provost and Senior Vice President for Academic Affairs
Chief Executive	Jon Whitmore, President
Faculty Athletics Representative	Robert Baker, Horn Professor, Biological Sciences
Director of Athletics	Gerald Myers
Senior Woman Administrator	Judi Henry, Senior Associate Director, Athletics
Governance Subcommittee Chair	Brian Shannon, Professor, Law School
Academic Integrity Subcommittee Chair	Mary Jane Hurst, Office of the President and Professor, English,
Equity & Well-being Subcommittee Chair	Sam Medina, District Court Judge, Instructor, Law School
Institutional Liaison	Ronald Phillips, Chief of Staff, Office of the President
Chief Report Writer	Liz Hall, Vice Provost, Faculty Affairs
Board of Regents Representative	F. Scott Dueser
Alumni Representative	Rex Isom, Representative, Texas Tech Alumni Association
Student Representative	Mason Moses, President, Student Government Association (SGA)
Coach	Greg Sands, Head Coach, Men's Golf
Big 12 Conference Representative	Lori Ebihara, Assistant Commissioner, Governance & Compliance
Athletics Resource Person	Craig Wells, Senior Associate Director, Athletics

Governance and Rules Compliance Subcommittee Members

Chair	Brian Shannon, Professor, Law School
Faculty Athletics Representative	Robert Baker, Horn Professor, Biological Sciences
Athletics Compliance Officer	Jennifer Brashear, Associate Athletics Director, Compliance
Athletics Resource Person	
Student Athlete Advisory Council	Montana Patin, Women's Softball
Coach	Tim Siegal, Head Coach, Men's Tennis
Legal Counsel	Victor Mellinger, Office of General Counsel
Athletic Council Chair	Herschel Mann, Professor, Rawls College of Business
Athletics Council	Larry Gill, TTU Alumnus
Athletics Council and Faculty	Eduardo Segarra, Chair, Agricultural Applied Economics
Registrar's Office	Paula Hunter, Assistant Registrar
Athletic Administration	Craig Wells, Senior Associate Director, Athletics
Faculty Representative	Walt Huffman, Professor and Dean, Law School
Faculty Representative	Gary Elbow, Professor and Associate Dean, Honors College

Academic Integrity Subcommittee

Chair	Mary Jane Hurst, Professor, English
Provost Office Representative	Tibor Nagy, Vice Provost, International Affairs
Athletics Department	Steve Uryasz, Senior Associate Director, Development
Athletics Department	John Anderson, Associate Academic Director
Athletics Resource Person	
Athletics Department	Amanda Banks, Senior Academic Counselor

Community Athletics and Athletics Council	Melyn Hunt, Member, Lubbock Independent School District Athletic Council
Coach	Stacy Totman, Head Coach, Women's Golf
Student Athlete	Brian Duncan, Football
Student Athlete Advisory Council	Chris Olson, Football
Dean and Faculty	Linda Hoover, Professor and Dean, Human Sciences
Faculty Senate President	Gene Wilde, Associate Professor, Biological Sciences
Faculty Representative	James L. Smith, Professor, Industrial Engineering
Faculty Representative	Leslie Thompson, Professor, Animal & Food Sciences
Office of the Registrar	Don Wickard, Registrar

Equity and Well-being Subcommittee

Chair	Sam Medina, District Court Judge, Athletic Council Member
Athletic Council	Aretha Marbley, Associate Professor, Education
Athletics Council	Robert Bradley, Professor, Biological Sciences
Athletics Resource Person	Judi Henry, Senior Associate Director, Athletics
Coach	Kristy Curry, Head Coach, Women's Basketball
Student Athlete Advisory Council	Erin Myrick, Women's Basketball
Student Athlete Advisory Council	Garrett Merrell, Men's Golf
Dean and Student Affairs	Greg Elkins, Dean of Students
Athletics Department	Steve Downing, Senior Associate Director
Athletics Department	Amy McBride, Development Officer
Athletics Department	Brenda Martinez, Life Skills Coordinator
Athletics Department	Ken Murray, Senior Associate Director, Sports Medicine
Faculty	Martha Smithey, Associate Professor, Sociology, Anthropology, & Social Work
Institutional Diversity	Juan Munoz, Special Assistant to the President for Institutional Diversity