

**EQUITY, WELFARE AND SPORTING CONDUCT**  
**GENDER ISSUES EQUITY**  
**NCAA ATHLETICS RECERTIFICATION SELF-STUDY**  
**2004-2005**

**Operating Principle 4.1 -- Gender Issues**

Consistent with NCAA Constitution 2.3, it is the responsibility of each institution to implement the Association's principle of gender equity. In accordance with this fundamental principle, the institution shall:

- a. Have implemented its approved gender-equity plan from the previous self-study. If modified or not carried out fully, the institution shall provide an explanation from appropriate institutional authorities.
- b. Demonstrate that it is committed to, and has progressed toward, fair and equitable treatment of both male and female student-athletes and athletics department personnel.
- c. Formally adopt 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. The plan shall include measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables.

***4.1.1: 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 4.1 (Gender Issues) In each case, provide: (a) the original “corrective action,” “condition,” “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 recommendation for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.***

No “corrective actions,” “conditions for certification,” or “strategies for improvement” were imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle decision.

***4.1.2: Report on the implementation of the plan to address gender-equity issues developed by the institution during the 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); and (d) action(s) not taken or not completed, and e) explanation(s) for partial completion. [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.]*

**4.1.2.a)** The Gender Equity Plan was included in the 1997 self-study. Updates to the plan were included in the Institutional Response to the Peer Review Team's September 1997 report. The plan, including these updates following the peer reviewers' visit, appears below. A current update on the 1997 Gender Equity Plan follows as **Item 4.1.2.b**.

***1997 GENDER EQUITY PLAN***  
***Department of Intercollegiate Athletics***  
***Marquette University***

This plan to monitor and address gender equity issues in the Department of Intercollegiate Athletics has been adopted by the department, the Athletics Board, and the university president.

**Issues Confronted in the Plan:**

This plan addresses the following issues identified during the NCAA Self-study:

- \* Disproportionate number of participation opportunities for male and female student-athletes;
- \* Inequitable athletics-related perquisites for coaching staffs of men's and women's teams;
- \* Inequitable practice time for student-athletes at university-owned facilities;
- \* Inadequate number of qualified female candidates who apply and/or are selected for coaching and administrative positions; and
- \* No written policy to ensure equitable treatment of student-athletes and sports programs in terms of marketing, promotion, and publicity.

**Specifics of the Plan:**

ISSUE 1. Address the gender disparity in participation opportunities as compared to the gender composition of undergraduate student body.

**Goal: Reach a gender-proportionate level of participation opportunities (i.e., within 5% of gender proportion in enrollment).**

Completion Date: Fiscal Year 2000

Oversight Responsibility: university president, Athletics Board, vice president for student affairs, director of intercollegiate athletics, and senior woman administrator.

Action Steps:

- \* The Athletics Board will recommend the mode of compliance from a list of strategies which will include adding a sport, discontinuing a sport, or capping participation on one or several sports; the Athletics Board will forward the recommendation to the vice president for student affairs.

\* The vice president for student affairs will review the recommendation and forward it to the university president.

ISSUE 2. Develop a policy that addresses gender equity for athletics-related perquisites.

**Goal: Provide equitable perquisites to men's and women's basketball coaching staffs.**

Completion Date: Fiscal Year 2000

Oversight Responsibility: director of intercollegiate athletics, senior woman administrator, assistant athletics director for business, and assistant athletics director for marketing and promotions.

Action Steps:

- \* Document existing benefits available to each staff.
- \* Determine what disparity, if any, exists.
- \* Develop a plan to alleviate disparities.

Update [*from Institutional Response to the Peer Review Team's September 1997 report*]: This year [1998] the full-time women's basketball coaches received university vehicles, as do the men's full-time coaches.

ISSUE 3. Develop a practice policy that ensures gender-equitable access to facilities.

**Goal: Ensure that no in-season intercollegiate team will be disadvantaged in scheduling of practice times.**

Completion Date: May 1998

Oversight Responsibility: director of intercollegiate athletics, senior woman administrator, and assistant athletics director for facilities, events, and community outreach.

Action Steps:

- \* Document existing practice usage.
- \* Determine practice needs for following year and outline all options.
- \* The director of intercollegiate athletics, the senior woman administrator, and the assistant athletics director for facilities, events, and community outreach will meet and provide recommendations to the Equity Committee on methods to address disparities.
- \* The Equity Committee will review recommendations and give feedback to the director of intercollegiate athletics.
- \* The director of intercollegiate athletics will implement the practice schedule in consultation with the vice president for student affairs.
- \* The Equity Committee and the Athletics Board will conduct annual reviews of actual practice times utilized.

Update [*from Institutional Response to the Peer Review Team's September 1997 report*]: This process took place during the 1997-1998 academic year and resulted in women's basketball having a set practice time with minimal interference with dining or study hall times.

ISSUE 4. Improve the quality and size of the pools of female candidates for coaching and full-time administrative positions.

**Goal: Increase the number of qualified full-time coaches and administrators who are women to a level at or exceeding that of the university for comparable positions.**

Completion Date: January 2000

Oversight Responsibility: vice president for student affairs, director of intercollegiate athletics, senior woman administrator, and assistant athletics director for business.

Action Steps:

- \* Evaluate present means of attracting candidates.
- \* Establish contacts with professional groups (e.g., National Association of Collegiate Women Athletics Administrators [NACWAA], Women's Basketball Coaches Association [WBCA]) and other entities that could provide input to the process.
- \* Establish one-on-one contact with national organizations and those in the Milwaukee community that have vitae banks or information on other pools of qualified candidates.
- \* Expand job responsibilities/qualifications in advertising open positions to enunciate the department's commitment to recruiting qualified female candidates.

ISSUE 5. Ensure gender equity of marketing, promotion, and sports information practices, in terms of staffing and execution.

**Goal: Prioritize men's and women's sports in the areas of marketing, promotion, and sports information.**

Completion Date: August 1999

Oversight Responsibility: director of intercollegiate athletics, senior woman administrator, and assistant athletics director for marketing and promotions.

Action Steps:

- \* Evaluate marketing, promotion, and sports information needs and goals, according to the prioritization plan described above.
- \* Develop a plan to ensure adequate staffing and funding to achieve the goals set forth in the prioritization plan.
- \* Coordinate efforts with student government and its organizations.

\* Evaluate conformity with goals on an annual basis with input from the Equity Committee and Athletics Board.

Update [*from Institutional Response to the Peer Review Team's September 1997 report*]: [In 1998,] the department increased the total number of women's basketball radio contests from six to eleven and is sponsoring a women's basketball head coach's radio show for the first time.

ISSUE 6. Review operating expenses to evaluate potential gender inequities.

**Goal: Determine where inequities exist, and develop a plan to narrow the spending gap in these areas.**

Completion Date: Fiscal Year 2000

Oversight Responsibility: director of intercollegiate athletics, senior woman administrator, and assistant athletics director for business.

Action Steps:

- \* Prepare a detailed report of the components of operating expenses for men's and women's programs, specifically addressing areas of inequity.
- \* The director of intercollegiate athletics, the senior woman administrator, and the assistant athletics director for business will meet and provide recommendations to the Equity Committee on methods to address disparities.
- \* The Equity Committee will review recommendations and give feedback to the director of intercollegiate athletics.
- \* The director of intercollegiate athletics will submit the plan to the Athletics Board.
- \* The Athletics Board will give feedback to the vice president for student affairs.
- \* The vice president for student affairs will review the plan presented to the Athletics Board and submit the plan to the university president.

***4.1.2.b-e)*** *The following information outlines the actions taken by the institution since the 1997 plan and Institutional Response to the 1997 Peer Review Team's Report were developed.*

**Overview:** Progress has been made on every goal set forth in the 1997 gender equity plan. A current update for each goal appears below. In most cases the stated 1997 goal has been achieved. However, recognizing that gender equity requires continual attention, the plan that is part of this 2004-2005 self-study includes continued focus on the issues identified in 1997. Marquette intends that achieved equity will not be lost and that further progress will be made.

The Department of Intercollegiate Athletics established a Gender Equity Committee in 1995 to help review gender equity related to a range of issues within athletics and to make recommendations for improved parity. After the submission of the 1997 NCAA Certification Self-study Report, the committee was reconstituted and its charge was revised. The Equity Committee that emerged was charged with implementing and monitoring both the Gender Equity and Minority Equity Plans. The Equity Committee met monthly beginning in 1997 and continued

regular meetings into the year 2000. During that three-year period, the Equity Committee monitored the plans and made recommendations to the Athletics Board. By 2000, substantial progress had been made with respect to both the Gender Equity and Minority Equity Plans, and the committee did not meet again until 2004. During this time, athletics attended to this important issue, with oversight from the offices to which the department reported—the Office of the Vice President for Student Affairs and, later, the Office of the Senior Vice President. Recognizing the benefit of regular input from a broad range of stakeholders, the Equity Committee has been reconstituted and has had one meeting since September 2004. This committee was given a clear charge from the Office of the Senior Vice President and is committed to upholding this charge. The Office of the Senior Vice President anticipates that it will provide ongoing attention to the composition and scope of the Equity Committee in order to maximize its effectiveness.

It should be noted that the Department of Intercollegiate Athletics reported to the vice president for student affairs between the 1997 NCAA Certification Self-study and fall 2003. The vice president for student affairs reported to the executive vice president. In fall 2002, the university eliminated the office of executive vice president and created the position of senior vice president. All vice presidents, including the vice president for student affairs, now report to the senior vice president. In fall 2003, the reporting line for Athletics was changed as well, and the director of intercollegiate athletics now reports to the Office of the Senior Vice President. Therefore, where the 1997 Gender Equity Plan called for the involvement of the vice president for student affairs, the 2004 plan and progress since 2003 will reference involvement of the Office of the Senior Vice President.

**Goal from ISSUE 1 of 1997 Plan: Reach a gender-proportionate level of participation opportunities (i.e., within 5% of gender proportion in enrollment).**

The gender balance of Marquette's enrollment has varied each year since 1997. The 1997 Gender Equity Plan targeted participation opportunities within 5% of male-female enrollment, anticipating this change in gender balance from year to year. The Department of Intercollegiate Athletics, the Gender Equity Committee, and the Athletics Board had been considering options that might achieve this goal. In an attempt to bring the proportionality of participation into the target range stated in the plan, rifle—a co-ed but primarily men's sport—was discontinued after the 1997-1998 academic year. Also, participation in men's sports, with the exception of basketball, was capped after the 1997-1998 academic year. In 2000, the Equity Committee recommended to the Athletics Board that the Department of Intercollegiate Athletics discontinue the wrestling program. The Athletics Board endorsed the recommendation and forwarded it to the vice president for student affairs. The vice president for student affairs, the executive vice president, and the president accepted the recommendation. Wrestling was discontinued, and participation opportunities in track and cross-country were proportionally expanded. The goal of 5% proportionality of participation was achieved by the 2001-2002 academic year and has been maintained each year since.

Once this goal was achieved, the director of intercollegiate athletics, the assistant athletics director for compliance, and the associate athletics director for internal operations/senior woman administrator met with the head coaches. Together, they developed a plan to help maintain proportionality of participation within 5% of enrollment. The director of intercollegiate athletics

and the Office of the Vice President for Student Affairs—or since fall 2003, the director of intercollegiate athletics and the Office of the Senior Vice President—have monitored participation with the assistant athletics director for compliance and the senior woman administrator. Each year, the assistant athletics director for compliance and the senior woman administrator prepare a report summarizing the genders of participants in each sport. The gender balance among the squads is compared to the gender balance of undergraduate students enrolled for the term. Any disparities are discussed with the director of intercollegiate athletics, and the coaches make adjustments in squad size as they are able in order to ensure the 5% target is maintained. This plan was developed in 2002 and revised in 2003. While adjustments in squad sizes have sufficed to maintain the proportionality of participation, Marquette continues to evaluate additional options to provide parity of participation opportunities to students of both genders. The data below show the proportionality comparison in enrollment and athletics participation for the years 2000-2001 through 2002-2003.

<u>Year</u>	<u>University</u>		<u>Student-Athletes</u>	
	<u>Female %</u>	<u>Male %</u>	<u>Female %</u>	<u>Male %</u>
2001	55.5	44.5	47.9	52.1
2002	55.8	44.2	51.9	47.5
2003	55.3	44.7	50.6	49.4

One unintended effect of the effort to maintain equitable gender ratios is the increased size of the women’s soccer team. The current women’s soccer roster size is larger than the proportionality of participation target number. However, maintaining a larger squad size was the head coach’s decision, not the department’s. While some of the soccer team objected to the idea of a larger team before they were in season, once they had begun practice the team and the coach preferred to maintain the larger squad rather than to cut team members. Consequences of the larger number of players include diminished playing time for each member; some members have minimal or no time. The student-athletes’ experience is also affected because the coach can spend less time with each team member during practice, during competition, and for individual instruction. Marquette continues to consider ways to address this issue.

**Goal from ISSUE 2 of 1997 Plan: Provide equitable perquisites to men and women’s basketball coaching staffs.**

This goal was achieved at the start of the 1997-1998 academic year; all women’s basketball coaching staff members received vehicles as part of their university perquisites. This created consistency in the perquisites for the men’s and women’s basketball coaching staffs. In addition, a vehicle was also provided to the head women’s volleyball coach beginning in 2002. No other coaches receive vehicles. All other benefits are equitable across coaches, regardless of gender. Parity of benefits between the men’s and women’s coaches has been achieved.

**Goal from ISSUE 3 of 1997 Plan: Ensure that no in-season intercollegiate team will be disadvantaged in scheduling of practice times.**

As indicated in the 1997 Gender Equity Plan, the coach of each team submits their desired practice times for the season to the associate athletics director for facilities and events prior to the start of the season. Each team is allowed to request a four-hour block each day, consistent with

NCAA policy. The associate athletics director for facilities and events checks for conflicts and negotiates any conflicts directly with the affected coaches. Generally, a satisfactory compromise is reached, but the senior woman administrator and director of intercollegiate athletics may intervene if needed. All practice times are posted on an electronic calendar which is provided to the director of intercollegiate athletics, the senior woman administrator, the assistant athletics director for compliance, and each team; the associate athletics director for facilities and events requests monthly reviews of the calendar. Should a team request a change after the original times have been arranged, the other teams affected must agree to the change. A separate calendar is maintained for each facility: the Al McGuire Center, Valley Fields, and the Marquette Gym. Since practice times for in-season sports had been identified as an issue in the 1997 Gender Equity Plan, the design of the Al McGuire Center included a full-size practice facility to help resolve this known problem. The added practice space has been used by men's and women's basketball and women's volleyball since it became available in January 2004. This also has relieved some scheduling pressure on the Marquette Gym.

One other change that has helped achieve this goal is priority registration for student-athletes. Beginning with registration for spring 2004 student-athletes were able to select classes that fit their practice schedules. Coaches no longer need to schedule practice times that fit student-athletes' class schedules. These changes have significantly improved practice scheduling.

**Goal from ISSUE 4 of 1997 Plan: Increase the number of qualified full-time coaches and administrators who are female to a level at or exceeding that of the university for such positions.**

Marquette University aggressively seeks ways to control expenses, including the practice of restricting the number of non-faculty employees throughout the university. This practice means that generally new employees are sought only when a position becomes vacant, and the department has had relatively low attrition. When a position does become available, the vacancy is listed on NCAA.org, WomensSportsJobs.com, and other venues directly related to the professional affiliations connected to the position (e.g., Women's Basketball Coaches Association). Each job posting specifically notes that female applicants are strongly encouraged to apply. All resumes are reviewed through the same process, and qualified female candidates are included in the interview pool, as available. The Department of Intercollegiate Athletics has had some difficulty attracting qualified female candidates for many of the positions that have become available through attrition, but it is committed to the professional advancement of women and recognizes that the presence of women in coaching, training, and conditioning can help address female student-athletes' particular needs. One of the assistant coaches on the track and field coaching staff is female. A graduate assistant strength and conditioning position was posted in June 2004 specifically seeking a woman to work with female athletes; the new graduate assistant's employment began in January 2005. Also, a female assistant athletic trainer was hired in June 2004 to work with select women's sports and allow for better attention to female student-athletes' particular issues. Further, a 2004 vacancy in the academic support area resulted in the appointment of a female academic coordinator to replace a retiring male staff member.

**Goal from ISSUE 5 of 1997 Plan: Prioritize men's and women's sports in the area of marketing, promotion, and sports information.**

The Department of Intercollegiate Athletics has established priority for its revenue-generating sports over its other sports. The revenue-generating sports include men's and women's basketball, women's volleyball, and men's and women's soccer. Men's basketball marketing, promotion, and media relations remains significantly greater than for any other sport because it generates significantly more revenue than any other sport. Since 1997, however, attention has been given to gender equity in this area. All women's basketball home games and select away games are now broadcast on radio. In addition, the women's basketball head coach has a weekly radio show during the season. Beginning in 2002, Marquette expanded the televising of women's home basketball games by producing two home games each season in addition to those produced by the conference.

A separate annual marketing budget was developed for Olympic sports beginning in fall 2002. The two marketing budgets, for revenue and non-revenue generating sports, are set up at a gender-proportionate level. Additional marketing interns were added to the staff in 2003 (for a total of four) to allow one or two interns to work directly with Olympic sports and two to work with men's basketball. In addition, one full-time administrator was given direct responsibility for the marketing of Olympic sports. Marquette continues to monitor this issue and remains committed to gender equity in this area.

**Goal from ISSUE 6 of 1997 Plan: Determine where inequities exist and develop a plan to narrow the spending gap in these areas.**

(Comparative data related to operating expenses are presented in this self-study report section, item 4.1.6.)

With the exception of men's basketball, the treatment of parallel sports is equitable. Thus, for example, the operating expenses for men's and women's tennis are equitable. All coaches are provided an annual budget and are given flexibility to adjust their line items, so long as they work within their bottom line. This provision allows coaches to provide for the best possible experience for their respective student-athletes, including equipment purchases, travel arrangements (transportation and hotel arrangements), and student-athlete per diems. The annual budget is developed in conjunction with the coaches to ensure that the budget is sufficient to meet their needs based on their individual team schedules. In addition, the associate athletics director for internal operations/senior woman administrator provides a comparison of all budget line items by sport and gender to the director of intercollegiate athletics for review at the start of each fiscal year. Any disparities are brought to the attention of the director of intercollegiate athletics, who advises the appropriate action to be taken.

With expenditures equitable, the Department of Intercollegiate Athletics has turned its attention to the quality of the student-athlete experience. Neither exit interviews nor input from the Student-Athlete Advisory Council has revealed gender disparities in the quality of student-athletes' experiences, but the department will continue to consider changes that may be necessary.

***4.1.3: Describe any additional plans for improvement/recommendations in the area of Operating Principle 4.1 (Gender Issues) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.***

Two additional plans for improvement were developed since the 1997 certification process. A departmental strategic plan was completed in 2002 and a financial agreement was completed between the finance officer of the university and the Department of Intercollegiate Athletics. In both, continuation of gains in gender equity was addressed, and plans for additional improvements were developed. Both plans were approved by the executive vice president, who then oversaw the Department of Intercollegiate Athletics through the vice president for student affairs.

Several of the goals particularly relate to gender equity. For example, one objective was to reorganize the marketing staff to better attend to Olympic sports, particularly women's basketball, women's soccer, and women's volleyball. Another is to continue monitoring the variance between student-athlete gender ratio and undergraduate gender ratio. Additional goals include seeking sponsorship for women's basketball, women's soccer, and women's volleyball and annually evaluating the needs of each sport to better address equity issues related to operating budgets. One major goal related to the fund-raising, planning, and construction for the Al McGuire facility that opened in fall 2003.

The department is currently working on an updated strategic plan to reflect accomplishments that have been achieved and the challenges and opportunities anticipated due to the pending move to the Big East Conference. The new plan will continue to address gender equity.

***4.1.4: List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 4.1 (Gender Issues). Specifically, include for each: (a) the required action; (b) the action(s) taken by the institution; (c) the date(s) of these action(s); (d) action(s) not taken or completed; and (e) an explanation for any partial completion.***

Marquette University was instructed by the NCAA not to address this item.

***4.1.5: 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.***

The Department of Intercollegiate Athletics reported to the vice president for student affairs between the 1997 NCAA Certification Self-study and fall 2003. The vice president for student affairs reported to the executive vice president. In fall 2002, the university eliminated the office of executive vice president and created the position of senior vice president. All vice presidents, including the vice president for student affairs, now report to the senior vice president. In fall 2003, the reporting line for Athletics was changed as well, and the director of intercollegiate

athletics now reports to the Office of the Senior Vice President. The Office of the Senior Vice President provides an external source of monitoring for the Department of Intercollegiate Athletics. Internally, the department continually monitors activities related to gender equity, particularly through numerous procedures described in this self-study report section, items 4.1.2.b-e. (Some of these procedures are reiterated below.)

The university as a whole has a strong commitment to gender equity. For example, in recent years the university implemented a program to enhance the equity of faculty salaries. Further, the senior leadership of the university reflects a commitment to equal opportunity. The provost, the vice provost, one of two associate provosts, one of two assistant senior vice presidents, and three of six vice presidents are women.

The university has policies and procedures in place that help ensure affirmative action efforts are made when filling vacant positions. When a non-faculty vacancy occurs the search coordinator must complete an Authorization to Recruit form that is approved by the department head, the Budget Office, the affirmative action officer, and the Office of the Senior Vice President or Provost. The Authorization to Recruit form must also note the advertising plan, including dates and advertising text, which will always include the university's affirmative action statement. Once the search is underway, the search coordinator sends postcards to every applicant requesting gender and ethnicity information. These prepaid cards are to be returned, anonymously, directly to Human Resources. Further, the appointment forms for new employees include an affirmative action document summarizing gender information about the pool.

All facility schedules are maintained by the associate athletics director for facilities and events. The associate athletics director for facilities and events, the senior woman administrator, the assistant athletics director for compliance, and the director of intercollegiate athletics monitor the schedules to ensure equal practice time. Prior to the start of the season, the coach of each team submits desired practice times for the season to the associate athletics director for facilities and events. Each team is allowed to request a four-hour block each day, consistent with NCAA policy. The associate athletics director for facilities and events checks for conflicts and negotiates any conflicts directly with the affected coaches. Generally, a satisfactory compromise is reached, but the senior woman administrator and the director of intercollegiate athletics may intervene if needed. All practice times are posted on an electronic calendar which is provided to the director of intercollegiate athletics, the senior woman administrator, the assistant athletics director for compliance, and each team; the associate athletics director for facilities and events requests monthly reviews of the calendar. Should a team request a change after the original times have been arranged, the other teams affected must agree to the change.

Each year the assistant athletics director for compliance develops a report summarizing the genders of participants in each sport. The gender balance among the squads is compared to the gender balance of undergraduate students enrolled for the term. The assistant athletics director for compliance discusses any disparities with the director of intercollegiate athletics and the associate athletics director for internal operations/senior woman administrator. Any potential modifications to adjust squad sizes to reduce the gender imbalance are discussed with coaches, who make changes in squad sizes as they are able in order to ensure the 5% target is maintained. This approach was devised through discussions with the coaches.

At the start of each fiscal year, the associate athletics director for internal operations/senior woman administrator provides the director of intercollegiate athletics with a comparison of all budget line items by sport and gender for his review. Any disparities are brought to the director's attention, and he specifies the appropriate action to be taken.

Student-athlete welfare is monitored, evaluated, and addressed by the leadership group in the Department of Intercollegiate Athletics through exit interviews, interaction with the Student-Athlete Advisory Council, and regular informal interaction with student-athletes. First, the Student-Athlete Advisory Council has elected representatives from each team who have access to departmental leadership and can speak for the teams they represent. Individual student-athletes can also express concerns directly. In addition, the Athletics Board and the Equity Committee include student-athlete members. Second, the Department of Intercollegiate Athletics performs exit interviews with student-athletes whose eligibility is expiring and student-athletes who make a decision to leave Marquette before their eligibility expires. These interviews ask specific questions on diversity and gender. The director of intercollegiate athletics, the associate athletics director for internal operations/senior woman administrator, the assistant athletics director for compliance, the associate athletics director for academic support and student programs, the coordinator of academic services, and the faculty athletics representative perform these interviews and monitor responses. Results of exit interviews are shared with head coaches, particularly when problems are identified. The assistant senior vice president reviews all student-athlete interviews and reports that no major gender issues have been raised. Third, regular informal contact with coaches and student-athletes completes these examples of the processes by which Department of Intercollegiate Athletics leadership monitors, evaluates, and addresses student-athlete welfare, including gender equity issues.

In addition, the marketing staff has been reorganized to provide support to all sports. In a departmental strategic plan, developed in 2002 and currently being updated, marketing and promotion goals for all sports are intended to increase revenue and provide maximum exposure for each sport. The strategic plan will be revisited and adjusted on a continuing basis.

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

The institution's EADA report data for 2000-2001, 2001-2002, and 2002-2003 were reviewed with particular attention to coaches' compensation, scholarship and operating expenditures, and revenue. Detailed data and discussion of the analyses appear below. In general, the data demonstrate that Marquette is maintaining equity among parallel sports, regardless of gender.

Because gender equity requires continual attention and in response to changing circumstances, the conclusions drawn from the data were used to help prepare the gender equity plan for the upcoming five years (included in this self-study report section, item 4.1.8). Marquette's general goals are to maintain and improve equity of teams; to maintain competitive pay for coaches and

equitable pay between male and female coaches; to focus resources on teams as they have been prioritized within the department; and to review and improve upon the quality of the student-athlete experience, again, paying particular attention to the equity between genders.

Men's basketball is the primary revenue sport at Marquette; its revenue supports the entire department and its other teams. Recently increasing expectations for head men's basketball coaches, particularly in Division I programs, have focused on producing winning programs and increasing revenue. Marquette must pay the men's head basketball coach at a level commensurate with his responsibilities and comparable to other Division I coaches. As the sport of women's basketball continues to grow in popularity and the program continues to have winning seasons, the compensation for the women's coaching positions are expected to increase as well. Each year Conference USA conducts a confidential budget survey of all member institutions, and the results are provided to each of the directors of athletics. This survey is reviewed and analyzed each year to ensure that Marquette coaches' data are competitive, relative to their counterparts at the other member institutions. In the future, the Big East Conference will also provide comparable data, upon request, to the director of intercollegiate athletics to be used for this purpose. In most cases the data confirm that the coaches at Marquette are positioned in the top portion of the conference, which is consistent with the competitive expectations for most sports.

In addition to compensation, increased expenditures in men's basketball are needed to generate revenue to support the department. The men's basketball program at present has the greatest potential to generate additional revenue. As revenue increases, opportunities for additional expenditures in the other sports are expected to increase as well, allowing for an even richer experience for all Marquette student-athletes.

Currently, Marquette University offers 14 sports. Following is a list of the sports sponsored, whether the sport is considered a head-count or equivalency sport, and the number of scholarships currently available, and the NCAA maximum limits (based on the 2004-2005 year).

<u>Sport</u>	<u>Classification</u>	<u>No. of Scholarships</u>	<u>NCAA Maximum</u>
Men's Basketball	Head Count	13	13
Men's CC/Track	Equivalency	6.8	12.6
Men's Golf	Equivalency	2.4	4.5
Men's Soccer	Equivalency	8.5	9.9
Men's Tennis	Equivalency	4	4.5
Women's Basketball	Head Count	15	15
Women's CC/Track	Equivalency	8	18
Women's Soccer	Equivalency	10	12
Women's Tennis	Head Count	7	8
Women's Volleyball	Head Count	12	12

Comparing the same sports side by side shows near equality of scholarships between genders for soccer, tennis, and track and field/cross-country. In fact, scholarship support is greater for

women than for men in each parallel sport (e.g., women's and men's soccer; women's and men's tennis). The two sports that have no parallel are women's volleyball and men's golf. Women's volleyball is a full scholarship sport, and men's golf is an equivalency sport. Women's volleyball generates more revenue than men's golf and has higher departmental revenue priority; therefore, it has significantly more scholarship support than men's golf.

Similar equity between sports on other operating expenses is demonstrated in the data presented below. When men's and women's basketball are excluded, the equity is even more apparent, with a slight tendency toward higher expenditures for women's sports

The recruiting expense and operating expenses for the three reporting years are as follows:

**EXCLUDING** men's and women's basketball:

<i>Recruiting Expense</i>				
<u>Year</u>	<u>Men's</u>		<u>Women's</u>	
	<u>\$\$</u>	<u>%</u>	<u>\$\$</u>	<u>%</u>
2000-2001	15,646	24.0	49,475	76.0
2001-2002	8,763	29.0	21,500	71.0
2002-2003	10,589	18.3	47,266	81.7
<i>Operating Expense</i>				
<u>Year</u>	<u>Men's</u>		<u>Women's</u>	
	<u>\$\$</u>	<u>%</u>	<u>\$\$</u>	<u>%</u>
2000-2001	283,475	47.7	310,586	52.3
2001-2002	281,950	46.6	323,308	53.4
2002-2003	252,673	34.2	485,548	65.8

Expenses **including** men's and women's basketball

<i>Recruiting Expense</i>				
<u>Year</u>	<u>Men's</u>		<u>Women's</u>	
	<u>\$\$</u>	<u>%</u>	<u>\$\$</u>	<u>%</u>
2000-2001	115,646	56.4	89,475	43.6
2001-2002	141,728	61.1	90,200	38.9
2002-2003	180,511	65.1	96,885	34.9
<i>Operating Expense</i>				
2000-2001	962,208	62.6	573,932	37.4
2001-2002	1,292,971	65.6	677,581	34.4
2002-2003	889,020	53.7	776,098	46.3

Below are the operating expenses broken down by sport:

*Operating Expense*

Year: 2000-2001

<b>Men's</b>	<u>\$</u>
Basketball	678,733
Cross Country/Track	96,913
Golf	33,985
Soccer	81,052
Tennis	62,326
Wrestling	9,199
Total:	962,208 (62.6%)

<b>Women's</b>	<u>\$</u>
Basketball	263,346
Cross Country/Track	85,087
Soccer	73,970
Tennis	53,050
Volleyball	98,479
Total:	573,932 (37.4%)

*Operating Expense*

Year: 2001-2002

<b>Men's</b>	<u>\$</u>
Basketball	1,011,021
Cross Country/Track	106,427
Golf	38,356
Soccer	92,402
Tennis	44,765
Wrestling	
Total:	1,292,971 (65.6%)

<b>Women's</b>	<u>\$</u>
Basketball	354,273
Cross Country/Track	70,126
Soccer	96,162
Tennis	51,779
Volleyball	105,241
Total:	677,581 (34.4%)

*Operating Expense*

Year: 2002-2003

<b>Men's</b>	<u>\$</u>
Basketball	646,347
Cross Country/Track	81,180
Golf	34,207
Soccer	96,557
Tennis	40,729
Wrestling	

Total: 899,020 (53.7%)

<b>Women's</b>	<b>\$\$</b>
Basketball	290,550
Cross Country/Track	77,996
Soccer	117,789
Tennis	52,790
Volleyball	236,973
Total:	776,098 (46.3%)

Department of Intercollegiate Athletics administration will be conducting more detailed and more frequent reviews of the recruiting and operating budgets and actual expenses to better monitor equity. Budgeting, which previously had been based on expenditure trends, will be built on a zero-based model. Additional conversations with student-athletes will help ensure an equitable and positive Marquette student-athlete experience across genders.

***4.1.7: Using the program areas for gender issues, please: (a) Describe how the institution has ensured a complete study of each of the areas; (b) Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the areas; (c) Identify areas of deficiency and comment on any trends; and (d) explain how the institution's future plan for gender issues addresses each of the areas. [Note: The institution may want to refer to the equitable medical care section of the NCAA Sports Medicine Handbook Guideline No. 1-A as a guide in responding to Item No. 9 of the program area checklist.]***

Based on the three years of EADA data and operating budget data, the following is an analysis of program areas as outlined in the self-study guide.

#### **ATHLETICS SCHOLARSHIPS.**

a. The institution attends to the study of these program areas through review and analysis of reports prepared for the NCAA, through annual written reports prepared for the Office of the Senior Vice President in which progress toward annual goals is discussed, and through exit interviews. Less formally, presence in the facilities where student-athletes gather, meetings with coaches and student-athletes, and participation at the bi-weekly meetings of the Student-Athlete Advisory Council help provide a sense of any dissatisfaction or lack of equity. In preparation for the self-study all of these mechanisms were employed in order to review the information at the departmental level and at the level of the steering committee and its subcommittees. These groups included representatives from a range of campus constituencies. One goal of the new plan that has already been implemented is the reconstitution of the campus-wide Equity Committee and a revised charge for the Athletics Board. Both of these groups will help monitor important gender and minority issues. A new effort currently in the planning stages involves a study of the student-athlete experience that will further inform the department about the student-athletes' perspective of their experiences. Any emerging issues can then be addressed.

b. Scholarship budgets are developed annually with attention to providing opportunities for all coaches to recruit the athletes that will help each team succeed. Attention is also given to the need to fully fund scholarships in the head count sports and to provide athletics scholarship support for the equivalency sports. Currently, the scholarship ratio allows for the allocation of more dollars to female student-athletes than to male student-athletes. The department will continue to monitor the ratio of female student-athletes receiving aid versus male student-athletes receiving aid to ensure that the ratio is consistent with the participant ratio. Beginning with the 2004-2005 fiscal year, the department will devote its efforts to bringing this ratio closer to the participant ratio. This will be achieved by limiting squad sizes and adjusting the number and amount of scholarships as needed.

Athletic Scholarship Ratio:

<u>Year</u>	<u>Men's %</u>	<u>Women's %</u>
2000-2001	41.6	58.4
2001-2002	40.1	59.9
2002-2003	37.2	62.8

Athletic Scholarship Expense:

<u>Year</u>	<u>Men's \$\$</u>	<u>Women's \$\$</u>
2000-2001	843,355	1,181,832
2001-2002	812,029	1,212,266
2002-2003	751,885	1,269,450

c. Currently, the scholarship ratio allows for the allocation of more dollars to female student-athletes than to male student-athletes. The department will continue to monitor the ratio of female student-athletes receiving aid versus male student-athletes receiving aid to ensure that the ratio is consistent with the participant ratio. Beginning with the 2004-2005 fiscal year, the department will devote its efforts to bringing this ratio closer to the participant ratio. This will be achieved by limiting squad sizes and adjusting the number and amount of scholarships as needed.

d. The department will continue to monitor the ratio of female student-athletes receiving aid versus male student-athletes receiving aid to ensure that the ratio is consistent with the participant ratio. Beginning with the 2004-2005 fiscal year, the department will devote its efforts to bringing this ratio closer to the participant ratio. This will be achieved by limiting squad sizes and adjusting the number and amount of scholarships as needed.

**ACCOMMODATION OF INTEREST AND ABILITIES.**

a. The institution attends to the study of these program areas through review and analysis of reports prepared for the NCAA, through annual written reports prepared for the Office of the Senior Vice President in which progress toward annual goals is discussed, and through exit interviews. Less formally, presence in the facilities where student-athletes gather, meetings with coaches and student-athletes, and participation at the bi-weekly meetings of the Student-Athlete Advisory Council help provide a sense of any dissatisfaction or lack of equity. In preparation for

the self-study all of these mechanisms were employed in order to review the information at the departmental level and at the level of the steering committee and its subcommittees. These groups included representatives from a range of campus constituencies. One goal of the new plan that has already been implemented is the reconstitution of the campus-wide Equity Committee and a revised charge for the Athletics Board. Both of these groups will help monitor important gender and minority issues. A new effort currently in the planning stages involves a study of the student-athlete experience that will further inform the department about the student-athletes' perspective of their experiences. Any emerging issues can then be addressed.

b. In 2000, the Equity Committee developed recommendations to bring the proportionality of participation into the target range stated in the 1997 Gender Equity Plan. The committee recommended that the Department of Intercollegiate Athletics discontinue the sport of wrestling at Marquette. The recommendation was accepted and endorsed by the Athletics Board, and the Board gave its approval to implement the change. Wrestling was discontinued, and participation opportunities in track and cross-country were expanded. In 2001-2002, the department was able to bring the student-athlete participant ratio to within 5% of the general student population ratio. This comparative ratio has been maintained each year since and continues to be monitored on an annual basis.

Once this goal was achieved, the director of intercollegiate athletics, compliance officer, and senior woman administrator met with the head coaches. Together, they developed a plan to help maintain proportionality of participation within 5% of the proportionality of enrollment. Coaches who can better accommodate walk-on participants welcome the opportunity to help these students build skills so that they can play more competitively. These types of individual arrangements have helped accommodate individual interests and abilities. The director of intercollegiate athletics and the Office of the Vice President for Student Affairs—or since fall 2003 the director of intercollegiate athletics and the Office of the Senior Vice President—have monitored participation with the assistant athletics director for compliance and the senior woman administrator. Each year, the assistant athletics director for compliance and the senior woman administrator prepare a summary report of the gender balance among the squads compared to the gender balance of undergraduate students enrolled for the term. Any disparities are discussed with the director of intercollegiate athletics, and coaches make adjustments as they are able in order to ensure the 5% target is maintained. This plan was developed in 2002 and revised in 2003. While adjustments in squad sizes have sufficed to maintain the proportionality of participation, Marquette continues to evaluate additional options to provide parity of participation opportunities to students of both genders. Further, effective for 2005-2006, the department will focus additional effort on evaluating the quality of the student-athlete experience to ensure it is equitable across genders and sports.

c. In 2001-2002, the department was able to bring the student-athlete participant ratio to within 5% of the general student population ratio. This comparative ratio has been maintained each year since and continues to be monitored on an annual basis. Each year, the assistant athletics director for compliance and the senior woman administrator prepare a summary report of the gender balance among the squads compared to the gender balance of undergraduate students enrolled for the term. Any disparities are discussed with the director of intercollegiate athletics, and coaches make adjustments as they are able in order to ensure the 5% target is maintained. This plan was developed in 2002 and revised in 2003. While adjustments in squad sizes have sufficed to

maintain the proportionality of participation, Marquette continues to evaluate additional options to provide parity of participation opportunities to students of both genders.

d. In 2001-2002, the department was able to bring the student-athlete participant ratio to within 5% of the general student population ratio. This comparative ratio has been maintained each year since and continues to be monitored on an annual basis.

Once this goal was achieved, the director of intercollegiate athletics, compliance officer, and senior woman administrator met with the head coaches. Together, they developed a plan to help maintain proportionality of participation within 5% of the proportionality of enrollment. Any disparities are discussed with the director of intercollegiate athletics, and coaches make adjustments as they are able in order to ensure the 5% target is maintained. This plan was developed in 2002 and revised in 2003. While adjustments in squad sizes have sufficed to maintain the proportionality of participation, Marquette continues to evaluate additional options to provide parity of participation opportunities to students of both genders. Further, effective for 2005-2006, the department will focus additional effort on evaluating the quality of the student-athlete experience to ensure it is equitable across genders and sports.

#### **EQUIPMENT AND SUPPLIES.**

a. The institution attends to the study of these program areas through review and analysis of reports prepared for the NCAA, through annual written reports prepared for the Office of the Senior Vice President in which progress toward annual goals is discussed, and through exit interviews. Less formally, presence in the facilities where student-athletes gather, meetings with coaches and student-athletes, and participation at the bi-weekly meetings of the Student-Athlete Advisory Council help provide a sense of any dissatisfaction or lack of equity. In preparation for the self-study all of these mechanisms were employed in order to review the information at the departmental level and at the level of the steering committee and its subcommittees. These groups included representatives from a range of campus constituencies. One goal of the new plan that has already been implemented is the reconstitution of the campus-wide Equity Committee and a revised charge for the Athletics Board. Both of these groups will help monitor important gender and minority issues. A new effort currently in the planning stages involves a study of the student-athlete experience that will further inform the department about the student-athletes' perspective of their experiences. Any emerging issues can then be addressed.

b. All coaches are provided an annual budget and are given flexibility to adjust their line items, as long as they work within their bottom line. This provision allows coaches to provide for the best possible experience for their respective student-athletes, including equipment purchases, travel arrangements (transportation and hotel arrangements), and student-athlete per diems. The annual budget is developed in conjunction with the coaches to ensure that the budget is sufficient to meet their needs based on their team schedule. In addition, the associate athletics director for internal operations/senior woman administrator provides a comparison of all budget line items by sport and gender to the director of intercollegiate athletics for review at the start of each fiscal year. The director of intercollegiate athletics advises the appropriate action to be taken should any disparities emerge.

Coaches project the need for particular equipment replacement and work with the associate athletics director for internal operations/senior woman administrator to budget for these projected needs. If needs arise outside of the planned cycle, coaches with discretionary accounts can use them for these purchases. Although the university has a limited capital budget, emergencies might be accommodated through university resources, or partial support might derive from sources such as selling off the used equipment that will be replaced. The associate athletics director for internal operations/senior woman administrator and the director of intercollegiate athletics monitor equipment expenditures to help ensure equity of equipment and supplies across sports.

c. Supplies are included in each coach's operating budget, as is equipment. Capital replacement needs are projected within the overall departmental budget. Coaches project the need for particular equipment replacement and work with the associate athletics director for internal operations/senior woman administrator to budget for these projected needs. If needs arise outside of the planned cycle, coaches with discretionary accounts can use them for these purchases. Although the university has a limited capital budget, emergencies might be accommodated through university resources, or partial support might derive from sources such as selling off the used equipment that will be replaced.

d. The associate athletics director for internal operations/senior woman administrator and the director of intercollegiate athletics monitor equipment expenditures to help ensure equity of equipment and supplies across sports.

#### **SCHEDULING OF GAMES AND PRACTICE TIME.**

a. The institution attends to the study of these program areas through review and analysis of reports prepared for the NCAA, through annual written reports prepared for the Office of the Senior Vice President in which progress toward annual goals is discussed, and through exit interviews. Less formally, presence in the facilities where student-athletes gather, meetings with coaches and student-athletes, and participation at the bi-weekly meetings of the Student-Athlete Advisory Council help provide a sense of any dissatisfaction or lack of equity. In preparation for the self-study all of these mechanisms were employed in order to review the information at the departmental level and at the level of the steering committee and its subcommittees. These groups included representatives from a range of campus constituencies. One goal of the new plan that has already been implemented is the reconstitution of the campus-wide Equity Committee and a revised charge for the Athletics Board. Both of these groups will help monitor important gender and minority issues. A new effort currently in the planning stages involves a study of the student-athlete experience that will further inform the department about the student-athletes' perspective of their experiences. Any emerging issues can then be addressed.

b. All facility schedules are maintained by the associate athletics director for facilities and events. The associate athletics director for facilities and events, the senior woman administrator, the assistant athletics director for compliance, and the director of intercollegiate athletics monitor the schedules to ensure equal practice time. Each team's coach submits their desired practice times for the season to the associate athletics director for facilities and events prior to the start of the season. Each team is allowed to request a four-hour block each day, consistent with NCAA policy. The associate athletics director for facilities and events checks for conflicts and

negotiates any conflicts directly with the affected coaches. Generally, a satisfactory compromise is reached, but the senior woman administrator and director of intercollegiate athletics can intervene if needed. All practice times are posted on an electronic calendar which is provided to the director of intercollegiate athletics, the senior woman administrator, the assistant athletics director for compliance, and each team; monthly reviews of the calendar are requested by the associate athletics director for facilities and events. Should a team request a change after the original times have been arranged, the other affected teams must agree to the change. A separate calendar is maintained for each facility: the Al McGuire Center, Valley Fields, and the Marquette Gym. Since practice times for in-season sports had been identified as an issue in the 1997 Gender Equity Plan, the design of the Al McGuire Center included a full-size practice facility to help resolve this known problem. The added practice space has been used by men's and women's basketball and women's volleyball since it became available in January 2004. This also has relieved scheduling pressure on the Marquette Gym.

One other change that has helped achieve this goal is priority registration for student-athletes. Beginning with registration for spring 2004, priority registration enables student-athletes to select classes that fit their practice schedules. Coaches no longer have to find practice times that fit student-athletes' class schedules. These changes have significantly improved practice scheduling.

Currently, each sport has set up an equal amount of practice time on a consistent basis to ensure the availability of the facility. Additional requests for time are filled as the availability of the facilities warrants. Any discrepancies are resolved between the director of intercollegiate athletics, the senior woman administrator, and the respective head coaches.

Pre- and post-season play is conducted in accordance with NCAA regulations. If a team participates in post-season play that includes revenue, a post-season budget is built based on the revenue that will be forthcoming. During the season, the scheduling of games is determined by Conference USA and NCAA schedules and policies. The staff of those sports that share a home facility (e.g., men's and women's soccer; men's and women's tennis) communicate with one another as the schedules are built to ensure equitable access to the shared facility.

c. All facility schedules are maintained by the associate athletics director for facilities and events, the associate athletics director for facilities and events, the senior woman administrator, the assistant athletics director for compliance, and the director of intercollegiate athletics monitor the schedules to ensure equal practice time. Currently, each sport has set up an equal amount of practice time on a consistent basis to ensure the availability of the facility.

d. Marquette will continue to monitor and maintain these practices to ensure equity in this area.

#### **TRAVEL AND PER DIEM.**

a. The institution attends to the study of these program areas through review and analysis of reports prepared for the NCAA, through annual written reports prepared for the Office of the Senior Vice President in which progress toward annual goals is discussed, and through exit

interviews. Less formally, presence in the facilities where student-athletes gather, meetings with coaches and student-athletes, and participation at the bi-weekly meetings of the Student-Athlete Advisory Council help provide a sense of any dissatisfaction or lack of equity. In preparation for the self-study all of these mechanisms were employed in order to review the information at the departmental level and at the level of the steering committee and its subcommittees. These groups included representatives from a range of campus constituencies. One goal of the new plan that has already been implemented is the reconstitution of the campus-wide Equity Committee and a revised charge for the Athletics Board. Both of these groups will help monitor important gender and minority issues. A new effort currently in the planning stages involves a study of the student-athlete experience that will further inform the department about the student-athletes' perspective of their experiences. Any emerging issues can then be addressed.

b. No single mode of travel is prescribed to all sports. Each coach determines the type of travel for each competition depending upon factors such as the number of traveling team members, traveling distance, class absences, and/or length of stay. Teams frequently travel by van or bus, but commercial flights are also booked. Coaches are expected to ensure their length of stay falls within mandated maximum limits and to use the university's per diem rate for their maximum meal limit. Each sport can reallocate within their total operating budget to accommodate the desired travel and per diem costs needed for their student-athletes. (See comparative data related to operating budgets as presented in item 4.1.6). This has allowed for greater satisfaction among student-athletes. Any unusual travel arrangements (i.e., air charter) must be funded by discretionary dollars that have been contributed to that sport. (Whenever a sport receives a donation specified for that sport's use, a discretionary fund is developed, and these funds are made available to that sport for the acquisition of additional equipment, supplies, travel opportunities, etc.)

c. No single mode of travel is prescribed to all sports. Each coach determines the type of travel for each competition depending upon factors such as the number of traveling team members, traveling distance, class absences, and/or length of stay. Each sport can reallocate within their total operating budget to accommodate the desired travel and per diem costs needed for their student-athletes.

d. Marquette will continue to monitor equity in this area.

### **TUTORS.**

a. The institution attends to the study of these program areas through review and analysis of reports prepared for the NCAA, through annual written reports prepared for the Office of the Senior Vice President in which progress toward annual goals is discussed, and through exit interviews. Less formally, presence in the facilities where student-athletes gather, meetings with coaches and student-athletes, and participation at the bi-weekly meetings of the Student-Athlete Advisory Council help provide a sense of any dissatisfaction or lack of equity. In preparation for the self-study all of these mechanisms were employed in order to review the information at the departmental level and at the level of the steering committee and its subcommittees. These groups included representatives from a range of campus constituencies. One goal of the new plan that has already been implemented is the reconstitution of the campus-wide Equity Committee and a revised charge for the Athletics Board. Both of these groups will help monitor important gender and minority issues. A new effort currently in the planning stages involves a study of the

student-athlete experience that will further inform the department about the student-athletes' perspective of their experiences. Any emerging issues can then be addressed.

b. Tutoring services are available to all student-athletes through the student-athlete study center (The Eagle's Nest), which is open six days a week: 8 a.m. to 10 p.m. Monday through Thursday, 8 a.m. to 4 p.m. Friday, and 6 p.m. to 9 p.m. Sunday. Tutors are routinely available, and a schedule is posted for tutoring in all subjects typical to the freshman/sophomore curriculum (e.g., History 001/002, all math, foreign languages, introductory sciences, business administration core courses, etc.). The Eagle's Nest staff will arrange tutoring assistance for other courses by student request or staff/instructor recommendation. In addition, Eagle's Nest staff emphasizes group study for student-athletes in common classes; these study groups meet in advance of important exams. Students in the groups also assume responsibility for collecting information for group members who are absent from class due to competition.

Through an ongoing relationship with the campus Writing Center, Writing Center associates are assigned to work in the Department of Intercollegiate Athletics study hall. An "outreach" Writing Center is established to accommodate the different schedules of the student-athlete, utilizing the regular Writing Center model, which focuses on non-directive tutoring. Writing Center clients read their papers aloud to a trained associate—or peer tutor—who offers non-directive questions (e.g., Could you read your thesis to me again? What did you mean when you said...?). These questions are meant to encourage clients' critical thinking about their own papers. This model is different from directive models in which tutors "correct" clients' papers with pen in hand. Writing Center staff includes graduate and undergraduate associates, or tutors. Graduate student tutors teach a section of English 001 or 002 in addition to their Writing Center duties, while the undergraduate tutors are trained in the Writing Center and in English 192.

Other Eagle's Nest tutors are hired based on overall QPA and QPA in classes to be tutored. A prospective tutor must have a minimum cumulative QPA of 3.0 and must have earned at least a B in any class to be tutored. (Marquette determines a student's academic average and his/her eligibility to graduate using a QPA [quality point average] system, rather than a GPA [grade point average] system.) The rate of pay follows university guidelines per job description, with annual increases for years of participation. Tutor training takes place twice per fall term and once at the start of the spring term. Tutors are evaluated through tutee performance in assigned classes, student-athlete feedback, and attendance. Eagle's Nest professional staff trains and supervises tutors on a mostly individual basis. Eagle's Nest staff is currently developing an on-line tool called Desire to Learn that will provide additional training and evaluation for tutors; implementation of this tool is planned for January 2005.

c. No deficiencies have been noted in this area, and no unusual trends have been identified.

d. During the 2004-2005 academic year, the university will develop a comprehensive system of assessment of student learning and program outcomes. This system will include curricula, student outcomes, campus services, and all other educational and support units. By definition, athletics academic support services will be part of this comprehensive university assessment system.

### **SUCCESS SKILLS.**

a. The institution attends to the study of these program areas through review and analysis of reports prepared for the NCAA, through annual written reports prepared for the Office of the Senior Vice President in which progress toward annual goals is discussed, and through exit interviews. Less formally, presence in the facilities where student-athletes gather, meetings with coaches and student-athletes, and participation at the bi-weekly meetings of the Student-Athlete Advisory Council help provide a sense of any dissatisfaction or lack of equity. In preparation for the self-study all of these mechanisms were employed in order to review the information at the departmental level and at the level of the steering committee and its subcommittees. These groups included representatives from a range of campus constituencies. One goal of the new plan that has already been implemented is the reconstitution of the campus-wide Equity Committee and a revised charge for the Athletics Board. Both of these groups will help monitor important gender and minority issues. A new effort currently in the planning stages involves a study of the student-athlete experience that will further inform the department about the student-athletes' perspective of their experiences. Any emerging issues can then be addressed.

b. Study skills instruction is organized through the Freshman Seminar, a zero-credit, mandatory, eight-week course taught by the associate athletics director for academic support and student services and the coordinator of academics. Skills emphasized in the seminar include note-taking, exam preparation, and time management. Individual follow-up by staff is easily conducted because attendance at the study center is mandatory for all freshmen.

c. No deficiencies have been noted in this area, and no unusual trends have been identified.

d. During the 2004-2005 academic year, the university will develop a comprehensive system of assessment of student learning and program outcomes. This system will include curricula, student outcomes, campus services, and all other educational and support units. By definition, athletics academic support services will be part of this university assessment system.

### **STUDY HALL.**

a. The institution attends to the study of these program areas through review and analysis of reports prepared for the NCAA, through annual written reports prepared for the Office of the Senior Vice President in which progress toward annual goals is discussed, and through exit interviews. Less formally, presence in the facilities where student-athletes gather, meetings with coaches and student-athletes, and participation at the bi-weekly meetings of the Student-Athlete Advisory Council help provide a sense of any dissatisfaction or lack of equity. In preparation for the self-study all of these mechanisms were employed in order to review the information at the departmental level and at the level of the steering committee and its subcommittees. These groups included representatives from a range of campus constituencies. One goal of the new plan that has already been implemented is the reconstitution of the campus-wide Equity Committee and a revised charge for the Athletics Board. Both of these groups will help monitor important gender and minority issues. A new effort currently in the planning stages involves a study of the student-athlete experience that will further inform the department about the student-athletes' perspective of their experiences. Any emerging issues can then be addressed.

b. Attendance at the Eagle's Nest study center is required for all new freshmen (six hours spread out over three nights per week) and for all continuing freshmen with less than a 3.0 fall semester QPA and sophomores with less than a 2.5 QPA. Juniors and seniors are not required to attend, unless study center staff determines an individual need. Consequences for non-attendance are determined by coaches. Reports regarding attendance are forwarded to coaches on a weekly basis.

The study center has computers available for up to 20 students at any given time, and the center is accessible 24 hours per day by identification card. Professional staff is available Monday through Thursday 8:30 a.m. to 10 p.m., Friday 8:30 a.m. to 4 p.m., and Sunday 6 p.m. to 9 p.m., with extended hours during exam periods. The study center, located on the 2<sup>nd</sup> floor of the Al McGuire Center, can comfortably accommodate 50 to 60 student-athletes at any time and has five rooms available for small group or individual tutoring.

c. No deficiencies have been noted in this area, and no unusual trends have been identified.

d. During the 2004-2005 academic year, the university will develop a comprehensive system of assessment of student learning and program outcomes. This system will include curricula, student outcomes, campus services, and all other educational and support units. By definition, athletics academic support services will be part of this university assessment system.

### **COACHES.**

a. The institution attends to the study of these program areas through review and analysis of reports prepared for the NCAA, through annual written reports prepared for the Office of the Senior Vice President in which progress toward annual goals is discussed, and through exit interviews. Less formally, presence in the facilities where student-athletes gather, meetings with coaches and student-athletes, and participation at the bi-weekly meetings of the Student-Athlete Advisory Council help provide a sense of any dissatisfaction or lack of equity. In preparation for the self-study all of these mechanisms were employed in order to review the information at the departmental level and at the level of the steering committee and its subcommittees. These groups included representatives from a range of campus constituencies. One goal of the new plan that has already been implemented is the reconstitution of the campus-wide Equity Committee and a revised charge for the Athletics Board. Both of these groups will help monitor important gender and minority issues. A new effort currently in the planning stages involves a study of the student-athlete experience that will further inform the department about the student-athletes' perspective of their experiences. Any emerging issues can then be addressed.

b. Since the completion of the 1997 Gender Equity Plan, a conscious effort has been made to ensure that the coaching positions are handled on a consistent and equal basis, regardless of gender. In most cases, there are an equal number of positions per sport at similar pay scales. Particular duties of the positions are tailored to the needs of the specific sports, but a position with the same title has similar responsibilities regardless of the gender of the sport or individual in the position. Similarly, when hiring for a position with the same title and similar responsibilities, regardless of the gender of the sport, the same qualifications are sought. In addition, employee benefits have been reviewed and equalized for coaches. Following the self-

study in 1997, all men's and women's basketball coaches received vehicles as part of their university perquisites. A vehicle also was provided to the head women's volleyball coach in 2000. Every effort is made to ensure that vehicles of comparable value are offered to individuals in equitable positions.

Concerted effort to provide equal space and amenities for both the men's and women's basketball staffs guided the design of the Al McGuire Center, which opened in fall 2003. The office areas are of equal size, and each includes equal space for film editing and film viewing. In addition, the locker room layouts are comparable and are equal in square footage. These two coaching staffs and their respective teams were each provided their own locker rooms. At the time of completion of the Al McGuire Center, a new film editing system was installed for men's basketball. The same system was installed for women's basketball within the first 12 months the Al McGuire Center was open, and women's volleyball also now has a film editing system with components appropriate to their needs.

Each year Conference USA conducts a confidential budget survey of all member institutions, and the results are provided to each of the directors of athletics. This survey is reviewed and analyzed every year to ensure that the coaches at Marquette University are positioned competitively relative to their counterparts at the other member institutions. In the future the Big East Conference will also provide comparable data, upon request, to the director of intercollegiate athletics to be used for this purpose. In most cases, the data confirm that the coaches at Marquette are positioned in the top portion of the conference, which is consistent with the competitive expectations for most sports. Additional relevant information is obtained through exit interviews with coaches leaving Marquette. These interviews, conducted by the associate athletics director for internal operations/senior woman administrator and the director of intercollegiate athletics, provide valuable information for future hires regarding position structure, job descriptions, and qualifications.

Review of the EADA data related to coaches' salaries shows that in most cases (with the exception of basketball), the sports are handled consistently, regardless of gender. With the current status of Division I men's basketball coaches throughout the country, and with the demands put upon the men's basketball program to generate revenue that supports the entire athletics program at Marquette, the salary of the men's basketball coach is greater than that of the head women's basketball coach. As the women's basketball program continues to improve in terms of both competition and marketing, greater emphasis will be placed on the compensation package for its head coach. In addition, the assistant coaches continue to receive improved compensation based on their duties and success. The head men's and women's basketball coaches currently are the only head coaches with contracts. Contracts are pending for the head women's soccer and volleyball coaches. All other coaches hold annual appointments that are renewable on the basis of performance.

Currently, Marquette University will not allow an increase in the department's head count. Therefore, the gender of the coaching staff can only be altered through filling vacant positions. Continuing emphasis will be placed on seeking additional female candidates for coaching vacancies. Despite efforts such as advertising positions with organizations directly related to the professional association of positions (e.g., Women's Basketball Coaches Association), Marquette

has had limited success in attracting qualified female candidates for vacant positions. Greater emphasis will be put on attracting female candidates by identifying advantageous posting locations and effective language used in the job descriptions and descriptions of qualifications. Marquette's conscious effort to fill intern and graduate assistant positions with women is an attempt to expand the female staff and offer opportunities to women pursuing careers in college athletics.

c. Gender equity has improved in a number of ways with respect to coaches, as detailed above. However, despite efforts such as advertising positions with organizations directly related to the professional association of positions (e.g., Women's Basketball Coaches Association), Marquette has had limited success in attracting qualified female candidates for vacant positions. Greater emphasis will be put on attracting female candidates by identifying advantageous posting locations and effective language used in the job descriptions and descriptions of qualifications.

d. Continuing emphasis will be placed on seeking additional female candidates for coaching vacancies. Marquette's conscious effort to fill intern and graduate assistant positions with women is an attempt to expand the female staff and offer opportunities to women pursuing careers in college athletics.

#### **LOCKER ROOMS AND PRACTICE AND COMPETITIVE FACILITIES.**

a. The institution attends to the study of these program areas through review and analysis of reports prepared for the NCAA, through annual written reports prepared for the Office of the Senior Vice President in which progress toward annual goals is discussed, and through exit interviews. Less formally, presence in the facilities where student-athletes gather, meetings with coaches and student-athletes, and participation at the bi-weekly meetings of the Student-Athlete Advisory Council help provide a sense of any dissatisfaction or lack of equity. In preparation for the self-study all of these mechanisms were employed in order to review the information at the departmental level and at the level of the steering committee and its subcommittees. These groups included representatives from a range of campus constituencies. One goal of the new plan that has already been implemented is the reconstitution of the campus-wide Equity Committee and a revised charge for the Athletics Board. Both of these groups will help monitor important gender and minority issues. A new effort currently in the planning stages involves a study of the student-athlete experience that will further inform the department about the student-athletes' perspective of their experiences. Any emerging issues can then be addressed.

b. Athletics facilities have been greatly improved with the addition of the Al McGuire Center, which opened in fall 2003. The design of the Al McGuire Center provided other opportunities to address gender equity. The facility includes state-of-the-art centers for athletic treatment, strength and conditioning, and academics. All student-athletes can use these state-of-the-art centers, but only women's basketball, women's volleyball, and men's basketball teams are housed in this building. Men's and women's basketball and women's volleyball use this facility for practice; the women's basketball and volleyball teams also play home games in the 4,000-seat arena. Women's basketball began to have their home games in the 4,000-seat Al McGuire Center Arena in January 2004. Women's volleyball began competition in the Al McGuire Center in fall 2004. Concerted effort to provide equal space and amenities for both the men's and women's basketball staffs guided the design of the Al McGuire Center. Office space

and layouts of the two basketball teams were designed to be equal, and each head coach was given the opportunity to personalize their offices as desired. In addition, the décor of each office area was left to the discretion of the respective staff. Each sport was provided quality locker room space and furnishings.

Other athletics facilities include the shared home field of the men's and women's soccer teams, Valley Fields. The men's and women's track and field teams also train at Valley Fields. The men's and women's cross-country teams compete at the same off-campus home location. The men's and women's tennis teams practice and compete on the courts located in Marquette's Helfaer Tennis Stadium and Recreation Center. Sports not housed in the Al McGuire Center remain in the Marquette Gym, where each team has an exclusive locker room. Significant renovations to the Marquette Gym in recent years have resulted in improvements for the teams still housed there. The improvements made at the Marquette Gym include:

- \* Lounge furniture purchased and placed in lower lobby to provide welcoming environment for student-athletes.
- \* Lobby carpet replaced.
- \* Walls painted.
- \* Locker rooms renovated.
- \* Teams moved to larger locker room spaces.
- \* Coaches' offices renovated.

In addition, the tennis courts at the Helfaer Tennis Stadium and Recreation Center were resurfaced, and other remodeling was done for the tennis teams.

c. The addition of the Al McGuire Center has alleviated crowding and scheduling issues that could have had a bearing upon equity related to locker rooms, practice and competitive facilities.

d. Marquette will continue to monitor facilities to ensure equity in this area.

### **MEDICAL AND TRAINING FACILITIES AND SERVICES.**

a. The institution attends to the study of these program areas through review and analysis of reports prepared for the NCAA, through annual written reports prepared for the Office of the Senior Vice President in which progress toward annual goals is discussed, and through exit interviews. Less formally, presence in the facilities where student-athletes gather, meetings with coaches and student-athletes, and participation at the bi-weekly meetings of the Student-Athlete Advisory Council help provide a sense of any dissatisfaction or lack of equity. In preparation for the self-study all of these mechanisms were employed in order to review the information at the departmental level and at the level of the steering committee and its subcommittees. These groups included representatives from a range of campus constituencies. One goal of the new plan that has already been implemented is the reconstitution of the campus-wide Equity Committee and a revised charge for the Athletics Board. Both of these groups will help monitor important gender and minority issues. A new effort currently in the planning stages involves a study of the student-athlete experience that will further inform the department about the student-athletes' perspective of their experiences. Any emerging issues can then be addressed.

b. Over the past few years, the Department of Intercollegiate Athletics has built a strong relationship with the Department of Physical Therapy at Marquette University. This relationship has resulted in the assignment of students and staff from the exercise science/athletic training program to assist with the care of student-athletes in the athletic treatment center and on the playing field.

The Department of Intercollegiate Athletics employs 3.5 athletic trainers and the Department of Physical Therapy employs 2.5 athletic trainers, all six of whom provide training to Marquette student-athletes. This meets National Association of Athletic Trainer (NATA) guidelines for athletic training. The program is administered by the head athletic trainer, who is a certified athletic trainer.

The three full-time trainers employed through the Department of Intercollegiate Athletics include two males (the head athletic trainer and one assistant) and one female (assistant). The female was hired in June 2004, in order to provide better resources for female student-athletes' issues. These three trainers are assigned to men's basketball, women's basketball, and women's volleyball, respectively. Their roles include covering every event for their team, including practice and travel.

The Department of Physical Therapy employs the two additional full-time certified trainers (one male, one female). These trainers, the half-time trainer, and the assistant trainers employed by the Department of Intercollegiate Athletics assist with coverage of sports and coverage in the treatment center. The 2.5 athletic trainers employed through the Department of Physical Therapy provide medical care to student-athletes and also serve the academic athletic training program in classroom and clinical teaching. In addition to providing direct care for student-athletes, all six athletic trainers also supervise the student athletic trainers.

Marquette has a complete sports medicine center that includes physical therapy and rehabilitation services. One facility is housed in the Al McGuire Center, and another is housed in the Marquette Gym. In the mornings, the sports medicine center in the Al McGuire Center is open to any student-athlete, and the facility in the Gym is open by appointment. In the afternoons, each facility is available only to the teams housed in that facility. Although student-athletes are advised to seek out the trainer affiliated with their particular sport, trainers work with any student-athlete. With two facilities, student-athletes appear to be better utilizing the sports medicine and conditioning centers.

Currently, Marquette University employs 1 full-time certified strength and conditioning coach and 1 part-time certified strength and conditioning coach. In addition, as of January 2005, 2 graduate assistant coaches were hired, 1 of whom is female. The department felt that it was important to have a woman employed in this area who is attuned to the particular conditioning needs of female athletes. There are two strength and conditioning facilities for student-athletes. The facility located in the Al McGuire Center (which opened October 2003) is open from 6 a.m. until all practices and individual workouts are completed for the day. This state-of-the-art facility includes the most up-to-date, advanced equipment available. The facility located in the Marquette Gym is currently open in the afternoons but the hours will be expanded with the

addition of the new staff in January 2005. Currently, every collegiate team is fully engaged with our strength and conditioning program. The strength and conditioning staff works directly with each coach to develop a program that best fits the needs of the athletes and teams. Both facilities offer an environment that promotes strength, skill development, and wellness. Conscious effort is made to ensure that all of the equipment is up-to-date and fully functional.

Three physicians work with the department of Athletics. Carolyn Smith, M.D., is employed as the lead physician in Marquette's Student Health Service, which is available to all students. Dr. Smith devotes approximately eight to ten hours each week to treating student-athletes. She serves as the physician of first referral for most student-athletes and as the team physician for women's basketball. The two physicians that work with the department in addition to Dr. Smith, Darrin Maccoux, M.D., and James Langenkamp, M.D., serve as the team physicians for men's basketball.

Undergraduate athletic training students provide care to student-athletes under direct supervision of the certified athletic training staff according to NATA guidelines. Student trainers are assigned to the Al McGuire Center and to the Marquette Gym. When Marquette teams are traveling, all attempts are made to have a certified athletic trainer accompany the team. If it is not possible to send a certified athletic trainer on a trip, one of the almost 50 student interns accompanies the team. The student interns are enrolled in the College of Health Sciences at Marquette. The approximately 30 to 40 undergraduate students are majoring in exercise science, athletic training, or biomedical sciences. The 8 to 10 graduate students have earned an undergraduate degree and are seeking either doctorates of physical therapy or master's degrees of physician assistant studies. The graduate students are credentialed as certified athletic trainers.

c. No deficiencies have been noted in this area, and no unusual trends have been identified. However, Marquette University will continue to review the gender balance of the staff and try to attract and hire qualified female candidates as vacancies develop.

d. Continuing emphasis will be placed on seeking additional female candidates for medical and training vacancies. Marquette's conscious effort to fill intern and graduate assistant positions with women is an attempt to expand the female staff and offer opportunities to women pursuing careers in college athletics.

### **HOUSING AND DINING FACILITIES AND SERVICES.**

a. The institution attends to the study of these program areas through review and analysis of reports prepared for the NCAA, through annual written reports prepared for the Office of the Senior Vice President in which progress toward annual goals is discussed, and through exit interviews. Less formally, presence in the facilities where student-athletes gather, meetings with coaches and student-athletes, and participation at the bi-weekly meetings of the Student-Athlete Advisory Council help provide a sense of any dissatisfaction or lack of equity. In preparation for the self-study all of these mechanisms were employed in order to review the information at the departmental level and at the level of the steering committee and its subcommittees. These groups included representatives from a range of campus constituencies. One goal of the new plan that has already been implemented is the reconstitution of the campus-wide Equity Committee

and a revised charge for the Athletics Board. Both of these groups will help monitor important gender and minority issues. A new effort currently in the planning stages involves a study of the student-athlete experience that will further inform the department about the student-athletes' perspective of their experiences. Any emerging issues can then be addressed.

b. Marquette University requires all freshman and sophomore students to live on campus unless they reside with a parent or guardian and commute. Juniors and seniors may live in university-owned apartments or rent from private landlords. The head coaches for men's and women's basketball have arranged for their teams to be housed in a single university-owned apartment facility. The other coaches prefer their freshman student-athletes to be randomly assigned to residence hall spaces. Returning students select their own rooms and roommates, and teammates often choose to room together.

Full scholarships include room and board. The value of meal plans for all student-athletes is based on the university's full meal plan. Any student living in a residence hall, including student-athletes, can eat in any of the campus dining rooms, which are located in six of the eight residence halls. Training table is available to all full-time scholarship student-athletes, as desired by the head coach. Currently, only men's and women's basketball have a training table, one meal per day. Volleyball is considering implementing a training table.

c. No deficiencies have been noted in this area, and no unusual trends have been identified.

d. Marquette will continue to monitor facilities to ensure equity in this area.

### **PUBLICITY.**

a. The institution attends to the study of these program areas through review and analysis of reports prepared for the NCAA, through annual written reports prepared for the Office of the Senior Vice President in which progress toward annual goals is discussed, and through exit interviews. Less formally, presence in the facilities where student-athletes gather, meetings with coaches and student-athletes, and participation at the bi-weekly meetings of the Student-Athlete Advisory Council help provide a sense of any dissatisfaction or lack of equity. In preparation for the self-study all of these mechanisms were employed in order to review the information at the departmental level and at the level of the steering committee and its subcommittees. These groups included representatives from a range of campus constituencies. One goal of the new plan that has already been implemented is the reconstitution of the campus-wide Equity Committee and a revised charge for the Athletics Board. Both of these groups will help monitor important gender and minority issues. A new effort currently in the planning stages involves a study of the student-athlete experience that will further inform the department about the student-athletes' perspective of their experiences. Any emerging issues can then be addressed.

b. Two full-time media relations staff and one intern are available to all sports. The staff develops a media guide for each sport and provides press releases, game coverage, and articles published on the department's Web site following each competition. Some student stringers, generally enrolled in the journalism program, assist with reporting. The Department of Intercollegiate Athletics Web site is maintained by an outside firm. If coaches would like other publications, the media relations staff consults the director of intercollegiate athletics, the

associate athletics director for internal operations/senior woman administrator, and the assistant athletics director for compliance for approval and budget availability.

c. The sports were prioritized and additional support was given to media relations since the 1997 self-study. An intern and student stringers ensure publicity for all sports. Marquette will continue to monitor this issue and remains committed to gender equity in this area.

d. Marquette will continue to monitor this issue and remains committed to gender equity in this area.

### **SUPPORT SERVICES.**

a. The institution attends to the study of these program areas through review and analysis of reports prepared for the NCAA, through annual written reports prepared for the Office of the Senior Vice President in which progress toward annual goals is discussed, and through exit interviews. Less formally, presence in the facilities where student-athletes gather, meetings with coaches and student-athletes, and participation at the bi-weekly meetings of the Student-Athlete Advisory Council help provide a sense of any dissatisfaction or lack of equity. In preparation for the self-study all of these mechanisms were employed in order to review the information at the departmental level and at the level of the steering committee and its subcommittees. These groups included representatives from a range of campus constituencies. One goal of the new plan that has already been implemented is the reconstitution of the campus-wide Equity Committee and a revised charge for the Athletics Board. Both of these groups will help monitor important gender and minority issues. A new effort currently in the planning stages involves a study of the student-athlete experience that will further inform the department about the student-athletes' perspective of their experiences. Any emerging issues can then be addressed.

b. The four permanent full-time support staff members, assigned to the Al McGuire Center and the Marquette Gym, help with internal operations and women's basketball. Because Marquette University does not allow increases in head count, student employees provide additional support services. Each fiscal year, individuals who need student workers contact the associate athletics director for internal operations/senior woman administrator to help determine the need and budget for the position and then to post the position. Although added help is always desirable, most areas have been able to acquire help at the necessary level.

c. Because Marquette University does not allow increases in head count, student employees provide additional support services. Although added help is always desirable, most areas have been able to acquire help at the necessary level.

d. Because Marquette University does not allow increases in head count, student employees provide additional support services. Marquette will continue to monitor this and continue to search for ways to provide needed help within existing budget and procedural parameters.

### **RECRUITMENT OF STUDENT-ATHLETES.**

a. The institution attends to the study of these program areas through review and analysis of reports prepared for the NCAA, through annual written reports prepared for the Office of the Senior Vice President in which progress toward annual goals is discussed, and through exit

interviews. Less formally, presence in the facilities where student-athletes gather, meetings with coaches and student-athletes, and participation at the bi-weekly meetings of the Student-Athlete Advisory Council help provide a sense of any dissatisfaction or lack of equity. In preparation for the self-study all of these mechanisms were employed in order to review the information at the departmental level and at the level of the steering committee and its subcommittees. These groups included representatives from a range of campus constituencies. One goal of the new plan that has already been implemented is the reconstitution of the campus-wide Equity Committee and a revised charge for the Athletics Board. Both of these groups will help monitor important gender and minority issues. A new effort currently in the planning stages involves a study of the student-athlete experience that will further inform the department about the student-athletes' perspective of their experiences. Any emerging issues can then be addressed.

b. This budget item is included in the operating budget provided to the coaches on an annual basis. (Comparative data are presented in this self-study report section, item 4.1.6.) This budget allows the coaches to allocate resources for recruiting as needed each year. Pending Marquette's move to the Big East Conference, a comprehensive review of resources available for recruiting is being conducted to ensure that each team is given a fair opportunity to succeed. If discretionary funds are acquired by a specific sport, these funds may be used to enhance the recruiting process.

c. This budget item is included in the operating budget provided to the coaches on an annual basis. This budget allows the coaches to allocate resources for recruiting as needed each year. A review of resource allocation will be undertaken during the coming year pending Marquette's change in conference affiliation.

d. Pending Marquette's move to the Big East Conference, a comprehensive review of resources available for recruiting is being conducted to ensure that each team is given a fair opportunity to succeed.

***4.1.8: 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.***

The data examined to prepare responses to the preceding self-study items reveal no unanticipated issues related to gender equity. Accordingly, Marquette University has prepared a gender equity

plan that involves continued attention to a number of areas in order to ensure equity is maintained and to continue to improve equity where possible.

**2004-2005 Five-year Gender Equity Plan.** 

Issues	Measurable Goals	Method	Action Steps	Those Responsible	Timetable for Completion
Operating Expenses	Monitor operating expenses annually to ensure that women's sports are treated equitably.	Compare ratio of operating expenses for women's sports versus men's sports.	Review ratio on an annual basis (when developing the budget for the upcoming fiscal year). Adjust expenses appropriately.	Director of intercollegiate athletics Associate athletics director for internal operations/senior woman administrator Senior associate athletics director Head coaches Equity Committee	Annual reviews in March (ongoing).
Recruiting Expenses	Monitor recruiting expenses annually to ensure that women's sports are treated equitably.	Compare ratio of recruiting expenses for women's sports versus men's sports (in comparison to the participation ratio).	Review ratio on an annual basis (when developing the budget for the upcoming fiscal year). Adjust expenses appropriately.	Director of intercollegiate athletics Associate athletics director for internal operations/senior woman administrator Senior associate athletics director Head coaches Equity Committee	Annual reviews in March (ongoing).
Sports Revenue	Increase women's sports revenue through marketing efforts that provide these sports with equitable exposure and revenue potential.	Track increases to budgets and efforts for revenue and marketing for women's sports.	Develop a comprehensive marketing plan to include advertising opportunities, sales strategies, and revenue potential for women's sports through Marquette's marketing efforts (based on market demands in Milwaukee for each sport and the surrounding sponsorship opportunities).	Director of intercollegiate athletics Associate athletics director for internal operations/senior woman administrator Senior associate athletics director Head coaches Equity Committee	Complete marketing plan by fall 2005. Track progress annually thereafter.

Issue	Goal	Method	Action Steps	Those Responsible	Timetable for Completion
Student Aid	Monitor the gender balance of athletics-related student aid with the gender ratio of student-athletes.	Calculate male:female student-athletes receiving athletics-related aid and compare to male:female ratio of student-athletes.	Continue to evaluate annual scholarship budgets to the ratio (when developing the budget for the upcoming fiscal year). Adjust appropriately.	Director of intercollegiate athletics Associate athletics director for internal operations/senior woman administrator Assistant athletics director for compliance Head coaches Equity Committee	Ongoing annual reviews in March.
Hiring Coaching Staffs	Increase the number of qualified female candidates applying for vacant coaching positions.	As positions become available, continue to structure job descriptions and post openings on Web site to encourage highly qualified female candidates.	As positions become available, evaluate male:female coach ratios and determine the need for female additions. Continue efforts to ensure that the candidate pool and hiring process includes diversity of gender and race, as vacancies develop in the department.	Director of intercollegiate athletics Associate athletics director for internal operations/senior woman administrator Equity Committee	Changes to the number of female coaches can only be made through vacancies, as Marquette University is currently at a "position freeze" status.
Hiring Administrative Staffs	Increase the number of qualified female candidates applying for vacant administrative positions.	As positions become available, evaluate the number of female administrators and continue to develop job descriptions and postings to encourage highly qualified female candidates.	Include female candidates in interview process and encourage, in compliance with nondiscrimination requirements, the hiring of women.	Director of intercollegiate athletics Associate athletics director for internal operations/senior woman administrator Senior associate athletics director Office of Senior Vice President Department of Human Resources Equity Committee	Changes to the number of female administrators can only be made through vacancies, as Marquette University is currently at a "position freeze" status.

Issue	Goal	Method	Action Steps	Those Responsible	Timetable for Completion
Salaries for Coaching Staffs	Monitor coaches' salaries annually for gender equity.	Continue efforts to assure an appropriate ratio between male and female coaches during annual review and merit recommendation process. Use conference data comparisons to ensure that coaches receive pay comparable to respective positions at other member institutions.	Annual evaluation will continue, and adjustments will be made, as needed. Continue to provide increases to those female coaches who are performing well (during the annual salary increase process) and increase salaries accordingly.	Director of intercollegiate athletics Associate athletics director for internal operations/senior woman administrator Senior associate athletics director Office of Senior Vice President Department of Human Resources Equity Committee	Ongoing during annual staff performance review each spring, with appropriate action as needed.
Support Services	Provide equitable support services to women's sports.	Continue to develop means of increasing support services available for women's sports, as the budget allows and vacancies develop.	Evaluate the increased use of student workers to provide services for women's sports and post openings for additional positions as resources are identified.	Director of intercollegiate athletics Associate athletics director for internal operations/senior woman administrator Senior associate athletics director Office of Senior Vice President Department of Human Resources Equity Committee	Postings and hiring for new student workers are handled on an annual basis, usually during the fall semester.
Student-athlete Experience	Provide the best possible experience for all student-athletes, regardless of gender, race, or ethnicity.	Develop sufficient operating budgets for each sport to ensure that the student-athlete experience at	Work directly with each coaching staff to develop standards for treatment of student-athletes (i.e., modes of transportation, hotels used, meal allowances, pre-game	Director of intercollegiate athletics Associate athletics director for internal operations/senior woman administrator Assistant athletics director for	On-going. Budgeting will be done on an annual basis.

		<p>Marquette is positive. Ensure that treatment of student-athletes is similar to treatment of student-athletes at other comparable institutions. Continue to evaluate the facilities (academic center, treatment centers, strength and conditioning areas, locker rooms, practice facilities) to ensure that they are up-to-date and adequate. Continue to monitor participation and remain within 5% of the student body gender balance. Continue to ensure equitable practice time.</p>	<p>meals). Establish the budget, based on the standards set, annual schedule, and roster size. Work with university personnel to determine resources for completing any necessary facility updates. Meet with the Student-Athlete Advisory Council representatives periodically to ensure that student-athlete welfare issues are being addressed.</p> <p>Identify additional alternatives to current practices for maintaining participation balance and implement alternatives as appropriate.</p> <p>Follow current procedures for scheduling. Review to ensure equity.</p>	<p>compliance Coaches Office of the Senior Vice President Equity Committee Athletics Board</p>	
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***4.1.9: Describe the institution's efforts to ensure the plan for addressing gender equity for the future of the intercollegiate athletics program was developed through a process involving broad-based participation and received institutional approval.***

***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.***

The Gender Equity Plan presented here was developed by the Gender Equity Subcommittee of the 2004-2005 NCAA Recertification Self-Study Steering Committee. Members of the subcommittee included representatives from the following constituencies: student-athletes, students, coaches, administrators, faculty, and alumni. The plan was reviewed by the steering committee, which included representatives from the same constituencies as well as Jesuits and a member of the Board of Trustees. The plan has been reviewed by the Office of the General Counsel and approved by the Office of the Senior Vice President. In addition, the plan was approved by the Department of Intercollegiate Athletics and reviewed by the Equity Committee on September 14, 2004; the committee will continue to monitor progress towards the plan. Gender equity data and activities were also discussed at the November 11, 2004, Athletics Board meeting, with few comments or suggestions. In spring 2005, the Athletics Board and Equity Committee will review, for final commentary, the 2004-2005 NCAA Recertification Self-study Report and Gender Equity Plan; drafts of this document were made public on the university's Web site in December 2004. The final report will be posted on the university's Web site in spring 2005 to allow for ongoing comment.

The Marquette University Department of Intercollegiate Athletics mission statement refers to all student-athletes, regardless of gender. The department seeks to provide the best opportunity for all student-athletes to succeed and to have a positive experience at Marquette. Marquette's Jesuit tradition focuses on care for the whole person. This is portrayed in all aspects of the university, including athletics. The plan developed through this NCAA recertification process will be distributed and discussed with all members of the Department of Intercollegiate Athletics.

**Evaluation of Operating Principle:**

Question	Currently Yes	Currently No
Has the institution implemented its approved gender-equity plan from the previous self-study?	<input type="checkbox"/>	<input type="checkbox"/>
Has the institution provided an explanation from appropriate institutional authorities if its gender-equity plan was modified or not fully carried out?	<input type="checkbox"/>	<input type="checkbox"/>

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?	<input type="checkbox"/>	<input type="checkbox"/>
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?	<input type="checkbox"/>	<input type="checkbox"/>
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?	<input type="checkbox"/>	<input type="checkbox"/>

**On the basis of the yes/no answers above and the plans for correcting deficiencies below, is the institution in substantial conformity with Operating Principle 4.1 (Gender Issues)?**

Yes     No

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