

2006-2007
DIVISION I
ATHLETICS
CERTIFICATION
SELF-STUDY
INSTRUMENT

Introduction to Self-Study Report

Introduction to Self-Study Report

Institutional Information

1. Type of Institution: Public
2. Year institution was founded: 1831
3. Special Affiliation? No
4. Coeducational? Yes
5. Total student enrollment (undergraduate and graduate combined) [using a full-time-equivalency (FTE) basis]: 20099
6. Number of Faculty [using a full-time-equivalency (FTE) basis]: 1015
7. Highest level of academic degree offered: Doctorate
8. Institution's governing entity: Board of Trustees
9. a. Regional accreditation agency: Southern Association of College and Schools
9. b. Date of most recent regional accreditation self-study: December, 2005
9. c. Current accreditation status: Accredited

Athletics Information

1. Subdivision status of athletics program (Academic Year 2007): I-A
2. Conference affiliation(s) or independent status (Academic Year 2007):

Baseball	Southeastern Conference
Football	Southeastern Conference
Men's Basketball	Southeastern Conference
Men's Cross Country	Southeastern Conference
Men's Golf	Southeastern Conference
Men's Swimming	Southeastern Conference
Men's Tennis	Southeastern Conference
Men's Track, Indoor	Southeastern Conference
Men's Track, Outdoor	Southeastern Conference
Softball	Southeastern Conference
Women's Basketball	Southeastern Conference
Women's Cross Country	Southeastern Conference
Women's Golf	Southeastern Conference
Women's Gymnastics	Southeastern Conference
Women's Rowing	Southeastern Conference

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Women's Soccer	Southeastern Conference
Women's Swimming	Southeastern Conference
Women's Tennis	Southeastern Conference
Women's Track, Indoor	Southeastern Conference
Women's Track, Outdoor	Southeastern Conference
Women's Volleyball	Southeastern Conference

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

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

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

February 9, 1999: This case involved violations by an assistant men's basketball coach of NCAA bylaws governing recruiting and ethical conduct. Specifically, the Committee on Infractions found that the assistant men's basketball coach, on his own accord and without knowledge of any University staff members or coaches, attempted to solicit \$5,000 from two representatives of the University's athletics interests and one other individual for the purpose of paying the high school coach of a prospective student-athlete for his oral commitment to attend the University. The coach's attempt to solicit money from the boosters was reported by the boosters to the Director of Athletics, who immediately reported the information to the NCAA and SEC. After a hearing, the Committee on Infractions found the coach in violation of the principles of unethical conduct. The Committee did not impose any institutional sanctions. There was no impact on any areas of the institution's previous self-study.

February 1, 2002: The NCAA Committee on Infractions found violations in the University's football program in the areas of impermissible recruiting inducements and contacts by boosters, salary controls, recruiting visits and extra benefits. The Committee imposed scholarship reductions and a two-year post-season ban in the sport of football. There was no impact on any areas of the institution's previous self-study; however, the Department of Intercollegiate Athletics would incur an approximate loss of \$5.0 - \$6.0 million over the course of the two year bowl ban inasmuch as the University would not share in the SEC's bowl revenue distribution during 2002-2003 and 2003-2004.

5. Other significant events (with dates) in the history of intercollegiate athletics program:

None.

Previous Certification Self-Study

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

The evaluation by a peer-review team that visited The University of Alabama occurred on November 30 - December 3, 1998. The University of Alabama submitted an Interim self-study report on September 30, 2003.

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

The University of Alabama was certified April 11 - April 13, 1999.

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

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No subsequent action or changes have taken place.

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

September, 1999: Taze Fulford, Executive Assistant Athletics Director for Business Affairs resigned. Carol Keys named to the position

October, 1999: Bob Bockrath, Director of Athletics, resigned

November, 1999: Mal Moore selected as Director of Athletics

September, 2001: Debbie Warren, Associate Athletics Director/Senior Woman Administrator resigned

November, 2001: Marie Robbins, Associate Athletics Director for Compliance, appointed Interim Senior Woman Administrator

May 7, 2002: Dr. Andrew Sorenson, President, announced his resignation effective June 30, 2002

May 8, 2002: Dr. Barry Mason, Dean of College of Commerce & Business, appointed as Interim President by Board of Trustees effective July 1, 2002

June 1, 2002: Marie Robbins, Associate Athletic Director for Compliance, promoted to Associate Athletic Director/Senior Woman Administrator

June 1, 2002: Chris King hired as Associate Athletic Director for Compliance

January 27, 2003: Dr. Robert E. Witt selected as President by Board of Trustees effective March 1, 2003

February 1, 2003: Jon Gilbert promoted to Associate Athletic Director for Events/Director of Special Campaigns

March 10, 2003: Dr. Nancy Barrett, Provost, resigned position. Dr. Judy Bonner, Dean College of Human Environmental Sciences, named Interim Provost

May 31, 2003: Dr. Sybil Todd, Vice President for Student Affairs, resigned

June, 2003: Dr. Robert Wright, Vice President for Finance, retired. Reba Essary appointed Interim Vice President for Finance

June, 2003: Dr. Lisa Harris, Assistant Vice President for Undergraduate Admissions & Financial Aid, reassigned in the Office of Academic Affairs. Dr. Roger Thompson, University Registrar, appointed Assistant Vice President for Enrollment Management & Registrar, with responsibilities for admissions, financial aid, and academic records

June 1, 2003: Dr. Kathleen Cramer appointed Interim Vice President for Student Affairs

June 2, 2003: Dr. Judy Bonner appointed as Vice President for Academic Affairs and Provost

August, 2003: Kerry Kennedy named Vice President for Financial Affairs & Treasurer effective September 15, 2003

October 1, 2003: Wendell Hudson named Associate Athletic Director for Alumni Affairs

November 3, 2003: Dr. Margaret King appointed as Vice President for Student Affairs

December 1, 2003: Dr. Keith McDowell appointed as Vice President for Research

July 23, 2004: Jon Dever promoted to Assistant Athletic Director for Academic Services

July 31, 2004: Kerry Kennedy resigned as Vice President for Financial Affairs & Treasurer

August 1, 2004: Dr. Samory Pruitt was appointed as Vice President for Community Affairs

August 1, 2004: Dr. Lynda Gilbert was appointed as Interim Vice President for Financial Affairs & Treasurer

November 9, 2004: Johnny Williams appointed Senior Associate Athletic Director for External Relations

January 1, 2005: Karin Lee promoted to Assistant Athletic Director for Community Outreach & Life Skills

June 1, 2005: Dr. Lynda Gilbert appointed as Vice President for Financial Affairs & Treasurer effective June 1, 2005

August 27, 2005: Tom Martz appointed as Vice President for Advancement effective August 27, 2005

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May 16, 2005: Ronny Robertson appointed Associate Athletic Director for Development

April 1, 2006: Dr. Judy Bonner appointed as Executive Vice President and Provost effective April 1, 2006

May 5, 2006: Chris Besanceney appointed Assistant Athletic Director for Tickets and Tide Pride

June 15, 2006: Dr. Roger Thompson resigned as Associate Vice President for Enrollment Management effective June 15, 2006

June 16, 2006: Doug Walker appointed Associate Athletic Director for Media Relations

August 16, 2006: Dr. Hank Lazer promoted to Associate Provost for Academic Affairs

August 16, 2006: Dr. Mark Nelson appointed Assistant Provost for Academic Affairs

March 31, 2007: Tom Martz resigned as Vice President for Advancement

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

In February, 2002, the department of intercollegiate athletics launched its first ever capital campaign - the Crimson Tradition Fund. This \$100 million fundraising campaign was geared toward improving existing facilities in support of the academic and athletic endeavors of University student-athletes. Finalized facility improvements include Paul W. Bryant Hall, which has become a state-of-the-art academic center for student-athletes, soccer stadium and team rooms, tennis courts and stadium, football/administration building renovation (now called the Mal M. Moore Athletic Facility), Coleman Coliseum renovation, and an addition to Bryant Denny Stadium. This capital campaign is vital to the continued growth of intercollegiate athletics at the University.

Dr. Robert E. Witt was named President of The University of Alabama on March 1, 2003. His plans for The University of Alabama include enrollment growth from 19,181 in the Fall, 2002 to 28,000 by 2013. The cornerstone of President Witt's vision for The University of Alabama is to become the institution of choice for the best and brightest students. After the first three years of his presidency, the enrollment has increased to 23,878 students.

While the enrollment is at an all time high, the academic strength of the students enrolling at The University of Alabama is also at an all time high owing in part to the establishment of the Honors College in the 2003-2004 academic year. To support academically talented students, The University of Alabama has embarked on a capital campaign with a goal of raising over \$500 million for student scholarships, faculty support, campus facilities and priority needs.

In September, 2003, the University of Alabama Board of Trustees voted to establish a nonprofit corporation known as the Crimson Tide Foundation. Under the direction of a Board of Directors, which includes the President of the University, the Foundation's primary responsibility will be raising money for intercollegiate athletics. The Foundation's stated purposes include: "to promote and encourage a continuing interest in and loyalty to the intercollegiate athletics program at the University; to encourage alumni and friends of the University to generously support the University and its Athletic Department by gifts, devises, and bequests; to organize and promote one or more funds for the use and benefit of the University's Athletics Department and this Foundation; to support, promote, and encourage the education of University students; to provide and contribute to scholarship funding to the University for the University's student-athletes, both men and women, in all of the University's intercollegiate sports; to conduct any and all appropriate activities, in accordance with NCAA and SEC policies on institutional control, in order to accomplish [stated] objectives and purposes." Furthermore, in connection with the stated objectives and purposes, the Foundation will "actively solicit, accept, receive, maintain and disburse contributions and income therefrom, and to apply for, accept and expend grants in accordance with their requirements."

In October, 2005, the department of intercollegiate athletics announced the addition of women's rowing as its 21st varsity sport to begin competition in the 2006-2007 academic year.

Certification Self-Study Information

1. Steering Committee Chair: Dr. Judy Bonner

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

The University of Alabama began the self-study process in July, 2006, well before the October 6, 2006 NCAA orientation videoconference. The steering committee and the three subcommittee chairs met for the first time in September, 2006. The members of the committees involved in the athletic certification process are listed in the Written Plan for Completion of the Self-Study. The meetings and activities of the subcommittees and steering committee are also described in the Written Plan for Completion of the Self-Study portion of the self-study.

The University of Alabama ensured broad-based participation in the certification self-study process in various ways. Steering committee and subcommittee members were appointed with diverse representation from the University including administrators, faculty, staff, students, Faculty Senate members, and Intercollegiate Athletic Committee members. The Faculty Senate President served on the steering committee and Commitment to Governance and Rules Compliance subcommittee. The construction of the committees selected by the President provided a balance between athletic department staff members and other key groups on campus.

The athletics certification self-study process was reported on in the local and campus newspapers, as well as the faculty/staff weekly Dialog newsletter. Campus involvement was solicited through the creation of a web page where the self-study materials and overview, steering and subcommittee representation, and the final report was posted. Presentations about the NCAA athletics certification process were made to various groups throughout the 2006-2007 academic year by the Provost (Chair of Steering Committee), Faculty Athletics Representative (Chief Report Writer), and the Associate Athletic Director for Compliance (Institutional Liaison). A listing of the various groups and dates are included within the Timeline in the institution's written plan for conducting the self-study on page 10 and 11.

Each subcommittee established its own schedule of meetings and project completion dates. The steering committee reviewed the subcommittee reports and worked with the subcommittee chairs in finalizing the report.

Through the various channels of communication and participation, The University of Alabama has afforded the opportunity for broad-based input into the NCAA athletics certification self-study report.

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

The University of Alabama

NCAA Division I Athletics Certification Program

Written Plan for Completion of the Self-Study

Introduction

The University of Alabama, the state's oldest public university, is the senior comprehensive doctoral-level institution in Alabama. Established by constitutional provision, with subsequent statutory mandates and authorizations, the University's purpose is to advance the intellectual and social condition of all the people of the state through quality programs of teaching, research and service.

The mission of The University of Alabama department of intercollegiate athletics is to actively support The University's mission of teaching, research and service by providing an atmosphere in which student-athletes can succeed at championship levels within the spirit of fair play, sportsmanship, and integrity.

Toward the mission, the following athletics-related objectives include:

- * Development of the total person
- * Demonstrated academic achievement
- * Adherence to NCAA and SEC rules of competition

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- * Development of programs and services which ensure equitable treatment, respect and opportunity for men and women
- * Expectation of success in all sponsored programs
- * Recognition and enhancement of the athletic traditions of The University of Alabama
- * Programmed outreach initiatives for student-athletes, coaches and athletics staff to serve the university and local communities.

Athletic Certification

Adopted by the membership at the 1993 NCAA Convention, the certification process is intended to "validate the fundamental integrity of member institutions' athletics program through a verified and evaluated institutional self-study". President Dr. Robert E. Witt appointed the athletics certification steering committee in July, 2006. The steering committee has been charged with oversight of the self-study and athletics certification process. This document serves as an action plan and provides a timetable for completion of the self-study.

Primary Objectives

To complete an institutional self-study in each of the following three areas: Governance and Commitment to Rules Compliance; Academic Integrity; and Commitment to Equity and Student-Athlete Welfare. Each subcommittee collected and reviewed the information needed to describe the status of the University's athletics program in relation to the NCAA operating principles. More specific information regarding the goals of the certification process and the requirements of the self-study instrument in each of the three areas is found in two NCAA publications that have been distributed to all members of the steering committee and subcommittees. Those publications are the 2006-2007 Division I Athletics Certification Handbook and the 2006-2007 Self-Study Instrument.

The institution has submitted evidence of implementation, including all appropriate supplemental materials, of all institutional first-cycle plans for improvement in the areas of Governance and Commitment to Rules Compliance, Academic Integrity, and Commitment to Equity and Student-Athlete Welfare and any additional plans for improvement developed since the first cycle. For those plans for improvement that have not been implemented, the institution will provide an explanation for the partial completion or noncompletion.

Major Components of the Self-Study

A. Appointment of Chair

By letter of July 17, 2006, President Robert E. Witt selected Dr. Judy Bonner to chair the athletics certification steering committee. Dr. Bonner is the Provost and Executive Vice President. In accordance with the directives established in the 2006-2007 Division I Athletics Certification Handbook, Dr. Bonner was granted clear authority from President Witt to conduct this process and has ready access to the President through her position as Provost and Executive Vice President.

Dr. Bonner was the Chair of the Academic Integrity subcommittee during the athletics certification first cycle and has considerable familiarity with intercollegiate athletics.

B. Composition of the Steering Committee and Three Subcommittees

The steering committee and subcommittee members were selected in accordance with the standards established in the 2006-2007 Division I Athletics Certification Handbook. In addition to the four committee members required by the Handbook (Chief Executive Officer, Faculty Athletic Representative, Athletic Director and Senior Woman Administrator), the construction of these committees provides a balance between athletic department staff members and other key groups on campus.

The Steering Committee and subcommittees met on at least one occasion prior to the orientation visit in order to understand the process and identify critical information resources on campus. The chair of the Steering Committee communicated with these groups on a number of occasions prior to the orientation visit.

During the 2006-2007 academic year, Dr. Joe Hornsby, Faculty Athletics Representative, and Chris King, Associate Athletic Director for Compliance, have provided a presentation to members of intercollegiate athletics to discuss the athletics certification process. This presentation included a brief history of the athletics certification process, the three topic areas, the timetable and other matters relating to the athletics certification self-study.

Introduction to Self-Study Report

September, 2006

Self Study Steering Committee for Athletics Certification

Dr. Judy Bonner, Steering Committee Chair and Provost and Executive Vice President

Dr. Hank Lazer, Chair, Governance and Rules Committee and Associate Provost

Dr. Carmen Taylor, Chair, Academic Integrity Committee and Associate Dean and Chief Information Officer, College of Arts and Sciences

Dr. Cheree Causey, Chair, Equity and Student Athlete Welfare Committee, Assistant Vice President for Student Affairs (July 2006 to December 2006)

Dr. Kathleen Cramer, Chair (January 2007 to Present), Equity and Student Athlete Welfare Committee, Senior Associate Vice President for Student Affairs

Dr. Joe Hornsby, Chief Self Study Report Writer and Director of Blount Undergraduate Initiative, Faculty Athletics Representative

Mr. Chris King, Institutional Liaison to Peer-Review Team and NCAA Staff and Associate Athletic Director, Compliance

President Robert E. Witt

Mr. Mal Moore, Director of Athletics

Dr. John Vincent, Professor of Chemistry and President, Faculty Senate

Dr. Samory Pruitt, Vice President for Community Affairs

Mrs. Cathy Andreen, Director of Media Relations

Maggie Lester, Junior, Communications Major

John Moultrie, Junior, Arts and Sciences

Jackie Wilkins, Former Student-Athlete, Graduate Student, Sports Management

Mr. Kevin Almond, Associate Athletic Director, Support Services

Ms. Marie Robbins, Associate Athletic Director, Senior Woman Administrator

Mr. Greg Sankey, Southeastern Conference Ex-Officio

Governance and Rules Compliance Committee

Dr. Hank Lazer, Chair

Dean Loy Singleton, College of Communication and Information Sciences

Dr. Joe Hornsby, Faculty Athletics Representative

Mr. Greg Singleton, Director, Engineering Student Services

Mrs. Mary Spiegel, Executive Director, Undergraduate Admissions

Dr. John Vincent, Professor of Chemistry and President, Faculty Senate

Jackie Wilkins, Former Student-Athlete, Graduate Student, Sports Management

Mr. Chris King, Associate Athletic Director for Compliance, Ex-Officio

Mr. Wendell Hudson, Associate Athletic Director for Alumni Affairs, Ex-Officio

Academic Integrity Committee

Dr. Carmen Taylor, Chair

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Dean Milla Boschung, College of Human Environmental Sciences

Mrs. Elva Bradley, Director, Center for Teaching and Learning

Dr. Michael George, University Registrar

Dr. Larry Kohl, Professor of History

Dr. Lou Marino, Professor of Management

Dr. Catherine Pagani, Professor of Art History

Charles Gray, Sophomore, College of Business Administration

Mr. Jon Dever, Assistant Athletic Director, Student Services, Ex-Officio Member

Ms. Karin Lee, Assistant Athletic Director, Life Skills, Ex-Officio

Equity and Student Athlete Welfare Committee

Dr. Cheree Causey, Chair (July 2006 to December 2006)

Dr. Kathleen Cramer, Chair (January 2007 to Present)

Dr. Samory Pruitt, Vice President for Community Affairs

Dr. Ike Adams, Dean, School of Social Work

Dr. Kim Campbell, Professor of Management and Marketing

Mrs. Gwedolyn Hood, Director and University Compliance Officer

Dr. Ken Wright, Professor of Consumer Sciences

Sarah Yates, Sophomore, Public Relations

Mr. Kevin Almond, Associate Athletic Director, Support Services, Ex-Officio

Ms. Marie Robbins, Associate Athletic Director, Senior Woman Administrator, Ex-Officio

The steering committee has seventeen members; the subcommittees have approximately ten members. All subcommittee chairs are members of the steering committee. No subcommittee chair is a member of the department of intercollegiate athletics. The members of the steering committee and subcommittees represent a broad range of academic disciplines and a good mix of faculty and administrative staff. Faculty members and non-athletic administrative staff compose the bulk of the steering committee and subcommittees. Approximately twenty five percent of the steering and subcommittee members are from the department of intercollegiate athletics. All subcommittees have unfettered access to information pertinent to the self-study. Finally, the subcommittees received their charges so that the subcommittees had seven months to conduct their portion of the self-study.

C. Responsibilities of the Steering Committee and Subcommittees

The responsibilities of the steering committee and subcommittees are detailed in the two NCAA publications noted above. Among the responsibilities of the steering committee are: to collect and organize data; to coordinate activities of the subcommittees and monitor progress of the self-study; to review the reports of subcommittees; to solicit input from campus groups; to comment on report drafts and to review reports of the peer-review team and the Committee on Athletics Certification.

Each subcommittee assumed specific responsibility for gathering information, assessing the information, making recommendations and developing timetables for its particular area of study. Each subcommittee utilized the 2006-2007 Self-Study Instrument for Division I Athletics Certification as a starting point for its analysis. The steering committee chair, institutional liaison, and the chief report writer have coordinated the subcommittees' individual reports.

D. Institutional Liaison

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The institutional liaison is Mr. Chris King. Mr. King is the Associate Athletic Director for Compliance at The University of Alabama.

Mr. Chris King
Associate Athletic Director for Compliance
The University of Alabama
Phone: (205) 348-0544
Fax: (205) 348-4659
E-mail: cking@ia.ua.edu
Box 870323
Tuscaloosa, Alabama 35487

A June 14, 2004 document (Appendix) from the NCAA describes typical duties and additional duties that the liaison may assume. Dr. Bonner and Mr. King worked cooperatively and shared the responsibility for most of the items included on that document. The subcommittee chairs have received a copy of the institutional liaison job description.

E. Conference Assistance

The University welcomed the assistance of the Southeastern Conference in our self-study process. Mr. Greg Sankey, Associate Commissioner at the SEC, serves on the steering committee and has participated in our self-study as his schedule permitted. Mr. Sankey has been involved in the certification process at several SEC institutions. Mr. Sankey is a sitting member of the Committee on Athletics Certification and will assist the peer-review team in the manner determined by the University and the peer-review chair.

F. Outside Consultants

The University did not use outside consultants in this process.

G. Timetable

July, 2006

Presidential selection letter sent to steering committee members and subcommittee members

July, 2006

President selection letter sent to steering committee chair and subcommittee chairs

August, 2006

Pre-orientation conference call with President, steering committee chair, institutional liaison, and chief report writer

August, 2006

Steering committee chair distributed 2006-2007 Division I Athletics Certification Handbook and the 2006-2007 Self-Study Instrument to steering committee and subcommittee chairs

September 19, 2006

Steering committee initial meeting to discuss self-study, formation of subcommittees and NCAA orientation videoconference

September 22, 2006

Commitment to Equity and Student-Athlete Well Being subcommittee initial meeting

September 22, 2006

Draft of the Written Plan for Completion of the Self-Study circulated to steering committee members

September 27, 2006

Provost briefed the President's Executive Staff on athletics certification self-study process and invited comments.

September 29, 2006

Written Plan for Completion of Self-Study submitted to NCAA

October 4, 2006

Provost briefed the Council of Deans on athletics certification self-study process and invited comments. A copy of the Athletics Certification Handbook was distributed to the Deans.

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October 6, 2006

Academic Integrity subcommittee initial meeting

October 6, 2006

NCAA orientation videoconference with steering committees and subcommittees

October 11, 2006

Governance and Commitment to Rules Compliance subcommittee initial meeting

October 19, 2006

NCAA teleconference on NCAA web-based athletics certification process with institutional liaison and chief report writer

October 25, 2006

Faculty Athletics Representative (Intercollegiate Athletic Committee chair) shared update with Intercollegiate Athletic Committee on athletics certification self-study process and invited comments

October, 2006 - March, 2007

Subcommittee meetings and data collection

November 13, 2006

Article on athletic certification process appeared in the student newspaper, The Crimson White, and the faculty/staff newspaper, Dialog

February 5, 2007

Steering committee meets to review Commitment to Equity and Student-Athlete Well Being subcommittee draft report

March 22, 2007

NCAA athletic certification website goes live, including information on athletic certification process, committee representation, and link for news articles

March 26, 2007

Institutional liaison and chief report writer share update with athletic department senior athletics administrators on progress, campus athletic certification website, and invite comments

March 27, 2007

Institutional liaison and chief report writer share update with Faculty Senate on progress, campus athletics certification website, and invite comments

April 11, 2007

Faculty Athletics Representative (Intercollegiate Athletic Committee chair) shared update with Intercollegiate Athletic Committee on athletics certification self-study process and invited comments

April 16, 2007

Steering committee meets to review Governance and Commitment to Rules Compliance draft report

April 23, 2007

Steering committee meets to review Academic Integrity subcommittee draft report

April 23, 2007

Update on athletic certification process appeared in the faculty/staff newspaper, Dialog, inviting comments

April 30, 2007

Steering committee meets to review final self-study report

May 1, 2007

Final self-study report submitted to NCAA; press release on submission of final self-study report sent to University community, media, and public; final self-study report available on athletics certification website

May - June, 2007

Analysis of the University's self-study report by NCAA liaison

May-June, 2007

University responds to "issues" identified by NCAA

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June-July, 2007

Analysis of the University's self-study report by Committee on Athletics Certification

June-July, 2007

University responds to "issues" identified by Committee on Athletics Certification

July, 2007

Steering committee meets to review and offer written comments on potential peer-review team members

October 17-19, 2007

Peer review team evaluation visit to The University of Alabama campus

Date TBD

Peer-review team submits draft report to NCAA and The University of Alabama

Date TBD

Steering committee meets to review draft report

Date TBD

The University of Alabama response to peer-review team report due to NCAA

February, 2008

Final NCAA Division I Committee on Athletics Certification review

February, 2008

Steering committee and President report results of athletics certification process to campus community and general public

H. Development of the Report and Campus Input

Data collection began after the NCAA videoconference orientation. The University examined a three-year window of activity. The academic years of 2003-2004, 2004-2005, and 2005-2006 were used for the Governance and Commitment to Rules Compliance subcommittee and the Commitment to Equity and Student-Athlete Well Being subcommittee. The academic years of 2004-2005, 2005-2006, and 2006-2007 were used for the Academic Integrity Subcommittee. Although the 2005-2006 academic year was the cut-off, developments during the 2006-2007 academic year (the self-study year) have been noted in the report.

The chief report writer was Dr. Joe Hornsby, Director of Blount Undergraduate Initiative and the Faculty Athletics Representative due to his familiarity with the department of intercollegiate athletics and his background as a professor of English.

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

The mission of The University of Alabama was reviewed and affirmed by the Board of Trustees of The University of Alabama in 2004 as part of the recent self study process for reaffirmation of accreditation by the Commission on Colleges of the Southern Association of Colleges and Schools. The mission statement is as follows:

Mission of The University of Alabama

The University of Alabama, the State of Alabama's oldest public university, is a senior comprehensive doctoral level institution. The University was established by constitutional provision under statutory mandates and authorizations. Its mission is to advance the intellectual and social condition of the people of the State through quality programs of teaching, research, and service.

Activities to Support the Mission

The University of Alabama's activities emerge from a broad range of research and creative activities, many of which are recognized for their contributions to the economic, technological, and cultural growth of the State. Research and creative activity yields continuing stimulation for the instructional programs offered by the University's colleges and schools, supported by The Amelia Gorgas Library, a member of the Association of Research Libraries. At the undergraduate level, the University offers a broad range of baccalaureate programs in the arts and humanities,

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science and technology, pre-professional, and professional fields. A University-wide core curriculum provides a general education component as the keystone of every undergraduate program. Graduate programs, built on these undergraduate foundations, concentrate on the development of original scholarship, research, and creative activity. Professional programs, including the State's only public law school, prepare students with high levels of competence and for leadership roles. As one of the major residential campuses in the State, the University enhances the academic and personal growth of its students through its on-campus environment. Recognizing that education is a lifelong endeavor, the University offers an array of educational opportunities for non-traditional students.

The University's research, creative activities, and instructional programs form a foundation for extensive service activities, establishing a number of partnerships with business, non-profit organizations, and government through applications of new knowledge. These relationships often extend beyond the bounds of the State as the University assists developmental efforts at regional, national, and international levels.

The mission of The University of Alabama department of intercollegiate athletics is to actively support the University's mission of teaching, research and service by providing an atmosphere in which student-athletes can succeed at championship levels within the spirit of fair play, sportsmanship, and integrity.

Toward the mission, the following athletics-related objectives include:

- * Development of the total person
- * Demonstrated academic achievement
- * Adherence to NCAA and SEC rules of competition
- * Development of programs and services which ensure equitable treatment, respect and opportunity for men and women
- * Expectation of success in all sponsored programs
- * Recognition and enhancement of the athletic traditions of The University of Alabama
- * Programmed outreach initiatives for student-athletes, coaches and athletics staff to serve the university and local communities.

Governance and Commitment to Rules Compliance

Operating Principle

1.1 Institutional Control, Presidential Authority and Shared Responsibilities

Self-Study Items

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

There were no "corrective actions", "conditions for certification", or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision relating to Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities).

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

There were no additional plans for improvement/recommendations relating to Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities).

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

During the most recent probation period, the Associate Athletic Director for Compliance and Faculty Athletics Representative met monthly with the President to discuss current issues and key compliance topics.

The Provost of the University appointed the Associate Provost for Academic Affairs to oversee and conduct monthly meetings to keep the Provost's office abreast of intercollegiate athletics compliance and academic issues. University faculty/staff members that attend the meeting include: Associate Provost for Academic Affairs, Faculty Athletics Representative, the former Associate Vice President for Enrollment Management, Executive Director of Undergraduate Admissions, Associate Athletic Director for Support Services, Associate Athletic Director for Compliance, and the Assistant Athletic Director for Academic Services.

The Provost appointed an Admission's Appeals Committee to consider admissions appeals and other exceptional admissions cases on non-student athletes and student-athletes with academic records that involve test scores and grades that fall below the typical standards for admission. The committee determines the application status decision and informs the student of the decision by phone and by letter. The committee members are the Associate Provost for Academic Affairs, Faculty Athletics Representative, Executive Director of Undergraduate Admissions and the Associate Director of Admissions for Operations. This committee also reviews any student's academic credentials if he/she has attended more than three high schools. In addition, the Appeals Committee often holds an interview with the prospective student to gain a more thorough understanding of the prospective student's academic record.

In February 2006, the Associate Athletic Director for Compliance and Faculty Athletics Representative presented at the annual Board of Trustees meeting on the following areas:

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- * NCAA Manual/Rules and Regulations
- * Basic NCAA Recruiting Rules - Prospective Student-Athletes
- * Basic NCAA Recruiting Rules - Current Student-Athletes
- * Probation Status
- * Rules Compliance Education/Initiatives
- * Principles of Institutional Control
- * Procedures for Investigation and Reporting of Violations
- * Southeastern Conference Report of the Task Force on Compliance and Enforcement
- * Academic Progress Rate Rules

For the past several years, the Assistant Athletic Director for Academic Services has presented information regarding academics and athletics eligibility to new faculty during New Faculty Orientation.

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

The University of Alabama System includes The University of Alabama, Tuscaloosa, The University of Alabama at Birmingham, and The University of Alabama in Huntsville. The System is governed by a self-nominating Board of fifteen elected and two ex-officio members.

The Constitution of the State of Alabama provides that the Board is composed of three members from the Congressional district in which the Tuscaloosa campus is located and two members from each of the other six Congressional districts. The Governor and the State Superintendent of Education are ex-officio members of the Board. Those members who are not ex-officio are elected by the Board, subject to confirmation by the State Senate and may serve up to three consecutive, full six-year terms.

The purpose of the Board of Trustees is to ensure the effective leadership, management and control over the activities of the three doctoral research universities in The University of Alabama System. This structure provides for a definitive, orderly form of governance, and secures and continues responsive, progressive, and superior institutions of higher education.

The primary functions of the Board are to determine the major policies of the System. These include reviewing existing policies; defining the mission, role, and scope of each campus; and assuming ultimate responsibility to the public and political bodies of Alabama. Rules, policies, and procedures are promulgated to ensure that, through The University of Alabama System Office, the necessary flow of information for such accountability takes place.

The President reports to the Board of Trustees on all significant policy matters concerning intercollegiate athletics. In addition, several Trustees serve on athletics oversight committees such as the Intercollegiate Athletics Committee, whose duties include periodic review and revision of the athletic department's mission statement, the student-athlete handbook, the compliance manual(s), the athletic department policies and procedures manual, compliance with National Collegiate Athletic Association and Southeastern Conference rules, academic services and graduation/retention rates, financial affairs, gender equity, and the general reputation of the athletics program. This Committee meets regularly to perform its oversight duties.

During the last three years, the Board has been involved with numerous decisions relating to The University of Alabama department of intercollegiate athletics. The Board makes decisions on the department of intercollegiate athletics issues in a manner consistent with its decision making for other departments of the University. The decisions listed below are provided from a review of the minutes from the Board meetings over the past three years, including the minutes from the Athletics Committee of the Board. The President provided approval on the decisions listed below and the Board of Trustees provided the final resolution.

- * Approved the hiring of a new University President and Provost, who have direct oversight of the department of intercollegiate athletics.
- * Reviewed and approved the annual operating and capital projects budget.

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- * Approved the financing, project budget, construction, and planning for the design services for the expansion of Bryant-Denny Stadium, Coleman Coliseum, Bryant-Denny Stadium North Entrance Plaza, and Coliseum Drive. The Board must approve any renovations to existing athletic facilities.
- * Approved the hiring of new head coaches and salary and compensation arrangements of members of the department of intercollegiate athletics. In the past three years, for example, the Board approved the hiring of a new head football coach, head women's basketball coach, and head men's and women's golf coach.
- * Approved resolutions to establish sport-specific endowed scholarships for the purpose of promoting the education of full-time undergraduate students participating in intercollegiate athletics.
- * Initiated resolutions commending sport-specific achievements and congratulating individual student-athletes for academic and athletic achievements in the past three years.
- * Approved the Bylaws of the Crimson Tide Foundation, a non-profit corporation, and the Foundation's Articles of Incorporation.
- * Approved resolution to rename the Athletic Facility/Football Building to the Mal M. Moore Athletic Facility.

In addition, items relating to intercollegiate athletics are reported to the Board of Trustees at their regular meetings upon request. Board of Trustees meeting minutes will be available to the peer-review team.

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

The President has been significantly involved in all major issues related to the athletics program at the University and has final authority over each decision. The Director of Athletics reports directly to the President and consults with him on all major athletically-related decisions. The President also serves as a member of the Board of Directors of the Crimson Tide Foundation and maintains authority over the budget of the Foundation.

Some of the decisions related to the department of intercollegiate athletics in which the President was significantly involved in the past three years include, but are not limited to:

- * Oversight of the completion of renovation, construction, fundraising and re-opening of Bryant-Denny Stadium, Coleman Coliseum, Bryant-Denny Stadium North Plaza Entrance, and Coleman Drive.
- * Approved the creation of an athletics foundation (Crimson Tide Foundation) to hold donor funds and endowments.
- * Reviewed and approved the annual capital and operating budgets and the audit of the annual expenditures.
- * Approved a revised compensation plan for coaches that reward athletic and academic achievement.
- * Approved faculty and academic staff appointments to the Intercollegiate Athletic Committee, Professional Sports Counseling Panel, and University Athletic Compliance Committee.
- * Reviewed the performance of the University's overall athletics program and the Director of Athletics.
- * Approved the restructuring of the Director of Athletics compensation package.
- * Reviewed and approved an all-sport athletics apparel agreement between the University and Nike USA, Inc.
- * Reviewed and approved the key terms of a multi-media agreement between the university, Learfield Communications, Inc. and ISP, Inc.
- * Approved certain organizational changes in the department of intercollegiate athletics.
- * Approved the restructuring of the former head football coach's compensation package.
- * Approved the change in head football coach; final approval of the hiring of a new head football coach and coach's contract.
- * Approved appropriate outside income opportunities and perquisites for coaches and other intercollegiate athletic departmental staff members.
- * Oversaw determination of institutional positions related to proposed NCAA and Southeastern Conference legislation. Met on a regular basis with the Director of Athletics, Faculty Athletics Representative, and Associate Athletic Director for Compliance.

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* Participated in athletics compliance meetings to remind staff, boosters, and others of the importance of compliance and the requirement for institutional control. Regularly met with the Faculty Athletics Representative and the Associate Athletic Director for Compliance during the recent NCAA probation period.

* Oversaw the institutions' self-report of various NCAA infractions, provided follow-up to meet the requirements imposed by the NCAA Committee on Infractions for the recent probation period, and approved the annual probation reports required by NCAA Committee on Infractions.

* Approved, reviewed, and submitted institutional recruiting policies on prospective student-athlete visits to campus to the Southeastern Conference, in accordance with NCAA 13.6.1.

* Represented the institution at football bowl games and other athletic championship and special events.

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

For all decisions made to enhance The University of Alabama's mission and purpose, the ultimate authority regarding those decisions is The University of Alabama System Board of Trustees. Through delegation of authority, primarily to the President, not all decisions reach the Board for final approval. But because the Board has ultimate authority and does periodically observe and review decisions made regarding athletics at the University, it is positioned at the top of the University of Alabama Intercollegiate Athletics Management flow chart.

The Athletics Committee of the Board of Trustees exists to assist the Board in its oversight of the intercollegiate athletics programs. The committee serves as liaison between the Board, the President, and the department of intercollegiate athletics. The Committee advises and consults with the Chancellor of The University of Alabama System and the President on all matters that, in the judgment of the Chancellor and President, have long-term impact on the operations, reputation and standing of The University of Alabama system and the athletic programs. The Committees responsibilities include monitoring and reviewing institutional compliance with the laws, rules, regulations, and policies of the Board, the NCAA, the Southeastern Conference, and any other applicable governmental or regulatory agency or body; reviewing athletic budgets, facilities plans and student athletic fees; making recommendations to the Board as part of the annual budget, facilities, tuition and fee approvals; overseeing academic and other support services provided to student-athletes and monitoring their retention and graduation rates; requesting and reviewing reports on major legal, political, and public matters affecting the athletic department or their personnel; and keeping the Board informed of relevant changes in NCAA and conference affiliations, structures, rules and regulations.

The Crimson Tide Foundation began in September 2003. As described in its Articles of Incorporation and Bylaws, the Crimson Tide Foundation's primary purpose is to promote and support the University's intercollegiate athletics program. These documents also contain the details of the foundations purpose and the composition of the board of directors and will be available to the Peer-Review Team. The President is the chief executive officer at The University of Alabama and, as shown in The University of Alabama organizational chart, has ultimate authority over all areas of the institution, including fund-raising activities. The President serves as a member of the Board of Directors of the Crimson Tide Foundation and maintains authority over the budget of the Foundation. The University's agreement with the Crimson Tide Foundation ensures that its relationship is consistent with the University's mission.

Primary responsibility and control of the department of intercollegiate athletics rests with the President, although, as indicated above, the President reports to the Board of Trustees on significant matters involving the intercollegiate athletics program. The President is charged with the official responsibility for certifying that the department of intercollegiate athletics policies, programs and activities are in compliance with NCAA and Southeastern Conference rules and regulations, as well as the applicable laws of the state of Alabama.

The President is made aware immediately of any problem with compliance or institutional control. The President receives regular briefings from the Director of Athletics and from the Faculty Athletics Representative about all aspects of the University's intercollegiate athletics programs. In addition, the Associate Athletic Director for Compliance reports to the Director of Athletics. In this way, the President is assured that all persons involved are fully apprised of compliance issues. The President appoints the Intercollegiate Athletics Committee for general oversight of intercollegiate athletics. The Intercollegiate Athletic Committee's chair is the Faculty Athletics Representative. Additionally, the President appoints the University Athletics Compliance Committee to provide

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general advice regarding rules compliance. The President appoints the Faculty Athletics Representative, in consultation with the Faculty Senate, to ensure independence and direct contact between that position and the President.

The Director of Athletics is directly responsible for the day-to-day operations of the intercollegiate athletics program. The Director regularly - almost daily by telephone or in person - reports to the President on pertinent department of intercollegiate athletics issues and is a member of the Executive Committee, which meets weekly with the President. In administering the intercollegiate athletics program, the Director is responsible for all aspects of the department's operations, including, but not limited to, supervising the activities of administrators, coaches and support staff.

In addition to the Director of Athletics, those reporting directly to and advising the President on matters related to the intercollegiate athletics program are the Faculty Athletics Representative, the Intercollegiate Athletics Committee, and the University Athletics Compliance Committee. The general job requirements of the Faculty Athletics Representative are to work closely with the President, the faculty, students, the Director of Athletics, the Associate Athletic Director for Compliance, and the other department of intercollegiate athletics personnel to support a campus environment in which the athletics program is a vital component of the educational program and in which student-athletes constitute an integral part of the student body. The Faculty Athletics Representative also represents the University and the faculty in the institution's relationship with the NCAA and the Southeastern Conference.

The Intercollegiate Athletic Committee assists the President in the formulation of policy for intercollegiate athletics. In carrying out its duties, the committee provides oversight for all aspects of the intercollegiate athletics program. Oversight includes but is not limited to: the athletic department's mission statement; periodic review of student-athlete handbook, compliance manual(s); compliance with NCAA and Southeastern Conference rules and regulations; academic services, admissions profiles and graduation rates; financial affairs; gender equity and equal opportunity policies and practices; coach/student-athlete relationships and discipline; competitive event scheduling; student-athlete exit interviews; and general reputation of the athletics program.

This committee consists of fifteen (15) members: a total of five (5) faculty, including the Faculty Senate representative and the Faculty Athletics Representative (who serves as chair); two (2) student-athlete representatives (one male and one female), and eight (8) ex-officio members: Director of Alumni Affairs, a Member of the Board of Trustees, President of the Faculty Senate, President of the Student Government Association, Vice President for Student Affairs, Associate Provost for Academic Affairs, member of the Tuscaloosa community, and Vice President of Financial Affairs. The three (3) non-designated faculty positions will be nominated by the Committee on Committees and serve three-year terms.

The University's Athletic Compliance Committee consists of individuals who are key players in the shared responsibility of compliance and student-athlete eligibility certification and meet on a monthly basis. The Committee members include the University Registrar (chair), Associate Provost for Academic Affairs, Executive Director of Undergraduate Admissions, Director of Student Financial Aid, Faculty Athletic Representative, Director of Athletics, Associate Athletic Director for Compliance, and the Assistant Athletic Director for Student Services. The Assistant Director of Compliance, in charge of athletic eligibility and financial aid, serves as an ex officio member of the Committee. The Committee's charge is as follows:

- * To review annually all matters related to compliance with NCAA and Southeastern Conference rules and procedures;
- * To review annually specific incidents in which NCAA and Southeastern Conference policies and procedures may have been violated;
- * To recommend appropriate remedial or preventive actions to ensure compliance with NCAA and SEC policies;
- * To make an annual report to the President and the Intercollegiate Athletics Committee; and
- * To fulfill other duties and responsibilities as may be assigned by the President.

In short, major decisions regarding intercollegiate athletics are made with the input of administrators, faculty, staff, and committees throughout the University.

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

Athletics Committee of the Board of Trustees

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Finus E. St. John, IV, Chair
Paul W. Bryant, Jr.
Angus R. Cooper II
Judge John H. England, Jr.
Peter L. Lowe
John J. McMahon, Jr.
James W. Wilson, III

Crimson Tide Foundation

Membership/Title

Mal. M. Moore, President, Director of Athletics
Paul Bryant, Jr., Director, Board of Trustees member
James W. Wilson, III, Director, Vice Chairman, Board of Trustees member
John J. McMahon, Jr., Director, Secretary, Board of Trustees member
Angus R. Cooper, II, Director, Board of Trustee member
Dr. Robert E. Witt, Director, President of University
Reba Essary, Treasurer, Associate Vice President for Finance

Intercollegiate Athletics Committee

Membership/Title/Department

Dr. Joe Hornsby, Chairperson, Director, Blount Undergraduate Initiative; Faculty Athletics Representative
Dr. David Cordes, Department Head, Computer Science
Dr. Robin Rogers, Professor of Chemistry
Dr. Lawrence Kohl, Associate Professor, History; Faculty Senate Representative
Dr. Karen Steckol, Professor, Communicative Disorders

Student-Athlete Representatives

Emeel Salem, Baseball
Megan Hudson, Volleyball

Ex officio Members

Pat Whetstone, Director of Alumni Affairs
Judge John H. England, Jr., Member, Board of Trustees
Dr. John Vincent, President, Faculty Senate
Dr. Margaret King, Vice President for Student Affairs
Dr. Lynda Gilbert, Vice Chancellor for Financial Affairs
Dr. Hank Lazer, Associate Provost for Academic Affairs
Tommy Moore, Community Member
Justice Smyth, President, Student Government Association

Liaison Members

Mal Moore, Director of Athletics
Marie Robbins, Associate Athletic Director, Senior Woman Administrator

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

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

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Evaluation

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

Governance and Commitment to Rules Compliance

Operating Principle

1.2 Rules Compliance

Self-Study Items

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

There were no "corrective actions," "conditions for certification," or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision relating to Operating Principle 1.2 (Rules Compliance).

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

There were no additional plans for improvement/recommendations relating to Operating Principle 1.2 (Rules Compliance).

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

Recruiting:

- * Instituted a recruiting policies and procedures manual.
- * Instituted policy requiring itemized receipts during the recruiting process. All coaches must obtain itemized receipts that show all charges incurred for recruiting trips and all official paid visits.
- * Updated the official visit and unofficial visit policy prior to and following the visit to campus.
- * Updated the monitoring of off-campus recruiting activities and the departmental off-campus recruiting policy.
- * Updated telephone calls and contact/evaluations forms with additional data. Data to be collected includes the location that a phone call is made from (e.g., home, office, cell phone) and person approving visit to a high school.
- * Updated the complimentary admissions procedures for prospects, groups, and high school, prep school & junior college coaches and form(s). Streamlined the complimentary admissions process for student-athletes by utilizing a new computer software system for more accurate monitoring purposes.
- * Instituted a local sports club policy and procedures for those coaches that are employed or own a local sports club.

Camps and Clinics:

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- * Instituted a camps and clinics policies and procedures manual.

- * Instituted a policy requiring that all camp funds must be kept in a separate bank account from the coach's private funds if those camp funds are to be used to compensate student-athlete employees. This policy has been included in sports camps and clinics administrative guidelines.

- * Instituted a provision that appropriate follow up must occur with checks returned for insufficient funds to prevent the inadvertent result of providing free or reduced admission to an athletics award winner; it has been included in the sports camps and clinics administrative guidelines.

Eligibility:

- * Instituted an official roster change policy.

- * Updated the tryout policy for walk-on student-athletes, including the sports medicine, strength and conditioning, and equipment room areas.

- * Created an international student-athlete amateurism, eligibility, and recruiting policy and procedures manual.

- * Updated the outside competition policy and procedures for student-athletes.

- * Updated and included the specific responsibilities of the academic counselors in the written description of procedures for the certification of eligibility for continuing and transfer student-athletes.

- * Instituted an "open events" policy for student-athletes.

- * Updated the policy for prospects on campus during the summer.

- * Updated the policy regarding contact with university faculty and staff.

Extra Benefits:

- * Instituted a policy and process regarding an occasional meal and reasonable refreshments.

- * Updated the institutional memorabilia and autographed/donated items policy.

- * Instituted an athletic awards policy for student-athletes.

Financial Aid:

- * Instituted a financial aid policies and procedures manual.

- * Instituted a student-athlete fee-for-lesson policy and procedures for current student-athletes.

- * Instituted a voluntary relinquishment of athletics aid process for student-athletes.

- * Updated off-campus room and board check policy.

- * Updated procedure for issuance of textbooks to student-athletes.

Miscellaneous Compliance Items:

- * Instituted coaches' limitations and volunteer coach policy and procedures.

- * Monitoring compliance with NCAA legislation governing limits and responsibilities on the numbers, duties, and compensation of coaches including volunteer, graduate assistant and undergraduate student-athlete coaches has been clearly assigned. Specifically, the current University of Alabama Coach Limitations forms have been expanded to provide for non-coaching (e.g., Director of Basketball Operations) personnel to be listed. The terminology used in athletics department media guides for coaching titles will be reviewed and approved by the Associate Athletic Director for Compliance so these terminologies and titles are consistent with NCAA legislation governing coaching categories and limits and will be reviewed annually by the athletics compliance office.

- * Updated the vehicle registration policy and form. Updated the system for monitoring student-athlete motor vehicles that identifies situations for follow-up based on selected "risk factors" that might indicate potential problems should

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be developed and include a requirement to document all follow-up including questions asked, answers and any related information.

- * Updated the housing policy and procedure for incoming student-athletes.
- * Updated student-athlete off-campus housing information policy.
- * Updated the student-athlete promotional activities request policy and procedures.
- * A date and identifying code has been incorporated into each athletics department compliance form and written policy or procedure so that it can readily be determined when and by whom the document was last revised.
- * The department of athletics travel coordinator in the business office has been included in the distribution list for rules reminders (e.g., dead period notifications) and education sessions in general.
- * Established an athletics compliance office Who to Call Guide and Role and Responsibility Flowchart. The guide and flowchart is broken out into topic areas (i.e., financial aid, eligibility, recruiting, miscellaneous issues) and compliance staff member oversight.
- * Established a Professional Sports Counseling Panel to begin the sport agent educational process for our coaches, student-athletes and parents.
 - o Updated the University of Alabama Agent & Financial Advisor Policy.
 - o Established a University of Alabama Agent Registration Form and a University of Alabama Financial Advisor Registration Form.
 - o Established calendar of events for football, basketball, and baseball
- * Established a month-by-month highlight compliance responsibility checklist for all coaches.
- * Created a compliance coordinator position to oversee monitoring, recruiting activities and assist the Associate Athletic Director for Compliance in rules-education efforts.

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

Various organizations exist to support the department of intercollegiate athletics and specific sport programs. The activities of these groups vary from group to group. Some booster clubs are very active, while others exist in name only and are relatively inactive.

Some booster clubs (e.g., Red Elephant Clubs) exist primarily as groups that share a common interest in University of Alabama football. These clubs invite the assistant football coaches to speak with their club on an annual basis. Other clubs (e.g., Grand Slammers, Medalist Club, Tip-Off Club(s), etc.) help provide funding for various projects needed by their sport, such as locker room improvements, billboard advertising, endowment of scholarships, and banquets and equipment purchases. These funds help the individual sports accomplish various objectives that otherwise would be unattainable due to budget constraints.

The University of Alabama department of intercollegiate athletics makes every effort to ensure that all booster clubs adhere to the rules and regulations established by the NCAA, the Southeastern Conference and the institution. Before any booster club is established, its existence must be approved by the Director of Athletics and each group must sign The University of Alabama Support Group Agreement. All clubs are expected to adhere to the rules of the NCAA and Southeastern Conference.

The department of intercollegiate athletics established a policy whereby a senior athletics department administrator serves as a liaison to each booster club. The staff liaison is responsible for keeping informed of club activities, attending as many meetings as possible, and maintaining copies of minutes and club meetings (if applicable). The Associate Athletic Director for Compliance and the senior athletics department administrator help ensure that club activities are conducted in concert with the rules established by the NCAA. Questions regarding the permissibility of club activities are directed to the Associate Athletic Director for Compliance.

Financial control and oversight of club expenditures is maintained in two ways. First, the Director of Athletics and the senior athletics department administrator who serves as the liaison to the club is responsible for reviewing any proposed club expenditures and subsequently approving or disapproving the expenditure prior to funds being

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expended. Secondly, each club is required to submit an annual expenditure report at the end of the fiscal year. Each report is audited by an external auditor on an annual basis through the athletics business office.

In addition to the rules-education efforts described in Self-Study Item #9, the Associate Athletic Director for Compliance makes every effort to speak with each booster club to review pertinent information regarding NCAA rules. The Associate Athletic Director for Compliance disseminates a letter at the beginning of each July reminding each club about the procedures for approval of athletics booster club expenditures, receipt of the year-end reports for auditing purposes, and requests a copy of updated club bylaws and a list of club members.

All information regarding booster clubs and liaisons, procedures for approval of expenditures, expenditure form, and year-end reports is available at www.rolltide.com, under the link, Information for Boosters, UA Faculty, Alumni, and Local Merchants.

Procedures for Approval of Athletics Booster Club Expenditures

1. An athletic department administrator will serve as a liaison to the Board of Directors of each University of Alabama athletic support group.
2. Any expenditure proposed by an athletic support group on behalf of intercollegiate athletics (i.e., billboard advertising, facility enhancements, banquets, etc.) must be submitted in writing to the staff liaison prior to expending any funds for such proposal. Expenditures for the club itself (i.e., club gatherings, receptions, postage, etc.) do not have to be submitted to the staff liaison for pre-approval.
3. Once the proposed expenditure is submitted in writing to the staff liaison, the staff liaison shall review the proposal, consult with other department of intercollegiate athletics staff members, if necessary, consult with the Associate Athletic Director for Compliance if necessary and then approve or disapprove the proposed expenditure. Every attempt shall be made to approve or disapprove the proposed expenditure within seven days of submission of the proposal.
4. The staff liaison will render his/her decision by signing and dating the support group's written request.
5. Each staff member serving as a liaison to an athletics support group shall maintain a permanent file on such club's activities. Minutes of club meetings, expenditure requests, etc. shall be maintained in each file. Each support group is responsible for ensuring that its staff liaison receives any minutes and other information regarding club activities.

ADMINISTRATIVE LIAISON FOR EXPENDITURE REQUESTS

Kevin Almond: Baseball, Golf and Tennis

Wendell Hudson: Men's Basketball, Swimming & Diving, Men's Track & Field

Carol Keys: Women's Soccer

Marie Robbins: Women's Basketball, Gymnastics, Softball, Women's Track & Field, Volleyball

Joe Kines: Football

A composite list of booster groups, constitutions, bylaws, and a copy of The University of Alabama Support Group Agreement will be available to the Peer Review Team.

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

The University of Alabama's President has designated the Director of Athletics as the individual responsible for the institution's NCAA and Southeastern Conference rules compliance. The Director of Athletics has assigned the oversight of the compliance office to the Associate Athletic Director for Compliance.

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The athletics compliance office staff monitors the recruitment, admission, eligibility, and financial aid for all student-athletes. The staff also conducts a comprehensive rules education program for coaches, staff, student-athletes, prospective student-athletes, and boosters and fans. Every full-time employee of the department of intercollegiate athletics signs the NCAA Certification of Compliance on an annual basis and receives the message that compliance is everyone's responsibility.

Compliance duties have been assigned to the following individual/offices, both within the department of intercollegiate athletics and throughout the University as a whole.

Faculty Athletics Representative

The Faculty Athletics Representative shall be named by the President in consultation with the Faculty Senate. The Faculty Athletics Representative shall be a member of the faculty and attend to all duties of that office as specified in manuals of the NCAA, Southeastern Conference, and the Faculty Athletics Representatives Association. The term of office shall be three years and may be renewed once with approval of the Faculty Senate Steering Committee. Additional years of service may be added if service on national committees result in a significant benefit to the University. To facilitate transitions, a Faculty Athletics Representative designate shall be named in the last year of an incumbent's term.

The Faculty Athletics Representative will work closely with the President, the faculty, students, the Director of Athletics, the Associate Athletic Director for Compliance, and the other department of intercollegiate athletics personnel to support a campus environment in which the athletics program is a vital component of the educational program and in which student-athletes constitute an integral part of the student body. The Faculty Athletics Representative also represents the University and the faculty in the institution's relationship with the NCAA and the Southeastern Conference.

The major responsibilities of the Faculty Athletics Representative at The University of Alabama are in the areas of compliance and academic integrity, although success in those areas requires teamwork and cooperation among a number of individuals on campus. The Faculty Athletics Representative shall have the following responsibilities and others as shall be assigned by the President:

Academic Support

- * To review proposed competition schedules in order to monitor student-athlete time demands.
- * To work closely with the Director of Athletics, the Assistant Athletic Director for Student Services, and the Center for Athletic Student Services to review and evaluate academic and general support services for student-athletes.
- * To receive regular reports and to monitor the academic performance of individual student-athletes and teams, to report these results to the President and to work constructively and cooperatively with coaches and students in order to assist student-athletes in their academic pursuits.
- * Working with the Assistant Athletic Director for Student Services, faculty and coaches, to participate in and further the nomination process for all academic awards and scholarships available through Southeastern Conference, the NCAA and other organizations.
- * To participate in exit interviews with student-athletes.
- * To address faculty concerns regarding the practice and competition schedules for athletes and to maintain the communication between the faculty and the department of intercollegiate athletics.

Compliance

- * To keep the President informed of all matters and incidents involving compliance.
- * To serve on the University Athletic Compliance Committee and fulfill the responsibilities as outlined by the President in the charge of the Committee.
- * To participate in the investigation and reporting of possible violation of NCAA, Southeastern Conference and institutional policies and procedures, as outlined in the institutional document on such procedures.
- * To work as part of a team and meet those responsibilities as outlined in the document University of Alabama Procedures for Certifying Student-Athlete Eligibility.
- * To attend all compliance education meetings conducted by the Associate Athletic Director for Compliance.
- * To work cooperatively with and support the work of the Associate Athletic Director for Compliance. To work as a part of the team in the development of appeals, reports, and other correspondence to the NCAA and the Southeastern Conference, as outlined the NCAA Manual and the Southeastern Conference Manual and Commissioner's Regulations.

Other Responsibilities

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- * To serve as a member of the Intercollegiate Athletics Committee in the role designated by the President.
- * To represent the institution as a delegate to NCAA conventions and Southeastern Conference meetings. To work cooperatively with the President, Director of Athletics, the Associate Athletic Director for Compliance, the faculty and others in developing the institution's position on proposals at the NCAA Convention and the annual meeting of the Southeastern Conference.
- * At the request of the Faculty Senate, to report on matters relating to student-athletes and to solicit the advice of colleagues on matters relating to student-athletes and the role of the athletic programs on campus.

Director of Athletics

Reports to the President and maintains an open line of communication with the Faculty Athletics Representative and the Associate Athletic Director for Compliance.

- * Initiates policy, provides supervision and guidance in all areas related to the intercollegiate athletics program.
- * Maintains working knowledge of NCAA, Southeastern Conference, and university regulations.
- * Coordinates with the Faculty Athletics Representative, Associate Athletic Director/Senior Woman Administrator, and the Associate Athletic Director for Compliance to formulate the university's position on NCAA legislative proposals.
- * Reviews all self-reports of secondary NCAA rule violations and keeps reports on file in the office of the Director.
- * Informs the President of compliance-related issues.
- * Serves as liaison to the Southeastern Conference, NCAA, University and other athletically-related entities.
- * Supervises the Head Football Coach, Head Men's Basketball Coach, Head Women's Basketball Coach, Head Baseball Coach, and Head Women's Gymnastics Coach.
- * Supervises and directs all Senior Associate and Associate Athletic Directors.
- * Evaluates head coaches and senior administrative staff regarding commitment to compliance and communicates any concerns to the President and Faculty Athletics Representative.
- * Ensures that integrity and commitment to rules compliance remains an integral part of all hiring decisions.
- * Represents intercollegiate athletics at Board of Trustee, Crimson Tide Foundation, Inc., Intercollegiate Athletic Committee (ex-officio), University Athletic Compliance Committee (ex-officio), booster group functions, and University of Alabama events and meetings.
- * Hires all head coaches, with final approval by the President.

Associate Athletic Director for Compliance

This position is responsible for controlling, monitoring, and ensuring compliance with the rules and regulations of the NCAA by all intercollegiate athletics sports programs. Reports to the Director of Athletics, who reports directly to the President.

- * Monitors department of intercollegiate athletics sports programs to ensure compliance with the rules and regulations of the NCAA. If a rules violation is discovered or suspected, conduct a preliminary inquiry to determine the basic facts and report in written form to the NCAA a review of what occurred and prevention for such activities in the future.
- * Assumes overall responsibility for those aspects of the athletics operation most directly regulated by Southeastern Conference and NCAA rules, including, but not limited to, certification of initial and continuing eligibility, administration of financial aid to student-athletes, and recruitment.
- * Conducts a comprehensive and continuing rules education program to ensure that staff, coaches, and student-athletes are knowledgeable and continually updated on NCAA rules.
- * Studies and interprets NCAA rules and regulations and pass those on to appropriate individuals.
- * Evaluates compliance systems to determine whether the appropriate checks and balances are in place to monitor all aspects of the compliance program.
- * Directs a rules education program for alumni and booster support groups to ensure strict adherence to NCAA rules as they apply to such groups. Speak to various support groups about NCAA rules and regulations and a general overview of the NCAA structure.
- * Responds to NCAA letters of inquiry concerning possible alleged NCAA rules violations after gathering basic facts as they pertain to the case.
- * Oversees the NCAA Special Assistance Fund and Student Athlete Opportunity Fund for enrolled student-athletes who qualify.
- * Supervises admission process of an incoming student-athlete.
- * Attends NCAA and Southeastern Conference meetings and seminars necessary to learn of changes in rules and procedures.
- * Oversees complimentary ticket lists for department of intercollegiate athletics sport programs. Supervise player

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admission gate at all events.

- * Maintains petty cash fund used for recruiting purposes.
- * Checks all expense vouchers for all coaches' recruiting travel.
- * Completes questionnaires as mandated by NCAA.
- * Supervises NCAA Clearinghouse procedures for the compliance office.

Assistant Director for Compliance

This position has primary operational and leadership responsibility for the daily operations of the athletics compliance office as they relate to eligibility and financial aid for all student-athletes. This position is the direct liaison between the department of intercollegiate athletics and other university offices (e.g., undergraduate/international admissions, registrars' office, student financial aid, etc.). This position serves as an ambassador for the University since he/she has initial contact with all prospective student-athletes and manage the daily operations of the athletics compliance office as it relates to eligibility and financial aid for all student-athletes. This involves planning, implementing, and administering all compliance programs related to eligibility. Reports to the Associate Athletic Director for Compliance.

- * Monitors and verifies the eligibility of approximately 400 student-athletes.
- * Provides information regarding policies and procedures to coaches.
- * Acts as an athletic department liaison with the undergraduate/international admissions, registrars' office and student financial aid offices.
- * Supervises and delegates daily work assignments for two program assistants and one graduate assistant.
- * Monitors financial aid status of all student-athletes to ensure compliance with NCAA and Southeastern Conference regulations regarding countable aid; monitor issuance and acceptance of athletic scholarships.
- * Performs initial evaluation of prospective student-athletes' transcripts (e.g., high school students, two-year and four-year college transfers, foreign students).
- * Works with the undergraduate/international admissions office in identification of student-athletes.
- * Monitors receipt of all materials necessary for certification of athletics eligibility and admission; stay abreast of current admissions policies.
- * Monitors continuing academic eligibility of all student-athletes to ensure compliance with NCAA and Southeastern Conference regulations.
- * Interacts with the NCAA Initial-Eligibility Clearinghouse via modem/fax to monitor initial eligibility status, institutional request lists and access 48-H information on all incoming student-athletes.
- * Evaluates initial and transfer academic eligibility of international student-athletes to ensure and approve amateur status and rules compliance with NCAA and Southeastern Conference regulations.
- * Distributes NCAA Special Assistance Fund and NCAA Special Opportunity Fund; oversees budgets to verify up-to-date balance of funds distributed, pending and remaining.
- * Assists student-athletes in processing their financial aid.
- * Initiates and implements Pell Grant application meetings each year.
- * Provides leadership and direction for maintaining records on all conference squad list forms and certificate of participation forms for all sports.
- * Guarantees that all student-athletes have completed required NCAA, Southeastern Conference, and university forms.
- * Supervises a comprehensive database on all financial aid, eligibility and certification information for all student-athletes participating in intercollegiate athletics. The database is compiled from information in the offices of student financial aid, registrar, and undergraduate/international admissions. This position reviews that information to ensure accuracy of all student-athletes' information.
- * Assists the Associate Athletic Director for Compliance in other administrative duties as assigned.

Compliance Coordinator for Monitoring, Education, and Recruiting

Responsible for ensuring that University and departmental staff, coaches, student-athletes, and representatives of athletics interest abide by NCAA and Southeastern Conference rules and regulations by coordinating rules education programs, monitoring compliance related issues and recruiting activities, and monitoring other compliance activities pertaining to student-athletes. Reports to the Associate Athletic Director for Compliance.

Manage the daily operations as they relate to monitoring efforts in the following areas to ensure compliance with NCAA and Southeastern Conference regulations:

- * Distributes and monitors proper completion of NCAA, Southeastern Conference, and institutional paperwork for student-athletes (historical information, drug testing consent form, Buckley Amendment form, etc).

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- * Monitors recruiting information such as phone logs, records, contacts, and evaluations.
- * Monitors official and unofficial visits, complimentary admission requests; spot-check hotel, entertainment, and off-campus dining bills; review University plane manifests.
- * Monitors student-athlete employment.
- * Assists the athletic business office with athletic dining hall assignments and meal plans.
- * Monitors student-athlete vehicle use.
- * Monitors complimentary admissions.
- * Monitors camps and clinics.
- * Monitors student-athlete off-campus housing.
- * Monitors practice and playing seasons.
- * Coordinates the professional sports and agent/advisor registration and education program and monitor disability insurance for student-athletes.
- * Monitors summer leagues.
- * Monitors student-athlete awards.
- * Monitors memorabilia and promotional activity requests by general public.
- * Maintains list of appropriate coaching staff numerical limitations and the individuals filling the coaching staff positions.
- * Assists with monitoring departmental student-athlete scholarship lists and NCAA and Southeastern Conference eligibility and financial aid squad lists.
- * Coordinates the preparation of various NCAA, Southeastern Conference or institutional reports regarding monitoring information for the Associate Athletic Director for Compliance.
- * Manages a rules education program along with the Associate Athletic Director for Compliance for coaches, university and athletic administration and staff, representative of athletics interest, student-athletes, student-athletes' parents, prospective student-athletes, and prospective student-athletes' parents.
- * Responds to questions and interpret regulations regarding NCAA and Southeastern Conference rules for coaches, department staff, student-athletes, representative of athletics interest and the general public.
- * Assists the Associate Athletic Director for Compliance with gambling education for student-athletes and departmental staff.
- * Refines and updates compliance manuals and handbooks.
- * Assists the Associate Athletic Director for Compliance in legislative and administrative duties.

Program Assistant for Compliance (Position Description #1)

Reports to the Assistant Director of Compliance, who reports to the Associate Athletic Director for Compliance.

- * Provides administrative support for athletics compliance office.
- * Processes scholarship requests and cancellations. Monitors each new scholarship for all scholarship student-athletes for distribution to the athletics business office and student financial aid office.
- * Oversees National Letter of Intent program.
- * Acts as a resource for department of intercollegiate athletics staff members and student-athletes in regard to financial aid rules of the NCAA, Southeastern Conference, and federal laws and assist Assistant Director of Compliance to ensure compliance with the same.
- * Acts as a liaison between the student receivables office and all coaches and student-athletes.
- * Provides NCAA and Southeastern Conference rules interpretations within realm of expertise.

Program Assistant for Compliance (Position Description #2)

Reports to the Assistant Director of Compliance, who reports to the Associate Athletic Director for Compliance.

- * Provides administrative support for athletics compliance office.
- * Coordinates applications for Southeastern Conference Special Assistance funds and NCAA Special Opportunity fund for all student-athletes including distribution of checks.
- * Prepares personnel action forms and coordinate bi-weekly payroll for all post-eligibility student-athletes, athletic managers, trainers, and graduate assistants.
- * Prepares room and board scholarship checks for all student-athletes on a monthly basis.
- * Prepares player pass lists for each event football, men's basketball, women's basketball, gymnastics, baseball and softball.
- * Assists the Compliance Coordinator with the departmental promotional activities and memorabilia approval policies and procedures.
- * Maintains list of student-athlete housing and dining assignments.
- * Provides NCAA and Southeastern Conference rules interpretations within realm of expertise.

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Associate Athletic Director and Senior Woman Administrator

The Senior Woman Administrator is the highest ranking female administrator involved with the conduct, administration, and governance of the intercollegiate athletics programs participating in the decision making process regarding key issues affecting the athletic department. Responsible for the management and administration of the women's basketball, gymnastics, rowing, softball, volleyball, and women's track & field and cross country programs. In conjunction with the Director of Athletics and university administration, responsible for preparing and maintaining equity plans and monitoring equity issues for intercollegiate athletics. Reports to the Director of Athletics.

- * Represents women's programs in governance and equity issues.
- * Oversees team housing for all sports, except football.
- * Ensures program adherence to NCAA and Southeastern Conference rules and regulations and all applicable university and athletic department policies.
- * Maintains the intercollegiate athletics policies and procedures manual.
- * Monitors the university's compliance with its NCAA certification, including equity and minority plans.
- * Represents the athletic department both within the university and at national and conference conventions and meetings, as requested by the Director of Athletics.

Associate Athletic Director for Support Services

This position is responsible for providing administrative services for the department of intercollegiate athletics in the following areas: sports oversight for baseball, men's and women's tennis and men's and women's golf, systems management, equipment services, sports medicine, strength and conditioning, academic services, and the A-club. Reports to the Director of Athletics.

- * Provides sports oversight for baseball, men's and women's tennis and men's and women's golf. This includes budget management; coordination of special events such as championships; approval of competition schedules; assistance with recruiting; and oversight of team housing, scholarships and meal plans.
- * Supervises departmental systems management to ensure continuous, accurate, and efficient technical support for staff.
- * Oversees departmental equipment services including management of department inventory, determination of equipment needs by departmental staff, and purchase of new equipment.
- * Oversees sports medicine area, including budget management.
- * Oversees strength and conditioning area, including budget management.
- * Oversees academic services to ensure compliance with Southeastern Conference and NCAA regulations regarding student-athlete eligibility. Oversees budget management.
- * Oversees A-club administration.
- * Assists the Director of Athletics with various projects on a daily basis. This could include securing competition for various sports; attending meetings on his behalf; handling various administrative matters in his absence.
- * Represents the department of intercollegiate athletics on various university committees.

Assistant Athletic Director for Student Services

Oversee administrative operations of the Center for Athletic Student Services. Reports to the Associate Athletic Director for Support Services, which reports to the Director of Athletics.

- * Supervises academic records to ensure that student-athletes are in compliance with NCAA and Southeastern Conference rules.
- * Oversees administrative operations of the Center for Athletic Student Services; including budget management.
- * Administers a monitorial program of student-athletes' class attendance.
- * Pre-advises student-athletes, including assisting student athletes with course selection, times, and days; provides information on majors and college requirements.
- * Conducts academic orientation of freshmen and transfer students. Guides student-athletes through the complicated orientation process, makes sure they schedule classes that meet their major requirements as well as meet Southeastern Conference and NCAA requirements. These classes must also fit into their practice schedule.
- * Prepares student-athlete progress reports. Gathers academic progress information on student-athletes and distribute the information to the athlete, their coaches, parents, and the athletic administration.
- * Administers athletic study hall to ensure that student-athletes have every opportunity to succeed in the classroom. Each staff member of Center for Athletic Student Services is assigned a time to monitor the study hall.
- * Assists with recruitment of prospective student-athletes. Meets with prospective student-athletes and their parents

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to discuss the major of choice, Southeastern Conference and NCAA requirements, and the programs offered for student-athletes.

- * Prepares reports for various oversight committees on campus.

Coaches

Each head coach reports to the Director of Athletics and/or senior athletic department administrator. Assistant coaches and sport-specific administrative staff report to the head coaches. The coaches also maintain an open line of communication for compliance-related concerns with the athletics compliance staff and with the Faculty Athletics Representative.

- * Understands and adheres to all policies and procedures of the University, Southeastern Conference and the NCAA. Must assume complete responsibility to ensure that the student-athletes conduct themselves in an appropriate manner in accordance with NCAA policies.

- * Understands that violation(s) of NCAA rules could result in sanctions being placed against the department of intercollegiate athletics and the University.

- * Attends regularly scheduled compliance meetings to maintain knowledge of current and recently established policies.

- * Familiarity and knowledge of NCAA Division I rules required as part of job duties.

University Registrar

Reports to the Provost and Executive Vice President for Academic Affairs.

- * Certifies academic eligibility of student-athletes according to NCAA and SEC regulations.

- * Serves as chair of University Athletic Compliance Committee.

Associate University Registrar

Reports to the University Registrar.

- * Supervises and organizes the certification of academic eligibility for men's and women's athletics according to NCAA and Southeastern Conference requirements.

- * Prepares NCAA graduation rate report and academic progress rate report.

Athletic Certification and Registration Specialist

Reports to the Associate University Registrar, who reports to the University Registrar.

- * Plans, organizes and directs the operational activities associated with NCAA certification of academic eligibility.

- * Serves as liaison with the department of intercollegiate athletics compliance office.

- * Serves as member of University Student Athlete Services Team.

Executive Director of Undergraduate Admissions

Reports to the Provost and Executive Vice President for Academic Affairs.

- * Makes admissions decisions for prospective student-athletes by applying University, NCAA, and Southeastern Conference regulations.

- * Serves as member of the University Admissions Appeals Committee.

- * Serves as member of University Athletic Compliance Committee.

Associate Director of Undergraduate Admissions

Reports to the Executive Director of Undergraduate Admissions.

- * Coordinates athletic application reviews and informs the department of intercollegiate athletic compliance office of the admission status of incoming student-athletes.

- * Serves as student undergraduate admissions liaison with the department of intercollegiate athletics compliance office.

- * Serves as member of University Student-Athlete Services Team.

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Assistant Director, International Admissions and Recruitment

Reports to the Executive Director of Undergraduate Admissions.

- * Makes admissions decisions for international prospective student-athletes by applying University, NCAA, and Southeastern Conference regulations.
- * Serves as student international admissions liaison to the department of intercollegiate athletics compliance office.
- * Serves as member of University Student-Athlete Services Team.

Director of Student Financial Aid

Reports to Provost and Executive Vice President for Academic Affairs.

- * Maintains responsibility for the overall monitoring of student-athlete financial aid.
- * Serves as member of University Athletic Compliance Committee.

Associate Director of Student Financial Aid

Reports to the Director of Student Financial Aid.

- * Maintains the financial aid component of Southeastern Conference and NCAA compliance for athletic programs including delivery of grant-in-aid notifications.
- * Serves as member of University Athletic Compliance Committee.

Assistant Director of Financial Aid

Reports to the Associate Director of Student Financial Aid.

- * Plans, organizes and directs the operational activities associated with NCAA certification of student-athlete financial aid limits.
- * Assists student-athletes with the Free Application for Federal Student Aid and financial aid application process.
- * Serves as student financial aid liaison with the department of intercollegiate athletics compliance office.
- * Serves as member of University Student-Athlete Services Team.

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

The University of Alabama department of intercollegiate athletics ensures that rules compliance is a central element in personnel matters in each of the following manners:

- * Coaches and administrators with contracts have compliance responsibilities and expectations written into the contracts. All other athletic department staff members without contracts receive communication from their supervisor that details both institutional and individual compliance with NCAA, Southeastern Conference and institutional rules and regulations, as well as applicable policies and procedures, which is communicated in July each year after the annual performance evaluation.

- * Annual performance evaluations are conducted for athletics administrators and coaches and an assessment of each individual's rules compliance activities is included. For example, in preparing each coach's annual performance evaluation, the Director of Athletics or the sport administrator checks with the Associate Athletic Director for Compliance regarding any infractions that may have surfaced in that sport during the past year, performance with regard to required paperwork within the compliance monitoring program, as well as their commitment to maintaining rules compliance within their staff. This compliance assessment is included in the performance evaluation. Coaches are also evaluated each year based upon student-athlete exit interviews, budget management and other key areas assigned by the Director of Athletics or the sport administrator.

The University of Alabama department of intercollegiate athletics initial employee staff performance evaluations occur at the end of a six-month probationary period and then annually thereafter prior to the start of the next budget year. Evaluations are conducted by the immediate supervisor and then signed off by the next level supervisor.

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The athletics compliance office conducts a compliance orientation for departmental staff members and all coaches upon employment. The orientation includes compliance philosophy and responsibilities, policies and procedures, and expectations as a departmental staff member.

* Job descriptions of staff members include statement(s) regarding compliance with NCAA, Southeastern Conference and institutional regulations.

* The emphasis on compliance begins with job searches for head and assistant coaches. The Associate Athletic Director for Compliance contacts the NCAA Committee on Infractions and/or Enforcement Staff to perform a background check prior to hiring a head or assistant coach to verify that the coach has never committed a major violation or other compliance-related issues.

* The department of intercollegiate athletics reiterates the importance of rules compliance through the Certification of Compliance process. Staff members are encouraged to speak with the athletics compliance staff if they have any questions or if they suspect a rules violation has occurred.

* Departmental administrators and coaching staff members receive a copy of the NCAA Manual and Southeastern Conference Manual on an annual basis.

* The Director of Athletics and the Associate Athletic Director for Compliance assures that the Associate Athletic Directors with sport supervisory responsibilities treat rules compliance seriously in all interactions with their coaches.

* Each year, the athletics compliance staff offers review sessions for the Coaches' Certification Exam to ensure coaches' understanding of recruiting regulations.

An example of a head coaches' and assistant coaches' contract and job description will be available for the Peer Review Team. Additional contracts and job descriptions are available upon request.

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

The University of Alabama department of intercollegiate athletics ensures that rules compliance is a central element in personnel matters for each of the following individuals/offices on campus in each of the following manners:

* The University's Provost has incorporated statements regarding the importance of rules compliance in job descriptions of those individuals external to athletics with rules compliance responsibilities. Each job description has at least the following three statements: (1) Maintains a working knowledge of NCAA and Southeastern Conference regulations, (2) Assists in requiring all intercollegiate athletic programs to comply with NCAA and Southeastern Conference regulations and University policies and procedures, (3) Communicates any possible NCAA infractions to the department of intercollegiate athletics compliance office. All such individuals outside the athletics department who are involved in rules compliance activities have rules compliance as an explicit part of their job responsibilities which are included in each individual's job description. These individuals report to supervisors outside of the department of intercollegiate athletics and their salaries come from non-athletic sources. None of these individuals have employment contracts or letters of appointment.

* All University personnel receive annual written performance evaluations. Those evaluations do not make specific reference to NCAA regulations, but they do assess job knowledge and quality of work specific to the position. The evaluation of job knowledge and quality of work also encompasses successful completion of tasks related to NCAA and Southeastern Conference compliance issues.

* The athletics compliance office maintains up-to-date compliance manuals and communicates new or revised policies or procedures to the appropriate individuals with compliance-related duties. Individuals outside the department of intercollegiate athletics are regularly involved with determining a need for and establishing any policy or procedural changes. These written policies and procedures are subjected to an annual review and approval by applicable University of Alabama administrative units and the University Athletic Compliance Committee. These written policies and procedures include, but are not limited to, the certification of eligibility, awarding of financial aid, rules education, monitoring and reporting of violations.

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* Individuals outside the department of intercollegiate athletics with compliance-related duties receive a copy of the NCAA Manual and the Southeastern Conference Manual on an annual basis.

* Individuals outside the department of intercollegiate athletics with compliance-related duties, such as the University Registrar, Associate Registrar, Athletic Certification and Registration Specialist, Director of Student Financial Aid, Associate Director of Student Financial Aid, Assistant Director of Student Financial Aid, Executive Director of Undergraduate Admissions, Associate Director of Undergraduate Admissions, and the Assistant Director for International Admissions and Recruitment, attend the Southeastern Conference rules seminar on an annual basis. The Associate Registrar, Athletic Certification and Registration Specialist, Assistant Director of Financial Aid, and the Associate Director of Undergraduate Admissions attend the annual NCAA regional compliance seminar.

* The university has a compliance committee, chaired by the University Registrar, and a student-athlete services team, of which these individuals are members. The two (2) groups discuss University athletics compliance policies and procedures and ensure that the policies and procedures are effective in complying with appropriate Southeastern Conference and NCAA rules.

* The athletics compliance staff meet with the personnel in the Registrars Office to discuss the process by which the student-athletes' initial and continuing eligibility is certified each academic year. The Assistant Director of Compliance is in regular contact with the Registrars Office throughout the certification process to assure rules compliance.

Written policies and procedures and job descriptions will be available to the Peer-Review Team.

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

	Yes	No
Initial-eligibility certification.	X	
Continuing-eligibility certification.	X	
Transfer-eligibility certification.	X	
Financial aid administration.	X	
Recruiting.	X	
Camps and clinics.	X	
Investigations and self-reporting of rules violations.	X	
Rules education.	X	
Extra benefits.	X	
Playing and practice seasons.	X	
Student-athlete employment.	X	

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

Rules education is an integral part of The University of Alabama's athletics compliance program. Every attempt is made to educate coaches/department of intercollegiate athletics staff, student-athletes, University staff members, and representative of The University of Alabama's athletics interests (boosters) about relevant NCAA and Southeastern Conference rules. The President, Director of Athletics and the athletics compliance staff share the responsibility of overseeing rules-education efforts for the University. A variety of methods are used to educate coaches, staff, faculty, student-athletes, representative of athletics interest and fans.

Coaches/ Department of Intercollegiate Athletics Staff / University Faculty & Staff / Student-Athletes:

The University of Alabama produces and/or distributes various publications as a part of its rules-education efforts:

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- * Department of intercollegiate athletics staff members and institutional staff members with compliance-related responsibilities receive a copy of the NCAA Division I Manual, the Southeastern Conference Manual, and The University of Alabama's Compliance Policies and Procedures Manual(s).
 - * The Associate Athletic Director for Compliance produces and distributes a monthly compliance newsletter, entitled Capstone Compliance, to department of intercollegiate athletics staff members and institutional staff members with compliance-related responsibilities. Each newsletter is archived under the Compliance link at www.rolltide.com under the What's New in Compliance link.
 - * The Associate Athletic Director for Compliance distributes a monthly compliance newsletter disseminated by the Southeastern Conference, entitled Southeastern Conference Compliance Corner, to athletics department staff members and institutional staff members with compliance-related responsibilities. Each newsletter is archived under the Compliance link at www.rolltide.com under the What's New in Compliance link.
 - * The Associate Athletic Director for Compliance distributes a monthly compliance student-athlete newsletter, entitled Crimson Chronicle, via email to all student-athletes, and provides copies to be placed in Bryant Hall Academic Center computer lab and main lobby.
 - * Department of intercollegiate athletics staff members, head coaches, and assistant coaches receive a copy of the UA Guide to NCAA Rules for Alumni, Faculty & Friends and are encouraged to distribute these guides at speaking engagements. The publication is distributed to all season ticket holders via the athletic ticket office e-mail blast at the beginning of each ticketed sport season.
 - * Each student-athlete receives a Student-Athlete Handbook, a publication that is produced and distributed annually. Relevant rules and interpretations are included in the handbook and in various student-athlete newsletters.
 - * Compliance information is included in football and basketball game programs and media guides.
 - * Compliance information is sent to prospective student-athletes once the prospect has signed a National Letter of Intent and/or financial aid agreement to attend The University of Alabama.
- The University of Alabama provides access to NCAA and Southeastern Conference rules interpretations and proposed legislation and encourages shared responsibility with regard to rules-education efforts.
- * NCAA and Southeastern Conference rules interpretations are circulated to all coaches and relevant staff members. The Associate Athletic Director for Compliance maintains interpretations and rules education materials sent to coaches and relevant staff members in a computer and paper file system.
 - * Prior to any NCAA or Southeastern Conference legislative session, applicable legislative proposals are forwarded to head coaches to solicit their input on such proposals. These opinions are shared with the Director of Athletics, Associate Athletic Director for Compliance, Associate Athletic Director/Senior Woman Administrator, Faculty Athletics Representative, and the President.
 - * The University Athletic Compliance Committee, comprised of key individuals who are involved with compliance and the certification process, is charged with reviewing all matters related to compliance with NCAA and Southeastern Conference regulations. The committee schedules meetings on a monthly basis to discuss compliance issues that arise throughout the year.
 - * The Student-Athlete Services Team, which includes representatives from academic services, compliance and the offices of the registrar, student financial aid, undergraduate/international admissions, and student receivables, meet at regular intervals (e.g., quarterly) on pertinent issues and handle more "grass roots" field work than the University's Athletic Compliance Committee. The Assistant Director of Compliance and an academic program advisor, appointed by the Assistant Athletic Director for Student Services, serve as co-chairs for this committee.
 - * The Associate Athletic Director for Compliance meets regularly with the campus Student-Athlete Advisory Committee to review issues related to compliance.
 - * The Associate Athletic Director for Compliance implemented a Governance Subcommittee of the Student-Athlete Advisory Committee to educate student-athletes on current NCAA legislative proposals and obtain student-athlete input. The subcommittee is responsible for educating and updating the student-athlete body on rules and rules changes.
 - * The Associate Athletic Director for Compliance attends weekly department of intercollegiate athletics development/fundraising meetings during which rules and compliance issues are discussed.

Governance and Commitment to Rules Compliance

The University of Alabama conducts meetings regarding compliance policies/issues and participates in NCAA and Southeastern Conference seminars and workshops as part of its rules-education efforts.

* The athletics compliance office conducts the coaches' compliance meetings. The coaches' compliance meetings have been implemented to provide all coaches and athletic staff with a comprehensive working knowledge of NCAA, Southeastern Conference and institutional rules and regulations. Education is the foundation of the athletics compliance program and all staff must make a regular and concerted effort to remain updated on the changes in governing regulations. The NCAA views a strong, ongoing rules education program as essential to maintaining rules compliance as an institutional priority as well as a necessary element of institutional control. The coaches' compliance meetings are held once a month for all coaches, excluding the football program. The football program meets separately from other sports on a weekly or regular, on-going basis, outside recruiting periods. The first scheduled meeting each year begins in August and runs through May. All senior athletics department staff members and the Faculty Athletics Representative attend these meetings. Other departmental staff members are invited to attend when issues relevant to their area of operation are discussed.

* Created a compliance link on www.rolltide.com.

* The Associate Athletic Director for Compliance implemented a comprehensive rules orientation for all new coaches and sport specific staff members covering institutional and departmental policies and procedures, forms, responsibilities of coaching/support staff members, duties of athletics compliance office personnel, and the www.rolltide.com compliance website.

* The Associate Athletic Director for Compliance, Assistant Director of Compliance, Compliance Coordinator, Faculty Athletics Representative, and the Assistant Athletic Director for Student Services attend the NCAA Regional Compliance Seminar and the Southeastern Conference Compliance Summer Workshop. Staff members from the registrars' office, undergraduate admissions, and student financial aid also attend these and other professional meetings that cover NCAA rules.

* The Faculty Athletic Representative attends three (3) Faculty Athletic Representative annual meetings reviewing rules annually.

* The Associate Athletic Director for Compliance, Assistant Director of Compliance, and the Compliance Coordinator meets with each team at the start of the preseason practice to review relevant NCAA, Southeastern Conference, and departmental rules and regulations. Prior to engaging in any practice-related activities, student-athletes complete required eligibility paperwork. Student-athletes review and update relevant forms throughout the year as needed.

* Meetings are held with certain teams (e.g., those whose sport charges admission to events) to review complimentary admissions policies and procedures with student-athletes. Such meetings are held just prior to the sport's first contest of each year.

* Student-athletes also attend additional meetings throughout the year to address specific topics (i.e., sports agents, gambling issues, etc.)

* The Associate Athletic Director for Compliance meets each year with tutors employed by the department of intercollegiate athletics to address compliance issues related to their involvement with student-athletes.

* The Assistant Director of Compliance sends out bi-annual letters with attached NCAA initial eligibility information (i.e., standards, core course review, etc.) to all state of Alabama private and public high schools for training purposes and remains available to speak at the discretion of county or state high school events.

* The Assistant Director of Compliance, in conjunction with the Assistant Athletic Director for Student Services, conducts monthly compliance educational meetings with Center for Academic Student Services staff.

* The Associate Athletic Director for Compliance established a Professional Sports Counseling Panel to begin the sport agent educational process for our coaches, student-athletes and parents. The President selected four (4) faculty and a member from the department of intercollegiate athletics, while the Associate Athletic Director for Compliance and the Director of Football Operations serve as liaisons to the panel. This faculty panel was established in accordance with the NCAA Constitution and will be composed of faculty in sports law, financial and career counseling. These individuals advise and counsel our student-athletes and the student-athletes parents, relatives, or legal guardians on a continuing basis in order to assist them with the proper selection of an agent.

* The Associate Athletic Director for Compliance provides a weekly article or educational document on sport agents/professional sports education in the football junior and senior student-athletes locker room. Documents are provided starting with the beginning of preseason practice through the bowl game.

Governance and Commitment to Rules Compliance

* The Associate Athletic Director for Compliance established a Staying in School panel. The President selected three (3) faculty members, while the Associate Athletic Director for Compliance and the Assistant Director of Football Operations (no longer employed) served as liaisons to the panel. This faculty panel was formed to provide information, resources, and materials that would help assist student-athletes in the decision making process whether to turn professional early or to stay in school and receive their college degree. The panel has been included as part of the Professional Sports Counseling Panel.

* The Associate Athletic Director for Compliance established a University Gambling Action Team to begin the gambling educational process for our coaches, student-athletes, student body, and the University Faculty and Staff.

The University of Alabama actively promotes rules-education through other activities or practices:

* All full-time coaches, graduate assistant coaches, and sport-specific operations staff are required to attend a rules review administered by the Southeastern Conference during the month of May and are required to take and pass the NCAA rules certification test.

* At least one senior athletics department administrator serves as an athletics department liaison to each sport booster club. The Associate Athletic Director for Compliance and the athletics business office oversee activities of all booster clubs for compliance and fiscal integrity.

* The Associate Athletic Director for Compliance speaks at various alumni gatherings and other groups/organizations about compliance-related issues.

* The Associate Athletic Director for Compliance conducts annual/bi-annual workshops and provides NCAA legislative specific packets to the following athletic department support staff:

- o Administrative assistant for football and basketball workshop
- o Tutor education workshop - co-directed by the Assistant Athletic Director for Student Services.
- o Ticket office staff workshop
- o Support staff workshop [i.e., clerical staff]
- o Business office staff workshop
- o Media relations staff workshop
- o Sports marketing staff workshop
- o Fund-raising staff workshop [i.e., Development Office]
- o Multi-media rights holder workshop [i.e., Crimson Tide Sports Marketing]
- o Strength and conditioning staff workshop
- o Athletic training staff and student trainer workshop(s)
- o Equipment room staff and team manager workshop(s)
- o Registrars' office, undergraduate/international admissions, and student financial aid workshops
- o External media and non institutional publications/websites workshop

Representative of Athletics Interests and Fans

* The University of Alabama Guide to NCAA Rules (booster brochure) is sent to season ticket holders and members of the Tuscaloosa Chamber of Commerce (on a case-by-case basis).

* The University of Alabama Guide to NCAA Rules (booster brochure) distributed to faculty and staff at new faculty orientation.

* The University of Alabama Guide to NCAA Rules (booster brochure) distributed to employers of student-athletes and those individuals who are solicited by the department of intercollegiate athletics to employ student-athletes.

* The department of intercollegiate athletics recipients of complimentary admissions (e.g., car dealers, vendors) is sent a letter annually reminding them of NCAA legislation regarding proper use of such admissions.

* Car dealers that provide vehicles for departmental staff and coaches are sent a letter annually reminding them of NCAA legislation regarding extra benefits and NCAA rules.

* Rental property managers for current student-athletes are sent a letter annually reminding them of legislation regarding extra benefits and NCAA rules.

* Compliance information for representative of athletics interest is included within the football and men's basketball media guides and game programs.

Governance and Commitment to Rules Compliance

* The Associate Athletic Director for Compliance speaks to various alumni groups and outside organizations regarding compliance related topics on an annual basis.

* The Associate Athletic Director for Compliance addresses The University of Alabama national alumni association during the annual convention in July. Topics include: alumni events involving prospective student-athletes, NCAA and Southeastern Conference recruitment rules, and scholarships.

* Quarterly newsletter produced for representative of athletics interest at www.rolltide.com and www.crimsontradition.com. The booster/alumni newsletter is released with the Director of Athletics Monthly Message on www.crimsontradition.com.

* Booster/alumni/local merchants/faculty link at www.rolltide.com, includes the following links:

- o Procedures for Approval of Athletic Booster Club Expenditures
- o Booster Club Expenditure Request Form
- o Fan and Booster Newsletters
- o Information for Media and Private Internet Sites
- o Information for Alumni Organizations
- o Information for Board of Trustees Members
- o Information for Local Merchants
- o Employment of Student-Athletes
- o Information for Rental Property Managers
- o Information for University of Alabama Faculty
- o Institutional Memorabilia Requests/Form
- o Know the Rules Booster Guide
- o Pre-Existing Relationships with Current and Prospective Student-Athletes
- o Promotional Activities Involving Student-Athletes/Legislation/Form

* Established "Question of Week" rules education for representative of athletics interest (boosters) located at www.rolltide.com under the Compliance link.

* Established "Ask the Compliance Staff" link located at www.rolltide.com under the Compliance link. Questions concerning initial eligibility, undergraduate admissions to The University of Alabama, transfer eligibility or financial aid are directed to the Assistant Director of Compliance. All other questions concerning NCAA or Southeastern Conference rules compliance are directed to the Associate Athletic Director for Compliance.

* Review NCAA legislation on representative of athletics interest with student-athletes at beginning and end of year team meetings.

* Provide reminders/brochures/articles on representative of athletics interest (booster) issues at various times of the year within student-athlete lockers.

* Prohibited representatives of athletics interest (former student-athletes) from traveling with teams during team travel in the sport of football during the recent probation period.

* Prohibited representatives of athletics interest (former student-athletes) from attending closed practice sessions in the sport of football during the recent probation period.

* Prohibited representatives of athletics (former student-athletes during home or away football contests from being located on the playing field or within the tunnel area/locker room during the recent probation period. The Associate Athletic Director for Compliance monitored these areas prior to, during, and after contests.

Copies of forms, newsletters, brochures, publications and meeting materials will be available to the Peer-Review Team.

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

The Southeastern Conference conducts regular comprehensive compliance reviews of all its member institutions. The auditors are selected and remunerated by the Southeastern Conference. The most recent reviews were

Governance and Commitment to Rules Compliance

completed in October 2004 and February 2007 by Bond, Schoenick, and King, LLP. Both reviews will be available for the Peer-Review Team.

During the last three years, independent audits have been conducted of the receipts and disbursements of booster club cash disbursements and contributions, accuracy of revenues and random testing on scholarship amounts as compared to award letters. These audits have been conducted by independent auditors who do not have day to day athletic compliance and business office responsibilities. Specific auditors and dates of audit are listed below:

- October, 2002, Price Waterhouse Coopers
- April, 2004, KPMG LLP
- April, 2005, KPMG LLP
- October, 2006, Price Waterhouse Coopers

Copies of the review letters and the domains covered in each audit will be available for the Peer-Review Team.

The Intercollegiate Athletics Committee, which is comprised of University faculty and administrators, and student-athlete representatives appointed by the President, engages in an on-going review of the University's intercollegiate athletics program. The President appoints the Faculty Athletics Representative as the Chair of the Intercollegiate Athletics Committee, who is a member of the faculty and not an athletic representative.

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

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

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

On February 28 2007, the Southeastern Conference completed the Phase II compliance review visit to The University of Alabama. The visit was done in accordance with Southeastern Conference bylaws. The purpose of the athletics compliance review visit was to:

- * Evaluate the implementation of recommendations made to the University in the May 17, 2005 Athletics Compliance Review Report;
- * Participate in the University's rules education program by presenting at the department of intercollegiate athletics coaches compliance monthly team meeting; and
- * Review with the department of intercollegiate athletics compliance staff issues that have been identified in recent NCAA infraction cases and strategize on prevention of similar violations at The University of Alabama.

Based on the interviews conducted and the documentation the University presented, the March 23, 2007 report from Bond, Schoeneck & King, LLP, the firm the Southeastern Conference utilizes for the compliance review for member institutions, indicated that The University of Alabama has nearly completed the implementation of all the recommendations made from the 2005 report. The recommendations focused primarily on areas that would strengthen its existing systems and procedures.

Governance and Commitment to Rules Compliance

A copy of the 2005 Athletics Compliance Review Report, The University of Alabama Athletics Compliance Review Recommendations, and the March 23, 2007 Athletics Compliance Phase II Compliance Review letter will be available for the Peer-Review Team.

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

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

Evaluation

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

Governance and Commitment to Rules Compliance

Elements	Goals	Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Edit element to input the issue.				

Academic Integrity

Operating Principle

2.1 Academic Standards

Self-Study Items

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

There were no "corrective actions", "conditions for certification", or "strategies for improvement" imposed by the NCAA Division I Committee on Athletic Certification in its first-cycle certification relating to operating principle 2.1.

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

During the University's first-cycle certification, the Academic Integrity subcommittee offered the following recommendations to the department of intercollegiate athletics with regard to academic standards issues.

Recommendation #1:

(a) Charge either the Academics and Athletics Committee or the Intercollegiate Athletics Committee with reviewing the admissions profiles of entering freshman student-athletes, graduation rates, and academic problems that need to be addressed. To ensure continuity from year-to-year, consider appointing the Assistant Vice President for Undergraduate Programs or the Faculty Athletic Representative to chair the committee.

(b) Action: The Vice President for Undergraduate Programs was promoted to Associate Provost for Academic Affairs. The Associate Provost for Academic Affairs is a member of each of the committees listed below and reports directly to the Executive Vice President and Provost. The Faculty Athletic Representative is a member and Chair of the Intercollegiate Athletics Committee and the University Athletic Compliance Committee. Each of the committees reviews the academic profile of entering freshmen, graduation rates, continuing eligibility, and academic concerns. The President, Provost, Associate Provost and the Faculty Athletic Representative meet regularly to discuss issues regarding academics.

(c) Dates of action: Annually

Personnel responsible: Intercollegiate Athletics Committee, University Athletic Compliance Committee, and Academics and Athletics Committee

(d) Completed

Recommendation #2:

(a) Ensure that the individuals involved with compliance with NCAA regulations continue to view this responsibility as shared responsibility and the responsibility of everyone concerned. Provide for continuing education at least

Academic Integrity

once a year for all involved, including divisional representatives from each college that are responsible for certifying academic progress.

(b) Action: The University Athletic Compliance Committee meets monthly and the Athletics and Academics Committee meet regularly to discuss academic and compliance issues. The registrars and support staff from each college meet with the University Registrar and support staff, and the Center for Athletic Student Services staff, twice a year to discuss new legislation and issues involving athletic certification. In addition, the University Registrar and support staff annually attend the NCAA rules compliance seminar, Southeastern Conference compliance workshop and relevant department of intercollegiate athletics rules education compliance meetings.

(c) Dates of action: Annually

Personnel responsible: University Athletic Compliance Committee, Associate Athletic Director for Compliance, and Assistant Athletic Director for Student Services

(d) Completed

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

There were no additional plans for improvement/recommendations related to Operating Principle 2.1 (Academic Standards).

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

The admissions process for all undergraduates is administered by the Executive Director of Undergraduate Admissions and the staff in the Office for Undergraduate Admissions. The admissions criteria and the process used to evaluate an applicant's credentials for admission are identical for all students, including student-athletes.

The Associate Director of Undergraduate Admissions is assigned the responsibility of reviewing the applications from all prospective student-athletes, with the exception of those student-athletes coming from an international background (see section on International Student Admissions). This individual is knowledgeable about NCAA regulations and the University admissions standards and procedures.

The admissions criteria are published in The University of Alabama Undergraduate Catalog, on the web at <http://gobama.ua.edu/>, and on the application form distributed to prospective students. In addition, high school guidance counselors are updated annually at the beginning of each school year, and all recruitment materials have appropriate web site reference information for prospective students and their parents.

Changes in admissions criteria are proposed to the Provost by a standing university committee. The Provost seeks advice and recommendations from the Faculty Senate, the Council of Assistant and Associate Deans, and the Council of Deans before recommending to the President whether the changes would be implemented. The last change in admissions criteria was approved in 2005 and applied to incoming freshmen in 2006. A recalculated academic grade point average is no longer used as part of an admit decision. The cumulative grade point average from a student's official high school transcript is used as a part of an admit decision.

Freshmen Admission

Freshmen applicants must complete an application, submit the appropriate print application fee (\$35.00) or online application fee (\$30.00), and submit official copies of high school-transcript(s) and either ACT or SAT scores. A completed application is evaluated and an admissions decision made by one of the admissions officers. The admissions officer uses a multiple regression formula which weighs standardized test scores and high school grades to predict first semester performance.

Academic Integrity

Generally a student will be admitted if the student has a 20 ACT or 950 SAT score and a 3.0 cumulative grade point average. The University will consider admitting a student who meets at least one of those requirements. Applications are considered on an individual basis.

In addition to the test scores and grade point average, the University has a minimum high-school course requirement for regular admission. High-school students must complete four (4) units of English, three (3) units of math - must include algebra I, algebra II and one unit of either geometry, trigonometry, or calculus, four (4) units of social studies, including world history or a comparable course, three (3) units of natural science, including two (2) units with a laboratory, one (1) unit of a foreign language, and five (5) units of other academic courses - students are encouraged to complete additional courses in foreign languages, computer literacy, fine arts, and/or mathematics and sciences. This requirement also applies to transfer students who have completed fewer than 24 semester hours of college-level courses.

Transfer Admission

A transfer applicant must submit an application, the print application (\$35.00) or online application fee (\$30.00), and an official copy of the applicant's transcript from each post-secondary institution attended. An overall average of "C" (2.00/4.00) or higher on all college work attempted must be achieved for admission in good standing. Students who present less than 24 semester (36 quarter) hours must also present freshman admissions credentials. In addition to the required overall "C" average, the freshman credentials must be acceptable for admission as a freshman.

International Student Admission

The Assistant Director of Admissions for International Admissions and Recruitment reviews all applications for admission of international student-athletes. Names and addresses of prospective international student-athletes are sent to the Assistant Director so that the appropriate international application packet can be sent. (There are a number of additional documents required for all international students).

International applicants must meet the same standards for admissions as freshman and transfer students according to the admissions policies of the University. In addition to the academic standards, all prospective student-athletes who are non-native speakers of English must submit an acceptable Test of English as a Foreign Language score or an acceptable International English Language Testing System score prior to being offered admission.

The Assistant Director of Compliance and Center for Athletic Student Services sport-specific academic program advisor serves as liaison between the Assistant Director and the coaching staff for updates on the status of pending applicants. Any international prospective student-athlete applicant who applies after the deadline must receive approval by the Director of Athletics and/or sport athletic administrator for admit consideration by the Assistant Director of Admissions for International Admissions and Recruitment. Separation of university admissions standards and NCAA eligibility is stressed and workshops have been held to inform the coaching staff of the unique nature of international admissions. Scholarship letters are required for all international student-athletes and are generated by the athletics compliance office.

If a prospective student-athlete meets the minimum standards for admission and submits acceptable evidence of funds to cover the costs of attending The University of Alabama, the student will be issued an admission letter and immigration document. The student must apply for and be granted a student visa at the nearest United States consular office or embassy prior to arrival in the United States.

The Department of Intercollegiate Athletics International Student-Athlete Amateurism and Recruiting Manual will be available for review for the Peer-Review Team. This manual has a chapter dedicated to the international student admissions process, requirements, checklist for applicants, and applicable forms.

Home-Schooled Students

The University of Alabama welcomes applications from students who are schooled in the home. Home-schooled applicants should meet the following requirements for admission:

1. Home-schooled applicants should meet the ACT/SAT and grade point average requirements of general admission if the student presents certified transcripts at the completion of the student's programs.
2. Students who do not present certified transcripts must take the General Education Development test and meet the admission requirements as outlined in The University of Alabama General Education Development test admission policy.

Academic Integrity

Athletics Department Involvement

In matters regarding eligibility and academics, contacts with faculty members, deans and other academic officers (ie., undergraduate or international admissions) must be made through the Associate Athletics Director for Compliance, Assistant Athletic Director for Student Services, or the Faculty Athletics Representative.

All matters in the area of admissions, eligibility (Registrars' Office), student receivables, or the student financial aid office are to be channeled directly through the Assistant Director of Compliance.

The Director of Athletics expects everyone within the department of intercollegiate athletics to channel any questions or issues through the athletics compliance office.

Direct contact with University officials for admission, eligibility or academic related matters is a violation of departmental policy.

The University's undergraduate admissions policies, as detailed in The University of Alabama Undergraduate Catalog, will be available for the Peer-Review Team.

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

During the years under review (2004-2005, 2005-2006, 2006-2007), the average standardized test scores (ACT) have remained relatively consistent for both the general student body (24 average composite) and student-athletes (21 average composite). Though the student-athlete averages have lagged somewhat behind the all-student average, some of this can be attributed to the smaller sample size of student-athletes. In the case of the student-athlete average, the impact of a few lower ACT scores is greater than that for the University of Alabama student average. In addition, during this period, the University has greatly expanded the scholarship opportunities for National Merit, National Hispanic, and Presidential candidates going from one hundred ninety seven (197) scholarships in 2004-2005 to five hundred and seven (507) in 2006-2007.

Breaking down the average ACT scores for all freshmen compared to all student-athletes by ethnicity reveals variation across the ethnic groups. The variation is consistent for all freshmen and for student-athletes. For example, the 2004-2005 average for all university freshmen was 24; the university African-American average was 21.6. In comparison, the all student-athlete average in 2004 was 20.7; the African-American student-athlete average was 18.5.

Average ACT scores alone do not adequately predict the success of the student in the classroom. The University has a comprehensive academic monitoring and advising unit, The Center for Athletic Student Service, which monitors the student-athletes closely on degree completion and class attendance. The Center for Athletic Student Service also provides a tutoring program, freshmen orientation, and personal advising. As a result, though average ACT scores are somewhat lower, student-athletes graduate at a rate comparable to the University's overall rate.

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

Students who do not meet the University's regular admission criteria, and who consequently would be denied admission, have the opportunity to appeal for admission. With regard to student-athletes, the department of intercollegiate athletics compliance office makes a preliminary review of all transcripts of incoming freshman and

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transfer student-athletes to determine whether the prospective student-athlete meets the University's regular admissions standards. Once it is determined that a student-athlete will not meet the criteria, the transcript is forwarded to Mary Spiegel, Executive Director of Undergraduate Admissions, who rules on admissibility. If the Executive Director of Undergraduate Admissions deems that the student will not be admitted under regular criteria, the student-athlete is allowed to appeal. That appeal is heard by an admissions appeals committee comprised of the Executive Director of Undergraduate Admissions, Associate Director of Admissions, Associate Provost and the Faculty Athletic Representative.

When making an appeal, the student is required to submit the following:

- * Personal statement explaining why the student merits admission. The statement should note any special circumstances that might explain either the student's low test score and/or low high school grade point average. In addition the statement should address what the student plans to do to succeed academically at the University.

- * Two letters of recommendation from authorities at the high school. For student-athletes these letters may not be affiliated with the athletic program.

The student may also be required to interview with the admissions appeals committee.

This is the same appeals process that non-student-athletes follow when denied admission.

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

The University established an Admissions Appeals Committee after the 2004-2005 academic year (2005 on chart). Prior to its establishment, applicants who did not meet the standard entrance requirements could appeal for admissions through a "Dean's Admit". Candidates in this category were presented to an individual Dean who would make the admissions decision. In 2004-2005, the percentage of student-athletes admitted by special admission was 22% and the percentage of the general freshman class was .9 %.

Since the establishment of the Admissions Appeals Committee, the percentages are as follows. In 2005-2006 (2006 on chart), the percentage of student-athletes admitted by special admission was 3% and the percentage of the general freshman class was .2%. In 2006-2007 (2007 on chart), the percentage of student-athletes admitted by special admission was 5% and the percentage of the general freshman class was .3%. While the percentage of freshman student-athletes admitted through the special admissions process is proportionally higher than the percentage of general freshman, the number of student-athletes admitted by the process have declined substantially over the past three years.

The reduced number of special admits is the result both of a change in the appeals process and from conclusions reached by examining the progress toward degree of previous special admits.

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

The University Registrar, Michael George, certifies academic eligibility of student-athletes. The procedures for initial-eligibility and transfer-eligibility are detailed below.

The procedures for certifying student-athlete eligibility are outlined in The University of Alabama Department of Intercollegiate Athletics' Compliance Policies and Procedures Manual.

The Department of Intercollegiate Athletics Assistant Director of Compliance, Kim Johnson, serves as the department's central coordinator of all initial-eligibility, continuing-eligibility, transfer-eligibility and financial aid eligibility records for all student-athletes. The Assistant Director of Compliance reports to the Associate Athletic Director for Compliance, Chris King. Both individuals serve as direct liaisons between the department of

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intercollegiate athletics and other university offices (e.g., undergraduate admissions, registrars office, student financial aid, etc.)

Admission to the University and certification by the NCAA Initial-Eligibility Clearinghouse are independent processes. Clearance through one process does not automatically result in clearance through the other process.

The Office of Undergraduate Admissions is responsible for all admissions decisions for all students, including student-athletes. Once a student-athlete is admitted, the Associate Director of Undergraduate Admissions, Jason Sanders, is assigned responsibility for processing applications from prospective student-athletes, completes the student-athlete's file and transfers it to the Records Office, where NCAA and Southeastern Conference academic eligibility is evaluated and, if appropriate, certified.

Initial-Eligibility Certification - Academic Eligibility

The University Registrar is responsible for certifying the academic eligibility of student-athletes. The Records Office staff completes the certification process with assistance from the Office of Undergraduate Admissions and the school or college registrars and student services designees.

1. Upon notification from the Assistant Director for Compliance that a new student-athlete has been added to the Southeastern Conference squad list program, and upon further verification from the Office of Undergraduate Admissions that the student-athlete has been admitted, the Athletic Certification and Registration Specialist, Mary Ellen Hanna, will begin evaluating the student-athlete's academic record.
2. The University Registrar, Records Office and the athletic compliance office have electronic access to the NCAA Initial-Eligibility Clearinghouse so that the respective offices can monitor the eligibility status of incoming freshman.
3. The Assistant Director for Compliance is responsible for ensuring that each incoming freshman student-athlete's name has been submitted to the Clearinghouse on an institutional request list. For those incoming transfer student-athletes who were processed through the Clearinghouse prior to initial enrollment at a collegiate institution, the athletics compliance office secures a copy of the student-athlete's 48-C form from his/her first collegiate institution, if provided.
4. Information concerning the initial-eligibility status of incoming freshman and transfer student-athletes will be received in the athletics compliance office directly from the Clearinghouse either in writing or electronically. The athletics compliance office will retain a copy of the 48-C in the student-athlete's file and forwards the original to the Records Office for inclusion in the student-athlete's academic records file.
5. The Athletic Certification and Registration Specialist will enter into the student-athlete's squad list record the student-athlete's ACT/SAT score and core course grade point average. If appropriate, the Records Office and/or the athletics compliance office will also add statements in the "comments" section of the squad list program pertaining to Associate Degree and/or not eligible status.
6. If the Athletic Certification and Registration Specialist discovers that additional information is needed for certification (e.g., declare a major, etc.), he/she shall immediately notify the Assistant Director for Compliance so that completion of required steps can be expedited. Department of intercollegiate athletics staff members involved in this process will continue to be watchful of such issues and be active in obtaining such information.
7. Once the Athletic Certification and Registration Specialist certifies a student-athlete, he/she shall enter the certification code on the squad list program and immediately notify the Assistant Director for Compliance.

Transfer Eligibility Certification

1. The Assistant Director for Compliance notifies the Athletic Certification and Registration Specialist in late May of transfer students who will enroll for the ensuing fall semester. Transfer students are encouraged to apply for admission at the earliest opportunity, including submission of a current official transcript to the Office of Academic Records & University Registrar.
2. The Assistant Director for Compliance submits a preliminary evaluation report to the Athletic Certification and Registration Specialist. The preliminary evaluation report includes an unofficial transcript and an evaluation of transferable degree credit by a University of Alabama college student services personnel staff member. Then, the Assistant Director for Compliance informs the Athletic Certification and Registration Specialist of the transfer student's intended major.
3. The Athletic Certification and Registration Specialist utilizes the University of Alabama Student Information System to obtain official information about transferable degree credit on a transfer student's transcript from the previous institution.

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4. The Assistant Director for Compliance provides the Athletic Certification and Registration Specialist with an eligibility verification form from the transfer student's previous institution. The eligibility verification form provides information (e.g., enrollment dates, academic standing, satisfactory progress, participation, etc.) the Athletic Certification and Registration Specialist will need to complete and verify the eligibility certification.

5. The Assistant Director for Compliance reminds the head coach and/or assistant coach to communicate with the transfer student indicating additional official transcript(s) reflecting grades from spring and/or summer semester from the first institution should be submitted immediately after grades and degrees are posted at the first institution. Proper communication allows the Athletic Certification and Registration Specialist to complete the certification evaluation in a timely manner.

6. Once the Athletic Certification and Registration Specialist determines that a transfer student is eligible, the Athletic Certification and Registration Specialist enters the certification date in the records field of the student-athlete's file in the Southeastern Conference squad list management system and notifies the Assistant Director for Compliance that the transfer students academic certification is complete.

The University of Alabama Compliance Policies and Procedures Manual will be available for the Peer-Review Team.

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

Continuing Eligibility Certification

1. Upon notification from the Assistant Director for Compliance, Kim Johnson, that the Southeastern Conference squad list management system for the upcoming year has been updated, the Office of Academic Records and University Registrar, Michael George, and the Athletic Certification and Registration Specialist, Mary Ellen Hanna, evaluate the student-athlete's entire academic record for adherence to NCAA and Southeastern Conference continuing eligibility legislation. The certification evaluation for a returning student-athlete who is not enrolled in summer school occurs during the summer months. The certification evaluation of a student-athlete enrolled in summer school will occur as soon as the student-athlete's last term of summer enrollment ends.

2. At the end of each semester, the University Registrar reviews the eligibility status of each student-athlete. The Athletic Certification and Registration Specialist keeps a degree audit for each student-athlete. As grades are recorded, the Athletic Certification and Registration Specialist updates the audit. From these updated audits, a report is produced showing the status of each student-athlete with regard to satisfactory progress, percentage of degree, and grade point average requirements. The Athletic Certification and Registration Specialist, academic program advisors and college student services personnel work together to ensure the accuracy of this report.

3. If the Athletic Certification and Registration Specialist discovers that additional information is needed for certification (e.g., declaration of major, etc.), the Assistant Director for Compliance and the Center for Athletic Student Services sport-specific academic program advisor are immediately notified regarding what information is required. The academic program advisor will communicate with the student-athlete and college student services personnel about missing information and the Assistant Director for Compliance will communicate with the NCAA or Southeastern Conference if legislation interpretation is necessary.

4. The Athletic Certification and Registration Specialist prepares a report at the end of the fall and spring terms that reflects the academic progress of each student-athlete on a team to include percentage of degree, credit hour and grade point average requirements. A draft of the report is sent to the Assistant Athletic Director for Student Services, Jon Dever, for verification, who will meet with each sport's academic program advisor to review the report in depth. The report is returned to the Athletic Certification and Registration Specialist with comments from the Assistant Athletic Director for Student Services. If the Assistant Athletic Director for Student Services and academic advisor identify an error on a student-athlete's report, the Athletic Certification and Registration Specialist will review the student-athlete's file and make appropriate changes. The Athletic Certification and Registration Specialist submits a final copy of the report to the University Registrar and Assistant Athletic Director for Student Services.

5. Once the Athletic Certification and Registration Specialist determines that a student-athlete is eligible, the Athletic Certification and Registration Specialist enters the certification date in the records field of the student-athlete's file in the Southeastern Conference squad list management system and notifies the Assistant Director for Compliance that the student's academic certification is complete. The Assistant Director for Compliance will place an "X" in the student-athlete's electronic file in the squad list management system to indicate eligibility for competition if the financial aid certification is completed.

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6. The Assistant Director for Compliance forwards the completed squad list to the head coach for review and accuracy. After the head coach reviews, the Assistant Director for Compliance reviews the squad list to ensure that all data has been entered correctly. The squad list is then electronically transmitted to the Southeastern Conference, and an official copy is printed and signed by the Director of Athletics.

7. The squad list must be submitted to the Southeastern Conference prior to the first date of competition. Copies of a team's squad list are distributed to the head coach, the academic program advisor, and the sport's athletics administrator.

8. The original signed squad list remains within the athletics compliance office with all relevant correspondence that substantiates all entries.

The University of Alabama Compliance Policies and Procedures Manual will be available for the Peer-Review Team.

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

2004 NCAA Graduation Rate Report (1997-1998 Cohort)

Student-Athletes 54%
Students General 62%

Student Athlete Women 75%
Student Athlete Men 40%

Baseball 20%
Men's Basketball 40%
Football 43%
Men other 38%
Women's Basketball 50%

The student-athlete graduation rate was eight (8) percentage points lower than the student general rate. The University determined this to be a significant difference. The women's student-athlete rate was 75%, significantly higher than the student general rate. Women's basketball had a 50% graduation rate. There were only two (2) student-athletes in that cohort, one (1) transferred in good standing and the other graduated. (The low overall student-athlete rate can be attributed to the males with only 40% graduating).

Men's basketball had five (5) student-athletes in the cohort and two (2) of the five (5) graduated. The other three (3) transferred in good academic standing.

Football had twenty-three (23) student-athletes in the cohort. There was a head coaching change in Spring, 1997. Seven (7) student-athletes transferred in good academic standing. Two (2) student-athletes left early to play professional football. Three (3) student-athletes left the squad and were declared ineligible. Of the fourteen (14) student-athletes that stayed at The University of Alabama, 71% graduated.

Baseball had ten (10) student-athletes in the cohort; eight (8) transferred or were drafted to play professional baseball. The remaining two (2) graduated.

2005 Graduation Rate Report (1998-1999 cohort)

Student-Athlete Rate 57%
Student General 61%

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Student Athlete Women 80%
Student Athlete Men 39%

Baseball 38%
Men's Basketball 33%
Football 35%

Women's Cross Country 50%

The difference between the student-athlete graduation rate and student body graduation rate is minimal and is not deemed to be significant. The five (5) areas noted above - student-athlete men, baseball, men's basketball, football, and women's cross country are the areas of concern identified for the 1998-1999 cohort. The student-athlete men's rate was greatly affected by baseball, men's basketball, and football.

Baseball had eight (8) student-athletes in the cohort, four (4) of them transferred and one (1) was drafted to play professional baseball. The remaining three (3) graduated.

Football had twenty-three (23) student-athletes in their cohort. Six (6) student-athletes transferred in good standing and two (2) turned professional early. Two (2) others returned to The University Alabama and graduated, albeit after the six-year window. Excluding those who transferred and those who played professional football, ten (10) of the fifteen (15) who remained graduated, for a 66% graduation rate.

Men's basketball had three (3) student-athletes in their cohort; one (1) transferred, one (1) other player graduated after the six-year window, giving men's basketball a 66% graduation rate.

Women's cross country had two (2) student-athletes in their cohort; one transferred in good standing. The remaining student-athlete graduated.

2006 Graduation Rate Report (1999-2000 cohort)

Student-Athlete Rate 67%
Student General 63%

Student Athlete Women 77%
Student Athlete Men 60%

Baseball 0%
Men's Cross Country 33%
Women's Basketball 0%

The student-athlete graduation rate is 4% higher than the student body graduation rate. The three areas noted above - baseball, men's cross country, and women's basketball are areas of concerns identified in the 1999-2000 cohort.

The discrepancy for the Student Athlete Men graduation rate disappears by the 2006 Graduation Rate Report.

Baseball had two (2) student-athletes in their cohort; both transferred in good standing.

Men's cross country had three (3) student-athletes in their cohort; two (2) of them transferred in good standing. The remaining student-athlete graduated.

Women's basketball had three (3) student-athletes in their cohort; two (2) transferred, and one (1) left The University of Alabama for medical reasons.

In the mid-to-late 1990s, The University of Alabama had many changes in the head coaching positions in the department of intercollegiate athletics. Because of these changes, more student-athletes were interested in transferring to other schools.

The trend over this period is positive with the exception of baseball, women's basketball, and men's cross country. Recent hiring of new academic advisors for these sports should produce more favorable reports in the future. The new advisors, the completion of Bryant Hall, and the expanded services should also help improve graduation rates for student-athletes.

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

The academic standards and policies are contained in the Undergraduate Catalog. All standards, policies and exceptions that apply to the general student body are applicable to student-athletes. The following reflect some of the academic standards, policies, and exceptions:

Scholastic Progress Standard

In order to monitor students' progress toward the baccalaureate degree, The University of Alabama employs the Scholastic Progress Standard. The Scholastic Progress Standard sets the minimum required grade point average (for all hours completed at The University of Alabama) for freshman, sophomore, junior, and senior students. Students are advised that these are minimum grade point averages requirements for continuing at the University; to meet divisional graduation requirements, higher grade point averages may be needed.

Grade point averages are computed on the following grades: "A," "B," "C," "D," "F," or "I" and any pluses or minuses that appear on the record. In computing a grade point average an "I" counts as an "F" until replaced by the earned grade. A grade of "P" does not enter into the computation.

Required Minimum Grade Point Average on Academic Work Attempted at The University of Alabama Chart and Sample calculation of Grade Point Average Chart are contained in the Addendum.

Student-Athlete Satisfactory Progress

A student-athlete who has completed at least one academic year in residence at The University of Alabama shall be required to satisfy minimum academic progress requirements for continuing athletic eligibility. In addition to the stated academic requirements for continued enrollment at The University of Alabama, a student-athlete must satisfy the academic progress requirements of the Southeastern Conference and of the National Collegiate Athletic Association in order to remain eligible for athletics-related financial aid and for practice and participation in varsity sports.

Academic Warning

A student will be placed on academic warning if his or her cumulative University of Alabama grade point average is below 2.0 but above the appropriate scholastic progress standard.

The purpose of the academic warning is to alert students to improve their academic performance and to introduce students to available academic support.

Students placed on academic warning must meet with their academic advisors by March 1 for warnings issued at the end of fall semester and by August 1 for warnings issued at the end of spring semester.

Academic warning does not restrict students' ability to register for the upcoming semester or the summer term.

Academic Suspension

A student whose cumulative University of Alabama grade point average at the end of the spring semester is below the appropriate Scholastic Progress Standard will be suspended. The suspended student will be allowed to enroll in summer term in order to improve his or her University of Alabama grade point average. If improvement results in compliance with the Scholastic Progress Standard, the student will be reinstated for the subsequent semester, but the previous suspension will be marked on the permanent academic transcript.

The first suspension is for one semester. Subsequent suspensions are indefinite.

A student may appeal first or subsequent suspensions to his or her college's dean or dean's designee.

* A student suspended for the first time must initiate the appeal by August 1. The approval of the appeal does not alter the fact of the suspension and such will appear on the student's permanent academic transcript.

* A student suspended for the second or subsequent time must initiate the appeal at least two weeks prior to the semester in which the student is seeking to enroll. The approval of the appeal does not alter the fact of the suspension and such will appear on the student's permanent academic transcript.

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* All decisions on reinstatement are based on the University of Alabama cumulative grade point average, significant improvement in the most recent academic terms, feasibility of degree completion, individual circumstances, and previous agreements between the student and his or her academic college.

Students who are suspended are encouraged to use the time of the suspension in ways that assist their academic progress. Students may not attend class or enroll in correspondence courses. Students may study in order to finish courses in which they have earned incomplete ("I") grades and may work with faculty members in this process. Students may also address other non-academic problems that have impeded their progress.

Reinstatement Procedures

Any student returning for the first regular academic term immediately following the semester of active suspension who has not been enrolled in any other institution of higher education following the suspension from The University of Alabama must complete and submit application for readmission according to published procedures and deadlines.

Any student returning for the first regular academic term immediately following the semester of active suspension who is or has been enrolled in any other institution of higher education following the suspension from The University of Alabama must complete and submit an application for readmission and official transcripts from each such institution.

Any student returning for any academic term after the first regular academic term immediately following the semester of active suspension must complete and submit an application for readmission whether or not he or she is or has been enrolled in any other institution of higher education following the suspension from The University of Alabama. If the student is or has been enrolled elsewhere, he or she must provide official transcripts from each such institution with the application for readmission.

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

There are several procedures that the institution uses to monitor missed class time for student-athletes.

Prior to each semester, the head coach for each sport is responsible for compiling a Missed Class Time report that indicates how many days of classes will be missed due to scheduled competition and travel. The Missed Class Time report is submitted to the Faculty Athletics Representative for review and approval. The Faculty Athletics Representative is charged with making sure that class time is not missed due to unnecessary travel time. If travel will result in unnecessary absences, the Faculty Athletics Representative will contact the head coach to adjust travel plans to avoid class absences. After reviewing the Missed Class Time reports, the Faculty Athletics Representative forwards them to the Director of Athletics for review.

The Center for Athletic Student Services academic program advisors work closely with the registrars and college advisors to ensure student-athletes schedule courses that will minimize the amount of class missed.

The University Registrar affords student-athletes priority registration allowing student-athletes to register early providing the student-athlete flexibility in scheduling.

Additionally, student-athletes are monitored continuously for missed class via progress reports prepared three (3) times each semester.

A record of all missed class time outside of competition is forwarded to the appropriate head coach.

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

Absence from Class and Failure to Complete Class Work

Students are expected to attend all classes for which they are registered. Class attendance is regarded as an academic matter, and the use of attendance records in grading (or for other purposes) is left to the discretion of the faculty member responsible for the course, as explained in the course attendance policy written and distributed by the faculty member. The faculty member is responsible for handling any excuses for absences from his or her class.

The Center for Athletic Student Services routinely checks the class attendance of student-athletes using academic progress reports and by staff members personally checking class attendance. Upon a student-athlete missing a class, attendance information is shared with the academic program advisor for that particular sport. The academic program advisor forwards the information to the head coach and/or the assistant coach of the student-athlete. The

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progress reports are mailed to the parents of the student-athlete three (3) times each semester. Attendance information and class performance is included within the progress report. If a student-athlete continues to miss class, the Assistant Athletic Director for Student Services contacts the Director of Athletics. The Director of Athletics meets with the student-athlete and may contact the parent/guardian of the student-athlete, if necessary. Student-athletes that need to miss class due to team travel are given a letter from the Assistant Athletic Director for Student Services that indicates the date and time that the student-athlete must travel to away-from-home competition. Student-athletes are reminded to present this letter to each of their instructors and discuss with the instructors any issues that may result from the student-athlete traveling for competition.

Head coaches are held responsible for the class attendance of their student-athletes. Each head coach has various ways of dealing with excessive missed class times per team rules. Examples from various sports include but are not limited to the following, may require additional study hall time, withholding of competition, withholding of complimentary admissions, requiring off-campus student-athletes to move back on-campus, and/or withholding driving privileges for on-campus student-athletes. The examples of repercussions for missed class time for football is based on a penalty point system devised by the head coach.

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

The University's policies and procedures are communicated to student-athletes using several methods. At the beginning of each semester, a sport-specific academic program advisor from the Center for Athletic Student Services meets with each of the teams that they are assigned by the Assistant Athletic Director for Student Services.

During the team meeting, class attendance is discussed in detail. The student-athletes are given a letter from the Assistant Athletic Director for Student Services that indicates the dates and times of departure for away-from-home athletic competition for that respective semester. The student-athletes are reminded that these letters need to be presented to each of their faculty members during the first week of class. The student-athletes are also reminded to discuss the travel dates with the instructors in an effort to preempt academic issues that may develop due to team travel.

At the sport-specific beginning-of-the-year meeting, student-athletes are provided a Student-Athlete Handbook which contains the attendance policy. The academic program advisor reviews the handbook with the student-athletes. A student-athlete that enrolls mid-year is provided the handbook at the beginning of spring semester. Freshman athletic scholarship student-athletes are encouraged to enroll in HES 100. HES 100 is a freshmen orientation course and class attendance and department of intercollegiate athletic policies are discussed during the first week of the class.

The Center for Athletic Student Services continuously monitors class attendance by sending progress reports to instructors with student-athletes enrolled in the instructors class. Upon receiving information that a student-athlete missed a class, the academic program advisor contacts the head coach and/or assistant coach of the student-athlete to inform the coach of the missed class. The academic progress reports are also sent to the parents/guardian three times per semester. In the event that a student-athlete continues to miss class, the Assistant Athletic Director for Student Services meets with the Director of Athletics. The Director of Athletics meets with the student-athlete and may contact the parent/guardian of the student-athlete, if necessary.

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

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

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- Athletics department manual and/or policies and procedures.
- Student-athlete handbook.
- Institutional handbook for students.

Evaluation

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

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Operating Principle

2.2 Academic Support

Self-Study Items

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

There were no "corrective actions", "conditions for certification", or "strategies for improvement" imposed by the NCAA Division I Committee on Athletic Certification in its first-cycle certification relating to operating principle 2.2.

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

During the University's first-cycle certification, the Academic Integrity subcommittee offered the following recommendations to the department of intercollegiate athletics with regard to academic support issues.

Recommendation #1:

(a) After the athletic dorm and training table have been totally eliminated, the University should annually evaluate where student-athletes live and eat to ensure the changes are positive and in the best interest of the student-athlete.

(b) Beginning in Spring, 2006, the Associate Athletic Director/Senior Woman Administrator and Associate Athletic Director for Support Services began working closely with the University's Director of Residential Life to secure spaces in new on-campus residence halls. Seventy-one (71) spaces were secured for student-athletes in the new Bryant Residential Community and forty (40) spaces were secured for student-athletes in the new Lakeside Residential Community. With the construction of additional new on-campus housing for Fall, 2007 semester, department of intercollegiate athletics has already discussed with the Director of Residential Life the need to secure additional rooms in these residence halls. The Director has agreed to set aside fifty-two (52) spaces in Lakeside East Residential Community for use by student-athletes. These additional spaces will resolve complaints received by student-athletes who currently live in Parham and Burke halls. Discussions regarding on-campus residential space for student-athletes will continue on an annual basis between the Associate Athletic Director for Support Services, Associate Athletic Director/Senior Woman Administrator and the Director of Residential Life.

The construction of the new Bryant Sports Grill has enhanced the training table experience for all student-athletes. The department of intercollegiate athletics seeks feedback from student-athletes regarding menu selections through the Student-Athlete Advisory Committee and also from coaches so as to ensure the best possible food selections for all student-athletes.

(c) Annually

Personnel responsible: Associate Athletic Directors

(d) Completed

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Recommendation #2:

(a) The resources at the Center for Athletic Student Services should be evaluated to determine if the resources are sufficient for current and future needs.

(b) After a review by the department of intercollegiate athletics and the Athletics and Academic Committee, a determination was made that the facility was inadequate due to a lack of space, deteriorate conditions, and the facility did not meet Americans with Disabilities Act standards. In April, 2005, Bryant Hall was reopened as the academic center for student-athletes. It was also determined that the staff of the Center for Athletic Student Services should be expanded. One additional advisor was added to accommodate the addition of women's rowing. The Athletics and Academics Committee is also charged with reviewing all aspects related to the Center for Athletic Student Services and providing recommendations.

(c) Dates of action: Construction started in February, 2003; Completed in April, 2005.

Personnel responsible: Director of Athletics, Associate Director of Athletics for Support Services, Assistant Athletic Director for Student Services, and Athletics and Academics Committee

(d) Completed.

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

In April, 2005, the University reopened Bryant Hall as the academic center for student-athletes. The 52,000 square foot building is large enough to incorporate a number of services previously not offered including, computer lab with forty-eight (48) units, math lab, reading lab, writing lab, thirty-two (32) tutoring rooms, student lounge, two fifty (50) seat classrooms, and one one hundred forty (140) seat classroom.

The building is large enough to accommodate additional tutors and expand the hours tutors are available for the student-athletes.

The Center for Athletic Student Services does extensive testing of the football and men's basketball student-athletes as well as any student-athlete recommended for testing by individual counselors. All football and men's basketball student-athletes are provided reading and writing diagnostic tests. Based on the results of these tests, additional screening for learning disabilities and/or psychological evaluation related to learning strategies may be administered.

In an effort to recruit qualified tutors, The Center for Athletic Student Services increased the pay scale from \$7.50 - \$10.00 per hour to \$8.00 - \$14.00 per hour. Junior college instructors, experienced education teachers with a teaching certificate, and education specialists such as learning disability and reading specialists receive \$12 per hour for tutoring student-athletes.

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

The personnel of the Center for Athletic Student Services are responsible for the academic support provided by The University of Alabama department of intercollegiate athletics. The Assistant Athletic Director for Student Services is the Director of the Center for Athletic Student Services and is informed of student-athlete related academic issues. This position reports primarily to the Associate Athletic Director for Support Services. The Assistant Athletic Director for Student Services also has an indirect reporting line to the Director of Athletics and to the Provost of the University.

The Center for Athletic Student Services employs six (6) full-time academic program advisors, coordinator of academic programs, intern coordinator, four (4) interns, and an administrative secretary. Each of these positions report to the Assistant Athletic Director for Student Services.

Jon Dever, Assistant Athletic Director for Student Services

* Oversight staff member for the Center for Athletic Student Services

* Oversight of the budget, personnel decisions, assigning of duties and the liaison to campus and athletic administration

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Brenda Elliott, Coordinator of Academic Programs

- * Coordinates the Center for Athletic Student Services tutorial program
- * Coordinates hiring, training, orientation, and assignment of work schedules for the tutors
- * Coordinates programs to assist students with test taking with topics including preparing for exams, how to take tests and test anxiety
- * Contact person for the Office of Disability Services
- * Author of tutorial and student-athlete handbook

Heather Anders, Academic Program Advisor

- * Serves as the Academic Program Advisor for men's and women's swimming and diving, women's soccer, and softball
- * Coordinates the freshmen and transfer orientation
- * Serves as co-advisor for the Student-Athlete Services Team committee

Tom Buttram, Academic Program Advisor

- * Serves as academic program advisor for baseball

Jacob Guess, Academic Program Advisor

- * Serves as the academic program advisor for football

Fern Hampton, Academic Program Advisor

- * Serves as academic program advisor for gymnastics, men's and women's tennis, and volleyball
- * Coordinates postgraduate scholarships and honoraries for student-athletes

Erin Mishoe, Academic Program Advisor

- * Serves the academic program advisor for men's and women's track and field, men's and women's golf, and women's basketball
- * Coordinates the Center for Athletic Student Services recruiting materials

Lance Walker, Academic Program Advisor

- * Serves as the academic program advisor for women's rowing, men's basketball, and freshmen football student-athletes

Jeff Robinson, Intern Coordinator

- * Assists with assigning of progress reports and intern work schedule

Lisa Patrick, Administrative Secretary

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

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

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

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

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

One of the most important functions of the Center for Athletic Student Services is the advising of student-athletes in planning a course of study leading toward graduation. The Center for Athletic Student Services encourages the collaborative efforts of the student-athlete, college advisors, faculty, and the academic

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program advisors in Center for Athletic Student Services to develop a plan unique to the needs of each student-athlete.

Advisors are assigned by sport. Student-athletes are encouraged to discuss their academic interests, personal needs, and crisis situations with their advisor. Appropriate referrals will be made based on this confidential information.

All student-athletes are assigned a faculty advisor through the University. Those who have yet to determine a major are primarily advised through Center for Athletic Student Services. Once a major has been designated, the advising process is a collaboration between the Center for Athletic Student Services advisor and the faculty advisor. Student-athletes are required to meet with their faculty advisor and their academic program advisor prior to registering each semester. Student-athletes must also see both advisors prior to making any changes to their schedule or prior to changing majors or minors.

A degree check sheet, outlining the student-athletes' degree program, is on file at the Center for Athletic Student Services. Student-athletes and the academic program advisor review the requirements listed on the check sheet each registration period.

Student-athlete have priority registration each semester with the exception of the initial semester at the University. Incoming freshmen and transfer student-athletes register during their orientation session.

The academic program advisors at the Center for Athletic Student Services monitor academic progress of the student-athletes. Progress reports are sent to faculty three (3) times each semester. Using the information from these reports, additional skills assessment and tutoring can be provided.

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

Student-athletes officially listed on their particular sports squad list are eligible for these services regardless of sport or scholarship status.

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

Student-athletes learn of these services during the recruiting process, via team meetings, electronic mail, athletic orientation, and their head coach.

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

The Athletics and Academics Committee is conducting a comprehensive academic support services review for the Center for Athletic Student Services. The report will be completed by October 1, 2007 and will be forwarded to the NCAA liaison prior to the peer-review team visit. The review includes the following academic support areas: academic advising, tutoring, success skills, study hall, freshman/transfer orientation, academic progress monitoring and reporting, assistance for special academic needs, learning assessments, mentoring, assistance for at-risk students, and post-eligibility programs. The Athletics and Academics Committee will provide a comprehensive review of the academic support services area every three years and provide a report to the President, Provost, Director of Athletics, Faculty Athletics Representative, Associate Athletic Director for Support Services, and the Assistant Athletic Director for Student Services. The Committee currently reviews and approves academic support services on an ongoing basis and provides the President with an annual summary report.

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

Services are reviewed on an ongoing basis by several groups, including the Intercollegiate Athletics Committee, Athletics and Academics Committee, and University Athletic Compliance Committee.

These committees are responsible for:

* Reviewing policies pertaining to the Center for Athletic Student Services and recommending changes or updates to these policies.

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- * Monitoring the admission and progress of student-athletes.
- * Monitoring changes in NCAA rules.
- * Reporting to the faculty via the Faculty Senate
- * Recommending changes to the President.

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

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

The Center for Athletic Student Services organizes a tutoring program to serve as a support system for student-athletes. In general, tutoring assistance is available from 8:00 a.m. to 9:30 p.m., Monday through Thursday; 8:00 a.m. to 5:00 p.m. on Friday and 6:30 p.m. to 9:30 p.m. on Sundays. Tutors may also be requested through the academic program advisor or the coordinator of tutorial services. On occasion, a tutor may not be available in a particular subject area. Student-athletes need to fill out a tutor request form and every effort will be made to find a tutor in that subject.

The Center for Athletic Student Services has approximately fifty-five (55) tutors working with student-athletes. Though there is a period in which a student may "drop in" for tutoring, a large number of tutoring sessions are one-on-one appointments arranged by the Coordinator of Academic Programs. The current hourly rate of pay is \$8.00 to \$14.00, based on experience and level of education.

Tutors must demonstrate (1) thorough knowledge of the subject matter, (2) effective communications skills, (3) professionalism, and (4) knowledge about when referrals are necessary. In addition, tutors must attend an athletics compliance seminar to review NCAA rules and a training session conducted by the tutorial coordinator. Tutors are required to sign a declaration of affirmation indicating that they have read and will abide by the rules of the Center for Athletic Student Service, the Southeastern Conference, and the NCAA. Tutors are forbidden from fraternizing with the student-athletes. Tutoring must take place at the Center for Athletic Student Services or a request must be made to tutor at an alternative location on-campus.

Tutoring is available to all students, including student-athletes, free of charge through the Center for Teaching and Learning.

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

Tutoring at the Center for Athletic Student Services is available to all student-athletes regardless of scholarship status, sport, or year in school.

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

Student-athletes are made aware of these services during the recruiting process, team meetings, meetings with their Center for Athletic Student Services advisor, the Student-Athlete Handbook, and via the freshman orientation program.

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

The Athletics and Academics Committee is conducting a comprehensive academic support services review for the Center for Athletic Student Services. The report will be completed by October 1, 2007 and will be forwarded to the NCAA liaison prior to the peer-review team visit. The review includes the following academic support areas: academic advising, tutoring, success skills, study hall, freshman/transfer orientation, academic progress monitoring and reporting, assistance for special academic needs, learning assessments, mentoring, assistance for at-risk students, and post-eligibility programs. The Athletics and Academics Committee will provide a comprehensive review of the academic support services area every three years and provide a report to the President, Provost, Director of Athletics, Faculty Athletics Representative, Associate Athletic Director for Support Services, and the Assistant Athletic Director for

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Student Services. The Committee currently reviews and approves academic support services on an ongoing basis and provides the President with an annual summary report.

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

Services are reviewed on an ongoing basis by several groups, including the Intercollegiate Athletics Committee, Athletics and Academics Committee, and University Athletic Compliance Committee.

These committees are responsible for:

- * Reviewing policies pertaining to the Center for Athletic Student Services and recommending changes or updates to these policies.
- * Monitoring the admission and progress of student-athletes.
- * Monitoring changes in NCAA rules.
- * Reporting to the faculty via the Faculty Senate
- * Recommending changes to the President.

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

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

Freshman scholarship student-athletes, and non scholarship student-athletes recommended by their head coach, are encouraged to enroll in a course, HES 100. (On occasion, some of these student-athletes may have a scheduling conflict that prevents their enrollment - these student-athletes must have a demonstrated level of achievement to be exempted from this course). This course covers study skills, time management, note taking and other areas that assist the student-athletes' transition from high school to college. The course provides opportunities for student-athletes to explore issues relevant to first year students through discussion, guest speakers and community service. HES 100 is a three (3) credit hour graded course.

Student-athletes also meet individually (as needed) with personal monitors and academic program advisors. Personal monitors are individuals that are retired or current high school teachers. The monitors meet individually with student-athletes and assist them in areas of time management and study skills. The personal monitors and student-athletes meet regularly and review the completion of assignments. This information is forwarded to the academic program advisor.

Student-athletes identified as "at risk" work daily with personal monitors, program advisors, reading specialists, writing specialists, and other tutors as assigned.

Student-athletes are encouraged to utilize all aspects of the Center for Athletic Student Services.

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

These services are available to student-athletes regardless of scholarship status, sport, or year in school.

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

Student-athletes are made aware of these services during the recruiting process, through team meetings, meetings with their Center for Athletic Student Services advisor, the Student-Athlete Handbook, and via the freshman orientation program.

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

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- * Monitoring the admission and progress of student-athletes.
- * Monitoring changes in NCAA rules.
- * Reporting to the faculty via the Faculty Senate
- * Recommending changes to the President.

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

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

Student-athletes are required to complete eight (8) hours of study hall per week during their first semester. Study hall requirements for subsequent semesters are dependent on the student-athlete's grade point average, class standing and the determination of the academic program advisor.

Study hall is designed to help student-athletes become successful student-athletes and is held at Bryant Hall Athletic Student Services Building. Not only does study hall help student-athletes perform in the classroom, study hall also serves to help student-athletes with time management, study skills, and organizational skills. The operating hours of Bryant Hall are displayed on monitors throughout the building. The monitors also display the schedules of tutors and their subject area.

Bryant Hall contains a computer lab with forty-eight (48) desktop computers, a math lab with twelve (12) desktop computers, a reading lab with six (6) desktop computers, an accounting lab with five (5) desktop computers, twenty-one (21) individual tutoring rooms with a desktop computer, thirteen (13) study rooms, two forty (40) seat classrooms, one one hundred forty (140) seat class room, and a writing lab. Bryant Hall is a wireless facility. The Center for Athletic Student Service also has fifteen (15) laptop computers available for student-athletes.

The computers in Bryant Hall are connected to two high volume laser printers. Student-athletes also have access to a copier. The Center for Athletic Student Service employs several computer technicians and are available for assistance during the times that Bryant Hall is open.

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

Study hall is available to all student-athletes regardless of scholarship status, sport, or year in school. The following student-athletes are required to attend:

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1. All freshman and transfer student-athletes are required to attend eight (8) hours per week. (If a freshman has achieved a 2.5 grade point average or better and successfully completed twelve (12) hours of non-remedial course work, the student-athlete may be exempt from required study hall)
2. Any sophomore or junior below 2.25 grade point average
3. Any senior below 2.00 grade point average
4. As requested by the head coach

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

Student-athletes are made aware of these services during the recruiting process, team meetings, meetings with their Center for Athletic Student Services advisor, the Student-Athlete Handbook, and via the freshman orientation program.

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

The Athletics and Academics Committee is conducting a comprehensive academic support services review for the Center for Athletic Student Services. The report will be completed by October 1, 2007 and will be forwarded to the NCAA liaison prior to the peer-review team visit. The review includes the following academic support areas: academic advising, tutoring, success skills, study hall, freshman/transfer orientation, academic progress monitoring and reporting, assistance for special academic needs, learning assessments, mentoring, assistance for at-risk students, and post-eligibility programs. The Athletics and Academics Committee will provide a comprehensive review of the academic support services area every three years and provide a report to the President, Provost, Director of Athletics, Faculty Athletics Representative, Associate Athletic Director for Support Services, and the Assistant Athletic Director for Student Services. The Committee currently reviews and approves academic support services on an ongoing basis and provides the President with an annual summary report.

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

Services are reviewed on an ongoing basis by several groups, including the Intercollegiate Athletics Committee, Athletics and Academics Committee, and University Athletic Compliance Committee.

These committees are responsible for:

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- * Monitoring changes in NCAA rules.
- * Reporting to the faculty via the Faculty Senate
- * Recommending changes to the President.

5. Freshman/transfer orientation Availability, attendance requirements.

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

Freshmen and incoming transfer student-athletes are required to attend the University's orientation session. These sessions occur throughout the summer and at the beginning of each academic term. The Center for Athletic Student Service provides an additional orientation session thirty (30) minutes prior to the beginning of each university session. Student-athletes meet several times during the university orientation session to discuss class scheduling. A preliminary class schedule is completed prior to the student-athlete meeting with their faculty advisor. Student-athletes must meet with both a faculty advisor and an academic program advisor from the Center for Athletic Student Service before they register for classes.

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

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Freshmen and transfer student-athletes are required to attend the university's orientation session.

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

The athletic compliance office sends a letter to each incoming freshman scholarship student-athlete reminding them to register for an orientation session. The Center for Athletic Student Services also sends a letter confirming the student-athlete has registered.

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

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- * Reporting to the faculty via the Faculty Senate
- * Recommending changes to the President.

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

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

The Center for Athletic Student Services surveys faculty members from classes in which student-athletes are enrolled three (3) times each semester. Student-athletes that are on the roster and who have signed a Family Educational Rights and Privacy Act waiver are monitored. This information is collected and shared with the student-athletes coaches and parents or guardian.

Those student-athletes considered "at risk" may be monitored more frequently via electronic mail, phone calls or office visits.

It is the responsibility of the Center for Athletic Student Services academic program advisor to hold regular meetings with the student-athletes to discuss progress reports.

Daily class checks are performed throughout the semester on student-athletes that have a history of missing classes.

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Ultimately it is the responsibility of the student-athlete to monitor his or her academic progress. Each student-athlete has a degree audit available to them via their Center for Athletic Student Services advisor or their faculty advisor. These audits (check sheets) are updated at the end of each term.

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

Progress reports are performed for student-athletes regardless of scholarship status, sport, or year in school.

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

Student-athletes are made aware of these services during the recruiting process, team meetings, meetings with their Center for Athletic Student Services advisor, the Student-Athlete Handbook, and via the freshman orientation program.

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

The Athletics and Academics Committee is conducting a comprehensive academic support services review for the Center for Athletic Student Services. The report will be completed by October 1, 2007 and will be forwarded to the NCAA liaison prior to the peer-review team visit. The review includes the following academic support areas: academic advising, tutoring, success skills, study hall, freshman/transfer orientation, academic progress monitoring and reporting, assistance for special academic needs, learning assessments, mentoring, assistance for at-risk students, and post-eligibility programs. The Athletics and Academics Committee will provide a comprehensive review of the academic support services area every three years and provide a report to the President, Provost, Director of Athletics, Faculty Athletics Representative, Associate Athletic Director for Support Services, and the Assistant Athletic Director for Student Services. The Committee currently reviews and approves academic support services on an ongoing basis and provides the President with an annual summary report.

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

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

The University operates a comprehensive program for student-athletes with learning and physical disabilities through the Office of Disability Services. Student-athletes that are diagnosed with a learning disability are referred to the Office of Disability Services.

Individual student-athletes that have not previously been diagnosed may be referred to the Assistant Athletic Director for Student Services to be evaluated for learning disabilities. Referrals may be made by the academic program advisor, parents, coaches or faculty. The Center for Athletic Student Services works

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with a PhD in psychology who tests these student-athletes and reports the findings to the Office of Disability Services and the Assistant Athletic Director for Student Services. Student-athletes that are found to have a learning disability are referred to the Office of Disability Services for the necessary accommodation.

The Center for Athletic Student Service is currently in the process of hiring a full-time learning specialist. The learning specialist will organize a program for "at risk" student-athletes to augment that of the Office of Disability Services. The program will include training sessions for tutors regarding learning styles and tutoring students with learning disabilities. The learning specialist will also meet with individual student-athletes in developing an academic plan for success.

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

These services are available to all student-athletes regardless of scholarship status, sport, or year in school.

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

Student-athletes are made aware of these services during the recruiting process, team meetings, meetings with their Center for Athletic Student Services advisor, the Student-Athlete Handbook, and via the freshman orientation program.

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

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

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

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During the university orientation session, incoming student-athletes are given a math placement exam. Student-athletes are also given the opportunity to take a computer science and/or a foreign language placement exam. Student-athletes that compete in the sports of football and men's basketball and those requested by the academic program advisor are given the Stanford Reading Diagnostic test and a writing proficiency test.

From the results of these tests, students-athletes found to have deficiencies in any area are given a full psychological evaluation. This evaluation is performed using the Connors Adult Attention Scales (CAARS), the Wechsler Adult Intelligence Scale (WAIS-III), and the Wechsler Individual Achievement Test (WIAT-II). After consulting with the Office of Disability Services, it was recommended that the previously named tests be administered to meet the minimum federal requirements. Currently, the evaluation is administered by a licensed psychologist hired by the Center for Athletic Student Service. Once the evaluation is complete, the psychologist presents the results to the academic program advisor assigned to that student-athlete and to the Assistant Athletic Director for Student Services. The results are then communicated to the student-athlete. Once the review is complete, the student-athlete signs a form stating that the results have been explained to them and that these results will be shared with the Office of Disability Services. If requested by the student-athlete, the parents of the student-athlete are notified of the results by the academic program advisor.

Student-athletes that have been diagnosed with a learning disability are then given Multiple Intelligence Inventory for Adults. The results of this test helps identify the learning styles of the student-athletes to better assist the personal monitors and the tutors working with these student-athletes.

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

These services are available to student-athletes regardless of scholarship status, sport, or year in school.

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

Student-athletes are made aware of these services during the recruiting process, team meetings, meetings with their Center for Athletic Student Services advisor, the Student-Athlete Handbook, and via the freshman orientation program.

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

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Academic Integrity

- * Monitoring changes in NCAA rules.
- * Reporting to the faculty via the Faculty Senate
- * Recommending changes to the President.

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

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

In July, 2004, the CHAMPS/Life Skills Program of the department of intercollegiate athletics developed a mentoring program for minority freshmen student-athletes in the sports of football, men's basketball and women's basketball. For the initial phases of this program, the department of intercollegiate athletics chose to only work with minority student-athletes in these sports because of retention and graduation issues. The purpose of this program is to provide minority freshmen student-athletes another resource on campus and pair them up with a minority faculty/staff member at The University of Alabama who can assist them with needs, not necessarily related to athletics. The mentors are given an orientation session regarding rules and regulations set forth by the NCAA on permissible activities for student-athletes.

Objectives

- * To give student-athletes another resource on campus
- * To help the development of new friendships and networking relationships
- * To help develop connections between the department of intercollegiate athletics and campus community

Future plans are to expand the mentoring program to the entire freshman student-athlete class. The head football coach has requested that the incoming freshman class be assigned a mentor for Fall, 2007. The Life Skills office and the football program will conduct a kick-off program in the summer, where the student-athlete and mentor can meet for the first time.

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

Mentors are assigned under the direction of the Assistant Athletic Director for Student Services and the Assistant Athletic Director of Life Skills. The mentors are assigned based on personality of the student-athletes, as well as the student-athletes major.

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

Student-athletes are made aware of the services through the recruiting process, beginning-of-the-year team meeting, and through the student-athletes coaches.

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

The Athletics and Academics Committee will be asked to include the mentoring program in its annual review beginning in September, 2007. The Athletics and Academics Committee is conducting a comprehensive academic support services review for the Center for Athletic Student Services. The report will be completed by October 1, 2007 and will be forwarded to the NCAA liaison prior to the peer-review team visit. The Athletics and Academics Committee will provide a comprehensive review of the academic support services area every three years and provide a report to the President, Provost, Director of Athletics, Faculty Athletics Representative, Associate Athletic Director for Support Services, and the Assistant Athletic Director for Student Services. The committee currently reviews and approves academic support services on an ongoing basis and provides the President with an annual summary report.

The Assistant Athletic Director for Student Services and the Assistant Athletic Director for Life Skills have a year-end meeting to review the services to determine a plan of action for future changes. The Assistant Athletic Director for Life Skills requests feedback from mentors by electronic mail on a monthly basis. The Assistant Athletic Director for Life Skills requests feedback from the mentors to make sure that regular communication exists between the mentor and the student-athlete. The feedback allows the Assistant Athletic Director for Life Skills to document the mentor-mentee process for each student-athlete.

Academic Integrity

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

Services are reviewed on an ongoing basis by several groups, including the Intercollegiate Athletics Committee, Athletics and Academics Committee, and University Athletic Compliance Committee.

These committees are responsible for:

- * Reviewing policies pertaining to the Center for Athletic Student Services and recommending changes or updates to these policies.
- * Monitoring the admission and progress of student-athletes.
- * Monitoring changes in NCAA rules.
- * Reporting to the faculty via the Faculty Senate
- * Recommending changes to the President.

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

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

Through evaluation of high school transcripts, standardized test scores, placement exams, reading diagnostics, and writing diagnostics, the Center for Athletic Student Services can identify those student-athletes considered "at risk". A comprehensive program consisting of intense remediation in math, English and writing is developed for each individual student-athlete. In addition to remediation, each student-athlete is assigned a personal monitor, has class checks performed daily, completes a freshman orientation course, meets with individual tutors for each subject, and is required to meet regularly with their academic program advisor.

Each "at risk" student-athlete is assigned a personal monitor. A personal monitor must have a Bachelors' degree and must be in graduate school or have specific experience relating to education or counseling. Personal monitors meet with students-athletes regularly. During these meetings, the student-athlete works on issues in time management, organizational skills, reading skills, study skills, and learning styles. The personal monitor also communicates with other tutors assigned to the student-athlete regarding assignments due and upcoming test dates. This information is also communicated to the academic program advisor assigned to the student-athlete.

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

These services are available to all student-athletes identified as "at risk" regardless of scholarship status, sport, or year in school.

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

Student-athletes are made aware of these services during the recruiting process, team meetings, meetings with their Center for Athletic Student Services advisor, the Student-Athlete Handbook and via the freshman orientation program.

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

Currently, the Athletics and Academics Committee is conducting a comprehensive academic support services review for the Center for Athletic Student Services. The report will be completed by October 1, 2007 and will be forwarded to the NCAA liaison prior to the peer-review team visit. The review includes the following academic support areas: academic advising, tutoring, success skills, study hall, freshman/transfer orientation, academic progress monitoring and reporting, assistance for special academic needs, learning assessments, mentoring, assistance for at-risk students, and post-eligibility programs. The Athletics and Academics Committee will provide a comprehensive review of the academic support services area every three years and provide a report to the President, Provost, Director of Athletics, Faculty

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Athletics Representative, Associate Athletic Director for Support Services, and the Assistant Athletic Director for Student Services. The committee currently reviews and approves academic support services on an ongoing basis and provides the President with an annual summary report.

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

Services are reviewed on an ongoing basis by several groups, including the Intercollegiate Athletics Committee, Athletics and Academics Committee, and University Athletic Compliance Committee.

These committees are responsible for:

- * Reviewing policies pertaining to the Center for Athletic Student Services and recommending changes or updates to these policies.
- * Monitoring the admission and progress of student-athletes.
- * Monitoring changes in NCAA rules.
- * Reporting to the faculty via the Faculty Senate
- * Recommending changes to the President.

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

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

The Student-Athlete Post-Eligibility Program is designed to assist student-athletes in completing their degree program. Listed below are the procedures to request post-eligibility aid and support:

1. Student-athlete should obtain the Student-Athlete Post-Eligibility Financial Aid Request Application Form from the athletic compliance office or an academic program advisor in the Center for Athletic Student Services.
2. The student-athlete should meet with an academic program advisor in the Center for Athletic Student Services to review the academic requirements for the request and complete the University of Alabama Student-Athlete Post-Eligibility Financial Aid Request Application Form.
3. The student-athlete should request a transcript from the Records Office (there is a \$5.00 fee charged for each transcript).
4. The student-athlete should meet with their divisional registrar or academic advisor in their division to list all graduation requirements, including grade point average and course requirements.
5. The student-athlete should meet with their head coach for his/her endorsement of their application. Note: The student-athlete must have the head coach's signature of approval to be considered for Post-Eligibility Financial Aid.
6. The student-athlete should make an appointment to review the Student-Athlete Post-Eligibility Financial Aid Request Application Form and the Post-Eligibility Financial Aid Agreement with the appropriate sport administrative oversight.
7. If the student-athlete's cumulative grade point average is below 2.000, the student-athlete must have post-eligibility scholarship committee approval. The committee is comprised of the Associate Athletic Director for Support Services, Associate Athletic Director for Compliance, and the Assistant Athletic Director for Student Services.
8. If the student-athlete will be entering his/her 6th year of enrollment, NCAA rules require the student-athlete to earn their post-eligibility aid. As such, the student-athlete will be required to work 20 hours/week in an assigned area of the department of intercollegiate athletics.
9. If the post-eligibility aid request by the student-athlete is denied by the post-eligibility scholarship committee, the student-athlete may appeal to the Director of Athletics.

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Post eligibility financial aid will be awarded on a semester-to-semester basis. In order to continue the award, the student-athlete must meet the criteria below.

Requirements:

1. Carry a minimum of 12 degree hours credit and earn a minimum grade point average of or better each semester enrolled.
2. Schedules and schedule changes must be approved by an academic program advisor. If the student-athlete drops any courses, it may result in loss of financial aid.
3. All course work must be in a degree program.
4. Agree to submit to random drug test.
5. The student-athlete post-eligibility financial aid application form must be completed before the department of intercollegiate athletics will consider approval.
6. Agree to attend all classes.
7. Must remain in good disciplinary standing at The University of Alabama.
8. If cumulative grade point average is below a 2.00, the student-athlete must have approval from the post-eligibility scholarship committee.
9. If the student-athlete will be entering the 6th year of enrollment or beyond, NCAA rules require the student-athlete to earn post-eligibility aid. The student-athlete will be required to work twenty (20) hours/week in an assigned area of the department of intercollegiate athletics.

Student-athletes who have exhausted eligibility returning to the University are offered the full services of the Center for Athletic Student Services.

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

Student-athletes that received athletic aid are eligible.

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

Student-athletes are made aware of these services during the recruiting process, team meetings, meetings with their Center for Athletic Student Services academic program advisor, the Student-Athlete Handbook and via the freshman orientation program.

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

The Athletics and Academics Committee is conducting a comprehensive academic support services review for the Center for Athletic Student Services. The report will be completed by October 1, 2007 and will be forwarded to the NCAA liaison prior to the peer-review team visit. The review includes the following academic support areas: academic advising, tutoring, success skills, study hall, freshman/transfer orientation, academic progress monitoring and reporting, assistance for special academic needs, learning assessments, mentoring, assistance for at-risk students, and post-eligibility programs. The Athletics and Academics Committee will provide a comprehensive review of the academic support services area every three years and provide a report to the President, Provost, Director of Athletics, Faculty Athletics Representative, Associate Athletic Director for Support Services, and the Assistant Athletic Director for Student Services. The Committee currently reviews and approves academic support services on an ongoing basis and provides the President with an annual summary report.

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

Services are reviewed on an ongoing basis by several groups, including the Intercollegiate Athletics Committee, Athletics and Academics Committee, and University Athletic Compliance Committee.

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These committees are responsible for:

- * Reviewing policies pertaining to the Center for Athletic Student Services and recommending changes or updates to these policies.
- * Monitoring the admission and progress of student-athletes.
- * Monitoring changes in NCAA rules.
- * Reporting to the faculty via the Faculty Senate
- * Recommending changes to the President.

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

The Athletics and Academics Committee is conducting a comprehensive academic support services review for the Center for Athletic Student Services. The report will be completed by October 1, 2007 and will be forwarded to the NCAA liaison prior to the peer-review team visit. The review includes the following academic support areas: academic advising, tutoring, success skills, study hall, freshman/transfer orientation, academic progress monitoring and reporting, assistance for special academic needs, learning assessments, mentoring, assistance for at-risk students, and post-eligibility programs. The Athletics and Academics Committee will provide a comprehensive review of the academic support services area every three (3) years and provide a report to the President, Provost, Director of Athletics, Faculty Athletics Representative, Associate Athletic Director for Support Services, and the Assistant Athletic Director for Student Services. The Committee currently reviews and approves academic support services on an ongoing basis and provides the President with an annual summary report.

The Southeastern Conference conducts regular comprehensive compliance reviews of all its member institutions. The auditors are selected and remunerated by the Southeastern Conference. The most recent reviews were completed in October 2004 and February 2007 by Bond, Schoenick, and King, LLP. As part of the compliance review, the Center for Athletic Student Services was reviewed. Comments regarding the admissions, initial, transfer and continuing eligibility process are available for review. A copy of the 2005 Athletics Compliance Review Report, The University of Alabama Athletics Compliance Review Recommendations, and the March 23, 2007 Athletics Compliance Phase II Compliance Review letter will be available for the Peer-Review Team.

Lastly, two University committees engage in on-going review of the department of intercollegiate athletics academic support services.

The Intercollegiate Athletics Committee, which is comprised of University faculty and administrators, and student-athlete representatives appointed by the President, engages in an on-going review of the University's intercollegiate athletics program. The President appoints the Faculty Athletics Representative as the Chair of the Intercollegiate Athletics Committee, who is a member of the faculty and not an athletic representative. This committee meets once a month.

The University Athletic Compliance Committee, which is comprised of faculty and staff members from the Provosts' office, including undergraduate admissions, student financial aid, and the registrars' office, and members of the compliance and academic student services staff from the department of intercollegiate athletics, engages in an on-going review of the University's intercollegiate athletics program. The President appoints the University Registrar as the Chair of the University Athletic Compliance Committee, who reports to the Provost and is not an athletic representative. This committee meets once a month.

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

As indicated in Operating Principle 2.2, Self-Study Item 6, the Center for Athletic Student Services was reviewed by representatives of the Southeastern Conference and the firm of Bond, Schoenick & King, LLP as part of the department of intercollegiate athletics October, 2004 and February, 2007 compliance reviews. The October, 2004 compliance review contained fourteen (14) recommendations related to academic support services:

Academic Support

Recommendation #1: The department of intercollegiate athletics and the Center of Athletic Student Services should develop a written policy that all contacts with University offices/faculty should be made by the appropriate athletics department contact (e.g., academic counseling unit, compliance unit) rather than by the coaching staff. This policy should be regularly reviewed with the coaches and placed in appropriate department of intercollegiate athletics

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publications.

Response: Policy was in place prior to compliance review and will be included within compliance policies and procedures manual and new coaches/staff compliance orientation. Policy is distributed on a bi-annual basis to university faculty members, coaches, and athletic department staff and is also included within compliance newsletters on a periodic basis.

Completion Date: Completed.

Recommendation #2: The immediate implementation of a University-wide degree audit system would be beneficial to the support and certification of student-athlete academic eligibility through its creation of more reliable, current records of each student's academic status.

Response: The University of Alabama utilizes a university-wide degree audit system developed by Decision Academics. The product is called Degree Navigator [nicknamed Tide Navigator by the University] and the University is currently on version 3. Version 3 is underutilized by students and staff. The students do not use the system because the accessibility inside the myBama student information system portal is cumbersome. The degree offering units are wed to a paper check sheet because degree requirements may be condensed to one page while a Degree Navigator report is many detailed pages. This level of detail and the order in which the information is presented leads to confusion, misinterpretation, and misunderstanding of the program information by the user. The University has upgraded to version 5 in November 2006. Campus user training was scheduled for mid November 2006. Version 5 should be more user friendly and appealing to both students and academic advisors because of a significant change in report format. Students has easy access to Degree Navigator within the myBama portal. Upon implementation, the Office of Academic Records & University Registrar, with the support of the Office of the Provost, will educate and promote campus-wide use of the new version of Degree Navigator.

Completion Date: Completed.

Recommendation #3: Include the specific responsibilities of the academic counselors in the written description of procedures for the certification of eligibility for continuing and transfer student-athletes.

Response: Updated and approved by the University Athletic Compliance Committee.

Completion Date: Completed.

Recommendation #4: The working relationship between the Center for Athletic Student Services, department of intercollegiate athletics and the offices of the registrar, student financial aid and undergraduate/international admissions should be enhanced by creating a "Compliance Team" which would meet at regular intervals (e.g., monthly) on pertinent issues and handle more "grass roots" field work than the University's Athletic Compliance Committee.

Response: The Student-Athlete Services Team, which includes representatives from academic services, compliance and the offices of the registrar, student financial aid, undergraduate/international admissions, and student receivables, meets at regular intervals (e.g., quarterly) on pertinent issues and handle more "grass roots" field work than the University's Athletics Compliance Committee. The Assistant Director of Compliance and an academic program advisor, appointed by the Assistant Athletic Director for Academic Services, serve as co-chairs for this committee.

Completion Date: Completed.

Continuing, Initial and Transfer Eligibility Certification

Recommendation #1: The University is in need of a reliable, electronic degree audit system (e.g., DARS), which would have significant benefits for the entire University population and would greatly assist the student-athlete eligibility-certification process. The current system places too much emphasis on individual officials within each college to determine degree applicability of courses and, as a result some inconsistent application can occur.

Response: See Academic Support, Recommendation #2

Completion Date: On-going.

Recommendation #2: The University needs to ensure that the computer system utilized in the Office of the Registrar is updated to properly code or "flag" student-athletes so that instances of drop/add are properly documented before such a request is completed.

Response: Recommendation already in place prior to compliance review.

Completion Date: Completed.

Recommendation #3: The compliance oversight responsibilities for certification of student-athlete eligibility need to be adjusted. The revision of the written description of procedures for the certification of eligibility for continuing student-athletes should incorporate the procedures by which eligibility is certified and documented by the Offices of the Registrar in greater detail.

a. All phases of the eligibility-certification system should be subject to random sample testing on an annual basis by an external compliance oversight group/individual (e.g., University Audits, University Athletic Compliance

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Committee). This did not occur for the 2003-2004 academic year.

Response: The University Athletic Compliance Committee and the Associate Athletic Director for Compliance are currently working on a master plan for monitoring compliance areas, such as recruiting, eligibility, financial aid, and playing and practice seasons, and other areas as necessary.

Completion Date: On-going and in process.

b. The specific responsibilities of the degree analysts in each college should be included in the written description of procedures for the certification of eligibility for continuing and transfer student-athletes.

Response: Updated and approved by the University Athletic Compliance Committee.

Completion Date: Completed.

c. Each step in the process, from advising student-athletes to final certification of eligibility, should be evaluated annually to ensure that written procedures/ forms:

i. accurately reflect current practice;

ii. take into account applicable NCAA, Southeastern Conference and University regulations;

iii. accurately document the decision-making process; and

iv. provide appropriate checks and balances.

Response: Updated and approved by the University Athletic Compliance Committee on an annual basis.

Completion Date: Completed.

d. All late/retroactive withdraws and addition of courses need to be documented in writing by the Center for Athletic Student Services personnel and the Faculty Athletics Representative.

Response: Recommendation already in place prior to compliance review.

Completion Date: Completed.

e. A document verifying the University's standard for "good academic standing" as it applies to all students should be kept on file in the Office of the Registrar.

Response: This information appears as a Center for Athletic Student Services policy within the student-athlete handbook, and appears in University catalog and website. The document is prepared by the Registrars Office.

Completion Date: Completed.

f. The policies outlined in the University's official catalog should be reviewed regularly to ensure that the actual practices in eligibility certification are in compliance.

Response: The policies are reviewed annually and published in a two-year cycle with the publication of the new catalog.

Completion Date: Completed.

Recommendation #4: Official institutional publications (e.g., official catalog) should be reviewed and revised as necessary to formally recognize the discretionary admission authority of the President (e.g., "Crimson Edge", "Jump Start") as required by NCAA Bylaw 14.1.7.1.1. Additionally, the practices particular to these programs need to be codified in writing.

Response: This information exists in the University catalog under special category.

Completion Date: Completed.

Recommendation #5: The University's system for transfer credit evaluation needs to be tightened. Forms for the evaluation of transfer student-athlete credit and acceptance should be developed and need to include appropriate review and signatory lines for a representative of the Office of Admissions.

Response: Transfer credit is determined and completed within the Registrars Office and is done electronically.

Completion Date: Completed.

Recommendation #6: The working relationship between the Center for Athletic Student Services, department of intercollegiate athletics and the registrars' office, student financial aid, undergraduate/international admissions and the Faculty Athletics Representative should be enhanced by creating a "Compliance Team" which would meet at regular intervals (e.g., monthly) on pertinent issues.

Response: See Academic Support, Recommendation #4

Completion Date: Completed.

Recommendation #7: Rules education on both a formal (at least annually) basis and informal basis (dissemination of rules interpretations and other written materials) should continue to be provided to all of the individuals on campus involved in certification of student-athlete eligibility.

Response: Individuals involved in student-athlete eligibility will be included in rules education meetings and will receive distributed compliance interpretations/materials. Also, individuals involved in student-athlete eligibility meet monthly as part of the University Athletic Compliance Committee meetings.

Completion Date: Completed.

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a. The President should be encouraged to attend the all-college Deans' meeting and address this annual session.

Response: The Faculty Athletics Representative and the athletics compliance staff will coordinate annual and informal education meetings with Deans, Associate, and Assistant Deans. The President will designate an individual (e.g., Provost, Associate Provost for Academic Affairs, or University Registrar) to attend the all-college Dean's meeting.

Completion Date: Completed

Recommendation #8: The department of intercollegiate athletics and the Center for Athletic Student Services should develop a written policy that all contacts with University offices/faculty should be made by the appropriate athletics department contact (e.g., academic counseling unit, compliance unit) rather than by the coaching staff. This policy should be regularly reviewed with the coaches.

Response: See Academic Support, Recommendation #1

Completion Date: Completed.

Recommendation #9: The President must regularly approve the institution's eligibility-certification procedures to ensure that the NCAA requirement has been satisfied.

Response: The Faculty Athletics Representative will ensure annual approval from the President.

Completion Date: Completed.

Recommendation #10: The University should develop a system to monitor situations where a prospective student-athlete has not had a continuous enrollment period including a Time Lapse Statement Form to gather data on student-athletes and their activities in situations where the student does not immediately matriculate from high school to a collegiate institution.

Response: The compliance staff developed a policy and form and will include within the eligibility certification process and the compliance policies and procedures manual.

Completion Date: Completed.

Based on the interviews conducted and the documentation the University presented during the February 2007 compliance review, the March 23, 2007 report from Bond, Schoeneck & King, LLP, indicated that The University of Alabama has nearly completed the implementation of all the recommendations made from the 2005 report. The recommendations focused primarily on areas that would strengthen its existing systems and procedures.

A copy of the 2005 Athletics Compliance Review Report, The University of Alabama Athletics Compliance Review Recommendations, and the March 23, 2007 Athletics Compliance Phase II Compliance Review letter will be available for the Peer-Review Team.

Evaluation

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

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Elements	Goals	Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/ Officers Responsible for Implementation	Specific Timetable for Completing the Work
The Athletics and Academics Committee has conducted a comprehensive academic support services review for the Center for Athletic Student Services. The report has not been finalized, but will be completed by October 1, 2007 and forwarded to the NCAA liaison prior to the peer-review team visit. The committee currently reviews and approves academic support services on an ongoing basis and provides the President with an annual summary report.	The Athletics and Academics Committee shall provide a comprehensive academic support services review report for the Center for Athletic Student Services. The review includes the following academic support areas: academic advising, tutoring, success skills, study hall, freshman/transfer orientation, academic progress monitoring and reporting, assistance for special academic needs, learning assessments, mentoring, assistance for at-risk students, and post-eligibility programs.	The Athletics and Academics Committee will provide a comprehensive review and report of the academic support services area every three years and provide a report to the President, Provost, Director of Athletics, Faculty Athletics Representative, Associate Athletic Director for Support Services, and the Assistant Athletic Director for Student Services.	Athletics and Academic Committee	October 1, 2007; Future reviews: every three years from October 1, 2007
The CHAMPS/Life Skills office has developed a mentoring program for minority freshman student-athletes in the sports of football, men's basketball and women's basketball. Future plans are to expand the mentoring program to the entire freshman student-athlete class.	Expand the mentoring program to the entire freshman student-athlete class.	<ol style="list-style-type: none"> 1. The Life Skills office will pair up a faculty/staff member with each freshman student-athlete. 2. The Life Skills office and the football program will conduct a kick-off program for enrolled freshman in summer school and faculty/staff members, working towards a similar program for other sport programs upon freshman student-athlete enrollment in fall semester or spring semester for mid-year enrollees. 	Assistant Athletic Director for Life Skills and Assistant Athletic Director for Student Services	September 1, 2007

Academic Integrity

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

PART I-A: Standardized test Scores, by Gender

		Gender							
		Male Students		Male Student-Athletes		Female Students		Female Student-Athletes	
Academic Year		Score	# o f Students	Score	# o f Students	Score	# o f Students	Score	# o f Students
Average Standardized Test Score	2004-2005	97	1423	81	49	95	1845	86	27
	2005-2006	98	1599	81	50	94	2037	90	44
	2006-2007	99	1909	81	42	95	2361	86	45

Name of person completing this chart: Michael George
 Title: University Registrar

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

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

Racial or Ethnic Group - All Entering Freshman Students													
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other	
Academic Year		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2004-2005	96	14	101	34	87	287	105	49	97	2880	82	4
	2005-2006	94	19	97	44	86	361	105	97	96	3091	94	24
	2006-2007	96	33	98	43	88	354	108	148	97	3645	98	47
Racial or Ethnic Group - All Entering Freshman Student-Athletes on Aid													
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other	
Academic Year		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2004-2005					74	24			87	50	85	2
	2005-2006					73	24	86	3	90	62	80	5
	2006-2007			105	1	71	21	85	5	90	50	81	10

Name of person completing this chart: Michael George

Title: University Registrar

Academic Integrity

FOR FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID

PART II: GPA and Test Scores, by Sport Group

		Sport Group																
		Football		Men's Basketball		Baseball		Men's Track/Cross Country		Men's Other Sports and Mixed Sports		Women's Basketball		Women's Track/Cross Country		Women's Other Sports		
		Academic Year	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students
Average Core Course GPA	2004-2005	3.078	17	2.815	2	3.277	10	3.24	2	3.261	10	2.837	4	3.268	4	3.533	15	
	2005-2006	3.139	22	2.853	4	3.16	9			3.162	5			3.694	16	3.486	30	
	2006-2007	3.204	19	3.105	4	3.666	7	3.384	9	3.158	6	3.369	6	3.245	18	3.565	26	
		Academic Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2004-2005	73	17	85	2	85	10	84	3	86	11	74	4	88	4	89	17	
	2005-2006	79	22	66	4	80	9	69	3	80	7	79	1	93	16	90	33	
	2006-2007	80	19	73	5	78	7	81	9	94	7	72	6	82	20	91	30	

Name of person completing this chart: Michael George

Title: University Registrar

Academic Integrity

SPECIAL-ADMISSIONS INFORMATION

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

			Sport Group (Freshman)								
	Year	All Freshman Students	All Freshman Student-Athletes on Athletics Aid **	Baseball	M e n ' s Basketball	Football	Men's Track/Cross Country	Men's Other Sports and Mixed Sports	W o m e n ' s Basketball	Women's Track/Cross Country	Women's Other Sports
% of Special Admits	2006-2007	0%	5%	%	20%	80%	%	%	%	%	%
	2005-2006	0%	3%	%	33%	67%	%	%	%	%	%
	2004-2005	0%	22%	4%	14%	59%	%	%	14%	4%	4%

Name of person completing this chart: Mary Spiegel / Chris King

Title: Exec. Director, Und. Adm. / Assoc. AD, Compliance

Equity and Student-Athlete Well-Being

Operating Principle

3.1 Gender Issues

Self-Study Items

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

There were no "corrective actions", "conditions for certification", or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision related to Operating Principle 3.1 (Gender Issues).

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

The department of intercollegiate athletics fully implemented its first cycle plan to address gender issues. The subcommittee on Equity and Student Well-Being reviewed each area to document that plans were implemented. Specific areas included:

Goal #1: Establish Equity Task Force - Equity Task Force will be appointed by the Director of Athletics and charged with assisting the department of intercollegiate athletics in matters related to gender equity.

Action Taken and When: Since the stated responsibilities of the Intercollegiate Athletics Committee specifically include oversight of "gender equity and equal opportunity policies and practices", then University President Dr. Andrew Sorensen decided in January, 1999 to appoint the Intercollegiate Athletics Committee, rather than a separate task force, to work with the department of intercollegiate athletics in matters related to gender equity. Among other matters, the Intercollegiate Athletics Committee has assisted with the equity report for the Athletics Certification Interim Report (2003), been involved with discussions related to the addition of a new women's sport (2003-2006), and has reviewed and approved the institution's 5-year gender equity plan (2006-2007).

Goal #2: Assess interests and abilities of women athletes - Equity Task Force will review sports participation survey data provided by National Federation of State High School Athletic Association and Alabama High School Athletic Association, review current demographics of University of Alabama admitted students and requests for athletic information on a sport/activity by sport/activity basis, review results of the student needs and interests survey conducted in 1994-1995 and determine when a survey should be administered again, and review intramural and club sport participation data.

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Action Taken and When: In January, 2001, the Intercollegiate Athletics Committee reviewed the following data: National Federation of State High School Association 1998-1999 and 1999-2000 High School Athletics Participation Survey; Spring, 2000 Interest Survey of University of Alabama Students; Results from Spring, 2000 Survey of Alabama high school students re athletics interests and demographics; University of Alabama Intramural Sports Participation data. In 2002-2003, Intercollegiate Athletics Committee reviewed 2001 National Federation of State High School Association sports participation data.

In January, 2004 and October, 2005, the University hired an outside consultant to conduct a thorough and complete review of the University's intercollegiate athletics program as it relates to Title IX. These on-campus reviews resulted in two reports to the Director of Athletics (February, 2004 and February, 2006 - hereinafter referred to as the February, 2004 and February, 2006 Title IX Reports respectively). The consultant's reviews included an analysis of intramural and club sport participation data and other information specifically related to the assessment of interests and abilities of women student-athletes.

Goal #3: Monitor progress toward gender equity - maintain and report information in the same data categories collected for the NCAA Athletics Certification Self-Study.

Action Taken and When: Data related to academic years 1997-1998 through 2002-2003 was reviewed during the University's NCAA Athletics Certification Interim Report process completed in September, 2003. In January, 2004 and October, 2005, the University hired an outside consultant to conduct a thorough and complete review of the University's intercollegiate athletics program as it relates to Title IX. These on-campus reviews resulted in two reports to the Director of Athletics - February, 2004 and February, 2006 Title IX Reports. These reviews included a thorough analysis of the University's compliance with the 13 program areas of the Athletics Certification Self-Study.

Goal #4: Construct new combined soccer and track and field facility - plan and construct facility that will accommodate women's soccer and men's and women's track and field, which will include dressing rooms, spectator seating and other amenities.

Action Taken and When: The plan to construct a combined soccer/track facility was a concept endorsed by the Director of Athletics in place in 1998. In November, 1999, the University hired a new Director of Athletics. In January, 2001, after a thorough evaluation of existing facilities, the Director of Athletics concluded that the existing track facility, while in need of some improvement, was suitable for Division I track and field programs. On the other hand, soccer did not have a suitable facility and therefore the Director of Athletics made that a facility priority. In December, 2001, the track was resurfaced and the stadium painted. In Summer, 2003, with the construction of a heating/cooling plant servicing athletic facilities, a new entrance to the track facility was built. Additional upgrades to the track facility since 2003 include: installation of bleachers, installation of sprinkler system for infield, cosmetic enhancements, installation of additional surface area, restriping, etc.

In 2003, construction began on the soccer facility - adding stadium seating, public concessions/restrooms, and team locker rooms. Construction was complete by the start of the 2004 soccer season.

Goal #5: Enhance appearance of current tennis and track and field facilities - repair and maintain current tennis and track and field facilities.

Action Taken and When: See information reported under Goal #4 regarding the track and field facility. In 2003, construction began on a new facility for men's and women's tennis. Construction was complete by December, 2004. The facility includes twelve (12) courts, locker rooms for both men's and women's tennis teams, auxiliary training room and assistant coaches' offices.

Goal #6: Develop maintenance schedule for current tennis and track and field facilities - maintenance schedule will include regular landscaping, lawn maintenance, painting and restroom enhancement for each facility.

Action Taken and When: In 1999, regular maintenance of these facilities began and has been ongoing. With the construction of the new tennis and soccer facilities, a maintenance staff member was assigned specifically to these two facilities.

Goal #7: Pursue concepts and facility expansion ideas described in "Development of Athletics Facility Master Plan" document - Continue to evaluate concepts and facility expansion ideas described by Director of Athletics in above referenced document.

Action Taken and When: The facility master plan document was developed by the Director of Athletics in place in 1998. The current Director of Athletics, appointed in 1999, developed his own facility enhancement ideas. In March, 2002, the department of intercollegiate athletics launched a capital campaign to raise money for facility enhancements. Since that time, new and/or renovated facilities include: Bryant Hall Academic Center; Soccer Stadium/Clubhouse; Tennis Stadium/Clubhouse; Administration/Football Building, which includes renovated weight

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room and training room; Coleman Coliseum, which includes renovated training room, auxiliary weight room, several locker rooms, and coaches' offices; Bryant-Denny football stadium; Bryant Sports Grill dining facility. Several of these facilities (e.g., Academic Center, weight room, Coliseum, training rooms, dining facility) service all student-athletes - male and female.

Goal #8: Investigate use of volleyball practice facility as the team's competitive venue - Explore ability to add bleachers, etc. in this facility to create more intimate competitive venue for volleyball rather than playing matches in the much larger Coleman Coliseum.

Action Taken and When: In Fall, 2001, the Director of Athletics and head coach agreed that auxiliary gym connected to Coleman Coliseum could be a great volleyball competition venue. The volleyball team began playing all matches in the facility in Fall, 2001 using portable bleachers. In August, 2002, the court was painted specifically for volleyball and scoreboards were installed. In Spring, 2003, retractable bleachers for spectator seating were installed.

Goal #9: Evaluate current facility challenges for men's and women's golf - Current facility challenges will be evaluated and remedial strategy will be developed.

Action Taken and When: Construction of two new public golf courses in the area alleviated initial challenges. Beginning in 2002, men's and women's golf teams practiced and hosted events at Capstone Club course (approximately 15 miles from campus) and both teams had locker rooms at that facility. In August, 2003, the department of intercollegiate athletics began construction of the Jerry Pate Golf Center at 'Ol Colony Golf Course (approximately 5 miles from campus), which includes a clubhouse, men's and women's team locker rooms and practice facility. The facility was completed in Summer/Fall, 2004.

Goal #10: Refine scheduling of department's multi-use facilities - will develop policy for scheduling of all multi-use sports venues.

Action Taken and When: In Spring, 1999, a policy was developed such that sports in season had priority over sports not in season, scheduling of competition takes precedent over scheduling for practice or other events, and scheduling for regular-season competition takes precedent over scheduling of exhibition competition.

Goal #11: Examine disparities, if any, in operating and recruiting expenses among men's and women's sports - will examine the operating and recruiting expenses of men's and women's sports to determine if any inequities exist.

Action Taken and When: Each year, operating budgets are reviewed by sport oversight administrators, head coaches and athletics business office staff prior to budget preparation for the subsequent year to identify areas of need and/or deficiency. The University's Title IX consultant reviews operating expenses for each sport to assess and identify any areas of deficiency. To date, neither review has identified any disparities.

Goal #12: Enhance the men's and women's golf traveling budgets - until facilities are sufficient to host competitive events, enhance traveling budgets for men's and women's golf as needed.

Action Taken and When: Between 1998 and 2003, travel budgets for men's and women's golf met the needs of the head coach. In one year, 2002, the men's golf travel budget was increased to accommodate needs. In 2003, a new course in Tuscaloosa was developed and became available to both men's and women's golf for daily practices and tournaments.

Goal #13: Designate a Director of Human Resources - designate a Director of Human Resources for intercollegiate athletics who will keep abreast of University policies and procedures regarding human resources activities. This individual will assess the allocation of secretarial support and plan for temporary support when needed to serve all sports.

Action Taken and When: In December, 2000, a staff member in the athletic business office assumed primary human resource responsibilities for the department of intercollegiate athletics.

Goal #14: Recruit female coaches and staff members - continue to recruit female coaches and staff members as vacancies materialize.

Action Taken and When: As coaching positions became vacant in women's sports, the department of intercollegiate athletics actively recruited female head or assistant coaches. Specifically, since the last certification report, the University has had head coaching vacancies in women's golf, women's basketball and women's rowing (new sport). In women's golf, intercollegiate athletics interviewed and offered the job to a female candidate, who elected not to accept the position - a nationally-acclaimed male head coach was hired. In women's basketball, intercollegiate athletics interviewed three females (2 minority females) and hired a female head coach to replace a male head coach. In women's rowing (new sport), intercollegiate athletics hired a male head coach who had been the

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volunteer coach of the University's club rowing team for ten years and had also been a head collegiate coach during his career.

With respect to assistant coaching vacancies, the respective head coach actively recruits the best assistant coaches available with the goal of having at least one female coach on each of the coaching staffs of women's sports. All women's sports currently have at least one female coach on the staff.

Similarly, the department of intercollegiate athletics actively seeks qualified female candidates when non-coaching position vacancies materialize.

Goal #15: Study promotion of walk-on participants in women's sports - a task force will be appointed to study the promotion of walk-on participants in women's sports. If the University implements a policy which results in an increase in the number of walk-ons in a women's sport, the budget for that sport will be adjusted to accommodate the additional student-athletes.

Action Taken and When: Instead of a task force, the Director of Athletics selected an outside Title IX consultant, with expertise in this area, to review all participation opportunities and to make recommendations to the Director of Athletics based on participation data. The consultant has twice reviewed the intercollegiate athletics program (February, 2004 and February, 2006 Title IX Reports).

Goal #16: Develop programs to bring greater exposure to women's athletics to young women - will explore various programming with the intent of increasing exposure of women's athletics to young women.

Action Taken and When: Several sports offer initiatives throughout the year to expose young girls and women to athletics and female role models. Such initiatives include, but are not limited to, sports camps, free "play days" with kids, free youth clinics, free admission to some athletics events, kid's clubs for various sports, etc. These initiatives occur on a regular and on-going basis.

Goal #17: Develop policy delineating how training rooms may be used.

Action Taken and When: In Fall, 1999, immediately following the first-cycle self-study, a plan was implemented whereby the larger of two training rooms, which was primarily used by football, was available for student-athletes of other sports who needed to use specific modalities, etc. available only in that training room by scheduling such use through their assigned athletic trainer. In 2004, a larger training room, which included hydrotherapy and rehabilitation areas, in the Athletic Facility was built and is currently available to all student-athletes. In addition, in 2005, the Coleman Coliseum renovation included an expansion of the training room in that facility.

Goal #18: Develop marketing/promotion plans for each sport - department's office of marketing and promotion will work with head coaches to develop a promotional plan for sports that host multiple home events and/or sell tickets.

Action Taken and When: Staff members in the marketing and promotions office are assigned to specific sports. On an annual basis, these staff members meet with their respective head coaches well in advance of their season and discuss marketing concepts, etc. Written plans are developed and communicated to relevant units - ticketing, media relations and event management.

Goal #19: Develop plan for promotion and sale of season tickets in softball - prior to the opening of new softball facility in Fall, 1999, department of intercollegiate athletics will develop a plan for promotion and sale of season ticket packages and single game tickets for softball.

Action Taken and When: Beginning with the 1999-2000 softball season, the athletic ticket office sold season tickets for softball and single game tickets during the season. In 2005-2006, four hundred (400) season tickets were sold for softball and the University led the Southeastern Conference in home attendance.

Goal #20: Investigate possibility of adding additional women's sport.

Action Taken and When: After a thorough review of several possibilities, the University decided during the Summer, 2005 to add women's rowing as a varsity sport. In October, 2005, the University publicly announced the addition of women's rowing starting in Fall, 2006. In Spring, 2006, the University hired a head coach. In Fall, 2006, the University began competition in women's rowing.

Goal #21: Consider having an outside consultant review the University's compliance with Title IX.

Action Taken and When: In Fall, 2004, the Director of Athletics hired Lamar Daniel, an expert in the area of Title IX, to conduct a thorough Title IX review of the athletics program. Mr. Daniel conducted a second review in Fall, 2005. The review covered all 13 program areas of Title IX and the athletics certification self-study and involved on-campus interviews of staff, coaches and student-athletes, review of data and a final report.

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

As noted in the response to Self-Study Item No. 2, as the University took action on its first-cycle goals, additional action items developed that further demonstrate the institution's commitment to fair and equitable treatment of both male and female student-athletes.

In addition, after both the February, 2004 and February, 2006 Title IX Reviews conducted by Title IX consultant, Lamar Daniel, the department of intercollegiate athletics took action on several items that further demonstrate the institution's commitment to equitable treatment of all men's and women's sports. Specifically:

Equipment: In limited instances, student-athletes noted a need for specific apparel and equipment that was not being provided and some student-athletes noted that they were laundering their own practice apparel. As such, the sport oversight administrators for the identified sports met with the head coach and the equipment manager to address these concerns and any deficiencies. All identified needs were met by September, 2005. Sport oversight administrators continue to meet with their respective head coaches on an annual basis to discuss equipment and apparel needs, if any.

Travel and Per Diem: Following the February, 2004 Title IX Review, the department of intercollegiate athletics formalized two (2) departmental policies effective with the 2004-2005 academic year. First, with regard to team transportation - that vans may be used for travel that does not exceed five (5) hours one way, chartered buses may be used for travel that does not exceed nine (9) hours one way, air travel should be used for travel that exceeds nine (9) hours one way and that exceptions shall be considered in consultation with the respective sport oversight administrator. Second, with regard to team lodging - that when team travel requires an overnight stay, each student-athlete shall be provided his/her own bed in hotel rooms.

Opportunity to Receive Coaching: Based on a recommendation in the February, 2004 Title IX Review, the Director of Athletics equalized the salaries of the head men's and head women's track and field coaches.

Tutoring/Academic Advising: Following the February, 2004 Title IX Review, the Director of Athletics, between July, 2004 and August, 2006, raised salaries for and reclassified academic advising positions so as to enhance the base salaries, and therefore help reduce turnover, in those positions. Additional positions have also been added. Finally, with the addition of women's rowing as a varsity sport in Fall, 2006, the department of intercollegiate athletics assigned an academic advisor to women's rowing and have made all academic services available to student-athletes in women's rowing.

Facilities: Since the first-cycle athletics certification process, several facility enhancements, in addition to those listed in the response to Self-Study Item #2, have come online. Specifically, the softball clubhouse was redesigned to expand the locker room and add shower facilities so their locker room was at the softball stadium (September, 2004); indoor softball batting cages were added underneath the tennis stadium, which is adjacent to the softball stadium (Fall, 2004); temporary facilities were developed to accommodate boats and ergometers for women's rowing (Summer/Fall, 2006); gymnastics locker room currently being renovated (December, 2006 - April, 2007).

Medical Services: Based on the recommendations in the February, 2004 and February, 2006 Title IX Review Reports, the Department assigned the full-time staff trainer then assigned to women's basketball to women's soccer (Fall, 2005) and then subsequently hired a new full-time staff trainer for women's basketball (Summer, 2006).

Publicity: In Fall, 2004, the Director of Athletics hired a Senior Associate Athletics Director for External Relations, who has direct oversight of the marketing and promotions staff. Since then, two Assistant Directors of Marketing/Promotions have been hired. In Summer, 2006, the Director of Athletics hired a new Associate Athletics Director for Media Relations, who subsequently implemented revised staff assignments for various sports and departmental units and developed specific timelines for completion of media guides in relation to season start dates.

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

The University of Alabama department of intercollegiate athletics program reports directly to President Robert E. Witt through the Director of Athletics, Mal Moore. The mission of the department is "to actively support the University's mission of teaching, research and service by providing an atmosphere in which student-athletes can succeed at championship levels within the spirit of fair play, sportsmanship, and integrity". Toward this mission, the

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department of intercollegiate athletics' objectives include the "development of programs and services which ensure equitable treatment, respect and opportunity for men and women". All coaches and staff are committed to this mission.

The University's Intercollegiate Athletics Committee, which is appointed by the President, assists the President in the formulation of policy for intercollegiate athletics and provides oversight for all aspects of the intercollegiate athletics program, including but not limited to, "gender equity and equal opportunity policies and practices".

The Director of Athletics, in concert with the Associate Athletics Director/Senior Woman Administrator and other Senior Associate and Associate Athletics Directors, are responsible for daily oversight of all sports programs. Each administrator, in particular those that oversee women's sports, regularly monitor services and activities to ensure equitable treatment of female student-athletes and staff.

Matters concerning gender equity are monitored, evaluated and addressed on a continuing basis. In Fall, 2004, Director of Athletics, Mal Moore, hired Lamar Daniel, an expert in the area of Title IX, to conduct a thorough Title IX review of the intercollegiate athletics program. A second review was conducted by Mr. Daniel in Fall, 2005. The Title IX review covers all 13 program areas of Title IX and the athletics certification program and includes on-campus interviews of staff, coaches and student-athletes and a review of squad list and financial data. The department of intercollegiate athletics will continue to utilize the services and expertise of Mr. Daniel on a bi-annual basis for continued monitoring and evaluation of the athletics program as it relates to gender issues.

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

Participation: For the time period examined in this self-study, the University offered twenty (20) varsity intercollegiate athletic teams - nine (9) for men and eleven (11) for women. Beginning in Fall, 2006, with the addition of women's rowing, the University offers twenty-one (21) varsity intercollegiate athletic sports - nine (9) for men and twelve (12) for women.

During the three-year period of this review (2003-2004 - 2005-2006), the University's percentage of female student-athletes (as calculated by the Equity in Athletics Data Analysis definition of "participant") was considerably less than the percentage of female undergraduate students (2003-2004: 15.1% less; 2004-2005: 16.4% less; 2005-2006: 15.0% less). Because the Office of Civil Rights uses a different definition of "participant" for purposes of Title IX compliance (see Office of Civil Rights's 1979 Policy Interpretation), the University, through its Title IX consultant's reviews, uses the Office of Civil Rights's definition of "participant" when analyzing participation numbers. Using this definition, the percentage of female student-athletes for the three-year period of review was still considerably less than the percentage of female undergraduate students (2003-2004: 16.3% less; 2004-2005: 17.8% less). However, the addition of women's rowing, combined with reductions in some men's sports and increases in some women's sports, resulted in significant improvement in the participation rate of female student-athletes. Specifically, as of the Fall, 2006 semester, the percentage of female student-athletes is now only 6.6% less than the percentage of female undergraduate students. The responses to Self-Study Item Nos. 6(2) and 7 further describe the institution's status related to the Accommodations of Interests and Abilities program area and its future plan to monitor not only participation rates but also the other two means by which an institution can meet Title IX regulations in this program area.

Coaches: The only change in the number of head coaches during this time frame is due to the addition of a head coach for women's rowing in Fall, 2006. For 2005-2006, the number of assistant coaches rose from twenty-two (22) to twenty-three (23) for men's sports and from nineteen (19) to twenty-one (21) for women's sports. The difference between average salaries for men's and women's head coaches rose from approximately \$224,000 in 2003-2004 to approximately \$287,000 in 2005-2006.

After reviewing the Equity in Athletics Disclosure Act data and the 2006-2007 Southeastern Conference salary survey, the committee concluded that there were no meaningful discrepancies in coaches' salaries during the three-year period of review.

Athletically-Related Student Aid: During this time frame, the difference between the total aid for male and female student-athletes has remained relatively constant. Between 43-45% of all athletically-related student aid went to women. Neither the committee's review nor the Title IX consultant's report identified discrepancies in athletically-related student aid between male and female student-athletes.

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2003-2004: Women's Teams: \$1,919,668, 43%
 2003-2004: Men's Teams: \$2,500,593, 57%
 2004-2005: Women's Teams: \$2,794,893, 44%
 2004-2005: Men's Teams: \$3,574,395, 56%
 2005-2006: Women's Teams: \$2,697,787, 45%
 2005-2006: Men's Teams: \$3,317,599, 55%

Neither the committee's review nor the Title IX consultant's report identified additional meaningful discrepancies.

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

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

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

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

a. Describe how the institution has ensured a complete study of this program area.

The primary sources used to assess the scholarship dollars awarded to men and women student-athletes were:

* Equity in Athletics Disclosure Act reports for 2002-2003, 2003-2004, and 2004-2005

* Title IX compliance reports from gender equity and sport management consultant Lamar Daniel - February, 2004 and February, 2006 Title IX reports

* The committee's interview with gender equity and sport management consultant Lamar Daniel in November, 2006

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.

Using data collected during the institution's most recent Title IX consultant's review (February, 2006 Report), men represented 65.2% of the participating student-athletes and received 52.2% of the athletic financial assistance. Women represented 34.8% of the participants and received 47.8% of the athletic financial assistance. There was a difference of 13% favoring women's programs. While the difference is significant, there are non-discriminatory reasons for the difference - such as more women's scholarships awarded to out-of-state student-athletes and more non-scholarship student-athletes in men's sports.

All sports programs (with the exception of women's rowing which was just initiated in Fall, 2006 semester) are at or near the NCAA maximum scholarship allowances for their sport. Five (5) equivalency scholarships have been budgeted for the inaugural year (2006-2007) for women's rowing.

Athletic financial aid for summer school and post-eligibility is available for all sports and is granted at the discretion of the head coach, after consultation with their respective sport oversight administrator.

c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

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The committee found no deficiencies in this area.

d. Explain how the institution's future plan for gender issues addresses this program area.

The institution will add five (5) equivalency scholarships every 1-2 years for women's rowing until the NCAA maximum of twenty (20) is budgeted on an annual basis. In addition, through a bi-annual Title IX review, the University will continue to monitor athletic scholarships so as to maintain compliance in this program area.

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

a. Describe how the institution has ensured a complete study of this program area.

The primary sources used to assess the accommodation of interests and ability of female student-athletes at the University of Alabama were

* Equity in Athletics Disclosure Act reports for 2002-2003, 2003-2004, and 2004-2005

* Title IX compliance reports from gender equity and sport management consultant Lamar Daniel - February, 2004 and February, 2006 Title IX reports

* The committee's interview with gender equity and sport management consultant Lamar Daniel in November, 2006

* Participation count using Fall, 2006 squad lists.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.

For the time period examined in this self study, the University offered twenty (20) varsity intercollegiate teams - nine (9) for men and eleven (11) for women. Beginning in Fall, 2006, with the addition of women's rowing, the University now offers twenty-one (21) varsity intercollegiate sports - nine (9) for men and twelve (12) for women.

The University, through its Title IX consultant, gathers and evaluates participation data based on the requirements outlined in the Office of Civil Right's 1979 Policy Interpretation. Therefore the University's analysis of the Accommodations of Interests and Abilities program area is based on participation data for 2003-2004, 2004-2005 and Fall, 2006. Refer to Addendum for additional data.

c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

The addition of women's rowing in Fall, 2006 made a significant impact on the participation rate of female student-athletes. Specifically, based on Fall, 2006 data, there is now only a 6.6% difference between female athletics participation and female undergraduate enrollment. This represents an improvement of 11.2% from 2004-2005 data.

Despite female athletics participation rates not being substantially proportionate to female undergraduate enrollment, the committee concludes that the University is accommodating the interests and abilities of women with the current sport offerings. The committee reaches this conclusion for several reasons. First, based on the University's history of sport offerings, including the Fall, 2006 addition of women's rowing, the University can assert that it has a history and continuing practice of program expansion which is demonstrably responsive to the developing interests and abilities of the underrepresented sex. Second, the University offers all the sports offered for girls at the interscholastic level in the state of Alabama. Third, since women's rowing was added as a varsity intercollegiate sport in 2006-2007, there are no club sports at the University with varsity potential.

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d. Explain how the institution's future plan for gender issues addresses this program area.

Although the interests and abilities of women at the University are met by current programs, this situation must be carefully monitored in several ways. The Associate Athletics Director/Senior Woman Administrator will ensure that data reporting female participation in club sports is collected annually and reviewed by the Intercollegiate Athletics Committee. In addition, the University will continue bringing the Title IX consultant to campus every other year for a thorough review. If interest rises significantly in a club sport, the University will need to assess whether to add the sport as a varsity sport or begin roster management with existing sports in order to remedy the imbalance in participation rate of women in intercollegiate sports.

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

a. Describe how the institution has ensured a complete study of this program area.

The primary sources used to assess issues related to equipment and supplies for student-athletes were:

* Equity in Athletics Disclosure Act reports for 2002-2003, 2003-2004, and 2004-2005

* Title IX compliance reports from gender equity and sport management consultant Lamar Daniel - February, 2004 and February, 2006 Title IX Reports

* The committee's interview with gender equity and sport management consultant Lamar Daniel in November, 2006

* The committee's interviews with Associate Athletics Directors - Kevin Almond, Marie Robbins and Wendell Hudson in November, 2006

* The committee's survey of female student-athletes in November, 2006

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.

Most of the apparel and equipment for all teams is provided through a contract with a major apparel/equipment manufacturer. Some sports bid and purchase equipment and apparel specific to their sport through other vendors. Overall, men's and women's teams are provided all the equipment and apparel necessary to practice and compete and the quality of the equipment and apparel is good. Three (3) full-time equipment managers and several student equipment managers are responsible for issuance and daily maintenance of team apparel.

c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

In limited instances, student-athletes noted the need for additional apparel for their sport and additional laundering needs.

d. Explain how the institution's future plan for gender issues addresses this program area.

The department of intercollegiate athletics will assess the following needs identified by some student-athletes and determine if additional apparel/supplies need to be provided: men's and women's golf - additional practice clothes; softball - additional sliders and undergarments; men's and women's swimming/diving - additional towels, deck shoes, and swim suits; women's cross country/track - additional sports bras, socks and tights and rain gear; women's tennis - additional sports bras and new raincoats.

In addition, the department of intercollegiate athletics will ensure that the laundering needs of all sports for both practice and competition apparel are being served.

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

a. Describe how the institution has ensured a complete study of this program area.

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(a) Means of Assessment

The primary sources used to assess the issues related to practices and competitive events were:

- * Title IX compliance reports from gender equity and sport management consultant Lamar Daniel - February, 2004 and February, 2006 Title IX Reports
- * The committee's interview with gender equity and sport management consultant Lamar Daniel in November, 2006
- * The Committee's interviews with Associate Athletics Directors Kevin Almond, Marie Robbins, and Wendell Hudson in November, 2006
- * The committee's survey of female student-athletes in November, 2006

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.

Title IX compliance reports for this time period found that, with very few exceptions, all men's and women's teams competed in the maximum (or one less than the maximum) number of regular season events allowed under NCAA rules. The head coaches of teams who formed the exception indicated that the number of competitive events for their teams was sufficient. In addition, all men's and women's teams or individuals who qualified for post-season events were allowed to compete. Finally, the compliance reports identified no issues related to practice times. The survey of female student-athletes found no significant issues related to either the scheduling of games or practice times across women's sports.

c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

The committee found no deficiencies in this area.

d. Explain how the institution's future plan for gender issues addresses this program area.

Through a bi-annual Title IX review, continue to evaluate the number of contests, practice times, access to pre- and post-season competition, etc. so as to maintain equivalent opportunities for practice and competition for all sports.

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

a. Describe how the institution has ensured a complete study of this program area.

The primary sources used to assess the issues related to travel and per diem for student-athletes were:

- * Equity in Athletics Disclosure Act reports for 2002-2003, 2003-2004, and 2004-2005
- * Title IX compliance reports from gender equity and sport management consultant Lamar Daniel - February, 2004 and February, 2006 Title IX Reports
- * The committee's interview with gender equity and sport management consultant Lamar Daniel in November, 2006
- * The committee's survey of female student-athletes in November, 2006

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.

Travel: Modes of team transportation include University vans, chartered buses, commercial air and charter air. All team travel is coordinated through the athletic business office's travel coordinator. All charter air travel must be approved by the Athletics Director. The most recent Title IX review reported travel data from the 2004-2005 academic year as follows for regular season and Southeastern championship events:

MODE

Air: Men # of Trips: 34 ; Women # of Trips: 37
 Bus: Men # of Trips: 16 ; Women # of Trips: 37
 Van: Men # of Trips: 3 ; Women # of Trips: 7

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Men's and women's swimming/diving are not included in the data above - these teams travel together using buses eight (8) times and air two (2) times during 2004-2005. Men's teams had 11.5 charter flights and women's teams had 9.5 charter flights. Men's and women's golf teams used motor homes to travel to some away events - men using it six (6) times and women two (2) times.

Lodging During Travel: When overnight travel is required, each team stays in reputable lodging establishments with two (2) student-athletes assigned to one room, one (1) per bed. All team lodging arrangements must be approved in advance by the athletic business office's travel coordinator.

Per Diem: The department of intercollegiate athletics has a policy regarding per diem allowances for student-athletes and other student workers (e.g., trainers, managers, etc.) that applies to all sports. The policy outlines the amount of per diem that may be provided, covers all practice/competition situations (e.g., home practice when school is not in session, home/away competitions, etc.) and meets all applicable NCAA rules.

- c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.**

The committee found no deficiencies in this area.

- d. Explain how the institution's future plan for gender issues addresses this program area.**

Through a bi-annual Title IX review, continue to evaluate the travel and per diem policies and practices so as to maintain equivalency in these areas.

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

- a. Describe how the institution has ensured a complete study of this program area.**

The primary sources used to assess issues related to tutoring and other academic services for student-athletes were:

- * Title IX compliance reports from gender equity and sport management consultant Lamar Daniel - February, 2004 and February, 2006 Title IX reports
- * The committee's interviews with Kevin Almond, Associate Athletics Director for Support Services, and Jon Dever, Assistant Athletics Director Student Services, in November, 2006
- * The committee's survey of female student-athletes in November, 2006
- * The committee's tour of Bryant Hall Academic Center in January, 2007

- b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.**

Total academic support staff in the department is now one (1) director, six (6) academic advisors, one (1) tutor coordinator, and five (5) full-time interns. Since 2004, there have been several salary increases for academic advisors to address deficiencies identified in the February, 2004 Title IX consultant report. In addition, the base hourly salary for tutors was increased from \$8 to \$10 per hour. Junior college instructors, experienced education teachers with a teaching certificate, and education specialists such as learning disability and reading specialists receive \$12 per hour for tutoring student-athletes.

With the renovation of Bryant Hall into a comprehensive Academic Center, all student-athletes have access to one of the finest academic centers in the country. The center, which is located in the heart of campus, houses offices for all athletic academic advisors, tutors and monitors. The center includes a writing and math lab, a computer lab with forty-eight (48) computer work stations, and meeting space for teams and the Student-Athlete Advisory Council.

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In the survey of female student-athletes, several comments focused on the hours tutors are available. There were some specific negative comments across women's sports about the availability of math and accounting tutors. In addition, several women in different sports claimed that tutors help football players first and that all other student-athletes must wait. After interviewing Jon Dever, Assistant Athletics Director for Student Services, the committee found no deficiencies in this area. Tutors are available for walk-ins from 8:30 a.m. - 2:00 p.m. and 6:30 - 9:30 p.m. every weekday and by appointment at other times. Because 6:30 - 9:30 p.m. has been the most popular time for tutoring in the math lab - especially for at-risk student-athletes there is sometimes a queue of students waiting for math tutors. The math lab was expanded to handle more students during the renovation of Bryant Hall. The only preferences given are for at-risk students, regardless of sport. In addition, any student-athlete can request a specific appointment time.

- c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.**

The committee found no deficiencies in this area.

- d. Explain how the institution's future plan for gender issues addresses this program area.**

Although the committee found no discrepancies in this area, the department of intercollegiate athletics will develop additional ways to publicize to student-athletes the procedures for receiving tutoring. The procedures are currently listed in the student-athlete handbook, presented during freshman orientation on at least two occasions, and discussed by academic advisors meeting with individual teams. It may be helpful to add information to a student-centered website.

In addition, the department of intercollegiate athletics will work with the University Registrar to establish priority registration for varsity boat participants on the women's rowing team. This should be established no later than registration for Fall, 2007 semester.

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

- a. Describe how the institution has ensured a complete study of this program area.**

The primary sources used to assess the availability, assignment and compensation of coaches for all sports teams were:

* Equity in Athletics Disclosure Act reports for 2002-2003, 2003-2004, and 2004-2005

* Title IX compliance reports from gender equity and sport management consultant Lamar Daniel - February, 2004 and February, 2006 Title IX Reports

* The committee's interview with gender equity and sport management consultant Lamar Daniel in November, 2006

* The committee's interviews with Associate Athletics Directors Kevin Almond, Marie Robbins, and Wendell Hudson in November, 2006

* The committee's survey of female student-athletes in November, 2006

* The committee's review of the 2006-2007 Southeastern Conference Salary Survey

- b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.**

The only change in the number of head coaches during the time frame of this review is due to the addition of a head coach for women's rowing in Fall, 2006. For 2005-2006, the number of assistant coaches rose from twenty-two (22) to twenty-three (23) for men's sports and from nineteen (19) to twenty-one (21) for women's sports. All sports employ the maximum number of coaches permissible under NCAA rules. In women's rowing, one position is currently filled by a graduate assistant. In men's and women's swimming/

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diving, one position is filled by a graduate assistant, but because the graduate assistant coaches both men and women student-athletes, the committee found no issue with this arrangement.

The difference between average salaries for men's and women's head coaches rose from approximately \$224,000 in 2003-2004 to approximately \$287,000 in 2005-2006. The committee's review of the 2006-2007 Southeastern Conference athletics salary survey showed that the salaries for head coaches of two women's sports and two men's sports were well below the Southeastern Conference average for their sport, while the salaries for the head coach of one women's sport and one men's sport were well above the Southeastern Conference average for their sport. Similarly, the pool of salaries for assistant coaches of one women's sport and one men's sport were well below the Southeastern Conference average for their sport, while the salary pool for two (2) women's sports and one (1) men's sport was well above the Southeastern Conference average for their sport. The committee concluded that, compared to other Southeastern Conference athletics programs, there is no inequity in coaching salaries based on gender.

- c.** Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

The committee found no deficiencies in this area.

- d.** Explain how the institution's future plan for gender issues addresses this program area.

As the sport of women's rowing continues to grow, the department of intercollegiate athletics will add one (1) additional full-time coach within the next two (2) years so as to employ the maximum number allowed by NCAA rules for the sport.

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

- a.** Describe how the institution has ensured a complete study of this program area.

The primary sources used to assess the locker rooms, practice and competition facilities for student-athletes were

- * Title IX compliance reports from gender equity and sport management consultant Lamar Daniel - February, 2004 and February, 2006 Title IX reports
- * The committee's interview with gender equity and sport management consultant Lamar Daniel in November, 2006
- * The committee's interviews with Associate Athletics Directors Kevin Almond, Marie Robbins, and Wendell Hudson in November, 2006
- * The committee's interview with Larry Davis, Head Women's Rowing Coach, in November, 2006
- * The committee's survey of female student-athletes in November, 2006
- * The committee's tour of athletics facilities in January, 2007.
- * The committee's interview with Mal Moore, Director of Athletics in January, 2007.

- b.** Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.

The survey of female student-athletes produced overwhelmingly positive comments across women's sports.

In March, 2002, the department of intercollegiate athletics launched a capital campaign to raise money for facility enhancements. Since that time, new and/or renovated facilities include: Bryant Hall Academic Center; Soccer Stadium/Clubhouse; Tennis Stadium/Clubhouse; Mal M. Moore Athletic Facility Building, which includes renovated weight room and training room; Coleman Coliseum, which includes renovated training room, auxiliary weight room, several locker rooms, and coaches' offices; Bryant-Denny football stadium; Bryant Sports Grill dining facility. Several of these facilities (e.g., Academic Center, weight room, training rooms, Coleman Coliseum, dining facility) service all student-athletes - male and female.

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- c.** Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

The committee found no deficiencies in this area.

- d.** Explain how the institution's future plan for gender issues addresses this program area.

The department of intercollegiate athletics is working toward completion of a permanent boathouse/locker room facility for women's rowing by 2010. The Director of Athletics is currently working with several stakeholders to secure property along the Black Warrior River. In addition, the Director of Athletics is talking with the mayor of Tuscaloosa and others to raise interest in building a multi-purpose structure serving the rowing team, the campus and the community.

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

- a.** Describe how the institution has ensured a complete study of this program area.

The primary sources used to assess the medical and training facilities and services for student-athletes were:

- * Title IX compliance reports from gender equity and sport management consultant Lamar Daniel - February, 2004 and February, 2006 Title IX reports
- * The committee's interviews with Associate Athletics Directors Kevin Almond, Marie Robbins, and Wendell Hudson in November, 2006
- * The committee's survey of female student-athletes in November, 2006
- * The committee's tour of athletics facilities in January, 2007.

- b.** Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.

The compliance reports note that no student-athlete pays any costs for accident and injury insurance. The department of intercollegiate athletics pays the entire cost through its own insurance if the student-athlete has none. Otherwise, the department of intercollegiate athletics pays whatever is not covered by the student-athlete's primary insurance. Two (2) weight rooms are available. The 2004-2005 compliance report states that the new facility "is one of the largest and best equipped of any NCAA school". The other smaller facility in Coleman Coliseum has been recently renovated and is used daily by all sports other than football.

Issues previously identified in the February, 2004 and February, 2006 Title IX reports (e.g., full-time trainer for soccer and subsequently women's basketball and certified trainer for women's track) have been resolved.

- c.** Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

In our survey of female student-athletes, two (2) issues were mentioned across women's sports. First, there were complaints about the training facilities in the Coleman Coliseum, saying that it was too crowded and that one of the whirlpools was of poor quality. The committee toured this training facility as well as the one in the Mal M. Moore Athletic Facility and interviewed the head trainer in Coleman Coliseum, Sherry Kimbro. Ms. Kimbro agreed that there is often a queue of student-athletes waiting in the Coleman training room during peak hours. Ms. Kimbro suggested that several additional treatment tables and equipment such as modalities, an exercise bike and treadmill would positively affect wait times and that the newly

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expanded facility has room to accommodate such additional equipment. The committee found no deficiencies in any equipment, including the whirlpools.

Second, there were complaints about the amount of time spent waiting to see physician. The committee found no evidence that the wait time was significantly different for women compared to men or for student-athletes compared to any other health care facility on or off campus.

d. Explain how the institution's future plan for gender issues addresses this program area.

In order to minimize wait times during peak hours, the department of intercollegiate athletics will add two (2) to four (4) additional treatment tables, additional modalities, an exercise bike and a treadmill to the training room at Coleman Coliseum.

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

a. Describe how the institution has ensured a complete study of this program area.

The primary sources used to assess the housing and dining facilities and services for student-athletes were:

- * Title IX compliance reports from gender equity and sport management consultant Lamar Daniel - February, 2004 and February, 2006 Title IX reports
- * The committee's interviews with Associate Athletics Directors Kevin Almond, Marie Robbins, and Wendell Hudson in November, 2006
- * The committee's survey of female student-athletes in November, 2006
- * The committee's tour of athletics facilities in January, 2007.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.

Student-athletes live in dormitories and/or apartments on campus or apartments/houses off campus. When on campus facilities are closed during school holidays, student-athletes who must practice or compete move into other dorms, a local hotel or team members' off campus housing. Student-athletes whose grants-in-aid include room and board eat on campus or receive money to purchase food. Most student-athletes choose to eat at the training table. When on campus dining is closed during school holidays, student-athletes who must practice or compete are provided meals or with per diem to cover the cost of meals.

Although the February, 2004 and February, 2006 compliance reports found that housing and dining facilities and services were equivalent, our survey of women identified negative comments across women's sports about housing in Parham Hall. The committee learned that the department of intercollegiate athletics is working to secure additional space for female student-athletes, who currently reside in Parham Hall, in new residence halls across campus.

Beginning in Spring, 2006, the Associate Athletic Director/Senior Woman Administrator and Associate Athletic Director for Support Services began working closely with the University's Director of Residential Life to secure spaces in new on-campus residence halls. Seventy-one (71) spaces were secured for student-athletes in the new Bryant Residential Community and forty (40) spaces were secured for student-athletes in the new Lakeside Residential Community. With the construction of additional new on-campus housing for Fall, 2007 semester, intercollegiate athletics has already discussed with the Director of Residential Life the need to secure additional rooms in these residence halls. The director has agreed to set aside fifty-two (52) spaces in Lakeside East Residential Community for use by student-athletes. These additional spaces will resolve complaints received by student-athletes who currently live in Parham and Burke halls. Discussions regarding on-campus residential space for student-athletes will continue on an annual basis between the Associate Athletic Director for Support Services, Associate Athletic Director/Senior Woman Administrator and the Director of Residential Life.

The construction of the new Bryant Sports Grill has enhanced the training table experience for all student-athletes. The department of intercollegiate athletics seeks feedback from student-athletes regarding menu

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selections through the Student-Athlete Advisory Committee and also from coaches so as to ensure the best possible food selections for all student-athletes.

- c.** Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

The committee found no deficiencies in this area.

- d.** Explain how the institution's future plan for gender issues addresses this program area.

Through bi-annual Title IX review, continue to evaluate issues related to student-athlete housing and dining services so as to maintain equitable practices in these areas.

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

- a.** Describe how the institution has ensured a complete study of this program area.

The primary sources used to assess the media relations, publicity and promotional services for the University sports teams were:

- * Title IX compliance reports from gender equity and sport management consultant Lamar Daniel - February, 2004 and February, 2006 Title IX reports
- * The committee's interviews with Associate Athletics Directors Kevin Almond, Marie Robbins, and Wendell Hudson in November, 2006
- * The committee's interviews with Johnny Williams, Senior Associate Athletics Director for External Operations, and Doug Walker, Associate Athletics Director for Media Relations in November, 2006.
- * The committee's survey of female student-athletes in November, 2006

- b.** Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.

Media Relations: The media relations staff consists of one (1) Associate Athletics Director, five (5) full-time assistants, a publications coordinator, a web site coordinator, two (2) full-time interns and eight (8) - ten (10) student assistants. Each sport has either a full-time staff member or a full-time intern who is directly responsible for media services for that sport. Interns are supervised by a full-time staff member. Full-time staff members also handle assigned departmental units (e.g., academic services, sports medicine, etc.). Staff members report on all aspects of their respective sports, oversee their respective sports' Websites and are on site for home events. Staff members travel to all away contests for the following sports: football, men's basketball, women's basketball, baseball, softball and gymnastics. The staff also includes one full-time photographer and two (2) - three (3) student photographers. Media guides are produced for every sport.

The following sports have all games broadcast on radio through Crimson Tide Sports Marketing, which is the University's multi-media rights holder - football, men's and women's basketball, and baseball. WVUA, the student radio station, broadcasts the following sports: all gymnastics meets, all softball games, all home and some away volleyball matches, and some home soccer games. With regard to television, if the Southeastern Conference does not place a home football game with a television network, then Crimson Tide Sports Marketing will arrange for pay-per-view television. In the case of men's and women's basketball, when the Southeastern Conference does not place a home game on a network, then Crimson Tide Sports Marketing will attempt to arrange games on another network. Games not otherwise picked up for a network are televised on the University's television station WVUA. Other sports (e.g., volleyball, soccer, softball, gymnastics, baseball) are sometimes televised through the Southeastern Conference contracts and other times on WVUA.

Marketing/Promotions: The marketing/promotions staff consists of three (3) full-time assistant directors, who report directly to the Senior Associate Athletics Director for External Relations, and five (5) - ten (10) interns/students. One (1) assistant director is assigned men's basketball and softball, one (1) is assigned volleyball, gymnastics and women's basketball, and the other is assigned soccer and baseball. All three

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(3) staff members assist with football and other sports as needed. Each staff member meets with their respective head coaches to develop a marketing and promotions plan for the ensuing season. Ticketed sports currently include football, baseball, men's and women's basketball, gymnastics and softball. As such, the majority of the marketing/promotions budget is utilized for these sports. Advertising for home games in the ticketed sports, in addition to soccer and volleyball, is placed in the local newspaper, radio and television. Among other marketing initiatives, Crimson Tide Sports Marketing produces coaches' television shows, a weekly radio show and weekly television show highlighting all sports, and game programs for selected sports.

- c.** Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

For several years, head coaches of some sports have reported that media guides are not produced in a timely fashion for the start of their respective seasons. The newly hired Associate Athletics Director for Media Relations has established firm deadlines for his staff for the production of media guides.

- d.** Explain how the institution's future plan for gender issues addresses this program area.

The media relations office, under the direction of the Associate Athletics Director for Media Relations, will ensure that the media guide for each sport is produced in a timely fashion.

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

- a.** Describe how the institution has ensured a complete study of this program area.

The primary sources used to assess the administrative, secretarial, clerical and office space issues for the University sports teams were:

- * Title IX compliance reports from gender equity and sport management consultant Lamar Daniel - February, 2004 and February, 2006 Title IX reports
- * The committee's interviews with Associate Athletics Directors Kevin Almond, Marie Robbins, and Wendell Hudson in November, 2006
- * The committee's tour of athletics facilities in January, 2007.

- b.** Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.

Support for men's and women's teams is provided under the direction of the Director of Athletics. Offices are located in Coleman Coliseum, the Mal M. Moore Athletic Facility Building, and several competitive facilities. Three (3) men's teams, two (2) women's teams and one (1) combined program have dedicated secretarial/clerical staff. Two (2) additional administrative assistants service five (5) sports each. In addition, several men's and women's teams employ directors of operations.

- c.** Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

The Committee found no deficiencies in this area.

- d.** Explain how the institution's future plan for gender issues addresses this program area.

Through bi-annual Title IX review, continue to evaluate issues related to administrative, secretarial, clerical and office space issues for all sports so as to maintain equitable practices in these areas.

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

a. Describe how the institution has ensured a complete study of this program area.

* Equity in Athletics Disclosure Act reports for 2002-2003, 2003-2004, and 2004-2005

* Title IX compliance reports from gender equity and sport management consultant Lamar Daniel - February, 2004 and February, 2006 Title IX reports

* The committee's interviews with Associate Athletics Directors Kevin Almond, Marie Robbins, and Wendell Hudson in November, 2006

* The committee's survey of female student-athletes in November, 2006

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.

Coaches of all sports are actively engaged in recruiting prospective student-athletes. Coaches recruit student-athletes from all areas of the United States and, in some sports, from other countries. All coaches noted that funds available for recruiting are sufficient. If coaches anticipate a heavy recruiting year, they work with their sport oversight administrator during the budget preparation process to request additional funds for the particular year. Official and unofficial visits for prospective student-athletes are available for all sports without restriction, other than those directed by NCAA legislation.

Other resources available to coaches for purposes of recruiting include courtesy cars, cell phones, media guides. There are twenty-one (21) courtesy cars available to coaches of men's sports and eighteen (18) courtesy cars available to coaches of women's sports. Four (4) courtesy cars are assigned to coaches of men's and women's swimming and diving. All head and assistant coaches are either provided a cell phone through the University's media rights holder or use their personal cell phones and are reimbursed for the cost of business-related calls. A media guide is published for every sport.

c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

The February, 2006 compliance report found a discrepancy between men's and women's basketball in the availability of courtesy cars for the third assistant coach. The committee found that this discrepancy still exists.

The committee found no other deficiencies in this area.

d. Explain how the institution's future plan for gender issues addresses this program area.

To eliminate the discrepancy between courtesy cars available for coaches of men's and women's basketball, a courtesy car or car allowance will be provided for the third assistant in women's basketball.

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

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

See Plan for Improvement - University of Alabama - Five (5) - Year Gender Issues Plan - 2007-2008 - 2012-2013

All Program Areas

Measurable Goal: Through a bi-annual Title IX review, the University will continue to monitor all thirteen (13) program areas of Title IX so as to continue to assess compliance and develop enhancements where needed.

Steps to Achieve Goal: Retain Title IX consultant to conduct thorough review.

Timetable for Completing Work: Every two (2) years.

Individual(s) Responsible: Director of Athletics and Associate Athletic Director/Senior Woman Administrator

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

The gender issues plan was initially developed by the Director of Athletics, Associate Athletics Director/Senior Woman Administrator, and the Associate Athletics Director for Support Services using information developed during the institution's two most recent Title IX reviews, which were conducted by Mr. Lamar Daniel of Lamar Daniel, Inc. in February, 2004 and February, 2006. The plan was updated using information developed during the Fall, 2006 NCAA Athletics Certification Self-Study and recommendations of the Commitment to Equity and Student-Athlete Well-Being Subcommittee. The plan presented in this self-study was then reviewed and approved by the Intercollegiate Athletics Committee and then the President.

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

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

Evaluation

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

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Plan Date Range: 2007-08 thru 2012-13

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Athletics Scholarships.	Because women's rowing is in its infancy as a sponsored varsity intercollegiate sport at the University and the maximum number of scholarships allowed by NCAA rules is twenty (20), the University will phase in the budgeting of scholarships until reaching a full budget of twenty (20) scholarships annually.	The institution will add minimum of five (5) equivalency scholarships every two (2) years for women's rowing until the NCAA maximum of twenty (20) is budgeted on an annual basis.	During annual budget preparation process, work with head coach to identify scholarship needs for subsequent academic year ensuring addition of at least five (5) full scholarships every two (2) years.	Senior Associate Athletic Director/Chief Financial Officer, Assistant Athletic Director for Business Operations and Associate Athletic Director/Senior Woman Administrator	Budgeted twenty (20) scholarships by 2013-2014 academic year
Accommodation of Interests and Abilities.	Careful monitoring of the athletics interests and abilities of female students at the University should continue on a regular basis.	Monitor the University's club sport participation data so as to assess developing interests, if any, in additional women's sports.	Collect data detailing club sport offerings and number of participants in each club sport from the University's Director of Recreation. Report data to Director of Athletics, Intercollegiate Athletics Committee and Title IX consultant.	Associate Athletic Director/Senior Woman Administrator	Annually
		Through bi-annual review by Title IX consultant, continue to monitor participation rates for men and women.	Retain Title IX consultant every two years to, among other things, calculate participation rates according to Office of Civil Right's 1979 Policy Interpretation.	Director of Athletics and Associate Athletic Director/Senior Woman Administrator	Every two (2) years

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Elements		Goals	Steps		
Program Area	Issues in the Self-Study Area	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
Equipment and Supplies.	In limited instances, student-athletes noted the need for additional apparel for their sport and additional laundering needs.	Assess the following needs identified by some student-athletes and determine if additional apparel/supplies need to be provided: men's and women's golf - additional practice clothes; softball - additional sliders and undergarments; men's and women's swimming/diving - additional towels, deck shoes, and swim suits; women's cross country/track - additional sports bras, socks and tights and rain gear; women's tennis - additional sports bras and new raincoats.	Associate Athletic Directors for respective sports meet with respective head coach to determine need, and if need exists, then work with Equipment Manager to order apparel.	Associate Athletic Directors for respective sports and Equipment Manager	By start of Fall, 2007 semester
		Ensure that the laundering needs of all sports for both practice and competition apparel is being served.	Associate Athletic Directors for respective sports meet with respective head coach to determine need, and if need exists, then work with Equipment Manager to develop solution.	Associate Athletic Directors for respective sports and Equipment Manager	Spring, 2007 semester
Scheduling of Games and Practice Time.	No issues identified within program area. Maintenance plan included.	Through a bi-annual Title IX review, continue to evaluate the number of contests, practice times, access to pre- and post-season competition, etc. so as to maintain equivalent opportunities for practice and competition for all sports.	Retain Title IX consultant to conduct thorough review.	Director of Athletics and Associate Athletic Director/Senior Woman Administrator	Every two (2) years
Travel and Per Diem Allowance.	No issues identified within program area. Maintenance plan included.	Through a bi-annual Title IX review, continue to evaluate the travel and per diem policies and practices so as to maintain equivalency in these areas.	Retain Title IX consultant to conduct thorough review.	Director of Athletics and Associate Athletic Director/Senior Woman Administrator	Every two (2) years

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Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
Tutors.	No issues identified within program area. Maintenance plan included.	The department of intercollegiate athletics will develop additional ways to publicize to student-athletes the procedures for receiving tutoring.	In addition to current practices, add tutoring information to student-athlete based website.	Assistant Athletics Director for Academic Services	Fall, 2007
		Establish priority registration for varsity boat participants on the women's rowing team. This should be established no later than registration for Fall, 2007 semester.	Work with University Registrar to establish priority registration.	Assistant Athletic Director for Student Services	No later than registration for Fall, 2007 semester
Coaches.	Because women's rowing is in its infancy as a sponsored varsity intercollegiate sport at the University, the University currently employs two (2) full-time coaches and one (1) graduate assistant coach. The department of intercollegiate athletics will phase in the upgrade of the third assistant position from graduate assistant status to full-time status.	As the sport of women's rowing continues to grow, the department of intercollegiate athletics will add one (1) additional full-time coach so as to employ the maximum number allowed by NCAA rules for the sport.	Budget for position, post position announcement, hire coach.	Director of Athletics, Associate Athletic Director/Senior Woman Administrator, Head Women's Rowing Coach	No later than start of Fall, 2008 semester
Locker Rooms, Practice and Competitive Facilities.	Because women's rowing is in its infancy as a sponsored varsity intercollegiate sport at the University, a temporary boathouse facility has been constructed to accommodate the team's equipment; however, a permanent boathouse facility is being planned for future construction.	Continue to take steps to build a permanent boathouse/locker room facility for women's rowing.	Engage relevant stakeholders in discussion, identify land, hire architects to design building, construct facility.	Director of Athletics and Director of Capital Projects	By December, 2010

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Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Medical and Training Facilities and Services.	During peak hours in the Coliseum training room, there is often a queue of student-athletes waiting for treatment tables/modalities.	Minimize wait times for treatment for student-athletes during peak times in the Coliseum training room.	Add two (2) - four (4) additional treatment tables, some additional modalities, an exercise bike and a treadmill to the Coliseum training room.	Associate Athletics Director for Support Services and Director of Sports Medicine	By start of Fall, 2007 semester.
Housing and Dining Facilities and Services.	No issues identified within program area. Maintenance plan included.	Through bi-annual Title IX review, continue to evaluate issues related to student-athlete housing and dining services so as to maintain equitable practices in these areas.	Retain Title IX consultant to conduct thorough review.	Director of Athletics and Associate Athletic Director/Senior Woman Administrator	Every two (2) years
Publicity.	In the past several years, the production of some sport media guides has been delayed.	The media relations office, under the direction of the Associate Athletics Director for Media Relations, will ensure that the media guide for each sport is produced in a timely fashion.	Media Relations staff members meet with respective head coach to identify publication deadline. All deadlines will be approved by the Associate Athletic Director for Media Relations, who will ensure that the staff members meet established deadlines.	Associate Athletic Director for Media Relations	2005 - 2006 academic year and each year thereafter
Support Services.	No issues identified within program area. Maintenance plan included.	Through bi-annual Title IX review, continue to evaluate issues related to administrative, secretarial, clerical and office space issues for all sports so as to maintain equitable practices in these areas.	Retain Title IX consultant to conduct thorough review.	Director of Athletics and Associate Athletic Director/Senior Woman Administrator	Every two (2) years
Recruitment of Student-Athletes.	A discrepancy exists between men's and women's basketball in the availability of a courtesy car for the third assistant coach position.	Eliminate the discrepancy between courtesy cars available for coaches of men's and women's basketball.	Provide a courtesy car or car allowance to the third assistant coach in women's basketball.	Director of Athletics and Associate Athletic Director/Senior Woman Administrator	Beginning of Fall, 2007 semester

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Operating Principle

3.2 Minority Issues

Self-Study Items

1. List all "corrective actions", "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 3.2 (Minority Issues). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

There were no "corrective actions", "conditions for certification", or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision relating to Operating Principle 3.2 (Minority Issues).

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

The department of intercollegiate athletics fully implemented its first-cycle plan to address minority issues. The subcommittee on Equity and Student Well-Being reviewed each area to document that plans were implemented. Specific areas included:

Goal #1: Enhance access for minority student-athletes to University minority programs.

Actions taken by the institution:

1. Minority members of the Student-Athlete Advisory Committee consistently represent 25% or more of the committee and minority student-athletes have, for at least the past five (5) academic years, served as President, Secretary/Treasurer, and as other officers of the committee.
2. Since its inception in 1980, several minority student-athletes have been selected for the University's Black Scholars Recognition Award and the nationally recognized Arthur Ashe Award. In addition, as many as forty (40) minority student-athletes have been recognized over the past six (6) years for academic achievement during the University's annual Honors Week.
3. Twice during the past five (5) years (2001 and 2005), two (2) minority female student-athletes have been voted by the student-body to the UA Homecoming Court.
4. In August, 2005, intercollegiate athletics began working with the Crossroads Community Center, a new area of campus which provides campus leadership and oversight in the areas of cultural programming and intercultural education. Every student-athlete receives emails regarding programming scheduled during the year.

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5. In August, 2004, the Assistant Athletic Director for Life Skills created an email distribution list of minority student-athletes so any issues that may be of interest specifically to minority student-athletes can be readily communicated to them. The distribution list is used when areas of interest are identified. Student-athletes reported that email is a preferred method of communication.

6. The University's Black History Month Calendar of Events is posted in the Center for Athletic Student Services for all student-athletes to see what events are offered during Black History Month each year.

7. In 2002-2003, the University's Chapter of the National Association for the Advancement of Colored People honored the Southeastern Conference champion men's basketball team and the NCAA champion gymnastics team.

8. Minority student-athletes have represented the University at the NCAA's Foundation Leadership Conference five (5) of the past ten (10) years.

9. In June, 2003, the Student Athlete Advisory Committee participated in the University's "Opening Doors" event commemorating the 40-year anniversary of two (2) African-American students enrolling at the University.

Goal #2: Promote faculty/staff mentoring programs for student-athletes.

Actions taken by the institution: In July, 2004 a Minority Mentoring Program began for minority freshmen student-athletes in the sports of football, men's basketball and women's basketball and continues to the present. The focus of the program is geared toward minority freshmen in these sports that have, on a national basis, experienced retention and graduation issues. Each minority student-athlete in these sports is paired with a minority faculty/staff member outside of athletics. The program's objectives include providing minority freshmen student-athletes a resource person on campus, who is not within intercollegiate athletics, who can mentor the student-athlete, be a networking resource, be a friend/counselor, and facilitate a student/mentor relationship that could develop over the course of their career at the University. The program includes approximately ten (10) - fifteen (15) minority faculty/staff mentors.

Goal #3: Ensure that appropriate questions specific to diversity and minority issues are incorporated into student-athlete exit interviews.

Actions taken by the institution: During the 2001-2002 academic year, the written student-athlete exit interview was amended to ask for the student-athlete's ethnicity and to add the following specific questions related to minority issues:

- * "Do you feel that the department of intercollegiate athletics has been supportive of minority student-athletes?"
- * "Do you feel that the University's overall climate is friendly to minority students?"
- * "Do you feel instructors act negatively toward you because of your race?"
- * "Do you think the University provides academic support to enhance the potential of minority students to graduate?"
- * "Do you feel that you socialized with people of the same race more often than different races?"
- * "Do you feel your coach was considerate to the needs of minority student-athletes?"
- * "Do you feel your coaching staff treats the minorities on your team differently?"
- * "Do you feel the racial climate has improved on campus?"

In addition, follow-up questions related to diversity issues are asked during in-person exit interviews and can be seen on the in-person interview document. The University has utilized minority faculty/staff members to conduct in-person exit interviews.

Goal #4: Continue to promote recruitment and hiring of qualified minority applicants as full-time staff members and coaches.

Actions taken by the institution: Department of intercollegiate athletics human resource policy is that every time an exempt position is posted on the University's On-Line Employment System, a notice is distributed to the Black Faculty/Staff Association and the historically black colleges and universities in Alabama. In addition, vacant staff positions are advertised on the NCAA website and sent to the National Association of Women Athletics Administrators for their distribution.

Since the first cycle certification, the department of intercollegiate athletics has hired a minority male as a full-time athletic trainer (1998), promoted to full-time a minority female as an athletic trainer (2002), interviewed a minority

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male for the position of Associate Athletic Director for Compliance (2002), hired a minority Associate Athletics Director (2003), hired a minority male as Assistant Director of Football Operations (2003), promoted a minority female to Assistant Athletic Director for Life Skills (2005), and hired a minority female as Assistant Director of Compliance (2005), interviewed two (2) minority females for head women's basketball coach position (2005), and hired a minority male as Director of Men's Basketball Operations (2006).

Goal #5: Continue to recruit qualified minority coaches in each sport.

Action taken by the institution: As coaching vacancies materialize, the Director of Athletics and Associate Athletic Directors for sport oversight (in instances of head coaching vacancies) and the Head Coach of the respective sport (in instances of assistant coaching vacancies) actively recruit the best available coach for the position while mindful of the goal to have diverse coaching staffs, in particular in those sports that have a diverse student-athlete population.

In general, the football staff has four (4)- five (5) minority staff members, men's basketball has one (1) - two (2) minority staff members and women's basketball has one (1) - two (2) minority staff members. The head men's track coach is a minority and there is one minority assistant coach in women's track. In Spring, 2005, when the department of intercollegiate athletics was searching for a head women's basketball coach, the University interviewed three (3) candidates, all of which were women and two (2) of which were minority women.

During the national search for a football coach in December, 2006, the Director of Athletics consulted with prominent former University of Alabama football players of minority descent and the Black Coaches Association to aid in shaping the decision.

Goal #6: Continue to encourage athletic support groups to diversify their membership.

Action taken by the institution: In Spring, 2003, the A-Club - an organization for former student-athlete letter winners of all sports - elected a minority male as President for 2003-2004 and 2004-2005. In Summer, 2003, the Director of Athletics sent a letter to all booster club Presidents encouraging clubs to seek members of diverse racial and ethnic backgrounds.

Goal #7: Support membership for minority staff members in Black Coaches' Association.

Action taken by the institution: The department of intercollegiate athletics pays professional membership dues and coaches' association dues for any coach who desires to join professional organizations, including the Black Coaches' Association. In addition, the department of intercollegiate athletics pays for coaches to attend conventions and meetings of such organizations.

Goal #8: Support participation by staff members in University offered staff training initiatives.

Action taken by the institution: All intercollegiate athletics staff members receive intra-campus mail and email notices from the University's Staff Training and Development Office regarding a wide array of staff development programming. Staff members are encouraged to avail themselves of these resources and professional development opportunities. Programming specifically offered to Intercollegiate Athletics coaches and staff in recent years included a 2002 presentation by Dr. Richard Lapchick, a human rights activist, pioneer for racial equality, and internationally recognized expert on sports issues. In 2001 and 2004, scholar and author, Don McPherson, conducted sessions on domestic and relational issues. In 2005, the Mentors in Violence Prevention Program staff conducted a seminar for staff members and student-athletes. Dr. Charlotte Westerhaus, NCAA Vice President for Diversity and Inclusion, was scheduled to conduct staff training for all personnel in August, 2006; however, Dr. Westerhaus had to reschedule the on-campus seminar for February, 2007.

The department of intercollegiate athletics is committed to offering professional development opportunities outside of The University to staff members. For example, three females (including one minority) participated in National Association of Collegiate Women Athletic Administrator's Female Leadership Institute (1999, 2004, 2005) and two (2) minority staff members participated in the NCAA's Leadership Institute for Ethnic Minorities (2004-2005 and 2005-2006).

Goal #9: Establish minority graduate assistantship.

Action taken by the institution: Two (2) minority students have been awarded a graduate assistantship within intercollegiate athletics. The graduate assistant works in areas that are of interest to the student and/or in areas of the department of intercollegiate athletics that need additional help.

* 2000-2003: A former women's track student-athlete who later enrolled in law school.

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* 2005-Present: A former men's basketball student-athlete, who is enrolled in Masters of Business Administration program.

In 2003, an offer was made to a minority candidate for the 2004-2005 academic year; however, the candidate decided to delay enrollment until 2005. Therefore, the position was vacant that year.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 3.2 (Minority Issues) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

During the 2000-2001 academic year, the department of intercollegiate athletics retained the services of Dr. Wayne Hochwarter, then Associate Professor of Management in the University's Culverhouse College of Commerce and Business Administration, to develop a survey instrument designed to ascertain suggestions and/or opinions of student-athletes regarding services provided to support their well-being. Dr. Hochwarter is considered a national leader in designing and analyzing surveys for diverse populations. The study was designed to assess student-athlete perceptions regarding issues such as racial harmony within the department of intercollegiate athletics, satisfaction with support services provided to the student-athletes, and confidence in the resourcefulness of athletics staff to assist with personal needs. Dr. Hochwater provided an in-depth analysis of survey results as well as recommendations for enhancement of on-going programs and services. The department of intercollegiate athletics administered a modified version of the survey again in 2005-2006 and has acted on student input provided from these endeavors with initiatives where appropriate.

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

The University of Alabama department of intercollegiate athletics reports directly to President Robert E. Witt through the Director of Athletics, Mal Moore. The mission of the department is "to actively support the University's mission of teaching, research and service by providing an atmosphere in which student-athletes can succeed at championship levels within the spirit of fair play, sportsmanship, and integrity". Toward this mission, the department of intercollegiate athletics' objectives include the "development of the programs and services which ensure equitable treatment, respect and opportunity for men and women". All coaches and staff are committed to this mission. Two (2) Associate Athletic Directors are the designated persons for reports of harassment (i.e. sexual, racial), but minority coaches, staff, and students reported that they seek informal counsel from within the minority staff members. Associate Athletic Directors have oversight of each sport and work to ensure that a diverse population exists in each area.

The University's Intercollegiate Athletics Committee, which is appointed by the President, assists the President in the formulation of policy for intercollegiate athletics and provides oversight for all aspects of the intercollegiate athletics program, including but not limited to, "equal opportunity policies and practices".

The department of intercollegiate athletics' commitment to diversity was evident through written policies, practices, and evident through formal and informal actions. Ongoing review of minority issues is conducted by senior-level administrative staff and the Director of Athletics in consultation with the department of Human Resources or the Office of Equal Opportunity Programs. The Director of Athletics and the University President meet regularly to discuss progress in the area of diversity.

Staff

Seminars for coaches and staff are periodically conducted to raise awareness of diversity issues. For example, Don McPherson has spoken with coaches and staff on several occasions. Dr. Richard Lapchick spoke with coaches, staff and student-athletes regarding civil rights and athletics. Dr. Charlotte Westerhaus, Vice President of the NCAA's Office of Diversity, is scheduled to conduct a diversity training seminar for staff in February, 2007.

Staff members who want to pursue professional development opportunities are supported in this regard. The department of intercollegiate athletics pays any expenses associated with such opportunities and provides leave time to participate. Recent examples of minority staff participating in professional development opportunities include - the Assistant Director of Event Management, participated in the NCAA's Leadership Institute for Ethnic Minority Males (2004-2005); the Assistant Athletics Director for Life Skills participated in the NCAA's Leadership Institute for Ethnic Minority Females (2005-2006).

Student-Athletes

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Dr. Hochwarter, former Professor of Management, University of Alabama College of Business and Administration and currently Professor of Management at Florida State University, developed a survey for student-athletes that the department administered to student-athletes on two (2) occasions within the past six (6) years. The purpose of the survey was to assess student-athletes' perceptions on key racial, gender and fairness issues, as well as their perceptions on how the Department of Intercollegiate Athletics contributed to the development of their abilities and skills. The 2001 study developed some baseline measures that were used in the 2006 study for comparisons. While there is some room for improvement based on some discrepancies found between the perceptions of males and females and african-americans and whites (see Dr. Hochwarter's May 2001 and August 2006 reports), overall, the results of both studies were generally positive, supportive and commended the department of intercollegiate athletics.

5. For the three most recent academic years, provide the racial or ethnic composition for full-time senior administrative athletics department staff members (i.e., assistant athletics directors up through the athletics director level); other full- and part-time professional (i.e., non-clerical) athletics department staff members (such as trainers, ticket managers, academic support staff, and facility managers, even if the position is not funded by or does not report to the athletics department); full- and part-time head coaches; full- and part-time assistant coaches (including graduate assistant and volunteer coaches); faculty-based athletics board or committee (e.g., faculty senate subcommittee on athletics, faculty athletics committee) members, and other advisory or policy-making group (e.g., governing board for athletics, student-athlete advisory committee) members (if any). Analyze and comment on any trends over the three-year period. [Note: Use the supplied chart (Racial or Ethnic Composition) to compile the data requested in this self-study item.]

For the purposes of this study and the corresponding charts, the years under review are 2003-2004, 2004-2005, and 2005-2006. See Chart on Racial and Ethnic Composition for Staff.

Year 1: 2005-2006

Year 2: 2004-2005

Year 3: 2003-2004

Senior Administrators: Minority administrators comprised 1 in 4 or 25% of senior administration in 2003; and 1 in 5 or 20% in 2004 and 2005.

Other Professional Staff: Minority composition of professional staff varied over the three year period: 8 of 57(14.0%) in 2003; 9 of 53 (17.0%) in 2004; and 7 of 55 (12.7%) in 2005.

Head Coaches: The number of minority head coaches remained at 1 in 16 during the three year period.

Assistant Coaches: The number of minority assistant coaches varied over the three year period: 7 of 44 (15.9%) in 2003; 6 of 41 (14.6%) in 2004; and 8 of 42 (19.0%) in 2005.

Intercollegiate Athletic Committee: The number of minority members on the Intercollegiate Athletic Committee remained at 1 in 17 over the three year period.

Board of Trustees: During the three-year period, the 15-member Board of Trustees included three (3) black members. There were two (2) vacancies on the Board in 2003.

The Director of Athletics demonstrated commitment to the promotion and hiring of minority coaches and administrators. During this three year period, he hired a black male as Associate Athletics Director (2003), hired a black male as Assistant Director of Football Operations (2003), promoted a black female to Assistant Athletic Director for Life Skills (2005), hired a black female as Assistant Director of Compliance (2005), and hired a black male as Director of Men's Basketball Operations (2006).

6. For the three most recent academic years, provide the racial or ethnic composition for student-athletes who received athletics aid and for students generally. [Note: Use the supplied chart (Racial or Ethnic Composition) to compile the data requested in this self-study item.]

For the purposes of this study and the corresponding charts, the years under review are 2003-2004, 2004-2005, and 2005-2006. See Chart on Racial or Ethnic Composition for Students and Student-Athletes on Athletics Aid.

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Year 1: 2005-2006
 Year 2: 2004-2005
 Year 3: 2003-2004

Note: The University's student information records system records all foreign students as non-resident aliens, rather than by specific racial or ethnic group. As such, the numbers for "All Students" and "Student-Athletes on Athletics Aid" on the chart associated with this Self Study Item do not include the number of non-resident aliens. The number of non-resident aliens for each of the three years of study are as follows:

2003-04: All Students - 878; Student-Athletes on Athletics Aid - 46

2004-05: All Students - 856; Student-Athletes on Athletics Aid - 47

2005-06: All Students - 774; Student-Athletes on Athletics Aid - 39

In general, 10-15% of the non-resident alien student-athletes on athletics aid are black and 85-90% of the non-resident alien student-athletes on athletics aid are white.

7. For the three most recent academic years, provide the racial or ethnic composition of student-athletes who received athletics aid by the eight sport groups listed in the NCAA Graduation-Rates Disclosure Form. Also, for those sports not at the varsity level for three years, indicate the year in which the sport was recognized by the institution as a varsity sport. [Note: Use the supplied chart (Racial or Ethnic Composition) to compile the data requested in this self-study item.]

For the purposes of this study and the corresponding charts, the years under review are 2003-2004, 2004-2005, and 2005-2006. See chart outlining the racial or ethnic composition of student-athletes in identified sports.

Year 1: 2005-2006
 Year 2: 2004-2005
 Year 3: 2003-2004

Note: The University's student information records system records all foreign students as non-resident aliens, rather than by specific racial or ethnic group. As such, the numbers for "Student-Athletes on Athletics Aid by Sport" on the chart associated with this Self Study Item do not include the number of non-resident aliens. The number of non-resident alien student-athletes on athletics aid for each of the three years of study are as follows:

2005-06: Student-Athletes on Athletics Aid - 39

2004-05: Student-Athletes on Athletics Aid - 47

2003-04: Student-Athletes on Athletics Aid - 46

In general, the non-resident alien student-athletes on athletics aid who are black participated in the sports of men's basketball, men's track and women's track. And, in general, the non-resident alien student-athletes on athletics aid who are white participated in the sports of "men's other sports" (e.g., tennis, swimming, golf) and "women's other sports" (e.g., tennis, swimming, golf).

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

- a. Describe how the institution has ensured a complete study of each of the eight areas;
- b. Provide data demonstrating the institution's commitment across each of the eight areas;
- c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future; and
- d. Explain how the institution's future plan for minority issues addresses each of the eight areas.

1. Institutional and Athletics Department Commitment. Development and maintenance of written statements that address the issues of diversity.

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a. Describe how the institution has ensured a complete study of this program area.

The primary sources of information used to assess the institution's and department of intercollegiate athletics' commitment to diversity and written statements addressing diversity were:

- * University's Statement on Diversity, Non-Discrimination Policy, Reaffirmation of Equal Opportunity and Sexual Harassment Policies
- * Department of Intercollegiate Athletics' Mission Statement
- * University of Alabama Department of Intercollegiate Athletics' Policies and Procedures Manual
- * Student-Athlete Exit Interview Surveys
- * Interviews with the Director of Athletics and various Associate/Assistant Athletic Directors
- * Interviews with minority coaches and staff and minority student-athletes.

b. Provide data demonstrating the institution's commitment across this program area.

The University of Alabama has the following written statements/policies that apply to all academic and auxiliary units of the University, including the department of intercollegiate athletics.

Nondiscrimination Notice: "The University of Alabama complies with applicable laws prohibiting discrimination, including Titles VI and VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act, Executive Order 11246, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans Adjustment Assistance Act, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990, and does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status in admission or access to, or treatment of employment in, its programs and services. Inquiries and concerns may be directed to Ms. Gwendolyn Hood, University Compliance Officer, 171 Rose Administration Building, Box 870300, Tuscaloosa, AL 35487-0300, (205) 348-5855 (Voice/TDD)."

University of Alabama Statement on Diversity: "Reflective of its academic mission, The University of Alabama is increasingly comprised of women and men of diverse racial, ethnic and cultural background, natural origin, religious and political belief, age, and physical ability. The University welcomes this diversity and is committed to maintaining a supportive learning program and working environment for all persons. Accordingly, the University supports policies, programs, events, and co-curricular activities that enhance awareness and appreciation of cultural and individual diversity, promote community, and encourage full participation of all members and groups in every aspect of University life.

As an institution of higher learning, The University of Alabama attaches great value to freedom of speech and open debate, but it also attaches great importance to the principles of civility and respect which govern an academic community. Harassment or other illegal discrimination against individuals or groups not only is a violation of University Policy and subject to disciplinary action, but also is inconsistent with the values and ideals of the University.

It is the goal of The University of Alabama to cultivate a hospitable campus environment in which all members of the University can work together and learn from each other in a climate of mutual respect."

Reaffirmation of Equal Opportunity Policy: "Each year The University reaffirms its commitment to equal opportunity. The annual reaffirmation of this commitment serves to acknowledge publicly our obligation to nondiscrimination, both as an Equal Opportunity Employer and as an Equal Opportunity Educational Institution. It also serves as a reminder to all within our community that in the educational process, and in interactions within the workplace faculty, staff, and students must conduct themselves in a manner free of unlawful discrimination of any kind.

As an academic community, we are also dedicated to the pursuit of personal and academic excellence, to advancing the ideals of individual worth and human dignity, and to maintaining a nurturing and respectful learning environment. Individuals who live, work, teach and study within this community are expected to contribute positively to the environment and to refrain from behaviors which threaten the freedom or respect that every member of our community deserves".

Sexual Harassment Policy: "Sexual harassment violates federal civil rights laws and University nondiscrimination policy. The University of Alabama is committed to providing and promoting an atmosphere in which employees can realize their maximum potential in the workplace and students can engage fully in the learning process. Toward this end, all members of the University community (including faculty, staff and students) must understand that sexual harassment will not be tolerated, and that they are

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required to abide by the following policy". The policy then outlines reporting policies, procedures and disciplinary measures.

In addition to the above policies, the department of intercollegiate athletics' written mission statement is "to actively support the University's mission of teaching, research and service by providing an atmosphere in which student-athletes can succeed at championship levels within the spirit of fair play, sportsmanship, and integrity". Toward this mission, the department of intercollegiate athletics' written objectives include the "development of the programs and services which ensure equitable treatment, respect and opportunity for men and women". All coaches and staff are committed to this mission. Responsibility for student-athlete well being is overseen by the Associate Athletics Directors.

The department of intercollegiate athletics' commitment to diversity was evident through written policies, practices, and evident through formal and informal actions. Ongoing review of minority issues is conducted by senior-level administrative staff and the Director of Athletics in consultation with the department of Human Resources or the Office of Equal Opportunity Programs. The Director of Athletics and the University President meet regularly to discuss progress in the area of diversity.

- c.** Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future.

The committee found no deficiencies in this area.

- d.** Explain how the institution's future plan for minority issues address this program area.

The department of intercollegiate athletics will add the University's Non-Discrimination Notice and Statement on Diversity to the Student-Athlete Handbook, the By-Laws of the Student Athlete Advisory Council, the Department of Intercollegiate Athletics Policies and Procedures Manual and on any website areas, as appropriate.

2. Evaluation. Periodic review of athletics department activities for consistency with goals and objectives set forth in the institution's and athletics department's written commitments to diversity.

- a.** Describe how the institution has ensured a complete study of this program area.

The primary sources of information used to assess the department of intercollegiate athletics' periodic review of activities for consistency with objectives set forth in the institution's and department of intercollegiate athletics' written statements addressing diversity were:

- * University's Statement on Diversity, Non-Discrimination Policy, Reaffirmation of Equal Opportunity and Sexual Harassment Policies
- * Department of Intercollegiate Athletics' Mission Statement
- * UA Department of Intercollegiate Athletics' Policies and Procedures Manual
- * Student-Athlete Exit Interview Surveys
- * Interviews with the Director of Athletics and various Associate/Assistant Athletic Directors
- * Interviews with minority coaches and staff and minority student-athletes.
- * 2000-2001 and 2005-2006 Hochwarter surveys and reports.

- b.** Provide data demonstrating the institution's commitment across this program area.

During the 2001-2002 academic year, the written student-athlete exit interview was amended to ask for the student-athlete's ethnicity and to add specific questions related to minority issues.

The exit interview information is shared with the Faculty Athletics Representative and the Director of Athletics. Coaches do not see confidential information, but the Director of Athletics is responsible for addressing issues related to diversity with coaches.

In addition, the Hochwarter survey conducted twice in the past six (6) years has been an effective mechanism for the department of intercollegiate athletics to assess student-athlete perceptions regarding

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issues such as racial harmony within the department of intercollegiate athletics, satisfaction with support services provided to the student-athletes, and confidence in the resourcefulness of athletics staff to assist with personal needs.

- c.** Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future.

The committee found no deficiencies in this area.

- d.** Explain how the institution's future plan for minority issues address this program area.

The department of intercollegiate athletics will continue to annually review student-athlete exit interviews to assess any concerns identified by student-athletes. In addition, the Hochwater Survey will be conducted with all student-athletes every two (2) years and the final report presented to senior administrative staff for discussion, to assess any trends identified by student-athletes, and to respond accordingly.

3. Organization and Structure. Policies, and/or organization, and/or activities of the athletics program and its activities to help enhance diversity.

- a.** Describe how the institution has ensured a complete study of this program area.

The primary sources of information used to assess the department of intercollegiate athletics' policies and/or organization and/or activities to enhance diversity were:

- * University's Statement on Diversity, Non-Discrimination Policy, Reaffirmation of Equal Opportunity and Sexual Harassment Policies
- * Department of Intercollegiate Athletics' Mission Statement
- * University's Non-Discrimination Policy
- * UA Department of Intercollegiate Athletics' Policies and Procedures Manual
- * Student-Athlete Exit Interview Surveys
- * Interviews with the Director of Athletics and various Associate/Assistant Athletic Directors
- * Interviews with minority coaches and staff and minority student-athletes.

- b.** Provide data demonstrating the institution's commitment across this program area.

The University and the department of intercollegiate athletics are dedicated to diversity as stated in the mission statements, and the non-discrimination policies of The University of Alabama. The Department of Intercollegiate Athletics' Policies and Procedures Manual includes a statement on Equal Opportunity Compliance. These policies reflect the department of intercollegiate athletics' commitment to diversity as well as their dedication to diversity as a priority with staff.

The Department's Human Resources Coordinator is responsible for adhering to the University's hiring policies and procedures regarding position announcements and placement of job announcements. In addition, every time an exempt position is posted on the University's On-Line Employment System, a notice is distributed to the Black Faculty/Staff Association and the historically black colleges and universities in the state of Alabama. Vacant staff positions are also advertised on the NCAA website and sent to the National Association of Collegiate Women Athletics Administrators for their distribution.

The Intercollegiate Athletics Committee, which is appointed by the President, provides oversight for all aspects of the Intercollegiate Athletics program, including specifically oversight of "equal opportunity policies and practices". The Intercollegiate Athletics Committee consists of fourteen (14) members - one (1) member of this committee, who represents the Board of Trustees, is a minority.

- c.** Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future.

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The committee observed that the minority representation on the Intercollegiate Athletics Committee, which is appointed by the President, is not representative of the minority faculty/staff population at the University. While there is one (1) minority member on the Intercollegiate Athletics Committee, the minority member represents the Board of Trustees, and therefore, the committee recommends that a minority faculty or staff member be appointed to the Intercollegiate Athletics Committee at the next available opportunity.

d. Explain how the institution's future plan for minority issues address this program area.

The President will appoint, at the next available opportunity, a representative number of minority faculty/staff members to the Intercollegiate Athletics Committee that is reflective of the minority composition of University of Alabama faculty/staff.

The department of intercollegiate athletics will continue to support staff and coaches' membership in professional organizations such as the Black Coaches' Association, National Association of Collegiate Women Athletics Administrators, as well as staff members' participation in professional development conferences and seminars offered by both the University and third party organizations.

4. Enrollment. Goals of the institution for enrollment of minority students and minority student-athletes.

a. Describe how the institution has ensured a complete study of this program area.

The primary sources of information used to assess the goals of the institution for enrollment of minority students and student-athletes were:

- * Data charts completed for Self-Study Item No. 6 of this report.
- * University's Statement on Diversity, Non-Discrimination Policy, Reaffirmation of Equal Opportunity and Sexual Harassment Policies
- * Department of Intercollegiate Athletics' Mission Statement
- * UA Department of Intercollegiate Athletics' Policies and Procedures Manual
- * Student-Athlete Exit Interview Surveys
- * Interviews with the Director of Athletics and various Associate/Assistant Athletic Directors
- * Interviews with minority coaches and staff and minority student-athletes.

b. Provide data demonstrating the institution's commitment across this program area.

The University of Alabama is a leader in the enrollment of National Achievement Scholars, a recognition awarded to top African-American students, ranking 3rd among public universities and 13th among all universities.

Coaches of all sports recruit prospective student-athletes who are capable of being admitted to and succeeding academically and athletically at the University of Alabama regardless of race, color, religion or national origin. During the three (3) years of study, minority student-athletes represented, on average, 3.34% of the minority student enrollment at the University (2003-2004: 3.6% of minority students were student-athletes; 2004-2005: 3.32%; 2005-2006: 3.10%). During the same three (3) years, non-minority student-athletes represented, on average, 1.21% of the non-minority student enrollment at the University (2003-2004: 1.27% of non-minority students were student-athletes; 2004-2005: 1.18%; 2005-2006: 1.18%). [Note: Non-resident alien students and student-athletes were excluded from these figures.]

In an effort to promote retention and graduation of minority student-athletes in sports that, at least nationally, have experienced concerns in these areas, the department of intercollegiate athletics began a minority mentoring program in 2004. The program matches freshmen minority student-athletes in the sports of football, men's basketball and women's basketball with a minority faculty or staff member outside of athletics who serves as a mentor and confidant for the student-athlete.

c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future.

The committee found no deficiencies in this area.

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- d. Explain how the institution's future plan for minority issues address this program area.

The Minority Mentoring Program will be made available to minority student-athletes of all sports.

5. Comparison of Populations. Examination of the student population and comparison of the percentage of minority student-athletes in all sports, by sport, to ensure that there are no signs of discrimination revealed through the recruitment practices of the institution.

- a. Describe how the institution has ensured a complete study of this program area.

The primary sources of information used to examine the student population and compare the percentage of minority student-athletes in all sports to ensure that there are no signs of discrimination in the recruitment practices of the institution were:

- * Data charts completed for Self-Study Item Nos. 6 and 7 of this report.
- * University's Statement on Diversity, Non-Discrimination Policy, Reaffirmation of Equal Opportunity and Sexual Harassment Policies
- * Department of Intercollegiate Athletics' Mission Statement
- * UA Department of Intercollegiate Athletics' Policies and Procedures Manual
- * Student-Athlete Exit Interview Surveys
- * Interviews with the Director of Athletics and various Associate/Assistant Athletic Directors
- * Interviews with minority coaches and staff and minority student-athletes.

- b. Provide data demonstrating the institution's commitment across this program area.

During the three (3) years of study, minority student-athletes represented, on average, 34.1% of the student-athlete population at the University (2003-2004: 35.6% of all student-athletes were minorities; 2004-2005: 33.9%; 2005-2006: 32.9%). During the same three (3) years, non-minority student-athletes represented, on average, 65.9% of the student-athlete population at the University (2003-2004: 64.4% of all student-athletes were non-minorities; 2004-2005: 66.1%; 2005-2006: 67.1%). The greatest level of participation for minority student-athletes is in the sports of football, men's and women's basketball, and men's and women's track. [Note: Non-resident alien student-athletes were excluded from these figures.]

- c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future.

The committee found no deficiencies in this area.

- d. Explain how the institution's future plan for minority issues address this program area.

Consistent with the University's non-discrimination policies, coaches of all sports will continue to recruit prospective student-athletes regardless of race, color, religion, national origin or sexual preference, and who are academically qualified to enroll at the University of Alabama and participate in intercollegiate athletics at a championship Division I level.

6. Participation in Governance and Decision-Making. Involvement of minority student-athletes in the governance and decision-making processes of the athletics department, and provision of leadership opportunities (e.g., participation on student-athlete advisory committee) for minority student-athletes.

- a. Describe how the institution has ensured a complete study of this program area.

The primary sources of information used to assess the involvement of minority student-athletes in the governance and decision-making processes of the department of intercollegiate athletics were:

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- * University's Statement on Diversity, Non-Discrimination Policy, Reaffirmation of Equal Opportunity and Sexual Harassment Policies
- * Department of Intercollegiate Athletics' Mission Statement
- * UA Department of Intercollegiate Athletics' Policies and Procedures Manual
- * Student-Athlete Exit Interview Surveys
- * Interviews with the Director of Athletics and various Associate/Assistant Athletic Directors
- * Interviews with minority coaches and staff and minority student-athletes.
- * Roster of Student-Athlete Advisory Council members for the three years of study - 2003-2004, 2004-2005 and 2005-2006 academic years.

b. Provide data demonstrating the institution's commitment across this program area.

For the three (3) years of study, minority representation on the Student-Athlete Advisory Council averaged 35%. Minority student-athletes have served as President, Secretary/Treasurer, and as other officers of the council during the past five (5) years. The Assistant Athletic Director for Life Skills monitors the sport and ethnic make-up of the Student-Athlete Advisory Council on an ongoing basis. The President of the Student-Athlete Advisory Council serves on the University's Intercollegiate Athletics Committee and the Student Leaders' Council.

c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future.

The committee found no deficiencies in this area.

d. Explain how the institution's future plan for minority issues address this program area.

The department of intercollegiate athletics will continue to annually monitor minority representation on the Student-Athlete Advisory Council, including its Board of Directors.

7. Employment Opportunities. Establishment of goals for minority employment opportunities in the athletics department and the encouragement of promotion and hiring of minority coaches and administrators.

a. Describe how the institution has ensured a complete study of this program area.

The primary sources of information used to assess minority employment, promotion and hiring within the department of intercollegiate athletics were:

- * Data chart completed for Self-Study Item No. 5 of this report.
- * University's Statement on Diversity, Non-Discrimination Policy, Reaffirmation of Equal Opportunity and Sexual Harassment Policies
- * Department of Intercollegiate Athletics' Mission Statement
- * UA Department of Intercollegiate Athletics' Policies and Procedures Manual
- * Student-Athlete Exit Interview Surveys
- * Interviews with the Director of Athletics and various Associate/Assistant Athletic Directors
- * Interviews with minority coaches and staff and minority student-athletes.

b. Provide data demonstrating the institution's commitment across this program area.

The department of intercollegiate athletics' human resource policy is that every time an exempt position is posted on the University's On-Line Employment System, a notice is distributed to the Black Faculty/Staff Association and the historically black colleges and universities in Alabama. In addition, vacant staff positions are advertised on the NCAA website and sent to the National Association of Women Athletics Administrators for their distribution. The department of intercollegiate athletics has an Equal Opportunity/Diversity Compliance statement for employees. The statement reinforces that the department of intercollegiate athletics seeks to have a diverse workforce and provides guidance on how recruitment efforts should be handled to achieve greater diversity.

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The Director of Athletics encourages the promotion and hiring of minority coaches and administrators. The Director of Athletics consults with the University President on all head coaching and senior administrator appointments. In addition, the department of intercollegiate athletics funds a full scholarship each year for a minority graduate assistantship to help facilitate entry of minorities into an intercollegiate athletics administration career path.

Since the first cycle certification, the department of intercollegiate athletics has hired a minority male as a full-time athletic trainer (1998), promoted to full-time a minority female as an athletic trainer (2002), interviewed a minority male for the position of Associate Athletic Director for Compliance (2002), hired a minority Associate Athletics Director (2003), hired a minority male as Assistant Director of Football Operations (2003), promoted a minority female to Assistant Athletic Director for Life Skills (2005), and hired a minority female as Assistant Director of Compliance (2005), interviewed two (2) minority females for head women's basketball coach position (2005), and hired a minority male as Director of Men's Basketball Operations (2006).

c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future.

The committee found no deficiencies in this area.

d. Explain how the institution's future plan for minority issues address this program area.

The department of intercollegiate athletics will continue to annually fill the minority graduate assistant position so as to help facilitate entry by minorities into an intercollegiate athletics administration career path. The Director of Athletics should continue to encourage active searches of minority candidates for both staff and coaching positions by continuing the practice of advertising exempt positions to minority populations and seeking input on potential candidates from minority organizations and minority professionals. Associate Athletic Directors will periodically discuss with minority staff and coaches a professional development plan.

8. Programs and Activities. Establishment of programs that address the needs and issues affecting minority student-athletes.

a. Describe how the institution has ensured a complete study of this program area.

The primary sources of information used to assess programs that address the needs and issues affecting minority student-athletes were:

- * University's Statement on Diversity, Non-Discrimination Policy, Reaffirmation of Equal Opportunity and Sexual Harassment Policies
- * Department of Intercollegiate Athletics' Mission Statement
- * UA Department of Intercollegiate Athletics' Policies and Procedures Manual
- * Student-Athlete Exit Interview Surveys
- * Interviews with the Director of Athletics and various Associate/Assistant Athletic Directors
- * Interviews with minority coaches and staff and minority student-athletes.
- * 2000-2001 and 2005-2006 Hochwarter surveys and reports.

b. Provide data demonstrating the institution's commitment across this program area.

The Assistant Athletic Director for Life Skills coordinates programming for all student-athletes. Programming activities, which are scheduled periodically throughout the academic year, include but are not limited to, workshops/seminars on career planning and networking, working with the media, interacting with youth in the community, violence prevention, etc. As the Assistant Athletics Director for Life Skills receives information about campus-wide programs, including those offered for minority students, she forwards that information on to student-athletes. International students, including student-athletes, receive campus programming information from the Capstone International Services office. The Assistant Athletics Director for Life Skills periodically reports to the Intercollegiate Athletics Committee on programs and activities available to student-athletes relative to minority issues. In addition, the department of

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intercollegiate athletics supports the efforts of the Student-Athlete Advisory Council in all areas, particularly those that educate and inform student-athletes on issues of diversity.

- c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future.

Committee found no deficiencies in this area.

- d. Explain how the institution's future plan for minority issues address this program area.

The department of intercollegiate athletics will host diversity training opportunities/workshops every two (2) years for coaches, staff, and student-athletes. The department of intercollegiate athletics will continue to communicate to all student-athletes the resources available to further develop career options following graduation, especially focused on the career development of minority athletes.

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

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

See Plan of Improvement - University of Alabama - Five (5) - Year Minority Issues Plan - 2007-2008 - 2012-2013

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

The minority issues plan was developed by members of the Equity and Student-Athlete Well-Being Certification subcommittee, in concert with department of intercollegiate athletics administrators, including the Director of Athletics. The plan was reviewed and approved by the Intercollegiate Athletics Committee and will be sent to President Dr. Robert E. Witt for approval.

Evaluation

1. Has the institution implemented its approved minority-opportunities plan from the previous self-study? **Currently Yes**
2. Has the institution provided an explanation from appropriate institutional authorities if its minority-issues plan was modified or not carried out fully? **Currently Yes**
3. Has the institution demonstrated that it is committed to, and has progressed toward fair and equitable treatment of all minority student-athletes and athletics department personnel? **Currently Yes**
4. Has the institution formally adopted a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which expands opportunities and support for minority student-athletes and athletics personnel? **Currently Yes**

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5. Has the institution developed a plan that includes measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables? **Currently Yes**

Equity and Student-Athlete Well-Being

Plan Date Range: 2007-08 thru 2012-13

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Institutional and Athletics Department Commitment.	No issues identified within this program area. Maintenance plan included.	Incorporate the University's Statement on Diversity, Non-Discrimination Policy and other relevant written statements into the Student-Athlete Handbook, the bylaws of the Student-Athlete Advisory Committee, the Department's Policies and Procedures Manual and any appropriate Website areas.	Publish written statements in applicable manuals and on the Website.	Associate Athletics Director for Support Services	For printed handbooks, etc. ensure that statements are published in 2007-2008 editions. For applicable Websites, post no later than conclusion of Spring, 2007 semester.
Evaluation.	No issues identified within this program area. Maintenance plan included.	Continue to review student-athlete exit interviews to assess any concerns identified by student-athletes.	Conduct and review comments/suggestions made by student-athletes during exit interviews.	Director of Athletics and Associate Athletics Directors with Sport Oversight	Annually
		Continue to conduct the Hochwarter Survey with all student-athletes at least every two (2) years and review results of survey to assess possible areas for enhancement.	Obtain and administer survey to all student-athletes. Obtain and analyze results.	Associate Athletics Directors with Sport Oversight, Assistant Athletics Director for Academic Services, and Assistant Athletics Director for Life Skills	Every two (2) years
Organization and Structure.	While there is one minority member of the University's Intercollegiate Athletics Committee, this individual is a Board of Trustee. Therefore, the minority representation on the Intercollegiate Athletics Committee is not representative of the minority faculty/staff population.	Appoint a representative number of minority members to the Intercollegiate Athletics Committee that is reflective of the minority composition of University of Alabama faculty/staff.	Appoint a minority faculty/staff member to committee.	President	At next available opportunity.

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Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
		Continue to support staff and coaches' membership in professional organizations such as Black Coaches' Association, National Association of Collegiate Women Athletics Administrators, as well as staff members' participation in professional development conferences and seminars offered by both the University and third party organizations.	Fund membership dues, permit time to attend conventions/meetings and fund travel, per diem and lodging expenses to attend meetings.	Director of Athletics	Annually
Enrollment.	No issues identified within this program area. Maintenance plan included.	Expand the Minority Mentoring Program to minority student-athletes of all sports.	Identify additional minority faculty/staff members, if necessary. Notify coaches of all sports of the program's expansion and its goals. Implement expansion.	Assistant Athletics Director for Life Skills	Fall, 2007 and continuing annually thereafter
Comparison of Populations.	No issues identified within this program area. Maintenance plan included.	Consistent with the University's non-discrimination policies, coaches of all sports will continue to recruit prospective student-athletes regardless of race, color, religion, national origin or sexual preference, and who are academically qualified to enroll at the University of Alabama and participate in intercollegiate athletics at a championship Division I level.	Recruit student-athletes in accordance with these objectives.	Coaches of all sports	Annually

Equity and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Participation in Governance and Decision-Making.	No issues identified within this program area. Maintenance plan included.	The department of intercollegiate athletics will continue to annually monitor minority representation on the Student-Athlete Advisory Council, including its Board of Directors.	As vacancies on the Student-Athlete Advisory Council occur at the end of each academic year, ensure that a representative number of minority student-athletes are appointed to the committee to maintain representation consistent with minority representation among all student-athletes.	Assistant Athletics Director for Life Skills	Annually
Employment Opportunities.	No issues identified within this program area. Maintenance plan included.	Continue to fill the minority graduate assistant position so as to help facilitate entry by minorities into an intercollegiate athletics administration career path.	Identify possible graduate assistant candidates, accept and review applications, select candidate.	Associate Athletics Director for Support Services	Annually
		Continue to encourage active searches of minority candidates for both staff and coaching positions.	Continue the practice of advertising exempt positions to minority populations and continue to seek input on potential candidates from minority organizations and minority professionals.	Director of Athletics and/or person responsible for coordinating the hiring of candidates for particular positions	As staff and coaching vacancies materialize
Programs and Activities.	No issues identified within this program area. Maintenance plan included.	Host a diversity training workshop/seminar for coaches, staff, and student-athletes.	Identify and retain speakers/presenters to provide workshop/seminars.	Director of Athletics and Assistant Athletics Director for Life Skills	At least once every two (2) years
		Continue to communicate to all student-athletes the resources available to further develop career options following graduation, with particular focus on the career development of minority athletes	Continue to work closely with Career Center- schedule career workshops for students, and encourage students to utilize other Career Center services.	Assistant Athletics Director for Life Skills	Annually

Equity and Student-Athlete Well-Being

Operating Principle

3.3 Student-Athlete Well-Being

Self-Study Items

1. List all "corrective actions", "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 3.3 (Student-Athlete Well-Being). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

There were no "corrective actions", "conditions for certification", or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision relating to Operating Principle 3.3 (Student-Athlete Well-Being).

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 3.3 (Student-Athlete Well-Being). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

There were no additional plans for improvements/recommendations to Operating Principle 3.3 (Student-Athlete Well-Being).

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

During the 2000-2001 academic year, the department of intercollegiate athletics employed the services of Dr. Wayne Hochwarter, then Associate Professor of Management in the University's Culverhouse College of Commerce and Business Administration, to develop a survey instrument that the department of intercollegiate athletics would administer to all student-athletes to examine opinions of student-athletes at the University. Dr. Hochwarter's expertise and research is in Human Resource Management and is considered a national leader in using survey instruments to evaluate diverse populations. The study was designed to assess student-athlete perceptions regarding the following issues: racial isolation within the department of intercollegiate athletics, racial discrimination within the department of intercollegiate athletics, gender discrimination within the department of intercollegiate athletics, support provided by the department of intercollegiate athletics, contribution of the department of intercollegiate athletics to goal setting, confidence in the department of intercollegiate athletics' ability to assist with personal problems, the department of intercollegiate athletics' contribution to the development of skills and abilities, and the department of intercollegiate athletics' impact on the development of work and social skills. Dr. Hochwarter examined the results of the survey and provided the Department with an analysis of the results and possible enhancement initiatives. Acting on Dr. Hochwarter's recommendations to continue to assess student-athlete perceptions on a periodic basis, the department of intercollegiate athletics consulted with Dr. Hochwarter to modify the survey instrument and again administered the survey to all student-athletes during the 2005-2006 academic year. Dr. Hochwarter, now a professor at Florida State University, reviewed the results with key athletics administrators during a conference call in September, 2006. The department of intercollegiate athletics has utilized the information gathered during these two studies to enhance services and programming for all student-athletes.

Equity and Student-Athlete Well-Being

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

How the institution is organized

The University of Alabama department of intercollegiate athletics reports directly to President Dr. Robert E. Witt through the Director of Athletics, Mal Moore. The mission of the department of intercollegiate athletics is "to actively support the University's mission of teaching, research and service by providing an atmosphere in which student-athletes can succeed at championship levels within the spirit of fair play, sportsmanship, and integrity". Specific department of intercollegiate athletics objectives related to student-athlete welfare include, "development of the total person", "development of programs and services which ensure equitable treatment, respect and opportunity for men and women", and "programmed outreach initiatives for student-athletes, coaches and athletics staff to serve the university and local communities".

The University's Intercollegiate Athletics Committee, which is appointed by the President, assists the President in the formulation of policy for intercollegiate athletics and provides oversight for all aspects of the intercollegiate athletics program.

The department of intercollegiate athletics enjoys a collaborative partnership with the division of student affairs which provides quality resources designed to help all students succeed in academic and personal life. For example, the Student Athlete Handbook supports the Capstone Creed, and promotes resources available to all students as well as joint programs sponsored by both divisions to promote a healthy and safe campus climate for all students.

The Student-Athlete Advisory Committee was formed in 1994 to assist in communication, encourage participation and represent the voice of student-athletes of all sports. The Student-Athlete Advisory Committee is advised by Karin Lee, Assistant Athletic Director for Life Skills, and holds regular monthly meetings in addition to special projects and programs. This group provides continual input to athletics administrators regarding issues such as student quality of life, personal well-being and academic progress.

Evidence that student-athlete welfare issues are monitored, evaluated and addressed

Issues concerning student-athlete welfare are monitored on a regular basis through the following means - oversight of each sport by a designated Associate Athletics Director and key staff members having daily responsibility for areas such as Strength and Conditioning, Sports Medicine, Life Skills and Academics - all of which directly impact the student-athletes - overall experience and well-being. Each of these areas are evaluated to determine if additional enhancements or modifications would be beneficial. For example, it became apparent during the 2005-2006 academic year that there was a growing need to have a personal counselor more readily available and accessible to student-athletes. After evaluation, the department of intercollegiate athletics set up an office for a personal counselor in the Bryant Hall Academic Center which is readily accessible and convenient for student-athletes. Additional yearly and/or periodic evaluation mechanisms include written and in-person student-athlete exit interviews as well as assessment surveys developed by Dr. Wayne Hochwarter and administered to all student-athletes.

5. Describe the institution's educational enhancement programs (e.g., education regarding career guidance counseling; personal counseling; health and safety; alcohol and other drug guidelines [see the NCAA Sports Medicine Handbook, Guideline No.1]; non-academic components of life skills programs) available to student-athletes. Describe practices/procedures in place to encourage and assure student-athletes' access to these programs.

Career Services

The Career Center, located in the Ferguson student union, assists students with career advising, assessments, personal planning and career fairs as well as resume critiques and practice interviews. These services are provided to student-athletes frequently and the career staff regularly makes presentations to the athletes as well as consultations upon request. Additionally, the Career Center works closely with the Life Skills area to assist students with selecting a major, applying to graduate school, and employment opportunities based on individual interest and aptitude.

The Department's Life Skills program offers a wide array of programs and services to help student-athletes develop realistic and achievable career goals. For example, the department of intercollegiate athletics sponsors resume

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workshops each semester to assist student-athletes in career planning. Individual career planning sessions are available to help each student-athlete in developing their personal and career development goals based on their interests and aptitudes. Life Skills also sponsors speakers' series and panels of employers to help student-athletes refine an understanding of opportunities in their field. Finally, the Life Skills program holds a Career Day for student-athletes in conjunction with the Center for Athletic Student Services and the Career Center. This provides student-athletes an opportunity to visit with employers about potential careers after graduation.

Counseling Services

The Counseling Center was accredited in May, 2006 by the International Association of Counseling Services and has as its purpose to assist students in achieving academic success and personal growth through quality counseling and psychological services, outreach and consultative services. Staff at the Counseling Center are on-call twenty-four (24) hours daily and readily available to assist student-athletes. Counseling is provided on a variety of emotional health services to students and their spouses. Additional services include substance abuse counseling, crisis counseling, and psychiatric consultation.

Student-athletes, through the Sports Medicine program, also have access to counseling services for a variety of needs, including but not limited to, nutritional needs, family and/or relational issues, student-athletes experiencing career-ending injury issues, etc.

Health and Safety

The University offers a wide array of programs and services designed to enhance the educational environment. Healthy Campus is a campus wide initiative designed to support healthy lifestyles for all students. Working teams comprised of students, faculty and staff review programs, policies and strategies which help students make healthy and responsible choices. Currently, the working groups include: mental health, alcohol and drug abuse, sexual health, fitness/recreation, eating disorders, financial health, and dating violence. Student-athletes and staff from the department of intercollegiate athletics are active participants in these working teams.

Alcohol and Drug Issues

In an effort to help educate all University of Alabama students about alcohol and its effects on the mind and body, the University of Alabama has entered into a three-year educational program with AlcoholEdu for College. This on-line program, designed for new students and parents, covers issues such as peer influence and consequences of substance abuse. The University required all Fall, 2006 freshmen students to complete the two-part online course. As required by the University, all freshmen student-athletes completed the course. Even though not required by the University, the Director of Athletics mandated that all upperclassman student-athletes complete the course as well.

The Alcohol and Drug policy and Code of Student Conduct are administered by the Office of Judicial Affairs. These policies are disseminated regularly so that students and families are made aware of policies, as well as local ordinances impacting on and off campus behavior. Each year, the department of intercollegiate athletics approves and implements a Student-Athlete Alcohol and Drug Education and Testing Policy. The comprehensive policy addresses all components outlined in the 2006-2007 NCAA Sports Medicine Handbook, Institutional Alcohol, Tobacco and other Drug Education Program 1h. On an annual basis, student-athletes attend team meetings and sign the NCAA drug-testing consent form and the University of Alabama Department of Intercollegiate Athletics' forms prior to the start of practice. Additionally, each sports team visits with an assigned University of Alabama Sport Medicine staff member to review the alcohol, drug and testing policies, discuss use of medication and nutritional supplements and their risks, and answer questions regarding their health care and sports medicine protocol. Also, the University of Alabama Sport Medicine program utilizes a counselor to assist student-athletes with general counseling issues (crisis concerns, anxiety, depression, drug addiction, injury recovery and readjustment, etc.) to aid in their return to a normal life style.

A copy of The University of Alabama Department of Intercollegiate Athletics Student-Athlete Alcohol and Drug Education and Testing Policy will be available to the peer-review team.

Non-academic components of Life Skills program

The Women's Resource Center works with men and women about gender and sexual orientation issues. They are on-call twenty-four (24) hours daily and available to assist victims of sexual assault as well. The Women's Resource Center and/or other units on campus work collaboratively with the Life Skills program to enhance a supportive, safe campus environment. For example, during the Fall, 2006 semester, a University sorority sponsored a Violence Against Women seminar for all female students and was designed to provide an overview of self defense tactics for women. All female student-athletes were invited to this program.

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Life Skills programming, whether initiated by the University or by the department of intercollegiate athletics, is communicated to student-athletes via direct email to student-athletes, through the head coaches and/or through sport oversight administrators.

6. Describe the institution's process for conducting the student-athlete exit interviews required by NCAA Constitution 6.3.2 and the means by which this information is used to better the student-athlete experience. Describe other avenues available to student-athletes to provide input.

Process

All exiting student-athletes complete a written exit interview questionnaire. A random sampling of exiting student-athletes, generally 10-20% of a particular sport's exiting class, are selected for in-person exit interviews. In-person exit interviews are conducted by members of the Intercollegiate Athletics Committee and/or other faculty/staff members outside of the department of intercollegiate athletics.

The written version of the student-athlete exit interview includes questions related to the student-athlete's overall experience at the University, their academic experience and their athletic experience. Specifically, as it relates to academic issues, the questionnaire asks student-athletes if they were ever required to miss class due to on-campus practice. It asks them to rate the tutors, quality and availability of computers in the Center for Student-Athlete Services and how well the academic advising programs served their needs. In addition, student-athletes interviewed in person are asked to describe their initial orientation to the University, whether they perform better academically during their competitive season or out-of-season, whether they have had the opportunity to be involved in other campus activities and whether they have any suggestions for athletics administrators to make the student-athlete experience better.

How results used

The anonymous results are summarized and shared with the Director of Athletics for follow up and appropriate action. In some instances, copies of the written surveys are shared with the appropriate sport oversight administrator. These reports have been an excellent mechanism for identifying student-athlete suggestions, opinions, and experiences. Results of exit interviews indicate a high level of satisfaction with student life skills programs and staff.

Other avenues for student-athlete input

Student-athletes work most closely with the administrative teams of their respective sport. The committee found excellent camaraderie based on an atmosphere that welcomes student input and solicits student opinions in matters affecting them. Members of the certification committee met with the Student-Athlete Advisory Council for an open discussion and found the confidence and appreciation of the Life Skills area which advises Student-Athlete Advisory Council to be extremely positive from the students' perspective. Additionally, the committee found the feedback regarding the resources, trust level, and opportunity for honest student-athlete input to be very satisfactory.

The Student-Athlete Advisory Council is comprised of representatives from each sport. These students meet regularly to discuss items such as academic progress and character. They also sponsor appropriate projects to build unity and interaction between the various sports. They have received campus wide recognition from the Coordinating Council of Student Organizations for their excellent programs. The Student-Athlete Advisory Council provides an effective mechanism for student-athletes to become an integral part of the department of intercollegiate athletics. It serves as a channel for recommendations and feedback from the student-athletes to the administrative staff.

7. Describe the institution's and/or athletics department's written grievance and/or appeals procedures available to student-athletes in areas mandated by NCAA legislation (i.e. financial aid and transfers) and in other areas (e.g. harassment, hazing, abusive behavior, sexual orientation). Also, identify the individual(s) responsible for overseeing the administration of the grievance and/or appeals procedures and describe the means by which the grievance and/or appeals procedures are communicated to student athletes and staff.

Student-Athlete Financial Aid and Transfer Issues

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The department of intercollegiate athletic's policies on student-athlete financial aid appeals and student-athlete transfer appeals are published in the Student-Athlete Handbook and in the student-athlete compliance section of www.rolltide.com. Affected student-athletes are also provided a written copy of the applicable appeals process.

Appeals related to reduction or non-renewal of athletics aid are directed to and handled by the Financial Aid Appeals Board, which is chaired by the University's Director of Student Financial Aid. No department of intercollegiate athletics staff members serve on the Financial Aid Appeals Board.

Appeals related to the department of intercollegiate athletic's denial of a transfer release are directed to and handled by the University's Transfer Appeals Committee, which is currently chaired by the Faculty Athletics Representative. No department of intercollegiate athletics staff members serve on the Transfer Appeals Committee. Four (4) University faculty/staff members and one (1) student-athlete serve on this committee.

Academic and Non-Academic Student Conduct Issues

In keeping with the principles of due process, students are afforded the right of appeal both in academic cases as well as non-academic student conduct cases. Policies regarding disciplinary practices are available through the Office of Student Judicial Affairs Website and the appropriate academic dean. These written policies are disseminated in hard copy and via email at the start of each academic year and reviewed with student-athletes during orientation as well as team meetings.

Student written grievances may be registered at several levels. Student academic concerns may be expressed through the office of the designated academic dean. Procedures for grade appeals or other academic-related grievances are outlined in the Faculty Handbook, Appendix D, and made available to students through each college in hard copy, posted on the institution's Website, and made available during New Student orientation. The Student Services personnel are available to assist student-athletes in understanding these appeal procedures for the campus.

Sexual Harassment

The University's Sexual Harassment Policy is administered through the Office of Equal Opportunity Programs. Each academic dean as well as the division of Student Affairs also has trained staff available to all students. The University's sexual harassment policy is printed in the Student-Athlete Handbook, which is distributed to all student-athletes at the beginning of the academic year. This section of the Handbook notes that Kevin Almond and Carol Keys, Associate Athletics Directors, are the department of intercollegiate athletics key contacts for student-athletes on matters related to sexual harassment.

Employees report complaints of discrimination or harassment to the Designated Harassment Resource Person in the college, school or administrative division in which they are employed, or to the Office of Human Resources.

Students with complaints of sexual harassment against faculty members, graduate assistants, and staff members in academic departments, schools, or colleges contact the Designated Sexual Harassment Resource Person in their college or school or in the college or school in which the alleged offender is employed. A faculty member to whom a student has come with a complaint of sexual harassment should recommend that the student contact the designated Sexual Harassment Resource Person. The name and location of the Designated Sexual Harassment Resource Person can be obtained from the Dean's Office, the Office of the Provost, or the Office of Equal Opportunity Programs. Students participating in internships, field placements, student teaching, or similar academic experiences in settings off campus should report complaints of sexual harassment to the University faculty or staff member providing supervision or to the Designated Sexual Harassment Resource Person in their college or school. Student complaints of sexual harassment outside academic departments, schools, and colleges, including complaints against other students, should be addressed to the Student Affairs Designated Sexual Harassment Resource Person(s).

Hazing

The institution has a zero tolerance policy against hazing. The University's policy, which is printed in the Student Code of Conduct in the University Catalog, subjects violators to disciplinary sanctions. There is a 24-hour Hazing and Harassment hotline which is broadly advertised during athlete meetings, New Student Orientation, and Parent Orientation.

The University of Alabama's hazing policy reads:

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"The University of Alabama does not condone any form of hazing, and students involved in hazing incidents are subject to University disciplinary sanctions. The University has accepted and approved the following anti-hazing policy:

Hazing, as defined by Section 16-1-23, Code of Alabama (1975), and such Section as may be amended from time to time.

Additionally, for the purpose of this Code, hazing shall include any mental or physical requirement or obligation placed upon a person by a member of an organization, individual or a group of individuals, which could cause discomfort, pain, or injury including, but not limited to, striking, laying open hand upon, treating with violence or offering to do bodily harm to a person with intent to punish or injure the individual, or other treatment of a tyrannical, abusive, shameful, insulting, or humiliating nature.

Hazing is an action taken or situation created, whether on or off University premises, to produce mental or physical discomfort, embarrassment, harassment, or ridicule. Hazing is also considered to be the creation of a situation, which results in or might result in mental or physical discomfort, embarrassment, harassment, or ridicule, including involuntary servitude, often called "personal favors". Both individuals and organizations may be held accountable for such activity".

The University's hazing policy was inadvertently omitted from publication in the 2006-2007 Student-Athlete Handbook, but it has since been added to the Center for Athletic Student Services website, which is available to student-athletes and is scheduled for publication in next year's Handbook.

Associate Athletics Directors with sport oversight responsibility review with their respective teams at the beginning of each year or at other relevant times the University's policy regarding hazing. During the Fall, 2006 semester, the Director of Athletics mandated that Student-Athlete Advisory Council members and freshmen student-athletes attend the University's anti-hazing seminar.

Abusive Behavior

Hazing and abusive behavior allegations are adjudicated by the Office of Judicial Affairs. This department works closely with all sports to make sure student-athletes, coaches, and administrative staff, clearly understand the policies. These policies are reviewed at the first team meeting of each sport. Specifically, the documents appear in the Undergraduate Catalog and are available on line in the Code of Student Conduct. Pertinent policies state the following:

Offenses Against Persons (ARTICLE III: PROSCRIBED CONDUCT)

1. Physical abuse, verbal abuse, threats, stalking, intimidation, harassment, sexual misconduct, coercion, and/or other conduct which threatens or endangers the health or safety of any person. This paragraph is intended to include any contact or communication which threatens, harasses, or injures a person.
2. Hazing, defined as an act which endangers the mental or physical health or safety of a student, or which destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in, a group or organization.

Sexual Orientation

The nondiscrimination statement and harassment policies are written to ensure compliance with the law (nondiscrimination and harassment on the basis of race, color, national origin, gender, religion, disability, age) and do not include categories that are not considered legally protected categories. However, if an individual believes he/she is being harassed based on his/her sexual orientation, he/she would bring this issue to the attention of the harassment officer. The harassment officer would make an assessment to see if the individual has a gender-based harassment claim (that falls within the non-discrimination statements and harassment policies because it is prohibited by law) or a claim of inappropriate workplace conduct, which like other workplace issues, is not covered in the nondiscrimination/harassment policies, but one which the University would resolve through other appropriate administrative procedures.

8. Describe the institution's educational and support programs in the area of sexual orientation. Also, describe the institution's structure and/or policies that ensure the provision of a safe environment for all students, including student-athletes with diverse sexual orientations.

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The Counseling Center and Women's Resource Center within the Division of Student Affairs provide support and advocacy as well as individual sessions for students with concerns or interest in sexual orientation issues. The staff has provided SAFEZONE training for all interested personnel. Crossroads Community Center, located in Ferguson Student Union provides programs and dialog activities for students of all ethnicities and lifestyles in an environment conducive to understanding and acceptance of all members of The University of Alabama community.

The Queer/Straight Alliance is a registered student organization on campus and provides educational sessions for those interested. Information on safe choices for sexually active students of all lifestyles is linked to the Healthy Campus Website.

9. Identify the mechanisms in place to ensure the health and safety of student-athletes and the administrator (s) responsible for the institutional awareness of health, safety, travel and sports medicine policies. Describe the process by which these policies and guidelines are approved and communicated to athletics department staff and student-athletes. In addition, describe the process by which these policies are periodically evaluated to ensure continued effectiveness.

Health, Safety and Sports Medicine Issues

In compliance with the NCAA Sports Medicine Handbook Guideline 1 (Administrative Issues), the department of intercollegiate athletics has several policies in place to ensure the health and safety of its student-athletes. These policies include: Sports Medicine Administration (1a); Medical Evaluations, Immunizations and Records (1b); University of Alabama Emergency Medical Plan (Emergency Care and Coverage 1c); University of Alabama Extreme Weather Plan (Lightning Safety 1d); University of Alabama Crisis Management Plan (Catastrophic Incident in Athletics 1e); Dispensing Prescription Medication (1f); Non-therapeutic Drugs (1g); and University of Alabama Student-Athlete Alcohol and Drug Education and Testing Policy (Institutional Alcohol, Tobacco and other Drug Education Program 1h). These policies are documented in the University of Alabama Sport Medicine Handbook and shared with all athletic coaches, administrators, athletic trainers, team physicians, and medical support staff.

The Associate Athletics Director for Support Services and the Director of Sports Medicine are the individuals responsible for the institutional awareness of health, safety, and sports medicine policies. Both individuals report directly to the Director of Athletics regarding issues of health, safety and sports medicine. They are responsible for establishing and communicating health and safety policies as they relate to practices, games, out-of season workouts, strength training and skill sessions. The Head Team Physician/Director of Medical Services plays an integral role in all matters related to sports medicine.

The Department's Sports Medical Advisory Committee, which is comprised of the Associate Athletics Director for Support Services, the Director of Sports Medicine, the Head Team Physician/Director of Medical Services, and the Associate Athletics Director/Senior Woman Administrator, assists in the development and administration of sports medicine policies, medical waivers, permissible medical expenses, and other issues related to the health and safety of student-athletes. Policies and guidelines that deal with issues of health, safety and medical treatment are contained in the University of Alabama Sport Medicine Handbook and shared with coaches, administrators, and support staff. These guidelines are reviewed and approved by the Sport Medicine Advisory Committee, Director of Athletics, University's Legal Affairs/Office of Counsel, University Police, and Office of Risk Management. A copy of Sport Medicine Handbook will be available to the Peer-Review Team.

Travel Issues

The Associate Athletics Director for Support Services is responsible for compliance with the Department of Intercollegiate Athletics' Travel Policies and ensuring institutional awareness by all department employees. Policies are distributed to all coaches, administrators, and support staff. The Associate Athletics Director for Support Services, in consultation with the Director of Athletics, deals with issues concerning travel policies.

The Department of Intercollegiate Athletics Travel Coordinator is responsible for working with the University's Purchasing Department to place all bids for team travel on charter planes and buses. The University's bid specifications include specific standards related to issues of health and safety (e.g., maximum age of charter buses, inspection standards for charter planes and use of only Federal Aviation Administration-approved charter air services). Additional travel safety policies are applicable to all employees, including coaches and staff, who regularly drive University and/or dealer car vehicles. For example, such employees are required to complete the Motor Vehicle Record, which initiates a review of the employee's driving record, including whether or not the employee has incurred excessive speeding tickets, Driving Under the Influences', or other motor vehicle infractions. Such employees are also required to confirm their viewing of the online Vehicle Safety Training video.

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With regard to the ever-growing safety concerns related to fifteen (15) passenger vans, the University currently requires, through the Office of Risk Management, such drivers to view a training video and complete a test associated with the video. The University's Office of Risk Management has informed all University departments to dispose of all fifteen (15) passenger vans by April, 2007 - at this time, the University will not provide use of such vans nor permit their rental. The department of intercollegiate athletics adheres to these University-wide policies.

Finally, effective with the 2004-2005 academic year, the department of intercollegiate athletics formalized two (2) departmental policies related to team travel. First, with regard to team transportation - that vans may be used for travel that does not exceed five (5) hours one way, chartered buses may be used for travel that does not exceed nine (9) hours one way, air travel should be used for travel that exceeds nine (9) hours one way and that exceptions shall be considered in consultation with the respective sport oversight administrator. Second, with regard to team lodging - that when team travel requires an overnight stay, each student-athlete shall be provided his/her own bed in hotel rooms.

Through this self-study review, the committee learned that travel policies are effectively communicated to coaches and staff through various means of communication (e.g., Policies and Procedures Manual, via correspondence and email communication, and through sport oversight administrators). However, there appears to be limited communication of travel policies to student-athletes. Therefore, the department of intercollegiate athletics will develop means by which to effectively communicate relevant travel policies to student-athletes (e.g., publication in Student-Athlete Handbook and/or on student-athlete centered webpages).

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

Description

Due to utilization of various athletic venues, emergency medical plans are sport and location specific. In compliance with the NCAA Sports Medicine Handbook Guideline 1c, Emergency Care and Coverage, emergency medical plans for practices and games address emergency personnel, emergency communication, emergency equipment, roles of the first responder, venue directions, and an extreme weather policy for each venue. Coaches, full-time trainers and graduate assistant personnel are CPR and First Aid certified. Weight rooms and other training facilities are not accessible without supervision. Emergency Medical Technicians are present at all major team sport events as well as at Southeastern Conference and NCAA tournament events. All emergency action plans are written by the Director of Sports Medicine, reviewed, evaluated, and approved annually by the Head Team Physician/Director of Medical Services and Sports Medical Advisory Committee.

How Communicated

A copy of the emergency medical plan for each sport is distributed to the respective head coach, assistant coaches, certified athletic trainer and sport oversight administrator. In addition, all event management staff members receive a copy of the emergency medical plans for all sports.

Through this self-study review, the committee learned that emergency medical plans are effectively communicated to coaches and staff. However, there appears to be limited communication of these plans to student-athletes. Therefore, the department of intercollegiate athletics will develop means by which to effectively communicate relevant travel policies to student-athletes (e.g., posting plans in locker rooms and practice/competitive venues).

How Evaluated

The plan is reviewed annually by the director of sport's medicine and athletic training staff. The plan is also reevaluated after each medical emergency.

A copy of Sport Medicine Handbook will be available to the Peer-Review Team.

- 11. Describe the institution's written emergency plan for the athletics program and specific coverage for out-of-season workouts, strength training and skills sessions. Describe the process by which these policies and guidelines are approved and communicated to athletics department staff and student-athletes. In addition, describe the process by which these policies are periodically evaluated to ensure continued effectiveness.**

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Description

Due to utilization of various athletic venues, emergency medical plans are team and location specific. In compliance with the NCAA Sports Medicine Handbook Guideline 1c, Emergency Care and Coverage, emergency medical plans for out-of season workouts, strength training and skill sessions are sport specific and address emergency personnel, emergency communication, emergency equipment, roles of the first responder, venue directions, and an extreme weather policy for each venue. Coaches, full-time trainers and graduate assistant personnel are CPR and First Aid certified. Weight rooms and other training facilities are not accessible without supervision. All emergency action plans are written by the Director of Sports Medicine, reviewed, evaluated, and approved annually by the Head Team Physician/Director of Medical Services and Sports Medical Advisory Committee.

How Communicated

A copy of the emergency medical plan for each sport is distributed to the respective head coach, assistant coaches, certified athletic trainer and sport oversight administrator. In addition, all event management staff members receive a copy of the emergency medical plans for all sports.

Through this self-study review, the committee learned that emergency medical plans are effectively communicated to coaches and staff. However, there appears to be limited communication of these plans to student-athletes. Therefore, the department of intercollegiate athletics will develop means by which to effectively communicate relevant travel policies to student-athletes (e.g., posting plans in locker rooms and practice/competitive venues).

How Evaluated

The plan is reviewed annually by the Director of Sport's Medicine and athletic training staff. The plan is also reevaluated after each medical emergency.

A copy of Sport Medicine Handbook will be available to the Peer Review Team.

12. Using the four program areas for student-athlete well-being issues please:

- a. Describe how the institution has ensured a complete study of each of the four areas;
- b. Provide data demonstrating the institution's commitment across each of the four areas for all student-athletes; and
- c. Explain how the institution will address these topics in the future for the well-being of all student-athletes.

1. Evaluation. Periodic review of athletics department activities for consistency with goals and objectives set forth in the institution's and athletics department's written commitments to student-athlete welfare, including the evaluation of the effectiveness of mechanisms to ensure the health and safety of student-athletes.

a. Describe how the institution has ensured a complete study of this program area.

The primary sources of information used to assess the department of intercollegiate athletics' periodic review of activities for consistency with objectives set forth in the institution's and department of intercollegiate athletics' written statements addressing student-athlete well being issues were:

- * Student-Athlete Exit Interview Document - written version and in-person version.
- * Responses on Student-Athlete Exit Interview documents for past two years - 2004-2005 and 2005-2006.
- * 2001-2002 and 2005-2006 Hochwarter Survey Instrument administered to all student-athletes.
- * 2001-2002 and 2005-2006 Hochwarter Survey Summation Report.
- * Representatives of subcommittee met with the Student-Athlete Advisory Council.
- * The committee met with the Director of Athletics.
- * Representatives of the committee interviewed Dr. Jimmy Robinson, Mr. Bill McDonald, and Ms. Ginger Gilmore re: drug and alcohol policy, all sports medicine policies and application of the NCAA Sports Medicine Handbook.

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b. Provide data demonstrating the institution's commitment to this program area for all student-athletes.

The Assistant Athletics Director for Life Skills collects data from student-athlete exit surveys/interviews. The results of the data are reviewed with the Director of Athletics, Faculty Athletics Representative and Associate Athletics Director for Support Services. Recommended changes are discussed with the Director of Athletics for final approval.

After meeting with Sport Medicine professionals in department of intercollegiate athletics, the Equity and Student Athlete Welfare committee has confirmed that the Sport Medicine program is utilizing the 2006-2007 NCAA Sports Medicine Handbook as their guide for providing quality health care to student-athletes at The University of Alabama.

The sports medicine policies and procedures are reviewed informally by the sports medicine staff.

c. Explain how the institution will address this topic in the future for the well-being of all student-athletes.

The committee found that while the department of intercollegiate athletics has in place all relevant sports medicine policies and procedures, which are informally reviewed and approved, the policies and procedures are not compiled into one easily accessible publication and are not formally reviewed and approved each year.

Future Plan

The processes in place to monitor these issues are effective and the department of intercollegiate athletics will continue to evaluate programming related to student-athlete welfare issues.

By February 1, 2007, the Director of Athletics will establish a Sports Medicine Evaluation Committee to review all aspects of the sports medicine program and the committee will report by June 1, 2007.

In addition, the Sports Medicine Policies and Procedures listed below will (1) be compiled into one master University of Alabama Sports Medicine Policies and Procedures Handbook so that all policies and procedures are located in the same publication, and (2) be formally reviewed, updated and approved by the Director of Sports Medicine, the Head Team Physician and the Associate Athletics Director for Support Services prior to the start of each new academic year.

- * Sports Medicine Administration (1a)
- * Medical Evaluations, Immunizations and Records (1b)
- * University of Alabama Athletics Emergency Medical Plan (Emergency Care and Coverage 1c)
- * University of Alabama Athletics Extreme Weather (Lightning Safety 1d)
- * University of Alabama Athletics Crisis Management Plan (Catastrophic Incident in Athletics 1e)
- * Dispensing Prescription Medication (1f)
- * Non-therapeutic Drugs (1g)
- * University of Alabama Student-Athlete Alcohol and Drug Education and Testing Policy (Institutional Alcohol, Tobacco and other Drug Education Program 1h)

2. Organization and Structure. Policies, and/or organization, and/or activities of the athletics program and its activities to help enhance student-athlete welfare.

a. Describe how the institution has ensured a complete study of this program area.

The primary sources of information used to assess the organization, policies, and/or activities of the athletics program aimed at enhancing student-athlete well being were:

- * Organizational chart of the department of intercollegiate athletics
- * Department of intercollegiate athletics mission statement
- * Student-Athlete Handbook
- * Resource materials and programs available to all University students
- * Resource materials and programming offered to student-athletes
- * Interviews with the Director of Athletics and other department of intercollegiate athletics administrators
- * Interview with members of the Student-Athlete Advisory Council

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- b.** Provide data demonstrating the institution's commitment to this program area for all student-athletes.

As evidenced in the Department of Intercollegiate Athletics Mission Statement, the University of Alabama is committed to the "development of the total person" and the "development of programs and services which ensure equitable treatment, respect and opportunity for men and women". With these objectives in mind, the University has demonstrated its commitment to the overall well-being of its student-athletes by assigning various Associate Athletics Directors to oversight roles for each sport. These Associate Athletics Directors are responsible for the day-to-day operations of their respective sports, including oversight of issues related to the well-being of their sports' respective student-athletes. In addition, the department of intercollegiate athletics employs qualified staff in the areas of Sports Medicine, Strength and Conditioning, Life Skills, and Academic Services for student-athletes. The Directors in each of these areas reports to an Associate Athletics Director. Additional support personnel (e.g., personal counselors, nutritionists, etc.) are also available to assist student-athletes with issues that directly affect their overall well-being.

- c.** Explain how the institution will address this topic in the future for the well-being of all student-athletes.

The committee found no deficiencies in this area.

Future Plan

The University will continue to regularly solicit feedback from student-athletes and coaches regarding effective policies, organizational issues and/or activities that will continue to enhance the overall experience and well-being of student-athletes. Mechanisms for student input are both formal and informal. The Student-Athlete Advisory Council serves as an effective tool for student suggestions and recommendations.

By February 1, 2007, the Director of Athletics will establish a Sports Medicine Evaluation Committee to review all aspects of the sports medicine program and the committee will report by June 1, 2007.

3. Participation in Governance and Decision-Making. Involvement of student-athletes in the governance and decision-making processes of the athletics department (including the student-athlete advisory committee).

- a.** Describe how the institution has ensured a complete study of this program area.

The primary sources of information used to assess the involvement of student-athletes in the governance and decision-making processes of the department of intercollegiate athletics were:

- * Organizational chart of the department of intercollegiate athletics
- * Department of intercollegiate athletics mission statement
- * Student-Athlete Handbook
- * Roster of the Student-Athlete Advisory Council for the three years of study (2003-2004, 2004-2005 and 2005-2006), as well as the 2006-2007 Student-Athlete Advisory Council roster.
- * Interviews with the Director of Athletics and other department of intercollegiate athletics administrators, including the Assistant Athletics Director for Life Skills regarding the role of the Student-Athlete Advisory Council in governance and decision-making processes.
- * Interview with members of the Student-Athlete Advisory Council asking them to describe their role and involvement in governance and decision-making processes of the department of intercollegiate athletics.

- b.** Provide data demonstrating the institution's commitment to this program area for all student-athletes.

During the review described above, the certification subcommittee found that the roster of Student-Athlete Advisory Council members includes representatives from all sports teams and the student athletic training group and includes student-athletes of diverse backgrounds.

In speaking with members of the Student-Athlete Advisory Council, the subcommittee found a high level of satisfaction regarding the current mechanisms for input. Students reported a close rapport with the

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Assistant Athletics Director for Life Skills and a sense of confidence in their ability to approach coaching staff, medical personnel, and department of intercollegiate athletics administrators to express their opinions.

In addition, in speaking with athletics administrators, the subcommittee found that the staff is genuinely interested in student opinion and takes prompt action to welcome and respond to their concerns.

Finally, the University's commitment to providing opportunities for student-athletes to participate in the governance process of the department of intercollegiate athletics is evidenced by the President's appointment of a student-athlete representative (i.e., President of the Student-Athlete Advisory Council) to the University's Intercollegiate Athletics Committee.

c. Explain how the institution will address this topic in the future for the well-being of all student-athletes.

The committee found no deficiencies in this area.

Future Plan

Student-athletes are the focal point of the University's intercollegiate athletics program. As such, they will continue to have a voice and mechanisms to affect change through the Student-Athlete Advisory Committee, the Intercollegiate Athletics Committee and through access to administrators within the department of intercollegiate athletics. In addition, student-athletes will continue to have a voice through student-athlete exit interviews and other periodic assessment surveys.

4. Programs and Activities. Establishment of programs that address the needs and issues affecting student-athletes.

a. Describe how the institution has ensured a complete study of this program area.

The primary sources of information used to assess programs that address the needs and issues affecting student-athletes were:

- * Organizational chart of the department of intercollegiate athletics
- * Department of intercollegiate athletics mission statement
- * Student-Athlete Handbook
- * Roster of the Student-Athlete Advisory Council for the three years of study (2003-2004, 2004-2005 and 2005-2006), as well as the 2006-2007 Student-Athlete Advisory Council roster.
- * Interviews with the Director of Athletics and other department of intercollegiate athletics administrators, including the Assistant Athletics Director for Life Skills regarding programming activities for student-athletes.
- * Interview with members of the Student-Athlete Advisory Council asking them to describe programs for student-athletes and their effectiveness.

b. Provide data demonstrating the institution's commitment to this program area for all student-athletes.

The subcommittee found that the department of intercollegiate athletics is proactive in providing all student-athletes resources and programming that is designed to assist them during their career as a student-athlete at the University as well as to prepare them for their pursuits after their graduation.

The University of Alabama's commitment to providing programs and activities aimed at enhancing the well-being of all student-athletes is evidenced by the number and variety of programs provided to student-athletes. Examples of such programming include, but is not limited to Alcohol Awareness, Mentors in Violence Prevention, Hazing, Financial Education and Leadership Programs.

In addition, the University's commitment is further evidenced by the fact that student-athletes regularly praise the Department's Life Skills services in their student-athlete exit interviews and other periodic student-athlete surveys (i.e., Hochwarter survey).

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- c. Explain how the institution will address this topic in the future for the well-being of all student-athletes.

The committee found no deficiencies in this area.

Future Plan

The University will continue to solicit feedback from student-athletes and coaches regarding worthwhile, effective programming initiatives for student-athletes. In addition, the University will remain committed to providing the programs and services that address a wide variety of student-athlete well-being issues, including, but not limited to, programming related to hazing, health and safety, relational responsibility, career guidance, financial responsibility, etc.

Evaluation

1. Does the institution provide evidence that the well-being of student-athletes and the fairness of their treatment is monitored, evaluated and addressed on a continuing basis? **Currently Yes**
2. Does the institution have established grievance or appeal procedures available to student-athletes in appropriate areas? **Currently Yes**
3. Does the institution provide evidence that the institution has in place programs that protect the health of and provide a safe environment for its student-athletes? **Currently Yes**

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RACIAL OR ETHNIC COMPOSITION ATHLETICS AND SELECTED INSTITUTIONAL PERSONNEL

	Year	Racial or Ethnic Group																	
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Senior Administrative Athletics Dept. Staff	F	0	0	0	0	0	0	1	1	1	0	0	0	5	5	4	0	0	0
Other Professional Athletics Dept. Staff	F	0	0	0	0	0	0	6	8	7	1	1	1	48	44	49	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Head Coaches	F	0	0	0	0	0	0	1	1	1	0	0	0	15	15	15	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Assistant Coaches	F	0	0	0	0	0	0	6	5	5	0	0	0	34	35	37	2	1	2
	P	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals (for Athletics Dept. Personnel)	F	0	0	0	0	0	0	14	15	14	1	1	1	102	99	105	2	1	2
	P	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty-Based Athletics Board or Committee Members		0	0	0	0	0	0	1	1	1	0	0	0	16	16	16	0	0	0
Other Advisory or Policy-Making Group Members		0	0	0	0	0	0	3	3	3	0	0	0	12	12	10	0	0	2

Name of person completing this chart: Lorrie Clements / Marie Robbins

Title: I/A HR Coordinator / Associate AD/SWA

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RACIAL OR ETHNIC COMPOSITION STUDENTS GENERALLY AND STUDENT-ATHLETES ON ATHLETICS AID

Year	Racial or Ethnic Group																	
	Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
All Students	134	135	132	198	203	195	2494	2466	2553	325	242	213	17349	16570	15814	98	0	0
Student-Athletes	0	0	0	2	1	1	95	99	108	2	0	1	206	197	201	2	1	1

Name of person completing this chart: Hanne Delbridge / Kim Johnson

Title: Asst. Director, IR & A / Asst. Director Compliance

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RACIAL OR ETHNIC COMPOSITION MEN'S AND WOMEN'S SPORTS TEAMS

Sports	Year	Racial or Ethnic Group																	
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Baseball		0	0	0	0	0	0	1	1	1	1	0	1	35	36	32	0	0	0
Men's Basketball		0	0	0	0	0	0	9	12	11	0	0	0	1	0	0	0	0	0
Football		0	0	0	0	0	0	56	54	58	0	0	0	31	28	25	0	0	0
Men's Track / Cross Country		0	0	0	0	0	0	7	9	12	0	0	0	11	10	12	0	0	0
Men's Other Sports and Mixed Sports		0	0	0	1	1	1	0	0	0	0	0	0	26	24	23	0	0	0
Women's Basketball		0	0	0	0	0	0	9	10	13	0	0	0	5	4	3	0	0	0
Women's Track / Cross Country		0	0	0	0	0	0	8	10	10	0	0	0	11	7	11	0	0	0
Women's Other Sports		0	0	0	1	0	0	5	3	3	1	0	0	86	88	95	2	1	1
Total		0	0	0	2	1	1	95	99	108	2	0	1	206	197	201	2	1	1

Name of person completing this chart: Kim Johnson

Title: Assistant Director of Compliance