

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.

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 others 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	S p e c i f i c 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	Specific 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	S p e c i f i c 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**

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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
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

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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
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.

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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