

2005-2006
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: 1856
3. Special Affiliation? No
4. Coeducational? Yes
5. Total student enrollment (undergraduate and graduate combined) [using a full-time-equivalency (FTE) basis]: 21429
6. Number of Faculty [using a full-time-equivalency (FTE) basis]: 1251
7. Highest level of academic degree offered: Doctoral
8. Institution's governing entity: Board of Trustees
9. a. Regional accreditation agency: Commission on Colleges, SACS
9. b. Date of most recent regional accreditation self-study: Completed in 2003
9. c. Current accreditation status: Accredited

Athletics Information

1. Subdivision status of athletics program (Academic Year 2006): I-A
2. Conference affiliation(s) or independent status (Academic Year 2006):

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 Equestrian	Independent
Women's Golf	Southeastern Conference
Women's Gymnastics	Southeastern Conference

Introduction to Self-Study Report

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.

Auburn's Men's Basketball program was placed on NCAA probation on April 27, 2004 for two years. The probation period ends on April 26, 2006.

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 Auburn University occurred on October 13-16, 1997. Auburn University submitted an Interim self-study report on June 3, 2002.

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

Auburn University was certified January 8 - 9, 1998.

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

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:

Institution: William F. Walker retires from President, January 2004; Dr. Edward Richardson named Interim President, January 2004; John Heilman's title changed from Senior Presidential Advisor to Provost & Vice-President for Academic Affairs, April 2005; Linda Glaze appointed Associate Provost for Undergraduate Studies, May 2005; Kent Smith appointed Dean of Students, January 2004, Deborah Shaw named Interim Vice-President for Alumni Affairs, March 2004; and, D. Robert McGinnis named Vice-President for Development, October 2002. Marcia Boosinger is named Faculty Athletics Representative in January 2003 replacing Dennis Wilson.

Athletics Program: The following changes have been made in the internal administrative structure of the Athletics Department since the Interim Report submitted in June 2002, Hal Baird's title changed from Senior Associate Athletics Director for Operations and Team Support to Assistant to the President, March, 2004, Hal Baird steps down from this position in December 2004, and, Jay Jacobs, former Senior Associate Athletics Director for Development replaces David Housel as Director of Athletics, December 2004. In February of 2005, Jay Jacobs re-organized the

Introduction to Self-Study Report

athletics department with the following changes; Virgil Starks promoted to Senior Associate Athletics Director for Student-Athlete Support Services; Tim Jackson promoted to Executive Associate Athletics Director; Meredith Jenkins promoted to Associate Athletics Director for Olympic Sports; Mark Richard promoted to Senior Associate Athletics Director for Team Support, and, David Mines promoted to Assistant Athletics Director for Compliance.

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:

Auburn University added the sport of equestrian for the 2002-03 academic year.

Certification Self-Study Information

1. Steering Committee Chair: Dr. Gary Waters
2. Chief report writer/editor of self-study report: Dr. Elizabeth Guertal
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.

In relation to the preparation of the NCAA Certification Report, there has been extensive involvement from all stakeholder groups associated with Auburn University. Represented groups include administrators, the Board of Trustees, alumni, faculty, the administrative and professional group, and staff. In addition, presentations about the NCAA Certification process were made to a wide array of groups throughout March and April. In making these presentations, efforts were made to make everyone aware of the NCAA Certification Report being placed online on Monday, April 24th. All stakeholder groups were encouraged to review the draft report and provide feedback related to the report. Finally, to insure that anyone could comment on the report and raise related questions, a public forum was held on Wednesday, May 3rd. In an effort to insure maximum participation by all interested parties, the location and time of the public forum was well publicized.

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

SELF STUDY PLAN
NCAA CERTIFICATION
Auburn University
2005-2006

Auburn University is scheduled to participate in the NCAA Certification Process during the 2005-2006 academic year through a self-study of the University's Intercollegiate Athletics programs. The following information provides key elements of the University's plans in regards to this important process.

Goals of the Process:

The NCAA Certification Process is designed to promote the integrity of intercollegiate athletics. Auburn University has benefited enormously from its participation in this process in prior years and believes that this process has numerous benefits to the University, the University community, and intercollegiate athletics.

Accordingly, as the University follows the process of Certification recommended by the NCAA, the University will:

- Educate the University community about the athletics program goals and purposes through the involvement of faculty, staff, students, student-athletes, athletics department personnel, the Board of Trustees, and alumni in the Steering Committee and its Subcommittees.
- Study the Athletics Department through a complete review of all components of governance and commitment to rules compliance, academic integrity, and equity and student-athlete welfare.

Introduction to Self-Study Report

- Review carefully the strategies for improvement and recommendations of the first cycle self-study and Interim reports to determine that issues, concerns, and recommendations have been addressed appropriately.
- Educate the University community about the NCAA Certification process and develop increased confidence in and appreciation for institutional control of intercollegiate athletics.
- Educate the University community about the athletics program's goals and purposes, the challenges that intercollegiate athletics face, and the synergism and benefits of the athletics programs to the University's mission and vision.
- Identify areas for improvement in the athletics program.
- Identify areas in the athletics program worthy of commendation.

Institutional Plans from the Prior Self-Study:

The Institutional Plans from the Prior Self-Study are listed below in this document and will be available as hard copies for review by the visiting review team.

The Function and Roles of the Steering Committee and Subcommittees:

The Steering Committee will oversee the self-study process. In addition, the University will have three subcommittees (Governance, Academic Integrity, and Equity and Student Welfare) that will study their respective areas and provide reports to the Steering Committee. Chairs of the subcommittees also serve on the Steering Committee.

The Chair of the Steering Committee, as appointed by the President of Auburn University, is Dr. Gary L. Waters. Dr. Waters is currently the Special Assistant to the President for Athletics and reports directly to the President on all Athletics matters. Dr. Waters has clear authority from the President to lead the certification process.

The Steering Committee and its subcommittees include a broad representation of the campus community and are composed of the following individuals:

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Introduction to Self-Study Report

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Introduction to Self-Study Report

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Introduction to Self-Study Report

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Introduction to Self-Study Report

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Introduction to Self-Study Report

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Involvement of the Southeastern Conference Office:

The University has appointed Mr. Greg Sankey of the SEC Commissioner's Office to be an ex-officio member of the Steering Committee and to serve in other capacities as the conference office and the University deem appropriate.

The University's Campus Liaison with the NCAA:

The University's Campus Liaison is Mr. Mark Richard. He is responsible for fielding questions from University personnel and forwarding them to the NCAA as well as coordinating preparations for the evaluation visit. His contact information is as follows:

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Individual Responsible for Writing the Self-Study Report:

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Introduction to Self-Study Report

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Schedule for Completing the Self-Study:

Sept. 2005 - Appointment of Chair.
Sept. 15, 2005 - Appointment of Steering Committee and Subcommittees.
Sept. 30, 2005 - Organizational Meeting for Steering Committee.
November 9, 2005 - NCAA Orientation Video Conference.
November 15, 2005 - Post NCAA Orientation Steering Committee Meeting.
Nov. 15, 2005 - Subcommittee Meetings and Data Collection March 1, 2006.
Jan. 1, 2006 - Steering Committee Meetings for Updates April 30, 2006 on Subcommittees and Drafting Report.
December 2005 - Presentations to the University Senate, Board
April, 2006 of Trustees, University Administrative Council,
Administrative and Professional Council, Staff Council.
April 1, 2006 - Draft Reports combined for Review by Steering
Committee, including evaluation of self-study Responses against the operating principles and Plans for improvement.
April 24, 2006 - Draft Reports posted on the AU web site.
May 3, 2006 - University Open Forum.
May 9, 2006 - Steering Committee approves Final Report.
May 10, 2006 - Final Self-Study Report submitted to NCAA, the
University community, the media, and the public.
October 23-25, 2006 - Peer Review visit to campus.

Plans for Involvement of the Conference Office:

Greg Sankey of the SEC Office will serve as an ex-officio member of the Steering Committee.

The University's Plans for Writing and Editing the Self-Study Report:

Meeting rooms, computer resources, writing resources, and any other related needs will be provided. The Steering Committee and the Subcommittees are responsible for collecting and organizing all data relating to the goals of the certification process and providing opportunities for input from campus stakeholders, including student athletes. Minutes of all Steering Committee and Subcommittee meetings will be recorded.

Process for Reviewing the Subcommittee and Steering Committee Draft Reports:

The subcommittee draft reports will be reviewed by the Steering Committee and, once approved; draft reports will be circulated to the University community.

Process for Developing the Final Self-Study Report:

The Steering Committee will develop the final self-study report, based upon the draft reports of the subcommittees and the input of the university community. Responses of the committees and the university community will be evaluated against the operating principles and development of the university's plans for improvement.

Plans for Communicating the Work of the Steering Committee to the University Community, the Media, and the Public:

During the self-study, the Steering Committee will make presentations to the campus community including the University Senate, the Administrative and Professional Council, the Board of Trustees, and the University Administrative Council. The Final Self-Study report will be posted on the Auburn University web site and the university community, the media, and the public will be informed of its availability.

ATTACHMENT:

Institutional Plans from the Prior Self-Study

Identification of all institutional plans from the first cycle self-study and all NCAA Division I Committee on Athletics Certification required actions from the first cycle (i.e. conditions and/or strategies for improvement).

Governance and Commitment to Rules Compliance

Introduction to Self-Study Report

Suggestions for Improvement:

Consideration should be given by the Board of Trustees Athletics Committee to inviting the Faculty Athletics Representative to the Committee's meetings, when appropriate, as a source of information. This would allow a better understanding of issues that come before the Faculty Athletics Representative and the Committee on Intercollegiate Athletics.

A bi-annual review of governance and compliance similar to the NCAA Program Certification format would ensure that a sound process remains in place.

Consideration should be given by the Board of Trustees to maintaining minutes of their Athletics Committee meetings on non-personnel matters.

The University should utilize the SEC compliance review program on an annual basis to ensure its compliance program performs as expected.

The compliance staff should be increased to include at least an additional full-time staff member to assist in carrying out the responsibilities of the compliance office and to further provide educational assistance to the University internal and external constituent groups.

Individuals providing administrative support in the Department of Athletics could more effectively serve as backup monitors of recruiting activities, such as travel, if they were regularly provided pertinent information for such activities on a sport-by-sport basis.

The Department of Athletics, Alumni and Development, and University Relations should use the latest technology available, including Internet web sites, to educate the University community on NCAA and SEC rules compliance.

Academic Integrity

Suggestions for Improvement:

Student-Athletes Integrated in Student Body. A minor deficiency exists when it comes to attendance by student-athletes in participation in Camp War Eagle. Even though in 1996, 100% of the incoming football freshmen signees attended a session of Camp War Eagle and 65% of all other sports incoming freshmen attended a session of Camp War Eagle, the ultimate goal should be 100% participation by the Fall of 1998.

The offices that will be responsible for the participation of student-athletes in Camp War Eagle are the Director of Athletics and the Office of Student Services (OSS). The Department of Athletics will work with and inform the Director of Camp War Eagle of our goals and work to ensure no problems occur due to the added number of students attending the sessions.

Admissions and Graduation. Ongoing efforts to recruit student-athletes with a reasonable chance to graduate continues. If this is done, the goal of the Department of Athletics to increase student-athlete graduation rates by increments of 2.5% in each of the next five years is attainable. Although it is the responsibility of the Director of Athletics, the Chairman of the Committee on Intercollegiate Athletics (CIA), and the Office of Student Services to make sure these graduation goals are implemented, improvements are the responsibility of the entire administration and coaching staff of the Department of Athletics.

Academic Authority. The responsibility for admission, certification of academic standing, and evaluation of academic performance of student-athletes is vested in the same agencies that have authority in these matters for students generally, thus there are no noted deficiencies.

Academic Support. In the evaluation of academic support for student-athletes, varying levels of dissatisfaction among some coaches, administrators, and student-athletes have been recognized. The following tasks with appropriate follow-up are intended to provide the mechanism to better identify and correct any deficiencies. Many of these are tasks in progress:

- a. Study the counselor to student-athlete ratio.
- b. Evaluate the role of the academic counselors.
- c. Improve interaction between the Department of Athletics' academic counselors and the various University academic areas, specifically the Academic Affairs Committee.
- d. Enhance study for student-athletes while traveling for competition by providing necessary resources such as lap top computers, academic counselors, or tutors.
- e. Evaluate the Tutorial program and the Book Depository and implement policies and procedures to enhance their operation.
- f. Evaluate the procedure for processing excused absences.

Introduction to Self-Study Report

Responsibility will lie with the Director of Athletics, the Academic Standards Subcommittee of the Committee on Intercollegiate Athletics, and the Office of Student Services for implementation of any new policies and procedures in the areas of academic support.

Scheduling. No AU-generated scheduling conflicts have been identified between athletic participation and academic schedules, particularly during examination periods. However, at times there can be a problem in those schedules generated by the SEC.

Coaches are responsible for avoiding the scheduling of athletics activities that conflict with academic activities. To minimize this problem and to correct an oversight deficiency, beginning Fall 1997, the Assistant Athletics Director for Compliance will be responsible for the review of all practice and competition schedules to minimize conflicts between the student-athletes' participation and academic schedules.

Commitment to Equity

Suggestions for Improvement:

- Continue efforts to recruit minority and women administrators.
- Utilize opportunity to reach new freshmen women during Camp War Eagle to recruit walk-ons for women's varsity sports.
- Offer student-athletes, upon completion of the exit survey, a commemorative photograph or poster representing their team and accomplishments.
- Concentrate efforts to bring coaching salaries to the SEC average where the lowest coaching salaries occur — women's sports.
- Complete implementation of the CHAMPS LifeSkills program, with particular follow-up evaluation of women and minority participants.
- Continue as an ad hoc committee the Commitment to Equity Subcommittee to monitor and evaluate gender and minority issues.

Governance and Commitment to Rules Compliance

Operating Principle

1.1 Institutional Control, Presidential Authority and Shared Responsibilities

Self-Study Items

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

There were no corrective actions, conditions for certification or strategies for improvement imposed by the NCAA Committee on Athletics Certification in its first-cycle certification decision related to governance and commitment to rules compliance issues at Auburn University.

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

Taken from the Division I Athletics Certification Interim Report submitted June 2002:

At its May 16, 2001 meeting, the Athletics Committee of the Board of Trustees extended an invitation to the Faculty Athletics Representative to be an ex officio member of the committee. (This invitation is contained in the Interim Report and will be made available to the visiting review team.) The Faculty Athletics Representative is invited to all committee meetings that involve non-personnel matters. To date, the Faculty Athletics Representative has attended all of the committee meetings that were held. The Faculty Athletics Representative has provided an overview of the work of the Committee on Intercollegiate Athletics to the Athletics Committee of the Board.

A bi-annual review similar to the NCAA format has not taken place. However, there is a subcommittee of the Committee on Intercollegiate Athletics charged with ongoing review of compliance that, by its nature, also includes governance. Also, the agenda for each meeting of the Committee on Intercollegiate Athletics includes a report by the Associate Athletics Director for Compliance. In reviewing this process, oversight has been found to be satisfactory and adequate and no changes are necessary.

Beginning May 16, 2001, the Athletics Committee of the Board of Trustees publicized its meetings and opened the meetings to all guests. As with all committees of the Board of Trustees, minutes of the Athletics Committee are recorded and become public record. The minutes of the Athletics Committee's meetings are sent to the Committee on Intercollegiate Athletics. Likewise, minutes of the meetings of the Committee on Intercollegiate Athletics are distributed to the Athletics Committee of the Board of Trustees.

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

At its meeting on May 7, 2004, the Board of Trustees of Auburn University unanimously passed a resolution (herein, the 'Resolution') which took several steps to clarify the respective roles of the President and the Board of Trustees

Governance and Commitment to Rules Compliance

with regard to institutional control. The steps, specifically discussed below, reaffirm the institution's commitment to control over its athletics department.

First, the Resolution adopted an Auburn University Board of Trustees Policy on Intercollegiate Athletics (the 'Policy'). The Policy acknowledges the Board's constitutional and statutory obligation to manage and control the University. It requires the President of the institution to annually and periodically report to the Board, as is pertinent to the policies governing the institution, concerning the operations of the Athletics Department and Presidential actions taken or to be taken in compliance with the Policy. The Policy is indicative of Auburn University's clear understanding that broad institutional policy formulation must reside in the Board of Trustees and that administration of those policies, including oversight of operations and personnel, must reside in the President.

Second, the Resolution is demonstrative of the University's recent efforts to make certain that Board of Trustees involvement in issues related to athletics is consistent with its involvement in the policies of other units of the institution. Prior to the adoption of the Board Resolution, issues related to athletics policy came before the Athletics Committee of the Board of Trustees for review. The Resolution eliminates the Athletics Committee and designates the Board's Academic Affairs, Student Affairs, Finance, and Executive Committees with ongoing responsibility for diligent review of issues related to athletics policy. The effects of the adopted Resolution and Policy is that athletics issues are now more closely scrutinized by the President, the Board's responsibilities for athletics policy oversight are more clearly delineated, and matters pertaining to athletics are handled much more similarly by the Board of Trustees to matters pertaining to academic governance.

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

As discussed in the response to question number three, Auburn University's Board of Trustees has taken definitive steps to make certain that the Board provides oversight and broad policy formulation for intercollegiate athletics in a manner consistent with other units of the institution. Decisions pertaining to athletics are handled by the Board's Academic Affairs, Student Affairs, Finance, and Executive Committees in just the same manner as academic issues are handled. Prior to May 7, 2004, the institution's governing board maintained a designated committee to handle athletics issues. The rationale for doing so was, in general, that matters related to athletics were distinguishable enough because of their regulatory, financial, and operational components to justify a separate committee. In an effort to bolster administrative control of the athletics programs, to enfranchise campus constituencies into that process, and to comply with the multitude of regulatory issues which involve academic and other campus units in athletics administration, the Board of Trustees abolished the Athletics Committee and now oversees athletics in the same way it oversees other university business.

One example, for illustration purposes only, of how Auburn University Board decisions in the area of athletics are consistent with those in other units can be seen in the way that the President uses the expertise of individual board members to assist with University projects. Auburn University is currently engaged in the development of a resort, conference center and convention center at an Alabama State Park on the Gulf of Mexico. The reason for Auburn's involvement in this project is, generally, to provide a state-of-the-art 'learning lab' for Auburn students in such study disciplines as Hotel and Restaurant Management, and Turfgrass Management. The President has appointed a few individual Board members who have expertise in banking, transactional law and commercial development, along with the Dean of the College of Human Sciences, to assist the University with this process. The use of carefully selected Board members to assist as directed by the President in an advisory capacity with athletics and non-athletics related matters is well documented at Auburn.

Auburn University's Board of Trustees participates in all major decisions involving financial matters and capital construction projects. The Board also, from time to time, commends the success of Auburn's student athletes in competition and in the classroom. A review of the minutes from the Board meetings over the past three years, including the minutes from the Athletics Committee while in existence, in conjunction with knowledge gleaned from individual Board members, reveals Board involvement in the following:

ITEMS OF BUSINESS

2002-03 Academic Year:

Received report on football game day improvements for safety and security.

Governance and Commitment to Rules Compliance

Approval of settlement of outstanding indebtedness and proposed renegotiation of licensing agreement for AU Golf Course.

Approval of the issuance of 2003 athletic revenue bonds.

AU Recognition of AU Men's Golf Team.

Reviewed Jordan-Hare storm sewer improvement construction plan.

Approval of program plan, funding plan, request to name an architect, and request to initiate a search for a construction manager for student-athlete development center.

Approval of program plan, pre-design budget, funding plan, and request to initiate the search for an architect for AU Tennis Facility and Jordan-Hare stadium expansion/renovation.

Approval of request to initiate search for an architect for AU Tennis Facility and Jordan-Hare stadium expansion/renovation.

Approval of request to initiate search for construction manager for Jordan-Hare stadium expansion/renovation.

Recognition of soccer team and head coach, Karen Hoppa.

Approved budget for upgrades to the Luther Young Tennis Center, architectural selection.

Approval of student-athlete development center: program plan brief, funding plan, and request to name an architect.

Renovation/expansion of Jordan-Hare Stadium, Phase I, architectural selection and construction manager selection.

Recognition of AU Men's and Women's swimming & diving program (2003).

2003-04 Academic Year:

Approved coordination of Jordan-Hare storm sewer system upgrade with Parkerson Mill creek restoration effort.

Naming of construction managers for Jordan-Hare sewer improvements project.

Approved budget for golf teaching facility.

Recognition of Joe Ciampi, head Women's basketball coach, and Auburn swimming and diving program (2004).

Approved board responsibilities for intercollegiate athletics.

Authorized issuance of 2004 general fee revenue bonds and athletic revenue bonds of AU.

2004-05 Academic Year:

Recognition of 2004 Auburn football team and coaches.

Approval of swim team training pool and Equestrian Center.

Recognition of Kirsty Coventry, Men's and Women's Swimming and Diving Teams and coaches (2005), and Women's golf team and coach.

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

The President has been significantly involved in all major decisions involving intercollegiate athletics over the last three years. These decisions are listed as follows:

-Dedication of the Dr. Jane B. Moore Softball Field.

-Relieved Head Basketball Coach Cliff Ellis of his duties.

-Named Hal Baird Athletics Assistant to the President to administer the Athletics Department's transition through the SACs Review and until a permanent AD was hired.

-Hired Jeff Lebo as Head Men's Basketball Coach.

-Hired Nell Fortner as Head Women's Basketball Coach.

Governance and Commitment to Rules Compliance

- Relieved Head Baseball Coach Steve Renfroe of his duties.
- Hired Tom Slater as Head Baseball Coach.
- Authorized the Athletics Department administrative reorganization.
- Oversaw the completion of the NCAA Men's Basketball investigation.
- Directed the SACs review issues that related to the Athletics Department.
- Handled and approved contract negotiations with Head Football Coach Tommy Tuberville.
- Completed a review and audit process by outside public accounting firm for departmental summer camps approval.
- Hired Jay Jacobs as Athletics Director.
- Authorized reorganization of athletics fund raising arm and created athletics foundation (Tigers Unlimited Foundation) to hold donor funds and endowments.
- Entered into operating agreement with Tigers Unlimited Foundation to make certain that University President approved all funds expended in Athletics Department.

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

The ultimate decision-making authority regarding intercollegiate athletics clearly rests with the President (Chief Executive Officer) of the University. The President has delegated to the Director of Athletics the responsibility of managing the Department of Athletics on a day-to-day basis. The President encourages shared advisory participation in major decisions that confront the Department of Athletics. In this regard the Director of Athletics is a member of the President's staff, which is composed of individuals who report directly to the President (for example, Vice Presidents, General Counsel, etc.), and participates in that group's regular staff meetings where athletics issues can be discussed and input from this group is available. The President receives regular updates, copies of relevant correspondence, and frequently discusses pertinent questions with the Director of Athletics.

The President and Director of Athletics are committed to faculty involvement in the decision making process. For that purpose, the Faculty Athletics Representative has direct access to the president and Director of Athletics on all athletic matters including those that relate to the assurance of institutional control, academic integrity and the maintenance of the welfare of the student athlete.

Further input on decisions comes from the Committee on Intercollegiate Athletics (CIA), which is a standing university committee. The CIA shall: 1) recommend to the President the policies for the operation of the intercollegiate athletics program at Auburn, 2) monitor for the President all aspects of the program for compliance with University policies and with NCAA and SEC legislation, and 3) assist the President and the Director of Athletics on any aspect of the intercollegiate athletics program for which advice or assistance is requested. The CIA consists of eighteen members as follows:

Faculty: Six faculty

Continuing/Ex Officio: 1) Chair and a vice chair selected by the President from among the faculty, 2) Executive Vice President, 3) Vice President for Alumni Affairs, 4) Vice President for Development, 5) President of the Student Government Association or designee, and, 6) Chair of the Staff Council.

A & P: One Administrative and Professional Assembly member.

Non voting: 1) President or designee, 2) Provost and Vice President for Academic Affairs or designee, 3) Athletics Director or designee, and 4) Assistant Athletics Director for Compliance.

Restrictions: Members should have an interest in and knowledge of intercollegiate athletics. Faculty serve three-year staggered terms.

The institution's Governing Board (Board of Trustees) is responsible for providing oversight, general policy formulation, and approval of the Department of Athletics' capital improvement budgets. As previously discussed

Governance and Commitment to Rules Compliance

above the Board reviews policy issues related to athletics through its Academic Affairs, Student Affairs, Finance, and Executive Committees, each as presented to the Members by the President. Frequently, the Director of Athletics is invited to attend Board Meetings and, pursuant to the Auburn University Board of Trustees Policy on Intercollegiate Athletics, to report to the Board on policy issues related to Athletics.

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

There is no athletics committee of the Board of Trustees. The Committee on Intercollegiate Athletics (CIA) is recognized as follows:

Dr. Ed Richardson or Designee
Interim President
107 Samford Hall

Dr. Donald Large
Executive Vice President
107 Samford Hall

Dr. John Heilman or Designee
Provost
107 Samford Hall

Mr. Jimmy Stucky
Financial Reporting
Ingram Hall

Dr. Linda Glaze (Provost's Designee)
Associate Provost for Undergraduate Students
208 Samford Hall

Mr. John Tatum
SGA President
332 Foy Union

Ms. Debbie Shaw
Interim Vice-President
Alumni Affairs

Dr. D. Robert McGinnis
Vice President for Development
Alumni Center

Ms. Marcia Boosinger
Faculty Athletics Representative
RBD Library

Ms. Jenny Swaim
Chair, Staff Council
Facilities Division

Dr. Wayne Alderman (President's Designee)
Professor, Accounting
301 College of Business

Dr. Gary Waters
Vice Chair, CIA
Executive Director, Student & Corp. Services
25 College of Business

Dr. David Cicci
Professor, Aerospace Engineering
211 Aerospace Engineering

Dr. Gerry Dozier

Governance and Commitment to Rules Compliance

Assoc. Professor, Software Eng.
107 Dunstan Hall

Dr. Elizabeth Guertal
Professor, Agronomy & Soils
253 Funchess Hall

Dr. Reid Hanson
Professor, Clinical Sciences
612 Hoerlein Hall

Dr. Tom Smith
Assoc. Professor, Human Dev. & Family Studies
202 Spidle Hall

Dr. Daniel Svyantek
Assoc. Professor, Psychology
226 Thach Hall

Mr. Jay Jacobs
Director of Athletics
Athletics Complex

Mr. David Mines
Assistant A.D.
Athletics Department

Dr. Randall Clark
Chair, Drug. Ed/Drug Testing Subcommittee
303 Pharmacy

The following are standing subcommittees reporting to the CIA. Some members of these subcommittees are also members of the CIA. Other members are University personnel.

1. Academic Standards Subcommittee

Beth Guertal, Chair - CIA Member
Marcia Boosinger - FAR
Gerry Dozier - CIA Member
Daniel Svyantek - CIA Member
Dianne Hall, Chair - AU Senate Academic Standards Committee
Kelly Haynes - Director of Program for Students with Disabilities
Jay Moseley - Student-Athlete Advisory Committee member
Resource Persons: - Linda Glaze, Associate Provost; Virgil Starks, Sr. Associate A.D.

2. Awards Subcommittee

Tom Smith, Chair - CIA Member
Reid Hanson - CIA Member
Linda Glaze - Associate Provost (CIA Designee)
Bob McGinnis - CIA Member
Debbie Shaw - CIA Member
John Tatum - CIA Member
Barbara Camp - Sr. Woman Administrator
Meredith Jenkins - Associate A.D.
Jessica Smith - Student-Athlete Advisory Committee member
Resource Persons: Buddy Davidson - Assistant A.D., Virgil Starks - Sr. Associate A.D., Kirk Sampson, Assistant A.D.

3. Compliance Subcommittee

David Mines, Chair - Assistant A.D. for Compliance
Daniel Svyantek - CIA Member
Gary Waters - CIA Member
Don Large - CIA Member

Governance and Commitment to Rules Compliance

Jimmy Stucky - CIA Member
Mark Richard - Sr. Associate A.D.
Kevin Robinson - Executive Director for Internal Audit
Angela Homan - Student-Athlete Advisory Committee member

4. Drug Education/Testing Advisory Group

C. Randall Clark, Chair - Professor
Gerry Dozier - CIA Member
Reid Hanson - CIA Member
Kimberly Braxton-Lloyd - Professor
David Pascoe - Professor
Mike Roberts - Director of Sports Medicine
Ashley Cowart - Student-Athlete Advisory Committee
Resource Persons: Lee Armstrong, General Counsel; Mike Goodlett, M.D.

5. Equity, Welfare and Sportsmanship

Gary Waters, Chair - CIA Member
David Cicci - CIA Member
Beth Guertal - CIA Member
Daniel Svyantek - CIA Member
John Tatum - CIA Member
Jenny Swaim - CIA Member
Barbara Camp - Sr. Woman Administrator
David Marsh - Head Swimming Coach
Kelley Taylor - Affirmative Action EEO Compliance Administrator
Meredith Jenkins - Associate A.D.
Jay Moseley, Natalie Burton, Ronda Gullatte - Student-Athlete Advisory Committee members
Resource Persons: David Mines, Assistant A.D. for Compliance; Lee Armstrong, General Counsel; Mark Richard, Sr. Associate A.D.

6. Priority and Seating Subcommittee

Gerry Dozier, Chair - CIA Member
Marcia Boosinger - FAR
David Cicci - CIA Member
Tom Smith - CIA Member
Don Large - CIA Member
Jimmy Stucky - CIA Member
Jenny Swaim - CIA Member
Resource Persons: Tim Jackson Executive Associate A.D., Stephen Naughton, Director of Ticket Sales, Anita Cox, Manager Ticket Office, Sam Lowther, Sr. Institute Research Analyst.

7. Professional Sports Counseling Panel

David Cicci, Chair - CIA Member
Tom Smith - CIA Member
Mark Richard - Sr. Associate A.D.
George Willock - Development Officer
Lee Colquitt - Professor
Chester Galloway - Professor
Willie Larkin - Professor
Sharon Oswald - Professor
Antarrrious Williams, Jay Osborne - Student-Athlete Advisory Committee members
Resource Persons: Head Coaches, David Mines - Assistant A.D. for Compliance.

8. Sports Camps/Clinics Subcommittee

Reid Hanson, Chair - CIA Member
Beth Guertal - CIA Member
Jimmy Stucky - CIA Member
Jenny Swaim - CIA Member
David Mines - Assistant A.D. for Compliance

Governance and Commitment to Rules Compliance

Chris Rodger - Professor
Vic Walker Medical Transcriptionist, Clinical Sciences
Julie Stupp, Student-Athlete Advisory Committee
Resource Persons: Terry Windle - Sr. Associate A.D., Mark Richard - Sr. Associate A.D.

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

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

Evaluation

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

Governance and Commitment to Rules Compliance

Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals / Officers Responsible for Implementation	Specific Timetable for Completing the Work
For individuals outside the Athletics Department who are involved in rules compliance activities, their job descriptions and responsibilities should include a statement indicating they are responsible for complying with NCAA and SEC rules and regulations.	Ensure that a written statement will be included in their next job description.	A written statement indicating that individuals will be responsible for complying with NCAA and SEC rules will be included in their performance appraisal.	Associate A.D. for Compliance and Registrar.	2006-07 Academic Year.
After reviewing the corrective actions planned or implemented from the rules compliance evaluation, a telephone monitoring system should be implemented.	To implement a telephone monitoring system that would allow the compliance staff to monitor recruiting telephone calls for all coaches.	The Associate A.D. for Compliance will be responsible for meeting with internal auditing to develop this system.	Associate A.D. for Compliance.	Fall 2006.
The compliance office does not have a Compliance Acknowledgment form for new employees to sign at the completion of their compliance orientation meeting.	To develop a Compliance Acknowledgment form.	The compliance staff will develop a Compliance Acknowledgment form.	Associate A.D. for Compliance.	Summer of 2006.

Governance and Commitment to Rules Compliance

Operating Principle

1.2 Rules Compliance

Self-Study Items

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

There were no corrective actions, conditions for certification or strategies for improvement imposed by the NCAA Committee on Athletics Certification in its first-cycle certification decision related to governance and commitment to rules compliance issues at Auburn University.

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

Taken from the Division I Athletics Certification Interim Report submitted June 2002:

The Southeastern Conference performed a compliance review on May 7-8, 2001. An earlier SEC compliance review was performed on February 18-20, 1997. Auburn University would welcome more timely outside reviews. The Committee on Intercollegiate Athletics is an entity outside the Athletics Department and the Committee reviews various aspects of the university's program through many of its subcommittees: (i) compliance, (ii) summer sports camps and clinics, (iii) drug testing and education, (iv) drug appeal, (v) professional sports advising, (vi) academic standards, and (vii) equity, welfare, and sportsmanship.

An Assistant Athletics Director for External Affairs was hired on November 11, 1997. This individual has been working in several aspects of compliance for the past four years. Responsibilities include agent education and working with student-athletes in obtaining an agent, student employment, complimentary admissions, and gambling education along with any other duties as assigned.

The Associate Athletics Director for Compliance is in almost daily contact with the administrative support staff and conducts an annual presentation for that group.

To assist with this area, in May 1998, an Assistant Director of On-Campus Recruiting was hired. This individual is essential in the overall monitoring of compliance policies and procedures. Some of the duties for this position include: registration lists for prospects and high school coaches at all home football and basketball games, assisting Olympic Sports with official and unofficial visits at all home football and basketball games, administering all official paperwork for Olympic Sports, administering paperwork for football official visits and balancing recruiting accounts.

In April 1998, the Athletics Department's web page added the site 'Rules and Regulations Every Alumnus or Friend of Auburn University Should Know.' This web site (http://www.auburn.edu/athletics/ncaa_and_you.html) provides a thorough, east-to-read overview of pertinent NCAA rules (with an accompanying Q & A section) for alumni and friends of Auburn University.

Governance and Commitment to Rules Compliance

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

A revised Department of Intercollegiate Athletics Compliance Program was introduced in January 2002. This program is used as a tool to educate new employees, provide monitoring forms for coaches and staff and to have a central location for compliance policies and procedures with the Department of Athletics.

A sports camp/clinic manual was developed by the Director of Compliance and released in the Fall of 1999. It is provided to coaches and staff. The manual presents education materials along with the monitoring system the compliance officer uses.

A compliance choice was added to the menu of the Athletics Department's 1-800 number (800-AUB-1957) in the Fall of 2000.

An annual compliance meeting with trainers and managers of all sports began in the Fall of 2000, and is repeated each fall.

In August of 2005, the position of Assistant Director of On-Campus Recruiting was promoted to Compliance Coordinator and given additional duties in compliance, rules education, and writing education articles for The Tiger Roar, the official booster publication. Beginning with the 2005-06 academic year, a compliance newsletter (The Auburn Enforcer) was developed and is disseminated to coaches and athletics department staff members on a monthly basis. Other duties of this position are more fully described in the response to question 5 below.

In May 2005, messages containing rules education were incorporated into the University telephone system. When an individual is placed on hold they will hear two or three compliance messages encouraging individuals to contact the compliance office and to follow NCAA rules.

In May 2005, the University provided an on-line anonymous reporting system called Ethics Point, Inc. to receive reports regarding concerns over financial irregularities (and similar ethics related matters) and NCAA violations. There is a link for reporting these concerns on the Athletics Department's Compliance website.

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

Various booster support groups exist at Auburn. The primary booster group is Tigers Unlimited Foundation, an Alabama non-profit corporation. In addition, there exists the Auburn Diamond Club for baseball, the Tip-off Club for Men's Basketball, along with the Football and Men's Basketball Lettermen's Clubs. Most sports do not have an active booster club but coaches assist the Tigers Unlimited Foundation in raising funds for specific programs.

Auburn maintains clear control over all booster clubs associated with athletics. Through specific use of joint operating agreements and expenditure approval forms, the Auburn Athletics Department requires that no funds be expended within the Department unless and until the appropriate University administrators have approved such expenditures. The Booster Club Expenditure Form requires the booster club to submit a request to the Athletics Department when any funds will be spent for student-athletes. This form must be approved by the sport administrator and compliance staff. Furthermore, the Articles of Incorporation and Bylaws of Tigers Unlimited Foundation mandate appropriate financial control by requiring annual audits and other accounting mechanisms in the expenditure of booster-related funds. Athletics Department staff members are assigned to work with each of the booster groups and the groups' leadership. Finally, the Compliance Subcommittee of the Committee for Intercollegiate Athletics is charged with reviewing expenditures of the Tigers Unlimited Foundation to ensure compliance with NCAA recruiting bylaws.

The Tigers Unlimited Foundation is governed by a Board of Directors made up of five voting and two ex-officio, non-voting members. The five voting members include three outside directors, the President of the University and a member of the University Board of Trustees selected by the other TUF Board Members. The two non-voting board members are the Athletics Director and the Associate Athletics Director for Development. As mentioned above, the Tigers Unlimited Foundation has entered into an Operating Agreement with the University, which, among other things, requires that the University President approve all funds expended by the Foundation in the Athletics Department.

Governance and Commitment to Rules Compliance

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

The work of the Subcommittee on Governance and Commitment to Rules Compliance in preparing a self study has determined that Auburn University's compliance policies and procedures are effective. Auburn emphasizes that rules compliance is a shared responsibility throughout the institution and has structured itself to demonstrate this belief. The university has set forth clear responsibilities and reporting lines for all that are engaged in ensuring compliance with the NCAA regulations. Specific duties have been assigned to individuals within and outside the athletics department who are responsible for documenting and monitoring compliance with the NCAA regulations.

Institutional control and ultimately compliance responsibility rests with the University President. The President is assisted by the CIA chaired by the FAR and the Director of Intercollegiate Athletics. The Director of Intercollegiate Athletics oversees the athletic program and reports directly to the President. Primary responsibility for ensuring compliance is assigned to the Senior Associate Athletics Director for team support who reports directly to the Director of Athletics. This individual is assisted by a staff consisting of the Assistant Athletics Director for Compliance, a compliance coordinator, a compliance administrative assistant, Senior Associate Athletics Director for Student Services and Assistant to the Provost, the Director of Admissions, coordinator of academic compliance and eligibility, an eligibility specialist, administrative support specialist in student financial aid, and the Associate Director and Senior Woman Administrator. This staff plays a vital role in distributing and clarifying compliance policies to faculty, staff, coaches, student athletes, and people outside the University to promote understanding and adherence to NCAA and Southeastern Conference regulations. These policies are found in many places such as the University Athletic Policies and Procedures Manual, Compliance Program Manual for Coaches/Staff and New Employees, booster brochures, compliance newsletter, job descriptions of relevant employees, and the athletics department website.

Specific individuals, reporting lines and responsibilities includes:

Jay Jacobs, Director of Athletics

Reports to the President and maintains an open line of communication with the Faculty Athletics Representative and compliance staff.

Delegates authority for compliance responsibilities and ensures lines of communication remain open between the delegates and the Director.

Maintains working knowledge of NCAA, Southeastern Conference, and University regulations.

Coordinates with the Faculty Athletics Representative and other compliance staff to formulate Auburn's position on NCAA legislative proposals.

Reviews all self-reports of secondary NCAA rule violations, which are forwarded to him.

Directly informs the President of compliance-related issues.

Evaluates head coaches and senior administrative staff regarding commitment to compliance and communicates any concerns to the President and Faculty Athletics Representative.

Ensures that integrity and commitment to rules compliance remains an integral part of all hiring decisions.

Serves as ex-officio member of the Committee on Intercollegiate Athletics (CIA).

Mark Richard, Senior Associate Athletic Director for Team Support

Reports directly to the Director of Athletics, who reports directly to the President.

Assists the institution in meeting its overall compliance obligation.

Maintains working knowledge of NCAA, Southeastern Conference, and University regulations.

Monitors Auburn's adherence to the written compliance-related policies and procedures and notifies appropriate individuals of violations.

Supervises compliance staff and reports any concerns to the Director of Athletics or the Faculty Athletics Representative as appropriate.

Serves as football, men's basketball, baseball, track and field sport administrator.

Monitors agents and their activities.

Governance and Commitment to Rules Compliance

Member of the Eligibility Issues Committee.
Member of the Credential Review Committee.

David Mines, Assistant Athletic Director for Compliance

Reports directly to the Senior Associate Athletic Director for Team Support.
Maintains a working knowledge of NCAA, Southeastern Conference, and University regulations.
Implements Auburn's policies and procedures to establish compliance with NCAA legislation and communicates any concerns to the Senior Associate Athletic Director for Team Support.
Oversees the rules education program for coaches, staff, student athletes, and representatives of athletic interests.
Provides legislative updates, rules education, and issues rules interpretations as requested.
Assists with investigation and reporting of rules violations, and maintains an open line of communication with the Faculty Athletics Representative.
Serves as SEC and NCAA Liaison for Auburn University.
Conducts squad meetings and coaches and staff workshops.
Provides education regarding gambling restrictions for student athletes.
Monitors camps and clinics, particularly their registration.
Assimilates institutional input for legislation/proposals and track proposals.
Declares playing and practice seasons.
Oversees NCAA Special Assistance Fund and Student Athlete Opportunity Fund.
Monitors student athlete employment.
Provides waivers for incidental expenses and serves on Administrative Review Subcommittee that reviews progress toward degree and hardship and medical exemption.
Serves as Liaison to Faculty Athletics Representative.
Provides permission to contact and transfer approvals.
Monitors NCAA affirmation of eligibility.
Develops participation lists.
Maintains NCAA Squad Lists.
Coordinates complimentary ticket process.
Serves as men's golf and men's tennis sport administrator.
Serves on Test Scores Challenge Committee.
Assists international student athletes with eligibility and taxes.
Member of the Waiver Committee.
Monitors participation and missed class time.

Susan Bazemore, Compliance Coordinator

Reports directly to the Senior Associate Athletic Director for Team Support.
Maintains a working knowledge of NCAA, Southeastern Conference, and University Regulations.
Oversees the official recruiting visit process, such as pre-approval, student athlete host money, official visit receipts and documentation, and post official visit check-up.
Monitors recruiting in regard to telephone calls, contacts and evaluations, and prospective student athlete complimentary admissions.
Monitors playing and practice season using practice forms and 20/8 hour reports on countable athletically related activities.
Monitors occasional meals, rules education, interpretation requests, coaches and staff workshops, and NCAA coaches' certification exam.
Updates compliance manual.
Publishes compliance newsletter.
Provides approval for memorabilia/promotional activities approval.

Diana Martin, Compliance Administrative Assistant

Reports directly to the Assistant A.D. for Compliance.
Updates Camps/Clinics and Compliance Manuals.
Distributes NCAA/SEC educational materials.
Ensures completion of required NCAA, SEC, and AU forms.
Monitors and manages the Student-Athlete Special Assistance and Student-Athlete Opportunity Funds.

Coaches

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

Governance and Commitment to Rules Compliance

Maintain a working knowledge of the relevant NCAA, Southeastern Conference, and University regulations.
 Assume responsibility for conducting programs in compliance with all NCAA and Southeastern Conference rules.
 Maintain recruiting forms, including telephone logs and official visit forms, to satisfy Auburn compliance plan.
 Obtain rule interpretations from compliance staff when needed.
 Provide support for rules education and compliance efforts.

Virgil Starks, Senior Associate Athletics Director for Student Services and Assistant to the Provost

Reports to Director of Intercollegiate Athletics and Provost.
 Maintains a working knowledge of relevant NCAA, Southeastern Conference, and University regulations.
 Oversees student-athlete academic success center and tutoring program.
 Serves as a direct liaison with faculty on all student-athlete academic matters.
 Assists with oversight of continuing eligibility and progress towards graduation.
 Maintains an open line of communication with the Student Athlete Advisory Committee.
 Serves as a liaison to admissions.

John Fletcher, Assistant Vice President for Enrollment Management

Reports to the Associate Provost for Undergraduate Studies.
 Responsible for reviewing the eligibility status of each continuing student athlete based on current University, NCAA, and SEC regulations.
 Reviews documentation of each student athlete's satisfactory progress and continuing eligibility as compiled by the college or school in which each student athlete is enrolled.
 Addresses questions or problems in determining the eligibility status of a returning student athlete and directs questions to the Coordinator for Athletics Academic Compliance and Eligibility who involves the Faculty Athletics Representative for consultation.

Doyle Bickers, Director of Admission & Records

Reports outside of the Athletics department to the John Fletcher, Registrar, and reports to the Faculty Athletics Representative on all certification matters.
 Responsible for making all admission decisions for prospective student athletes by applying University, NCAA, and SEC regulations.
 Oversees and receives all final eligibility reports and decisions for first-year student athletes. If any academic records, including standardized test scores, are received by the Office of Admissions, which would contradict the decision of the Initial-Eligibility Clearinghouse, the Director of Admissions is responsible for reporting that information to the Senior Associate Athletic Director, the Faculty Athletics Representative, and the Clearinghouse. All eligibility decisions are monitored by the Faculty Athletics Representative, who is appointed by the President and reports directly to the President.
 Maintains a working knowledge of relevant NCAA, Southeastern Conference, and University regulations.
 Determines student athletes' initial, continuing, and transfer eligibility.
 Reviews and signs all NCAA Squad Lists before the lists are forwarded to the Southeastern Conference.

Angie Heath, Athletics Certification - Office of Admission & Records

Reports to the Director of Admissions and Records.
 Prepares and files all NCAA APR and GSR Reports.
 Evaluates transfers from two-year and four-year colleges and international student-athletes.
 Prepares progress reports for Student-Athlete Support Services.
 Tracks enrollment on a daily basis and reports on student-athletes that are not enrolled for 12 hours.
 Certifies the initial and continuing eligibility.

Mike Waldrop, Admissions Advisor - Office of Undergraduate Recruiting and University Scholarships

Reports outside the Athletics department to John Fletcher, Assistant Vice President for Enrollment Management.
 Maintains a working knowledge of relevant NCAA, Southeastern Conference, and University regulations.
 Assures that prospective student athletes have been admitted as regularly enrolled, degree-seeking students in accordance with published entrance requirements.
 Assures that any exceptions to normal entrance requirements for student athletes are administered consistent with policies for exceptions to all students.
 Informs the Athletics department of the admission status of incoming student athletes.

Mike Reynolds, Director of Student Financial Services

Governance and Commitment to Rules Compliance

Reports outside the Athletics department to Don Large, Executive Vice President.
 Supplies the Associate Athletic Director for Team Support and the Faculty Athletics.
 Directs questions regarding the application or awarding of financial aid to student athletes are addressed to the Faculty Athletics Representative and other appropriate offices.
 Maintains a working knowledge of relevant NCAA, Southeastern Conference, and University regulations.
 Maintains responsibility for the overall monitoring of student athlete financial aid.
 Reviews and signs all NCAA Squad Lists before the lists are forwarded to the Southeastern Conference.

Tammy Funderburk, Administrative Support Specialist - Student Financial Aid

Reports to the Director of Student Financial Services.
 Serves as liaison with the Athletics department on all financial aid related matters.
 Monitors individual financial aid limits for all student athletes.
 Assists with oversight and execution of the athletic grant-in-aid procedures.
 Serves as student athlete and parent contact for financial aid matters.
 Assists student athletes with the FAFSA and financial aid application process.

Marcia Boosinger, NCAA Faculty Athletics Representative

The Faculty Athletics Representative (FAR) is a member of the university faculty and reports to the University President.

Responsible for promoting academic integrity in intercollegiate athletics, facilitating the integration of the athletics and academic components of the collegiate community, and promoting institutional control of athletics.
 Performs additional duties including but not limited to, final certification of student-athletes for practice, receipt of financial aid and competition.

Works closely with other University administrators including those in the office of Financial Aid, Admissions, and the Registrar in order to document and assist in determining eligibility status for student athletes.

Maintaining working knowledge of and assisting in the monitoring of NCAA, Southeastern Conference, and University regulations.

Reviewing and signing all initial, transfer, and continuing academic eligibility forms for all student-athletes.

Reviewing and submitting all reports of secondary infractions to the Southeastern Conference and the NCAA.

Coordinating with the President, Director of Athletics, and Associate Athletic Director for Team Support regularly to discuss all aspects of the athletics, among other things, the university's position on NCAA and Southeastern Conference legislative proposals.

Chairing the Committee on Intercollegiate Athletics (CIA). Reporting on activities of the CIA to the University Senate.

Monitoring and assisting in the maintenance of student-athlete welfare.

Barbara Camp, Associate Athletic Director and Senior Woman's Administrator

Reports to Director of Intercollegiate Athletics.

Assists with athletic scholarship processing.

Monitors summer scholarship stipends.

Reviews financial aid renewals.

Monitors the Olympic Sports and NLI Processing.

6. Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals inside the athletics department.

Auburn University Athletics Department has made a major commitment to rules compliance. New employees are required to sign an employment form detailing their compliance with department, SEC and NCAA rules. If an employee is found to be in violation, they are subject to disciplinary or corrective action which may include suspension of salary and/or termination. New employees are also required to meet with the Assistant A.D. for Compliance to review the Compliance Manual detailing important rules they must know. When hiring new coaches, the compliance staff will perform a background check with NCAA Enforcement. Evaluations of coaches and staff include questions relating to their adherence to SEC and NCAA regulations. All department staff must complete the annual NCAA Certification of Compliance form as well as a declaration of outside income form. Annually all coaches must successfully complete the NCAA Division I Recruiting Certification Exam. Job descriptions and coaches contracts also reiterate their commitment to rules compliance. Auburn University has in place a rules education program that includes monthly coaches meetings, compliance newsletter, a compliance website and periodic compliance related memorandums.

Governance and Commitment to Rules Compliance

7. Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals outside the athletics department who are involved in rules-compliance activities.

Auburn University ensures that compliance is a central element in personnel matters for individuals outside the athletics department who are involved in rules compliance activities through communication between the following areas at the University and the Compliance Office of the University's Athletics department:

Office of Undergraduate Recruiting and University Scholarships
 Office of Admissions and Records
 Office of Student Financial Services

Certain employees in each of these offices meet with the Compliance Office of the University's Athletics department and with Student Athlete Support Services on a monthly basis as part of the Eligibility Issues Committee. This committee meets in order to discuss compliance issues, keep up to date on the latest NCAA legislation and receive compliance education.

The Compliance Office also provides each of the above mentioned University offices with both NCAA and Southeastern Conference rules and regulations manuals as well as other relevant compliance related materials. Employees within these offices who are involved with rules compliance activities also attend NCAA and SEC compliance conferences and workshops.

Auburn University has made certain that rules compliance is a central element in personnel matters for these employees through communication with the Compliance Office and by providing them periodic rules education. The self-study noted that none of the employees in these areas has any formal statement related to rules compliance in their job description. For those employees the University will add a statement to their job description regarding the need for them to maintain a working knowledge of NCAA and SEC regulations; to assist in requiring all intercollegiate athletic programs to comply with University policies and procedures as well as NCAA and SEC rules and regulations; and to communicate any possible NCAA infractions to the Compliance Office.

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

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

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

All new coaches and staff attend a new employee orientation which includes a component on compliance rules and education. All existing staff are required to attend two compliance sessions per year, one in the fall and one in the spring.

Governance and Commitment to Rules Compliance

Student-athletes meet at the beginning of the fall semester and complete NCAA certification paperwork. The student-athletes also meet at the beginning of the spring semester with the compliance staff for rules education meetings. The compliance staff also attends the Student-Athlete Advisory Council (SAAC) meetings.

The compliance staff, along with the Alumni Association, selects Alumni meetings during the summer months to attend and update alumni, fans and boosters about current legislation and any new issues that could affect them in regard to their role in compliance. The football program contains a compliance page with NCAA rules and regulations. The compliance staff writes an article in The Tiger Roar, the official newsletter of Tigers Unlimited.

All coaches attend monthly coaches meetings which include a rules education session. Coaches and staff receive a monthly newsletter entitled, The Auburn Enforcer, that covers recruiting calendars, pending issues and other helpful information on compliance. The SEC will periodically send emails to the compliance staff with updates on interpretations and information from the NCAA. The compliance staff will forward these emails to the appropriate coaching staffs. Coaches and staff are encouraged to email the compliance staff with any questions or requests for interpretations.

In addition, the compliance staff has also added to the Athletics department's phone mail messaging system public service announcements on compliance whenever someone is put on hold.

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

The SEC has contracted with the firm of Bond, Schoeneck & King, PLLC to conduct Compliance Reviews on each of its member institutions. The first of these reviews was administered in the Spring of 2004, and another review was conducted in February 2006. The SEC oversees the rules-compliance evaluation process. Both reviews will be available during the peer-review visit.

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

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

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

Auburn University Athletics Compliance Review Recommendations

Each paragraph contains the following information: 1) The specific recommendation, 2) the response to that recommendation, and, 3) the date the response was completed.

Governance and Commitment to Rules Compliance

Recommendation: Incorporate compliance oversight into each area of department so as to integrate into daily operation of department. Response: Will educate Management team on NCAA rules and stress importance of reviewing and monitoring within their responsibilities. Completion Date: 1) Ongoing throughout the academic year, 2) Part of rules education meetings.

Recommendation: Coordination of compliance responsibilities/staff. Response: New AD reviewing. Completion date: 2/14/05 - D.Mines assigned Asst. A.D. for Compliance.

Recommendation: Compliance with NCAA rules and University/departmental procedures included in coaches and/or appropriate staff evaluations. Response: Will be implemented during evaluation process. Completion date: completed.

Recommendation: Annual review of compliance staff job descriptions. Response: New AD will implement quarterly evaluations with a compliance component. Completion date: completed.

Recommendation: Annual review of paperwork flow. Response: Compliance staff will evaluate and make appropriate changes. Completion date: on-going.

Recommendation: Evaluate time spent completing clerical duties; determine whether additional clerical support is needed. Response: Compliance staff will evaluate and make appropriate changes. Completion date: Fall 05.

Recommendation: Revise language of the Intro. of the Compliance Manual to stress that the staff is "expected" to consult Compliance staff for rule clarification. Response: Will be implemented before new manuals are printed. Completion date: completed 8/05.

Recommendation: Write a job description for the FAR that clearly states the University's expectations and have it approved by the President. Response: Will review the previous FAR job description and revise as recommended. Completion date: M. Boosinger will advise.

(Recommendations for Monitoring Systems)

Recommendation: Continue to establish compliance roles and responsibilities in a detailed written form. Response: Compliance staff will review recommendation and make changes before printing the revised Compliance Manual. Completion date: completed 8/05.

Recommendation: Integrate NCAA rules monitoring systems into normal athletics department operating systems. Response: Continue to look for ways to use the NCAA Compliance Assistant. Completion date: on-going w/SEC and NCAA.

Recommendation: Review each documentation system to ensure it serves its functional purpose. Response: Recommendation will be updated in Compliance Manual. Completion date: completed 8/05.

Recommendation: Continually evaluate each monitoring system to ensure the description clearly delineates the process, documents the responsibilities of various offices/individuals, and evaluated by the offices/individuals involved. Response: Compliance staff will refer back to the first recommendation from this section to clarify each individual/office responsibility. Completion date: completed 8/05.

Recommendation: University compliance forms should include specific statement/signatory section to ensure that the staff member gives correct information. Response: Recommendation will be implemented on all compliance forms. Completion date: completed 8/05.

Recommendation: Annually review monitoring systems with involved parties. Response: Recommendation will be made during its annual review of Compliance Manual. Completion date: on-going.

Recommendation: Incorporate revision dates and identification codes into each document to determine when/by whom the document was last revised. Response: Recommendation will be made during its annual review of Compliance Manual. Completion date: completed 8/05.

II. Specific Components of the Compliance Program Findings & Recommendations

Recommendation: Enhance the working relationships between SASS, IAD, and Enrollment Management/Admissions. Response: Eligibility Committee will discuss the recommendation. Completion date: on-going.

Recommendation: Include responsibilities of academic counselors in written description of procedures for certification of eligibility for continuing/transfer student-athletes. Response: Eligibility Issues Committee will review

Governance and Commitment to Rules Compliance

certification procedures. Completion date: M. Boosinger will advise.

(Continuing, Initial, and Transfer Eligibility Certification)

Recommendation: Formalize the "Ad Hoc Committee" to enhance the working relationship between athletics department and the Offices of Enrollment/FAR. Response: The Eligibility Issues Committee has formal meetings. Completion date: completed.

Recommendation: Random sample testing of all phases of the eligibility-certification system should be implemented on an annual basis. Response: Recommendation will be reviewed by the Academic Affairs Subcommittee of the Committee on Intercollegiate Athletics. Completion date: 2005-06 academic year.

Recommendation: Include in the written description of procedures for certification of eligibility specific responsibilities of the degree analysts in each college. Response: Recommendation will be included in the next revision of the squad list procedures. Completion date: on-going.

Recommendation: Evaluate annually that each step is carried out appropriately. Response: Annual evaluations of the squad list procedures will be expanded. Completion date: on-going.

Recommendation: Provide formal/informal rules education to anyone involved in certification of student-athlete eligibility. Response: All individuals involved in student-athlete eligibility will be included in the annual compliance meeting and will receive distributed compliance interps/materials. Completion date: Individuals involved in Eligibility Certification meet monthly at Eligibility Issues Committee Meetings.

Recommendation: Include all personnel involved in student-athlete eligibility in an annual meeting to ensure uniform application of rules and proper training. Response: All individuals involved in student- athlete eligibility will be included in the annual compliance meeting and will receive distributed compliance interps/materials. Response: Individuals involved in Eligibility Certification meet monthly at Eligibility Issues Committee Meetings.

Recommendation: Documentation of the University's "good academic standing" should be kept on file. Response: Description is kept in the Auburn Bulletin. Completion date: completed.

Recommendation: Regularly view policies outlined in the University's official catalog. Response: Academic Affairs Subcommittee of the Committee on Intercollegiate Athletics will review. Completion date: 2005-06 academic year.

Recommendation: Regularly review with coaches the appropriate procedure in contacting University offices/ faculty. Response: Will be part of the new coaches orientation, and information is in the compliance manual. Completion date: completed.

Recommendation: President must regularly approve the eligibility-certification procedures. Response: Provision will be made for the President to approve the annual revision of the squad list.

Recommendations: Decisions made by the office of enrollment must be periodically reviewed by the CIA as they relate to eligibility. Response: Academic Affairs Subcommittee of the Committee on Intercollegiate Athletics will review possible random sampling. Completion date: 2005-06 academic year.

Recommendations: Review and revise official institutional publications to recognize discretionary admission authority of the President as required by NCAA rules. Response: The University Bulletin is subject to annual review and includes the chain of admissions authority. Completion date: completed.

(Financial Aid)

Recommendation: A committee/individual external to the athletics department should be in charge of overall external oversight of financial aid issues. Response: The Compliance Subcommittee of the Committee on Intercollegiate Athletics will be charged with the overall external oversight of financial aid issues. Completion date: completed.

Recommendation: The compliance/Financial Aid offices should design periodic systems test to ensure accuracy of information. Response: Compliance staff will discuss recommendation at Eligibility Issues Committee Meeting. Completion date: on-going.

Recommendation: Formalize an "Ad Hoc Committee" to enhance the working relationship between the athletics department and the Financial Aid office. Response: The Eligibility Issues Committee has formal meeting on the third Tuesday of each month. Completion date: completed.

Governance and Commitment to Rules Compliance

Recommendation: Student-athletes should no longer pick up their off-campus housing checks from their respective sport offices. Response: Issue will be discussed at a management staff meeting to determine changes needed. Completion date: completed.

(Recruiting)

Recommendation: Revise Unofficial Visit form to include information relative to the arrangements that were made in conjunction with the visit. Response: Compliance staff will review the unofficial visit form and make the necessary changes. Completion date: completed.

Recommendation: Develop comprehensive monitoring/audit system for telephone records. Response: Compliance staff will work with internal auditing department during Spring 2005 to establish a comprehensive monitoring system. Completion date: in process.

Recommendation: Develop an integrated system of forms/procedures with input from coaches to modify current recruiting monitoring system. Response: Compliance Staff will continue to look toward the NCAA Compliance Assistant to assist us with documentation and monitoring procedures. Completion date: on-going.

Recommendation: Consistently enforce deadlines for athletics department staff members to turn in cash advances/reimbursements. Response: Compliance staff will work with the athletics business office to determine an appropriate deadline. Completion date: completed.

Recommendation: The use of electronic record-keeping by each sport should be mandatory. Response: Compliance staff will continue to look toward Compliance Assistant to assist with documentation and monitoring. Completion date: on-going.

Recommendation: Review questionnaires used to gather information about prospects to ensure it seeks relevant information as well as reminds the prospect to register with the NCAA Clearinghouse. Response: Compliance staff will review questionnaire used by each sport and will make appropriate recommendations. Completion date: completed.

Recommendation: Written agreement should be reached with each hotel that direct bills the University for hotel accommodations used by recruits. Response: Compliance staff will review the current agreement with the AUHCC and ensure the charges are clarified in this agreement. Completion date: completed.

Recommendation: Coaches should conduct an annual meeting for student-athletes on their team prior to the beginning of official visits each year. Response: This annual meeting is held during the coaches monthly meetings. Completion date: Fall 05/on-going.

Recommendation: Revise student-athlete host instruction sheet to include a more comprehensive set of instructions. Response: Student-athlete hosts sheet was recently revised to reflect the NCAA recruiting regulations. Completion date: completed.

Recommendation: Student-athlete serving as host should turn in all receipts/remaining money in order to properly document the appropriate use of the funds. Response: Student-athletes are educated as to permissible uses of the internal money to be used as a student-athlete host. Completion date: completed.

(Rules Education/Reporting Policies and Procedures)

Recommendation: Provide reference sources for IAD staff in the Compliance Manual that compiles compliance materials/forms. Response: Compliance staff will look to incorporate materials from both manuals. Completion date: completed.

Recommendation: Make an annual file for agendas and pertinent materials to document rules- education efforts. Response: Compliance staff is putting together annual compliance calendar to include rules-education efforts. Completion date: completed.

Recommendation: Reinforce the need for all coaches, staff, student-athletes, etc. to seek interpretations on NCAA legislation. Response: Compliance staff will provide coaches, staff, student-athletes, etc. with an NCAA compliance reminder regarding such issues. Completion date: completed.

Recommendation: Questions/Answers should be submitted in writing. Response: Compliance staff will remind coaches/staff members/student-athletes interpretations should be in writing. Completion date: completed.

Recommendation: Identify those who assist with athletics programs who may not be "representatives of athletics interests" in order to include them in rules-education efforts. Response: Recommendation will be added to monthly coaches meeting. Completion date: on-going.

Governance and Commitment to Rules Compliance

Recommendation: Include a compliance session in University course for new student-athletes. Response: Recommendation will be discussed with Assoc. A.D. for Student Services to include topic in experience courses for new student-athletes. Completion date: Janice Robinson will advise.

Recommendation: Use compliance newsletter to disseminate information. Response: Compliance staff uses email/flyers; Will disseminate SEC Compliance Corner to coaches/selected staff. Completion date: completed 5/05. The Auburn Enforcer.

(Investigations/Reporting Policies and Procedures)

Recommendation: Clarify responsibilities for investigation of potential NCAA/ SEC rules violations/reporting among Assoc. Dir. for Athletics/Compliance staff/FAR. Response: Formal written procedure for rules violations investigation/reporting will specify roles. Completion date: completed.

Recommendation: Incorporate description of evidence the University will apply in the investigation into the policy. Response: Formal written procedure for rules violations investigation/reporting will specify roles and include a description of evidence. Completion date: completed.

Recommendation: Articulate roles/procedures in the investigation process involved in reporting potential NCAA/ SEC rules violations. Response: Formal written procedure for rules violations investigations/reporting will specify roles and include a description of evidence. Completion date: completed.

Recommendation: Include in the IAD's Policies/Procedures Manual or Student- Athlete Handbook the obligation to report any possible rules violations. Response: Recommendation will be updated in the IAD Policy/Procedures Manual and in the Student-Athlete Handbook. Completion date: Not as yet.

Recommendation: Review and identify any trends and revise compliance plan. Response: CIA will conduct annual reviews of violations and recommend changes. Completion date: ongoing.

(Agents)

Recommendation: Use professional athletes to inform current student-athletes about "agent" issues including "runners". Response: Recommendation will be considered when CIA and PSCP meet to develop 2005 calendar. Completion date: on-going.

Recommendation: Include parents/guardians/student-athletes/coaches/former student-athletes in rules education. Response: Recommendation will be considered when CIA and PSCP meet to develop 2005 calendar. Completion date: completed.

Recommendation: Include University legal counsel in the follow-up process for responding to agent issues on campus. Response: Compliance staff will consult University legal counsel when faced with agent issues. Completion date: on-going.

Recommendation: Coaches need to be alert to any agent activity that may jeopardize student-athletes eligibility. Response: Recommendation will be included in rules education meetings. Completion date: completed.

(Amateurism)

Recommendation: Review fundamental amateurism issues for each student-athlete in the fall. Response: Fall certification meetings will be used to discuss amateurism. Completion date: completed.

Recommendation: Continue educating student-athletes in the spring about summer amateurism/employment/other issues. Response: Spring compliance meetings with each team will be used to discuss amateurism issues. Completion date: completed.

(Disability Insurance)

Recommendation: Adopt set of procedures to ensure the gathering of required documentation by NCAA Bylaw 12.1.1.4.2. Response: Information about disability insurance will be included in next printing of Compliance Manual. Completion date: In process.

Recommendation: Educate all athletic staff about disability insurance as needed. Response: Information about disability insurance will be included in next printing of Compliance Manual. Completion date: In process.

(Gambling)

Governance and Commitment to Rules Compliance

Recommendation: Use member of FBI/Local law enforcement to discuss dangers of gambling. Response: Champs/ Life Skills class will offer seminar on gambling/Compliance staff will continue to disseminate information on gambling. Completion date: completed.

(Awards and Extra Benefits)

Recommendation: Create a system to track student- athlete awards making sure they comply with NCAA rules. Response: Information regarding awards will be included in next printing of Compliance Manual. Completion date: completed 8/05.

Recommendation: Provide coaches/student-athletes with resource sheet identifying permissible assistance for emergency situations. Response: Recommendation will be discussed at spring compliance meeting. Completion date: Each sport develops their own emergency numbers.

Recommendation: Develop written guidelines concerning extra benefit issues under NCAA rules for academic counselors/tutors/managers/trainers/others providing services to student-athletes. Response: Recommendation will be discussed at spring rules education meetings. Completion date: completed.

(Booster Organizations)

Recommendation: Distribute booster brochure to faculty/staff of University assisting with athletics department and those soliciting by athletics department to employ student-athletes. Response: Compliance staff will revise booster brochure and distribute to faculty/staff/booster groups. Completion date: In process.

(Camps and Clinics)

Recommendation: Require annual designation of a single camp director for all camps. Response: Recommendation will be discussed with new A.D./ senior management staff. Completion date: completed.

Recommendation: Include requirement that all camps funds be kept in separate account from coaches private funds in sports camps/clinics guidelines. Response: Language will be included in 2006 Camps/Clinics Manual. Completion date: completed.

Recommendation: Include the provision that appropriate follow up must occur with returned checks to prevent free or reduced admission to athletics award winners in sports camps/clinics guidelines. Response: Language will be included in 2006 Camps/Clinic Manual. Completion date: completed.

Recommendation: Closely monitor group discounts. Response: Camp/Clinic Subcommittee will be informed of this recommendation/will use to monitor 2005 camps/clinics. Completion date: completed by auditors.

Recommendation: Camp/clinic brochures must be approved by Assoc. A.D. for Compliance. Response: Recommendation is already in place. Completion date: completed.

Recommendation: Consider incentives/penalties regarding completion of required camp forms in a timely manner. Response: Recommendation will be considered by Camp/Clinic Subcommittee. Completion date: completed.

Recommendation: Include payment requirements for the use of facilities in camps/clinics administrative guidelines. Response: Recommendation will be included in 2006 Camp/Clinic Manual. Completion date: completed.

(Coaching Limits/Outside Income Reporting)

Recommendation: Clearly assign responsibilities for monitoring compliance with NCAA legislation governing limits on the numbers/duties/compensation of coaches including volunteer/etc. Response: Responsibility is assigned to compliance staff/sports administrators will be educated to assist with responsibility. Completion date: completed.

Recommendation: Include coaching limitations in University's Compliance Manual. Response: Coaching limitations will be included in next edition of Compliance Manual. Completion date: In process.

Recommendation: Use coaching titles in media guide that are consistent with NCAA regulations. Response: Compliance staff will monitor all media guides before they are printed. Completion date: completed.

Recommendation: Educate individuals responsible for personnel records about NCAA limits on the number/duties/ compensation for coaches in each sport. Response: Information will be included in upcoming Compliance Manual. Completion date: completed.

(Complementary Admissions)

Governance and Commitment to Rules Compliance

Recommendation: Add Secure Socket Layer (SSL) to complimentary tickets site. Response: Recommendation will be added to comptix.com website. Completion date: completed.

Recommendation: Send annual reminders about NCAA legislation regarding proper use of admission to IAD recipients of complimentary admissions. Response: Selected staff receive a memo from the A.D. informing them of athletics department policy. Completion date: completed 8/05.

Recommendation: Identify/review all recipients of complimentary tickets from coaches prior to submission to the ticket office. Response: Compliance office will review current policy/procedures within ticket office with regard to complimentary tickets. Completion date: in-process.

Recommendation: Assign responsibility of reviewing student-athlete guest complimentary admissions list to a head coach or designated coach. Response: Compliance staff will review recommendation and make appropriate recommendation to management staff.

Recommendation: Remind coaches/student-athletes/ticket office staff that complimentary student-athlete admissions lists are to be used by student-athletes guest. Response: Compliance staff will review recommendation and make appropriate recommendation to management staff. Completion date: completed.

Recommendation: Use separate forms for high school coaches complimentary admissions requests and University staff complimentary admissions request. Response: Recommendation is already in place. Completion date: completed.

Recommendation: Use separate forms for prospective student-athletes on official visits and student-athletes on unofficial visits. Response: Recommendation will be reviewed by compliance staff. Completion date: Reviewed/kept current Policy.

(Equipment)

Recommendation: Educate all student managers about NCAA regulations and require them to sign a form to attest to their understanding of the NCAA regulations. Response: Compliance staff will meet with all student managers to review pertinent NCAA rules/regulations. Completion date: Met with FB/ MBKB managers during 04-05 season, completed.

Recommendation: Standardize procedures for the issuance of equipment/apparel to enhance monitoring of NCAA legislation. Response: Equipment room will undergo a complete evaluation of all operating procedures. Completion date: on-going.

Recommendation: Equipment manager must administer all athletic equipment/apparel purchases. Response: Equipment room will undergo a complete evaluation of all operating procedures. Completion date: on-going.

(Playing and Practice Seasons)

Recommendation: Assign responsibility for monitoring NCAA rules governing playing/practice seasons to athletic administrator responsible for supervising that sport. Response: Sports administrators will be educated on pertinent NCAA rules. Completion date: completed.

Recommendation: Student-athlete verification of athletically related activity logs should become a compliance office effort. Response: Compliance staff will review recommendation and develop a procedure for the 2005-06 academic year. Completion date: completed via email.

Recommendation: Continue regular reviews with coaches about NCAA legislation/ interpretation governing student-athlete participation in "voluntary" practice activities. Response: Compliance staff will use recommendation as rules education topic in monthly coaches meetings. Completion date: completed.

(Promotional Activities)

Recommendation: Signature of involved student-athlete should be added to promotional activity approval forms as required by NCAA legislation. Response: Compliance staff will make changes to promotional activity approval forms. Completion date: completed 8/05.

Recommendation: Remind coaches to request approval for student-athletes' participation in institutional promotional activities. Response: Compliance staff will use this as a topic of discussion during spring rules education meetings. Completion date: completed.

Recommendation: Consult compliance office when a request raises an issue that requires review. Response: Signature authority to the marketing/promotions office, along with the Champs/Life Skills liaison. Completion date: DM or SB can sign off.

Governance and Commitment to Rules Compliance

(Student-Athlete Automobile/Motor Vehicles)

Recommendation: Develop a system for monitoring student-athletes motor vehicles, Fall 2006. Response: Compliance staff currently relies on trainers and Sewell Hall manager to assist with this recommendation. Completion date: Reviewing new process.

(Student-Athlete Employment)

Recommendation: Continue to monitor student-athlete employment within the athletics department. Response: Compliance staff will continue to monitor student-athlete employment. Completion date: completed.

Recommendation: Incorporate references to potential issues in student-athlete employment into various publications designed to educate boosters/parents/student-athletes/alumni/coaches. Response: Compliance staff will address student-athlete employment when possible in any athletics department publication. Completion date: completed, Tiger Roar article.

Recommendation: Preclude coaching staff from supervising student-athlete employment within his/her own sport. Response: Compliance staff will include recommendation in the student-athlete employment forms. Completion date: completed.

(Team Travel)

Recommendation: Athletic administrator is responsible for checking student-athlete names on the team's travel itinerary with eligibility list. Response: Compliance coordinator has assigned responsibility for checking student-athlete names on each team's competition list. Completion date: completed.

Recommendation: Include a section on team travel procedures/compliance issue in University Compliance Manual. Response: Compliance staff will include the home/away travel squad forms in the next printing of the Compliance Manual. Completion date: completed.

Recommendation: Monitor the timing of payment for incidental hotel charges incurred by student-athletes. Response: Currently the Athletic Business Office staff reviews team travel, hotel charges, and reviews them for payment. Completion date: completed.

Recommendation: Monitor travel arrangements for unattached competition involving current student-athletes/University staff members training for the Olympics. Response: Compliance staff will review recommendation and develop appropriate policy/procedure. Completion date: on-going.

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

- List of athletics booster organizations and their officers.
- Description of athletics booster group policies and procedures (e.g., constitution and bylaws).
- Documentation required by the institution to maintain compliance with NCAA rules (e.g., compliance manual, recruiting logs, eligibility files).
- Documentation generated as a result of conference involvement with the institution in reviewing compliance efforts.
- Documentation related to secondary rules violations for the last three years and the institutional response to those violations.
- Conference manual.
- Planning documents related to athletics (if any).
- Job descriptions for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Contracts or letters of appointment for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Personnel evaluation criteria for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.

Governance and Commitment to Rules Compliance

- Philosophy statements and other applicable sections of policy manuals for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Documentation related to the evaluation of the institution's rules-compliance program by an authority outside of athletics at least once every four years.
- (Rules Compliance) Policies and Procedures.

Evaluation

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

Academic Integrity

Operating Principle

2.1 Academic Standards

Self-Study Items

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

Taken from NCAA Division I Athletics Certification Interim-Report Submitted June, 2002:

Item 4. There were no corrective actions, conditions for certification or strategies for improvement imposed by the NCAA Committee on Athletics Certification in its first cycle certification decision as they relate to academic integrity.

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

Taken from NCAA Division I Athletics Certification Interim-Report Submitted June, 2002:

From Item 5: Suggestions for Improvement:

Suggestion 1:

Student-Athletes Integrated in Student Body: By Fall of 1998, 100% of student-athletes will attend Camp War Eagle (CWE) freshman orientation.

Response to suggestion 1:

In 1999 student-athlete participation in Camp War Eagle freshman orientation was 100%. With changes to the Camp War Eagle schedule related to the move to a semester calendar in 2000 it is no longer possible for student-athletes who are not U.S. citizens to attend Camp War Eagle just before the beginning of the academic year. Even their attendance at the last session of CWE would entail multiple entries into the U.S., which is a problem with student visa status, Immigration and Naturalization Service rules, and potential for NCAA compliance issues. Also, some athletes who are U.S. citizens who do not reside in the contiguous 48 states as well as some international students may have difficulty attending Camp War Eagle because of the cost of airline fares. These factors reduced the Camp War Eagle attendance to 90 of 122, or 74% of the incoming freshman student-athletes in 2001. However, those who were not able to attend Camp War Eagle were required to attend an orientation formulated by the Office of Student Affairs the day before classes started. Attendance at Camp War Eagle combined with attendance at the Office of Student Affairs orientation equals approximately 99% of the freshman student-athletes.

Other instances of student-athlete integration in the student body:

- Since fall 1999 all student-athletes with disabilities who self-identify are registered with the Program for Students with Disabilities. They are counseled by the program director or a program specialist.
- In 2002 ten student-athletes were inducted into Who's Who Among Students in American Universities and Colleges and four were inducted in 2003.

Academic Integrity

- Ten student-athletes were inducted into ODK (Omicron Delta Kappa). This national honor society taps juniors, seniors, graduate students and faculty who have exemplary character and meet specified eligibility criteria in at least one of five phases of campus life: student government; scholarship (upper 35%); athletics, social, service and religious activities; journalism, speech, and the mass media; and creative and performing arts.
- A student-athlete was elected Mr. Glomerata in the pageant sponsored by the Auburn University yearbook, the Glomerata, in Fall 2001.
- The Athletics Department was one of the initial sponsors of service learning initiatives begun in 2000 with approximately 40 athletes participating.
- In 2000 and 2001 the Athletics Department co-sponsored an international student orientation with the office of International Programs and a reception for honors students with the Honors College.

Student-athletes are made aware of all campus activities through the CHAMPS/Life Skills Program and are encouraged to attend as time permits.

Suggestion 2:

Admissions and Graduation: To increase student-graduation rates by increments of 2.5% in each of the next five years.

Response to Suggestion 2:

The Athletics Department's intent in writing this goal was to close the 12.5% gap between the 1992 graduation rates for student-athletes and all students by increasing student-athlete graduation rates 2.5% a year over five years. Graduation rates for student-athletes have shown progress in meeting that goal. The Official NCAA Graduation-Rates Reports for 1998, 2000, and 2001 are discussed in the next paragraph:

In 1998, the Graduation rate survey indicated a 52.5% graduation rate (G.R.) for the athletic cohort, as compared to a 65.1% G.R. for all students. In 1999, the athletic cohort graduated 67.1%, compared to 66.3% in the all student cohort. This was a 14.6% increase. In 2000 the athletic cohort graduated 65.3%, compared to the all student cohort of 65.8%. This was a drop of 1.8% from 1999 to 2000, a 12.8% from 1998 to 2000. In 2001, the athletic cohort had a graduation rate of 54.7% and the all student cohort had a graduation rate of 66.6%, a 10.5% drop from 2000 to 2001, and a 2.2% overall increase from 1998 to 2001.

The 1993 graduation rate showed a 14.6% increase from the 1992 graduation rate and was 0.8% above the graduation rate for all students. The 1994 rate decreased slightly over the 1993 rate, but was still a 12.8% increase over the 1992 rate and only 0.5% below the graduation rate for all students. The 1994 rate decreased 10.6% over the 1993 rate, but was still a 2.2% increase over the 1992 rate. All years showed an increase over the original 1992 rate. While the goal of a 2.5% incremental increase in the graduation rate was not attained, the average increase in the rate per year over the four-year period was 3.65%. Graduation rate calculations were made using the six-year graduation window as specified in NCAA regulations.

To graduate student-athletes at a rate comparable to the student body rate is of paramount importance to the University and the Athletics Department as was stated in the Athletics Department's strategic plan and the first cycle certification self study. All possible efforts are made to ensure that every student-athlete has an opportunity to complete his or her academic endeavors by providing excellent orientation and academic counseling through a smaller counselor to athlete ratio, tutoring services including supplemental instruction and access to the English center, career counseling and development, and access to monitored computer labs and laptops for away contests. Planning is beginning for a new academic support facility that will enhance the abilities of the Student-Athlete Support Services (SASS) personnel to provide study, tutoring, and computer lab space that are structured appropriately to meet the needs of individuals and groups of athletes. The results of these efforts will ultimately be reflected in improved graduation rates.

Suggestion 3:

Academic Support: Complete the following tasks to identify and correct deficiencies in academic support for student-athletes.

Response 1 to Suggestion 3:

Study the counselor to student-athlete ratio:

A new Associate Athletics Director for Student Services was appointed in September 1998. The total number of counselors is now 8 including the Associate Athletics Director. The counselor-student-athlete ratio in February 2002 was 1 counselor to every 54 athletes based on 8 counselors and 433 student-athletes as compared to a 1 to 98 ratio as reported in the 1998 self study report.

Academic Integrity

Response 2 to Suggestion 3:

Evaluate the role of the academic counselors:

In 1998 all academic counselors were assigned additional administrative functions, including oversight and budget development related to the overall mission of Student-Athlete Support Services (SASS). Counselor's assignments are broken down into the following responsibilities:

- Coordinator of the CHAMPS/Life Skills program and counselor for track and softball.
- Coordinator of tutorial services and counselor for football.
- Coordinator of career development and counselor for baseball, tennis and volleyball.
- Liaison to the Program for Students with Disabilities, coordinator of the Study Tables, coordinator of service learning and counselor for football.
- Liaison for Camp War Eagle and counselor for soccer, gymnastics and women's basketball.
- Coordinator of parental relations and publicity and counselor for swimming and golf.
- Coordinator of the book depository and representative to the Student-Athlete Advisory Committee.
- Counselor for men's basketball.

Academic counselors are evaluated as part of the overall evaluation of SASS. In the spring 2001 evaluation, student-athletes responded positively to three questions relating directly to the effectiveness of counselors.

Other questions on the survey concerning computer labs, the tutoring program, career development and study tables are used as well to improve those services and the processes for delivering them to student-athletes. Major improvements in the staffing and hardware in the academic learning center in Sewell Hall were undertaken based on survey results. The next survey will be delivered to students by e-mail. This Web based approach was the result of student responses to survey questions regarding how they would like to receive such information. Also on the Web is other information regarding available services.

Response 3 to Suggestion 3:

Improve interaction between the Department of Athletics' academic counselors and the various University academic areas, specifically the Academic Affairs Committee:

The Academic Affairs Committee meets every other week, and the Associate Athletics Director for Student Services has been a member of that committee since 1998. The Student-Athlete Support Services (SASS) counselors are members of the Advisors' Caucus that meets three times a year. One of the SASS counselors has served one term as chair of that group. Counselors and other Auburn University academic advisors have made collaborative presentations at meetings of the National Association of College Academic Advisors and National Association of Academic Advisors for Athletes each year for the past four years for a total of eight national presentations.

An ad hoc committee composed of representatives from SASS, the registrar's office, financial aid, admissions, and international programs meets once a month to discuss issues related to student-athletes.

Response 4 to Suggestion 3:

Enhance study for student-athletes while traveling for competition by providing necessary resources such as laptop computers, academic counselors, or tutors:

The Athletics Department provides seven laptop computers for use by student-athletes when traveling to competitions. Counselors and tutors are available on a limited basis for travel to away contests.

Response 5 to Suggestion 3:

Evaluate the Tutorial program and the Book Depository and implement policies and procedures to enhance their operation:

The Academic Standards Subcommittee of the Committee on Intercollegiate Athletics examined the Athletic Tutoring program in 1999-2000. SASS-monitored tutors provide tutorial support in part in the academic learning center in Sewell Hall, in the English Center and in other locations on campus. Since 1999 the supervision of tutorial services has become the duty of a professional staff member and the task of direct coordination was given to a graduate student in 2000. Forty per cent of the tutors are graduate students. A core of approximately 60 tutors handled a combination of individual and group tutoring sessions in about 350 tutoring assignments in Fall 2001. In 2000 tutors were required to have an overall GPA of 2.7 or better and an A or B in the course in which they are tutoring. Incremental increases in a two-tiered (graduate and undergraduate) tutor wage structure resulted in wage rates that exceed minimum wage and include a system of more defined opportunities for raises. An electronic sign-

Academic Integrity

in process for tutoring was put in place in November 2001 and an online tutor response form for contributing notes about a tutoring session was made available as of March 2002.

SASS is collaborating with Supplemental Instruction (SI) and Study Partners to provide additional assistance to student-athletes. SI provided by academic departments responsible for the courses was piloted in 1999 to provide extra instruction in History and Math and was fully funded in 2001 offering additional assistance in History, Accounting and Sociology. In Fall 2001 approximately 490 student-athletes participated in History SI, and 20 each in Accounting and Sociology SI. All tutoring for literature and composition courses is provided through the English Center.

Study tables are in a structured study environment in academic buildings throughout the campus. Since 1999 all incoming freshmen student-athletes are required to attend study table for their first academic year and are required to meet with their academic counselors a minimum of once a week. Student-athletes with less than a 2.3 GPA are required to attend 10 structured study table hours a week, while those with a GPA of 2.3 to 3.0 are required to attend study table hours computed on a graduated scale.

An improved voucher system for the Book Depository was instituted in May 2000 using a computer generated schedule and book list. The accounting is based on validated receipts. The Depository was moved to SASS in the spring of 2000. The local bookstores coordinate with SASS in the assembling of the books. The expanded hours of operation provides the student-athletes a more convenient schedule.

Response 6 to Suggestion 3:

Evaluate the procedure for processing excused absences.

The excused absence policy follows the stated guidelines found in the 'Academic Regulations' section of the Tiger Club. Before the student-athletes leave campus for competition, the coach submits a list of athletes who will travel. The SASS Office then generates a list of students by College/School and this official notification is sent to the Dean's Office. Appropriate personnel in the Dean's Office verifies the excuses. The student-athletes must go to their respective Dean to pick up the approved excuse and deliver it to the instructor.

Since 1998 one individual from one central location in the SASS offices has generated all excused absences for sports other than men's basketball. Excused absences for men's basketball are generated by the counselor for men's basketball. In May 2002 basketball will be integrated into the standard operating procedures common to all student-athletes.

Response 7 to Suggestion 3:

Additional information: SASS reporting lines.

As of September 2001, Student-Athlete Support Services (SASS) has dual reporting lines, to the Athletics Department and to the Provost and Academic Vice-President. An Oversight Committee was formed by the Provost and consists of the Provost (or his representative), the Faculty Athletics Representative, the Compliance Officer, and the Senior Associate Athletics Director for Operations and Team Support. The Provost is also forming a Faculty Advisory Committee to be composed of prominent and outstanding scholars to advise him on academic issues related to student-athletes. The University's Committee on Intercollegiate Athletics' Academic Standards Subcommittee also provides additional oversight. Although not suggested in the NCAA Certification Self-Study, this additional step was taken to improve the academic support services for student-athletes and to insure a greater degree of institutional control.

Suggestion 4:

Scheduling

Response to Suggestion 4:

No Auburn University-generated scheduling conflicts have been identified between athletic participants and academic schedules, particularly during examination periods. However, at times there are problems in schedules generated by the SEC.

Auburn University migrated to a semester schedule in 2000-2001, thus eliminating unique problems with SEC generated schedules previously created by AU's quarter system schedule. These schedules are monitored by the Senior Associate Athletic Director for Operations and Team Support, the Senior Associate Athletics Director/Senior Women Administrator and the Associate Athletic Director for Compliance. (See Missed Class Policy, which is available in the Appendix of the Interim report).

Academic Integrity

Suggestion 5:

Attach the official NCAA Graduate Rates report for the three most recent academic years for which information is available. Identify any trends or areas of concern which may have surfaced since the preparation of the first-cycle self-study report, and comment on those trends, as appropriate. Further, identify any institutional actions that are anticipated on the basis of the trends or areas of concern identified.

Response to Suggestion 5:

Progress has been made in improving the graduation rates of student-athletes in the three most recent academic years (1999, 2000, 2001). In each of those years, the graduation rate exceeded the rate for 1997, the last year reported in the first-cycle self-study, ranging from 2.8% improvement to 14.6% improvement. The trend for this continued improvement in graduation rates is supported by resources and personnel provided by the Athletics Department to its Student-Athlete Support Services (SASS) and is a direct result of the Department's emphasis on academic achievement by student-athletes. Major improvements in the tutoring services offered and the counselor to student-athlete ratio, as well as the prospect of a new academic support facility assure that movement toward graduation rate goals will continue.

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

The committee determined in the Auburn University NCAA Division I Athletics Certification Interim Report submitted June 2002 that the University was progressing satisfactorily toward this cycle of the NCAA program review. The Athletics Department continues to make every effort to admit student-athletes who have a reasonable expectation of graduation as demonstrated by the 9.00% overall increase in the graduation rates for the six years following the first certification cycle (see below). Additional education of athletics department personnel coupled with contingency strategies for possible academic recovery for teams with Academic Progress Rates below the NCAA contemporaneous penalty cut score will help ensure a continuing upward graduation rate trend. Academic standards and policies continue to be consistent with those in use for the general student body. Decisions related to the admission, academic progress and academic standing of student-athletes continue to be made by the same University officers and offices that make those decisions for the general student body.

The following paragraph lists the following in the following order for 1998, 1999, 2000, 2001, 2002, and 2003: 1) graduation rates for the athletic cohort, 2) graduation rates for the all student cohort, 3) the percent change from year-to-year, and, 4) the overall percent change during the period 1998 to 2003.

1998 Graduate Rate Survey: 1) athlete cohort: 53%, 2) all student: 65%.

1999 Graduation Rate Survey: 1) athlete cohort: 67%, 2) all student: 66%, 3) percent change from 98 to 99: 14%.

2000 Graduation Rate Survey: 1) athlete cohort: 65%, 2) all student: 66%, 3) percent change from 99 to 00: - 2%, and, 4) overall percent change: 12%.

2001 Graduation Rate Survey: 1) athlete cohort: 55%, 2) all student: 67%, 3) percent change 00 to 01: -10%, and, 4) overall percent change: 2%.

2002 Graduation Rate Survey: 1) athlete cohort: 45%, 2) all student: 68%, 3) percent change from 01 to 02: -10%, and 4) overall percent change: 8%.

2003 Graduation Rate Survey: 1) athlete cohort: 62%, 2) all student cohort: 68%, 3) percent change from 02 to 03: -17%, and, 4) overall percent change: 9%.

Compiled by Office of Institute Research & Assessment, Office of the Provost, AU

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

Auburn University strives to admit student-athletes who will not only be successful during their collegiate careers, but who will contribute to society as a whole. The primary responsibility for the recruitment and admission of all

Academic Integrity

undergraduate students at Auburn University resides with the Office of Admissions. Final Admission decisions are made by the Office of Admissions, subject only to appeals. Admission criteria are recommended by the Academic Standards Committee of the University Senate, to the Provost, and then are recommended to the President and Board of Trustees. The test score and high school grade point average necessary for freshman students to obtain admission are communicated to potential students, parents, high school counselors, and alumni throughout the state of Alabama and region, annually, for the coming school year. Admission requirements are mailed to high school counselors, college counselors, and alumni. In addition the admission requirements may be obtained by contacting the Admission Office directly or by accessing the Auburn University Home Page. The University has a high school core course requirement for freshman admissions (see page 12, 1996 Auburn University Bulletin - available for review by the visiting team). Transfer Admission requirements are published annually in the Auburn University Bulletin (2005 Auburn University Bulletin, available for review by the visiting team). The admissions selection criteria utilized by Auburn include a standardized test score, either ACT or SAT, along with the grade point average as provided by the high school. In addition, the University gives additional consideration to honors and advanced placement courses. All materials used in the admission decision must be received directly from the original source.

A cooperative relationship exists between the Office of Admissions and Records and the Office of Undergraduate Recruiting and University Scholarships (within Enrollment Management Services) and the Department of Athletics, centering on the common goal of recruiting and admitting academically well prepared student-athletes. Beginning in the early stages of the recruiting process the academic credentials of potential student-athletes are examined by coaches and by athletic staff members from the office of Student Athlete Support Services (SASS). This initial evaluation of the student-athlete's academic credentials helps in advising student-athletes of their perceived strengths and weaknesses in meeting the NCAA initial eligibility requirements. Scholarship athletes must meet the NCAA's initial eligibility standards and provide the University with credentials which clearly meet the established admission requirements in order to be admitted to the University. Only materials received and processed in the Office of Admissions and Records are used in the admission decision.

The Office of Admissions historically has employed a rolling admission process which automatically admits students once all required materials have been received and Auburn's admission standards have been met. The Department of Athletics may serve as a clearinghouse for unofficial admissions materials that are utilized in the early determination (by the Department of Athletics personnel) of the level of a student-athlete's academic preparation. However, those materials are not utilized in the University's admissions decision process.

Transfer students with less than 48 quarter or 32 semester hours must meet a core requirement of courses consisting of English, Mathematics, History, and Natural Sciences and must have a minimum overall 2.5 GPA.

Students who do not meet the established criteria for admission may nevertheless apply for admission. Such admission to the University may be granted to students who have unique abilities, skills, or talents that indicate the potential for success as a student and citizen. These admission decisions are made by the Director of Admissions upon recommendation of professional admissions staff members. In addition, students who are denied admission to the University may appeal the denial of admission to the Admission Committee. Students who are denied admission by the Admission Committee may then appeal to the Dean in the academic area of choice, and ultimately to the Provost Office. In the appeal process student-athletes (and non student-athletes with a particular advocacy interest such as ROTC or music) may have a representative from the Student Athlete Support Services (SASS) office serve in an informational and advocacy role. The SASS representative will remain appropriately distanced from the decision.

The University Bulletin is the official source of university information and policy.

Student Athletes' credentials are reviewed in the Admissions Office according to the following process.

Admission Processing:

1. Applications are received via the web or by completing the paper application. The data entry clerks enter the information into the student information system. Student athletes are highly encouraged to complete the paper applications provided by the Athletics Department, which are stamped STUDENT ATHLETE. Paper applications downloaded via the web or acquired through other offices and web applications do not allow the student athletes to be identified at the application point. A file is maintained with copies of all athlete applications and athletic lists of student athlete applications or potential applicants. This procedure allows the admissions office to notify the Athletics department and/or coach of the eventuality of a student athlete being denied admission. This prevents potential embarrassment to the student and the institution.

2. In order to be considered for admission all students must provide high school transcripts and ACT or SAT scores (freshmen applicants), college transcripts (transfer applicants) and the application fee. As the required documents

Academic Integrity

are received, they are routed to the appropriate evaluator. Based on the admissions criteria determined by the University, admission decisions are made for applicants that have submitted a complete application and submitted all the required documents. Applicants will be accepted, rejected or deferred. All applicants that are not accepted or rejected at initial review will be deferred until a future review date. The only application information available to the evaluators at the review point is the application information entered into the student information system. Therefore, the student athletes have complete anonymity in the review process. During this review the athletes are accepted, rejected or deferred according to the normal university admissions criteria set at that point.

3. At the end of each day the application list is audited. This relates to the way the information system stores and displays data. If a decision has been made on any student athlete application, the code is removed and the student remains pending (pending an admission decision). The student athlete applicants will remain pending until notification is received that the athletic certification officer in the Office of Undergraduate Recruiting and University Scholarships has approved the applicant for admission.

Student-Athlete Review - If all of the following four checkpoints are met, the SA is admitted.

1. Student-Athlete (SA) status is checked on the admission checklist -provided by Student Athlete Support Services (SASS).
2. The SASS checklist is reviewed by the Office of Undergraduate Recruiting and University Scholarships representative to determine if the demographic information, academic credentials, application status, and NCAA status are consistent with the same information in the Admissions Office.
3. SA is reviewed by the Office of Undergraduate Recruiting and University Scholarships representative to determine if ACT/SAT and GPA meets minimum Auburn University requirements for consideration.

AU sliding scale for minimum admission consideration is (numbers are: ACT/SAT-GPA):

18/870-2.0
17/830-2.5
16/780-3.0

4. SA is reviewed to determine if he/she meets NCAA Clearinghouse requirements (NCAA Division I Manual, pages 147-158 and 172-180).

The Office of Undergraduate Recruiting and University Scholarships representative has access to the NCAA Clearinghouse website and the Web Status Reports of all athletes being recruited by Auburn. This report lists a record of each student's academic credentials as reported by the high school(s) and testing agency(s).

SA is reviewed to validate the certification and/or accreditation of high school(s) and to see if test score variance is within Auburn's test score challenge range policy.

Each SEC member institution must have on record a policy stating when it deems necessary a challenge of test scores. Auburn's policy states a score will be reviewed by the Athlete Credential Review Committee under the following circumstances: Score variance is 5 points or more on the ACT and 200 points or more on the SAT. The committee consists of representatives from the Admissions Office, Office of Undergraduate Recruiting and University Scholarships, Testing Office, SASS Office, the Office of Athletic Compliance, and the Faculty Athletics Representative.

Each high school attended by a prospective SA is checked to see if it is certified or accredited, and by which organization (for example, the Southern Association of Colleges and Schools (SACS) or Middle States Association of Colleges and Schools, etc.). If the student comes from a high school that is not certified or accredited the merit of the school and curriculum will be reviewed on an individual basis by the Athlete Credential Review Committee.

If all 4 checkpoints above are met, the SA is admitted.

Academic Integrity

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

Data used in the following discussion regarding Standardized Test Scores by Gender, Standardized Test Scores by Racial or Ethnic Group, and High School CORE GPA and Test Scores by Sport Group are included in the following Gender, Ethnic and Sport Charts.

Standardized Test Scores, by Gender (Part 1A): The differences in the ACT scores between all students and student-athletes by gender were 24.4 compared to 21.0 for men, and 23.8 compared to 22.7 for women. These differences may be more apparent because of the large difference in the number of students, i.e., 5,518 compared to 134 for males, and 6,071 compared to 105 for women. Variance in a small group is much easier to detect. Although differences do exist, they do not represent deficiencies. While there were sports that showed a difference in entering criteria, the average was well above the Auburn University special admission criteria. (See question 7 of 2.1 Academic Standards)

Standardized Test Scores, by Racial or Ethnic Group (Part 1B): While there is also a difference in the ACT scores between all students and student-athletes (24.1 compared to 21.7), the differences are spread out among all ethnicity groups. The largest difference is in the non-resident aliens (24.2 compared to 21.7), which is likely a testing/language difficulty that is generally not reflected in their performance at Auburn University (for this year's cohort, 81% of non-resident aliens graduated). Other differences in major ethnic groups between all students and student-athletes were quite small (20.5 compared to 19.2 for blacks, 23.2 compared to 23.0 for Hispanics, and 24.5 compared to 23.1 for whites) and don't prove to be significant.

High School CORE GPA and Test Scores, by Sport Group (Part II): While there were sports (football and basketball) that showed a difference in entering criteria, the average was well above the Auburn University special admission criteria. Therefore, no deficiencies are apparent.

In conclusion, standardized test scores for student-athletes met or exceeded AU standards and on some occasions were above those of scores for all entering freshman students. This is irrespective of gender, racial or ethnic group, or sport group. This reflects well on AU practices as AU admission criteria are more rigorous than those set by the NCAA.

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

Auburn University historically employed a rolling admission process for all undergraduate students. As complete applications for admission are received (a complete application includes: either paper application or electronic application, official copies of high school transcripts, official copies of test scores, and receipt of a required \$25.00 application fee) each are reviewed for a admission decision. Currently, demand for enrollment at Auburn University is at a highpoint in our history. In recognition of this increase in demand, Auburn implemented a modified rolling admission plan by which students are admitted, deferred, wait-listed, or denied admission based on the enrollment goals of the university. All students who do not meet the general admission requirement are asked to follow the process outlined on page 9 of the Auburn University 2005-2006 Bulletin:

'Persons who do not meet general admission requirements for freshmen but who are judged to have potential for success may be approved for special admission. An individual interested in special admission should contact the Admission Office.'

Students who ask for special admission are reviewed on a case by case basis, which frequently, but not always include a personal interview with an admission advisor or other admission staff member. Students who request

Academic Integrity

special admission may provide additional information to support their potential for success. A recommendation regarding admission is made to the Assistant Vice President for Enrollment Management. If a further appeal is made by campus advocate groups such as athletics, ROTC, or music following the decision of the Assistant Vice President for Enrollment Management, a review may be conducted by either the Admission Committee or forwarded directly to the Associate Provost for Undergraduate Studies. The individual College or School has a significant role in decisions for admittance.

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

Critical to understanding this question is the concept that Auburn University does not have admission programs which allow students an alternate admission status. Students are admitted, deferred, wait-listed, or denied. Many institutions have admission policies which allow students who do not meet the general admission criteria to be admitted in some kind of probationary status and as such are not considered 'special admits.'

Special Admissions: There is no evidence of Auburn University accepting athletes as special admissions more so than all other students (See the attached Table of Special Admissions, also available for review by the visiting committee). Please note that the format for entering data in this table does not allow for decimals, so data such as '0.3%' will be entered as '0', and data such as 2.7% will be entered as '3'.

The total number of special admissions for all students at Auburn University in the three-year period, 2002-2003, 2003-2004, and 2004-2005, was only 33, or 0.3% of the total number of admissions (11,590) during that period. Of those 33, 30% (or 10) were athletics special admissions, which represented 4.2% of the athletics admissions, and only 0.09% of the total number of admissions. However, while the number of special admissions for student-athletes has been stable over the three-year period, the number of special admissions of all students has decreased from 17 in 2003-2004 to 4 in the 2004-2005. Insufficient data exists to determine if this is a long-term trend or an anomaly for the last year.

Of the 10 athletics special admissions during the three-year period, seven were in football, one in baseball, one in other men's sports and one in other women's sports. The small magnitude of numbers does not indicate any preferential treatment of athletes or that the special admissions process is being overused by any particular sport.

In conclusion, there were more than twice as many special admissions made for non-athlete students (n=23) as were done for student-athletes (n=10) over a three year period. These small absolute number of special admissions does not indicate any special benefit for consideration for admission based on athletic ability.

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

Steps for Certifying Initial Eligibility

Names of signees and/or prospective signees are given to the Eligibility Office in the Student Athlete Development Center by coaches. Copies of the signed National Letters of Intent are sent to this office from the Senior Woman Administrator office's for all sports with the exception of football and men's basketball. Copies of the Financial Aid scholarship award letters for all sports are forwarded to the Eligibility Office.

Official visit evaluations for these athletes are then pulled from the files in the Eligibility Office and students added to the NCAA Initial Eligibility Clearinghouse website through the Institutional Request List process.

From the lists of signees and/or prospective signees, a Signee Checklist is created by the Eligibility Specialist in the Student Athlete Development Center. This checklist includes the academic status of each athlete at the NCAA Initial Eligibility Clearinghouse and the admissions status at the Auburn University Office of Marketing and Recruitment including any missing information needed at either office. This checklist is updated weekly with any new information and forwarded to respective coaches and selected administrative staff.

Academic Integrity

The Auburn University approved contact people to the NCAA Initial Eligibility Clearinghouse are as follows:

Mr. Doyle Bickers, Director of Admissions and Records, Office of Admissions and Records

Ms. Angie Heath, Athletic Certification Specialist, Office of Admissions and Records

Mrs. Jean Welsh, Eligibility Specialist, Office of Student Athlete Support Services, Student Athlete Development Center

Mr. Virgil Starks, III, Associate Athletics Director and Assistant to the Provost for Student Athlete Support Services, Student Athlete Development Center

Mr. David Mines, Assistant Athletics Director for Compliance, Auburn Athletics Complex

Steps for Certifying Incoming Transfer Student Athletes

The following is a listing of the steps utilized in certifying transfer students for eligibility. This process involves representatives from the Athletics Department and staff members from the Office of Admissions and Records (formerly the Registrar's Office) and the Office of Marketing and Recruitment (formerly the Admissions Office) working collaboratively to certify student athletes. Admission or final certification decisions are not made until all original documents have been received by the appropriate administrative offices. All transfer student athletes are initially reviewed by Ms. Angie Heath, Athletic Certification Specialist, with assistance from the different schools and colleges for the basic determination of how many degree hours may transfer. Ms. Heath notifies Mrs. Jean Welsh or Mrs. Linda Cochran in the Office of Student Athlete Support Services as to the possibility of the student athletes certification. Final certification is complete when the student athlete is admitted and is added to the appropriate squad list which is signed by Mr. Doyle Bickers, Director of Admissions and Records.

The regular squad list preparation process will be available for review by the visiting team. The following procedures are utilized in the certification of transfer student athletes. A different procedure is followed for each different type of transfer student and this also is dependent upon the first date of full time enrollment.

1. Two Year Transfer Student Athlete (Enrollment on or after 8/1/96 but before 8/1/03)

Definition: Qualifier - an athlete who has graduated from high school, successful completion of a required core curriculum consisting of a minimum number of courses in specified subjects, specified minimum GPA in the core curriculum and specified minimum SAT or ACT score. Qualifier status is determined by the NCAA Clearinghouse and reported to the institution.

A. Athlete Identified - recruited and on list from the Athletics Department.

B. If a qualifier the student athlete needs the following:

1. AA degree from the two year institution
2. 48 semester or 72 quarter hours transferrable degree credit
3. 2.00 GPA on a 4.0 scale

Procedure: transcript received, sent to be evaluated in the college/school that the athlete will enter. (25%, 50%, 75% Rule is now in effect)

C. Attended but did not receive degree from an accredited two (2) year institution.

Qualifier from High School status is reviewed.

1. If not a qualifier from high school, must graduate from 2 year institution and meet the following criteria:

- a. 48 semester/72 quarter hours of transferrable degree credit
- b. 2.00 GPA on a 4.0 scale
- c. minimum of three (3) semesters/four (4) quarters academic residence, summer excluded

2. If qualifier from high school, the following criteria must be met:

- a. minimum of two (2) semesters/three (3) quarters of academic residence, summer excluded
- b. average of twelve (12) hours transferrable degree credit per semester or quarter
- c. a minimum 2.000 GPA on all courses that would be accepted by the certifying institution, even though course grade not acceptable for credit.

There is an exception for Football and Men's Basketball. Such a student who has successfully completed at least

Academic Integrity

35% of the course requirements in the student's baccalaureate degree program at the certifying institution also is eligible for competition.

Procedure: transcript received and reviewed, sent to be evaluated in the college/school that the athlete will enter.

2. Two Year Transfer Athletes (Enrollment after 8/1/03)

A. If a qualifier the student athlete must meet the following criteria:

1. Minimum of one (1) full time semester/one (1) full time quarter academic residence, summer excluded
2. Average of 12 hours transferrable degree credit toward a Division 1 baccalaureate degree program per semester/quarter attended
3. Minimum 2.000 GPA on a 4.0 scale
4. Student athlete must complete 6 hours of academic credit during the previous term of full time enrollment.

Procedure: transcript received, sent to be evaluated by the college/school that the athlete will enter. (40%, 60%, 80% Rule is now in effect)

B. If not a qualifier the student athlete must meet the following criteria:

1. AA Degree
2. 48 semester hours/72 quarter hours of transferrable degree credit toward a Division 1 baccalaureate degree program with a 2.000 GPA on a 4.0 scale
3. Minimum of 3 semester/4 quarters academic residence, summer excluded
4. Student athlete must complete 6 hours of academic credit during the previous term of full time enrollment.

Procedure: transcript received, sent to be evaluated by the college/school that the athlete will enter. (40%, 60%, 80% Rule is now in effect)

3. Four Two Four Transfer Athletes

A. Athlete is identified as above.

B. Athlete must have graduated from the 2 year institution and must provide official copies of transcripts from both the 2 year school as well as the 4 year school and must meet the following criteria:

1. Student must complete 24 semester/36 quarter hours of transferrable degree credit.
2. One (1) calendar year has elapsed since transfer from the first 4 year institution before the athlete can start in his/her second four year institution.
3. Must have a 2.000 GPA on a 4.0 scale
4. Student athlete must complete 6 hours of academic credit during the previous term of full time enrollment.

OR:

The student athlete returns to the four year college from which he/she transferred to the two year college, provided the student athlete did not have any unfulfilled residence requirement at the time of the original transfer.

OR:

1. Four year college did not sponsor the sport (student athlete did not attend any other institution that sponsored the sport)
2. Student athlete was a qualifier
3. Completion of 12 semester or quarter hours of transferrable credit toward any baccalaureate degree program at the certifying institution per term in attendance with a 2.000 GPA on a 4.0 scale
4. Student athlete spent at least two (2) semesters or three (3) quarters in attendance at the two year college.
5. Student athlete must complete 6 hours of academic credit during the previous term of full time enrollment.

If the student athlete does not meet these requirements the student athlete is not eligible for competition for one (1) academic year.

Procedure: transcript received, sent to be evaluated by the college/school that the athlete will enter.

4. Four Year Transfer Athletes

A. Athlete is identified as above.

B. Athletes attending the first four year institution for less than one (1) academic year:

1. Student must be determined as a qualifier
2. Student is certified as though he/she is an incoming freshman
3. Student athlete must complete 6 hours of academic credit during the previous term of full time enrollment.

Academic Integrity

If a partial or non qualifier and attended less than one (1) academic year shall not be eligible for competition during the first academic year of attendance at the certifying institution.

C. Athletes attending first four year institution for more than one (1) academic year:

1. Student must have release letter from the primary institution indicating satisfactory academic progress.
2. Student now falls under the 25%, 50%, 75% or 40%, 60%, 80% Rule (depending upon first date of enrollment) based on years of competition.
3. Student athlete must complete 6 hours of academic credit during the previous term of full time enrollment.

Procedure: transcript received, sent to be evaluated by the college/school that the athlete will enter.

5. International Transfer from International Higher Education Institution

A. Student is identified as above.

B. International transcripts are received and sent to be evaluated by Lisano International or World Education Services. (International transcript evaluation services)

Evaluation is sent out to the school or college to be evaluated as to which courses will transfer.

International students must meet the four (4) year transfer requirements even if the school attended is a two (2) year institution.

6. International Transfer from Domestic Institutions

A. These student athletes are evaluated the same as domestic transfers.

Athletic Certification Personnel

Doyle Bickers, Director of Admissions and Records, Office of Admissions and Records

Institutional officer responsible for the certification of student athletes for participation according to NCAA and SEC and institutional rules.

Angie Heath, Athletic Certification Specialist, Office of Admissions and Records

Responsible for providing the Director with necessary information required for monitoring and certifying the academic eligibility of Auburn University athletes for the NCAA and SEC.

Mike Waldrop, Admissions Advisor III, Office of Marketing and Recruitment

Responsible for the initial determination for admissions to Auburn University and for compliance with NCAA Clearinghouse regulations.

Jean Welsh, Eligibility Specialist, Office of Student Athlete Support Services

Serves as the direct liaison between the Admissions and Records Office and the Athletic Department.

Linda Cochran, Eligibility Specialist, Office of Student Athlete Support Services

Serves as liaison between the Admissions and Records Office and the Athletic Department.

Academic Advisors - Academic advisors from each school or college are responsible for determining which courses will count toward the student athletes degree. The advisors are listed as follows:

Agriculture:

Suzanne Shaw

Architecture:

Tammie Gourdouze

Business:

Betsy Terry

Dana Griffith

Education:

Linda Ray

Engineering:

Jacqui Dozier

John Raines

Laura Kincaid

Academic Integrity

Forestry:

Lane Messer

Human Sciences:

Jennifer O'Gwynn

Katie Lackey

Liberal Arts:

Peggy Kirby

Chris Huggins

Judy Sanders

Lisa Fleming

Marcella Harrison

Linda Seay

Nursing:

Pam Hennessey

Sciences and Math:

Beth Yarbrough

Ruth Ann Fite

Becky Thomas

9. List the step-by-step sequence of actions taken by particular individuals on your institution's campus to certify student-athletes' continuing eligibility. Identify by name and title the individual(s) with final authority for certifying continuing eligibility. Provide names (including titles) of who has ultimate responsibility in determining student-athlete's continuing eligibility.

A working copy of the squad list containing names of student athletes by sport is first provided by the Athletics Department to the Office of Admissions and Records and the process is begun. The final authority for certifying continuing eligibility rests with the Faculty Athletics Representative (FAR).

The step by step sequence of events in the squad list preparation and certification of student athletes is available for review by the visiting review team. Below is a narrative for each individual involved in the process of certifying continuing eligibility. The following individuals are listed in the order that the squad list is received and prepared.

Doyle Bickers, Director of Admissions and Records, Office of Admissions and Records.

Squad lists are forwarded from the Athletics Department to the Office of Admissions and Records for certification of continuing eligibility.

Angie Heath, Athletics Certification Specialist, Office of Admissions and Records.

Works with each academic dean's office to determine the percentage of hours completed for each student athletes degree and cumulative GPA rules as they apply as well as all other credit hour requirements. Once complete, the squad list with a memorandum listing student athletes with any problems is forwarded to the Office of Student Financial Services (formerly the Financial Aid Office).

Mike Reynolds, Director of Student Financial Services, Office of Student Financial Services.

Squad lists are forwarded to the Office of Student Financial Services from the Office of Admissions and Records for certification of athletics aid and outside aid.

Tammy Funderburk, Athletics Certification Specialist, Office of Student Financial Services

The Office of Student Financial Services confirms the amount of athletics grant in aid and other aid listed on the official Student Athlete Statement which is attached to the initial squad list. Data is entered in the aid columns on squad lists. The aid received by the student athletes is monitored weekly and the Faculty Athletics Representative (FAR) and other appropriate offices are notified of any changes as well if the aid is countable or non-countable.

David Mines, Assistant Athletics Director for Compliance.

The squad list is reviewed during its preparation stage for certification for continuing eligibility. It is checked for content to make sure that accurate NCAA and SEC compliant information is provided under each category for each student athlete.

Academic Integrity

Marcia Boosinger, Faculty Athletics Representative (FAR), Office of Committee on Intercollegiate Athletics.

The FAR reviews all the entries on the squad list after it has gone through all its checks and balances (Admissions and Records, Student Financial Services and Assistant Athletics Director for Compliance), and makes sure that all entries are supported by appropriate documentation. The information is then verified in the SEC Dragonfly Squad list program. A copy of this squad list is then printed and reviewed once more by the FAR and the FAR assistant to ensure that all data entered are correct, then the squad list is transmitted to the SEC office, and an official copy is printed and signed by the FAR. This official signed copy is reproduced and given to the Coaches, appropriate Athletics Administrators and Assistant Athletics Director for Compliance. The original signed squad list remains with the FAR in the Office of Committee on Intercollegiate Athletics with all relevant correspondence that substantiates all entries.

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

Response

The NCAA Graduation Rates Reports for Auburn University for the years 2002-2004 will be available for those conducting the on-site visit. A brief discussion of these reports is also provided below. These reports were obtained directly from the following NCAA websites:

http://www.ncaa.org/grad_rates/2002/d1/Rpt00037.html
http://www.ncaa.org/grad_rates/2003/d1/RPT00037.html
http://www.ncaa.org/grad_rates/2004/d1/schools/RPT00037.html

These graduation rate reports summarize data for all students generally, and by gender and ethnicity, and for student-athletes generally, and by sport, gender and ethnicity.

The data reflect graduation rates remaining quite stable over the three year period for all students (68%), men (62-64%), and women (71-73%). The two largest all student ethnic groups also showed stability for blacks (52-57%), whites (68-69%), white men (64-65%), and white women (72-73%). Variability was apparent in rates for black men (33-53%) and black women (56-71%) during the three year period.

The graduation rate data for all student-athletes show variability (45-62%), although stability exists for the last two years of the period (56-62%). Rates for men student-athletes show a larger variability (35-63%), a gain with stability in the last two years (59-63%). Less variability exists for women student-athletes (53-67%) however the three year trend in the graduation rate for women is decreasing at the average rate of 7% per year.

The two largest student-athlete ethnic groups show significant variability for black student-athletes (23-59%); however, stability was also demonstrated in this group for the last two years (50-59%). White student-athletes showed stability for the entire three year period (58-63%). Rates for black men student-athletes also proved to be highly variable (23-63%) during the period. The only data available for black women student-athletes showed a high graduation rate (75%) for 2004. Rates for white student-athletes were stable (58-63%), as were rates for white men student-athletes (56-71%). Mild variability was apparent for white women student-athletes (52-70%), however the three year trend in the graduation rate is decreasing at an average rate of 9% per year.

Analysis of these results shows that while a large difference exists in the year 2002, the graduation rate for all students is an average of 9% higher than the all student-athlete rate for the years 2003-2004. The all men student results proved to be an average of only 2.5% higher than for men student-athletes during those last two years. However, all women results proved to be significantly higher than for women student-athletes in 2003-2004, 11% in 2003 and 18% in 2004.

Academic Integrity

Further analysis shows that while a large difference exists in year 2002, the graduation rate for all black students is only an average of 1.5% higher than the black student-athlete rate in 2003-2004. The all white student graduation rate is approximately 7% higher than the rate for the white student-athletes for the three year period. The rate for all black men is an average of only 2% higher than the rate for black men student-athletes for the three year period, while the rate for all white men is an average of 4% higher than the rate for white men student-athletes for the three year period. Results also show that the rate for black women student-athletes is 11% higher than for all black women for 2004. However, while the rate for all white women was only 3% higher than for white women student-athletes in 2002, the difference widened to 12% in 2003 and 20% in 2004.

Sport-specific results for selected sports are discussed below.

Football: While a large difference in the graduation rates exist between football student-athletes (24%) and both all students (68%) and all student-athletes (45%) for 2002, rates are quite comparable for years 2003-2004. Football rates are essentially equal to the all men student rates and an average of 2.4% higher than all men student-athletes for those years. The rates for black football players are also essentially equal to both the rates for all black men and all black men student-athlete for years 2003-2004. Rates for white football players are significantly higher than both all white men and all white men student-athletes rates for the entire three year period.

Baseball: The graduation rate in 2002 (71%) was 9% higher than the all men rate, 36% higher than the all men student-athlete rate, 6% higher than the all white men rate, and 15% higher than the all white men student-athlete rate. No data is available for the year 2003 due to small n's. However, the graduation rate for 2004 (17%), is significantly lower than the all men rate (71%), the all men student-athlete rate (59%), the all white men rate (by 64%), and the all white men student-athlete rate (65%).

Men's Basketball: Graduation rates averaged 50% over the three year period. This value was an average of 13% lower than the all men student rate and an average of 11% lower than the all men student-athlete rate in years 2003-2004. Insufficient data exists to analyze the graduation rate relationship between ethnicity and men's basketball.

Men's CC/Track: Graduation rates were 33% in 2002 and 100% in 2006. Insufficient data exists for 2003 and to analyze the graduation rate relationship between ethnicity and men's cross-country/track.

Men's Other: Graduation rates were 36% in 2002, 60% in 2003, and 78% in 2004, which indicates a trend of a rate increase of an average of 21% per year over the three year period. Insufficient data exists to analyze the graduation rate relationship between ethnicity and the other men's sports.

Women's Basketball: The graduation rate was 50% in 2004, which was 21% lower than the all women student rate but only 3% lower than the all women student-athlete rate for that year. Insufficient data exists to analyze the graduation rate for years 2002-2003 and the relationship between ethnicity and women's basketball.

Women's CC/Track: Graduation rates were 43% in 2004. Insufficient data exists for 2003-2004 and to analyze the graduation rate relationship between ethnicity and women's cross-country/track.

Women's Other: Graduation rates were 78% in 2002, 63% in 2003, and 57% in 2004, which indicates a trend of a rate decrease of an average of approximately 15% per year over the three year period. Insufficient data exists to analyze the graduation rate relationship between ethnicity and the other women's sports.

Deficiencies in Graduation Rates

The Academic Integrity Committee members expressed concern over graduation rates of women student-athletes (1995-96, 1996-97, and 1997-98 cohorts) for the following reasons:

1. The three year trend in the graduation rate for women is decreasing at the average rate of 7% per year.
2. The three year trend in the graduation rate for white women student-athletes is decreasing at an average rate of 9% per year.
3. The results of all women students proved to be significantly higher than for women student-athletes in 2003-2004, 11% in 2003 and 18% in 2004.
4. Until the last three years, graduation rates of women student-athletes has been a strength of Auburn University athletics, with women student-athletes graduating at a much higher rate than all women students.

Therefore, the committee requested additional information (available as a hard copy for those conducting the on-site visit) concerning women student-athletes looking for continuing pattern or anomalies in any findings before making any recommendations.

Academic Integrity

Examining athletic graduation rates required using student data collected from the cohorts of 1995-96, 1996-97 and 1997-98. The NCAA graduation rates for the 1998-99 cohort were released at the end of the self-study process and were not included. To determine whether any findings were a continuing pattern or anomaly, the committee chose to compare the losses of women student-athletes from earlier cohorts (1995-96, 1996-97, and 1997-98) to losses of women student-athletes from more recent cohorts (2002-03, 2003-04, and 2004-05).

Questions (and subsequent answers) coming from the committee included the following items:

Was there evidence of lower standardized test scores of incoming women student-athletes for these three cohorts?

Decreasing standardized test scores of women student-athletes during this time period (from 25.3 in 1995 to 21.7 in 1997), may have contributed to a less than usual successful graduation rate. However, this pattern of falling standardized test scores seems to have leveled out during the last three years (from 21.7 [in 1997] to 22.3 [2003] and 23.1 [2004]).

Is Auburn University losing women student-athletes from any particular sports?

Additional information revealed very few patterns, in terms of particular sports, as a possible explanation of the increasing loss of women student-athletes. From the three earlier cohorts (1995-96 through 1997-98) examined in the graduation rate study, a total of 29 athletes were not retained at Auburn. There were 8 women student-athletes in both women's basketball and women's swimming; 5 in women's track/cross country; 2 in both women's soccer and women's tennis; and one each in women's golf, women's gymnastics, women's volleyball, and women's softball.

No particular patterns were seen by sport as an explanation of change in retention or graduation of women student-athletes. For the more recent cohorts (2002-03, 2003-04, 2004-04), a total of 23 women student-athletes have not returned to Auburn University, at this point. It will be noted later in this section, when first year retention is examined, that several women athletes left during a coaching change that occurred in 2003. For these cohorts, there is still time for students to return and additional students to leave the institution. There were 5 women student-athletes in women's volleyball; 4 in both women's basketball and soccer; 3 in women's track and cross/country; two each in women's gymnastics, women's softball, swimming; and 1 in women's tennis

What is the population of women athletes that are not graduating in six years?

The groups of students leaving were for the most part, non-minority athletes. The women student-athletes that did not graduate were 86% non-minority in earlier cohorts and 95% non-minority for the later cohorts.

Additionally, there did not appear to be strong academic reasons for these women student-athletes to be leaving. Only 21% (n=6) of the earlier cohorts showed evidence of academic difficulty in terms of academic warnings/suspensions or action taken by the provost office. Only 13% (n=3) of the later cohorts showed evidence of academic warnings, suspensions or action taken by the provost office.

Eighty-six percent of the women student-athletes from earlier cohorts that did not graduate were out-of-state students. In later cohorts, 95% of the women student-athletes that have left the institution were from out-of-state. However, the committee had to view the high proportion of out-of-state students leaving in context. The typical proportion of out-of-state to in-state students in the student-athlete population (men and women), in comparison to all students for both historical cohorts and more recent cohorts had to be considered. For a typical incoming freshmen class for Auburn University, the typical percentage of out-of state students hovers around 40%. The percent of out-of-state students for student-athletes ranges from 76% to 69%. Examining the student-athletes that are not being retained shows a high proportion of out-of-state residency for both men and women, eliminating it as a cause of student losses for only women student-athletes.

Are students changing majors, delaying graduation?

Ten of this group showed evidence of cross college changes in majors, with two athletes showing three major changes. Two of the three athletes that changed majors three times, graduated after the six year period.

The committee discussed the recommendation of mandatory advising/career counseling for incoming students and learned the policy is already in place.

Has there been a decline in first year retention for women student-athletes?

First year retention rates of women student-athletes, for the most part, are either higher or similar to all women student retention rates, except for the year 2003. The cohort of 2003 lost 25% of its women student-athletes in the first year. Explanation for a 75% first year retention rate included a coaching change in one sport and the subsequent loss of women athletes.

Academic Integrity

Have there been any policy changes impacting women student-athletes, in particular?

While Auburn University has changed its policy for 'establishing residency' for fee purposes, this change impacts both men and women. The policy change made it more difficult to establish residency in Alabama, which would have impacted the academic year 1995-96 and beyond.

Summary/Recommendations

Changing Academic Credentials of Athletic Cohorts

The committee concluded that lower standardized test scores, as indicated in two of the three cohorts examined (1996-97 and 1997-98), may have contributed to lower graduation rates. Looking further into future cohorts showed a more stable entering standardized test scores for cohorts 2002, 2003, 2004 ranging from 22.3 to 23.1. No evidence was seen of a continued decrease in standardized test scores for women athletes and no recommendation is made.

Retention of Athletes

Examining first year retention beyond these earlier cohorts did not show a continued decrease in retention of women student-athletes, except for academic year 2003, in which only 75% of women student-athletes returned for their second year. This retention rate, not in keeping with any other academic years, was attributed to coaching changes.

Recommendation: Successful athletic programs will have coaching changes and often result in player loss. However, the committee recommended that coaches/advisers receive information explaining how the loss of players during the coaching change may play out in the team APR in the upcoming years.

Losing Out-of-State Athletes

A change in policy in 1995 for residency requirements may have impacted this group of women student-athletes in the 95-96 through 97-98 cohorts since 85% of the athletes that did not graduate were out-of-state students. Looking at more recent cohorts and the athletes that have left campus at this point, the majority of women student-athletes are out-of-state students (95%). However, student-athletes in general have a higher make-up of out-of-state students.

Recommendations: It is possible that the Auburn University policy for qualifying for residency fees is impacting the ultimate loss of out-of-state students. Students and parents should be given a clear understanding of the requirements for establishing residency at Auburn University.

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

Student-athlete Exceptions: Student-athletes do not have any academic standard exceptions. They must meet the same criteria related to GPA, degree requirements, withdrawal policies, and other academic policies.

A copy of the Auburn University Bulletin and the Auburn University Student-Athlete Handbook is provided for reference by the visiting review team. The most significant academic standards and policies are listed below.

Undergraduate Academic Standards and Policies

Academic Warning and Suspension: Auburn University requires that any student whose cumulative GPA falls below a 2.00 be placed on Academic Warning. If the student does not achieve a 2.20 GPA for the semester that they are on Academic Warning and they do not meet the GPA requirement for their current classification, then the student will be suspended. The GPA requirements based upon classification are as follows:

Freshman 1.50
 Sophomore 1.80
 Junior 1.90
 Senior 1.97

Academic Integrity

Terms of suspension: A student who incurs a First Academic Suspension may not enroll in the university for a minimum of one semester. Summer term does not count as a semester for terms of suspension. A student returning from academic suspension will be on Academic Warning status. A student who incurs a Second Academic Suspension may not enroll in the university for a minimum of two semesters. A student who incurs a Third Academic Suspension will be expelled from the university.

No credit earned at another institution by a student on academic suspension from Auburn will be used in clearing a suspension or in meeting requirements for an Auburn University degree.

Students must also meet and maintain minimum GPA requirements as established by their specific college or degree program. Failure to meet college or degree program GPA requirements could result in an inability to take classes in that college or major or possibly expulsion from college or degree program.

Grade Adjustment Policy: Undergraduate students enrolled after Fall 2000 may delete a maximum of three course grades of D or F (including FA or U) associated with their undergraduate degree program from the computation of their cumulative GPA. If the course that is adjusted is a major requirement; then the same course must be repeated at Auburn University. If the class is a core requirement; then the requirement must still be fulfilled either with the same class or a class that is considered comparable for the specific requirement. The grade is removed from computation prior to repeating the course.

Withdrawal from Courses: Students may withdraw from courses with no grade penalty through mid-term. A student will receive a W on their transcript if they withdraw after the 15th class day and prior to midterm. During the summer, the withdrawal deadline is the fifth class day.

Withdrawal from courses after mid-term or resignation from all classes must be initiated through the student's academic dean's office. After midterm the grade assigned is based upon the student's progress in the course.

Bachelor's Degree Requirements: Students must complete the University's Core Curriculum requirements and the requirements of their specific degree program with a minimum of a 2.00 average in all Auburn courses attempted. Individual schools, colleges, and departments may have higher GPA requirements for graduation.

Full Time Status: An undergraduate must enroll in 12 or more hours to be considered full time for athletic, financial aid, loan and insurance purposes.

Graduate Academic Standards and Policies

Academic Probation and Suspension: Only grades in Auburn University courses approved for graduate credit will be used in determining the overall GPA for continuation in the Graduate School. If at the end of any semester the cumulative graduate GPA (CGGPA) falls below 3.00, the student will be placed on academic probation. If the CGGPA remains below 3.00 after the next nine credit hours of graduate enrollment (both graded and nongraded), the student will be placed upon academic suspension. The student may be readmitted only after completion of a remediation plan recommended by the academic unit and approved by the dean of the Graduate School. No course work taken as part of the remediation plan may count toward the student's degree or CGGPA. Graduate-level courses for which grades below C were earned may not be repeated during the remediation period.

Academic Bankruptcy Policy: Auburn University graduate students who have been suspended or expelled because of poor academic performance may petition the Graduate School for a declaration of academic bankruptcy. Academic bankruptcy allows the student to petition his or her department and the Graduate School to restart his or her graduate program after a two-year separation from Auburn University. The student forfeits all graduate courses and credits accepted by Auburn University prior to the declaration. For readmission, the student must submit a new application for admission and must meet the regular admission requirements of the Graduate School and be accepted by the graduate program to which the student is reapplying.

Withdrawal from Courses: Courses may be dropped without academic penalty on or before mid-semester. A course may be dropped after mid-semester only under unusual conditions. When the Graduate Dean approves dropping the course under such circumstances, a W will be assigned only when the instructor indicates that the student is clearly passing the course. Otherwise a grade of WF (Withdrawn Failing) is assigned.

Grades: To receive a graduate degree at Auburn University, a student must earn a cumulative GPA of 3.00 on a 4.00 scale on all courses carrying graduate credit. No more than nine hours beyond the student's Plan of Study is allowed in obtaining the CGGPA. No grade below C (including unsatisfactory grades from courses taken under the S/U option) is acceptable for credit toward a graduate degree. Each graduate course in which a grade below C is received must be repeated at Auburn University whether or not it is listed on the student's Plan of Study. Both the original grade and the grade for the repeated course will be counted in calculating the CGGPA.

Academic Integrity

Full Time Status: A graduate student must enroll in 9 or more hours to be considered full time for athletic, financial aid, loan and insurance purposes.

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

Auburn University's class checking procedure for student-athletes is as follows:

Student Athlete Support Services (SASS) Counselors provide the Missed Class Time Coordinator a copy of all class schedules of student-athletes needing to be monitored. Freshmen and transfer student-athletes are automatically class checked for the first year, upper classmen are monitored as needed based upon academic performance. Once the Missed Class Time Coordinator receives the schedules they go in and list each class by time. The Missed Class Time Coordinator then distributes the schedules to the assigned class checkers. The Missed Class Time Coordinator reviews each class, student-athlete, classroom, and all procedures on how to check the classes with each monitor. To make sure there are no problems with student-athlete identification the Missed Class Time Coordinator distributes pictures of the student-athletes to each class checker. The class checker keeps the pictures with them when they are checking that particular student-athlete and/or class.

Missed class time monitoring begins on the first day of classes. If a student-athlete is in attendance at their scheduled class then there is no further action. However, if the student-athlete misses a class then their name, the time the class was checked, and the name of the class will be reported to the Missed Class Time Coordinator that day. The Missed Class Time Coordinator then sends the information to the student-athlete's assigned counselor. The counselors distribute the information for all missed classes for the entire team to the appropriate coach or coaches. The coaching staff handles all discipline issues related to missed classes.

This process is completed every day, five days a week, every hour on the hour. If we have an athlete that meets the criteria for class checking in class, anytime of the day, that class is being checked. We store the information and keep it all semester in case we need to verify an athlete did not attend a particular class.

Additionally, SASS grade cards are sent out several times a semester to each instructor for all courses a student is enrolled in. These grade cards include an area to identify any unexcused absences that the student may have. Grade cards are returned to the individual counselor.

The Southeastern Conference (SEC) considers missed class time a priority and discussions among Faculty Athletics Representatives, Athletics Directors, and other conference and institution administrations are currently in place regarding a consistent missed class policy throughout the conference.

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

Auburn University does not have excessive missed class time for any team.

All coaches must schedule competition so that student-athletes miss a minimum number of classes and stay within the Southeastern Conference (SEC) and Auburn University guidelines. The SEC recommends that student-athletes do not miss more than a maximum of 20 percent of scheduled classes. Auburn University recommends that student-athletes do not miss more than a maximum of 15 percent of scheduled classes. Scheduling competition on dead day or a day of final examinations is not permitted. If a championship is being conducted during final examinations, the Faculty Athletics Representative (FAR) must be notified. Arrangements to take the final examinations early should be coordinated through the Senior Associate Athletics Director for Student Services in consultation with the FAR. (Taken from Auburn University Department of Athletics Policies and Procedures, Sections 10.25.0 Missed Class Time, and 27.2.0 Missed Classes). Any non SEC competition that is scheduled during the final examination period must be sent to and approved by the SEC with a waiver.

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

Auburn University student-athletes are instructed on the appropriate procedure for absence from class due to competition by their Student-Athlete Support Services (SASS) counselor during the annual academic meeting held at the beginning of the fall semester. Counselors distribute the student-athlete handbook at this meeting and review its contents with each team individually. The student-athlete handbook contains information regarding missed class from the compliance department and contains Auburn University's class attendance policy. The mentioned excerpts from the handbook follow this response. Students admitted in the spring semester are instructed by the counselor on an individual basis. Missed class procedure is also covered during the annual compliance meeting and

Academic Integrity

individually by each coaching staff. SASS counselors review the expectations through-out the playing season for freshmen and transfer students to ensure understanding and compliance.

Each coaching staff must turn in a Missed Class Report to the compliance department at the beginning of the academic year to ensure compliance with SEC and University guidelines.

Prior to the scheduled class absence the coaching staff sends a travel roster to the Eligibility Specialist. The Eligibility Specialist sends the names of athletes to be excused to each individual college in the form of an internal memo. Each college then generates a University excuse letter from the list sent. The student-athlete is required to pick up the excuse letter from their dean's advising office and deliver it to their professor prior to the scheduled absence. Student-athletes are required to make arrangements for the make-up of all missed work, including quizzes and exams, with the professor prior to missing the class. Failure to comply can lead to the absence not being excused and the athlete not being allowed to make-up the missed work.

The following Compliance information is listed in the Auburn University Student-Athlete Handbook, 2005-2006:

Compliance Information

Playing and Practice Limitations (NCAA Bylaw 17)

It is uncommon for student-athletes, dripping with sweat and muscles aching, to think to themselves during practice: 'How long can coach keep us out here?' Well, hopefully, the information provided below can serve as a resource to student-athletes who simply want to know how much and how long they can practice and/or compete on a given day, week, or season.

Q: What activities are considered practice?

The term used to describe NCAA playing and practice limitations is 'countable athletically related activities.' Countable athletically related activities include, but are not limited to, practice (everything from chalk-talk to on-field activities), competition, required training activities (running, lifting weights, etc.) or any use of your school's athletic facilities at the direction of or under the supervision of a coach. Activities that are not considered practice include, but are not limited to, study hall, academic meetings, training room activities, and meetings with coaches that are of a non-athletic nature.

Q: How long is the playing season?

The playing (i.e., practice and competition) season for a particular sport is the period between the team's first officially recognized practice session and the last practice session or competition, which ever occurs later. Sports other than football and basketball may have their seasons separated into two distinct segments. This typically occurs when teams participate in their nontraditional season during the fall. The nontraditional season is then concluded and resumed later in the spring with the traditional season, which is concluded with the NCAA Championship for that particular sport. Further, all institutions must determine when their playing seasons will occur before the season begins, and this information must be in writing and kept on file in the athletics compliance office.

Q: How many hours can be a student-athlete be required to practice/compete?

In Divisions I and II, student-athletes are limited to practicing no more than four hours per day and no more than 20 hours per week during the playing season. However, there are exceptions to these limitations for multi-sport and golf student-athletes.

Outside of the playing season, student-athletes are limited to no more than eight hours per week of certain countable athletically related activities. Those activities may only be required conditioning, physical fitness classes, and individual skill related instruction. Further, only two of the eight hours may be spent in individual skill related instruction. Further, only two of the eight hours may be spent in individual skill instruction with a coach. Please note, student-athletes may not be required to participate in any countable athletically related activities during any of their school's vacation periods (e.g., summer) that occur outside of the playing and practice season.

Q: How are limitations calculated?

A 'day' is defined as a calendar day (i.e., 12:01 a.m. to-midnight). However, any activities on the day of a competition count as three hours, regardless of how long. Nevertheless, practice may not be conducted at any time after competition, except for between contests during a multi-event as any seven consecutive days to be determined by the institution. Outside of the playing season during the eight (8) hours per week, a student-athlete receives two (2) days off.

Q: Can we miss classes to practice?

Academic Integrity

No. No class time may be missed for practice activities, except when a team is traveling to an away from home contest and the practice is in conjunction with the contest.

Q: What should student-athletes do if there appears to be a violation of these rules?

In the event that there appears to be actions contrary to the aforementioned information, a student-athlete should inform the athletics compliance office or faculty athletics representative. Generally, the institution's compliance coordinator is a helpful point of contact. A student-athlete is also at liberty to call the NCAA Membership Services staff at 317-917-6222 if he or she needs clarification on any NCAA regulations.

AU attendance policy as stated in the Tiger Cub is as follows.

AUBURN UNIVERSITY CLASS ATTENDANCE POLICY

Effective Fall 2001, registered students who do not attend the first class period (lecture, lab, studio, or other class format) may be dropped from the class. To avoid being dropped, students must provide the department with a valid, University-approved excuse documenting the reason for the absence. If possible, the student should notify the department prior to the first class period. Students are expected to attend all their scheduled University classes. College work proceeds at such a pace that regular class attendance is necessary to receive proper instruction. Specific policies regarding class attendance are the prerogative of individual faculty in writing at the beginning of the course regarding the effect of absences on the determination of grades. The student shall be expected to carry out all assigned work and to take examinations at the class period designated by the instructor. Failure to carry out assignments or to take examinations at the designated times may result in an appropriate reduction of grade, except as provided in paragraph 4 below.

Instructors shall determine the policy regarding grading that they feel is best for the course. This policy shall be presented to the class, in writing, at the beginning of the term and will govern the actions of the instructor in the course.

Arrangements to make up missed major examinations (e.g. hour exams, midterm exams) due to properly authorized excused absences (as defined by the Tiger Cub) shall be initiated by the student within one week from the end of the period of the excused absence. Normally, a make-up exam shall occur within two weeks from the time that the student initiates arrangements for it. Instructors are encouraged to refrain from giving make-up examinations during the last three days prior to the first day of final major examinations. The format of make-up exams and opportunities for students to make up work other than major examinations are at the discretion of the instructor whose make-up policies should be stated in writing at the beginning of the term. Instructors will be expected to excuse absences for:

Illness of the student or serious illness of a member of the student's immediate family. The instructor shall have the right to request appropriate verification.

The death of a member of the student's immediate family. The instructor shall have the right to request appropriate verification.

Trips for members of the student organizations sponsored by an academic unit, trips for University classes, and trips for participation in intercollegiate athletic events. When feasible, the student must notify the instructor prior to the occurrence of such absences, but in no case shall such notification occur more than one week after the absence. Instructors may request formal notification from appropriate University personnel to document the student's participation in such trips.

Religious holidays. Students are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays.

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

- A copy of the institution's most recent catalog and/or bulletin.
- A copy of the institution's standard or regular, published entrance requirements, including the provisions under which students may be admitted by special exception to the institution's standard or normal entrance requirements.
- Information regularly reported to the chief executive officer, faculty senate or director of athletics concerning the academic performances of sports teams (if any).

Academic Integrity

- All student-athlete eligibility files (including, when appropriate, final high-school transcripts, high schools' lists of approved core courses, and final certification reports, verification of standardized test scores, NCAA student-athlete statements, institutional transcripts, transfer documentation).
- Information from exit interviews of student-athletes.
- Athletics department manual and/or policies and procedures.
- Student-athlete handbook.
- Institutional handbook for students.

Evaluation

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

Academic Integrity

Operating Principle

2.2 Academic Support

Self-Study Items

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

There were no corrective actions, conditions for certification or strategies for improvement imposed by the NCAA Committee on Athletics Certification in its first cycle certification decision as they relate to academic integrity.

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

Academic Support:

Goal: Complete the following tasks to identify and correct deficiencies in academic support for student-athletes.

- a. Study the counselor to student-athlete ratio:

A new Associate Athletics Director for Student-Athlete Support Services was appointed in September 1998. The total number of counselors is now 8 including the Associate Athletics Director. The counselor-student-athlete ratio in February 2002 was 1 counselor to every 54 athletes based on 8 counselors and 433 student-athletes as compared to a 1 to 98 ratio as reported in the 1997 self study report.

- b. Evaluate the role of the academic counselors:

In 1998 all academic advisors were assigned additional administrative functions, including oversight and budget development related to the overall mission of Student-Athlete Support Services. Counselor's assignments are broken down into the following responsibilities:

Coordinator of the Champs Life Skills program and counselor for track and softball.

Coordinator of tutorial services and counselor for football.

Coordinator of career development and counselor for baseball, tennis and volleyball.

Liaison to the Program for Students with Disabilities, coordinator of the Study Tables, coordinator of service learning and counselor for football.

Liaison for Camp War Eagle and counselor for soccer, gymnastics and women's basketball.

Coordinator of parental relations and publicity and counselor for swimming and golf.

Coordinator of the book depository and representative to the Student-Athlete Advisory Committee.

Counselor for men's basketball.

Academic counselors are evaluated as part of the overall evaluation of SASS. In the spring 2001 evaluation, student-athletes responded positively to three questions relating directly to the effectiveness of counselors.

Other questions on the survey concerning computer labs, the tutoring program, career development and study tables are used as well to improve those services and the processes for delivering them to student athletes. Major

Academic Integrity

improvements in the staffing and hardware in the academic learning center in Sewell Hall were undertaken based on survey results. The next survey as well as other information regarding available services will increasingly be delivered to students by e-mail and the Web based on student response to a survey question regarding how they would like to receive such information.

c. Improve interaction between the Department of Athletics' academic counselors and the various University academic areas, specifically the Academic Affairs Committee:

The Academic Affairs Committee meets every other week, and the Associate Athletics Director for Student-Athlete Support Services has been a member of that committee since 1998. The SASS counselors are members of the Advisors' Caucus that meets three times a year. One of the SASS counselors has served one term as chair of that group. Counselors and other Auburn University academic counselors have made collaborative presentations at meetings of the National Association of College Academic Advisors and National Association of Academic Advisors for Athletes each year for the past four years for a total of eight national presentations.

An ad hoc committee composed of representatives from Compliance, SASS, the registrar's office, financial aid, admissions, and international programs meets once a month to discuss issues related to student-athletes.

d. Enhance study for student-athletes while traveling for competition by providing necessary resources such as laptop computers, academic counselors, or tutors:

The Athletics Department provides seven laptop computers for use by student-athletes when traveling to competitions. Counselors and tutors are available on a limited basis for travel to away contests.

e. Evaluate the Tutorial program and the Book Depository and implement policies and procedures to enhance their operation:

The Academic Standards Subcommittee of the Committee on Intercollegiate Athletics examined the Athletic Tutoring program in 1999-2000. SASS-monitored tutors provide tutorial support in part in the academic learning center in Sewell Hall, in the English Center and in other locations on campus. Since 1999 the supervision of tutorial services has become the duty of a professional staff member and the task of direct coordination was given to a graduate student in 2000. Forty percent of the tutors are graduate students. A core of approximately 60 tutors handled a combination of individual and group tutoring sessions in about 350 tutoring assignments in fall 2001. In 2000 tutors were required to have an overall GPA of 2.7 or better and an A or B in the course in which they are tutoring. Incremental increases in a two-tiered (graduate and undergraduate) tutor wage structure resulted in wage rates that exceed minimum wage and include a system of more defined opportunities for raises. An electronic sign-in process for tutoring was put in place in November 2001 and an online tutor response form for contributing notes about a tutoring session was made available as of March 2002.

SASS is collaborating with Supplemental Instruction (SI) and Study Partners to provide additional assistance to student-athletes. SI provided by academic departments responsible for the courses was piloted in 1999 to provide extra instruction in History and Math and was fully funded in 2001, offering additional assistance in History, Accounting and Sociology. In fall 2001 approximately 40 student-athletes participated in History SI, and 20 each in Accounting and Sociology SI. All tutoring for literature and composition courses is provided through the English Center.

Study tables are in a structured study environment in academic buildings throughout the campus. Since 1999 all incoming freshmen student-athletes are required to attend study table for their first academic year and are required to meet with their academic counselors a minimum of once a week. Student-athletes with less than a 2.3 GPA are required to attend 10 structured study table hours a week, while those with a GPA of 2.3 to 3.0 are required to attend study table hours computed on a graduated scale.

An improved voucher system for the Book Depository was instituted in May 2000 using a computer generated schedule and book list. The accounting is based on validated receipts. The Depository was moved to SASS in the spring of 2000. The local bookstores coordinate with SASS in the assembling of the books. The expanded hours of operation provided the student-athletes a more convenient schedule.

f. Evaluate the procedure for processing excused absences.

Since 1998 one individual from one central location in the SASS offices has generated all excused absences for sports other than men's basketball. Excused absences for men's basketball are generated by the counselor for men's basketball. In May 2002 basketball will be integrated into the standard operating procedures common to all student-athletes.

g. Additional information: SASS reporting lines.

Academic Integrity

As of September 2001, Student-Athlete Support Services (SASS) has dual reporting lines, to the Athletic Department and to the Provost and Academic Vice-President. An Oversight Committee was formed by the Provost and consists of the Provost (or his representative), the Faculty Athletics Representative, the Compliance Officer, and the Senior Associate Athletic Director for Operations & Team Support. The Provost is also forming a Faculty Advisory Committee to be composed of prominent and outstanding scholars to advise him on academic issues related to student-athletes. The University's Committee on Intercollegiate Athletics' Academic Standards Subcommittee also provides additional oversight. Although not suggested in the NCAA Certification Self-Study, this additional step was taken to improve the academic support services for student-athletes.

h. Scheduling

Auburn University migrated to a semester schedule in 2000-2001, thus eliminating any problems with SEC generated schedules. These schedules are monitored by the Senior Associate Athletic Director for Operations and Team Support, the Associate Athletic Director/Senior Women's Administrator and the Associate Athletic Director for Compliance.

Reaffirmation of standards (operating principles) and assuring that the athletics program is progressing appropriately toward the next full self-study:

Academic Integrity

2.1 Academic Standards

It was determined by the committee that Auburn University is progressing satisfactorily toward the next full cycle NCAA program certification review.

The Athletic Department makes every effort to admit student-athletes who have a reasonable expectation of graduation as demonstrated by the 3.65% overall average increase in the graduation rates for the past four years. Academic standards and policies for student-athletes are consistent with those adopted for the general student body. Decisions related to the admission, academic progress and academic standing of student-athletes are made by the same University officers and offices that make those decisions for the general student body.

2.2 Academic Support

It was determined by the committee that Auburn University is progressing satisfactorily toward the next full cycle NCAA program certification review.

Adequate academic support services are readily available to student-athletes. An athlete's ability to reach academic goals has been enhanced by the improvement in the counselor-student-athlete ratio and the recently reviewed and reorganized tutoring program which includes additional tutorial opportunities and support on campus and while student-athletes travel to competitions. Athletes with special academic need have those met through assistance provided by the Program for Students with Disabilities. Student-Athlete Support Services is reviewed by the Provost's Oversight Committee and will soon receive input from the Provost's Faculty Advisory Committee which will advise on academic issues related to student-athletes. The University's Committee on Intercollegiate Athletics' Academic Standards Subcommittee also provides additional review.

2.3 Scheduling

It was determined by the committee that Auburn University is progressing satisfactorily toward the next full cycle NCAA program certification review.

Suggestions from the January, 1998 Summary of Actions Taken by the NCAA Committee on Athletics Certification - Auburn University:

'In addition the committee has included in this document the following suggestions, which are gleaned from the peer-review team's report, and the committee wishes to call these to the institution's attention for its consideration:

Consider reviewing the graduation rates of those student-athletes of the university who receive special admissions status in comparison to the graduation rates of those students and student-athletes of the university who meet the admissions criteria for a specific major.'

Graduation Rates of Student-Athletes Entering Auburn University by Special Admission:

The latest study of graduation rates at Auburn University examined new freshmen entering the institution in the summer or fall of 1994. The 1994 freshmen cohort of all students included 3,129 students. Students receiving athletic aid (who were also new freshmen in summer/fall of 1994) were designated as student-athletes. The 1994 freshmen cohort of student-athletes (a subgroup of the freshmen cohort) included 75 athletes. Of these 75 athletes,

Academic Integrity

21 students were admitted as exceptions to Auburn University's admission requirements. All students were given six years to graduate. Degrees after that time period were not examined. The graduation rate of all students, student-athletes and student-athletes entering the institution by special admission from the 1994-95 cohort is discussed in the text below:

All Students (n=3,129) had a Freshman-Cohort graduation rate of 66.6%. All student-athletes (n=75) had a Freshman-Cohort graduation rate of 54.7%. Student-athletes admitted by special admission had a Freshman-Cohort graduation rate of 33.3% (n=21). All students admitted by special admission had n=50.

A typical graduation rate study does not remove student-athletes in any category who transfer out from the institution. All are considered a loss to the institution regardless of whether they move on to another institution and successfully matriculate or leave to join a professional sports league. For internal information and evaluation, further examination was conducted regarding the outcome of these students who were admitted as exceptions but did not graduate. Of the 14 who did not graduate of the 21 specially admitted student-athletes, two transferred to other institutions, 2 left in good standing, 4 resigned and played in professional leagues (all in good standing but one), and six were placed on academic suspension.

While students who transfer out or enter professional leagues cannot be taken out of the cohort, it is important to note that of the 21 student-athletes in this cohort admitted to Auburn University as exceptions to admission requirements, 14 either graduated or left in good standing.

The Academic Standards Subcommittee of the Committee on Intercollegiate Athletics meets regularly with the Associate Athletics Director for Student-Athlete Support Services to study the academic progress of athletes and other issues pertaining to academic integrity.

Each spring after the Graduation Rate Survey has been completed, individuals from Institutional Analysis responsible for the preparation of the survey make a presentation to the Committee on Intercollegiate Athletics. Included in this report is information beyond what is required in the Graduation Rate Survey concerning the academic welfare of student-athletes. Information from this report can then be used by Academic Support Services and the Subcommittee on Academic Standards to enhance the academic programs and services for student-athletes. Special consideration will be given to the study of student athletes who enter under the University Special Admissions Policy. The study will be conducted by the Academic Standards Subcommittee of the Committee on Intercollegiate Athletics, the Provost's Oversight Committee and the Director of the Academic Support Services.

It is important to note that the University accepts students into all disciplines by special admission. The University's Special Admissions policy reads, 'Persons who do not meet general admission requirements for freshmen but who are judged to have potential for success may be approved for special admission. An individual interested in special admission should contact the Admissions Office.' (Statement on Special Admissions from the Auburn University Undergraduate and Graduate Bulletin will be available for review by the visiting review team.)

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

1. A new facility for Academic Support was opened in late 2004. The Charlotte G. Lowder Student Athlete Development Center (SADC) is a state of the art facility that contains a computer lab with 25 desktop computers, 35 laptop computers, and a high volume printer; 40 4-person study/tutor rooms, and 6 8-person study/tutor rooms; a large study table area, a large study lounge area, two large classrooms equipped with audio-visual technology, a book depository, and a snack area. Additionally, counselor and support staff offices are located in the building. The entire facility is wireless and Ethernet connections are available throughout the facility for student-athletes whose laptops are not wireless ready. The building is equipped with an electronic card swipe check-in system for use in monitoring study table hours. In addition, the new facility has created a more conducive atmosphere for study. Student-athletes are utilizing the facility even when they are not required to be here.

2. A Learning Specialist position was added in 2003 to aid with academic success for at-risk students and the assessment of all incoming students. This position was developed in conjunction with the Program for Students with Disabilities (PSD) Office. The Learning Specialist developed the Promoting Academic Winners (PAW) Program and began utilizing assessment tools to aid in identifying potential problems for all freshmen and transfer student-athletes.

Academic Integrity

The addition of the Learning Specialist lowered the counselor to student-athlete ratio by increasing the total number of counselors to eight and reassigning some counselor administrative functions and teams. The counselor to student-athlete ratio as of Spring 2006 is 1 counselor to every 65 athletes. The current counselor team assignment and administrative responsibilities are:

- Coordinator of the Champs Life Skills program and counselor for equestrian and softball.
- Coordinator of community service and counselor for football.
- Coordinator of study table and counselor for football.
- Co-Coordinator of career development, coordinator of study abroad program and counselor for baseball, men's golf, women's tennis, and volleyball.
- Co-Coordinator of career development, editor of student-athlete handbook and counselor for swimming and diving and men's tennis.
- Liaison for Camp War Eagle and counselor for soccer, women's golf, and women's basketball.
- Counselor for men's basketball and track and field.
- Learning specialist and counselor for gymnastics.

3. Student-Athlete Support Services (SASS) developed a collaborative relationship with the Biggio Center for Teaching and Learning establishing the center as the primary source of training for the Tutor Coordinator and Supplemental Instructors. In addition to the increased training provided to our support staff, the Biggio Center serves as outside oversight for these areas of our Academic Support program.

4. A Compliance Intern position was created and charged with working with the Office of International Education on US Government, Auburn University, and NCAA rules and regulations impacting international student-athletes.

5. The Life Skills program added an Athletes in Society (COUN 2970) course to increase student-athlete involvement in community service. The Life Skills for Student-Athletes (also listed under COUN 2970) course was modified from a 2 credit hour course to a 3 credit hour course with an increased emphasis on success strategies.

6. SASS developed and implemented an extended orientation program for student-athletes. SASS began the Extended Camp War Eagle (CWE) session for student-athletes in Summer 2005. This Extended CWE brings student-athletes to campus two days prior to the regular CWE session at their cost for additional orientation to life as a student-athlete. Topics included Stress Management, Time Management, Campus Safety, Study Skills, NCAA and SEC rules and regulations, team building exercises, Drug Testing Policy, and Drug and Alcohol Awareness. An 85% participation rate is the goal for the Extended CWE within the next five years based in part on the new NCAA legislation that will help defray the additional cost for student-athletes.

7. SASS recently developed a Study Abroad opportunity for student-athletes for summer, 2007, in England. The 4 week course will be taught jointly by a professor from Health and Human Performance and one from Nutrition. The title of the course is Sport Nutrition and Performance. It will be a three credit-hour HLHP course. Student-athletes will have the opportunity to participate in excursions to events around England as well as opportunities for travel to other parts of the island such as Scotland, Ireland and Wales. The campus there has excellent athletic training facilities and allows student-athletes to continue to train while gaining valuable cultural experience.

8. SASS is collaborating with Auburn University's Career Services to enhance career services to student-athletes. SASS will be developing a career website that can be accessed through the SASS website. The goal to increase networking within the southeast to facilitate employment for our former and future student-athlete graduates.

9. SASS has increased study opportunities for student-athletes while traveling for competition since the Interim report. The Athletics Department now provides thirty-five laptop computers for use by student-athletes when traveling to competitions. Student-athletes are given a USB drive for saving all computer material regardless of computer location. Counselors and tutors are available on a limited basis for travel to away contests.

The Senior Associate Athletics Director for Student Support and Assistant to the Provost is in the process of development of a virtual tutoring program which will utilize existing computer capability along with new technology purchased by the Athletics Department and allows student-athletes access to tutoring sessions even while traveling. It is estimated that this program will be online by Fall 2006.

10. A combined Tutor Coordinator and Book Depository Coordinator position was created in 2002. The Tutor Coordinator reports directly to Senior Associate Athletics Director of Academic Support and Assistant to the Provost. The supervision of these functions was previously an additional duty of a professional staff member, however, the functions became too demanding and time consuming and needed a dedicated staff member. Beginning in 2004 bookstores delivered books already bagged for student-athletes for pick up at the SADC. Vouchers are utilized when necessary for books that were not available, were not yet assigned, or for when student-athletes make schedule adjustments. Participants in the book depository program meet twice annually to evaluate

Academic Integrity

the program and propose any changes to the system. Student-athletes are now able to keep textbooks that are required or helpful to their major or future professional career. Student-athletes make a request directly to the Senior Associate Athletics Director of Academic Support and Assistant to the Provost stating the course and textbook name and reason for requesting to keep the book.

11. SASS counselors will begin to serve as a liaison to each college advising office to facilitate communication and coordinate education of new NCAA and SEC legislation impacting the academic progress of student-athletes. Each counselor will serve as liaison to one or two colleges and report back to other SASS counselors important changes in specific programs and changes in general college requirements such as changes in course requirements, changes in criteria for admission to programs, etc.

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

Student-athletes receive academic advising from their individual college's advising office and their assigned team counselor in Student Athlete Support Services (SASS). Each college has an advising office that is set up to provide all students with guidance in major selection, course selection, registration, drop/add, withdrawal, and all college and university academic policies. Students are assigned an advisor based upon the individual colleges' assignment policy (major, alphabet, etc). Students are to see the advisor for all academic issues. If the advisor is unable to resolve the issue the student would report to the senior advisor or supervisor, then report to the Associate Dean or Dean of the College. While the SASS counselor is available for assistance the student-athletes are instructed that decisions of the individual college are the ultimate decisions and resolutions need to be sought through the appropriate advising office.

Additionally, in Spring 2006 SASS counselors will begin to serve as a liaison to each college advising office to facilitate communication and coordinate education of new NCAA and SEC legislation impacting the academic progress of student-athletes. Each counselor will serve as liaison to one or two colleges and report back to other SASS counselors important changes in specific programs and changes in general college requirements such as changes in course requirements, changes in criteria for admission to programs, etc.

A copy of the college advising list and a list of SASS personnel follow.

AU Colleges and School Advisors

COLLEGE OF AGRICULTURE 844-2345
Suzanne Shaw

COLLEGE OF ARCHITECTURE, DESIGN, & CONSTRUCTION 844-5350
Tammie Gourdouze

COLLEGE OF BUSINESS 844-4049
Wadine Williams
Betsy Terry (Football, Basketball, Baseball)
Susan Noble
Beth Ann Mabrey
Jacqui Dozier
Dana Griffith (Equestrian, Golf, Gymnastics, Soccer, Softball, Swimming/Diving, Tennis, Track and Field, Volleyball)

COLLEGE OF EDUCATION 844-4448
Linda Ray
Linda Gresham
Kathryn Burnett

COLLEGE OF ENGINEERING 844-4310
Jacqui Dozier A-G
John Raines H-O
Laura Kincaid P-Z
Donna Kelly - Transfers
Bob Karcher - Director of Student Services

SCHOOL OF FORESTRY 844-1050
Sarah Crim

Academic Integrity

SCHOOL OF HUMAN SCIENCES 844-4790

Dorothy Cavender
Jennifer O'Gwin

COLLEGE OF LIBERAL ARTS 844-4026

Peggy Kirby (Academic Director of Student Services) Lah-Ov
Chris Huggins A-Cle
Judy Sanders Cli-Gra
Lisa Fleming Gre-Lag
Marcella Harrison Ow-So
Linda Seay Sp-Z

SCHOOL OF NURSING 844-5665

Pam Hennessey

SCHOOL OF PHARMACY 844-8348

Laurie Kenney Smith

COLLEGE OF SCIENCES AND MATHEMATICS 844-4269

Beverly Childress (pre-professional programs)
Beth Yarbrough A-Fi
Becky Thomas Ne-Z
Ruth Ann Hargett FI-Na

Office of Student-Athlete Support Services

DIRECTOR:

Starks, Virgil, Senior Associate Athletics Director for Student Services and Assistant to Provost

ACADEMIC COUNSELORS:

Byrd, Stephen - Baseball, Men's Golf, Women's Tennis, Volleyball
Helmbold, Cathie - Women's Basketball, Women's Golf, Soccer
Kennedy, Donna - Men's Basketball, Track and Field
McKeller, Dede - Men's Tennis, Swimming/Diving
Perkins, Kirsten - Learning Specialist, Gymnastics
Robinson, Janice - Equestrian, Softball
Smith, Troy - Football
Wohlers, Brett - Football

SUPPORT STAFF:

Beiber, Dee - Study Table Coordinator
Cochran, Linda - Initial & Continuing Eligibility
Enkeboll, Rick - Tutor and Book Depository Coordinator
Ogletree, Cathy - Administrative Assistant
Piski, Andi - Grad. Asst. for International Students
Waters, Patrick - Operation Follow Through
Welsh, Jean - Initial & Continuing Eligibility

GRADUATE INTERNS:

Fifelid, Steven - Computer Lab Monitor
Oluwasiji, Ajayi - Computer Lab Monitor
Owens, Andy - Champs Life Skills
Parrish, Mark - Champs Life Skills

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

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

Academic Integrity

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

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

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

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

Each student-athlete at Auburn University will have both a Student-Athlete Support Services (SASS) Academic Counselor and a college Academic Advisor. The student-athlete is assigned to one of the eight SASS Academic Counselors based upon their specific team; all students on a particular team will work with the same academic counselor. The SASS Academic Counselors are professionals that work in the Athletics Department to facilitate and coordinate all aspects of student-athlete development. The college Academic Advisors are professionals housed in the individual college deans offices that advise all Auburn University students enrolled in that particular college on academic matters. The SASS counselors work in conjunction with the student-athlete's specified Dean's advising office regarding course selection, major and minor courses, registration, withdrawals, progress toward graduation, and any other college or university academic policy. Student-athletes must make an appointment to see their assigned academic advisor in their major, as well as their SASS Counselor prior to registration each semester.

Each student-athlete has priority registration for all semesters with the exception of the initial semester at Auburn. Incoming freshmen and transfer student-athletes register at either Camp War Eagle or Successfully Orienting Students, Auburn University's orientation programs.

SASS counselors oversee Study Table monitoring, career planning, and continuing eligibility. SASS Counselors provide direction for student-athletes, allowing them to better comply with Auburn University, the Southeastern Conference, and NCAA policies and procedures.

SASS Counselors provide guidance in choosing a major, progression toward a degree, and dropping, adding, or withdrawing from courses. Since all changes in coursework must be in compliance with the rules and regulations of Auburn University, the SEC, and the NCAA, student-athletes must meet with their assigned SASS Counselors before making any changes to their schedules.

The SASS Counselors monitor academic progress of student-athletes. Information regarding grades, attendance, and overall effort is requested periodically from professors. As needed, tutoring and additional assessment of skills can be provided. Counselors provide coaches with periodic reports of all course grades and attendance, study table attendance, and meetings with tutors.

SASS counselors have weekly meetings with all freshmen and transfer student-athletes during their first semester at Auburn University. After the initial semester meetings are set either weekly or bi-weekly as needed based upon the student-athlete's academic performance. Counselors also set up scheduled meetings with upper classmen that have been identified as at-risk or have been having academic problems.

Every fall semester each SASS counselor meets individually with each of their assigned team and its coaching staff for Academic Day. All SASS services, policies, and procedures are reviewed. Counselors review SEC and NCAA requirements relating to satisfactory progress, APR, and other academic issues. Student-athletes are issued their Student Athlete Handbook and provided useful forms, such as the tutor request form. The Tutor Coordinator and Book Depository Coordinator provide information regarding tutor and book depository procedures. Representatives from the Student Athlete Advisory Committee (SAAC) provide information regarding what SAAC is, SAAC service projects, and SAAC social events.

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

SASS counselors assist all student-athletes regardless of scholarship status. Student-athletes who leave a team for any reason are still eligible to receive academic support until graduation or until they leave the institution. Student-athletes who return later to complete degrees are offered academic assistance and

Academic Integrity

financial assistance through the Operation Follow Through program. SASS encourages all student-athletes, scholarship and non-scholarship, to achieve graduation.

c. The mechanisms by which students are made aware of these services.

Student-athletes are made aware of Academic Advising services initially during the official recruiting visit to campus. Student-athletes are educated about all academic services again during orientation. Student-athletes and their parents are asked to arrive to campus two hours early for Camp War Eagle for a special presentation by the entire SASS staff detailing all services and how to engage them. Student-athletes are again informed of services during the individual team's academic day, which is held at the beginning of the fall semester. Additionally, SASS counselors educate student-athletes about academic services through individual meetings held throughout the student-athlete's career at Auburn.

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

SASS counselors are all members of the Auburn University Advisors Caucus. All policy changes and application of policies regarding course selection, registration, degree program, etc. must be done in accordance with and by approval of the Caucus.

Student-athletes must comply with all Auburn University Academic Standards Policies and Procedures. Course selection for all student-athletes is overseen by the advising units in each individual dean's college. Student-athletes are required to meet with their individual dean's college advisor prior to registration each semester. All courses for graduation are approved by the dean's office and any substitutions must be approved by the dean and the individual department head. The individual in charge of continuing eligibility is an Administrative Support Specialist III in the Office of Admissions and Records.

SASS counselors report directly to the Senior Associate Athletics Director for Student Services and Assistant to the Provost. This individual reports to the Office of the Provost on a regular basis regarding academic issues. An Auburn University Athletic Oversight committee and Auburn University's Committee for Intercollegiate Athletics (CIA) review all SASS academic services and policies. A report is submitted annually to the CIA. If a problem or discrepancy is identified by the CIA then an Academic Standards Subcommittee is formed for further examination.

The SEC completed a compliance review, including areas of academic support in 2004 and returned in February 2006 for a follow-up concerning recommendations made. A copy of the initial report will be available for review by the visiting team, and the follow-up report will be made available as soon as it is completed.

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

SASS counselors are all members of the Auburn University Advisors Caucus. All policy changes and application of policies regarding course selection, registration, degree program, etc. must be done in accordance with and by approval of the Caucus.

Student-athletes must comply with all Auburn University Academic Standards Policies and Procedures. Course selection for all student-athletes is overseen by the advising units in each individual dean's college. Student-athletes are required to meet with their individual dean's college advisor prior to registration each semester. All courses for graduation are approved by the dean's office and any substitutions must be approved by the dean and the individual department head. The individual in charge of continuing eligibility is an Administrative Support Specialist III in the Office of Admissions and Records.

SASS counselors report directly to the Senior Associate Athletics Director for Student Services and Assistant to the Provost. This individual reports to the Office of the Provost on a regular basis regarding academic issues. An Auburn University Athletic Oversight committee and Auburn University's Committee for Intercollegiate Athletics (CIA) review all SASS academic services and policies. A report is submitted annually to the CIA. If a problem or discrepancy is identified by the CIA then an Academic Standards Subcommittee is formed for further examination.

Academic Integrity

The SEC completed a compliance review, including areas of academic support in 2004 and returned in February 2006 for a follow-up concerning recommendations made. A copy of the initial report will be available and the follow-up report will be made available as soon as it is completed.

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

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

Tiger Tutors are available in all subject areas. A student-athlete must fill out a tutor request form through their counselor or through the tutor coordinator. Cancellation of an individual tutor session must be done within 4 hours of the scheduled meeting. Any problems regarding tutoring should be addressed with the tutor coordinator or the student-athletes' counselor. Tutors are assigned to student-athletes within an average of one to three days based upon material and availability. Student-athletes may request a specific tutor if that tutor is qualified to tutor the subject and is available.

Tutors are required to have completed the course which they are tutoring with a grade of B or higher and have a cumulative GPA of 2.75 or higher. Tutors must be a junior or higher but graduate students are preferred. Tutors are trained by the Tutor Coordinator in conjunction with the Biggio Center for Teaching and Learning. Tutors may not tutor any student-athlete without completing both the training program and an orientation program. Tutors are required to sign a compliance statement and participate in continuing compliance training twice a year. Tutors are compensated based upon their education in the subject matter, year in school, and experience. The range in pay is \$6.55 to \$12.00 hourly. Tutors are eligible for a raise after one year, based upon level of tutorial services provided to students. Currently SASS employs 87 tutors; each tutor carries a student load of one to fifteen. Tutors are educated on NCAA rules relating to academics and extra benefits. Tutors are strictly forbidden to fraternize with student-athletes. All tutoring must take place on campus in a public area; tutoring in the SADC is preferred but tutors may meet the student-athlete in other campus computer labs, the library, or other public area that is conducive to study.

Tiger Advantage is a supplemental instruction program that provides weekly review sessions for Auburn University students taking historically difficult courses, including World History, Sociology, and Accounting. Graduate students are selected by their respective departments to attend designated class sections and then lead group sessions. Tiger Advantage sessions are open to all Auburn University students enrolled in that course. A listing of the Tiger Advantage courses will be posted each semester prior to registration. All Tiger Advantage instructors are trained through the Biggio Center for Teaching and Learning. SASS counselors are provided feedback regarding attendance at Tiger Advantage sessions.

The Auburn University English Writing Center offers tutoring services in writing and reading for all Auburn University students. The center was established to provide one-to-one instruction for students enrolled in English Composition and World Literature. The consultants in the English Center are undergraduate and graduate students recommended by the English department. They are experienced teachers of composition and literature. SASS counselors are provided feedback regarding attendance in the English Writing Center. Students are able to establish weekly appointments, set up one-time appointments, or be served on a walk-in basis as needed.

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

All student-athletes are eligible for tutoring services regardless of scholarship status. Student-athletes who leave a team for any reason are still eligible to receive tutor support until graduation or they leave the institution.

c. The mechanisms by which students are made aware of these services.

Student-athletes are made aware of tutoring services initially during the official recruiting visit to campus. Student-athletes are educated about tutoring again during orientation. Student-athletes and their parents are asked to arrive to campus two hours early to Camp War Eagle for a special presentation by the entire SASS staff detailing all services and how to engage them. Student-athletes are again informed of services during the individual team's academic day, which is held at the beginning of the fall semester. Additionally,

Academic Integrity

SASS counselors educate student-athletes about academic services through individual meetings held throughout the student-athlete's academic career at Auburn.

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

Tutors report to the Tutor Coordinator. All tutors are required to complete a tutoring session report within 24 hours of a tutoring session. These reports are reviewed by the Tutor Coordinator and made available to the student-athletes individual counselor. The Tutor Coordinator reports directly to the Senior Associate Athletics Director for Student Services and Assistant to the Provost. This individual reports to the Office of the Provost on a regular basis regarding academic issues. An Auburn University oversight committee and Auburn University's Committee for Intercollegiate Athletics (CIA) review all SASS academic services and policies. A report is submitted annually to the CIA. If a problem or discrepancy is identified by the CIA then an Academic Standards Sub-Committee is formed for further examination.

Tutors and Tiger Advantage instructors are trained through the Biggio Center for Teaching and Learning. Individual departments are responsible for selecting graduate students for the Tiger Advantage program. The English Department runs all aspects of the English Writing Center.

The SEC completed a compliance review, including areas of academic support in 2004 and returned in February 2006 for a follow-up concerning recommendations made. A copy of the initial report will be available and the follow-up report will be made available as soon as it is completed.

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

Tutors report to the Tutor Coordinator. All tutors are required to complete a tutoring session report within 24 hours of a tutoring session. These reports are reviewed by the Tutor Coordinator and made available to the student-athletes individual counselor. The Tutor Coordinator reports directly to the Senior Associate Athletics Director for Student Services and Assistant to the Provost. This individual reports to the Office of the Provost on a regular basis regarding academic issues. An Auburn University oversight committee and Auburn University's Committee for Intercollegiate Athletics (CIA) review all SASS academic services and policies. A report is submitted annually to the CIA. If a problem or discrepancy is identified by the CIA then an Academic Standards Sub-Committee is formed for further examination.

Tutors and Tiger Advantage instructors are trained through the Biggio Center for Teaching and Learning. Individual departments are responsible for selecting graduate students for the Tiger Advantage program. The English Department runs all aspects of the English Writing Center.

The SEC completed a compliance review, including areas of academic support in 2004 and returned in February 2006 for a follow-up concerning recommendations made. A copy of the initial report will be available and the follow-up report will be made available as soon as it is completed.

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

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

COUN 2970 Life Skills for Student-athletes provides freshman and transfer students with a variety of life skill components to maximize their educational success in college and in life. This course provides opportunities for student-athletes to explore issues relevant to first year students in the university setting through discussions, activities, guest speakers and community services. The course incorporates Success Strategies into the curriculum. This is a three credit-hour graded course.

Each semester SASS offers seminars on a variety of topics, including note-taking skills, test-taking skills, stress management, time management, etc. These seminars are offered at a variety of times throughout the semester. Student-athletes, particularly freshmen, are encouraged to attend.

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

Academic Integrity

All student-athletes are eligible to enroll in all SASS Life Skills classes and attend all Life Skills seminars regardless of scholarship status. Student-athletes who leave a team for any reason are also still eligible to take advantage of these services.

c. The mechanisms by which students are made aware of these services.

Student-athletes are made aware of classes and seminars initially during the official recruiting visit to campus. Student-athletes are educated about classes and seminars again during orientation. Student-athletes and their parents are asked to arrive to campus two hours early to Camp War Eagle for a special presentation by the entire SASS staff detailing all services and how to engage them. Student-athletes are also informed of services during the individual team's academic day. Additionally, SASS counselors educate student-athletes about academic services through individual meetings held throughout the student-athlete's career at Auburn.

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

All SASS Life Skills courses are taught through the Counseling Psychology department and are subject to the approval and review of the Counselor Education, Counseling Psychology, and School Psychology Department Head. Instructors are required to submit a syllabus every semester for review by the department head. Changes to course content must be submitted to the department head for approval. Upon approval by the department head, the course must then be approved by the Provost.

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

The Life Skills Coordinator and Life Skills instructors report directly to the Senior Associate Athletics Director for Student Services and Assistant to the Provost. This individual reports to the Office of the Provost on a regular basis regarding academic issues. An Auburn University oversight committee and Auburn University's Committee for Intercollegiate Athletics (CIA) review all SASS academic services and policies. A report is submitted annually to the CIA. If a problem or discrepancy is identified by the CIA then an Academic Standards Subcommittee is formed for further examination.

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

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

In keeping with the mission of Auburn University Athletics Department, SASS is committed to the enhancement of academic and interpersonal skills, in order to promote the development of self-discipline and responsibility for all student-athletes. The goals and objectives of the Study Table program are continually evaluated for the establishment of more efficient and creative ways to contribute to this mission.

Student-athletes are required to complete 10 hours of study table per week during their first semester. This applies to both freshmen and transfer student-athletes. Study table hours for subsequent semesters and for upper classmen are dependant upon the student-athlete's GPA, class standing, and determination of academic counselor.

The study table program is open from 7:00 am until 10:00 pm Monday through Thursday, 7:00 am until 5:00 pm on Fridays, and 3:00 pm until 9:00 pm on Sundays. Monitors are in attendance whenever study table is open. Monitors check each student-athlete's progress and daily/weekly course objectives as well as maintain adherence to study table rules and expectations.

Study Table is held in the new Charlotte G. Lowder Student Athlete Development Center (SADC). This facility contains a computer lab with 25 desktop computers, 40 4-person study/tutor rooms, 6 8-person study/tutor rooms an electronic card swipe check-in system, a large study library area, a large study lounge, two large classrooms equipped with state of the art audio-visual technology, and a book depository.

Academic Integrity

The Computer Laboratory is open to student-athletes weekdays and every night of Study Table. It is also open during Final Examination Period. Well-qualified Computer Lab Monitors are available each day of operation to assist student-athletes in computer related issues and to check-in and check-out laptop computers.

The entire SADC is wireless capable and there a large number of wireless laptops available for student-athlete and tutor use. All student-athletes are assigned a USB drive. All computers are linked to a high volume printer for student-athletes to use. In addition to the computers, 35 laptops are available for student-athletes to check out for team travel. All computers in the laboratory are equipped with MS Office, and test preparation materials for the GRE, GMAT, and LSAT. Additionally, computers are equipped with e-text and Rosetta Stone for learning English as a Second Language. When appropriate and within rules and guidelines SASS will purchase software for a student-athlete's major and load it on computers in our lab.

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

All student-athletes are eligible (and required as Freshman) to utilize Study Table regardless of scholarship status. Student-athletes who leave a team for any reason are also still eligible to take advantage of these services but no longer carry a mandatory study table requirement.

c. The mechanisms by which students are made aware of these services.

Student-athletes are made aware of Study Table initially during the official recruiting visit to campus. Student-athletes are educated about Study Table again during orientation. Student-athletes and their parents are asked to arrive on campus two hours early to Camp War Eagle for a special presentation by the entire SASS staff detailing all services and how to engage them. Student-athletes are also informed of services during the individual team's academic day. Additionally, SASS counselors educate student-athletes about academic services through individual meetings held throughout the student-athlete's career at Auburn.

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

The Study Table Monitor and Computer Lab Monitors report directly to the Senior Associate Athletics Director for Student Services and Assistant to the Provost. This individual reports to the Office of the Provost on a regular basis regarding academic issues. An Auburn University oversight committee and Auburn University's Committee for Intercollegiate Athletics (CIA) review all SASS academic services and policies. A report is submitted annually to the CIA. If a problem or discrepancy is identified by the CIA then an Academic Standards Sub-Committee is formed for further examination.

Based upon the opening of the new facility, all computer lab services were recommended by Auburn University's Office of Information Technology (OIT). OIT will continue to monitor and review the SADC computing facilities, network, and software on an annual basis. The Campus Network Administrator recommended all computer network components and wireless capabilities, and has encouraged the creation of an Athletics Department OIT person.

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

The Study Table Monitor and Computer Lab Monitors report directly to the Senior Associate Athletics Director for Student Services and Assistant to the Provost. This individual reports to the Office of the Provost on a regular basis regarding academic issues. An Auburn University oversight committee and Auburn University's Committee for Intercollegiate Athletics (CIA) review all SASS academic services and policies. A report is submitted annually to the CIA. If a problem or discrepancy is identified by the CIA then an Academic Standards Subcommittee is formed for further examination.

Based upon the opening of the new facility, all computer lab services were recommended by Auburn University's Office of Information Technology (OIT). OIT will continue to monitor and review the SADC computing facilities, network, and software on an annual basis. The Campus Network Administrator

Academic Integrity

recommended all computer network components and wireless capabilities, and has encouraged the creation of an Athletics Department OIT person.

5. Freshman/Transfer orientation Availability, attendance requirements.

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

All incoming freshmen student-athletes are expected to attend Auburn University's freshmen orientation Camp War Eagle (CWE). There are eight CWE sessions each summer for incoming Auburn University students to choose from. SASS requests student-athletes to arrive early for additional orientation in the SADC. Any student-athlete unable to attend a CWE is expected to attend the Successfully Orienting Students (SOS) orientation that takes place immediately before the start of classes. Incoming transfer student-athletes are expected to attend the SOS orientation session. Attendance at the CWE or SOS sessions provides the student-athletes an opportunity for integration in the regular student body and provides exposure to Auburn University programs and activities available for all students.

Below are the CWE participation numbers for the past two years:

CWE 2004 - 88%
 Total Incoming Student-Athletes: 93
 Attended CWE: 82
 Did not attend CWE: 11*
 *6 of these were International student-athletes.

CWE 2005 - 91%
 Total Incoming Student-Athletes: 133
 Attended CWE: 121
 Did not attend CWE: 12*
 *5 of these were International student-athletes.

SASS began an Extended Camp War Eagle session for student-athletes in Summer 2005. This extended CWE brings student-athletes to campus two days prior to the regular CWE session at their cost for additional orientation to life as a student-athlete. Topics included Stress Management, Time Management, Campus Safety, Study Skills, NCAA and SEC rules and regulations, team building exercises, Drug Testing Policy, and Drug and Alcohol Awareness.

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

All student-athletes are eligible (and encouraged) to participate in an Auburn University orientation regardless of scholarship status. While all Auburn University students are highly encouraged to attend a CWE session, attendance is not mandatory for any student (regardless of athletic status).

c. The mechanisms by which students are made aware of these services.

Student-athletes are made aware of orientation initially during the official recruiting visit to campus. Student-athletes receive information regarding orientation in their signee packet that is sent out upon official commitment to Auburn University. Additionally, the university sends information regarding Camp War Eagle or Successfully Orienting Students directly to all incoming freshmen or transfer students.

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

All sessions affiliated with Camp War Eagle, including the Extended Camp War Eagle session is approved by the Coordinator of The Freshman Year Experience, housed in Auburn University Office of Academic Affairs.

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

Academic Integrity

The Senior Associate Athletics Director for Student Services and Assistant to the Provost reports to the Office of the Provost on a regular basis regarding academic issues. An Auburn University oversight committee and Auburn University's Committee for Intercollegiate Athletics (CIA) review all SASS academic services and policies. A report is submitted annually to the CIA. If a problem or discrepancy is identified by the CIA then an Academic Standards Sub-Committee is formed for further examination.

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

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

SASS counselors compile a Progress Report for each team continuously throughout the semester. Grade Cards are sent out four times during the semester for every student-athlete in every course. Additionally, counselors administer a self-report assessment to student-athletes for feedback on their academic standing in each course. Progress Reports are distributed to the coaches, SASS Director, Athletics Director, and Faculty Athletics Representative. A Final Grade Report is distributed at the conclusion of each semester.

Student-athlete attendance is monitored through the Missed Class Time Coordinator. If a student-athlete misses a class then their name, the time the class was checked, and the name of the class will be reported to the Missed Class Time Coordinator that day. The Missed Class Time Coordinator then sends the information to the student-athlete's assigned counselor. The counselors distribute the information for all missed classes for the entire team to the appropriate coach or coaches.

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

All student-athletes academic progress are monitored regardless of scholarship status.

c. The mechanisms by which students are made aware of these services.

Student-athletes are made aware of academic monitoring and reporting initially during the official recruiting visit to campus. Student-athletes are educated about academic monitoring and reporting again during orientation. Student-athletes and their parents are asked to arrive on campus two hours early to Camp War Eagle for a special presentation by the entire SASS staff detailing all services and how to engage them. Student-athletes are also informed of services during the individual team's academic day. Additionally, SASS counselors educate student-athletes about academic services through individual meetings held throughout the student-athlete's career at Auburn.

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

The Missed Class Time Coordinator and SASS counselors report directly to the Senior Associate Athletics Director for Student Services and Assistant to the Provost. This individual reports to the Office of the Provost on a regular basis regarding academic issues. An Auburn University oversight committee and Auburn University's Committee for Intercollegiate Athletics (CIA) review all SASS academic services and policies. A report is submitted annually to the CIA. If a problem or discrepancy is identified by the CIA then an Academic Standards Sub-Committee is formed for further examination.

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

The Missed Class Time Coordinator and SASS counselors report directly to the Senior Associate Athletics Director for Student Services and Assistant to the Provost. This individual reports to the Office of the Provost on a regular basis regarding academic issues. An Auburn University oversight committee and Auburn University's Committee for Intercollegiate Athletics (CIA) review all SASS academic services and policies. A report is submitted annually to the CIA. If a problem or discrepancy is identified by the CIA then an Academic Standards Sub-Committee is formed for further examination.

Academic Integrity

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

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

The Tiger P.A.W. (Promoting Academic Winners) Program was specially designed for any student-athlete who has a history of academic difficulties, either from high school or beginning in college. This program was developed to pinpoint each student-athlete's individual learning style and then to educate him or her on how to study using appropriate methods. The P.A.W. Program is designed to meet each student-athlete where they are, and to provide each individual student-athlete what he or she needs in order to succeed.

The Learning Specialist coordinates these services and serves as a liaison between the Auburn University Program for Students with Disabilities (PSD) office and the Student-Athlete Support Services office (SASS).

All students, both athlete and non-athlete, complete a Math Placement test prior to arrival at Camp War Eagle (CWE). This placement test is used to identify in which math course the student should be placed. Every year during CWE, incoming freshmen student-athletes take a series of assessments: LASSI, Nelson-Denny, and CAARS (refer to description of assessments in next section). If no discrepancies are found, then the student-athlete is done. If discrepancies are found, then the student-athlete attends an intake session with the Learning Specialist which will take 20-30 minutes. The student-athlete will also be asked to sign all required releases. Next, the Learning Specialist and the student-athlete will make the first appointment with Clinical Psychologists for further testing. The appointments will consist of a minimum of two 2 hour sessions to complete testing. There will also be a 30 minute session for the psychologist to give feedback to the student-athlete.

After the testing is completed with Clinical Psychologists, the Learning Specialist will review all documentation and will email the student-athlete to come in to discuss options. If the student-athlete does not qualify for accommodations, then the student-athlete is placed on the at-risk list and monitored.

If the student-athlete does qualify for accommodations, then the student-athlete and the Learning Specialist will set up an appointment with the PSD office. Both will go to the appointment together and the student-athlete will receive their accommodations. For accommodations in the classroom, an Accommodations Memo is developed by the PSD office. The Accommodation Memo contains the specific items which the student may need in any class. The Accommodations Memo is addressed to professors detailing the necessary accommodations for the individual student without revealing the individual diagnosis.

If the student-athlete qualifies for E-text, the student-athlete will make an E-text training appointment. E-text is digital text for those students who have disabilities that limit their ability to access print in standard ways: blindness, visual impairment, learning disability, and certain mobility impairments.

The student-athlete will now request their Accommodation Memos online. When the memos are ready, the student-athlete will be notified by email, and he/she will pick up their memos from the PSD office. Once memos are picked up, the student-athlete will see the Learning Specialist to sign an Accommodation Contract, discuss meeting with professors, and make a weekly appointment with Learning Specialist. Now the student-athlete is responsible to make an appointment with each professor and to present them the memos and discuss what accommodations they are interested in using for each class. The student-athlete should also present their instructor with the gray card for meeting verification purposes. The student-athlete will be responsible for using their accommodations and keeping all scheduled appointments.

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

All student-athletes are eligible to utilize for special academic needs regardless of scholarship status. Student-athletes who are not on athletic scholarship may be referred for necessary testing and assessment but will be billed through their bursar's bill for the testing and assessment.

c. The mechanisms by which students are made aware of these services.

Student-athletes are made aware of assistance for special academic needs initially during the official recruiting visit to campus. Student-athletes are educated about assistance for special academic needs again during orientation. Student-athletes and their parents are asked to arrive on campus two hours early

Academic Integrity

to Camp War Eagle for a special presentation by the entire SASS staff detailing all services and how to engage them. Student-athletes are also informed of services during the individual team's academic day. Additionally, SASS counselors educate student-athletes about academic services through individual meetings held throughout the student-athlete's career at Auburn.

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

The Learning Specialist reports directly to the Senior Associate Athletics Director for Student Services and Assistant to the Provost. This individual reports to the Office of the Provost on a regular basis regarding academic issues. An Auburn University oversight committee and Auburn University's Committee for Intercollegiate Athletics (CIA) review all SASS academic services and policies. A report is submitted annually by to the CIA. If a problem or discrepancy is identified by the CIA then an Academic Standards Sub-Committee is formed for further examination.

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

The Director of Program for Students with Disabilities approved the SASS Learning Specialist position and all components of the P.A.W. program. The Learning Specialist works regularly with the director to coordinate services for student-athletes.

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

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

The Learning Specialist administers the following assessments either during Camp War Eagle or within the first two weeks of the student's initial academic term.

Conners' Adult ADHD Rating Scales (CAARS) Screening Version

The CAARS Screening Version includes the same 12-item ADHD Index available on the long and short CAARS forms and contains the DSM-IV (TM) ADHD Symptom Subscales, (18 items that relate to DSM-IV (TM) criteria for ADHD). These forms contain the scales most relevant to clinical assessment of ADHD. Requiring only 10 minutes to administer, the Screening Version is ideal when insufficient time is available to complete the lengthier forms.

The Learning And Study Strategies Inventory (LASSI)

The LASSI is used as both a diagnostic and prescriptive tool. It provides students with a diagnosis of their strengths and weaknesses, compared to other college students, and it is prescriptive in that it provides feedback about areas where students may be weak and need to improve their skills, attitudes, knowledge or beliefs.

The purposes for our use of the LASSI are listed below:

1. To help students develop a greater awareness of their learning and studying strengths and weaknesses upon entering Auburn University.
2. To diagnose areas in which students might need intervention or remediation through educational opportunities.
3. To plan individual prescriptions for remediation.
4. To plan for Life Skills course content that our office provides.
5. To evaluate how our programming is affecting the learning growth of our students.

The Learning Specialist in the Student-Athlete Support Services office administers the assessment to all incoming students, whether they are freshmen or transfers.

Nelson-Denny Reading Test, Forms G & H

A reading survey test for high school, college students, and adults:

- Two parts that measure vocabulary development, comprehension, & reading rate.
- Part One is a 15-minute timed test.

Academic Integrity

- Part Two, the Reading Comprehension and Rate, is a 20-minute test. The first minute of the Comprehension Test is used to determine Reading Rate.
- There is a reduction in a number of vocabulary items from 100 to 80 and inclusion of seven, rather than eight, reading comprehension passages focusing attention on reading rather than speed.
- Two equated forms allows convenient pre-testing and post-testing of reading progress.

Index of Learning Styles (ILS) Questionnaire

Developed by Richard Felder and Barbara Solomon from NC State University, this questionnaire pinpoints a student's learning style then provides practical feedback for students about their individual learning style. Students are divided into four learning categories and given hands-on advice on how to best use their learning style to benefit them. The four categories are as follows: active or reflective, sensing or intuitive, visual or verbal, and sequential or global.

Test of Silent Word Reading Fluency (TOSWRF)

The Test of Silent Word Reading Fluency (TOSWRF) measures a student's ability to recognize printed words accurately and efficiently. Two equivalent forms (A and B) are provided. Either one of these or both may be administered to a single student or an entire classroom, depending on the purpose of the assessment.

The TOSWRF accurately identifies students who are struggling with reading. It can also be used for monitoring reading progress and as a research tool. Because the test can be administered easily and quickly in a group format, it is an efficient and cost-effective screening method. The TOSWRF is not intended to be the sole measure for making eligibility or placement decisions; rather, it is best used as an initial screening measure to identify poor readers. Once students with poor reading skills have been identified, a more detailed diagnostic assessment can help determine the factors contributing to reading difficulties and the goals for intervention.

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

All student-athletes are required to participate in assessment regardless of scholarship status.

c. The mechanisms by which students are made aware of these services.

Student-athletes are made aware of assessments initially during the official recruiting visit to campus. Student-athletes are educated about assistance for special academic needs again during orientation. Most student-athletes complete the assessments during Camp War Eagle. Student-athletes who do not complete the assessments during Camp War Eagle will complete them during the first two weeks of the semester.

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

The Learning Specialist reports directly to the Senior Associate Athletics Director for Support Services and Assistant to the Provost. This individual reports to the Office of the Provost on a regular basis regarding academic issues. An Auburn University oversight committee and Auburn University's Committee for Intercollegiate Athletics (CIA) review all SASS academic services and policies. A report is submitted annually to the CIA. If a problem or discrepancy is identified by the CIA then an Academic Standards Sub-Committee is formed for further examination.

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

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Academic Integrity

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

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

Preparing for life after college sports is a major focus of the Auburn University Athletic Career Development Program. Individual career assessment testing, career counseling and job placement assistance, group programs, and career resource materials are offered to student-athletes by either of the Co-Coordinator for Career Development to assist in the development of their career exploration and job search skills. Programs offered by the Office of Student-Athlete Support Services include:

Career Workshops: Topics including "Choosing a Major," "Building Your Resume While in School," "Writing a Winning Resume and Cover Letter," and "Ace that Interview" are offered throughout the year.

Career Courses: Freshman/Sophomore - "Career Planning for Student-Athletes" and Junior/Senior Career Success for Student Athletes.

Tiger Tracks Resume Portfolio: Compiled and distributed annually to prospective companies by SASS staff, this portfolio is an impressive publication of Auburn's senior athletes' collegiate endeavors.

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

All student-athletes are eligible to receive career assistance regardless of scholarship status. Student-athletes who leave a team for any reason are still eligible to receive career assistance until graduation or until they leave the institution. Student-athletes who return later to complete degrees are also offered career assistance.

c. The mechanisms by which students are made aware of these services.

Student-athletes are made aware of career assistance initially during the official recruiting visit to campus. Student-athletes are educated about career assistance again during orientation. Student-athletes and their parents are asked to arrive on campus two hours early to Camp War Eagle for a special presentation by the entire SASS staff detailing all services and how to engage them. Student-athletes are also informed of services during the individual team's academic day. Additionally, SASS counselors educate student-athletes about academic services through individual meetings held throughout the student-athlete's career at Auburn.

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

The SASS Career Courses are taught through the Counseling Psychology department and are subject to the approval and review of the Counselor Education, Counseling Psychology, and School Psychology Department Head. Instructors are required to submit a syllabus every semester for review by the department head. Changes to course content must be submitted to the department head for approval. Upon approval by the department head, the course must then be approved by the Provost.

The Co-Coordinator for Career Development report directly to the Senior Associate Athletics Director for Student Services and Assistant to the Provost. This individual reports to the Office of the Provost on a regular basis regarding academic issues. An Auburn University oversight committee and Auburn University's Committee for Intercollegiate Athletics (CIA) review all SASS academic services and policies. A report is submitted annually to the CIA. If a problem or discrepancy is identified by the CIA then an Academic Standards Sub-Committee is formed for further examination.

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

The SASS Career Courses are taught through the Counseling Psychology department and are subject to the approval and review of the Counselor Education, Counseling Psychology, and School Psychology Department Head. Instructors are required to submit a syllabus every semester for review by the

Academic Integrity

department head. Changes to course content must be submitted to the department head for approval. Upon approval by the department head, the course must then be approved by the Provost.

The Co-Coordinator for Career Development report directly to the Senior Associate Athletics Director for Student Services and Assistant to the Provost. This individual reports to the Office of the Provost on a regular basis regarding academic issues. An Auburn University oversight committee and Auburn University's Committee for Intercollegiate Athletics (CIA) review all SASS academic services and policies. A report is submitted annually to the CIA. If a problem or discrepancy is identified by the CIA then an Academic Standards Sub-Committee is formed for further examination.

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

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

The Learning Specialist provides individual monitoring of at-risk students through the use of Academic Aides. Academic Aides are graduate level education, counseling, or a related field students or professionals hired by the Learning Specialist.

Academic Aides are assigned to student-athletes to assist in developing adequate academic skills. Aides meet with student-athletes on a one-to-one basis to monitor progress in courses, identify areas of weakness and develop better study skills, and meet specific academic goals. Aides serve as a liaison between the Student-athlete and Academic Counselors. Academic Aides focus on two major areas of student-athlete development: time management and study skills.

An Academic Aide must have a Bachelors Degree in Education, Counseling, or a related field, and must be enrolled in graduate work or have job related experience. Aides must work 20 hours a week and work on Sundays or Mondays, understand the importance of confidentiality, understand learning styles, and be familiar with time management techniques. Aides must also possess good oral and written communication skills and understand that respect is more important than friendship with student-athletes.

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

All student-athletes are eligible to receive assistance regardless of scholarship status. Student-athletes must be referred to the Learning Specialist by their Academic Counselor to engage services.

c. The mechanisms by which students are made aware of these services.

Student-athletes are made aware of assistance for at-risk students initially during the official recruiting visit to campus. Student-athletes are educated about assistance for at-risk students again during orientation. Student-athletes and their parents are asked to arrive on campus two hours early to Camp War Eagle for a special presentation by the entire SASS staff detailing all services and how to engage them. Student-athletes are also informed of services during the individual team's academic day. Additionally, SASS counselors educate student-athletes about academic services through individual meetings held throughout the student-athlete's academic career at Auburn University.

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

Academic Aides report to The Learning Specialist. Each Aide is required to provide a report of the individual session within 24 hours of the appointment. This report is reviewed by the Learning Specialist and the student-athlete's individual SASS counselor. The Learning Specialist reports directly to the Senior Associate Athletics Director for Student Services and Assistant to the Provost. This individual reports to the Office of the Provost on a regular basis regarding academic issues. An Auburn University oversight committee and Auburn University's Committee for Intercollegiate Athletics (CIA) review all SASS academic services and policies. A report is submitted annually to the CIA. If a problem or discrepancy is identified by the CIA then an Academic Standards Sub-Committee is formed for further examination.

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

Academic Integrity

Academic Aides report to The Learning Specialist. Each Aide is required to provide a report of the individual session within 24 hours of the appointment. This report is reviewed by the Learning Specialist and the student-athlete's individual SASS counselor. The Learning Specialist reports directly to the Senior Associate Athletics Director for Student Services and Assistant to the Provost. This individual reports to the Office of the Provost on a regular basis regarding academic issues. An Auburn University oversight committee and Auburn University's Committee for Intercollegiate Athletics (CIA) review all SASS academic services and policies. A report is submitted annually to the CIA. If a problem or discrepancy is identified by the CIA then an Academic Standards Sub-Committee is formed for further examination.

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

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

Operation Follow Through is a degree completion program that is available to all scholarship student-athletes who have exhausted their eligibility, are now outside the sixth year requirement, and meet the program requirements. The program uses a variety of techniques to ensure academic success. Some requirements for participation are repeating of pre-requisites in order to ensure upper division course success, practical application of classroom knowledge in a volunteer/pre-professional internship, and completion of community service hours in an area related to the individuals course of study. Operation Follow Through participants are eligible for tutoring services, use of facilities, and career services.

Auburn University's minority/women internship program is designed to give graduate level students an insight into work experience directly related to the administration of an Athletics Department. Students must be admitted to, enrolled in, or have completed a graduate program to be eligible. This program has been successful in placing women and ethnic minorities into mid-level administrative positions.

Postgraduate scholarships offer former student-athletes opportunities to further their education. In addition to the Postgraduate scholarships available to student-athletes through the SEC and NCAA, Auburn University created the Stan Pietkiewicz Student-Athlete Postgraduate Scholarship to aid two students who possess a strong desire for graduate study, and may lack the financial support needed to pursue this endeavor. The award carries a stipend of \$2500 annually.

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

All scholarship student-athletes beyond their 6th year that have not completed their undergraduate degree are eligible for Operation Follow Through. All student-athletes, regardless of scholarship status, are eligible to receive post-graduate assistance.

c. The mechanisms by which students are made aware of these services.

Student-athletes are made aware of post-eligibility programs during the official recruiting visit to campus. Student-athletes are educated about post-eligibility programs again during orientation. Student-athletes and their parents are asked to arrive on campus two hours early to Camp War Eagle for a special presentation by the entire SASS staff detailing all services and how to engage them. Student-athletes are also informed of services during the individual team's academic day. Additionally, SASS counselors educate student-athletes about academic services through individual meetings held throughout the student-athlete's career at Auburn.

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

The Senior Associate Athletics Director for Student Services and Assistant to the Provost reports to the Office of the Provost on a regular basis regarding academic issues. An Auburn University oversight committee and Auburn University's Committee for Intercollegiate Athletics (CIA) review all SASS academic services and policies. A report is submitted annually to the CIA. If a problem or discrepancy is identified by the CIA then an Academic Standards Sub-Committee is formed for further examination.

Academic Integrity

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

The Senior Associate Athletics Director for Student Services and Assistant to the Provost reports to the Office of the Provost on a regular basis regarding academic issues. An Auburn University oversight committee and Auburn University's Committee for Intercollegiate Athletics (CIA) review all SASS academic services and policies. A report is submitted annually to the CIA. If a problem or discrepancy is identified by the CIA then an Academic Standards Sub-Committee is formed for further examination.

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

The operations of the Auburn University Student Athlete Support Services (SASS) have been subject to a number of reviews by groups outside the Athletics Department.

Academic support services are subject to ongoing review by the Academic Standards Subcommittee of the Committee on Intercollegiate Athletics. That subcommittee is composed of four faculty members, the chair of the University Senate Academic Standards Committee, also a faculty member, the director of the Program for Students with Disabilities, and the chair of the Student Athlete Advisory Committee. The Associate Provost for Undergraduate Studies serves as a resource person along with the Senior Associate Athletics Director for Student Services. The following is a list of the aspects of academic support services that the subcommittee has reviewed over the past ten years as taken from the Committee on Intercollegiate Athletics minutes:

- For-credit classes taught by employees of the Athletics Department.
- Credit hours given to student athletes for participation in varsity sports.
- Attendance policy for student athletes.
- Student athletes' use of university supplemental instruction.
- Tutoring policies and practices.
- Exit interviews.
- Procedure for excused absences for non-AU sanctioned athletics events.
- SASS evaluation instrument.
- Career development for student-athletes.
- Personal development for student-athletes.
- Better communications with the Student Athlete Advisory Committee
- CHAMPS Life Skills Program.
- Improved integration of student athletes into the general student body.
- Student athletes' attendance at Camp War Eagle.

SASS operations were reviewed in detail in 2002-2003 by the Student-Athlete Oversight Committee chaired by then Provost John Pritchett. The Committee was composed of the Provost, the Faculty Athletics Representative, the Associate Athletics Director for Compliance and the Associate Athletics Director for Student Services. The information presented to the committee is available for review by the visiting review team.

SASS was reviewed by representatives of the Southeastern Conference and the firm of Bond, Schoeneck & King, PLLC as a part of its 2003-2004 Athletics Compliance Review of Auburn University for the Southeastern Conference. Comments regarding academic support services are available for review. The review contained two recommendations related to academic support services:

1. The working relationship between SASS, the Intercollegiate Athletics Department and the offices of Enrollment Management and Admissions should be enhanced by adding appropriate SASS personnel to the 'Ad Hoc Group' (now the Eligibility Issues Committee) which meets monthly on pertinent issues.

Response: SASS personnel on that Committee have included the Senior Associate Athletics Director for Student Services and the two Athletics Eligibility Specialists. Because a majority of the individual eligibility cases discussed involved international student athletes, the International Student Liaison was added as a member of the committee.

2. Include the specific responsibilities of the academic counselors in the written description of procedures for the certification for continuing and transfer student-athletes.

Response: Both the Eligibility Issues Committee and the Squad List Procedures Review Committee will review certification procedures and squad list procedures to see where academic counselors should be added.

Academic Integrity

Additionally, another review of the SASS operations took place as part of the 2005-2006 Athletics Compliance Review conducted by Bond, Schoeneck & King, PLLC on February 27-28, 2006. If completed, a report of that review will be available at the site visit in fall 2006.

The majority of the SASS functions were reviewed by the CHAMPS Life Skills Subcommittee of the Committee on Intercollegiate Athletics in the course of Auburn University's application for and resulting successful receipt of both the CHAMPS/Life Skills Award of Merit and Award of Excellence in 2003 and 2004. Members of the subcommittee included three faculty members, the Vice-President for Alumni and Development, a Student Success Center Counselor, the SGA President, the Student Athlete Advisory Committee President and another student athlete. Materials describing pertinent SASS functions prepared for both award applications are available for review. All recommendations from the 2003 Award of Merit application were successfully addressed, resulting in the 2004 Award of Excellence.

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

The Student-Athlete Oversight Committee is currently being reconstituted with the charge to foster the integration of student-athlete academic support services into the mainstream academic mission of the institution. The Committee will include the Faculty Athletics Representative and representatives from the Provost's Office and Student Affairs. They have been charged to review academic support services and a report of that review will be available at the site visit in fall 2006.

Evaluation

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

Academic Integrity

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

PART I-A: Standardized test Scores, by Gender

		Gender							
		Male Students		Male Student-Athletes		Female Students		Female Student-Athletes	
Academic Year		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2002-2003	24	1995	21	53	24	2213	23	40
	2003-2004	25	1754	22	37	24	1986	22	34
	2004-2005	24	1769	20	44	24	1872	23	31

Name of person completing this chart: Cara Mia Pugh
 Title: Asst. Dir. Inst. Res.

Academic Integrity

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

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

		Racial or Ethnic Group - All Entering Freshman Students											
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other	
Academic Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	
Average Standardized Test Score	2002-2003	24	11	23	64	20	323	23	52	24	3640	24	118
	2003-2004	23	18	24	68	21	300	24	69	25	3208	25	77
	2004-2005	23	23	24	55	21	355	23	72	25	3074	24	62
		Racial or Ethnic Group - All Entering Freshman Student-Athletes on Aid											
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other	
Academic Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	
Average Standardized Test Score	2002-2003					20	25			23	51	23	15
	2003-2004					19	17			23	47	19	6
	2004-2005					19	30			24	35	21	8

Name of person completing this chart: Cara Mia Pugh

Title: Asst. Dir. Inst. Res.

Academic Integrity

FOR FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID

PART II: GPA and Test Scores, by Sport Group

		Sport Group															
		Football		Men's Basketball		Baseball		Men's Track/Cross Country		Men's Other Sports and Mixed Sports		Women's Basketball		Women's Track/Cross Country		Women's Other Sports	
Academic Year		Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students
Average Core Course GPA	2002-2003	3.09	27			3.24	6	2.94	4	3.64	9	3.36	3	3.88	4	3.73	23
	2003-2004	3	16			3.24	7	3.36	3	3.45	9			3.16	4	3.37	29
	2004-2005	2.74	21	2.9	4	3.53	4	3.1	4	3.12	9	3.63	3	3.82	2	3.59	22
Academic Year		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2002-2003	19	27			23	6	22	7	25	12	21	3	24	7	23	30
	2003-2004	20	17			20	7	20	3	25	9			23	4	22	29
	2004-2005	19	21	19	4	22	4	20	4	23	11	20	4			23	25

Name of person completing this chart: Cara Mia Pugh

Title: Asst. Dir. Inst. Res.

Academic Integrity

SPECIAL-ADMISSIONS INFORMATION

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

			Sport Group (Freshman)								
	Year	All Freshman Students	All Freshman Student-Athletes on Athletics Aid **	Baseball	M e n ' s Basketball	Football	Men's Track/Cross Country	Men's Other Sports and Mixed Sports	W o m e n ' s Basketball	Women's Track/Cross Country	Women's Other Sports
% of Special Admits	2001-2002	0%	4%	25%	0%	75%	0%	0%	0%	0%	0%
	2002-2003	1%	4%	0%	0%	67%	0%	0%	0%	0%	33%
	2003-2004	0%	4%	0%	0%	67%	0%	33%	0%	0%	0%

Name of person completing this chart: Cara Mia Pugh

Title: Asst. Dir., Inst. Research

Equity and Student-Athlete Welfare

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 Committee on Athletics Certification in its first-cycle certification decision related to gender (included in the section titled, 'Commitment to Equity') at Auburn University.

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.]

a. The original Auburn University Gender-Equity plan - The NCAA Certification report submitted on August 1, 1997, will be available for review by the visiting team..

b. and c. The actions, and dates of the actions, taken by Auburn University. Auburn University submitted an Interim report in June of 2002. This report will be available for review by the visiting team, and is summarized below:

Goal 1. To Increase Female Athlete participation - The original goal was to increase the female participation rates to within 5% of the female student body population rates by 2000 - 2001. This goal was met; in 2000 - 2001 the female student body population was 47.8% and the female athletics participation rate was 43.5%. A concerted effort was made to recruit female student-athletes into the women's varsity sports programs. Coaches continued to recruit women walk-ons and conduct on-campus sports camps and clinics.

Goal 2. To Increase Salaries, Initiate Coaches Contracts for All Coaches, and to Bring Coaching Staffs to the Maximum NCAA Limit - The three original goals were (1) to compensate all coaches, in both male and female sports, at no less than the SEC average by the 2000 - 2001 academic year; (2) to initiate coaches contracts for all coaches; and (3) to bring the coaching staff in each sport to the maximum NCAA limit.

(1) to compensate all coaches, in both male and female sports, at no less than the SEC average by the 2000 - 2001 academic year - Salary improvements were based on four factors: competitive success, academic success of student-athletes, compliance with NCAA, SEC and other University rules, regulations, policies and procedures, and fiscal responsibility. Other criteria also used to determine gender-based salary improvements were (1) the current amount below the SEC average, (2) the current difference between coaches salaries of the same men's and

Equity and Student-Athlete Welfare

women's sport at Auburn, (3) years of service, (4) coaching experience, and (5) competitive success, at Auburn and at other institutions.

Based on the 2001 - 2002 SEC salary survey, of the 51 coaching position salaries listed, Auburn was near or above the SEC average in 42 of the positions. Efforts were continued to bring the other coaches salaries to the SEC average before the next full cycle review, assuming the criteria for raises (mentioned above) were met. The following coaching positions which were below the SEC average in 1996 - 1997 were above the SEC average by the year 2000:

Head Women's Golf Coach
 Head Women's Soccer Coach
 Head and First Assistant Women's Volleyball Coaches
 Head and two Assistant Track Coaches
 Head and Assistant Men's Golf Coaches

The following coaching positions still remained below the SEC average in 2000:

Men's Tennis Coach
 Softball Coaches
 Women's Tennis Coaches
 Women's Gymnastics Coaches

For Softball and Women's Tennis, salaries were still below the average due to failure of adherence to one or more of the factors listed above for salary improvement. For Women's Gymnastics, the SEC average was highly distorted due to two athletic departments paying salaries well above the normal range (the teams had won numerous SEC and NCAA championships). Efforts were continued to bring the Men's Tennis coach salary to within or above the SEC average.

An average of \$120,000 was added to the salary budget line item for the coaches of the Olympic sports in each of the last 5 years prior to the Interim report. A total of approximately \$270,000 was added annually for all coaches salaries which exceeded the salary improvement goal stated in the Gender Equity Plan.

(2) to initiate coaches contracts for all coaches - At the time of the original plan, the head coaches in sports of Baseball, Men's Basketball, Women's Basketball, Football, and Men's and Women's Swimming were on contract. By 1997 - 1998, all head and assistant coaches were on contract.

(3) to bring the coaching staff in each sport to the maximum NCAA limit - At the time of the original plan, the sports staffed with full time coaches allowed by the NCAA were Baseball, Men's Basketball, Women's Basketball, Football, and Women's Golf. Other sports had graduate assistants, part time, or volunteer coaches. By 2000, Men's Golf, Men's Tennis, Women's Gymnastics, Women's Soccer, Women's Softball, Women's Tennis, and Women's Volleyball were at the NCAA maximum. Men's and Women's Swimming and Diving, and Men's and Women's Track chose to fill their staff positions with graduate assistants rather than hire allowable additional full time assistant coaches.

Goal 3. To Develop a Formal Performance Evaluation Process for All Coaches - A formal evaluation process was developed in 1998 - 1999. The process is monitored by the Athletics Administrator with responsibility for the sport and is also used in salary and contract negotiations. The five primary areas assessed are: (1) academic success of student-athletes; (2) competitive success of the team; (3) rules compliance; (4) fiscal responsibility; and (5) personal and professional characteristics.

Goal 4. To Add to and Expand Athletics Facilities - The Athletics Department emphasized the importance of insuring equal access by both men's and women's teams to shared athletic facilities for practice and for competition. They also listed several facility projects that were either completed or under construction since the original goal was established. The listing included:

James E Martin Aquatics Center - added the men's and women's swimming and diving team locker rooms. The men's locker room was added in 1998 while the women's locker room was completed in 2000.

Beard-Eaves Coliseum - a six million dollar renovation project in 1999 included new suites for men's and women's basketball programs as well as improvements in locker room facilities for both teams.

Jane B. Moore Field at the Auburn Softball facility - the final phase was under construction. Projects that had been completed included field construction, team dugouts, bull pens and batting cages, lights for the field, and stadium seating for 1000 people. The press box, concession stand, novelty stand, public restrooms, first aid room, umpires locker room and indoor practice area were completed by 2002.

Equity and Student-Athlete Welfare

Earlon and Betty McWhorter Center for Women's Athletics - was completed in 2001. The facility houses the practice area for Women's Gymnastics and includes offices for the Gymnastics and Softball coaches, locker rooms and team room for Gymnastics and Softball, men's and women's coaches staff locker rooms, storage rooms for both teams, a training room and laundry room, a reception area, and public rest rooms. The facility is outstanding and is one of the top Gymnastics training areas in college sports.

In the original plan, a practice and competitive volleyball facility was included as Phase II of the McWhorter Center. During construction of the McWhorter Center, it was determined that the space adjacent to the complex was not suitable for this facility. Studies are underway to determine if other facilities can be used to meet this need, and if so, when those facilities would be available to the Volleyball Program. It was anticipated that decision on venue and location would be made prior to the next full cycle review.

Soccer complex - lights were added by 2001. The field was upgraded with a new drainage system in 2002. Team benches and dugouts with restrooms were added in 2003.

Goal 5. To Increase Employment Opportunities for Female Coaches and Staff Members - The two original goals were (1) to increase employment opportunities for female coaches and staff members; and (2) to have at least one full time female coach in all female sports.

(1) to increase employment opportunities for female coaches and staff members - The Athletics Department actively recruited female applicants and increased the number of qualified female candidates through broader advertising. A female head coach was hired for Soccer in 1998 and for Volleyball in 2002. Two female academic counselors were hired for Student-Athlete Support Services (one in 1999 and one in 2002). One full-time female certified/licensed athletic trainer was added bringing the total number to 4 males and 2 females. During this time the number of graduate assistants (certified/licensed athletic trainers) was 7 males and 4 females. A program entitled the 'Optimal Performance and Support Services' was instituted by the Director of Sports Medicine and the Team Physician. This team was comprised of the Director of Sports Medicine, the Team Physician, a Sports Psychologist, a Clinical Psychologist, a Nutritionist, and a Counselor. The make-up of this team was three females and three males). A female was also hired as a part-time Instructor/Researcher in Nutrition. Another full-time position was added to Media Relations and this position was filled by a female. In 1996 - 1997 the male/female ratio in administrative positions within the Athletics Department was 40:34. In 2000 - 2001 the ratio was 46:41.

(2) to have at least one full time female coach in all female sports - By the Fall of 2000, of the nine sports for women, there were four female head coaches and five male head coaches. There were twelve female assistant coaches and thirteen male assistant coaches. This represented an increase of five female and one male on the coaching staff since 1996-1997.

Goal 6. Retention and Promotion of Females - There were 5 initiatives associated with this Goal. The initiatives were: (1) to promote females; (2) to address salary issues; (3) to be sensitive to human resource needs; (4) to establish a mentoring program; and (5) to continue professional growth.

(1) to promote females - A female associate media relations director was promoted and title changed to assistant director for media and public relations in March 2000. In 1999, a female was promoted to interim Head Soccer Coach and in 2002 a female was promoted to interim Head Volleyball Coach. Later females were hired in both positions.

(2) to address salary issues - This was addressed in Goal 2.

(3) to be sensitive to human resource needs - Sexual harassment and diversity seminars are conducted on a regular basis for all University employees. Athletics Department senior staff attended seminars in 1998 and 1999. The Student-Athlete Support Service office coordinated with the NCAA to bring a diversity training workshop to the Athletics Department in 2002. This workshop was attended by the majority of senior staff, administrators, and head and assistant coaches.

(4) to establish a mentoring program - The Athletics Business Manager/Director of Human Resources works with all new employees, orienting them to the policies and procedures of the Athletics Department. Employees also attend the University's mandatory orientation program. Head Coaches and administrators provide additional orientation dealing with the policies and procedures of the University, Athletics Department, SEC, and NCAA. Resource manuals created since 1996-1997 include: Coaches' Resource Notebook on Initial and Continuing Eligibility, Athletic Compliance Handbook, and Student-Athlete Support Services Program Guidelines.

(5) to continue professional growth - Employees are encouraged to continue their professional development by pursuing advanced degrees, attending seminars, professional meetings or conventions, and other continuing educational opportunities. The Department of Human Resources sponsors training and development programs for University employees. A majority of the senior administrators had attended a four-week course in professional

Equity and Student-Athlete Welfare

development during the five years preceding this interim report. During this time Athletics Department personnel had attended University computer classes which were funded by the Athletics Department. Coaches and staff were encouraged to pursue academic degrees.

Goal 7. To Increase Opportunities for Female Student-Athletes — The Athletics Department had created an environment where female student-athletes were fully integrated into and supported in all programs. The Auburn Student-Athlete Advisory Committee (SAAC) served as a strong voice for the student-athletes. There were 38 student-athletes (21 females and 17 males) on the SAAC, representing 7 men's and 9 women's sports. Each Spring semester the Director of Drug Education and Career Counseling coordinated a Career Day, bringing successful business individuals to visit with student-athletes. Males and females with a variety of sports backgrounds were selected as speakers. The Department of Counseling and Counseling Psychology introduced two career courses, 'Career Planning for Student Athletes' for freshman and sophomores, and 'Career Success for Student-Athletes' for juniors and seniors. During the first 4 semesters these courses were taught, 70 of the 120 student-athletes were female.

d. an explanation for any partial or noncompletion of such required actions - There were no required actions dictated by the NCAA as a result of the first-cycle certification process.

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.

The following is an update since the Interim Report in 2002.

Goal 1. To Increase Female Athlete participation - The original goal was to increase the female participation rates to within 5% of the female student body population rates by 2000-2001. The Athletics Department added the sport of Equestrian for Women as a non-scholarship program in 2002-03. This is a joint venture with the College of Agriculture (Department of Animal and Dairy Sciences). In 2006, five scholarships were provided for equestrian.

Auburn has maintained its participation rates within 5% of the female student body. In 2002-2003 the proportion of male/female in the general student body was 52/48%, while in student athletes it was 56/44%. In 2003-2004 those percentages were 52/48% and 55/45%, respectively. In 2004-2005 the percentages were 52/48% and 57/43%, respectively.

A concerted effort was made to recruit female student-athletes into the women's varsity sports programs. Coaches continued to recruit women walk-ons and conduct on-campus sports camps and clinics.

Goal 2. To Increase Salaries, Initiate Coaches Contracts for All Coaches, and to Bring Coaching Staffs to the Maximum NCAA Limit - The three original goals were (1) to compensate all coaches, in both male and female sports, at no less than the SEC average by the 2000 - 2001 academic year; (2) to initiate coaches contracts for all coaches; and (3) to bring the coaching staff in each sport to the maximum NCAA limit.

(1) to compensate all coaches, in both male and female sports, at no less than the SEC average by the 2000-2001 academic year - Salary improvements were based on four factors: competitive success, academic success of student-athletes, compliance with NCAA, SEC and other University rules, regulations, policies and procedures, and fiscal responsibility. Other criteria also used to determine salary improvements were: (1) the current amount below the SEC average, (2) the current difference between coaches salaries of the same men's and women's sport at Auburn, (3) years of service, (4) coaching experience, and, (5) competitive success, at Auburn and at other institutions.

The following coaching positions were more than 10% below the SEC average in 2005: The SEC average is defined as the average salary of coaches in the particular sport, excluding salaries that are substantially higher or lower than the majority of salaries reported.

Softball Head Coach and Second Assistant
Head Women's Tennis
Gymnastics Coaches
Baseball Head Coach and First Assistant

For Softball, Baseball and Women's Tennis, salaries were still below the average due to not meeting one of the above criteria. However, in the last calendar year, the softball head coach was given a 20% raise while a new women's tennis coach was hired and provided a salary 30% higher than the previous coach. For Gymnastics, the SEC average was highly distorted due to two athletics departments paying salaries well above the normal range

Equity and Student-Athlete Welfare

(the teams had won numerous SEC and NCAA championships). Auburn's head gymnastics coach has had his salary increase by 39% since 2000. Efforts will continue to bring the softball, women's tennis, gymnastics and baseball coaches' salaries to within or above the SEC average.

In 2003, Auburn budgeted an additional \$343,255 for Olympic Sports; in 2004, the budget increased by \$477,798 and in 2005, the budget increased by \$427,809.

(2) to initiate coaches contracts for all coaches - At the time of the original plan, the head coaches in sports of Baseball, Men's Basketball, Women's Basketball, Football, and Men's and Women's Swimming were on contract. By 1997-1998, all head and assistant coaches were on contract. The only coach not on contract is the head equestrian coach as his salary is paid by both the Athletics Department and College of Agriculture.

(3) To bring the coaching staff in each sport to the maximum NCAA limit - At the time of the original plan, the sports staffed with full time coaches allowed by the NCAA were Baseball, Men's Basketball, Women's Basketball, Football, and Women's Golf. Currently, Men's and Women's Track is the only sport not meeting the maximum limit of full-time coaches and, per coach request, has used one administrative graduate assistant and one coaching graduate assistant in place of a full-time assistant coach.

Goal 3. To Develop a Formal Performance Evaluation Process for All Coaches - A formal evaluation process was developed in 1998 — 1999. The process is monitored by the Athletics Administrator with responsibility for the sport and is also used in salary and contract negotiations. The five primary areas assessed are: (1) academic success of student-athletes; (2) competitive success of the team; (3) rules compliance; (4) fiscal responsibility; and (5) personal and professional characteristics.

Goal 4. To Add to and Expand Athletics Facilities - The Athletics Department emphasized the importance of ensuring equal access by both men's and women's teams to shared athletic facilities for practice and for competition. Since the 2002 interim report, the following has occurred:

James E Martin Aquatics Center - A team room for swimming and diving was added adjacent to the locker rooms in the Fall of 2004.

Jane B. Moore Field at the Auburn Softball facility - the entire project was completed in 2002 and included the field, team dugouts, bull pens and batting cages, lights, stadium seating for 1000 people, a press box, concession stand, novelty stand, public restrooms, first aid room, umpires' locker room and indoor practice area.

Soccer complex - The field was upgraded with a new drainage system in 2002. Team benches and dugouts with restrooms were added in 2003. A new scoreboard was added in 2005.

A new track opened for competition in 2006 and features Beynon Sports Surface's BSS 2000 track surface with jumping and throwing areas, grandstand seating, a meet control booth, public restrooms, field lighting and storage facilities.

Although a new venue for the volleyball program has not been determined, several improvements have been made to the Student Activities Center where the volleyball team practices and plays. A new floor was added in 2002 and a scoreboard was added in 2004.

The Strength and Rehabilitation Center was opened in 2004 which includes a new weight room, rehabilitation area and doctor's offices.

The Student-Athlete Development Center opened in 2005 and houses study space, counselor offices, a computer lab and classrooms.

Construction on new golf and tennis facilities will start in the next calendar year. Both will house locker rooms, coaches' offices and meeting space. The golf facility will include a teaching area while plans for tennis include 12 outdoor and six indoor courts.

Goal 5. To Increase Employment Opportunities for Female Coaches and Staff Members - The two original goals were (1) to increase employment opportunities for female coaches and staff members; and (2) to have at least one full time female coach in all female sports.

(1) To increase employment opportunities for female coaches and staff members - The Athletics Department actively recruited female applicants and increased the number of qualified female candidates through broader advertising. From 2003-05, 1,308 females applied for 75 open positions in the Athletics Department.

Females hired since 2002 include positions such as Head Women's Basketball Coach, three Assistant Basketball

Equity and Student-Athlete Welfare

Coaches, Assistant Media Relations Director, four Athletic Trainers, a Learning Specialist, three Development Coordinators, three Academic Counselors, two Accountants and others.

In 1996-1997 the male/female ratio in administrative positions within the Athletics Department was 40:34. In 2000-2001 the ratio was 46:41. In 2006, the ratio was 56:51.

(2) To have at least one full time female coach in all female sports - By 2006, of the 10 sports for women, there were five female head coaches and five male coaches. There were 11 female assistant coaches and 13 male assistant coaches.

Since 2002, two females have been hired as head coaches for Volleyball and Women's Basketball. Both positions were formerly held by men.

Two sports currently do not have a female on staff: tennis and track and field. Track and Field has an open position which will be filled with a female while tennis hired a male assistant due to a shortage of qualified female coaching candidates.

Goal 6. Retention and Promotion of Females - There were 5 initiatives associated with this Goal. The initiatives were: (1) to promote females; (2) to address salary issues; (3) to be sensitive to human resource needs; (4) to establish a mentoring program; and (5) to continue professional growth.

(1) To promote females - Several females have been promoted since 2002. The Assistant Athletics Director for Media Relations was promoted to Associate Athletics Director for Media Relations and later to Associate Athletics Director for Women's Olympic Sports. The Assistant Director of Development was named the Director of the Business Office. The Assistant Director of the Athletics Business Office was named the Director of the Business Office. The Athletics Business Manager was promoted to Development Programs Manager. An intern in Media Relations was promoted to Assistant Media Relations Director. An intern in game management was named Assistant Golf Coach.

(2) To address salary issues - This was addressed in Goal 2.

(3) To be sensitive to human resource needs - Sexual harassment and diversity seminars are conducted on a regular basis for all University employees. All athletics department staff attended a staff orientation which outlined behavioral expectations and seminars on sexual harassment and diversity in 2005 - 2006. Furthermore, beginning in 2005, all student employees were required to sign a document verifying that they had read the Anti-Harassment and Non-discrimination Policy and Grievance Procedure for Students.

(4) To establish a mentoring program - The Athletics Department continues to utilize resource manuals created since 1996-1997.

(5) To continue professional growth - Employees are still encouraged to continue their professional development by pursuing advanced degrees, attending seminars, professional meetings or conventions, and other continuing education opportunities. The Department of Human Resources sponsors training and development programs for University employees.

Goal 7. To Increase Opportunities for Female Student-Athletes - The Athletics Department has created an environment where female student-athletes were fully integrated into and supported in all programs. The Auburn Student-Athlete Advisory Committee (SAAC) served as a strong voice for the student-athletes. Female students, who were also minority students, served as Presidents of SAAC from 2002 to 2005. There are 35 student-athletes (22 females and 13 males) currently on the SAAC, representing 8 men's and 11 women's sports. The breakdown is as follows:

Men's:

Baseball- 2
Basketball- 2
Cross Country- 2
Football- 1
Golf- 2
Swimming- 2
Tennis- 1
Track- 1

Women's:

Equity and Student-Athlete Welfare

Basketball- 2
 Cross Country- 2
 Equestrian- 3
 Golf- 2
 Gymnastics- 2
 Soccer- 2
 Softball- 2
 Swimming- 2
 Tennis- 2
 Track- 2
 Volleyball- 1

The Athletics Department hosted a Celebration of Women's Athletics in January, 2006. More than 225 former women student-athletes attended the weekend which included a reception, athletic events, team reunions and a banquet. Seniors on women's teams were also invited to attend.

CHAMPS/Life Skills host monthly events, many of which are geared to female student-athletes. The CHAMPS/Life Skills activities since 2002 include:

Speaker Don McPherson on gender violence (Oct. 2002)
 Financial Responsibility with Alan Taylor (2002)
 Choosing A Major (2002)
 Race Issues in Intercollegiate Athletics (2003)
 Academic Tools for Success (Every Semester)
 Graduating Soon, Want a Job? (2003)
 Stress Management (Every Semester)
 Career Symposium (Every Spring)
 Eligibility- What Do I Do Now that it is Up? (Every Spring)
 Drug Education Seminar (Every Semester)
 Test Taking Strategies (Every Semester)
 Dr. Richard Lapchick; Diversity and Issues in Athletics (2003)
 Healthy Relationships (2004, 2005)
 Financial Aid (Every Spring)
 Introduction to College Cooking (2004)
 Lunch and Learns (Introduced in fall, 2004 and done monthly on various topics)
 Got Budget? (Every Semester starting 2005)
 Realty Woes (2005)
 Sexual Assault and Safety (2005)
 Road Tripping (2005)
 Post-Season Academic Strategies for Students on Academic Warning (2005)
 Extreme Career Makeover (2005)
 Gambling- Michael Francese (2005)

In March 2006, the CHAMPS/Life Skills will host a Women's Empowerment Seminar on Self Defense. CHAMPS/Life Skills in conjunction with Sports Medicine will host a Nutritionist that will conduct a seminar on nutrition and peak performance for female student-athletes in March.

In April 2006, CHAMPS/Life Skills will also host "Boundaries and Healthy Relationships" which will be a seminar for women.

The Auburn Athletics Department has nominated three female student-athletes to attend the Women's Leadership Institute in May, 2006. This Institute is held every other year and is a week-long session with women leaders on leadership issues.

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.

A. One of the central responsibilities of the Senior Woman Administrator (SWA) at Auburn is to frequently monitor and address gender-related issues. For example, the SWA monitors gender issues during the budget cycle to determine that equity principles are being met in regard to uniforms and equipment, per diem, travel and other areas. When any projects are being planned, the SWA is responsible for ensuring equitable facilities between men

Equity and Student-Athlete Welfare

and women. For instance, during the planning phases of the golf and tennis facilities, it was mandated that the men's and women's areas would be equal in size and amenities. The SWA also serves as the point person and department expert for any questions regarding gender issues.

B. The Senior Woman Administrator prepares a report annually which is presented to the Committee on Intercollegiate Athletics which details compliance with gender equity principles, and information on participation and financial aid numbers. This report is also provided to the Athletics Director. Reports from the years 2002-2003, 2003-2004, and 2004-2005 as well as the 13-year history report will be available for review by the visiting team.

C. The Committee on Intercollegiate Athletics has a standing Committee on Equity, Welfare and Sportsmanship. The Senior Woman Administrator meets regularly with the Committee and at other times with the Chair to discuss any gender-related issues. Examples of Minutes and Agenda items kept by this committee will be available for review by the visiting team.

D. Sports Administrators conduct in-person exit interviews with senior student-athletes each semester. As part of this process, gender-related issues are discussed.

E. Gender-related questions will be included on the coaches' survey which will be disseminated every other year.

F. During the budget process with sports each spring, the Sport Administrators monitor for consistency with budgeting with different sports.

G. Gender-related issues are discussed regularly during the weekly meetings of the Senior Staff.

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.

The Equity in Athletics Disclosure Act survey data sheets from the years 2003, 2004 and 2005 are summarized below. Discrepancies in the data between male and female student-athletes could not be discerned. Most of these areas are covered in detail in the remaining portions of Section 3.1.

In the following paragraphs the data is presented as follows: There are 3 years of data for each factor: 2003, 2004 and 2005. The first number is the number of individuals or a monetary value, and the number following in parentheses is that number expressed as a percentage.

Number of Undergraduates by Gender:

Men: 10,215 in 2003 (52.1%); 9,962 in 2004 (51.7%); 9,746 in 2005 (51.6%).
Women: 9,388 in 2003 (47.9%); 9,289 in 2004 (48.3%); 9,150 in 2005 (48.4%).

Athletics Participation for all sports:

Men: 9 sports in all three years. 328 in 03 (54.8%); 317 in 04 (55.5%); 338 in 05 (56.8%).
Women: 12 sports in all three years. 270 in 03 (45.2%); 254 in 04 (44.5%); 257 in 05 (43.2%).

Unduplicated count of participants:

Men: 262 in 03 (55.6%); 264 in 04 (55.7%); 285 in 05 (58.8%).
Women: 209 in 03 (44.4%); 210 in 04 (44.3%); 200 in 05 (41.2%).

Athletically related student aid:

Male athletes: \$2,093,632 in 03 (54.3%); \$3,172,846 in 04 (53%); \$3,431,705 in 05 (57.5%).
Female athletes: \$1,760,199 in 03 (45.7%); \$2,795,877 in 04 (47%); \$2,533,949 in 05 (42.5%).

Head Coaches assigned to Teams:

Men's teams:
7 full time males (2003, 2004, 2005).

Women's teams
5 full time males (2003, 2004), 4 full time males (2005).

Equity and Student-Athlete Welfare

1 part-time male (2003, 2004, 2005).
4 full time females (2003, 2004), 5 full time females (2005).

Assistant Coaches assigned to Teams:

Men's teams:

22 full time males (2003, 2004, 2005).
5 part-time males (2003, 2004), 3 part-time males (2005).
2 full time females (2003, 2004), 3 full time females (2005).
1 part-time female (2004, 2005).

Women's teams:

12 full time males (2003, 2004, 2005).
4 part-time males (2003, 2004), 1 part-time male (2005).
9 full time females (2003, 2004), 12 full time females (2005).
1 part-time female (2004, 2005).

Operating Expenses (total expense attributable to home, away, and neutral-site intercollegiate athletic contests including team travel, lodging, and meals; uniforms and equipment; and officials).

This data is listed, in order, 2003, 2004, and 2005:

Men's teams: \$2,250,097 (64.2%); \$3,736,457 (70%); \$4,643,325 (69.9%).
per capita: \$6,860; \$11,787; \$13,738.

Women's teams: \$1,255,923 (35.8%); \$1,603,548 (30%); \$2,003,188 (30.1%).
per capita: \$4,652, \$6,313, \$7,795.

Equipment, Uniforms and Supplies (Total):

In order, years 2003, 2004 and 2005.

Men's teams: \$416,445 (244,863)*; \$485,819 (314,166)*; \$870,787 (517,266)*.
*football only

Women's teams: \$238,245; \$259,691; \$572,331.

Equipment, Uniforms and Supplies by Sport:

Listed in order: 2003, 2004 and 2005.

Male Sports:

Baseball: \$33,407; 24,915; 40,551.
Basketball: \$24,762; 28,502; 185,030.
Golf: \$18,498; 19,805; 24,656.
Swimming/Diving: \$30,327; 44,189; 37,514.
Tennis: \$33,195; 30,377; 34,486.
Track&Field/X-Country: \$31,393; 23,865; 31,284.
Football: \$244,863; 314,166; 517,266.

Female Sports:

Softball: \$32,140; 36,836; 55,651.
Basketball: \$9,193; 23,937; 146,174.
Golf: \$19,999; 17,755; 17,920.
Swimming/Diving: \$30,328; 44,188; 37,514.
Tennis: \$21,808; 27,124; 34,195.
Track/Field/X-Cntry: \$31,394; 23,865; 31,284.
Equestrian: \$27,777; 9,446; 5,215.
Gymnastics: \$30,777; 37,194; 46,254.
Soccer: \$19,039; 17,611; 180,449.
Volleyball: \$15,790; 21,735; 17,675.

Recruiting Expenditures (Listed in order 2003, 2004 and 2005. Numbers in parentheses are the percent total of expenditures).

Men's teams: \$888,481 (75.9%); 898,892 (72%); 963,396 (69%).
Women's teams: \$281,348 (24.1%); 349,251 (28%); 432,930 (31%).

Equity and Student-Athlete Welfare

Overall Revenues (Listed in order 2003, 2004 and 2005. Numbers in parentheses are the percent total of expenditures).

Men's teams: \$38,652,199 (99.8%); 42,223,075 (99.1%); 45,202,563 (99.5%).
 Women's teams: \$76,512 (0.2%); 364,250 (0.9%); 204,738 (0.5%).

Overall Revenues Excluding football and basketball (Listed in order 2003, 2004 and 2005. Numbers in parentheses are the percent total of expenditures).

Men's teams: \$438,144 (90.3%); 808,432 (72.3%); 553,070 (75.5%).
 Women's teams: \$47,179 (9.7%); 310,279 (7.7%); 179,470 (24.5%).

Overall Expenses (Listed in order 2003, 2004 and 2005):

Men's teams: \$18,173,152; 21,168,468; 24,408,788.
 Women's teams: \$6,189,679; 8,193,515; 8,712,852.

Overall Expenses Excluding football and basketball (Listed in order 2003, 2004 and 2005):

Men's teams: \$2,901,491; 4,185,457; 4,414,692.
 Women's teams: \$4,562,480; 5,995,504; 6,404,876.

Total Revenues and Operating Expenses of the University (Listed in order 2003, 2004 and 2005):

Revenues: \$478,546,300; 534,124,106; 576,700,358.
 Expenses: \$449,603,101; 505,804,328; 543,838,055.

Average Head Coaches salaries (Listed in order 2003, 2004 and 2005):

Men's teams:
 Dollars/FTE: \$170,045 (6 FTE's); 452,455.5 (6 FTE's); 677,949 (6 FTE's).
 Dollars/position: \$145,753 (7 positions); 387,819 (7 positions); 581,099 (7 positions).

Women's teams:
 Dollars/FTE: \$100,866 (8.5 FTE's); 126,072 (9 FTE's); 135,973 (9 FTE's).
 Dollars/position: \$85,735 (10 positions); 113,465 (10 positions); 122,375 (10 positions).

Average Assistant Coaches Salaries(Listed in order 2003, 2004 and 2005):

Men's teams:
 Dollars/FTE: \$93,749 (21.75 FTE's); 109,113 (23.5 FTE's); 148,587 (22.5 FTE's).
 Dollars/position: \$70,312 (29 positions); 88,419 (29 positions); 115,283 (29 positions).

Women's teams:
 Dollars/FTE: \$43,324 (18.25 FTE's); 51,080 (19.5 FTE's); 57,584 (20.5 FTE's).
 Dollars/position: \$31,627 (25 positions); 39,843 (25 positions); 45,402 (26 positions).

6. Using the 13 program areas for gender issues, please:

- a. describe how the institution has ensured a complete study of each of the areas,
- b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 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.]

Equity and Student-Athlete Welfare

1. Athletic 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 each of the areas,

The methods by which Auburn University has ensured a complete study of the 13 Program Areas under Gender Issues (Item a.) can be summarized as follows:

Auburn has participated in a comprehensive examination of gender and equity principles for each of the 13 program areas. As part of data collection and fact finding, the Gender Committee reviewed the Auburn Athletics Department Strategic Plan and the EADA reports for gender-related issues. A questionnaire was developed and disseminated to athletic staff, coaches and student-athletes about each of the 13 program areas. A copy of the questionnaire, as well as survey results, will be available for review by the visiting team. The Committee also toured all the athletic facilities, including practice and playing facilities, locker rooms and one dormitory.

In addition to the previously mentioned areas of review, the Senior Woman Administrator prepares a report on Gender Equity and Title IX which is presented to the Committee on Intercollegiate Athletics annually. Furthermore, the Administrative Staff of the Athletics Department meet weekly and issues related to gender are discussed regularly.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the areas,

Over the last three years, Auburn has allocated the full complement of scholarships allowed by the NCAA in every sport, with the exception of Equestrian for Women. This sport was added as a non-scholarship program in 2002-03. As noted in the table below, the scholarship numbers are within one percent of the participation rate numbers. For the male participants, one percent below and for the female participants, one percent above for the academic years of 2002-03 and 2004-05. For the 2003-04 year, the participant and scholarship percentages are the same for both genders.

The following text shows percent scholarship allocation for the student body, athletic participants, and athletic scholarships for males and females for the years 2002-03, 2003-04 and 2004-05, listed in that order:

Male Student Body: 2003-52%, 2004-52%, 2005-52%.
 Male Athletic Participants: 2003-56%, 2004-55%, 2005-57%.
 Male Athletic Scholarships: 2003-55%, 2004-55%, 2005-56%.
 Female Student Body: 2003-48%, 2004-48%, 2005-48%.
 Female Athletic Participants: 2003-44%, 2004-45%, 2005-43%.
 Female Athletic Scholarships: 2003-45%, 2004-45%, 2005-44%.

c. Identify areas of deficiency and comment on any trends, and

Auburn has made the commitment to add five scholarships in the sport of Equestrian beginning in the 2006-07 academic year. The Athletics Department will continue to add scholarships pending NCAA championship sponsorship of the sport and available funding to reach the NCAA maximum allotment of 15 scholarships. Auburn is committed to maintaining financial aid within 1 percent of participation rates for male and female athletes.

d. Explain how the institution's future plan for gender issues addresses each of the areas.

Auburn has made the commitment to add five scholarships in the sport of Equestrian beginning in the 2006-07 academic year. The Athletics Department will continue to add scholarships pending SEC and NCAA championship sponsorship of the sport and available funding to reach the NCAA maximum allotment of 15 scholarships in the next 4 to 6 years. Auburn is committed to maintaining financial aid within 1 percent of participation rates for male and female athletes.

Equity and Student-Athlete Welfare

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 each of the areas,

As described in the prologue (under 3.1.6 - 'Athletic Scholarships, response 'a'), information gathered from EADA reports from the last 3 years was reviewed and information was received directly from the Senior Woman Administrator and the Associate Athletics Director. Flyers related to recruitment of female athletes were provided for review. Copies will be available for review by the visiting team. A Questionnaire was sent to student-athlete leaders (SAAC representatives) requesting their evaluation of all 13 program areas regarding gender issues; Questionnaire results from student-athletes indicated that 75% of female student athletes agreed or strongly agreed that men's and women's sports were treated equally with respect to accommodation of Interests and Abilities.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the areas,

Auburn University's undergraduate enrollment population has stayed constant at 52% male and 48% female since the 1996-97 academic year. Auburn has used history and continuing practice of program expansion to accommodate the women students' athletic interests. In 1992-93, the female participation rate was 26% with the female undergraduate population at 45%. Women's Soccer was added in 1993-94 and the participation rate increased to 33%. In 1996-97, Women's Softball was added and the participation rate increased to 38%. In 2002-03, Women's Equestrian was added and the participation rate increased to 44%. Over the last three years, with the undergraduate female student body population at 48%, the female participation rate has been within three to five percent of that number.

The following text lists the percent distribution of males and females for the whole student body and for athletic participants for the years 2002-03, 2003-04, and 2004-05:

Male Student Body: 52% (2002-03), 52% (2003-04), 52% (2004-05).
 Male Athletic Participants: 56% (2002-03), 55% (2003-04), 57% (2004-05).
 Female Student Body: 48% (2002-03), 48% (2003-04), 48% (2004-05).
 Female Athletic Participants: 44% (2002-03), 45% (2003-04), 43% (2004-05).

With the goal of proportionality in mind, Auburn is committed to gender equity and has demonstrated that by adding three women's sports over a ten year period. The Athletics Department has instituted a squad management plan for the men's programs, capping their squad size at a manageable number. Auburn plans to continue the walk-on program for women student-athletes, encouraging students who have a competitive athletic background to try out for the various athletic teams. The marketing and promotions department is responsible for placing advertisements in the student newspaper, making announcements at home athletic contests (soccer, volleyball, football), and distributing flyers at selected home contests. The Athletics Department will continue to work with individuals in the pre-college counseling and orientation program (Camp War Eagle), to be certain that the walk-on program is discussed as part of the athletic opportunities at Auburn University. Flyers containing information about the walk-on program will be placed in the packets prepared for incoming freshmen.

c. Identify areas of deficiency and comment on any trends, and

The trend has been for the Athletics Department to commit resources to accommodate interests and abilities as resources become available. Deficiencies were not found.

d. Explain how the institution's future plan for gender issues addresses each of the areas.

There will be a continued annual evaluation of student body population demographics by the Senior

Equity and Student-Athlete Welfare

Woman Administrator and annual reports will be provided to the Committee on Intercollegiate Athletics and to the Senior Management Team.

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 each of the areas,

As mentioned in the prologue, information provided in EADA reports from the last 3 years was evaluated. The Senior Woman Administrator and Associate Athletics Director provided detailed information concerning contracts with companies supplying athletic apparel. Survey results from athletic staff concerning this issue indicated that 77% of the respondents either strongly agreed or agreed that men's and women's programs were treated comparably with regard to equipment and supplies.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the areas,

All of Auburn's athletic teams have the best equipment and supplies available. Each spring, during the budget preparation meetings, the Head Coaches list all of the equipment and supplies that they will need for the upcoming year. For at least the last ten years, Russell Athletic Equipment has supplied many of the Auburn teams with their uniforms, practice gear, etc. (Baseball, Men's and Women's Basketball, Football and Softball have been the main teams, with other teams having their own contracts with different companies, ie, Reebok, Mizuno, Nike). Beginning in the summer of 2006, Under Armour Performance Apparel will become the Official Outfitter of Auburn University's athletic teams. This five-year contract is worth over \$10.6 million in sponsorship, product and additional benefits. The following table lists the equipment budgets for all athletic teams for the last three years. Differences between men and women's sports can be attributed to certain sports having individual apparel contracts which provide additional equipment which is reflected in a lower budget total. Auburn is committed to a culture of equity and this is reflected in the equipment allotment for all sports.

Equipment budgets for the last 3 years (in order 2002-03, 2003-04, and 2004-05):

Baseball: \$33,407; \$24,915; \$40,551.
 Men's Basketball: \$24,762; \$28,502; \$185,030*.
 Women's Basketball: \$9,193; \$23,937; \$146,174*.
 Equestrian: \$27,777; \$9,446; \$5,215.
 Football: \$244,863; \$314,166; \$517,266*.
 Men's Golf: \$18,498; \$19,805; \$24,656.
 Women's Golf: \$19,999; \$17,755; \$17,920.
 Gymnastics: \$30,777; \$37,194; \$46,254.
 Soccer: \$19,039; \$17,611; \$180,449**.
 Softball: \$32,140; \$36,836; \$55,651.
 Men's Swimming/Diving: \$30,327; \$44,189; \$37,514.
 Women's Swimming/Diving: \$30,328; \$44,188; \$37,514.
 Men's Tennis: \$33,195; \$30,377; \$34,486.
 Women's Tennis: \$21,808; \$27,124; \$34,195.
 Men's Track/Cross Country: \$31,393; \$23,865; \$31,284.
 Women's Track/Cr.Country: \$31,394; \$23,865; \$31,284.
 Women's Volleyball: \$15,790; \$21,735; \$17,675.

*This includes new video equipment that was needed.

**This includes the new Daktronics Scoreboard and installation that was charged to that budget in that year. Actual Equipment Budget for 2004-05 was \$38,979.

c. Identify areas of deficiency and comment on any trends, and

Auburn University has demonstrated a continued dedication to providing up-to-date equipment and supplies to all athletes on an annual basis. Deficiencies were not noted.

Equity and Student-Athlete Welfare

- d. Explain how the institution's future plan for gender issues addresses each of the areas.

As contracts for apparel and supplies expire, they will be re-evaluated and either renewed or discontinued for other Contracts, with the goal of continually providing all student athletes with quality products.

4. Scheduling of Games and Practice Times. 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 each of the areas,

The Senior Woman Administrator and Associate Athletics Director provided information concerning scheduling of games and practice times. Survey results from coaches and staff and from student-athletes indicated that 77% and 75%, respectively, of the respondents either strongly agreed or agreed that men's and women's programs were treated equally with regard to scheduling of games and practice times.

- b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the areas,

All Auburn athletic teams are permitted to schedule the maximum number of contests/dates of competition that are permitted by the NCAA. Each team has the required contests designated by the Southeastern Conference and then can schedule non-conference opponents up to the NCAA maximum. The NCAA also has a minimum of contests to meet the NCAA sports sponsorship requirements. The sports of Cross Country, Track/Field, and Swimming/Diving are monitored very closely to make sure they compete in the minimum number of contests. The following are the NCAA maximum number of contests/dates of competition.

Baseball: 56
 Basketball: 28
 Cross Country: 7
 Equestrian: 15
 Football: 12
 Golf: 24
 Gymnastics: 13
 Soccer (other segment): 20 (5)
 Softball: 56
 Swimming/Diving: 20
 Tennis: 25
 Individual Singles and/or Doubles): 7
 Track/Field: 18

The NCAA also has rules regarding the number and the length of practices. During a sports traditional season, a student-athlete's participation in countable athletically related activities shall be limited to a maximum of four hours per day and 20 hours per week, and during each week, there is a requirement of one calendar day off per week from athletically related activities. Each sport has a specific Length of their Playing Season with a start date and ending with the NCAA Championship. The following is a list of those seasons for the sports at Auburn:

Sport - Length of Playing Season

Baseball: 132-day season
 Basketball: Begin Friday, nearest Oct. 15, 136 days first contest
 Cross Country: 144-day season
 Equestrian: 144-day season
 Football: Pre-season practice days to end of regular season
 Golf: 144-day season
 Gymnastics: 144-day season
 Soccer: 132-day season
 Softball: 132-day season
 Swimming/Diving: 144-day season
 Tennis: 144-day season

Equity and Student-Athlete Welfare

Track/Field: 144-day season
 Volleyball: 132-day season

Practice times for each team varies, but for the most part they take place in the afternoon, after the majority of academic classes have been completed. The following is a list of times when the teams practice:

Sport - Practice Time

Baseball: 3:00 - 5:30 p.m.
 M. Basketball: 12:00 - 3:00 p.m. in fall; 3:00 to 6:00 p.m. in spring
 W. Basketball: 3:00 - 6:00 p.m. in fall; 12:00 to 3:00 in spring
 Cross Country: 4:00 - 5:30 p.m.
 Equestrian: 1:00 - 4:00 p.m.
 Football: 3 or 4 - 5 or 6 p.m. varies
 Golf: 1:45 - 3:45 p.m.(Men) and 2:00 - 4:00 p.m. (Women)
 Gymnastics: 1:00 - 4:15 p.m.
 Soccer: 2:00 - 5:00 p.m.
 Softball: 1:30 - 4:30 p.m.
 Swimming/Diving: 3:00 - 6:00 p.m. 2 hours; some mornings 6-7:30 a.m.
 (not to exceed NCAA requirements)
 M. Tennis: 3:15 - 5:30 p.m.
 W. Tennis: 1:15 - 3:30 p.m.
 Track/Field: 3:00 - 5:00 p.m.
 Volleyball: 3:00 - 5:30 p.m.

The time of contests depends on the sport, television coverage, conference schedules, etc.

Baseball competes at night and during the afternoon on the weekends.

Men's Basketball competes at night during the week (Wednesday - SEC) and afternoon on Saturdays - television.

Women's Basketball competes at night during the week (Thursday - SEC) and afternoon on Sunday.

Cross Country usually competes on Saturday mornings.

Equestrian competes on Saturday mornings.

Football competes in the evenings and afternoons, usually depending on television coverage.

Golf competes on the weekends (some week days if it is a three day tournament) and a round usually lasts around 5 hours.

Gymnastics usually competes on Friday nights at 7:00 p.m.

Soccer competes on Friday nights and Sunday afternoons.

Softball competes on Saturday afternoon/evening and Sunday afternoon.

Swimming/Diving competes at varies times - Fridays at 5 - 5:30; larger meets 2 to 3 days.

Tennis matches vary, usually on Fridays and on the weekends starting around 12 noon. For the SEC matches, when the men are at home against a team the women are away at that same school.

Track Meets are usually all day events on the weekends.

Volleyball matches are Friday nights and Sunday afternoons.

For pre-season and post-season opportunities, the Auburn athletic teams are given every opportunity to compete. They are permitted to practice the maximum amount of time permitted by the NCAA pre-season and compete if invited, and if they qualify for their NCAA Championships as a team and/or individual, they are permitted to compete in those championships.

c. Identify areas of deficiency and comment on any trends, and

Auburn will continue to permit teams to schedule the maximum number of contests/dates of competition that are permitted by the NCAA. The NCAA required minimum of contests to meet sports sponsorship requirements and the NCAA rules regarding the number and the length of practices will also continue to be met. Deficiencies were not noted.

d. Explain how the institution's future plan for gender issues addresses each of the areas.

Each team's schedule will be evaluated annually by Sports Administrators and the Compliance Officer to insure game/event scheduling and number and length of practices meets NCAA guidelines regardless of gender.

Equity and Student-Athlete Welfare

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 each of the areas,

As mentioned in the prologue, EADA reports for the last 3 years were evaluated and discussions were held with the Senior Woman Administrator and Associate Athletics Director. Furthermore, individual team budgets were analyzed for any potential issues. Survey results obtained from athletic staff and from students indicated this area is covered comparably in men's and women's sports.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the areas,

All Auburn team sports (ie, Baseball, Softball, Soccer, Volleyball, and other large Individual sport teams, Swimming and Diving, Track and Field, Equestrian) usually travel by charter bus. The smaller, individual sports such as Cross Country, Golf and Tennis, usually travel by van with both Men's and Women's Golf having their own customized vans. Football, Men's and Women's Basketball, all travel by charter airplanes to the majority of their away contests and by charter bus to those universities close to Auburn. Due to the small number of athletes, both the Golf teams have used Auburn University's private jets to travel to SEC's, NCAA Regionals, and other events as needed.

All Auburn teams stay at reasonably priced hotels depending on the location. Hotels used include the Courtyard Marriott, Hampton Inn, Holiday Inn, Hilton Garden Inn, etc. The price range is generally between \$75 to \$100 per room. The preference is to have only 2 athletes per room.

Teams usually travel the day before the contest and return immediately after the contest in an effort to miss as little class time as possible. Traveling the day before competition gives the athletes time to recover from traveling and they are better rested prior to the competition. Auburn has a policy which states that student-athletes may not miss more than 15% of class time during a season.

Auburn athletic teams handle their dining arrangements differently, depending on the nature of the sport. Some do all team meals; some do a combination of team meals and per diem; and some do strictly per diem. The amount of per diem given to the majority of the teams is \$25 to \$40. Each team's per diem is listed below:

Team Per Diem

Baseball \$30.00
 M. Basketball \$60.00 to \$75.00 (in hotels only)
 W. Basketball \$38.00
 Equestrian \$25.00
 Football All team meals (if given money - \$25.00 a day)
 M. Golf \$30.00
 W. Golf \$30.00
 Gymnastics \$30.00
 Soccer \$25.00
 Softball \$30.00
 Swimming/Diving \$40.00
 M. Tennis \$30.00
 W. Tennis \$30.00
 Track \$25.00
 Volleyball \$25.00

c. Identify areas of deficiency and comment on any trends, and

All Auburn sports teams are treated equally and fairly with regard to modes of transportation, housing furnished during travel, length of stay before and after competitive events, dining arrangements and per diem. Deficiencies were not noted.

d. Explain how the institution's future plan for gender issues addresses each of the areas.

Equity and Student-Athlete Welfare

Comparable travel and per diem arrangements for male and female student athletes will continue to be provided. Sport Administrators will continue to monitor travel and per diem amounts during the budget process each year.

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 each of the areas,

The Tutor Coordinator provided most of the information provided below, as well as a PDF containing the Anti-Harassment policy. This policy will be available for review by the visiting team.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the areas,

Through the Auburn University Student-Athlete Support Services, which is housed in the new Charlotte Lowder Student-Athlete Development Center, all Auburn Student-Athletes have access to the best academic support services available. The new center contains a computer lab, individual tutor rooms, class rooms for study hall, academic counselor offices, and Hall of Honor. A major part of the Student-Athletes Support Services is the tutor services that are available. The following lists the availability, assignment and compensation, etc. of the tutor program:

Availability- All student-athletes, scholarship and walk-ons, can use the tutorial service. All student-athletes are eligible for tutoring services regardless of scholarship status. Athletes who leave a team for any reason are still eligible to receive tutor support until graduation or until they leave the institution. A tutor request form must be completed before a tutor is assigned. For some of the larger core classes (History, Economics, Biology, Math) the Tiger Advantage supplemental instruction courses are offered. For most classes taught, except for English, the necessary tutors can be obtained. The Tutor coordinator can recruit them through the various departments as needed.

Assignment- The general qualifications for being a tutor are an overall GPA of 2.75 or better, junior standing and an A or B in the class being tutored. Most of the tutors have over a 3.0 and about half are in Graduate School. There is a certification program they can attend, but it is not mandatory. Many use the experience as a stepping stone into teaching or just keeping up with the current aspects of the subject.

Compensation- The Office of Student Employment sets guideline for wages for students. Generally starting undergraduates get \$6.55 to \$12.00 per hour depending on experience and courses tutored (Engineering, Biology and Chemistry get the highest). Graduate students get \$8 to \$12 per hour also depending on courses.

The average tutor spends 6 to 8 hours a week tutoring usually 3 to 4 students. Additional terms of employment include a no fraternizing policy, which forbids dating of tutors and student-athletes, a confidentiality agreement which prohibits the tutor from saying anything about a student-athlete to anyone and an Anti-Harassment policy which covers all various harassment and discrimination issues.

c. Identify areas of deficiency and comment on any trends, and

Auburn student-athletes have access to the best academic support services available, including access to high quality tutor services. Deficiencies were not noted.

d. Explain how the institution's future plan for gender issues addresses each of the areas.

Auburn student-athletes will continue to have access to the best academic support services available, including access to high quality tutor services, regardless of gender. Well-qualified tutors will continue to be identified using the existing application process and tutors will be assigned to all student athletes who indicate need.

Equity and Student-Athlete Welfare

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 each of the areas,

The Senior Woman Administrator and Associate Athletics Director provided detailed information concerning coaches either using existing data bases or by directly interviewing coaches as necessary. EADA reports from the last 3 years were also evaluated. Individual coach contracts, Southeastern conference salary information, and biographical information were also analyzed.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the areas,

Availability - Full time, Part time, Assistant, and Graduate Assistants:

Below is a listing by sport of the available coaches and their status (full-time, part-time, Assistant, Graduate Assistant).

Baseball - 1 Full time Head Coach; 2 Full time Assistants.

Men's Basketball - 1 Full time Head Coach; 3 Full time Assistants.

Women's Basketball - 1 Full time Head Coach; 3 Full time Assistants.

Equestrian - 1 Part time Head Coach (funded in part by the College of Agriculture); 2 Full time Assistants.

Football - 1 Full time Head Coach; 9 Full time Assistants; 2 Graduate Assistants.

Men's Golf - 1 Full time Head Coach; 1 Full time Assistant.

Women's Golf - 1 Full time Head Coach; 1 Full time Assistant.

Gymnastics - 1 Full time Head Coach; 2 Full time Assistants.

Soccer - 1 Full time Head Coach; 2 Full time Assistants.

Softball - 1 Full time Head Coach; 2 Full time Assistants.

Men's and Women's Swimming and Diving - 1 Full time Head Coach; 5 Full time Assistants.

Men's Tennis - 1 Full time Head Coach; 1 Full time Assistant.

Women's Tennis - 1 Full time Head Coach; 1 Full time Assistant.

Men's and Women's Track and Field and Cross Country - 1 Full time Head Coach; 4 Full time Assistants; 1 Graduate Assistant.

Men's and Women's Track is the only sport that does not have the full complement of full-time assistant coaches.

Assignment - Training, Experience, Professional Standing, and other Professional Qualifications:

Auburn requires that all coaches have a bachelor's degree. For head coaches, a Master's degree is preferred. The level of experience is dependent on the position. For head coaches, previous Division I experience is preferred.

Example of Head Coach Job Listing in 2005:

HEAD COACH FOR WOMEN'S TENNIS

Auburn University seeks Head Coach for Women's Tennis. Bachelor's degree required, Master's degree preferred. Collegiate coaching and competitive playing experience preferred. Candidate must have proven leadership and organizational qualities along with strong communication skills. Responsibilities include recruiting, scheduling, budget planning and management, along with other administrative duties as they relate to the program. Must be able to work effectively within the rule structure of Auburn University, the Southeastern Conference, and the NCAA. Head coaching and/or assistant coaching experience at the Division I level preferred. Application deadline is May 20, 2005. Submit application letter with resume to Barbara Camp, Associate Athletics Director, POB 351, Auburn, AL 36831-0351. AA/EOE Women and Minorities are encouraged to apply.

Example of Assistant Coach Job Listing in 2005:

Equity and Student-Athlete Welfare

ASSISTANT COACH FOR BASEBALL

The Department of Intercollegiate Athletics at Auburn University, a member of the Southeastern Conference and the NCAA, has an immediate vacancy for an assistant coach for Baseball. Responsibilities include, but are not limited to, assisting with daily practices, scouting, and recruiting of student-athletes as well as other duties related to the program. Minimum qualifications include a Bachelor's degree (any discipline) plus 2 years Division I coaching experience is required. Desired qualifications include experience in Division I recruiting. Must have proven leadership and organizational qualities along with strong communication skills. Must be able to work effectively within the rule structure of Auburn University, the Southeastern Conference, and the NCAA. Submit a letter of application, resume, and list of names, addresses and phone numbers of 3 references to the Director of Human Resources, Auburn Athletics Department, POB 351, Auburn, AL, 36831-0351. AA/EOE Women and Minorities are encouraged to apply.

Below is a listing of Coaches by sport with a summary of their training, experience, and other professional qualifications. Complete biographical information on each coach will be available for review by the visiting team.

Head Coaches by Sport

Brief Summary (Training, Experience, Other Professional Qualifications)

Softball, Tina Deese, MS in Teaching, 10th season at AU. Head Coach at Huntington 1988-95. 21 Years coaching experience. 2002 SEC Coach of the Year; Started programs at Huntington and AU; Led AU to 3 NCAA Regionals.

Women's Golf, Kim Evans, BS in Health & Human Performance, 12th season at AU. 23 years experience. Led Team to 4 SEC titles; 5 top 10 finishes and first ever #1 ranking in 2001-2002; 2002 NCGA National Coach of the Year; NCAA South District Selection Committee, 1995-96; 3rd VP, National Golf Coaches Assoc for 1999-00; Georgia PGA Junior Golf Leader Award in 1992.

Volleyball, Laura Farina, MS in Student Affairs Admin, 4 seasons at AU. Head Coach at Marquette (1999-01). 14 seasons coaching experience. Serves on AVCA All-American Committee; As Assistant at Michigan State, helped lead Program to 2 Big 10 Championships and 5 NCAA appearances; two-time Academic All-American.

Women's Basketball, Nell Fortner, BS in Physical Education; MA in English. 2nd season at AU. 20 seasons coaching experience. Head Coach, Purdue, 1997. USA Women's Basketball Coach and led Team to 2000 Olympic Games Gold Medal; 2000 USA Basketball Coach of the Year; 1997 National and Big 10 Coach of the Year; ESPN analyst; Member of Texas Hall Fame; 3 seasons as Head Coach in WNBA; Official Spokesperson for Auburn's War on Hunger program.

Women's Tennis, Tim Gray, MS in Sports Science, 1st season at AU. Head Coach at E. Michigan (2002-05). Head Coach at Florida Southern (1995-02). 14 years experience. Two-time Sunshine State Conference Coach of the Year; Made 7 consecutive Division II NCAA Championship appearances; Led Washington College to Division III National Championship in 1994.

Men's Golf, Mike Griffin, BS in Education, 22nd season at AU. Head Coach at Troy State (1974-84). 33 years experience. Led AU to 14 NCAA Regional appearances and 13 NCAA Championship appearances; 5-time NCAA Region Coach of the Year; 4-time SEC Coach of the Year; SEC Championship 2002; GCAA Hall of Fame

Soccer, Karen Hoppa, BS in Psychology, 7 seasons at AU. Head Coach at Central Florida (1993-98). SEC Coach of the Year 2002; TAAC Coach of the Year 1998; SEC Title 2002; 4 SEC West titles; US National Youth Goalkeeper Coordinator 2001-04; US Under 19 National Team Coach 2001-03; US Under 16 National Team Coach 1999-00; US Under 18 National Team Coach 2000; US under 17 National Team Coach 2004; Involved in Olympic Development Program; Member of Nat'l Soccer Coaches Assoc; Holder of US Soccer Federation 'A' coaching license; Inducted into UCF Hall of Fame.

Men's Basketball, Jeff Lebo, BS in Business Administration, 2nd season at AU. Head Coach at Tenn. Tech (1998-02) & UT-Chattanooga(2002-04). 17 years experience. District VII NABC Coach of the Year 2002; 3 time Ohio Valley Conference Coach of the Year; Tennessee Coach of the Year 2002; As an Assistant, helped teams earn 5 NCAA Tournament bids.

Men's/Women's Swimming, David Marsh, BS in Business Administration, 16th season at AU. 25 years experience. 8-time NCAA Coach of the Year; 12-time SEC Coach of the Year; 1996 & 2000 Men's Olympic Team Assist Coach; 5 Men's NCAA Titles and 3 Women's NCAA Titles; 11 Men's and 3 Women's SEC

Equity and Student-Athlete Welfare

Championships; 2003 USA World Championships Head Coach; 2000 and 2003 National Collegiate and Scholastic Swimming Trophy; Serves on Board of Swimming Coaches Assoc; Received Walter Gilbert Award 2005.

Men's Tennis, Eric Shore, MS in Physical Education, 16th season at AU. 20 years experience. Guided Auburn to 11 NCAA Tournament appearances; Auburn's winningest men's Tennis Coach.

Baseball, Tom Slater, BA in History, 2nd season at AU. Head Coach at VMI (2001-03). 15 years experience. Southern Conference Coach of the Year 2003; Part of 5 Championships as an Assistant at 2 SEC Programs (AU and Florida); Led AU to NCAA Regional in first season; Coached in 7 NCAA Regionals.

Track/Field, Ralph Spry, BA in Physical Education, 9th season at AU. 13 seasons of experience. Led AU to 8 top 10 finishes in NCAA Men's & Women's Indoor and Outdoor Championships; Coached more than 15 NCAA Champions while at AU; Ole Miss Hall of Fame.

Gymnastics, Jeff Thompson, MS in Biomechanics, 7th season at AU. 20 seasons of experience. SEC Coach of the Year 2003; Led AU to 3 consecutive NCAA Regional appearances; 11 years of experience in SEC after serving as LSU Assistant (1994-99); Former Junior Olympic Program Director.

Football, Tommy Tuberville, BS in Physical Education, 7 seasons at AU. 11 seasons as Head Coach. 29 seasons of experience. Earned 6 National Coach of the Year Awards; Led AU to SEC Championship in 2004; Has won or shared 5 SEC Western Division Titles; 2-time SEC Coach of the Year; Led AU to 6 straight bowl appearances; Led AU to #2 final ranking in 2004 (perfect season).

Equestrian, Greg Williams, BS in Animal Sciences. MS in progress. 10th season at AU. 4th season as varsity Head Coach. Led AU to second place finish at 2004 Nationals; Worked as Cutting Horse trainer and has run the AU Horse Teaching and Research Unit for 15 years.

Assistant Coaches by Sport

Baseball, Matt Myers, MS in Sports Administration, 2nd season at AU. 8 seasons of experience. Head Coach at UNC-Asheville(2001-04). 2003 Big South Conference Coach of the Year.

Baseball, Butch Thompson, MS in Sports Administration, 1st season at AU. 13 seasons of experience. Spent 4 seasons at Georgia and helped lead Bulldogs to College World Series; Head Coach at Jefferson State JC and named Regional Tournament Coach of the Year and Alabama JC Coach of the Year; Helped lead Birmingham Southern to 2001 NAIA World Series title.

Men's Basketball, John Cooper, BS in Business Administration, 2nd season at AU. 14 seasons of experience. Helped teams to 3 NCAA Tournament appearances.

Men's Basketball, Brandon Johnson, MA in General Administration, 2nd season at AU. 14 seasons of experience. Three-time Georgia High School Assoc Assistant Coach of the Year.

Men's Basketball, Dave Lebo, MS in Secondary Education/Guidance Counseling, 2nd season at AU. 39 seasons of experience. 1998 National High School Coach of the Year; Won 4 High School State Championships; Coached several High School All-Star Teams.

Women's Basketball, Kerry Cremeans, MS in Sports Management, 2nd season at AU. 12 seasons of experience. Former Assistant Coach at Florida and Purdue.

Women's Basketball, Sue Guevara, MA in Athletic Administration, 2nd season at AU. Head Coach at Michigan (1996-03). 28 seasons of experience. Big Ten Coach of the Year 1998, 2000; Michigan Coach of the Year 2000; Head Coach of Big Ten All-Star Team.

Women's Basketball, Carla McGhee, BS in Sports Management, 2nd season at AU. 3 seasons of experience. Professional player 1996-03; Member of 1996 US Gold Medal Olympic Team.

Equestrian, Lindsay Neubarth, BS in Psychology/Criminology. MS in progress. 2nd season at AU. Participated on Auburn Equestrian Team 1999-2003

Equestrian, Joanna Booker, MS in Animal Physiology, 1st season at AU. Spent 2 years as a Georgia Teaching Assistant for equine classes.

Equity and Student-Athlete Welfare

Football, Al Borges, BA in Physical Education, 2 seasons at AU. 30 seasons of experience. Two-time finalist for Assistant Coach of the Year; Has been an Offensive Coordinator since 1985.

Football, Don Dunn, BS in Physical Education; MS in Secondary Education, 7 seasons at AU. 29 seasons of experience. Coached 7 NFL defensive linemen; Coached in SEC since 1995.

Football, Steven Ensminger, BS in Basic Studies, 3 seasons at AU. 23 seasons of experience. Helped lead teams to 7 bowl appearances.

Football, Eddie Gran, BS in Business Administration, 7 seasons at AU. 21 seasons of experience. As Running Back Coach, has coached 3 All-SEC selections; Has coached in SEC since 1994.

Football, Greg Knox, BS in Education; MS in College Teaching, 7 seasons at AU. 17 seasons of experience. Has coached in SEC since 1995.

Football, Hugh Nall, BS in Education, 7 seasons at AU. 24 seasons of experience. Coached 5 Offensive Linemen at Auburn who were All-SEC selections; Coached Division I since 1989.

Football, Terry Price, BS in Sociology, 7 seasons at AU. 11 seasons of experience. Coached 4 players in NFL.

Football, Joe Whitt, BS in Physical Education and History; MS in Counseling, 24 seasons at AU. 31 seasons of experience. Coached in 17 bowl games; Coached numerous All-American and All-SEC selections.

Men's Golf, Ryan Cabbage, BA in Communication, 7th season at AU. 7 seasons of experience. 2004 Runner-Up for Assistant Coach of the Year; Helped lead Auburn to 6 NCAA Championship appearances.

Women's Golf, Joy Stephenson, MS in Administration of Higher Education, 2nd season at AU. Played at Florida where she was awarded the Gator Achievement Award 2000 & 2001.

Gymnastics, Jay Ronayne, BS in English, 4th season at AU. 17 seasons of experience. Helped lead W. Virginia to 13 NCAA Regional appearances; Helped lead Auburn to 3 consecutive NCAA Regionals.

Gymnastics, Rachelle Thompson, BS in Education, 7th season at AU. Won the SEC All-Around in 1991; Helped lead Auburn to 3 consecutive NCAA Regionals.

Soccer, Matt Mott, BS in General Studies, 7 seasons at AU. 16 seasons of experience. Head Coach at Hilbert College (Div III, 1991-94). AFLAC National Assistant Coach of the Year 2002; Holds a 'B' Coaching License; Worked with the Olympic Development program in Florida and Alabama since 1998; ODP Regional Staff since 2003.

Soccer, Becky Fletcher, MS in Health and Physical Education, 3 seasons at AU. 8 seasons of experience. Head Coach at Erskine (2002-03). NSCAA Advanced National Diploma; Coached Alabama ODP U16 Team.

Softball, Jack Byerley, BS in Physical Education and Health, 2nd season at AU. Head Coach at Francis Marion (2003-04). 17 seasons of experience. Served as an Assistant Coach at Florida (2000-02); Head Coach at Central Alabama Community College (1996-00).

Softball, Ashley Moore, BS in Physical Education, 2nd season at AU. 2 seasons of experience. Two-time All-SEC selection as a player at Auburn; Played in the National Pro Fastpitch Softball League.

Swimming/Diving, Jeff Shaffer, BS in Physical Education, Head Diving Coach. 7th season at AU. 13th season at Division I level. 20 years of experience. US National Diving Team Coach for 8 International competitions; US Assistant Coach at 2004 Olympics; 2004 USA Diving Coach of Excellence Award; NCAA and SEC Men's Diving Coach of the Year 2004; 3-time PAC-10 Diving Coach of the Year.

Swimming/Diving, Dorsey Tierney-Walker, MS in Sports Management, Co-Head Women's Coach. 1st season at AU. Head Coach at Indiana (1999-05). 14 seasons of experience. Two-time Big 10 Coach of the Year; Assistant Coach for USA at 2001 World University Games.

Swimming, Ralph Crocker, BS in Psychology, 7th season at AU. 22 years of experience. US National Distance Training Camp Head Coach 2001.

Swimming, Brian Barnes, BS in Kinesiology, 1st season at AU. 4 seasons of Div I experience. 11 years of

Equity and Student-Athlete Welfare

experience. Helped coach Indiana to its highest finish at the men's NAAs since 1991 in 2005.

Swimming, Vacant.

Men's Tennis, Gabor Zoltan Pelva, BS in Exercise Science, 1st season at AU. Played at Auburn 2003-2004 and was an NCAA semi-finalist in singles.

Women's Tennis, Estevam Strecker, BS in Exercise Science, MS in progress. 3rd season at AU. Won Cliff Hare Award while at Auburn.

Track/Field, Jerry Clayton, BA in Physical Education, 8th season at AU. Head Coach at Southwest Texas (1990-94). Over 20 years of experience. Coached 5 NCAA Champions at Auburn; 1991 Region VI Coach of the Year and Southland Conference Coach of the Year; Has coached 11 NCAA Champions.

Track/Field, Henry Rolle, BA in Political Science, 8th season at AU. Head Coach at St. John's College in the Bahamas (1995-97). 10 seasons of experience. Assistant Coach for the Bahamas at 2004 Olympics; Bahamas Association Coach of the Year 2002; Coached 10 NCAA Champions.

Track/Field, Scott Richardson, MS in Physical Education, 1st season at AU. Head Coach at Texas Pan-American (1996-97). 11 seasons of experience. Associate Head Coach at Army for 7 years; Won 15 indoor and outdoor conference titles while at Army; Has coached numerous athletes to conference titles.

Track/Field, Peter Watson, BS in Liberal Arts and Sciences, 1st season at AU. Member of Canadian National Track and Field Team 2000 & 2001; Coached women's SEC Champion in 2005.

Track/ Field, Vacant

Volleyball, Liz Underwood, MS in Sports Psychology, 1st season at AU. Head Coach at Auburn (1992-97). 25 years experience. Led Auburn to SEC Western Division title in 1996.

Volleyball, RT Luczak, MS in Counseling, 1st season at AU. 7 years experience.

Compensation: rate of compensation, duration of contracts, conditions, and other terms and conditions of employment. The length of contract is determined by a number of factors including experience, success while at Auburn, and conditions surrounding the status of the program.

Conditions related to contract renewal: The following was taken from a head coaching contract: Salary increases and terms for the extension of this agreement will be determined annually by an evaluation of coach's performance in four primary areas: (1) academic success of his/her student-athletes, (2) competitive success, (3) compliance to University, SEC, NCAA and other rules and regulations, and (4) fiscal responsibility. Performance in other areas may be considered in this evaluation, but the four areas outlined above will be the primary areas of interest and concern. Compensation is determined by several factors including years of experience, comparable positions, etc. Auburn's goal is to have all coaches within 10% of the SEC average for their position. The SEC average is defined as the average salary of coaches in the particular sport, excluding salaries that are substantially (25%) higher or lower than the majority of salaries reported.

The following information will be available for review by the visiting team:

Sample Head and Assistant Coaching contracts.

Sample Coach Performance Evaluation form.

Listing of Coaches by sport with contract period and salary information.

SEC coaching salary averages for Head and Assistant Coaches by sport.

The following is a comparison of Head and Assistant Coach salaries at Auburn University with SEC coaching salary averages:

SEC Averages (determined using reported salaries that were not 25% above or below other reported salaries).

The data is reported as follows: The first number is the SEC average, followed by the salary at Auburn, and followed by a percent comparison of AU to the SEC average.

Football:

Equity and Student-Athlete Welfare

SEC Head Coach average: \$1,150,659, AU Head Coach: \$2,200,000, Percent comparison AU to SEC: +91%.

SEC Assistant 1: \$210,319, Auburn: 290,000, Percent: +38%.

SEC Assistant 2: \$181,933, Auburn: 200,106, Percent: +10%.

SEC Assistant 3: \$166,862, Auburn: 215,000, Percent: +29%.

SEC Assistant 4: \$145,364, Auburn: 175,000, Percent: +20%.

SEC Assistant 5: \$135,274, Auburn: 175,000, Percent: +29%.

SEC Assistant 6: \$127,186, Auburn: 165,000, Percent: +30%.

SEC Assistant 7: \$122,539, Auburn: 165,000, Percent: +35%.

SEC Assistant 8: \$105,933, Auburn: 165,000, Percent: +58%.

SEC Assistant 9: \$105,711, Auburn: 165,000, Percent: +56%.

Men's Basketball:

SEC Head Coach: \$803,618, Auburn: 750,000, Percent: -7%.

SEC Assistant 1: \$130,030, Auburn: 125,000, Percent: -4%.

SEC Assistant 2: \$110,564, Auburn: 105,000, Percent: -5%.

SEC Assistant 3: \$85,528, Auburn: 95,000, Percent: +11%.

Women's Basketball:

SEC Head Coach: \$345,064, Auburn: 325,000, Percent: -6%.

SEC Assistant 1: \$90,378, Auburn: 100,000, Percent: +11%.

SEC Assistant 2: \$82,752, Auburn: 90,000, Percent: +9%.

SEC Assistant 3: \$71,638, Auburn: 85,000, Percent: +19%.

Softball:

SEC Head Coach: \$83,031, Auburn: 69,600, Percent: -19%.

SEC Assistant 1: \$45,078, Auburn: 47,000, Percent: +4%.

SEC Assistant 2: \$32,831, Auburn: 25,440, Percent: -29%.

Baseball:

SEC Head Coach: \$253,741, Auburn: 140,000, Percent: -81%.

SEC Assistant 1: \$83,819, Auburn: 70,000, Percent: -20%.

SEC Assistant 2: \$70,145, Auburn: 70,000, Percent: -0.2%.

Men's Golf:

SEC Head Coach: \$86,834, Auburn: 90,000, Percent: +4%.

SEC Assistant: \$30,032, Auburn: 40,000, Percent: +33%.

Women's Golf:

SEC Head Coach: \$74,814, Auburn: 95,040, Percent: +27%.

SEC Assistant: \$31,135, Auburn: 35,000, Percent: +12%.

Men's Tennis:

SEC Head Coach: \$77,828, Auburn: 77,700, Percent: -0.1%.

SEC Assistant: \$30,147, Auburn: 33,000, Percent: +9%.

Women's Tennis:

SEC Head Coach: \$76,177, Auburn: 65,000, Percent: -17%.

SEC Assistant: \$29,417, Auburn: 30,000, Percent: +2%.

Volleyball:

SEC Head Coach: \$75,170, Auburn: 72,000, Percent: -4%.

SEC Assistant 1: \$48,695, Auburn: 45,000, Percent: -8%.

SEC Assistant 2: \$35,998, Auburn: 35,000, Percent: -3%.

Soccer:

SEC Head Coach: \$77,681, Auburn: 92,000, Percent: +18%.

Equity and Student-Athlete Welfare

SEC Assistant 1: \$38,606, Auburn: 60,500, Percent: +57%.
SEC Assistant 2: \$31,578, Auburn: 34,000, Percent: +8%.

Gymnastics:

SEC Head Coach: \$92,650, Auburn: 83,200, Percent: -11%.
SEC Assistant 1: \$68,016, Auburn: 57,000, Percent: -19%.
SEC Assistant 2: \$42,717, Auburn: 34,000, Percent: -27%.

Men's and Women's Swimming and Diving (Combined Program):

SEC Head Coach: \$106,502, Auburn: 174,800, Percent: +64%.
SEC Assistant 1: \$57,419, Auburn: 74,200, Percent: +29%.
SEC Assistant 2: \$49,177, Auburn: 67,500, Percent: +37%.
SEC Assistant 3: \$54,790, Auburn: 62,000, Percent: +13%.
SEC Assistant 4: \$35,972, Auburn: 50,000, Percent: +39%.

Men's and Women's Track and Field (Combined Program):

SEC Head Coach: \$97,023, Auburn: 108,756, Percent: +12%.
SEC Assistant 1: \$70,784, Auburn: 71,250, Percent: +0.6%.
SEC Assistant 2: \$58,300, Auburn: 60,000, Percent: +3%.
SEC Assistant 3: \$52,200, Auburn: 52,350, Percent: +0.3%.
SEC Assistant 4: \$41,997, Auburn: 39,200, Percent: -7%

c. Identify areas of deficiency and comment on any trends, and

A goal of the Auburn University Gender-Equity Plan was to compensate all coaches, regardless of gender, at no less than the SEC average. Salary improvements above the SEC average would be based on the 4 factors mentioned above, ie, (1) academic success of his/her student-athletes, (2) competitive success at Auburn and at other institutions, (3) compliance to University, SEC, NCAA and other rules and regulations, and (4) fiscal responsibility. Other criteria also used to determine salary improvements are (1) the current salary amount below the SEC average, (2) the current difference between coaches salaries of the same men's and women's sport at Auburn, (3) years of service, and (4) coaching experience. Auburn is striving to reach a goal of compensating all coaches, regardless of gender, within 10% of the SEC average. The SEC average is defined as the average salary of coaches in the particular sport with any salaries that are substantially (25%) higher or lower than the majority removed from the calculation. Auburn's coaches will continue to be evaluated on the areas mentioned above, including academic success of his/her student-athletes, competitive success, compliance to University, SEC, NCAA and other rules and regulations, and fiscal responsibility.

Another goal of the Auburn Gender-Equity Plan was to place all coaches on contract. All of Auburn's coaches are on contract or have signed letters of agreement and their contracts are in the process of being completed. The only exception is the Head Equestrian coach who is part of a partnership with the College of Agriculture and supplemented by both the Athletics Department and the College.

d. Explain how the institution's future plan for gender issues addresses each of the areas.

The Athletics Department will evaluate SEC coaching salary averages on an annual basis and use this information along with Performance Evaluation results to determine salaries during Contract renewal. The Athletics Department will bring all Coaches salaries within 10% of the SEC marketplace average by 2010.

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 each of the areas,

The Equity and Student Athlete Welfare committee participated in a thorough tour which allowed for examination of every athletic facility. Furthermore, the committee examined facility biographical information to determine when renovations and construction projects were completed.

Equity and Student-Athlete Welfare

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the areas,

Auburn University has demonstrated a continued commitment to athlete locker rooms, practice and competitive facilities. All facilities, including shared use facilities such as the Student Activities Center, Beard-Eaves Memorial Coliseum, and Martin Aquatic Center are overseen by the Director of Athletic Facilities who is responsible for all maintenance and cleaning. Ground crew personnel are assigned to each outdoor facility. Information on quality, availability, and exclusivity of practice and competitive facilities and quality and availability of locker rooms is provided by sport below:

Baseball

Practice Facility - Hitchcock Field at Plainsman Park
 Quality - Voted Best in nation in 2003
 Availability/Exclusivity - Use as needed/Baseball only
 Competitive Facility - Same
 Locker Rooms - Located in Plainsman Park; Use as needed

Softball

Practice Facility - Jane B. Moore Field
 Quality - New facility fully completed in 2003
 Availability/Exclusivity - Use as needed/Softball only
 Competitive Facility - Same
 Locker Rooms - Located in McWhorter Center which is located behind outfield wall; Use as needed

Soccer

Practice Facility - Auburn Soccer Complex
 Quality - Built in 1994. Lights were added in 2001. In 2002, a new drainage system with a new field was added. Dugouts for teams were added in 2003. A new scoreboard was added in 2005.
 Availability/Exclusivity - Use as needed/Soccer only
 Competitive Facility - Same
 Locker Rooms - Located in Beard-Eaves Memorial Coliseum; Remodeled in 2005; Use as needed

Gymnastics

Practice Facility - McWhorter Center
 Quality - Built in 2001 for gymnastics-only practice facility; Also houses locker rooms for gymnastics and softball
 Availability/Exclusivity - Use as needed/Gymnastics only
 Competitive Facility - Beard-Eaves Memorial Coliseum
 Availability/Exclusivity - Gymnastics scheduling is coordinated through the Coliseum office; other events including men's and women's basketball and campus activities are held in the Coliseum. The Coliseum begins setting up for gymnastics Thursday night for a Friday night Meet.
 Locker Rooms - Available in McWhorter Center; Use as needed. For competition, a locker room in the Coliseum is used.

Men's Basketball

Practice Facility - Beard-Eaves Memorial Coliseum
 Quality - Built in 1968
 Availability/Exclusivity - Shared with women's basketball and gymnastics. Other campus events are also held in the Coliseum. Men's and women's basketball coordinate practice times and flip flop each semester. Practice times are 12 to 3 pm and 3 to 6 pm. The Coliseum office coordinates all scheduling.
 Competitive Facility - Same
 Locker Rooms - Available on first floor of Beard-Eaves Memorial Coliseum; Remodeled in 1999; Use as needed

Women's Basketball

Practice Facility - Beard-Eaves Memorial Coliseum
 Quality - Built in 1968

Equity and Student-Athlete Welfare

Availability/Exclusivity - Shared with men's basketball and gymnastics. Other campus events are also held in the Coliseum. Men's and women's basketball coordinate practice times and flip flop each semester. Practice time are 12 to 3 pm and 3 to 6 pm. The Coliseum office coordinates all scheduling.

Competitive Facility - Same

Locker Rooms - Available on first floor of Beard-Eaves Memorial Coliseum;
Remodeled in 1999; Use as needed

Equestrian

Practice Facility - Auburn Horse Unit

Quality - The Horse Unit offers two side-by-side arenas for equestrian practices and Meets.

Availability/Exclusivity - As needed by the Equestrian Team

Competitive Facility - Same

Locker Rooms - None available; Locker rooms are included in the new facility plans. A team room is located adjacent to the coaches offices.

Other - Plans are currently underway to build an indoor arena which will include a locker room and offices for the equestrian team. Funding options are currently being evaluated.

Men's and Women's Swimming and Diving

Practice Facility - James Martin Aquatic Center

Quality - Built in 1993; Host of Men's NCAA Championship, 1998; Host of Women's NCAA Championship, 2003; Hosted three SEC Championships and three U.S. Opens.

Availability/Exclusivity - Also used by the student body; Athletics sets practice times.

Competitive Facility - Same

Locker Rooms - Separate varsity locker rooms for the men's and women's swimming teams; there is a team room that is attached to the facility.

Men's and Women's Track and Field and Cross Country

Practice Facility - Hutsell-Rosen Track; Various locations for Cross Country

Quality - Hutsell-Rosen Track completed in 2005 and opened for competition in 2006 features Beynon Sports Surface BSS 2000 track surface with jumping and throwing areas, grandstand seating, a meet control booth, public restrooms, field lighting and storage facilities.

Availability/Exclusivity - As needed; Auburn Track and Field only

Competitive Facility - Same. Cross Country holds Fall Invitational at Indian Pines Golf course

Locker Rooms - Men's and Women's track and field locker rooms are located on the first floor of Beard-Eaves Memorial Coliseum; Women's locker room facilities share shower facilities with the Volleyball team.

Volleyball

Practice Facility - Student Activities Center

Quality - Built in 1986; \$300,000 was spent on new floor in 2002. Scoreboard added in 2004.

Availability/Exclusivity - Volleyball practice is impacted by setup or other events a few times a year/Shared use facility

Competitive Facility - Same

Locker Rooms - Located in Beard-Eaves Memorial Coliseum; share shower facilities with women's track team

Men's and Women's Golf

Practice Facility - Various golf courses in town; pay nominal fees to use courses. A golf teaching facility is in planning stages, construction will start in late Spring, early Summer 2006.

Quality - Auburn/Opelika area was named Top Golf Community by Golf Digest

Availability/Exclusivity - Local courses work with teams after coaches provide practice schedule; usually call on Monday and share practice schedule.

Competitive Facility - Competitions have been held at the University Club, Saugahatchee, and Grand National. A nominal fee is paid for use of facilities.

Locker Rooms - Locker rooms for both the men's and women's teams will be housed in the new Golf Teaching Facility located at the University Club

Men's and Women's Tennis

Equity and Student-Athlete Welfare

Practice Facility - Luther Young Tennis Center. A new tennis facility is in planning stages.

Quality - Varsity courts since 1978. Courts are oriented incorrectly for sun.

Availability/Exclusivity - Use as needed/Athletics Department Varsity Courts, Teams coordinate practice times with each other.

Competitive Facility - Same

Locker Rooms - Both teams have locker rooms on the first floor of the coliseum. Identical locker rooms will be included in the new facility.

Football

Practice Facility - Three outdoor fields and Watson Fieldhouse, a 40-yard indoor practice facility.

Quality - Watson Fieldhouse opened in 1999. Sprinturf was added to one of the football fields in 2004.

Availability/Exclusivity - As needed/Fieldhouse is also used by other teams for conditioning and other activities, but football has first priority.

Competitive Facility - Jordan-Hare stadium/Pat Dye Field.

Quality - Capacity is 87,451; Concourses are being remodeled at the present time; Good support system with locker rooms, recruiting lounge and interview room built in 2000.

Availability/Exclusivity - Football use as needed for games; 5 to 10 practices are held there during the season.

Locker Rooms - Located in the Athletic complex adjacent to practice fields. Built in 1989 and not updated since then. Game-day locker rooms were built in Jordan-Hare Stadium in 2000.

c. Identify areas of deficiency and comment on any trends, and

Auburn has shown a dedication to improving and expanding athletic facilities for men and women athletes. The Softball, Gymnastics, and Soccer facilities, which were specifically highlighted for improvement or implementation in the Gender-Equity plan, have all come to fruition. The women's volleyball facility has received a new floor and a 9 foot scoreboard. Plans are being made to either improve or build facilities for golf, equestrian, and tennis.

d. Explain how the institution's future plan for gender issues addresses each of the areas.

The College of Agriculture has plans to build a facility for the Equestrian team. The time-line is dependent on their ability to identify funding. The Golf Teaching Facility and the new tennis facility are expected to be completed by 2008. Locker room, practice, and competitive facilities will be continually evaluated annually and reports provided to the Committee on Intercollegiate Athletics. Deficiencies or new needs will be brought to the attention of the Athletics Director on an annual basis.

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 each of the areas,

The committee evaluating Section 3 toured the athletic facilities and evaluated the quality and availability of weight training and conditioning facilities. Medical personnel information, qualifications of athletics trainers, and insurance coverage information was gathered and provided by the Associate Athletics Director and the Senior Woman Administrator. Furthermore, the Associate Athletics Director reviewed the Policies and Procedures for Sports Medicine.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the areas,

Availability of Medical Personnel

The Auburn Athletics Department has a partnership with Alabama Sports Medicine and Orthopaedic Center (ASMOC) to provide primary and orthopedic health care for Auburn's student-athletes. ASMOC, which includes Auburn Team physician Dr. Michael Goodlett and orthopedic surgeons Dr. James Andrews and Dr. Lawrence Lemak, began their association with the Auburn Athletics Department in 1993.

Equity and Student-Athlete Welfare

Goodlett is assigned full-time to the Auburn Athletics Department. He has an office in the Rehabilitation Center located adjacent to Plainsman Park. He has clinic hours each morning and is available as needed for other issues. Medical records are housed here, as well as the full time insurance manager for athletic related health and wellness related matters. Goodlett staffs all football practices and travels to away games. He also travels on trips with other teams as needed. In his absence, a physician from East Alabama Medical Center handles the Athletics Department's medical needs. In addition to a full-time physician, Auburn employs a physical therapist to handle all rehabilitation needs. That office and rehabilitation area are located in the Rehabilitation Center.

Availability and Quality of Sports Medicine Facilities and Weight Training and Conditioning Facilities

Auburn University Sports Medicine (AUSM) is comprised of two main training rooms and augmented with four satellites. The Athletic Complex Athletic Training Room is dedicated primarily for football and provides a physician's office and storage for most procedural care medical supplies. The Memorial Coliseum Athletic Training Room provides facilities for basketball, golf, soccer, swimming, tennis, track, and volleyball. The four satellite athletic training rooms are located in the following areas: Plainsman Park (baseball), Martin Aquatic Center (swimming), McWhorter's Center for Women's Athletics (softball and gymnastics), and the Wilbur Hutsell track facility.

Three facilities are used for Strength and Conditioning:

1. The Tatum Strength and Conditioning Facility is located adjacent to the Athletics Complex. This facility opened in January, 2002, and encompasses more than 14,000 square feet. Teams that work out in this facility include football, softball, equestrian, and women's golf.
2. The weight room in the Strength and Rehabilitation Center opened in 2004 and encompasses 6,288 square feet. Teams that work out in this facility include women's basketball, soccer, gymnastics, and baseball.
3. The weight room in Beard-Eaves Memorial Coliseum, encompassing 3,650 square feet, has been in existence for more than 20 years and has undergone one renovation. Teams that work out in this facility include men's basketball, men's and women's swimming, men's and women's track and field and cross country, men's golf, volleyball, and men's and women's tennis.

Auburn's strength and conditioning staff work to accommodate lifting and conditioning times around team practice schedules. Kevin Yoxall coordinates the Tatum schedule, Richard Levy oversees the schedule in the Strength and Rehabilitation Center and Bryan Karkoska is in charge of the Coliseum weight room.

Availability and Qualifications of Athletics Trainers

The trainers, their qualifications, and their availability are listed below:

Mike Roberts — Director of Sports Medicine, MS, ATC, oversees the Department

Jarod Grace (FT), MS, ATC — Full-time coverage for men's basketball and covers tournaments for women's golf.

Inga George (FT), MS, ATC — Full-time coverage for women's basketball.

Haley Myers (FT), M.Ed, ATC — Full-time coverage for soccer.

Tara Reid — Intern for soccer.

David Reinke (GA), ATC — Full-time coverage for men's and women's swimming.

Crystal Johnson (GA) — Full-time coverage for men's and women's swimming.

Haley Myers (FT), M.Ed, ATC — Oversees Reinke and Johnson.

Lindsay Kokoczka (GA), ATC — Full-time coverage for volleyball.

Travis Johnston (FT), M.Ed, ATC — Full-time coverage for baseball and oversees Kokoczka.

Bryan MacMunn (GA), ATC — Full-time coverage for softball.

Janet Taylor (FT), MS, ATC — Full-time coverage for gymnastics and oversees MacMunn.

Eric Oliver (GA), ATC — Full-time coverage for men's and women's track and field and cross country.

Stephanie Barrick (GA), ATC — Full-time coverage for men's and women's track and field and cross country.

Arnold Gamber (FT), ATC — Full-time coverage for football.

Mike Finke (FT), MS, ATC — Full-time coverage for football.

Karen Straub (FT), MS, ATC — Full-time coverage for football.

Kirk Neilson (GA) — Full-time coverage for football.

Adam Knight (GA), CSCS, ATC — Full-time coverage for football.

Chris Hauler (GA), ATC — Full-time coverage for football.

Equity and Student-Athlete Welfare

Megan McKay — Intern for football.
Rachael Helmer — Intern for football.

Intern is defined as a senior athletic training student from another college or university spending their last semester in practicum/practical experience hours with our sports medical staff.

The following coaches are assigned to each sport:

Kevin Yoxall — Head Strength and Conditioning Coach — football.
Bryan Karkoska — Head Strength and Conditioning Coach — men's basketball, men's and women's swimming and diving.
Jason Loscalzo — Assistant Strength and Conditioning Coach — football, softball.
Richard Levy — Assistant Strength and Conditioning Coach — baseball, women's basketball, soccer, gymnastics.
Jeff Andrews — Strength and Conditioning Graduate Assistant — men's and women's track (sprinters, middle-distance, pole vault, hurdles), men's golf, men's tennis, professional athletes (track), Assistant with other sports assigned to the Coliseum.
Nancy Derrick — Strength and Conditioning Graduate Assistant — men's and women's diving, men's and women's cross country, women's tennis, assists with women's basketball and soccer and all sports assigned to the Coliseum.
Ryan Russell — Strength and Conditioning Graduate Assistant — assists with football, softball, equestrian, and baseball.
Mark Lamoreaux — Strength and Conditioning Intern — equestrian and women's golf.

The qualifications of the Strength and Conditioning Coaches are below:

Yoxall — BS, Special Education; MS, Physical Education; Master Strength and Conditioning Coach.
Karkoska — BS, Exercise Science; M.Ed, Exercise Physiology; Certifications: CSCS, SCCC.
Levy — BS, Health Science; MS, Sports Science/Sports Coaching; Certifications: CSCS; USAW Club Coach.
Loscalzo — BS, Kinesiology; MS, Athletic Administration; Certifications: CSCS, SCCC, SPN, USAW Level I.
Andrews — BS, Exercise Science; Enrolled in Auburn's Master's program.
Derrick — BS, Health Promotion; Enrolled in Auburn's Master's program.
Russell — BS, Physical Education; Enrolled in Auburn's Master's program.
Lamoreaux — BS, Kinesiology; MS, Kinesiology.

Health, Accident, and Injury Insurance Coverage

The following is the Insurance coverage information for Auburn student-athletes:

**AUBURN UNIVERSITY & AUBURN UNIVERSITY-MONTGOMERY
PLAY PRACTICE/TRAVEL ACCIDENT**

Policy No. CSP8057873
Policy Period - 8/22/05-06
Premium - \$215,056

Class I - All team members, cheerleaders, student managers and trainers of the University's sports teams.

Class II - All personnel of the University's Intercollegiate Athletics Department whose names appear on the Schedule of Insured Persons.

Class III - All guests of the policyholder who are acting on behalf of or at the invitation of the University's Athletics Department.

Section I - Play Practice:

While participating in a Policyholder scheduled, sponsored and supervised sports team game or practice sessions.

Class I - \$5,000,000 Medical Expense (Max.) all reasonable and customary. Includes expense for medically necessary rehabilitation. Payable up to ten (10) years. \$12,500-\$25,000 primary coverage; \$25,000 excess coverage (\$12,500 deductible).

\$250,000 Accident Death and Dismemberment (AD&D)

Equity and Student-Athlete Welfare

1. \$2,000 Permanent Total Disability per month for five (5) years after a one (1) year waiting period. If claimant is still disabled at end of five-year period, will reduce to \$1,000 per month lifetime benefit. No offsets from any source.

-OR-

2. \$3,000 per month for paralysis/coma, after a six (6) month waiting period. Lifetime benefits. No offsets from any source.

Special Expense Benefit - (Medically necessary modifications to home or vehicle - Paralysis/Coma as a result of Play or Practice) - \$50,000.

Loss of Speech and/or Hearing - 100% of the AD&D Principal Sum for loss of Speech and Hearing; 50% of the AD&D Principal Sum for loss of Speech or Hearing.

Class II - \$5,000,000 Medical Expense (Max.) all reasonable and customary. Payable up to ten (10) years.

\$ 250,000 Accidental Death and Dismemberment

\$120,000 Permanent Total Disability - payable at the rate of one (1) percent per month for 100 months.

Loss of Speech and/or Hearing - 100% of the AD&D Principal Sum for loss of Speech and Hearing; 50% of the AD&D Principal Sum for loss of Speech or Hearing.

Section II - Travel Accident:

Class I - While traveling to and from on behalf of the Athletics Department, including personal deviation which is approved by a member of the Athletics Department.

\$100,000 Accidental Death and Dismemberment with Permanent Total Disability with \$10,000 Medical Expense.

Class II - 24-hour business and pleasure coverage.

\$200,000 Accidental Death and Dismemberment with Permanent Total Disability with \$10,000 Medical Expense.

Class III - \$100,000 Accidental Death and Dismemberment only.

Aggregate Limit \$18,000,000

Guest Coverage \$100,000 Accidental Death & Dismemberment

c. Identify areas of deficiency and comment on any trends, and

Medical and Training facilities are comparable for male and female student athletes. Deficiencies were not identified.

d. Explain how the institution's future plan for gender issues addresses each of the areas.

Medical and Training Facilities and services will continue to be maintained in commendable fashion. Medical and Training Facilities and services will be evaluated annually to ensure continued excellent quality and availability.

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 each of the areas,

The committee evaluating Section 3 toured Sewell Hall and ate a meal at the cafeteria in Sewell Hall. Details about where student-athletes reside as compared to the general student population was provided by the Senior Woman Administrator and the Associate Athletics Director.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the areas,

Equity and Student-Athlete Welfare

Housing:

After the NCAA mandated that there could no longer be athletic dormitories, Auburn's former athletic dorm, Sewell Hall, opened to the male student body. Less than 50% of the rooms at Sewell are occupied by student-athletes. The student-athlete population at Sewell Hall consists of freshman and sophomore football players, and men's basketball and baseball players. Coaches may request rooms in different dormitories across campus. There is an effort to room student-athletes together along with other campus groups in those dorms. The majority of student-athletes live in off-campus housing.

Dining:

Auburn student-athletes may eat at the cafeteria in Sewell Hall. Coaches for sports other than football may sign up for meals at the beginning of the semester in the office of the Senior Woman Administrator. Student-athletes are provided expenses for meal costs in their scholarship checks. The student-athletes who live in Sewell Hall receive three meals a day, five days a week, with the expenses being pulled out of their scholarship check. When the cafeteria is not open, the student-athletes receive per diem. During football season, football student-athletes are required to eat the evening meal which is paid for from their scholarship check.

c. Identify areas of deficiency and comment on any trends, and

Sewell Hall, which is occupied by both student-athletes and students within the general population, was last renovated in 1984. Funding sources will be identified for future renovation.

d. Explain how the institution's future plan for gender issues addresses each of the areas.

Student-athletes will be surveyed for their needs with regard to housing and dining facilities on an annual basis and issues of concern will be addressed as needed. Housing and dining facilities and services will be maintained as allowed by NCAA rules. Funding sources will be identified for the renovation of Sewell Hall.

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 each of the areas,

Media guides and other promotional materials were provided for evaluation by the committee and are available for evaluation by the site visit team. Detailed information about publicity was provided by the Associate Athletics Director.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the areas,

Availability and Quality of Sports Information Personnel

The following is a list of Sports Information personnel, the sports they are assigned to, and their years of experience in Media Relations.

Kirk Sampson - Assistant Athletics Director; football; 11 years.

Chuck Gallina - Media Relations Director; men's basketball, men's golf, equestrian; 13 years.

Mendy Nestor - Assoc. Director; women's basketball, football, women's golf; 9 years.

Brad Gust - Assoc. Director; football, men's and women's track and field; 9 years.

Dan Froehlich - Assoc. Director; soccer, baseball; 6 years.

Hank Hager - Assistant Director; football, softball; 3 years.

Carol White - Assistant Director; volleyball, men's and women's swimming and diving, men's tennis; 4 years.

Ryan Schulz - Intern; men's and women's cross county and women's tennis; 4 years.

Access to other Publicity Resources

The following is a list of Publicity Resources and the sports for which they are available:

Equity and Student-Athlete Welfare

Media Guides - Each sport has its own media guide with the exception of the sports which are combined programs (swimming and diving and track and field).

Posters - Each sport has its own poster and schedule card except for the combined programs. Men's and women's golf also share a poster.

Internet - Releases, Q&As with Coaches and Athletes, Game Notes and Statistics are regularly updated for all sports.

Live Stats for home events are available for baseball, men's and women's basketball, football, gymnastics, soccer, softball, men's and women's tennis, and volleyball.

Web casting is available for men's and women's swimming and diving. There are plans for future web casting for soccer, volleyball, and other sports.

Live audio is available on the internet and on a local radio affiliate for baseball, men's and women's basketball, softball, volleyball, and soccer.

Teleconferences - Men's and women's basketball, football, and baseball regularly hold media teleconferences. Coaches quotes and other information for other sports are sent out weekly during the season to media.

Newspapers - Marketing places weekly ads in the local newspaper promoting all home events.

Promotions - Marketing conducts promotional activities at all home events for all sports.

Quantity and Quality of Publications and other Promotional Devices

All of the covers for media guides and posters are designed in-house by one designer. The inside of the media guide is designed in-house by the media relations contact. The following is a list of the media guides available by sport and the quantity available:

Football - 208 pages,* 13,500

Men's Basketball - 208 pages,* 6,000

Women's Basketball - 140 pages, 4,000

Baseball - 144 pages, 2,500

Softball - 64 pages, 700

Men's Golf - 68 pages, 1,000

Women's Golf - 60 pages, 1,050

Men's Tennis - 40 pages, 550

Women's Tennis - 40 pages, 400

Gymnastics - 60 pages, 1,000

Soccer - 64 pages, 1,000

Equestrian - 20 pages, 300

Men's and Women's Swimming and Diving - 120 pages, 1,500

Men's and Women's Track and Field - 96 pages, 1,250

Men's and Women's Cross Country - tri-fold; 500

Volleyball - 72 pages, 800

*maximum page number mandated by the NCAA

c. Identify areas of deficiency and comment on any trends, and

A part of the AU Gender-Equity plan was to expand marketing and promotions of women's sports. Each sport, except for the combined programs, now have their own poster and schedule card and Marketing places weekly ads in the local newspaper promoting all home events and conducts promotional activities at all home events for all sports. The continued commitment of AU to this area is evident.

d. Explain how the institution's future plan for gender issues addresses each of the areas.

The present commitment in the area of marketing and promotions of men's and women's sports will be maintained. Media guides, posters, web sites, etc. for all sports will be evaluated annually and there will be continued effort to maintain or improve these aspects of publicity for all sports.

12. Support Services. Administrative, secretarial, and clerical support; office space.

a. Describe how the institution has ensured a complete study of each of the areas,

The committee evaluating Section 3 toured the athletic facilities and viewed office space for athletic staff.

Equity and Student-Athlete Welfare

Detailed information concerning administrative support was provided by the Senior Woman Administrator and the Associate Athletics Director.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the areas,

All of Auburn's sports programs have a sport administrator. The following is a list of administrative support personnel and the sports they are responsible for as of January, 2006.

Administrative Support personnel:

Barbara Camp - Senior Woman Administrator, Associate Athletics Director - Women's basketball, soccer, equestrian, women's tennis, women's golf.

Meredith Jenkins - Associate Athletics Director - Women's basketball, volleyball, men's and women's swimming and diving, softball; gymnastics.

Mark Richard - Senior Associate Athletics Director - Football, men's basketball, baseball, men's and women's track and field and cross country.

David Mines - Assistant Athletics Director - Men's golf, men's tennis.

Administrative, Secretarial and Clerical Support:

The following is a breakdown of the support for each sport:

Football - Director of Football Operations; Assistant to the Head Football Coach, Director of High School and NFL Relations; Head Coach secretary; Football secretary; 6 post-graduate hourly employees.

Men's Basketball - Director of Basketball Operations; Secretary; Graduate Assistant.

Women's Basketball - Director of Basketball Operations; Secretary; Graduate Assistant.

Baseball - Director of Baseball Operations.

Men's and Women's Swimming and Diving - Secretary; 2 Graduate Assistants; 1 part-time employee.

Men's Tennis - Secretary (shared with women's tennis, volleyball, men's golf, track and field).

Women's Tennis - Secretary (shared with men's tennis, volleyball, men's golf, track and field).

Soccer - Receptionist (handles secretarial duties, shared with women's golf).

Men's Golf - Secretary (shared with men's tennis, women's tennis, volleyball, track and field).

Women's Golf - Receptionist (handles secretarial duties, shared with soccer).

Men's and Women's Track and Field and Cross Country - Secretary (shared with men's tennis, women's tennis, volleyball, men's golf).

Softball - Manager.

Gymnastics - Manager.

Volleyball - Graduate Assistant; Secretary (shared with men's tennis, women's tennis, men's golf, track and field).

Office Space:

Men's and women's basketball have identical office suites located on the fifth-floor of Beard-Eaves Memorial Coliseum.

The following coaches have offices located on the second floor of Beard-Eaves Memorial Coliseum - soccer, volleyball, men's and women's tennis, men's and women's golf, men's and women's swimming and diving, men's and women's track and field and cross country. The offices are all approximately the same size.

The equestrian coaches have offices at the Sewell Hall Annex. The gymnastics and softball coaches have offices at the McWhorter Center; the baseball coach offices are located at Plainsman Park. The football coach offices are located in the Athletics Complex.

Each coach has their own office except for the tennis assistants, two of the swimming assistants, and two track assistants who share offices. Plans call for office space for golf and tennis at their new facilities which will open up additional office space.

All offices have been renovated within the past 10 years with the exception of the track and field offices.

c. Identify areas of deficiency and comment on any trends, and

Equity and Student-Athlete Welfare

Administrative, secretarial, and clerical support are appropriate as are office space accommodations. Differences were not noted in office space/accommodations when comparing men's and women's sports.

d. Explain how the institution's future plan for gender issues addresses each of the areas.

Support Services, ie, clerical support and office space allocation will be monitored annually by the Sport Administrators to ensure that coaches' needs are being met. Coaches will provide input on Support Services every other year through the coaches' survey.

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 each of the areas,

The committee evaluated EADA reports from the last 3 years. Budgets of individual sports were also analyzed. Other details regarding recruitment were provided by the Senior Woman Administrator and the Associate Athletics Director.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the areas,

Equal Opportunities for Professional Personnel to Recruit

All professional personnel are given equal opportunity to recruit. The following is a list of expenditures by sport including individual travel to recruit as well as expenses to bring recruits to campus. In order, the text lists the sport and expenditures for 2002-2003, 2003-2004, and 2004-2005:

Football: \$489,180; 500,959; 504,564.
 Men's Basketball: \$271,653; 260,281; 283,958.
 Women's Basketball: \$54,448; 103,143; 147,158.
 Baseball: \$37,990; 36,310; 59,086.
 Softball: \$31,658; 23,455; 31,575.
 Men's Golf: \$16,929; 15,787; 11,793.
 Women's Golf: \$13,164; 9,771; 16,207.
 Men's Tennis: \$4,781; 14,609; 14,618.
 Women's Tennis: \$15,367; 27,391; 13,278.
 Men's Track and Field: \$36,388; 27,314; 34,748.
 Women's Track and Field: \$27,893; 25,675; 34,812.
 Gymnastics: \$20,435; 25,854; 28,242.
 Men's Swimming and Diving: \$31,560; 43,632; 54,629;
 Women's Swimming and Diving: \$31,611; 32,903; 54,853.
 Volleyball: \$47,199; 50,269; 40,315.
 Soccer: \$30,928; 36,817; 46,166.
 Equestrian: \$8,645; 13,974; 20,324.

Availability of Financial and other Resources for Recruitment

Although individual travel and team travel are budgeted separately, coaches have the ability to use team travel money for individual travel if necessary.

Auburn does not put any limits other than the NCAA mandated limits on the number of official visits a team may bring in. Official visits do not come out of the individual sport budgets. Coaches may bring recruits in from anywhere in the world.

Equivalent Benefits, Opportunities and Treatment of Prospective Athletes

Auburn provides the same opportunities for prospective athletes regardless of the sport. The same opportunities are available for all sports in regard to lodging, food, and entertainment.

c. Identify areas of deficiency and comment on any trends, and

Equity and Student-Athlete Welfare

Professional personnel are given equal opportunity to recruit. Financial and other resources for recruitment are provided for all sports.

d. Explain how the institution's future plan for gender issues addresses each of the areas.

All professional personnel will continue to be given equal opportunity to recruit. Financial and other resources for recruitment will continue to be provided for all sports. Auburn University will continue to provide the same opportunities for prospective athletes regardless of the sport. The same opportunities will continue to be available for all sports in regard to lodging, food, and entertainment. Coaches will be surveyed on an annual basis to provide input on recruiting processes and experiences and asked to identify problems or deficiencies.

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.]

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.

In the attached Plan for Improvement, the Senior Management Team is frequently referred to. This Team currently includes:

Jay Jacobs, Athletics Director
Tim Jackson, Executive Associate Athletics Director
Terry Windle, Senior Associate Athletics Director/Chief Financial Officer
Virgil Starks, Senior Associate Athletics Director for Student-Athlete Support Services
Barbara Camp, Senior Woman Administrator
Mark Richard, Senior Associate Athletics Director for Team Support
Meredith Jenkins, Associate Athletics Director for Women's Olympic Sports
David Mines, Assistant Athletics Director for Compliance

Please see the attached 'Plan for Improvement' for Section 3.1 contained within this document.

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 subcommittee charged with evaluating the section on Equity and Student-Athlete Welfare consisted of 18 individuals (5 faculty members, 8 Athletics Department staff members, including administrators, coaches, and counselors), 1 Auburn University Administrative and Professional member, the Chair of the Auburn University Staff Council, the Auburn University Dean of Students, and 2 Auburn University student-athletes. The individuals from this subcommittee that evaluated the gender-equity section consisted of 2 faculty members, the Dean of Students, 2 Athletics Department administrators, and 1 coach.

The gender-equity issues report prepared by this group was reviewed and approved by the Steering Committee and the Interim-President of Auburn University.

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 and Student-Athlete Welfare

- 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**

Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/ Officers Responsible for Implementation	Specific Timetable for Completing the Work
Athletics Scholarships	Over the last three years, Auburn has allocated the full complement of scholarships allowed by the NCAA in every sport, with the exception of Equestrian for Women. This sport was added as a non-scholarship program in 2002-03. Scholarship numbers are within one percent of the participation rate numbers for men's and women's sports.	Continue to maintain financial aid within 1% of participation rates for male and female athletes. Add five scholarships for the Equestrian Team beginning in the 2006 - 2007 academic year.	Funding for new scholarships for the Equestrian Team will be provided through the Auburn University Athletics Department.	The Athletics Director and Senior Woman Administrator	Auburn has made the commitment to add five scholarships in the sport of Equestrian beginning in the 2006-07 academic year. The Athletics Department will continue to add scholarships pending SEC and NCAA championship sponsorship of the sport and available funding to reach the NCAA maximum allotment of 15 scholarships in the next 6 years. Auburn is committed to maintaining financial aid within 1 percent of participation rates for male and female athletes.
Accommodation of Interests and Abilities.	Over the last three years the female athlete participation rate has been within three to five percent of the undergraduate female student body population.	Monitor the male and female student undergraduate populations annually and maintain the male and female athlete participation rates within 3 to 5 percent of that number.	The Athletics Department will practice squad management with its men's sports and will continue an aggressive campaign to attract female walk-ons. Rising enrollment in the female undergraduate population is anticipated based on National trends. This will need to be monitored and addressed with regard to female student athlete participation rate.	Athletics Director, Athletics Department Administrative Staff, Senior Woman Administrator.	Continue annual evaluation of student body population demographics. Provide an annual report to the Committee on Intercollegiate Athletics and to the Senior Management Team.

Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/ Officers Responsible for Implementation	Specific Timetable for Completing the Work
Equipment and Supplies.	All of Auburn's athletic teams have the best equipment and supplies available. Auburn signed a five-year contract in 2006 with Under Armour Performance Apparel worth \$10.6 million in sponsorship, product, and additional benefits. Equipment and supplies are exceptional for male and female athletes.	Continue to evaluate and maintain contracts where applicable for providing equitable and quality apparel and supplies for male and female athletes.	As Contracts for apparel and supplies expire, they will be re-evaluated and either renewed or discontinued for other Contracts, with the goal of continually providing all student athletes with quality products.	S p o r t Administrators and Athletics Director	Contracts will be evaluated for renewal either annually or as needed depending on the terms of the contracts. The Under Armour contract will be implemented in June 2006 and will provide apparel for all teams except those who still have existing contracts. The contract will be reevaluated in 5 years. Coaches will have the ability to budget additionally for any items not covered in the Under Armour contract.
Scheduling of Games and Practice Times.	Teams are allowed to schedule the maximum number of contests/dates of competition that are allowed by the NCAA. Each team has the required contests designated by the Southeastern Conference and then schedule non-conference opponents up to the NCAA maximum. The NCAA required minimum of contests to meet sports sponsorship requirements and the NCAA rules regarding the number and the length of practices are also met.	Insure game/event scheduling and number and length of practices meets NCAA, SEC, and Auburn University Athletics Department guidelines.	Annually evaluate each Team's schedule to insure game/event scheduling and number and length of practices meets NCAA guidelines.	C o a c h e s , Compliance Officer, the Athletics Director, and Sport Administrators	Annual evaluations are performed and reported to the Committee on Intercollegiate Athletics and Athletics Department Administrative Staff.

Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/ Officers Responsible for Implementation	Specific Timetable for Completing the Work
Travel and Per Diem Allowance.	All Auburn sports teams are treated equally and fairly with regard to modes of transportation, housing furnished during travel, length of stay before and after competitive events, dining arrangements and per diem.	Continue to provide comparable travel and per diem arrangements for male and female student athletes.	Sport Administrators will continue to monitor travel and per diem amounts during the budget process each year.	Coaches, Athletics Director, Sport Administrators	There will be an annual evaluation during the budget process.
Tutors.	All Auburn Student-Athletes have access to the best academic support services available. Tutor quality and availability are comparable for male and female student-athletes.	Auburn student-athletes will continue to have access to the best academic support services available, including access to high quality tutor services.	Well-qualified tutors will continue to be identified using the existing application process and tutors will be assigned to all student athletes who indicate need.	Academic Counselors, Senior Associate Athletics Director for Student Services	Well-qualified tutors will continue to be identified using the existing application process and tutors will be assigned to all student-athletes who indicate need.

Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Coaches.	Auburn is still striving to reach its goal of compensating all coaches, regardless of gender, to within 10% of the SEC average. The SEC average is defined as the average salary of coaches in the particular sport, excluding salaries that are substantially higher or lower than the majority of salaries reported. Auburn's coaches will continue to be evaluated in four areas, academic success of his/her student-athletes, competitive success, compliance to University, SEC, NCAA and other rules and regulations, and fiscal responsibility. Other criteria also used to determine salary improvements will continue to be (1) the current salary amount below the SEC average, (2) the current difference between coaches salaries of the same men's and women's sport at Auburn, (3) years of service, and (4) coaching experience.	Bring Head Coach and Assistant Coach salaries to within 10% of the SEC marketplace average. Monitor/track coaching numbers and if needed, hire a full-time coach for the track and field program.	The Athletics Department will evaluate SEC coaching salary averages on an annual basis and use this information along with Performance Evaluation results to determine salaries during Contract renewal. Auburn will develop a plan to transition the graduate assistants in track and field to a full-time assistant.	Athletics Director, Senior Associate Director of Athletics/Chief Financial Officer, Sport Administrators	The Athletics Department will bring all Coaches salaries to within 10% of the SEC marketplace average by 2010. If requested by the head track coach, the Athletics Department will hire a full-time track and field coach by 2008 to bring all sports in the NCAA Maximum Limit.

Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/ Officers Responsible for Implementation	Specific Timetable for Completing the Work
Locker Rooms, Practice and Competitive Facilities.	Auburn has shown a dedication to improving and expanding athletic facilities for men and women athletes. Several facilities have been built or upgraded in the last 10 years.	Build facilities for golf and tennis student-athletes to provide for locker room and office space and enhance their practice/competitive facilities. Address locker room needs of the equestrian team.	The College of Agriculture currently has plans to build an indoor equestrian arena which will include a locker room and offices for the equestrian team. Funding options are currently being evaluated by the College of Agriculture. Construction of a Golf Teaching facility will begin in the next calendar year. A new tennis facility is planned in conjunction with the city of Auburn and plans have been recently approved by the Auburn City Council. The Director of Facilities will oversee scheduling of the Student Activities Center which will aid the volleyball team in securing standard practice times.	Athletics Director, Senior Woman Administrator; Director of Facilities	The College of Agriculture is currently raising funds to build a facility for the Equestrian team; the time-line is not known. The Golf Teaching Facility and the new tennis facility are expected to be completed by 2008. Locker room, practice, and competitive facilities will be evaluated annually and reports provided to the Committee on Intercollegiate Athletics. The Athletics Director will discuss facility needs during annual meetings with the head coaches.
Medical and Training Facilities and Services.	The availability of medical personnel and the availability and quality of weight training and conditioning facilities are exemplary. The availability and qualifications of athletics trainers and the health, accident, and injury insurance coverage are also excellent. Medical and Training facilities are comparable for male and female student athletes.	Medical and Training Facilities and services will continue to be maintained in commendable fashion.	Medical and Training Facilities and services will be evaluated annually to ensure continued excellent quality and availability.	Athletics Director, Director of Sports Medicine, Head Strength and Conditioning Coach, Sport Administrators	The Sports Administrators will evaluate and discuss the status of medical and strength and conditioning facilities and services with the coaches on an annual basis.

Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/ Officers Responsible for Implementation	Specific Timetable for Completing the Work
Housing and Dining Facilities and Services.	Housing facilities are not specifically designated for student-athletes, as dictated by NCAA rules. Student athletes reside in dormitories, including Sewell Hall, or in off-campus facilities with the general student population and are not given preferential housing treatment. Sewell Hall has a cafeteria-style dining facility that student athletes can use. Sewell Hall is in need of renovation.	Maintain housing and dining facilities and services as allowed by NCAA rules. Renovate Sewell Hall.	Canvass student athletes for their needs with regard to housing and dining facilities on an annual basis. Address issues of concern as needed. Identify funding sources for the renovation of Sewell Hall.	Athletics Director, Sports Administrators	Evaluation will occur annually by evaluating exit surveys.
Publicity	A part of the AU Gender-Equity plan was to expand marketing and promotions of women's sports. Each sport, except for the combined programs, now have their own poster and schedule card and Marketing places weekly ads in the local newspaper promoting all home events and conducts promotional activities at all home events for all sports. The continued commitment of AU to this area is evident.	Maintain the present commitment in the area of marketing and promotions of men's and women's sports.	Annually evaluate media guides, posters, web sites, etc, for all sports and continue to maintain or improve these aspects of publicity for all sports.	Athletics Director, Marketing and Promotions Director, Media Relations Director	The Directors of Marketing and Media Relations will evaluate each area annually.
Support Services.	Administrative, secretarial, and clerical support were appropriate as were office space accommodations. Differences were not noted in office space/accommodations when comparing men's and women's sports.	Support Services, ie, clerical support and office space allocation will be monitored annually by the Sport Administrators to ensure that coaches' needs are being met.	Coaches will provide input on Support Services annually during the budget process.	Athletics Director; Sports Administrators	The Sports Administrators will discuss Support Services on an annual basis with the coaches. The Athletics Director will also address Support Service issues during annual meetings with the coaches.

Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/ Officers Responsible for Implementation	Specific Timetable for Completing the Work
Recruitment of Student-Athletes.	Auburn provides the same opportunities for prospective athletes regardless of the sport. The same opportunities are available for all sports in regard to lodging, food, and entertainment. Auburn does not put any limits other than the NCAA mandated limits on the number of official visits a team may bring in. Official visits do not come out of the individual sport budgets. Coaches may bring recruits in from anywhere in the world.	All professional personnel will continue to be given equal opportunity to recruit. Financial and other resources for recruitment will continue to be provided for all sports. Auburn University will continue to provide the same opportunities for prospective athletes regardless of the sport. The same opportunities will continue to be available for all sports in regard to lodging, food, and entertainment.	Coaches will be surveyed on an annual basis to provide input on recruiting processes and experiences and asked to identify problems or deficiencies.	Athletics Director, Sport Administrators, Recruiting office/ coordinator	The Sports Administrators and Athletics Director will review recruiting processes and experiences during annual meetings with coaches and the recruiting coordinator.

Equity and Student-Athlete Welfare

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 Committee on Athletics Certification in its first-cycle certification decision related to minority issues (included in the section titled, 'Commitment to Equity') at Auburn University.

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. [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.]

a. The original Auburn University Minority Issues Plan - See Appendix 37 of the NCAA Certification report submitted on August 1, 1997.

b. and c. The actions, dates of the actions taken by Auburn University - Auburn University submitted an Interim Report in June 2002. The results of this report and specific actions noted are listed below.

Goal 1. To Create a More Diverse Administrative Staff and Coaching Staff

For all positions that have been added or positions to replace vacancies, the Athletics Department has made a concerted effort to expand the applicant pool to include more women and minorities. Auburn University has made progress in meeting this goal, but there continues to be room for improvement. Three African American males have been added to the administrative staff and three African American males and three African American females have been added to the coaching staff (the Staff Ethnicity data can be found in the Appendix of the Interim report as Attachment VBE). The title, date, and responsibilities of these positions are described below:

Administrative Staff

a. The position of Director of Community and Public Relations, listed as a goal in the first-cycle report, was changed to the position of Assistant Athletics Director for External Affairs. An African American male was hired to this position in the fall of 1997. This individual works with the agent program, the student-athlete employment program, complimentary admissions for student-athletes, gambling education, various compliance issues, and has speaking responsibilities for alumni and development.

b. The position of Event Management Director was re-evaluated and the decision was made to realign the event management responsibilities. Football, Men's Basketball, and Baseball were assigned to the Ticket Manager and Assistant Ticket Manager. Other sport event management responsibilities continue to be administered by the Senior Associate Athletics Director/SWA.

Equity and Student-Athlete Welfare

c. In the original plan, the position of Assistant Director of On-Campus Recruiting was recommended. After an extensive search in the spring of 1998, a White female was hired. All on-campus recruiting activities for Olympic sports are coordinated through this office.

d. Additional administrative positions added:

- In the spring of 1997, an African American male was hired to the position of Associate Athletics Director for Student Services.

- In the fall of 1997, an assistant marketing director position was established and a white female was hired. In 2000, the assistant marketing director resigned, a search was conducted and a white female was hired.

- In the fall of 2000, the position of Assistant Athletics Director for Special Projects was approved and an African American male was hired.

- In the fall of 2000, an additional strength/conditioning coach was approved and a white female was hired.

- In the fall of 2001, an assistant athletic trainer was approved and a white female was hired.

Coaching Staff

a. In 1997, two new assistant coaching positions were added: one in volleyball and one in swimming. A white female was hired in volleyball and a African American female was hired in swimming.

b. In 1998 a new assistant coaching position was added in Track and Field. An African American male was hired. Another new assistant track coaching position was added in fall of 2000. A white female was hired.

c. In Women's Basketball, an African American female was hired in 1999 to the coaching staff, replacing a white female. An African American female was hired in 2001, replacing a White female.

d. In 1998, a new football staff was hired. Ten positions were available and two African American assistant coaches were hired and one African American coach was retained from the previous staff.

Goal 2. Strive to Increase Minority Applicant Pool

The original goal was to strive to increase the minority applicant pool. The Athletics Department has been successful in increasing the applicant pool of minorities and females. When positions become available, they have been widely advertised in the NCAA News and Black Issues in Higher Education, and posted with the Black Coaches Association and other athletic associations on their web pages. A concerted effort has been made to identify minority and female candidates. All search committees have had broad representation of males, females and minorities. The affirmative-action process has been followed in all searches. Between 1996 and 2000, there were 403 minority applicants for 102 positions. From these applicants, fourteen minorities have been hired: seven coaches and seven administrative/staff.

In 1996-97, the Athletics Department began an internship program for minorities and women. During the six years of this program, sixteen graduate students, nine African American women and seven African American males have participated in the program. Work opportunities have included game management, compliance, business office, academic support services and business office education. As a result of this program, these outstanding students have gone on to professional careers, many in athletics administration.

Goal 3. Retention and Promotion of Minorities

Minorities and women have been the focus of all action for this goal as well as Goal 6 of the Gender Equity Plan. The Auburn University Athletics Department has successfully completed four of the five objectives in this goal (One part of the mentoring program described in 'd' below is in partial completion).

a. As of the spring of 2000, the Auburn Athletics Department Student-Athlete Support Service Office has fully implemented the NCAA CHAMPS/Life Skills program. A new coordinator for the program was named in the fall of 1999. She is an African-American female.

b. To address salary issues - To review the progress that has been made in the area of coaches salaries refer to Goal 2. Efforts continue to be made to provide equity raises for administrators. Staff salaries are similar to positions in other university units and are governed by the university pay grade scale.

c. To be sensitive to human resource needs - Sexual harassment and diversity seminars are conducted on a regular basis for all university employees. Athletics Department senior staff attended seminars in 1998 and 1999. The Student-Athlete Support Services office coordinated with the NCAA to bring a diversity training workshop to the

Equity and Student-Athlete Welfare

athletics department in February of 2002. This was attended by the majority of the senior staff administrators, and head and assistant coaches.

d. To establish a mentoring program - It is the responsibility of the Athletics Business Manager/Director of Human Resources to work with all new employees, orienting them to the policies and procedures of the athletics department. Included in the orientation is a review of the Policies and Procedures Manual which includes such areas as purchasing procedures, travel, credit cards, e-mail access, and telephone service. The employee attends the university's mandatory orientation program. Head Coaches and administrators are responsible for additional orientation dealing with the policies and procedures of the University, Athletics Department, SEC, and NCAA. Additional resource manuals have been created since 1996-97: Coaches' Resource Notebook on Initial and Continuing Eligibility; Athletic Compliance Handbook; Student-Athlete Support Services Program Guidelines. This goal is also addressed in item #13, plans for improvement since the first cycle certification.

e. To continue professional growth - All employees are encouraged to continue their professional development by pursuing advanced degrees, attending seminars, professional meetings or conventions, and other continuing educational opportunities. The Department of Human Resources sponsors training and development programs for university employees. Within the past five year, a majority of the senior administrative staff have attended a four week course in professional development. During this same period of time, Athletics Department personnel have attended university computer classes. These classes are funded by the athletics department. Coaches and staff are encouraged through release time to pursue academic degrees.

Goal 4. To Increase Opportunities for Minority Student-Athletes

The original goal was to increase opportunities for minority student-athletes. There are four objectives in this goal and all have been met.

a. It continues to be of great importance to the Athletics Department for minority student-athletes at Auburn to be in an environment that is comfortable and supportive. To that end, minority student-athletes are encouraged to participate in activities within the department, university, and beyond. Approximately one-third of the student-athlete advisory committee are minorities. For 2000-01, the president of SAAC was an African-American male. In 2001, at the NCAA Student-Athlete Leadership conference, Auburn was represented by a White international female and an African-American male. As mentioned in the equity section of this interim report, the Athletics Department Student Support Services office coordinated with the NCAA to bring a diversity training workshop to the athletics department in February of 2002. A session of this training was held for the student-athletes, as well as department administrators and coaches. It was attended by 65 student-athletes, twenty of whom were minorities.

As a part of Black History Month at Auburn in 1999, the staff of the CHAMPS/Life Skills Program presented a program that chronicled the participation of minority students on the Men's and Women's Basketball Teams.

b. Each year, during the Career Day activities, successful minorities from the business and professional world are included as speakers. The majority of these individuals were former Auburn Student-Athletes. Career Day is an annual event sponsored by the CHAMPS/Life Skills program.

In 2000-2001, through the Department of Counseling and Counseling Psychology, two career classes began. One is a two hour 'Career Planning for Student-Athletes' class, which includes one hour of service learning. This course is for freshmen and sophomores. The other is a two hour 'Career Success for Student-Athletes' class, which includes one hour of service learning, for juniors and seniors. In the four semesters these classes have been taught, 70 of the 120 student-athletes (58%) have been females. Also, of this number, there have been several minority student-athletes enroll in these classes: 21 African-Americans (12 females and 9 males), 7 internationals (4 females and 3 males), and 2 female Hispanics. Also, career workshops are held in conjunction with the CHAMPS/Life Skills Program. In the fall of 2001, the CHAMPS/Life Skills course for student-athletes was started. This course is also under the Department of Counseling and Counseling Psychology. It is for freshmen student-athletes only. CHAMPS/Life Skills course for student-athletes is a three hour graded elective course which includes the service learning component. The Fall 2001 semester, thirteen students enrolled and seven of those were female.

c. The Student-Athlete Advisory Committee has been very diligent in expanding community outreach programs during the last five years. Student-Athletes have been involved in various community activities (National Student-Athlete Day, bringing over 140 elementary school children to campus; Toys for Tots Drive; Canned Food Drive, Clothing Drive; visiting mentally handicapped children; visiting nursing homes), as well as sponsoring two social events every year to get to know athletes in other sports. Also, Auburn Athletics Department participants in the National Youth Sports Program during the summer. Two hundred inner city youth are brought to the campus and given instruction in various sports activities. Through Auburn University's Service Learning Initiative, SAAC has been in active collaborations with the East Alabama Food Bank, the Lee County Literacy Coalition, and the Twenty-First Century Task Force Techno House (a project for underserved youth) designed to increase computer and other

Equity and Student-Athlete Welfare

education skills. Student-athletes are assigned internship hours with the Boys and Girls Clubs. In conjunction with the Auburn Housing authority, SAAC sponsors a spring fling and a 'Stop the Violence' rally on an annual basis.

d. As of the spring of 2000, the Auburn Athletics Department Student-Athlete Support Services office has fully implemented the NCAA CHAMPS/Life Skills program. In 1999-2000, the academic and career component was implemented. In 2000-2001, the service and personal development component was implemented. Various topics of interest to the student-athletes are addressed. These issues are presented through seminars, motivational speakers, campus programs and activities, community service, assessment and evaluation. A budget line item of \$25,000 was identified for the program in 2000-01 and an additional \$9,500 in 2001-02. Three members of the Student-Athlete Support Services office have attended the NCAA CHAMPS/Life Skills workshops held in June of 1999, 2000, 2001.

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.

The Athletics Department has continued to make strides with respect to minority issues. In May 2004, a new strategic plan was developed which incorporated the continued review of minority opportunities as part of the plan. In addition, the Athletics Department's vision statement was written and incorporates a greater emphasis on diversity. The Athletics Department also identified two absolute values, one of which is to 'treat others as you would like to be treated'. In addition, new staff members are now required to complete an orientation process that includes a diversity training component and sign a departmental 'Behavioral Expectations' form which includes elements such as treating others with respect and dignity.

In 2005, a significant reorganization of the senior leadership team in the Athletics Department occurred. This reorganization resulted in the development of an eight member senior leadership team made up of two females, two African American males, and four white males. This leadership team includes the Senior Associate Athletics Director for Student-Athlete Support Services (SASS), an African American male, who has working relationships with AA/EEO, the Office of Multicultural Affairs, and the Center for Diversity and Race Relations. This marks the first time in Auburn University history an African American has served as Senior Associate Athletics Director, the highest position in the department hierarchy under the Athletics Director. In addition, an African American male was promoted to Assistant Athletics Director. This individual was also a participant in Auburn's Women and Minority in Sports Internship Program.

While the Athletics Department has always focused on fair and equitable treatment in the decisions of the department, since 2000 the Athletics Department has reaffirmed their commitment to diversity with programming from a wide variety of sources such as campus based initiatives (i.e. half time recognition of the contribution of African American Athletes); NCAA sponsored diversity training for coaches, staff, and students; mandatory training and information sessions conducted by AA/EEO; and mandatory training for the Senior Leadership Team conducted by the State of Alabama AA/EEO.

On the personnel front there has been significant progress made in hiring and promoting minorities and women at all levels. Initiatives like the Women and Minority in Sports Internship Program continue to provide opportunities for advancement both at Auburn University and nationally.

In March 2005, the Athletics Director issued a statement on diversity which included 'Auburn Diversity Notes'. These specific items are listed below.

- Of Auburn's eight upper level administrators (Assistant, Associate and Senior Associate Athletics Directors), two are African-American and two are women.
- For the first time ever, Auburn has an African-American as a Senior Associate Athletics Director which is the highest position in the department hierarchy under the Athletics Director.
- Women and minorities account for 44% of Auburn's non-clerical staff in the athletics department.
- 22 African-Americans are employed in the Athletics Department.
- According to the 2003-2004 NCAA Study on Race and Gender Demographics of NCAA Member Institutions' Athletics Personnel, the national average for African-Americans in administrative positions at Division 1 schools is 8.2 per institution (excluding historically black colleges). The national average for all institutions is 6.5 individuals per institution. Auburn is above both averages with nine African-Americans in administrative positions.
- Auburn anticipated the need for more diversity within athletics administrations nationally and instituted a minority internship program in 1994 which has aided many former interns in receiving administrative positions in athletics departments across the nation. More than 20 people have earned master's degrees while gaining valuable experience in the work place.

Equity and Student-Athlete Welfare

-In a restructuring effort, Auburn's organizational chart has been streamlined and made more efficient in the following manner:

- A senior leadership team has been established with 5 units, rather than 6.
- Under the new model, the Senior Leadership Team consists of Team Support, Olympic Sports/Senior Woman Administrator, Operations, Finance and Student Services.
- Student Services is one of the five units for the first time, which demonstrates the department's primary goal of helping student-athletes achieve success athletically and academically.
- There are now 4 sports administrators, rather than 2, which provides more involvement administratively with each athletic team.

During the course of our committee's review additional changes were made within the coaching staff of football where an African-American coach moved into the administration of the development office, Tigers Unlimited. This opening on the coaching staff was also filled by an African-American. We noted a new strength and conditioning coach was also filled by an African-American.

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.

Auburn University is committed to diversity as an institution. This commitment was reflected in statements made by Interim President Dr. Edward R. Richardson in February 2005 and noted below:

'Auburn University remains committed to diversity as a core value of the institution. The University has and continues to create and preserve an environment where all people are valued and respected.'

The University has undertaken a significant diversity initiative and has developed a comprehensive plan for Auburn. This plan clearly recognizes the need to attract and retain a highly qualified faculty, staff and student body that reflects the diversity of our society. The diversity plan also acknowledges the call for greater accountability in higher education.

Auburn University's mission and vision statements (available on the University's web site) also include comments regarding the need to engage the global society with its challenges and opportunities. In addition, the documents stress the importance of serving all citizens, particularly of the State of Alabama, through its programs of instruction, research and outreach.

The Athletics Department's mission and vision statements also reflect a specific focus on diversity.

Auburn University Athletics Department Mission Statement:

The Department of Athletics, in keeping with the mission of the University, and in a spirit of inclusion, encouraging diversity and equitable treatment for all, will seek to abide by the rules, to manage its fiscal affairs in a responsible manner, to educate its student athletes, and to win championships, thereby bringing credit to Auburn and its people.

Auburn University Athletics Department Vision Statement:

The Auburn Athletics Department will be the nation's preeminent Athletics Department. We have a two fold purpose: To enable our student athletes to be successful in all areas of their lives, athletics, academics and personal endeavors, both now and in their future careers, by providing them with the best resources available in academics, facilities and coaching; and while meeting the needs of our student athletes, to represent and promote Auburn University in a positive manner in all that we do.

The Auburn Athletics Department's absolute values are to always tell the truth and to treat others as we would like to be treated. We will also adhere to the timeless values of the Auburn Creed. We will lead the way in integrity, diversity, communications, both internally and externally, compliance, and customer service.

We will function as a team, helping each other to be successful, rather than focusing on personal success. We will work for the benefit of others and for Auburn, not for personal gain. We will have an attitude of constructive discontent; always striving to be better.

This commitment to diversity is reflected in the current eight member senior leadership team made up of two females, two African American males, and four white males. This leadership team includes the Senior Associate Athletics Director for Student-Athlete Support Services (SASS), an African American male, who has working relationships with AA/EEO, the Office of Multicultural Affairs, and the Center for Diversity and Race Relations.

Equity and Student-Athlete Welfare

Additionally, this individual has served as Director of Minority Affairs at a previous institution. This experience is particularly useful in developing cooperative working relationships with departments outside of Athletics. The Senior Associate Athletics Director for SASS also has a dual reporting line to both the Athletics Director and the Provost. This provides additional interaction with the Associate Provost for Diversity.

With respect to student athletes we noted that the University's Black Student Union (BSU) recently revised their bylaws to include a student athlete as a participating member of the BSU and part of their Advisory Board. Other student initiatives include the minority internship program developed in 1994 in an effort to increase diversity. The minority internship program has aided many minority students with more than 20 individuals earning their master's degrees while gaining valuable experience in the work place. One participant of this program is currently employed by AU in the senior leadership team in Athletics as an Assistant Athletics Director of Compliance. This appears to be a program that has greatly benefited both AU and athletics departments nationally due to the experience gained during the internship.

Other specific programs include a partnership with the Center for Diversity and Race Relations for the past three summers allowing incoming student-athletes who do not represent traditional Auburn students to participate in a bridge program. In conjunction with the office of Multicultural Affairs, Athletics helped to promote the Henry Harris Basketball Tournament. Mr. Harris was the first African-American basketball player at Auburn. During the course of the tournament opportunities were provided to participants to meet with representatives of the University's admissions and financial aid offices.

Another item demonstrating Athletics commitment to diversity includes an anti-discrimination statement signed by all student employees. For full-time staff, mandatory training on diversity related issues is conducted by the AA/EEO Office. In fact the University's AA/EEO Officer made the statement that the Athletics Department was on 'the leading edge of innovation on campus' with respect to diversity issues. We should also note that all new employees are required to attend an orientation session which incorporates diversity training. All employees are also required to sign a 'Behavioral Expectations' form which incorporates elements such as treating co-workers with honesty and respect.

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.]

This information is being provided on the chart included in the self-study instrument for this purpose.

Between 2003-05, the Auburn Athletics Department posted 75 positions for which 854 minority candidates applied.

Currently, 17 percent of the employees of the Athletics Department are minorities. In addition, women and minorities account for 43 percent of the Athletics Department's non-clerical staff.

Under new leadership in 2005, the Athletics Department was restructured and a Senior Staff was created. Of Auburn's eight upper level administrators, two are African-American men and two are women. For the first time ever, an African-American was named as a Senior Associate Athletics Director, which is the highest position in the department hierarchy under the Athletics Director. Two positions held by minorities were eliminated.

Auburn anticipated the need for more diversity within athletics administrations nationally and instituted a minority internship program in 1994 which has aided many former interns in receiving administrative positions in athletics departments across the nation. More than 20 people have earned Master's Degrees while gaining valuable experience in the work place.

Equity and Student-Athlete Welfare

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.]

This information is being provided on the chart included in the self-study instrument for this purpose.

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.]

This information is being provided on the chart included in the self-study instrument for this purpose.

8. Using the eight program areas for minority issues please:

- a. Describe how the institution has ensured a complete study of each of these 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.

- a. Describe how the institution has ensured a complete study of each of these program areas,

The subcommittee on Equity and Student Athlete-Welfare was divided equally into three groups of six individuals each to study the three components (Minority, Gender, and Student Athlete Welfare) of this section. The subcommittee evaluating Minority issues (MIS) was composed of a diverse group of University employees including faculty, administrative personnel, and one student athlete. In addition, the MIS reflected diversity with respect to gender and race. The committee consisted of: two African American males, two Caucasian males, one African American female, and one Caucasian female. The MIS conducted a variety of activities to evaluate Minority Issues including the following:

- Met with the entire senior leadership team of the Athletics Department.
- Reviewed relevant mission statements, vision statements and strategic plans.
- Interviewed the Athletics Director.
- Obtained information from Enrollment Services regarding institutional plans for the recruitment of minorities.
- Obtained information from a variety of offices such as Institutional Research and Assessment, AA/EEO, and the Athletics Department's Business Office regarding minority issues, hiring, and enrollment.
- Conducted an interview with the University's AA/EEO Compliance Officer for her perspective on any relevant issues. Also obtained and reviewed a listing of mandatory training sessions conducted by this office for the Athletics Department.
- Conducted an interview with the Associate Provost for Diversity, Overtoun Jenda, who leads the Office of Multicultural Affairs. Also discussed diversity initiatives with other campus personnel who have had involvement in planning these initiatives.
- Toured the athletics facilities.
- Interviewed a focus group of student athletes for their perspectives, concerns and suggestions regarding minority issues.
- Reviewed documents provided by the Athletics Department staff regarding diversity issues, such as

Equity and Student-Athlete Welfare

documentation of events held, President's Office releases and various items related to diversity and minority issues.

b. Provide data demonstrating the institution's commitment across each of the areas,

Auburn University maintains a number of policies relating to diversity and nondiscrimination. These policies apply to all units and departments on campus, including the Athletics Department. Among the relevant University policies, statements, and units that address diversity are the following (which are available in their entirety on the Auburn University AA/EEO web page, and will be available for review by the visiting team).

- Equal Employment Opportunity Policy
- Non-harassment of Employees Policy
- Policy regarding Harassment and Discrimination of Students and Grievance Procedure for Students
- Vision statement and Goals of the Office of Diversity and Multi-Cultural Affairs
- Multi-cultural Student Services Unit

In September 2004, Interim President Richardson announced steps to give diversity a higher priority on campus. This statement included the following comments: 'The initial changes include strengthening the role of the provost in most efforts toward diversity enhancement and establishing an ombudsman position in the President's Office to address diversity matters that fall outside established channels. Richardson said the steps are part of a larger effort to institutionalize diversity, inclusiveness and responsiveness among the university's core values.' (The entire statement is also available on the AU AA/EEO web site.)

The University's Strategic Diversity Plan reads, 'The Auburn University Strategic Diversity Plan reflects, through the establishment of action-oriented goals, Auburn's commitment to serve the diverse needs of its students, faculty, staff and surrounding communities, state, nation and world. These goals, defined through a collaborative process of the Diversity Leadership Council, are the bases of a living plan that will serve as a national model once properly implemented. This living plan encompasses goals, actions, assignment of accountability, timetables for action completion, and measures of accomplishments.'

The Athletics Department has incorporated several statements promoting diversity. In May 2004 a strategic plan was developed by the Athletics Department and included the following items as part of this plan:

- Continue to review and monitor gender-equity guidelines and compliance with federal laws. (Section I, Item 6).
- Continue to review and monitor minority opportunity. (Section I, Item 8).

In addition the Athletics Department has incorporated diversity as part of their mission and vision statements.

Auburn University Athletics Department Mission Statement:

'The Department of Athletics, in keeping with the mission of the University, and in a spirit of inclusion, encouraging diversity and equitable treatment for all, will seek to abide by the rules, to manage its fiscal affairs in a responsible manner, to educate its student athletes, and to win championships, thereby bringing credit to Auburn and its people.'

Auburn University Athletics Department Vision Statement:

The Auburn Athletics Department will be the nation's preeminent Athletics Department. We have a two fold purpose: To enable our student athletes to be successful in all areas of their lives, athletics, academics and personal endeavors, both now and in their future careers, by providing them with the best resources available in academics, facilities and coaching; and while meeting the needs of our student athletes, to represent and promote Auburn University in a positive manner in all that we do.

The Auburn Athletics Department's absolute values are to always tell the truth and to treat others as we would like to be treated. We will also adhere to the timeless values of the Auburn Creed. We will lead the way in integrity, diversity, communications, both internally and externally, compliance, and customer service.

We will function as a team, helping each other to be successful, rather than focusing on personal success. We will work for the benefit of others and for Auburn, not for personal gain. We will have an attitude of constructive discontent; always striving to be better.

Equity and Student-Athlete Welfare

c. Identify areas of deficiency and comment on any trends, and

Diversity is important to Auburn University and to the Auburn University Athletics Department as illustrated in the above mentioned Mission and Vision Statements. The Interim President has made it clear that Diversity issues are, and will continue to be, of high priority at Auburn University.

d. Explain how the institution's future plan for minority issues address each of the areas.

Currently the Athletics Department is a campus leader with respect to minority issues. The future plan of the Athletics Department is to continue its place as a leader and model to the university. The existing collaborations with the Office of Enrollment Management, Office of Diversity and Multicultural Affairs, the Center for Diversity and Race Relations, the Black Student Union, AA/EEO, and other internal & external stakeholders are expected to continue. The Athletics Department will continue to engage and interact with offices outside of Athletics to allow other campus departments to learn and benefit from the successes noted in Athletics.

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 each of these program areas,

The subcommittee on Equity and Student Athlete-Welfare was divided equally into three groups of six individuals each to study the three components (Minority, Gender, and Student Athlete Welfare) of this section. A Minority Issues Subcommittee (MIS) was formed from the Equity and Student Welfare Subcommittee. The MIS was composed of a diverse group of University employees including faculty, administrative personnel, and one student athlete. In addition, the MIS reflected diversity with respect to gender and race. The committee consisted of: two African American males, two Caucasian males, one African American female, and one Caucasian female. The MIS conducted a variety of activities to evaluate Minority Issues including the following:

- Met with the entire senior leadership team of the Athletics Department.
- Reviewed relevant mission statements, vision statements and strategic plans.
- Interviewed the Athletics Director.
- Obtained information from Enrollment Services regarding institutional plans for the recruitment of minorities.
- Obtained information from a variety of offices such as Institutional Research and Assessment, AA/EEO, and the Athletics Department's Business Office regarding minority issues, hiring, and enrollment.
- Conducted an interview with the University's AA/EEO Compliance Officer for her perspective on any relevant issues. Also obtained and reviewed a listing of mandatory training sessions conducted by this office for the Athletics Department.
- Conducted an interview with the Associate Provost for Diversity, Overtoun Jenda, who leads the Office of Multicultural Affairs. Also discussed diversity initiatives with other campus personnel who have had involvement in planning these initiatives.
- Toured the athletics facilities.
- Interviewed a focus group of student athletes for their perspectives, concerns and suggestions regarding minority issues.
- Reviewed documents provided by the Athletics Department staff regarding diversity issues, such as documentation of events held, President's Office releases and various items related to diversity and minority issues.

b. Provide data demonstrating the institution's commitment across each of the areas,

The Athletics Department practices an open-door policy and encourages all coaches and staff to bring forth minority issue-related concerns. Exit surveys are conducted with student athletes whose eligibility has expired. These interviews cover a variety of issues including discrimination and minority affairs. These surveys are reviewed by the Senior Associate Athletics Director for SASS and his staff.

Equity and Student-Athlete Welfare

With respect to the overall mission and vision statement, a formal evaluation was not noted to occur. However, the Athletics Department Staff is certainly aware of the commitment to diversity and this is exhibited by a number of factors such as:

The diversity of the senior leadership team in Athletics.
 The anti-discrimination statements signed by all Athletics Department student employees each year.
 The training regarding harassment and discrimination issues conducted by AA/EEO for all full-time staff.

As noted by the AA/EEO Officer, diversity is internalized as a core value within Athletics.

c. Identify areas of deficiency and comment on any trends, and

While the Athletics Department is clearly having success in implementing their diversity initiatives, a periodic formal evaluation of these efforts does not occur. Outcomes assessment data were also lacking.

d. Explain how the institution's future plan for minority issues address each of the areas.

It is recommended that a senior administrative manager with Athletics be charged with a periodic formal evaluation of diversity initiatives. The results of this review should be presented and discussed by the senior leadership team, the Faculty Athletics Representative, and the Committee on Intercollegiate Athletics. In addition, stakeholders from outside of Athletics such as the President and representatives from AA/EEO and the Office of Multicultural Affairs should be apprised and included in this evaluation. Outcomes that relate or result from this evaluation/assessment process should be documented and made available to the Athletics Department and Auburn University. See the Plan for Improvement under 3.2.9, number 2 (Evaluation) and number 3 (Organization and Structure) for more information on how this will be addressed.

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 each of these program areas,

The subcommittee on Equity and Student Athlete-Welfare was divided equally into three groups of six individuals each to study the three components (Minority, Gender, and Student Athlete Welfare) of this section. A Minority Issues Subcommittee (MIS) was formed from the Equity and Student Welfare Subcommittee. The MIS was composed of a diverse group of University employees including faculty, administrative personnel, and one student athlete. In addition, the MIS reflected diversity with respect to gender and race. The committee consisted of: two African American males, two Caucasian males, one African American female, and one Caucasian female. The MIS conducted a variety of activities to evaluate Minority Issues including the following:

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- Toured the athletics facilities.
- Interviewed a focus group of student athletes for their perspectives, concerns and suggestions regarding minority issues.
- Reviewed documents provided by the Athletics Department staff regarding diversity issues, such as

Equity and Student-Athlete Welfare

documentation of events held, President's Office releases and various items related to diversity and minority issues.

b. Provide data demonstrating the institution's commitment across each of the areas,

As has been previously noted, the Athletics Department Mission Statement includes a commitment to 'a spirit of inclusion, encouraging diversity and equitable treatment for all.' Extensive training has been conducted by the AA/EEO Office for the Athletics Department including 'Sexual and Other Prohibited Harassment: Your Rights and Responsibilities' and a workshop titled 'Race Issues in Intercollegiate Athletics.'

Numerous other activities are held on a continuing basis with respect to minority issues and interests either sponsored or co-sponsored by Athletics:

- Women and Minorities in Sports Internship Program - this program provides unique real world experience in athletics department operations for women and minorities.
- First Tee Program - The Mission of this program is to impact the lives of young people by providing learning facilities and educational programs that promote character development and life enhancing values through the game of golf. Women's Golf held a clinic in 2005 and plans to host a clinic in the summer of 2006.
- CHAMPS/Life Skills program - this program supports student development initiatives and enhances the quality of the student athlete experience within the university setting.
- Henry Harris Basketball Tournament - this tournament, hosted in 2003 and 2004, is held in honor of Auburn University's first African American basketball player and provides the opportunity for participants to learn about the University and its programs.
- National Youth Sports Program - this program, hosted annually from 2000 to 2005, provides opportunities for disadvantaged youth to participate in structured educational and recreational activities during the summer.
- Summer Transition Enrichment Program (STEP) - this program targets nontraditional and/or potential at risk students, providing opportunities to begin their college experience in a structured learning community.
- Bridge Program - this program served as a precursor to the STEP program noted above.
- Spanish Speaking Initiatives - Spanish speaking student-athletes have participated in a second language tutoring program at Loachapoka schools in 2003, 2004, and 2005.
- The Athletics Department hosted the Women's Mexican National Soccer Team with proceeds benefiting the local Hispanic community in April 2006.
- The Athletics Department collaborated with the Auburn University Center for Diversity and Race Relations in the production of a play based on the Richard Wright novel 'Black Boy' in 2006. The performance dramatized Wright's journey from childhood innocence to adulthood in the Jim Crow south.
- First Generation - the Athletics Department has participated in a program with city of Auburn schools inviting young people who represent the first person in their families to attend college and under-represented students to come on campus and be introduced to the college experience. This program has been in place since 2003 and is an on-going annual event.
- Student-Athlete Advisory Committee - this committee provides student-athletes a voice in the governance of the Athletics Department and leadership opportunities for participants.
- Black Student Union liaison from Athletics - the BSU provides a voice for African American students campus-wide and the Athletics representative participates in this process.
- Football team trip in 2001 to Martin Luther King Museum and other historical Civil Rights Movement locations in Birmingham, Alabama
- Minority Recruitment committee - This is a committee in the Auburn University Admission Office; there is a representative from the Athletics Department on this committee.
- National Association of Collegiate Women Athletic Administrators - This organization started in the mid to late 1970's for women in athletic administration to network, to learn from and help each other. The Senior Woman Administrator has been a member since it began and has attended many of their fall forums (conventions). Auburn joined as a university several years ago in which 6 staff can be members. Currently four women administrators at Auburn are members.

c. Identify areas of deficiency and comment on any trends, and

It is clear that the Athletics Department has policies and activities that help enhance diversity. It is recommended that a specific member of the Senior Leadership Team be charged with oversight and evaluation of diversity issues.

Equity and Student-Athlete Welfare

d. Explain how the institution's future plan for minority issues address each of the areas.

The Athletics Department will continue to hold Diversity workshops and continue participating in activities which promote diversity. The formal evaluation recommended in 3.2.8 Program Area 2 d (Evaluation - future plan) should include an evaluation of these programs. As part of the outcomes assessment, those programs found to be very successful should be expanded (i.e. the Internship Program) and those programs not well received or unsuccessful should be ended and new avenues examined. See the Plan for Improvement under 3.2.9, number 2 (Evaluation) and number 3 (Organization and Structure) for more information on how this will be addressed.

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 each of these program areas,

The subcommittee on Equity and Student Athlete-Welfare was divided equally into three groups of six individuals each to study the three components (Minority, Gender, and Student Athlete Welfare) of this section. A Minority Issues Subcommittee (MIS) was formed from the Equity and Student Welfare Subcommittee. The MIS was composed of a diverse group of University employees including faculty, administrative personnel, and one student athlete. In addition, the MIS reflected diversity with respect to gender and race. The committee consisted of: two African American males, two Caucasian males, one African American female, and one Caucasian female. The MIS conducted a variety of activities to evaluate Minority Issues including the following:

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- Reviewed relevant mission statements, vision statements and strategic plans.
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- Obtained information from a variety of offices such as Institutional Research and Assessment, AA/EEO, and the Athletics Department's Business Office regarding minority issues, hiring, and enrollment.
- Conducted an interview with the University's AA/EEO Compliance Officer for her perspective on any relevant issues. Also obtained and reviewed a listing of mandatory training sessions conducted by this office for the Athletics Department.
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- Toured the athletics facilities.
- Interviewed a focus group of student athletes for their perspectives, concerns and suggestions regarding minority issues.
- Reviewed documents provided by the Athletics Department staff regarding diversity issues, such as documentation of events held, President's Office releases and various items related to diversity and minority issues.

b. Provide data demonstrating the institution's commitment across each of the areas,

The University's Office of Enrollment Management has the following goal for the institution: 'Consistent with the University's educational mission and goals, undergraduate and graduate students enrolling at Auburn will represent a range of diverse backgrounds.' (Enrollment Management Goal #3) No quotas exist with respect to classifications based on race.

Over the three-year time period examined, Auburn University's full-time undergraduate minority student population averaged 10.3 percent. While Auburn University has made great strides in recruiting minority students, it is evident that the Athletics Department has experienced a great deal more success in recruiting and attracting minority student-athletes. Over the three years examined, the percentage of minority student-athletes averaged 28.7 percent while the student-body population averaged 10.3 percent minority. The minority student-athlete population was also examined by gender and compared to the minority undergraduate student-body percentages. The male student-athlete population has averaged a 37.2 percent minority rate, while the student-body averaged 9.9 percent minority. The female student-

Equity and Student-Athlete Welfare

athlete population has averaged 28.7 percent minority rate, while the student-body averaged 10.3 percent minority.

c. Identify areas of deficiency and comment on any trends, and

Auburn University and the Athletics Department have made a strong commitment to recruitment and enrollment of minority students. The Athletics Department has made great strides in recruiting and enrolling minority students. Deficiencies were not identified in this area.

d. Explain how the institution's future plan for minority issues address each of the areas.

Auburn University and the Athletics Department will continue to recruit minority students. The Athletics Department will support all University initiatives relating to diversity. Diversity training programs will continue to be made available to athletics staff and students.

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 each of these program areas,

The subcommittee on Equity and Student Athlete-Welfare was divided equally into three groups of six individuals each to study the three components (Minority, Gender, and Student Athlete Welfare) of this section. A Minority Issues Subcommittee (MIS) was formed from the Equity and Student Welfare Subcommittee. The MIS was composed of a diverse group of University employees including faculty, administrative personnel, and one student athlete. In addition, the MIS reflected diversity with respect to gender and race. The committee consisted of: two African American males, two Caucasian males, one African American female, and one Caucasian female. The MIS conducted a variety of activities to evaluate Minority Issues including the following:

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- Interviewed a focus group of student athletes for their perspectives, concerns and suggestions regarding minority issues.
- Reviewed documents provided by the Athletics Department staff regarding diversity issues, such as documentation of events held, President's Office releases and various items related to diversity and minority issues.

b. Provide data demonstrating the institution's commitment across each of the areas,

The subcommittee reviewed enrollment and student-athlete participation data obtained from the Office of Institutional Research & Assessment for three academic years (2002-03, 2003-04, and 2004-05). Table 1, which summarizes this data by each sport and ethnicity and provides comparative data for the general undergraduate student body population, will be available for review by the visiting team. This three-year's worth of data was then averaged in order to compare Auburn's data with comparable data available from

Equity and Student-Athlete Welfare

the NCAA web-site. For the purpose of this review, the subcommittee defined minorities as non-Caucasian United States citizens. Students not reporting an ethnic-origin are assumed to be non-minorities.

Over the three-year time period examined, Auburn University's full-time undergraduate minority student population averaged 10.3 percent. While Auburn University has made great strides in recruiting minority students, it is evident that the Athletics Department has experienced a great deal more success in recruiting and attracting minority student-athletes. As shown in Table 1, the percentage of minority student-athletes averaged 28.7 percent while the student-body population averaged 10.3 percent minority. The minority student-athlete population was also examined by gender and compared to the minority undergraduate student-body percentages. The male student-athlete population has averaged a 37.2 percent minority rate, while the student-body averaged 9.9 percent minority. The female student-athlete population has averaged 28.7 percent minority rate, while the student-body averaged 10.3 percent minority.

The subcommittee also examined minority participation rates by sport and notes that in ten of the seventeen sports (cross country, indoor and outdoor track are all summarized into the 'Track' grouping), the percentage of minority participation exceeded that of the overall undergraduate student population. These sports include men's baseball (13.3%), basketball (90.6%), football (67.7%), and track (11.3%), and women's basketball (63.8%), track (27.5%), soccer (19.7%), softball (15.2%), tennis (11.1%), and volleyball (17.9%). In two additional sports the minority participation rate is very close to the overall undergraduate student population percentages. These sports are women's gymnastics (9.5%) and equestrian (9.1%). The other four sports, men's golf, men's swimming, men's tennis and women's swimming have not had any minority participation during the last three years. The low participation rate in these sports may be due to a combination of lower than average socio-economic status of minorities in the geographic region and fewer State and regional high schools sponsoring athletics teams in these sports, and not because the Auburn coaches are intentionally not recruiting minorities. These sports, along with men's and women's track historically have attracted the most international student-athletes at the University.

Rather than simply evaluating against ourselves, the subcommittee was interested in how Auburn University student-athlete minority participation by sport compared to national averages. Included in the Athletics Department's mission statement is a goal of winning championships. To accomplish this, the Department must recruit and attract to the University the best student-athletes in the country. This limited population of highly qualified student-athletes is best represented by the population of student-athletes competing in Division I-A athletics nationwide. Therefore, Table 1 also includes comparative data, where available, for all Division I-A student-athletes during 2004. Overall, and by gender, Auburn University's minority student-athlete participation is nearly identical to that of Division I-A as a whole. Men's sports have a 37.2 percent minority participation rate at Auburn compared to a 37.5 percent participation rate in all of Division I-A. Women's sports have an 18.2 percent minority participation rate compared to an 18.5 percent participation rate for all of Division I-A. Overall Auburn Athletics 28.7 percent minority participation rate is just below the Division I-A participation rate of 29.3 percent.

Comparison with national data is hampered by the fact that the NCAA has not historically published participation rates by ethnicity for all individual sports. Many sports: golf, swimming, tennis, equestrian, softball, soccer, gymnastics and volleyball are only reported in an 'Other' category. Nonetheless, we reviewed the individual sports where data existed and compared Auburn's 'Other' sports with their comparable categories. Men's baseball, men's basketball, football, women's basketball and women's 'other' exceeded the national average for minority participation. Men's track, women's track and men's other, trailed the national average for minority participation. The sports trailing the national averages are the sports with the highest rates of non-US citizen participation at Auburn.

c. Identify areas of deficiency and comment on any trends, and

There was no evidence of discrimination in recruitment practices when the percentage of minority student-athletes in each sport was examined. The Auburn University Athletics Department compares favorably in terms of numbers of minority student-athletes recruited at the National level as well.

d. Explain how the institution's future plan for minority issues address each of the areas.

The Athletics Department will continue to monitor both enrollment demographics and efforts to recruit minority student athletes. The Department will continue to recruit the best student-athletes in order to fulfill their mission and vision statements.

Equity and Student-Athlete Welfare

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 each of these program areas,

The subcommittee on Equity and Student Athlete-Welfare was divided equally into three groups of six individuals each to study the three components (Minority, Gender, and Student Athlete Welfare) of this section. A Minority Issues Subcommittee (MIS) was formed from the Equity and Student Welfare Subcommittee. The MIS was composed of a diverse group of University employees including faculty, administrative personnel, and one student athlete. In addition, the MIS reflected diversity with respect to gender and race. The committee consisted of: two African American males, two Caucasian males, one African American female, and one Caucasian female. The MIS conducted a variety of activities to evaluate Minority Issues including the following:

- Met with the entire senior leadership team of the Athletics Department.
- Reviewed relevant mission statements, vision statements and strategic plans.
- Interviewed the Athletics Director.
- Obtained information from Enrollment Services regarding institutional plans for the recruitment of minorities.
- Obtained information from a variety of offices such as Institutional Research and Assessment, AA/EEO, and the Athletics Department's Business Office regarding minority issues, hiring, and enrollment.
- Conducted an interview with the University's AA/EEO Compliance Officer for her perspective on any relevant issues. Also obtained and reviewed a listing of mandatory training sessions conducted by this office for the Athletics Department.
- Conducted an interview with the Associate Provost for Diversity who leads the Office of Multicultural Affairs. Also discussed diversity initiatives with other campus personnel who have had involvement in planning these initiatives.
- Toured the athletics facilities.
- Interviewed a focus group of student athletes for their perspectives, concerns and suggestions regarding minority issues.
- Reviewed documents provided by the Athletics Department staff regarding diversity issues, such as documentation of events held, President's Office releases and various items related to diversity and minority issues.

b. Provide data demonstrating the institution's commitment across each of the areas,

The Student-Athlete Advisory Committee (SAAC) exists to promote communication between the athletics administration and the student-athletes. Auburn's SAAC is comprised of two representatives from each athletics team. These two representatives serve as the liaison between their team and the committee. While no specific racial goals are maintained for the SAAC, the past three years shows diversity within the committee. The composition of SAAC for the past three years are below:

2002-03 - Total of 40 on the Committee

18 White Females

8 White Males

3 Black Females

4 Black Males

1 Non Resident Alien (International) Female

4 Non Resident Alien (International) Males

2 Hispanic Females

2003-04 - Total of 42 on the Committee

19 White Females

9 White Males

3 Black Females

5 Black Males

Equity and Student-Athlete Welfare

5 Non Resident Alien (International) Females
1 Hispanic Female

2004-05 - Total of 43 on the Committee
17 White Females
14 White Males
3 Black Females
4 Black Males
4 Non-Resident Alien (International) Females
1 Non-Resident Alien (International) Male

The primary function of the committee is to give student-athletes an official voice in making recommendations on issues affecting their daily lives and welfare. Some items considered in the past have included yearly awards, hours for the computer lab, and Sewell Dining Hall Services. The SAAC also participates in community service activities such as volunteering at local schools and medical facilities, food and clothing drives.

In addition to the SAAC, the University's Black Student Union recently revised their bylaws to include a student-athlete as a participating member of the BSU and part of their Advisory Board. Other opportunities for leadership are provided through the Women and Minorities in Sports Internship Program and as counselors within the National Youth Sports Program.

Auburn student-athletes have participated in both the NCAA Leadership Conference and the Division I Regional Leadership Conference. The annual NCAA Leadership Conference provides NCAA student-athletes with a forum to openly discuss issues that may affect them on their campuses and in their communities, while also providing them with the opportunity to enhance their leadership, communication, decision-making and problem-solving skills. The NCAA Leadership Conference also promotes better communication among student-athletes, coaches, administrators, faculty and communities. The five-day leadership conference consists of daily exercises and activities to help the student-athletes develop as individuals and as contributing members to a group. This conference takes place annually in Lake Buena Vista, Florida and is provided at no cost to institutions participating in the NCAA CHAMPS/Life Skills Program. Since the last certification cycle, the Auburn University Athletics Department has nominated 4 student-athletes with diverse backgrounds each year to participate in this conference. From the lists of nominees, the NCAA has selected one student to represent the University each year. Two African-American male student-athletes have represented Auburn University at this conference in the past 5 years.

As part of the Division I Regional Leadership Conference, the Midwest region hosted the second pilot regional leadership conference in October 2005. The Northeast region will host the next pilot conference in October 2006. Attendees participate in numerous educational sessions which impact the development and growth of the student-athlete. Last year Auburn University was represented by one African-American female and one white male student-athlete at this conference.

As part of our review we conducted a facilitated discussion of minority issues with a group of student-athletes. Overall, the students all expressed that they felt they were treated fairly and with dignity and respect. Several student-athletes noted that they had observed improvements in this area during their time at Auburn. All student-athletes reported that their coaches treated all student-athletes equally. One African American male athlete spoke of some 'culture shock' in transitioning from an all African American high school to Auburn University. This student-athlete suggested a mentoring program as a good way to deal with the transition. He did note that he felt he was treated fairly at Auburn. One international student-athlete also noted some difficulty in making the transition to the American culture and suggested some similar assistance.

c. Identify areas of deficiency and comment on any trends, and

While significant deficiencies in this area were not identified, the student-athlete's comments regarding adjusting to the University culture are important. It does appear the infrastructure is in place to handle these concerns through the SASS. See the Plan for Improvement, 3.2.9 number 8, for information on how this issue will be addressed.

d. Explain how the institution's future plan for minority issues address each of the areas.

Equity and Student-Athlete Welfare

Student-athletes with diverse backgrounds will continue to be encouraged to participate in SAAC. The SAAC will continue to provide a voice in the decision-making process. The Senior Leadership team will annually review the composition of SAAC and remind coaches of the need for diverse representation on SAAC.

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 each of these program areas,

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- Toured the athletics facilities.
- Interviewed a focus group of student athletes for their perspectives, concerns and suggestions regarding minority issues.
- Reviewed documents provided by the Athletics Department staff regarding diversity issues, such as documentation of events held, President's Office releases, and various items related to diversity and minority issues.

b. Provide data demonstrating the institution's commitment across each of the areas,

The Athletics Department continues efforts to diversify its staff by following principles, guidelines, policies and procedures outlined in the University's Policies and Procedures Manual. They are:

Auburn University recognizes its moral and legal obligation to provide a work environment in which employment opportunities are open to all qualified individuals without discrimination on the basis of race, color, sex, age, religion, national origin, disability, or veteran status. The University affirms its commitment to this principle and to an affirmative action program which not only establishes the goal of achieving equal opportunity in employment, but which also detects and eliminates any elements of discrimination in employment which may be found to exist within the institution. The University also commits itself to maintaining on a nondiscriminatory basis the conditions for continuing employment and for individual advancement within the job structure of the University.

Auburn University is committed to the following principles:

- Recruiting, hiring, training, retaining, and promoting individuals, in all job classifications, without regard to race, color, religion, sex, age, national origin, disability, or veteran status, except where sex, age, national origin, or disability are bona fide occupational qualifications;
- Making employment decisions so as to further the principle of equal employment opportunity;

Equity and Student-Athlete Welfare

- Insuring that promotion decisions are in accordance with principles of equal employment opportunity by imposing only job related requirements for promotional opportunities;
- Ensuring that all personnel actions, such as compensation, benefits, transfers and leave policies, are administered without regard to race, color, religion, sex, age, national origin, disability, or disabled veteran/Vietnam era veteran status.
- Ensuring that harassment of employees by other employees or non-employees in connection with work-related matters is not tolerated. This refers to any form of harassment related to an employee's race, color, sex, religion, national origin, age, disability, or veteran status.

The Executive Director of Affirmative Action/Equal Employment Opportunity at Auburn University is responsible for supervision of the University's equal opportunity program and for monitoring its effectiveness.

To ensure employment opportunities for minorities, the Auburn Athletics Department follows all University affirmative action/equal opportunity procedures. The Department works with the University Office of Human Resources to ensure the department is adhering to proper University procedures. The Athletics Department advertises positions on the NCAA web site, Black Issues in Higher Education, the Urban Leagues of Columbus, Ga. and Birmingham, Ala., WomensSportsJobs.com, the Tuskegee News, Montgomery Advertiser, the Opelika-Auburn News, the Birmingham News and the Columbus Ledger-Enquirer. All job advertisements are posted on the Athletics web site and on the Auburn University Employment website and have the following verbiage: Auburn University is an Affirmative Action/Equal Opportunity Employer. The State Employment Service also lists the positions that are on the Human Resources website.

Between 2003-05, the Auburn Athletics Department posted 75 positions for which 854 minority candidates applied.

Currently, 17 percent of the employees of the Athletics Department are minorities. In addition, women and minorities account for 43 percent of the Athletics Department's non-clerical staff. The composition of the entire Athletics Staff for the past three years is included below (includes all full time, part-time, interns, graduate assistants, etc. on the administrative staff and the coaching staff):

2002-03 - Total staff 176

51 White Females = 29%
 99 White Males = 56%
 10 Black Females = 6%
 16 Black Males = 9%

Women and Minorities made up 44% of the total Athletics Department staff.

2003-04 - Total staff 200

66 White Females = 33%
 108 White Males = 54%
 6 Black Females = 3%
 20 Black Males = 10%

Women and Minorities made up 46% of the total Athletics Department staff.

2004-05 - Total staff 198

69 White Females = 35%
 103 White Males = 52%
 8 Black Females = 4%
 17 Black Males = 9%
 1 Hispanic Female

Women and Minorities make up 48% of the total Athletics Department staff.

Under new leadership in 2005, the Athletics Department was restructured and a Senior Staff was created. Of Auburn's eight upper level administrators, two are African-American men and two are women, representing 50% of the upper level administration. For the first time ever, an African-American was named as a Senior Associate Athletics Director, which is the highest position in the department hierarchy under the Athletics Director. Two positions held by minorities were eliminated.

Equity and Student-Athlete Welfare

Auburn anticipated the need for more diversity within athletics administrations nationally and instituted a minority internship program in 1994 which has aided many former interns in receiving administrative positions in athletics departments across the nation. More than 20 people have earned Master's Degrees while gaining valuable experience in the work place.

c. Identify areas of deficiency and comment on any trends, and

The Athletics Department has made an effort to diversify its staff and follows the principles, guidelines, policies and procedures outlined in the University's Policies and Procedures Manual. Deficiencies were not noted in this area.

d. Explain how the institution's future plan for minority issues address each of the areas.

The Athletics Department has made great strides in this area. However, we do recommend that a periodic formal evaluation occur with respect to hiring as recommended in 3.2.8 Program Area 2 d (Evaluation - future plan) and in the Plan for Improvement, 3.2.9 number 2 (Evaluation) and number 3 (Organization and Structure).

One factor which has contributed to this success is the number of women and minorities enrolled in the Sports Internship Program. It is recommend that the Athletics Department continue this program to provide additional opportunities for minorities. This program has provided significant benefits to both Auburn University and other NCAA members through the experiences and education gained by the participants.

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 each of these program areas,

The subcommittee on Equity and Student Athlete-Welfare was divided equally into three groups of six individuals each to study the three components (Minority, Gender, and Student Athlete Welfare) of this section. A Minority Issues Subcommittee (MIS) was formed from the Equity and Student Welfare Subcommittee. The MIS was composed of a diverse group of University employees including faculty, administrative personnel, and one student athlete. In addition, the MIS reflected diversity with respect to gender and race. The committee consisted of: two African American males, two Caucasian males, one African American female, and one Caucasian female. The MIS conducted a variety of activities to evaluate Minority Issues including the following:

- Met with the entire senior leadership team of the Athletics Department.
- Reviewed relevant mission statements, vision statements and strategic plans.
- Interviewed the Athletics Director.
- Obtained information from Enrollment Services regarding institutional plans for the recruitment of minorities.
- Obtained information from a variety of offices such as Institutional Research and Assessment, AA/EEO, and the Athletics Department's Business Office regarding minority issues, hiring, and enrollment.
- Conducted an interview with the University's AA/EEO Compliance Officer for her perspective on any relevant issues. Also obtained and reviewed a listing of mandatory training sessions conducted by this office for the Athletics Department.
- Conducted an interview with the Associate Provost for Diversity who leads the Office of Multicultural Affairs. Also discussed diversity initiatives with other campus personnel who have had involvement in planning these initiatives.
- Toured the athletics facilities.
- Interviewed a focus group of student athletes for their perspectives, concerns and suggestions regarding minority issues.
- Reviewed documents provided by the Athletics Department staff regarding diversity issues, such as documentation of events held, President's Office releases and various items related to diversity and minority issues.

b. Provide data demonstrating the institution's commitment across each of the areas,

Equity and Student-Athlete Welfare

The Student Support Services (SASS) department within Athletics offers a vibrant CHAMPS/Life Skills program open to all student-athletes. This program provides education and services in four areas: Academic Enhancement, Personal Development, Career Development, and Service/Outreach. Events offered in the past three years have included the following:

- a. Speaker Don McPherson on gender violence (Oct. 2002)
- b. Financial responsibility with Alan Taylor (2002)
- c. Choosing A Major (2002)
- d. Race Issues in Intercollegiate Athletics (2003)
- e. Academic Tools for Success (Every Semester)
- f. Graduating Soon, Want a Job? (2003)
- g. Stress Management (Every Semester)
- h. Career Symposium (Every Spring)
- i. Eligibility- What Do I Do Now that it is Up? (Every Spring)
- j. Drug Education Seminar (Every Semester)
- k. Test Taking Strategies (Every Semester)
- l. Dr. Richard Lapchick; Diversity and Issues in Athletics (2003)
- m. Healthy Relationships (2004, 2005)
- n. Financial Aid (Every Spring)
- o. Introduction to College Cooking (2004)
- p. Lunch and Learns (Introduced in fall, 2004 and done monthly on various topics)
- q. Got Budget? (Every Semester starting 2005)
- r. Realty Woes (2005)
- s. Sexual Assault and Safety (2005)
- t. Road Tripping (2005)
- u. Post-Season Academic Strategies for Students on Academic Warning (2005)
- v. Extreme Career Makeover (2005)
- w. Gambling- Michael Francese (2005)

Athletics also works in partnership with the Center for Diversity and Race Relations to assist incoming student-athletes through a Bridge Program. In conjunction with the office of Multicultural Affairs, Athletics helped to promote the Henry Harris Basketball Tournament. Mr. Harris was the first African-American basketball player at Auburn. During the course of the tournament opportunities were provided to participants to meet with representatives of the University's admissions and financial aid offices. The Athletics Department also sponsored the National Youth Sports Program (for each year of this study) in which participants are primarily minority students. The Athletics Department hired incoming African American athletes to serve as counselors in this program. Other offerings have included a football team trip to Birmingham to visit the Martin Luther King Museum and other historic sites of the Civil Rights Movement. Each year the Athletics Department co-sponsors an orientation session for international students along with the Office of International Education.

In addition to the efforts to provide activities for minority students by the Athletics Department, the University's Office of Multicultural Affairs regularly sponsors events of interests available to the entire campus community. These events are also open to all student-athletes and departmental staff. For example, numerous events are held each February as part of the University's observance of Black History Month.

c. Identify areas of deficiency and comment on any trends, and

The Athletics Department has established programs and activities that address the needs and issues affecting minority student-athletes. While significant deficiencies in this area were not noted, the student-athlete's comments regarding adjusting to the University culture are important. It does appear the infrastructure is in place to handle these concerns through the SASS. See the Plan for Improvement, 3.2.9 number 8, for information on how this issue will be addressed.

d. Explain how the institution's future plan for minority issues address each of the areas.

The Athletics Department should continue to evaluate the programs and activities offered as part of the formal evaluation of minority issues. We recommend the SASS develop a plan to assist those student-athletes who may have difficulty adjusting to the University culture (i.e. transitioning from a predominately African American high school or foreign high school) and ensure that close counsel is provided to them. In

Equity and Student-Athlete Welfare

addition, we suggest the Athletics Department examine the feasibility of developing a formal mentoring program for student-athletes in this situation.

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.

Please see the attached 'Plan fo Improvement' for Section 3.2 contained within this document.

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 subcommittee charged with evaluating the section on Equity and Student-Athlete Welfare consisted of 18 individuals (5 faculty members, 8 Athletics Department staff members, including administrators, coaches, and counselors), 1 Auburn University Administrative and Professional (A&P) member, the Chair of the Auburn University Staff Council, the Auburn University Dean of Students, and 2 Auburn University student-athletes. The individuals from this subcommittee that evaluated the minority issues section consisted of 2 faculty members, 2 Athletics Department administrators, 1 A&P member, and 1 student-athlete.

The minority issues report prepared by this group was reviewed and approved by the Steering Committee, the Committee on Intercollegiate Athletics, and the Interim-President of Auburn University. Additional presentations were made to the Auburn University Board of Trustees, the Provost's Council (Deans of all Colleges and Schools), the Auburn University Senate, the Auburn University Administrative and Professional Assembly, the Auburn University Staff Council, and the Auburn University Black Caucus.

The Chair of the NCAA Certification Steering Committee made brief presentations to the groups listed after approval and review by the Steering committee. These meetings were held in late March and early April of 2006.

The purpose of these presentations was to make all stakeholder groups within Auburn University fully aware of the NCAA Certification process. In doing so, it was emphasized that the process includes an educational component, an opportunity to identify areas of strength within the Auburn University athletics program, and an opportunity to identify areas of improvement within the Auburn University athletics program. The presentation concluded with encouragement for everyone to review the draft report related to the NCAA Certification process and provide feedback to the Steering Committee.

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**

Equity and Student-Athlete Welfare

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**
5. Has the institution developed a plan that includes measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables? **Currently Yes**

Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	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	Auburn University and the Athletics Department have written statements indicating their commitment to diversity and to the principles of minority issues. Examples include the Department and University's Mission and Vision Statements as well as the Department's Values Statement. Issues were not identified.	To continue the Department's commitment to diversity by incorporating diversity concepts in written statements. These concepts will continue to be included in published materials, staff development workshops and student-athlete orientations.	Continuous monitoring and periodic revision to statements where necessary and assurance that new statements incorporate diversity concepts where advisable and are regularly disseminated to the coaches, staff and students.	The Athletics Director, Senior Associate Athletics Director for Student Services, and Senior Woman Administrator.	Continuous annual monitoring.
Evaluation	The Athletics Department does not currently have a formal mechanism for evaluation of consistency with goals and objectives set forth in the institution's and athletics department's written commitments to diversity.	Evaluate regularly the minority principles and report the progress to the Senior Leadership Team and also communicate the findings to the President through the Committee on Intercollegiate Athletics, the Office of Multicultural Affairs, and other relevant campus departments.	Centralize the services being implemented related to minority issues. A member of the Senior Leadership Team should be charged with the task of developing an evaluation instrument to be used annually in the evaluation of minority issues and principles.	The Senior Associate Athletics Director for Student Services will head a committee representing coaches, student-athletes, the Life Skills Coordinator and the Committee on Intercollegiate Athletics.	Beginning in 2006 this committee will address areas related to minority issues biannually and an evaluation will be reported to senior leadership annually.

Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Organization and Structure - Policies, and/or organization, and/or activities of the athletics program and its activities to help enhance diversity.	No specific member of the Senior Leadership Team is charged with oversight of diversity.	Identification of a senior staff member and appropriate representatives through committee assignments to address diversity issues and evaluate the effectiveness of the program and make necessary recommendations to the Athletics Director.	Assign the responsibility of evaluating the Athletics Department's progress on diversity issues to the Senior Associate Athletics Director for Student Services and related committee. This individual will work with the committee regularly to address minority issues. Reports will be given on an ongoing basis to the Senior Leadership Team of the Athletics Department, Faculty Athletics Representative and the Committee on Intercollegiate Athletics.	Athletics Director, Senior Associate Athletics Director for Student Services and committee representing coaches, student-athletes, the Life Skills Coordinator and the Committee on Intercollegiate Athletics.	In 2006 the Senior Associate Athletics Director for Student Services will be charged with the responsibility of overseeing minority issues. Area components will be reviewed annually.
Enrollment	Auburn University and the Athletics Department have made a strong commitment to recruitment and enrollment of minority students. The Athletics Department has made great strides in recruiting and enrolling minority students. No issues were identified with respect to enrollment.	Continue to have enrollment demographics that reflect diversity. Support all University initiatives related to diversity. Continue to make diversity training programs available to athletic staff and students.	Senior administrative manager charged with diversity issues should include an evaluation of enrollment in their periodic evaluations.	Athletics Director and Senior Associate Athletics Director for Student Services.	Annually

Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
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.	There was no evidence of discrimination in recruitment practices when the student population was compared to the percentage of minority student-athletes in each sport. The Auburn University Athletics Department compares favorably in terms of numbers of minority student-athletes recruited at the National level as well. No issues were noted in this area.	To conduct an analysis of race and ethnicity by sport and include in the annual formal evaluation of diversity related issues and initiatives. Monitor efforts to recruit minority student-athletes.	Assign this task to the Senior Associate Athletics Director for Student Services and related committee. Communicate the results to the Senior Leadership Team, the Committee on Intercollegiate Athletics, the Office of Multicultural Affairs, and other relevant campus departments.	Athletics Director and Senior Associate Athletics Director for Student Services.	Acquisition and analysis of data regarding student-athlete populations will be performed annually beginning in the fall of 2006.
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.	Ensure the continued participation of a diverse group of student-athletes in governance and decision making processes.	To review and evaluate the constitution and by-laws of the SAAC to ensure equitable minority participation.	Revise the by-laws of the SAAC to allow for At-Large representation of minorities if underrepresented. Periodically remind coaches of the need for diverse representation from their respective teams. Continually monitor the minority participation on the SAAC.	Senior Associate Athletics Director for Student Services and related committee, coaches.	The constitution and by-laws of the SAAC are being revised in the Spring of 2006. Revisions will be implemented by fall 2006 and monitored to ensure effectiveness in 2008 and 2010.

Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Employment Opportunities	The Athletics Department continues efforts to diversify its staff by following principles, guidelines, policies and procedures outlined in the University's Policies and Procedures Manual. Issues were not identified.	To continue to advertise, recruit, hire, and promote individuals in such a way as to open opportunities to all qualified individuals without discrimination.	Continue to utilize strategies for ensuring a diverse pool of applicants for employment opportunities. Include hiring policies and procedures in the formal evaluation of minority related issues and initiatives.	Athletics Director	Summer of 2006 and continuing annually.
Programs and Activities	The Athletics Department has established programs and activities that address the needs and issues affecting minority student-athletes. No significant deficiencies were noted in this area; however, an area of improvement regarding mentoring student-athletes who may have difficulty transitioning to the University culture is recommended.	Development of a mentoring program for student-athletes who may have difficulty adjusting to the University culture (specifically, those who are from predominately African American high schools or foreign high schools). Encourage student-athletes to participate in campus-wide programs that support and promote cultural diversity.	Assign the Senior Associate Athletics Director for Student Services the task of evaluating programs and developing a mentoring program for Auburn University student-athletes within the structure of Student-Athlete Support Services, specifically coordinated within the Life Skills program.	Senior Associate Athletics Director Student Services and Life Skills Coordinator.	Research and program design to begin in 2006 with implementation taking place in the fall of 2007.

Equity and Student-Athlete Welfare

Operating Principle

3.3 Student-Athlete Welfare

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 Welfare). 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 Committee on Athletics Certification in its first-cycle certification decision related to gender (included in the section titled, 'Commitment to Equity') at Auburn University.

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 Welfare). 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.

a. The original Auburn University Student-Athlete Welfare plan - At the time of the first-cycle certification process, report submitted on August 1, 1997, there was not a separate plan for Student-Athlete Welfare. The Interim Report, submitted in June of 2002 did have a distinct report addressing Student-Athlete Welfare.

b. and c. The actions, and dates of the actions, taken by Auburn University - Auburn University submitted an Interim report in June of 2002. This report, titled, 'Equity, Welfare and Sportsmanship' will be available for review by the visiting team. The portion addressing Student Athlete Welfare is included below:

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 in the student-athlete welfare area. Also, describe any additional plans for improvement / recommendations developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification. Specifically include: (a) the original plan, (b) the action(s) taken by the institution, (c) the date(s) of the action(s), (d) actions not taken or not completed, and (e) explanations for partial completion.

In the first cycle certification process, the original plan for improvement was to fully implement the NCAA CHAMPS/Life Skills Program, with particular follow-up evaluation of women and minority participants. In the spring of 2000, the NCAA CHAMPS/Life Skills program was fully implemented. A new coordinator for the program was named in the fall of 1999. She is an African-American female counselor in the Academic Support Services office. In 1999-00, the academic and career component was implemented. In 2000-01, the service and personal development component was implemented. Various topics of interest to the student-athletes are addressed. These issues are presented through seminars, motivational speakers, campus programs and activities, community service, and assessment and evaluation. A budget line item of \$25,000 was identified for the program in 2000-01 and an additional \$9,500 in 2001-02. Three staff members of the Support Service Office have attended the NCAA CHAMPS/Life Skills workshops in June of 1999, 2000, 2001.

In the first cycle review, sportsmanship and ethical conduct was not a separate operating principle in the review process. However, the Auburn Athletics Department has had a long standing commitment to sportsmanship and ethical conduct. In March of 2002, a committee of administrators, coaches and student-athletes was formed to

Equity and Student-Athlete Welfare

address the new sportsmanship and ethical conduct operational principle (4.4) and has developed a plan for the Auburn Athletics Department. (See Sportsmanship in the Interim report, Attachment V-F).

The total health and welfare of all Auburn Student-Athletes is a primary concern of the Athletics Department. The Sports Medicine Department is responsible for handling all medical needs. The staff consists of a dedicated team physician, who is a Board Certified Family Practice physician and Sports Medicine Fellow. Also, two Sports Medicine Orthopedic Medical Specialists, based in Birmingham, handle the surgical orthopedic needs. There are six full time licensed athletic trainers, eleven graduate assistants who are licensed athletic trainers, on staff for two years, and 15-20 undergraduate student trainers, who are in training for the profession and are preparing to take the national board exams as athletic trainers. Also, the Optimal Performance and Support Services Team (OPS) was created by the Director of Sports Medicine to meet the total medical needs of the student-athletes. This team consists of the Director of Sports Medicine, the Team Physician, a Sports Psychologist, a Clinical Psychologist, a Nutritionist, and a Counselor. The Sports Medicine Program is affiliated with other health related organizations: HealthSouth Medical Center in Birmingham, HealthSouth Rehabilitation Corporation, East Alabama Medical Center in Opelika, East Alabama Campus Health on campus, and Clinical Psychologist in Auburn. This department is responsible for the daily medical needs of the student-athletes, providing event medical coverage, pre and post practice evaluations and treatments, assessment of injuries, development and administration of rehabilitation protocols, coordination of the computerized injury surveillance system, drug testing, CPR and First Aid training to staff; maintenance of the web page; educating athletes on drugs and nutritional supplements, handling insurance needs, and all other areas dealing with student-athlete medical needs.

The Associate Athletics Director for Student Services has developed a comprehensive assessment process which includes the exit survey. A revised exit survey was administered in the spring of 2000 and in the spring of 2001. The newly revised long form of the survey was given to 34 student-athletes who have completed their eligibility. Findings from these surveys are being reviewed at this time for recommendations for program improvements. This survey will be administered to student-athletes who decide to leave the program, transfer to another school, become a professional athlete, quit the team, or tire of competing.

In 2001, the equity subcommittee of the Committee on Intercollegiate Athletics added 'Student-Athlete Welfare and Sportsmanship' to the title of the subcommittee and expanded the responsibilities of that committee to include same.

Attach the following for the three most recent years for which the information is available. Identify any trends or areas of concern, which may have surfaced since the preparation of the self-study report, and comment on those trends, as appropriate. Further, identify any institutional actions that have already been taken, or are anticipated, on the basis of any trends or areas of concern identified:

The Equity Committee did not find any trends or areas of concern other than those addressed in the body of this report.

A. Equity in Athletics Disclosure Act survey form and worksheets. (The EADA surveys for 1998-1999, 1999-2000, and 2000-2001 are included in the Interim report, Attachment V-G)

B. Racial or ethnic composition of student-athletes and selected institutional personnel. This item should include completion of Parts A, B, and C of Equity, Welfare and Sportsmanship Attachment #1 of the current year's Self-Study Instrument. (These items are included in the Interim report, Attachment V-H).

Operating Principles

Equity, Welfare and Sportsmanship

4.1. Gender Issues

It was determined by the Interim-Report Committee that Auburn University is progressing satisfactorily toward the next full-cycle NCAA program certification review.

4.2. Minority Issues

It was determined by the Interim-Report Committee that Auburn University is progressing satisfactorily toward the next full-cycle NCAA program certification review.

4.3. Student-Athlete Welfare

It was determined by the Interim-Report Committee that Auburn University is progressing satisfactorily toward the next full-cycle NCAA program certification review.

Equity and Student-Athlete Welfare

4.4 Sportsmanship and Ethical Conduct

It was determined by the Interim-Report Committee that Auburn University is progressing satisfactorily toward the next full-cycle NCAA program certification review.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 3.3 (Student-Athlete Welfare) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

Since the 2002 interim report, several improvements have been made to athletic facilities, many of which either directly or indirectly affect student-athlete welfare. Details of these improvements can be found in section 3.1.3 and 3.1.6. A summary of Athletic facility improvements is below:

- James E Martin Aquatics Center - A new team room was added in 2004.
- Jane B. Moore Field at the Auburn Softball facility - the project was completed in 2002 and included the field, team dugouts, bull pens and batting cages, lights, and indoor practice area.
- Soccer complex - The field was upgraded with a new drainage system in 2002. Team benches and dugouts with restrooms were added in 2003. A new scoreboard was added in 2005. New lights were added during this time frame as well.
- A new track opened for competition in 2006 and features Beynon Sports Surface's BSS 2000 track surface with jumping and throwing areas, field lighting and storage facilities.
- Several improvements have been made to the Student Activities Center where the women's volleyball team practices and plays. A new floor was added in 2002 and a new scoreboard was added in 2004.
- The Strength and Rehabilitation Center was opened in 2004 which includes a new weight room, rehabilitation area and doctor's offices.
- Locker rooms and an interview room were added to Jordan-Hare stadium in 2000. A reception room where the Tiger Walk ends was completed in 2001. 1,388 seats were added to Jordan-Hare stadium in 2004. An artificial practice field made of Sprinturf was added prior to the 2004 season. The concourses of Jordan-Hare Stadium are currently being renovated.
- The John H. Watson Fieldhouse, which houses a 40-yard artificial turf field, was completed in 1999.
- The Charlotte G. Lowder Student-Athlete Development Center opened in late 2004. The facility houses a computer laboratory with 25 desktop computers, 35 lap-top computers, 40 4-person study/tutor rooms, 6 8-person study/tutor rooms, a large study table area, a large study lounge area, two large classrooms equipped with audio-visual devices, a book depository, and a snack area. Counselor and support staff offices are also located in the building. The entire facility is equipped with wireless capabilities and Ethernet connections are available throughout the facility for students whose lap-tops are not wireless ready. The building is equipped with an electronic card swipe check-in system for use in monitoring study table hours.

The Athletics Department received the Program of Merit Award in 2003 and the Program of Excellence Award in 2004 as a result of achievements in the CHAMPS/Life Skills program. In addition, since the last certification cycle, the Life Skills program became a curriculum-based program. CHAMPS/Life Skills Calendars of Events and seminar listings as well as the number of student-athletes who attended for Fall 2004 and Spring and Fall 2005, will be available for review by the visiting team. Examples of programs affecting student-athlete welfare offered to student-athletes by the CHAMPS/Life Skills program include:

- Financial Responsibility with Alan Taylor (2002)
- Choosing A Major (2002)
- Academic Tools for Success (Every Semester)
- Graduating Soon, Want a Job? (2003)
- Stress Management (Every Semester)
- Career Symposium (Every Spring)
- Eligibility- What Do I Do Now that it is Up? (Every Spring)
- Drug Education Seminar (Every Semester)
- Test Taking Strategies (Every Semester)
- Healthy Relationships (2004, 2005)
- Financial Aid (Every Spring)
- Introduction to College Cooking (2004)
- Lunch and Learns (Introduced in fall, 2004 and done monthly on various topics)
- Got Budget? (Every Semester starting 2005)
- Realty Woes (2005)
- Sexual Assault and Safety (2005)

Equity and Student-Athlete Welfare

Road Tripping (2005)

Post-Season Academic Strategies for Students on Academic Warning (2005)

Extreme Career Makeover (2005)

Gambling- Michael Francese (2005)

Examples of additional programs that have been added or enhanced that affect student-athlete welfare include:

A virtual tutoring program which will use existing computer capability along with new technology to allow student-athletes access to tutoring sessions while traveling is anticipated. This program, developed by the Senior Associate Athletics Director for Student Support and Assistant to the Provost, is expected to be on-line by Fall of 2006.

The Athletics Department purchased 35 lap-top computers for use by student-athletes when traveling to competitions.

An effort is made to have exit interviews conducted in person with all student-athletes who have either completed their eligibility or who have left the program prior to completing their eligibility by Sports Administrators in addition to the computer-based model for exit interviews.

Sports Medicine publishes a coaches' monthly newsletter on alcohol/drug awareness. The December, January, and February (2005-2006) alcohol/drug awareness fact sheets will be available for review by the visiting team. A Drug/Alcohol Seminar is given each semester. A Sports Medicine representative addresses each team individually and does an assessment with each athlete in the fall and in the spring.

The Athletics Department implemented mandatory drug education seminars and mandatory sexual harassment seminars. The drug education seminar and a review of the drug policy are conducted by the Director of Sports Medicine during the initial Eligibility Meetings where the Compliance Director meets with student-athletes to fill out certification paper work. The sexual harassment seminars are conducted as needed for all new employees by a representative of AA/EEO.

Agent Day was refined in 2005. Agent Day provides an opportunity for parents and student-athletes to participate in interview sessions with prospective agents.

The Mentoring Violence Prevention (MVP) program was instituted in Spring, 2006 as part of a program offered through the Southeastern conference. The MVP program was created for the SEC in a partnership with the Center for Study of Sport in Society and was intended to position the SEC as a leader in collegiate athletics by providing its student-athletes with critical thinking skills concerning violence prevention. MVP Training Program Goals include: 1) raise awareness of participants about the level of verbal, emotional, physical and sexual abuse in our culture, and, 2) challenge thinking by countering mainstream messages about gender, sex, and violence.

The Life Skills program added an Athletes in Society course to the Counselor Education 2970 Special Topics in College Student Development series to increase student-athlete involvement in community service. The Life Skills for Student-Athletes course, a part of the Counselor Education 2970 series, was modified from a 2 credit hour course to a 3 credit hour course with an increased emphasis on success strategies.

Student-Athlete Support Services developed and implemented an extended orientation program for student athletes. SASS began the Extended Camp War Eagle (CWE) session for student-athletes in Summer, 2005. This orientation is held for two days prior to the regular session and includes topics such as stress management, time management, campus safety, study skills, NCAA and SEC rules, team building exercises, Drug Testing Policy information and Drug and Alcohol awareness.

Other non-mandatory student-athlete functions include:

SAAC meetings and events.

Student Services Seminars.

Holiday Luncheon.

Life Skills Seminars.

Graduation Receptions.

Top Tiger Banquet for student-athletes who lettered and achieved a GPA of 3.0 or better.

Personnel additions that affect student-athlete welfare include:

A new Associate Director for Student-Athlete Support Services was appointed in September 1998. The total number of counselors is now 8 including the Associate Athletics Director. The counselor to student-athlete ratio in February 2005 was 1 to 65 (8 counselors to 520 student-athletes) compared to a 1 to 98 ratio reported in 1997. Every counselor has a graduate-level student office assistant. The majority of these students are pursuing a graduate degree in a counseling-related field.

Equity and Student-Athlete Welfare

A Learning Specialist position was added in 2003 to aid with academic success for at-risk students and the assessment of incoming students. This position was developed in conjunction with the Office of the Program for Students with Disabilities. The Learning Specialist developed the Promoting Academic Winners (PAWS) Program and began using assessment tools to aid in identifying potential learning-issue related problems in freshman and transfer student-athletes.

Student-Athlete Support Services developed a collaborative relationship with the Biggio Center for Teaching and Learning establishing the Center as the primary source of training for the Tutor Coordinator and Supplemental Instructors.

A Compliance Intern position was created with the charge of working with the Office of International Education on U.S. Government, Auburn University, and NCAA rules and regulations impacting international student-athletes.

A Community Service coordinator was hired in 2005 to help manage student-athlete community service appearances.

One full-time physical therapist and three full-time athletic trainers were added to the Sports Medicine staff in 2005, increasing the total staff to ten.

4. Explain how the institution is organized to further its efforts related to the student-athlete welfare operating principle and provide evidence that matters concerning student-athlete welfare are monitored, evaluated and addressed on a continuing basis.

The Auburn University Department of Intercollegiate Athletics Organization chart will be available for review by the visiting team. Four Sports Administrators are charged with overseeing the athletic teams; the division of responsibilities is included below:

- Assistant Athletics Director for Compliance - Men's Golf, Men's Tennis.
- Senior Associate Athletics Director - Football, Men's Basketball, Baseball, Track and Field.
- Senior Woman Administrator - Women's Basketball, Soccer, Equestrian, Women's Golf, Women's Tennis.
- Associate Athletics Director for Women's Olympic Sports - Women's Basketball, Volleyball, Gymnastics, Men's and Women's Swimming and Diving, Softball.

The Sports Administrators meet every two weeks to discuss various issues as they relate to student-athlete welfare.

The Student Athlete Support Services (SASS) Organization - Consists of professionals who provide direction for student-athletes via academic counseling in conjunction with advisors from the respective Dean's offices at Auburn University. Academic support services such as tutoring and supervised study hall are also provided, as well as career planning, monitoring of eligibility status, financial aid assistance, and a host of other guidance and advisory services. Each student-athlete is assigned to a Student-Athlete Support Services Counselor for their entire tenure of study at AU. The SASS Counselors also help familiarize student-athletes with Auburn University, Southeastern Conference, and NCAA policies and procedures. The SASS Eligibility Coordinator is charged with keeping records of progress toward graduation, as well as keeping abreast of SEC, NCAA, and Auburn University criteria for academic eligibility.

The Mission of the Office of Student-Athlete Support Services of the Auburn University Athletics Department - To promote, assist, and provide counsel to all student-athletes, whether scholarship or walk-on, in the areas of academics, eligibility, admissions, financial aid, career counseling, and substance abuse. Its primary, constant goal is to develop graduates from Auburn University who have contributed in the arenas of athletic competition during their tenures of education, who are articulate, confident, poised, positive, cooperative, and mature decision-makers, and who are outstanding examples of Auburn University's commitment to the development of the whole individual.

The SASS professionals meet weekly to discuss various issues that ultimately affect student-athlete welfare.

The Sports Medicine Program - The Auburn University Sports Medicine Program is comprised of ten full time Staff-Certified Athletic Trainers, one on-campus Team Physician, and ten Graduate Assistant-Certified Athletic Trainers and one Physical Therapist. These medical professionals work with over 500 student-athletes and manage approximately 15 Student Athletic Trainers. The Director of Sports Medicine oversees the total sports medicine program and is charged with meeting the programs goals and establishing the philosophy.

The Mission Statement of the Sport Medicine Program: The Sports Medicine Program is responsible for all instances that affect the health and welfare of the student-athlete on campus. Athlete has been defined as any person participating in a university sponsored intercollegiate athletic activity. The Sports Medicine Program shall be responsible for managing the complete health needs of the intercollegiate student athlete. The professional staff of

Equity and Student-Athlete Welfare

Auburn University Sports Medicine has the responsibility over all items affecting the health and safety of student athletes. This includes, but is not limited to, participation, conditioning, protective equipment/devices, nutritional concerns, monitoring the maintenance of safe playing fields and facilities, and any other matter that would affect the health or safety of the student-athlete.

The Philosophy of the Sports Medicine Program: The Sports Medicine Program embodies the commitment of patient/player care, education of the student-athlete as well as the provider, personal and community service, and the implementation and development of research.

The Sports Medicine Staff (all staff including graduate assistants, student interns and team physician) meets weekly to discuss team needs, events, personnel management, care issues, rehabilitation options and ideas related to student-athlete welfare.

The Optimal Performance & Support (OPS) group (team physician, psychologist, nutritionist, and Director of Sports Medicine) meets weekly along with any other person or professional support that is needed to discuss individual care issues, trends being seen as they relate to personal and psychological needs, as well as educational plans - models for eating disorders, anxiety management, anger management, etc.

The Sports Medicine Management Flow Chart will be available for review by the visiting team and will be placed on reserve in the Ralph Brown Draughon Library.

Student Athlete Advisory Committee (SAAC) - The Student-Athlete Advisory Committee (SAAC) was created to promote communication between the athletics administration and the student-athletes. Auburn's SAAC is comprised of two representatives from each athletic team. These two representatives serve as the liaison between their team and the committee. The primary function of the committee is to give student-athletes an official voice in making recommendations on issues affecting their daily lives and welfare. The SAAC also participates in community service activities. SAAC projects include volunteering at local schools and medical facilities, food and clothing drives for needy families, and organizing a full day of activities for local youth on National Student-Athlete Day. Each spring the SAAC sponsors a social for student-athletes in order to recognize their contribution to Auburn University.

The SAAC meets twice per month; the Director of the CHAMPS/Life Skills program is present at all meetings. The Faculty Athletic Representative and the Compliance officer attend most meetings as well. SAAC officers attend the SEC meeting twice per year (Fall and Spring). Four students are nominated and one is selected to attend the NCAA Leadership Conference each year.

CHAMPS/Life Skills Program - CHAMPS/Life Skills is a collaboration between the NCAA and the Division 1A Athletic Directors' Association. CHAMPS stands for Challenging Athletic Minds for Personal Success, and the overall goal of the program is to develop student-athletes' personal and professional skills in order to facilitate successful and productive futures. The Auburn University CHAMPS/Life Skills Program emphasizes leadership, personal responsibility, and contribution within the community. The program is comprised of five key elements: Commitment to Academic Excellence, Commitment to Athletic Excellence, Commitment to Career Development, Commitment to Personal Development, and Commitment to Service.

The mission of the NCAA is to maintain intercollegiate athletics as an integral part of the campus educational program and the athlete as an integral part of the student body. With this in mind, the CHAMPS/Life Skills Program was created to support the student development initiatives of its member institutions and to enhance the quality of the student-athlete experience within the university setting.

In the process of achieving this mission, the CHAMPS/Life Skills Program will:

- Support efforts of every student-athlete toward intellectual development and graduation.
- Use athletics as preparation for success in life.
- Meet the changing needs of student-athletes.
- Promote respect for diversity among student-athletes.
- Assist student-athletes in building positive self-esteem.
- Enable student-athletes to make meaningful contributions to their communities.
- Promote ownership by the student-athletes of their academic, athletic, personal, and social responsibilities.
- Enhance partnerships between the NCAA, Auburn University and the community for the purpose of education.
- Encourage the development of leadership skills.

Committee on Intercollegiate Athletics subcommittee on Equity, Welfare, and Sportsmanship - The Committee on Intercollegiate Athletics has a subcommittee on Equity, Welfare and Sportsmanship. This subcommittee, composed of four faculty members, the President of the Student Government Association, the Chair of the Staff Council, the Senior Woman Administrator, the Director of the AA/EEO, one coach, and three SAAC student-athletes, reviews Athletics Department policies and procedures related to gender equity and the welfare of student-athletes. The goal

Equity and Student-Athlete Welfare

of the subcommittee is to encourage an environment in which fair and equitable distribution of overall athletics opportunities, benefits and resources is available to women and men, one in which student-athletes, coaches and athletics administrators are not subject to gender-based discrimination and one in which student-athlete welfare and sportsmanship are of paramount concern to all associated with any team or individual student-athlete.

Activities of the Equity, Welfare and Sportsmanship Subcommittee include:

1. Reviews the compliance of the athletics program with Title IX guidelines.
2. Reviews the compliance of the athletics program with the guidelines and principles set forth by the NCAA Gender Equity Task Force.
3. Advises the University administration and the Athletics Department on issues related to gender-equity.
4. Conducts exit interviews of student-athletes whose eligibility has expired.

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 Guidance Counseling

The CHAMPS/Life Skills program has several Life Skills courses that address career guidance issues. Life Skills for Student-Athletes (COUN 2970) is a freshman transitional course that addresses issues relevant to the first year college student. This course is also offered to transfer students. There are two sections taught in both academic semesters by doctoral candidate students in the College of Education in the Department of Counselor Education, Counseling Psychology and School Psychology. The Life Skills Coordinator supervises the schedule course preparation and enrollment. Career initiatives are implemented through two career courses also taught under the supervision of the Life Skills Coordinator; Career Awareness and Career Success (COUN 2970). Two Athletics Academic Counselors are the instructors; these courses are provided to all student-athletes. In addition to a Career Fair for Student-Athletes, there are additional professional etiquette and interviewing seminars held prior to the Career Fair. Life Skills Calendars and enrollment tally sheets will be available for viewing by the visiting team.

Personal Counseling

The Student Counseling Services at the Student Health Center and the Optimal Performance and Support (OPS) Team are programs or organizations that address crisis counseling, depression, anxiety, and many other personal counseling/health related conditions. The OPS team is a group comprised of the Director of Sports Medicine, the Athletics Department physician, a psychologist, and a dietician. The psychologist represents nine other psychologists in a local group who have been working with Auburn student-athletes for 11 years.

Student-athletes may self-refer or be referred to counseling services by their trainer, coach, team physician or Director of Sports Medicine. A member of the OPS team meets with each athletics team during the fall to discuss the availability of counseling services. Furthermore, a member of Student Counseling Services addresses Camp War Eagle participants, including student-athletes, during each orientation session.

The Director of Sports Medicine addresses the student-athletes with respect to working with an athletic trainer, getting to know the team physicians, the health and safety concerns of being a college student-athlete as well as the changes associated with being a college student and a student-athlete.

Health and Safety

A student-athlete health questionnaire is mailed to the student-athletes' homes for review by the parents prior to Camp War Eagle (CWE). The special session of CWE provides opportunities for student-athletes to field questions and have answers provided to allay any further concerns. The Director of Sports Medicine or a staff athletics trainer addresses the CWE student-athletes concerning the daily contact they will have with their team athletic trainer(s). Discussions are held about their role as student-athletes and the role of the athletic trainer to provide for their individual health care concerns. Student-athletes are shown that there are multiple services available to them daily for private health care needs as well as participation related problems. The Athletics Department Physician holds clinics daily for anyone to attend for any reason. Referrals are made to specialists as needed. The Athletics Department provides their own rehabilitation services through the athletic training departments or the physical therapy clinic on the athletic campus. The Athletics Department employs a full-time physical therapist to address rehabilitation needs.

Equity and Student-Athlete Welfare

Alcohol and Other Drug Guidelines

During the special session of CWE, the Drug Education/Testing Program is reviewed, confidentiality of medical records is discussed, and the Sports Medicine web site as it relates to Mission Statement and Philosophy of student-athlete health care is addressed. Furthermore, the Director of Sports Medicine reviews the Auburn Alcohol and Drug Policy with each team during the certification process. The Life Skills program provides seminars every semester addressing Substance Abuse Education. Additionally, a Health Behavior Assessment Center (HBAC) post graduate staff member provides alcohol screening and individual counseling to each team yearly. Team educational sessions are also available.

Non-Academic Components of Life Skills Programs

The Student Support Services (SASS) department within Athletics offers a vibrant CHAMPS/Life Skills program open to all student-athletes. This program provides education and services in four areas: Academic Enhancement, Personal Development, Career Development, and Service/Outreach. Events offered in the past three years have included the following:

Speaker Don McPherson on gender violence (Oct. 2002)
 Financial responsibility with Alan Taylor (2002)
 Choosing A Major (2002)
 Race Issues in Intercollegiate Athletics (2003)
 Academic Tools for Success (Every Semester)
 Graduating Soon, Want a Job? (2003)
 Stress Management (Every Semester)
 Career Symposium (Every Spring)
 Eligibility- What Do I Do Now that it is Up? (Every Spring)
 Drug Education Seminar (Every Semester)
 Test Taking Strategies (Every Semester)
 Dr. Richard Lapchick; Diversity and Issues in Athletics (2003)
 Healthy Relationships (2004, 2005)
 Financial Aid (Every Spring)
 Introduction to College Cooking (2004)
 Lunch and Learns (Introduced in fall, 2004 and done monthly on various topics)
 Got Budget? (Every Semester starting 2005)
 Reality Woes (2005)
 Sexual Assault and Safety (2005)
 Road Tripping (2005)
 Post-Season Academic Strategies for Students on Academic Warning (2005)
 Extreme Career Makeover (2005)
 Gambling- Michael Francese (2005)

Practices/procedures in place to encourage and assure student-athletes' access to these programs.

All of the above programs are discussed with the student-athletes as they enter yearly. The individual athletic training personnel are periodically providing reminders of the available services to the student-athletes. Each of the training rooms have handout materials for the various services that student-athletes may self refer to or request assistance from the athletic training staff person. Communication and periodic conference sessions are conducted with academic service personnel to review like needs or concerns related to student-athlete personal health care.

Student-athletes are provided with written schedules of CHAMPS Life Skills programs for the semester as well as reminded that this and many other scheduled events are listed on the Auburn University or AU Athletics Department web sites. Incoming student-athletes attend a special session during the required Camp War Eagle (CWE). CWE is a new student's introduction to our campus and the many resources students have at their disposal to succeed at Auburn University. In the special session for student-athletes, reminders are given in regard to these services and how they may be more important to the student-athlete.

Students are informed of Life skills activities and opportunities by Athletics Academic Counselors, flyers, calendars, coaches, emails, SAAC and enrollment in Life Skills classes. Additional services offered to student-athletes are highlighted and access avenues discussed.

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.

Equity and Student-Athlete Welfare

Exit Interviews:

Exit Interviews have been conducted within the Athletics Department. Complete assessment of the results from the surveys are on file in the SASS office from the Fall of 2000 through the Spring of 2006. Exit survey results from 2001-2002, 2003-2004, and 2004-2005 will be available for review by the site visit team. Due to a computer virus, the 2002-2003 data were destroyed. Beginning in 2003-2004, the exit survey transitioned from a paper-based assessment to a computer-based assessment. This process was completed with the assistance of the office of Information Technology. In Fall 2004, a graduate student was contracted to administer and tabulate the results of the exit surveys. The Senior Associate Athletics Director for student services reviews and distributes the necessary information to the athletics administration.

The Committee on Intercollegiate Athletics has a standing Committee on Equity, Welfare and Sportsmanship. A topic of discussion by this committee has been the format and methods of delivery of exit surveys/interviews to student-athletes who have completed their eligibility. The committee and the Senior Associate Athletics Director for Student-Athlete Support Services studied Exit surveys used by other Universities in an effort to develop an Exit survey that would assist the Athletics Department to effectively evaluate how well they are ensuring the health and safety of student-athletes. As a result of the committee's recommendations, in the Spring of 2006 the Sports Administrators began conducting face-to-face interviews with the senior student-athletes in an effort to gain more in-depth and anecdotal information. Notes from the interviews were compiled for the Athletics Director to review and evaluate for use in improving student-athlete experiences. The SASS office is in the process of implementing minor changes to the survey content, delivery system, and schedule.

Other Avenues Available to Student-athletes to Provide Input:

The SASS Evaluation/Survey is given to every student-athlete at the end of the year to assess all the programs that affect student-athlete welfare. The SASS survey instrument will be available for review by the site visit team and be placed on reserve in the Ralph Brown Draughon Library. Complete assessments of the results from the 1999-2006 SASS surveys are on file in the SASS office. The Exit Interview and SASS Survey results are used to improve services as well as highlight areas that need future study. Examples of freshmen orientation surveys and SASS study table surveys will be available for review by the site visit team. Auburn student-athletes also have an opportunity for input and evaluation of CHAMPS/Life Skills seminars at the conclusion of each event. The results of those evaluations are used to provide feedback to the SASS administrators, helping them to determine the calendar of events for future academic terms. A complete tally of the Life Skills evaluations are on file in the SASS office. The Senior Associate Athletics Director for Support Services reviews and distributes information to campus administrator's and athletics department administrators.

The Director of Sports Medicine meets weekly with all certified athletic trainers and during the meetings they will discuss any and all issues affecting the health and safety of the student-athletes. The SAAC holds an open forum during each meeting to allow the SAAC representatives to discuss any needs and issues of their respective teams. The chair has direct access to the Athletics Director to discuss these issues. The coaches meet monthly with the Sport Administrators and the Senior Leadership Team meets weekly, providing an opportunity for open communication within the department.

The Sports Administrators, Athletics Director, and all athletics personnel promote the philosophy of an open-door policy for student-athletes. This message is reiterated to student-athletes during the certification process and during meetings with the Athletics Director and student-athletes. For example, during the Fall Tiger Tailgate the Athletics Director addresses all student-athletes about expectations and tells the student-athletes about the open-door policy.

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.

The Associate Athletics Director/Senior Woman Administrator (SWA) oversees the scholarship process within the Athletics Department. All scholarship renewal and non-renewal letters are sent from the SWA to the Financial Aid Office. The Financial Aid Office will notify the student-athlete in writing by July 1st and will include information on the appeals process if the scholarship has been reduced or non-renewed. If the student-athlete wishes to appeal this decision, he/she must notify the Director of Financial Aid within 21 days after receipt of the letter. If the student-athlete chooses to appeal, the University Scholarship Committee (membership consists of 6 faculty members, the

Equity and Student-Athlete Welfare

Director of Student Financial Services, the Director of the Scholars Program, 2 graduate students, and 3 undergraduate students) will hold a hearing and render a decision.

The Assistant Athletics Director for Compliance is responsible for overseeing the transfer process. Student-athletes wishing to transfer will contact the compliance office. If the student-athlete is permitted to transfer, the student-athlete will receive the NCAA permission to transfer letter. If the student-athlete is not permitted to transfer to a certain institution, the Assistant Athletics Director will inform the student-athlete in writing their request has been denied and they will have the opportunity to appeal this decision to the Appeals Committee (chaired by the Faculty Athletics Representative and typically composed of members of the Committee on Intercollegiate Athletics including the President of the Student Government Association as well as the Chair of the University Senate). The appeal will be heard in a timely manner with a decision to follow.

NOTE: Both the committees above are comprised of non-Athletics Department personnel.

Beginning in Fall 2005, all student employees must sign the Anti-Harassment Policy for students signifying they have read the information and are knowledgeable about the steps to take if they are harassed.

A written grievance and/or appeals procedure available to student-athletes is distributed and described in the Tiger Cub, a university publication for all students. This information is also discussed and students are made aware of resources on campus and procedures for reporting during Academic Days which is at the beginning of the semester. Academic Days are coordinated by Student-Athlete Support Services counselors and the emphasis of each meeting is to familiarize student-athletes with academic guidelines, campus and departmental resources and/or procedures. This Spring 2006, all student-athletes will have a presentation on Sexual Harassment conducted by the AA/EEO Compliance Office. This will become a part of yearly Life Skills seminars presented to student-athletes. Documentation of material presented and copies of sign-in sheet will be housed in the Athletics Directors' file and the CHAMPS/Life Skills Coordinators files.

Rules, Regulations and Policies listed below are found in the Tiger Cub Handbook and located on the following website: http://www.auburn.edu/tigercub/rules/rules_regs_policies.html

The following documents will be available for review by the visiting team and be on reserve in the Ralph Brown Draughon library.

Academic Grievance Policy

Easy Guide to Reporting Honesty Cases

Social Regulations

Speech and Demonstration Regulations

Students and/or Student in Need of Psychological Treatment

Hazing Policy

Harassment/Discrimination Policy

Office of Information Technology

Safety Policy

Smoking Policy

Drug-free Campus and Workplace Policy Statement

Weapons Policy

Auburn University AA/EEO Policy on Harassment & Discrimination of Students

Auburn University Policy on Anti-Hazing

Auburn University Interfraternity Council Stance on Hazing

Information is also posted on Auburn's website under Compliance and in the Student-Athlete Development Center on Ethics Point. Ethics Point allows people to anonymously report ethics-related matters and NCAA violations.

- 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.**

Auburn University has written policies that address harassment, discrimination, and hazing; these policies will be available for viewing by the visiting team. A stated Goal of the Office of Diversity and Multi-Cultural Affairs is to, 'Create, promote, and encourage a supportive and friendly campus environment that is welcoming for, and attractive to people of all races, ethnicity, nationalities, religions, genders, sexual orientations, and those with disabilities.' The Vision and Mission Statements and Goals of the Office of Diversity and Multi-Cultural Affairs will be

Equity and Student-Athlete Welfare

available for viewing by the visiting team. The Auburn Gay/Lesbian/Bisexual Caucus and the Auburn Gay and Lesbian Association are described below:

Auburn Gay/Lesbian/Bisexual Caucus (AGLBC)

The Auburn Gay/Lesbian/Bisexual Caucus (AGLBC) was established on the Auburn University campus on December 6, 1994. The purpose of the AGLBC, as stated in its constitution, is to promote equality and advocacy for faculty, staff, and students of Auburn University who are Gay, Lesbian, or Bisexual.

The Auburn Gay/Lesbian/Bisexual Caucus was formed primarily to address and respond proactively to the aforementioned types of harassment and discrimination. The AGLBC also serves the greater goal of promoting equal rights for every member of the Auburn Family.

The AGLBC works closely with the Auburn Gay and Lesbian Association (AGLA), the campus student support group. Efforts also have been made to coalition-build with the Women's Caucus and the Black Caucus on issues of cultural awareness education and creating greater campus inclusiveness. Membership to the Auburn Gay/Lesbian/Bisexual Caucus is open to anyone affiliated with Auburn University regardless of sexual/affectual orientation.

Auburn University also provides counseling through the following resources:

AU Student Counseling Service: 334-844-5123
AUM Student Counseling Service: 334-244-3469
Auburn/Opelika Psychology Clinic: 742-9555
Becky Liddle, Ph.D.: 404-374-4927
Burkhart & Kelley Clinical Psychologists: 821-3350
Dr. Anne Harzem: 745-0923
Professional Counseling Service, Jo Anne Rockwell: 821-4512
Family Counseling Center (Columbus): 706-327-3238

Safe Harbor is a program developed to assist victims of sexual harassment or violence, and is described below:

SAFE HARBOR

Auburn University provides a program called Safe Harbor which is Auburn University's sexual assault assistance and awareness program for students.

Housed in the Division of Student Affairs, Safe Harbor is committed to reducing men's violence against women by increasing awareness about dating/domestic violence, stranger rape, acquaintance rape, sexual harassment, and other forms of sexual violence.

At no charge, Safe Harbor provides comprehensive services to students who have been victims of sexual violence. Such services include counseling, advocacy, consultations, and referral services.

This program provides Advocacy Services which links Auburn students with the wide range of services available both on campus and in the Auburn community. Such services may include medical care, short-term and long-term counseling, and communication with law enforcement agencies. Victim advocates also connect the student with the academic community to assist with academic difficulties as a result of assault.

This program provides Counseling Services free of charge to Auburn students who have been victims of sexual assault and/or dating violence. Counseling services are confidential. These services are provided on campus by licensed professional counselors. Counseling is also available for secondary victims - including friends, family, roommates, or boyfriends.

This program provides Awareness and Outreach Activities/Education to increase community and campus awareness about violence against women and Safe Harbor services. Awareness activities and specialized programs for students are scheduled throughout the year to highlight the issue of sexual assault and promote student safety.

This program offers Self-Defense for Women classes for women provided by Safe Harbor and Auburn University Department of Public Safety. The Rape Aggression Defense System is a comprehensive course program of realistic self-defense tactics and techniques that begins awareness, prevention, risk reduction, and avoidance, and progresses to the basics of hands-on self-defense training. RAD is not a martial arts program.

The University provides several means of communication and protection:

Incident/Crisis Assistance is available in several locations:
Report an emergency-dial 911.

Equity and Student-Athlete Welfare

Report rape/sexual assaults-call Safe Harbor 844-5123
 Report Racial/Sexual discrimination or Harassment-Call AA/EEO 844-4794
 Reach a counselor or therapist-Student Counseling Services 844-5123
 Report a student accident, injury or death-Call Dean of Students
 Contact Police-Call Auburn City Police 501-3100
 Report a crime that occurred on campus-Call Auburn City Police 501-3100
 Report or talk about a student incident and not sure who to call-Call Dean of Students 844-1300
 Emergency Phone around campus
 Landscape kept trimmed around buildings for protection
 Additional lighting installed across campus for protection
 SANE (Sexual Assault Nurse Examiner)

Rape victims will no longer have to endure typically long emergency room waits and treatment. Thanks to Safe Harbor, a SANE (Sexual Assault Nurse Examiner) room was opened at East Alabama Medical Center. In the past, rape victims were treated like all other emergency room patients. With cooperation of East Alabama Medical Center and Auburn University's Safe Harbor the SANE room became reality with a lot of training for community members and staff. Auburn University has professionals willing to work with us and has community support.

Two purposes were behind the development of SANE room. First, to make it a better place for the survivor and second to get the person out of the emergency room. The room was designed to be private and nondescript without any signage as to the room's use. The SANE room cuts down on the wait time for victims and establishes a set protocol for collecting evidence. It makes going to the hospital as a rape victim less traumatic.

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 disseminated within the athletics department, who receives this information and how these issues are addressed within the athletics department. [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 this self-study item.]

The Director of Sports Medicine reports to the Associate Athletics Director on matters concerning health and well being of AU student-athletes. The Associate Athletics Director and Athletics Director sign off on Sports Medicine Policies and Procedures each year.

Student-athletes have direct access regarding health care concerns through their athletic trainer, Team Physician or any campus related health care agency. Self referral is encouraged with all athletes. Additionally, student-athletes may voice concerns to their coach(s), who have direct ability to question the Director of Sports Medicine, the Associate Athletics Director or the Athletics Director.

Athletes may choose to speak to a peer student-athlete who sits as a member of the Student-Athlete Advisory Committee (SAAC) which has representation from Athletic Compliance, as well as the Committee on Intercollegiate Athletics.

Additional information about SASS personnel and various care concerns can be found at:

<http://sass.auburn.edu/sassweb/fall2005/saac.htm>

Health and public safety concerns such as vaccinations, health bulletins, etc are managed through the athletic training rooms with team physicians. Travel activities and transportation concerns are managed through the University's Office for Risk Management. The Athletics Business Office is responsible for arranging for all team travel and ensuring that policies are being followed. For any charter flights, the Director of Air Transportation is responsible for booking flights and for ensuring that policies are being followed. The Athletics Department Athletics Team Travel Policy and Van Policy will be available for review by the visiting team and be on reserve in the Ralph Brown Draughon library.

The Sports Medicine Department has a Mission Statement and Philosophy for its athletic training personnel as well as the student-athlete. These documents are discussed with the individual teams and are found on the Sports Medicine section of the AU Athletics web page. <http://www.auburn.edu/smst/>

The Optimal Performance and Support Team (OPS; The team comprises Mike Roberts, Director of Sports Medicine, Mike Goodlett, M.D. Athletics Department Team Physician, Peggy Howland, Ph.D. Clinical Psychologist,

Equity and Student-Athlete Welfare

and Carol Dillard, Clinical Nutritionist) and ways to access the members as well as the OPS mission are listed. Upgrades to that site and the OPS group are planned for the next fiscal year.

Plans are underway to place the newly adopted Drug / Alcohol Testing Policy on that web site, as well as the Student-Athlete Health Questionnaire and make it directly link to the individual player's medical records.

10. Describe the institution's emergency medical plan for practices and games. [Note: The institution may want to refer to the emergency care section of the NCAA Sports Medicine Handbook Guideline No. 1 as a guide in responding to this self-study item.]

AU Sports Medicine provides for each athletic venue a written emergency action plan. This plan is posted prominently in and around the venue as well as at the most accessible land phone line. It is discussed and reviewed with the coach(s) of the venue yearly. This plan highlights equipment on hand and the appropriate call sequence for emergency care.

Emergency plans are also established for the weight rooms and conditioning areas that AU student-athletes would use in training.

Athletic training coverage is provided when 50% of a team is gathered and working out with a coach or strength coach. Small group 'skills' sessions are manned by the coach involved, but the athletic training staff is available in the athletic training room in case of emergency. Coaches and graduate assistant personnel are CPR and First Aid certified.

Weight rooms and other training facilities are not accessible without supervision.

Additional information will be available for review by the visiting team and be on reserve in the Ralph Brown Draughon library.

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. [Note: The institution may want to refer to the emergency care section of the NCAA Sports Medicine Handbook Guideline No. 1 as a guide in responding to this self-study item.]

AU Sports Medicine provides for each athletic venue a written emergency action plan. This plan is posted prominently in and around the venue as well as at the most accessible land phone line. It is discussed and reviewed with the coach(s) of the venue yearly. This plan highlights equipment on hand and the appropriate call sequence for emergency care.

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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 SEC and NCAA tournament events.

Additional information, including emergency plan details, will be available for review by the visiting team and be on reserve in the Ralph Brown Draughon library.

12. Using the four program areas for student-athlete welfare issues please:

- a. Describe how the institution studies these topics as they apply to all student-athletes;
- b. Provide data demonstrating the institution's commitment to these issues for all student-athletes;
and

Equity and Student-Athlete Welfare

- c. Explain how the institution will address these topics in the future for the welfare 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 studies these topics as they apply to all student-athletes.

The Committee on Intercollegiate Athletics has a standing Committee on Equity, Welfare and Sportsmanship. A topic of discussion by this committee has been the format and methods of delivery of exit surveys/interviews to student-athletes who have completed their eligibility. The committee and the Senior Associate Athletics Director for Student-Athlete Support Services studied Exit surveys used by other Universities in an effort to develop an Exit survey that would assist the Athletics Department to effectively evaluate how well they are ensuring the health and safety of student-athletes. The committee is in the process of validating a new Exit survey instrument at this time.

Sports Medicine policies and procedures are reviewed annually. The Director of Sports Medicine evaluates the trainers quarterly.

- b. Provide data demonstrating the institution's commitment to these issues for all student-athletes; and

The SASS Evaluation/Survey is given to every student-athlete at the end of the year to assess all the programs that affect student-athlete welfare. The SASS survey instrument can be found in the Appendix. Sports Administrators conduct in-person exit interviews with all student-athletes completing their eligibility. The results are compiled and problem areas are addressed by the department. The CHAMPS/Life Skills program offers classes and seminars to address student-athlete welfare issues, and each seminar is evaluated by the student-athletes attending. The Director of Sports Medicine meets weekly with all certified athletic trainers and during the meetings they will discuss any and all issues affecting the health and safety of the student-athletes. The SAAC holds an open forum during each meeting to allow the SAAC representatives to discuss any needs and issues of their respective teams. The chair has direct access to the Athletics Director to discuss these issues. The coaches meet monthly with the Sport Administrators and the Senior Leadership Team meets weekly, providing an opportunity for open communication within the department.

- c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.

The Committee on Equity, Welfare and Sportsmanship will continually evaluate Exit survey instruments and make recommendations for adjustments as necessary. The SASS survey instrument will be continually evaluated by the Student Support Services administrators. Other methods of evaluation, including those conducted by the Sports Medicine group, the Sports Administrators, the Senior Leadership Team, and the SAAC, will continue as well as the open-door policy practiced by the Athletics Director.

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 studies these topics as they apply to all student-athletes.

The Auburn University Athletics Department has demonstrated their commitment to student-athlete welfare by assigning Sports Administrators to specific athletic teams and by developing or supporting organizations dedicated to student-athlete welfare such as SASS, Sports Medicine, the Equity, Welfare and Sportsmanship subcommittee of the CIA, and CHAMPS/Life Skills.

Equity and Student-Athlete Welfare

b. Provide data demonstrating the institution's commitment to these issues for all student-athletes; and

The Auburn University Department of Intercollegiate Athletics Organization chart will be available for review by the visiting team. Four Sports Administrators are charged with overseeing the athletic teams; the division of responsibilities is included below:

Assistant Athletics Director for Compliance - Men's Golf, Men's Tennis
 Senior Associate Athletics Director - Football, Men's Basketball, Baseball, Track and Field
 Senior Woman Administrator - Women's Basketball, Soccer, Equestrian, Women's Golf, Women's Tennis
 Associate Athletics Director for Women's Olympic Sports - Women's Basketball, Volleyball, Gymnastics, Men's and Women's Swimming and Diving, Softball

Sports Administrators meet every two weeks to discuss various issues as they relate to student-athlete welfare.

The Student Athlete Support Services (SASS) Organization - Consists of professionals who provide direction for student-athletes via academic counseling in conjunction with advisors from the respective Dean's offices at Auburn University. Academic support services such as tutoring and supervised study hall are also provided, as well as career planning, monitoring of eligibility status, financial aid assistance, and a host of other guidance and advisory services. Each student-athlete is assigned to a Student-Athlete Support Services Counselor for their entire tenure of study at AU. The SASS Counselors also help familiarize student-athletes with Auburn University, Southeastern Conference, and NCAA policies and procedures. The SASS Eligibility Coordinator is charged with keeping records of progress toward graduation, as well as keeping abreast of SEC, NCAA, and Auburn University criteria for academic eligibility.

The Mission of the Office of Student-Athlete Support Services of the Auburn University Athletics Department - To promote, assist, and provide counsel to all student-athletes, whether scholarship or walk-on, in the areas of academics, eligibility, admissions, financial aid, career counseling, and substance abuse. Its primary, constant goal is to develop graduates from Auburn University who have contributed in the arenas of athletic competition during their tenures of education, who are articulate, confident, poised, positive, cooperative, and mature decision-makers, and who are outstanding examples of Auburn University's commitment to the development of the whole individual.

The SASS professionals meet weekly to discuss various issues that ultimately affect student-athlete welfare.

The Sports Medicine Program - The Auburn University Sports Medicine Program is comprised of ten full time Staff-Certified Athletic Trainers, one on-campus Team Physician, and ten Graduate Assistant-Certified Athletic Trainers and one Physical Therapist. These medical professionals work with 500 athletes and manage approximately fifteen Student Athletic Trainers. The Director of Sports Medicine oversees the total sports medicine program and is charged with meeting the programs goals and establishing the philosophy.

The Mission Statement of the Sport Medicine Program: The Sports Medicine Program is responsible for all instances that affect the health and welfare of the student-athlete on campus. Athlete has been defined as any person participating in a university sponsored intercollegiate athletic activity. The Sports Medicine Program shall be responsible for managing the complete health needs of the intercollegiate student athlete. The professional staff of Auburn University Sports Medicine has the responsibility over all items affecting the health and safety of student athletes. This includes, but is not limited to, participation, conditioning, protective equipment/devices, nutritional concerns, maintenance of safe playing fields and facilities, and any other matter that would affect the health or safety of the student-athlete.

The Philosophy of the Sports Medicine Program: The Sports Medicine Program embodies the commitment of patient/player care, education of the student-athlete as well as the provider, personal and community service, and the implementation and development of research.

The Sports Medicine Staff (all staff including graduate assistants, student interns and team physician) meets weekly to discuss team needs, events, personnel management, care issues, rehabilitation options and ideas related to student-athlete welfare.

The Optimal Performance & Support (OPS) group (team physician, psychologist, nutritionist, and Director of Sports Medicine) meets weekly along with any other person or professional support that is needed to

Equity and Student-Athlete Welfare

discuss individual care issues, trends being seen as they relate to personal and psychological needs, as well as educational plans - models for eating disorders, anxiety management, anger management, etc.

Committee on Intercollegiate Athletics subcommittee on Equity, Welfare and Sportsmanship - The Committee on Intercollegiate Athletics has a subcommittee on Equity, Welfare and Sportsmanship. This subcommittee, composed of four faculty members, the President of the Student Government Association, the Chair of the Staff Council, the Senior Woman Administrator, the Director of the AA/EEO, one coach, and three SAAC student-athletes, reviews Athletics Department policies and procedures related to gender equity and the welfare of student-athletes. The goal of the subcommittee is to encourage an environment in which fair and equitable distribution of overall athletics opportunities, benefits and resources is available to women and men, one in which student-athletes, coaches and athletics administrators are not subject to gender-based discrimination and one in which student-athlete welfare and sportsmanship are of paramount concern to all associated with any team or individual student-athlete.

Activities of the Equity, Welfare and Sportsmanship Subcommittee include:

1. Reviews the compliance of the athletics program with Title IX guidelines.
2. Reviews the compliance of the athletics program with the guidelines and principles set forth by the NCAA Gender Equity Task Force.
3. Advises the University administration and the Athletics Department on issues related to gender-equity.
4. Conducts exit interviews of student-athletes whose eligibility has expired.

CHAMPS/Life Skills Program - CHAMPS/Life Skills is a collaboration between the NCAA and the Division 1A Athletic Directors' Association. CHAMPS stands for Challenging Athletic Minds for Personal Success, and the overall goal of the program is to develop student-athletes' personal and professional skills in order to facilitate successful and productive futures. The Auburn University CHAMPS/Life Skills Program emphasizes leadership, personal responsibility, and contribution within the community. The program is comprised of five key elements: Commitment to Academic Excellence, Commitment to Athletic Excellence, Commitment to Career Development, Commitment to Personal Development, and Commitment to Service. The CHAMPS/Life Skills program received the Program of Excellence Award in 2004.

The mission of the NCAA is to maintain intercollegiate athletics as an integral part of the campus educational program and the athlete as an integral part of the student body. With this in mind, the CHAMPS/Life Skills Program was created to support the student development initiatives of its member institutions and to enhance the quality of the student-athlete experience within the university setting.

In the process of achieving this mission, the CHAMPS/Life Skills Program will:

- Support efforts of every student-athlete toward intellectual development and graduation.
- Use athletics as preparation for success in life.
- Meet the changing needs of student-athletes.
- Promote respect for diversity among student-athletes.
- Assist student-athletes in building positive self-esteem.
- Enable student-athletes to make meaningful contributions to their communities.
- Promote ownership by the student-athletes of their academic, athletic, personal, and social responsibilities.
- Enhance partnerships between the NCAA, Auburn University and the community for the purpose of education.
- Encourage the development of leadership skills.

c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.

Using data generated from Exit surveys, as well as information obtained from meetings of the Sports Medicine staff, CHAMPS/Life Skills staff, and SASS, the Athletics Department will continually assess the effectiveness of these organizations in meeting the needs and enhancing the well-being of student-athletes. The Athletics Department will consider the reorganization of existing structures and/or the formation of other organizations/structures should the need arise.

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).

Equity and Student-Athlete Welfare

- a.** Describe how the institution studies these topics as they apply to all student-athletes.

The Student-Athlete Advisory Committee gives student-athletes a voice in making decisions and ultimately implementing policies mandated by the Athletics Department. The SASS survey provides an opportunity for student-athletes to give feedback on the effectiveness of this organization in voicing their concerns. The Athletics Director, Sports Administrators, and the Faculty Athletics Representative embrace an open-door policy between their offices and all student-athletes.

- b.** Provide data demonstrating the institution's commitment to these issues for all student-athletes; and

Student Athlete Advisory Committee (SAAC) - The Student-Athlete Advisory Committee (SAAC) was created to promote communication between the athletics administration and the student-athletes. Auburn's SAAC is comprised of two representatives from each athletic team. These two representatives serve as the liaison between their team and the committee. The primary function of the committee is to give student-athletes an official voice in making recommendations on issues affecting their daily lives and welfare. The SAAC also participates in community service activities. SAAC projects include volunteering at local schools and medical facilities, food and clothing drives for needy families, and organizing a full day of activities for local youth on National Student-Athlete Day. Each spring the SAAC sponsors a social for student-athletes in order to recognize their contribution to Auburn University.

The SAAC meets twice per month; the Compliance officer and the Director of the CHAMPS/Life Skills program are present at all meetings. SAAC officers attend the SEC meeting twice per year (Fall and Spring). Four students are nominated and one is selected to attend the NCAA Leadership Conference each year.

- c.** Explain how the institution will address these topics in the future for the welfare of all student-athletes.

The Athletics Department will continually evaluate information obtained from Exit surveys, SASS surveys, and/or other sources to assess the effectiveness of the SAAC in fulfilling the function of providing student-athletes a means of participating in the governance and decision-making processes of the Athletics Department.

4. Programs and Activities Establishment of programs that address the needs and issues affecting student-athletes.

- a.** Describe how the institution studies these topics as they apply to all student-athletes.

Student-athletes are given the opportunity to communicate either directly with advisors, Sports Administrators, counselors, and student-athlete representatives and/or indirectly via surveys whether existing programs and activities are meeting their needs and to suggest other programs or activities that may still be needed. Many of the topics addressed in seminars and involvement of student-athletes in various activities were a direct result of suggestions made by student-athletes.

- b.** Provide data demonstrating the institution's commitment to these issues for all student-athletes; and

Student-athlete welfare is enhanced by programs such as CHAMPS/Life skills and the Student-Athlete Advisory Committee, both of which provide student-athletes the opportunity to participate in character-building activities.

In addition to the programs offered by CHAMPS/Life Skills, the Student-Athlete Advisory Committee gives student-athletes a voice in making decisions and ultimately implementing policies mandated by the Athletics Department.

There are many opportunities each semester for student-athletes to attend workshops, seminars, and other beneficial programs designed for improving student-athlete welfare. Other programs dedicated to meet the needs of student-athletes include: Study Table Program, Tiger Tutors, Supplemental Instruction

Equity and Student-Athlete Welfare

(SI) Advantage, Promoting Academic Winners (PAW) Program, Academic Aides, and the Computer Lab. Details on each of these programs are outlined in the Student-Athlete Handbook.

Examples of programs affecting student-athlete welfare offered to student-athletes by the CHAMPS/Life Skills program include:

Financial Responsibility with Alan Taylor (2002)
Choosing A Major (2002)
Academic Tools for Success (Every Semester)
Graduating Soon, Want a Job? (2003)
Stress Management (Every Semester)
Career Symposium (Every Spring)
Eligibility- What Do I Do Now that it is Up? (Every Spring)
Drug Education Seminar (Every Semester)
Test Taking Strategies (Every Semester)
Healthy Relationships (2004, 2005)
Financial Aid (Every Spring)
Introduction to College Cooking (2004)
Lunch and Learns (Introduced in fall, 2004 and done monthly on various topics)
Got Budget? (Every Semester starting 2005)
Realty Woes (2005)
Sexual Assault and Safety (2005)
Road Tripping (2005)
Post-Season Academic Strategies for Students on Academic Warning (2005)
Extreme Career Makeover (2005)
Gambling- Michael Francese (2005)

Athletes in Society and Life Skills for Student-Athletes were added courses that increase the involvement of student-athletes in community service and emphasize success strategies, respectively.

SASS developed and implemented an extended orientation program for student-athletes called Extended Camp War Eagle during the summer of 2005. This program brought student-athletes to campus two days prior to the regular Camp War Eagle session for additional orientation to life as a student-athlete. Topics included Stress Management, Time Management, Campus Safety, Study Skills, NCAA and SEC rules and regulations, team building exercises, Drug Testing Policy, and Drug and Alcohol Awareness.

SASS developed a Study Abroad opportunity for student-athletes projected for the summer of 2007. A four-week, 3 credit-hour HLHP course titled, 'Sport Nutrition and Performance' will be taught from mid-May to mid-June at Edge Hill College in Ormskirk, England. The course will be taught jointly by professors from Health and Human Performance and from Nutrition. Students will have the opportunity to participate in activities in England, Scotland, Ireland, and Wales. The campus has excellent athletics training facilities and allows students to train while gaining valuable cultural experience.

SASS is collaborating with Auburn University's Career Services to enhance career services to student-athletes. SASS will provide a link that can be accessed through the SASS website with the goal of increasing the networking of former and future student-athlete graduates with potential employers.

SASS works with local bookstores and coordinates a Book Depository for student-athletes. Bookstores deliver books already bagged to the Student Athlete Development Center for student-athletes to pick-up at their convenience. Vouchers are used when necessary for books that were not available, were not yet assigned, or for when students make schedule adjustments.

The Senior Associate Athletics Director for Student Support and Assistant to the Provost is developing a virtual tutoring program which will use existing computer capability along with new technology to allow student-athletes access to tutoring sessions while traveling. This program is expected to be on-line by Fall of 2006. The Athletics Department provides 35 lap-top computers for use by student-athletes when traveling to competitions.

Examples of programs that have been added or enhanced that affect student-athlete welfare include:

Exit interviews are conducted in person with all student-athletes by Sports Administrators in addition to the use of the computer-based model.

Publication of a coaches' monthly newsletter on alcohol/drug awareness. (The December, January, and February (2005-2006) alcohol/drug awareness fact sheets will be available for review by the site visit

Equity and Student-Athlete Welfare

team).
Mandatory drug education seminars.
Mandatory sexual harassment seminars.
Revision of the drug policy.
An increase in the budget for travel for all teams.
Agent Day was refined.
The MVP (mentoring violence prevention) program was instituted.

c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.

Counselors and advisors will continue to monitor student-athlete satisfaction with seminar presentations and other activities and provide additional programs or activities as requested. Exit surveys and SASS survey instruments will also be used to assess student-athlete needs.

Evaluation

1. Does the institution provide evidence that the welfare 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**

Equity and Student-Athlete Welfare

RACIAL OR ETHNIC COMPOSITION ATHLETICS AND SELECTED INSTITUTIONAL PERSONNEL

		Racial or Ethnic Group																	
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
		Year	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2
Senior Administrative Athletics Dept. Staff	F	0	0	0	0	0	0	3	3	3	0	0	0	9	9	9	0	0	0
Other Professional Athletics Dept. Staff	F	0	0	0	0	0	0	6	4	4	0	0	0	51	52	43	0	0	0
	P	0	0	0	0	0	0	1	3	4	0	0	0	35	36	25	0	0	0
Head Coaches	F	0	0	0	0	0	0	1	1	1	0	0	0	13	13	13	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0
Assistant Coaches	F	0	0	0	0	0	0	8	8	9	1	0	0	31	30	30	0	0	0
	P	0	0	0	0	0	0	1	1	0	0	0	0	5	4	5	0	0	0
Totals (for Athletics Dept. Personnel)	F	0	0	0	0	0	0	18	16	17	1	0	0	104	104	95	0	0	0
	P	0	0	0	0	0	0	2	4	4	0	0	0	41	41	31	0	0	0
Faculty-Based Athletics Board or Committee Members		0	0	0	0	0	0	2	3	2	0	0	0	16	14	15	0	0	0
Other Advisory or Policy-Making Group Members		0	0	0	0	0	0	2	1	1	0	0	0	12	13	13	0	0	0

Name of person completing this chart: Barbara Camp

Title: Assc. AD & Sr. Administrator

Equity and Student-Athlete Welfare

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	91	81	74	250	250	225	1282	1256	1304	230	205	181	15203	15468	15638	340	312	272
Student-Athletes	0	1	0	1	0	2	103	88	99	6	7	8	208	213	212	50	52	46

Name of person completing this chart: Barbara Camp

Title: Assoc. AD & Sen. Admin.

Equity and Student-Athlete Welfare

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	3	3	3	1	1	0	21	23	23	2	2	1
Men's Basketball		0	0	0	0	0	1	9	9	10	0	0	0	2	0	1	0	0	0
Football		0	0	0	0	0	0	62	53	63	0	0	0	25	29	29	2	0	0
Men's Track / Cross Country		0	0	0	0	0	0	3	1	4	0	0	0	12	13	13	7	10	8
Men's Other Sports and Mixed Sports		0	0	0	0	0	0	0	0	0	0	0	0	39	41	43	12	11	12
Women's Basketball		0	0	0	0	0	0	10	9	8	1	1	1	1	2	2	3	5	4
Women's Track / Cross Country		0	0	0	0	0	0	8	5	6	0	0	0	10	9	7	6	8	10
Women's Other Sports		0	1	0	1	0	1	8	8	5	4	5	7	98	96	94	18	16	11
Total		0	1	0	1	0	2	103	88	99	6	7	8	208	213	212	50	52	46

Name of person completing this chart: Barbara Camp

Title: Assoc. AD & Sen. Admin.